

English Language Standard: Connotation and Interpretation in Teaching Communication Skills to L2 Learners

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Abstract

Communication is one of the important sources of human beings to transform information. It helps people to behave sensible manner. If people receive proper communication skills, they would be able to be their life successfully. Miscommunication leads listeners to realize the objective of communication in an incompatible way. Also, miscommunication creates controversy between speaker and recipient. Standard of language supports communicators to converse their messages fruitfully. Sometimes, those standards of language could create some issues related to communication. Collectively, these notions organize together for finding the best communication in the English language to avoid barriers. If one does not possess the ability to understand others' language, they will not impart a positive reaction in communication. This paper pinpoint that exercises of simple English language would avoid barriers in communication

Keywords: *Communication, evaluation, language, miscommunication, speaker*

Introduction

In the contemporary world, the English language helps many people for communication. It is an unavoidable language for many countries' people in the form of communication. To classify its consequence in numerous sectors, several sectors it's participation is an inescapable. More than ever its usage is the most considerable in several sectors like education, business, media, and the purpose of documentation. The same language is used more often than not for spoken and written communication, conversationalist has to be educated its learning techniques and its understandings for the communiqué requirements. To teach communication skills, the teacher must put in plain words to understand theories in an appropriate method. Teaching communication skills to L2 learners is not an easy to many teachers. Some of the L2 learners

have acknowledged that language theories are new and difficult for understanding its specializations. Probably L2 learners have not learned those theories to understand it correctly. Also, those theories of vocabularies generate hard-hitting to comprehend its context meaning. For a moment, teachers never make things easier and teach those theories according to their standard. May be, teachers standard is highly competent. Teachers could be experienced in the use of high-quality standard language while communicating. So, this paper illustrates the importance of English language for teaching communication skills to L2 learners.

Literature Review

Strevens (1981) discussed that 'What is Standard English?', sought to establish the nature of standard English by saying what it was not: It is not a random, a priori description of English, or a form of English, planned by orientation to standards of moral value, or literary merit, or supposed linguistic purity, or any other metaphysical yardstick in short, 'Standard English' cannot be well-defined or labelled in rapports such as the best English, or literary English, or Oxford English, or 'BBC English. Azam & Kingdon (2014) described that teachers matter a great deal about students' achievement. Apart from the necessary knowledge, the effective communication plays a significant role in inspiring the students, knowing their ambitions and the problems that they may have. Though verbal and non-verbal communication plays a vital role, effective verbal communication helps build a strong teacher-student relationship that acts as a platform for healthy cognitive growth. Easy and real verbal communications assist the teachers in getting a vision into the child's thoughts, ideas, opinions, and issues; however, the students know the teacher's prospects, facts, and skills. K.Manigandan (2017) says that the first cause is that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their communication skills.

Weheba & Kedar (2007) proved that the teaching philosophy includes basic communication approaches; a) Desire and Communiqué, b) Fair-mindedness: to comprehend students as individuals and students, (c) Critical thinking: lecturers should be defied to distribute course materials differently and from diverse viewpoints, (d) Humour and fun: Good-looking

students by being approachable will make them more determined to excel in their assignments, and their students will inspire lecturers. Communication in the teaching course help students ascribe concepts to their own lives, as students will put on what they learn in class to the world around them. K.Manigandan (2017) discussed that the instructor preparing foundations may be in a viable manner to show the English language to the ESL students: The instructor ought to show the different ideas and creativities in teaching. If it is needed, the nature of instructor training needs to be improved.

English Language Standard

The English language standard is accepted from the English-speaking countries where speaking variations are renowned from their pronunciation. It is established that their manner of speaking styles and pronunciation are found at variance among themselves. In particular, American English standard is, to some extent, diverse from British English standard. Sidney Greenbaum (1989) stated that 'Standard English (by whatever name it is known) is the variety of English that is manifestly recognized in our society as the prestigious variety'. Sequentially the English language standard is distinguished by some linguists where they brought a quantity of classification in the subsequent sentences:

- The standard language is classified in print where its exclusivity is more or less unchanging throughout the world. Most of the time, people are used their medium of language standard in the printed format.
- The news presenters on many television and English- language radio comparers bring into play Standard English forms but they distinct with regional and other variations, particularly in accent.
- Some students who finished secondary- level schooling are in the Use of Standard English. These students are recognized through social class as Standard English users and their level standard is analyzed by attainment of educational qualification.

L2 Learner's Language Standard

Analyzing tertiary learners' standard in English is real controversy among many scholars and teachers because L2 learners' standard is different from everyone. So, teachers and scholars have found difficulties to determine their standard precisely. This problem is not only from the second language learners but also from another group of learners. The reason is to be brought under the controversy in which L2 learners are new in learning English. They learn the English language through their mother tongue translation of every word meaning. They fail to use English grammar correctly. They do not know many words meanings. They do not have an excellent chance to speak that language often. Their circumstances seem to be L1speakers mostly L2 learners force to speak their first language along with their family members and their neighbours. To learn and understand their communication importance, tertiary learners have to learn and practice their language continuously. If they continue to practice regularly, their standard will improve, and their standard will be good for communication. On the whole, teaching communication properly is an importance to be found L2 learner's communication success.

Teaching Communication skills to L2 Learners

Teacher is a counsellor of student's communication development. Teachers teach communication, but they also need to teach where they use to succeed in their communication. Second Language learners need to aware the communication skills importance while learning from the basics. Some L2 learners, they learn communication to complete their course. Even some teachers approach communication as a subject where it is treated just for completing syllabus. They are also supposed to know where they will utilize their communication in future purposes like career, speaking, and writing. The communication helps students in succeeding their life in a positive manner which are enlisted below:

- Communication helps to do higher education without difficulties
- It supports students to be known improvements in every field across the world.
- It allows students to participate the world level contest.
- It mainly helps students to find an excellent job in the future.

- It helps students to travel any place in the world.
- It helps students to shape their personal and inter-personal communication without conflicts of understanding.
- It supports students to be smoothly maintained their relationship with others in the context of mutual understanding.

A problem in teaching communication to L2 learners

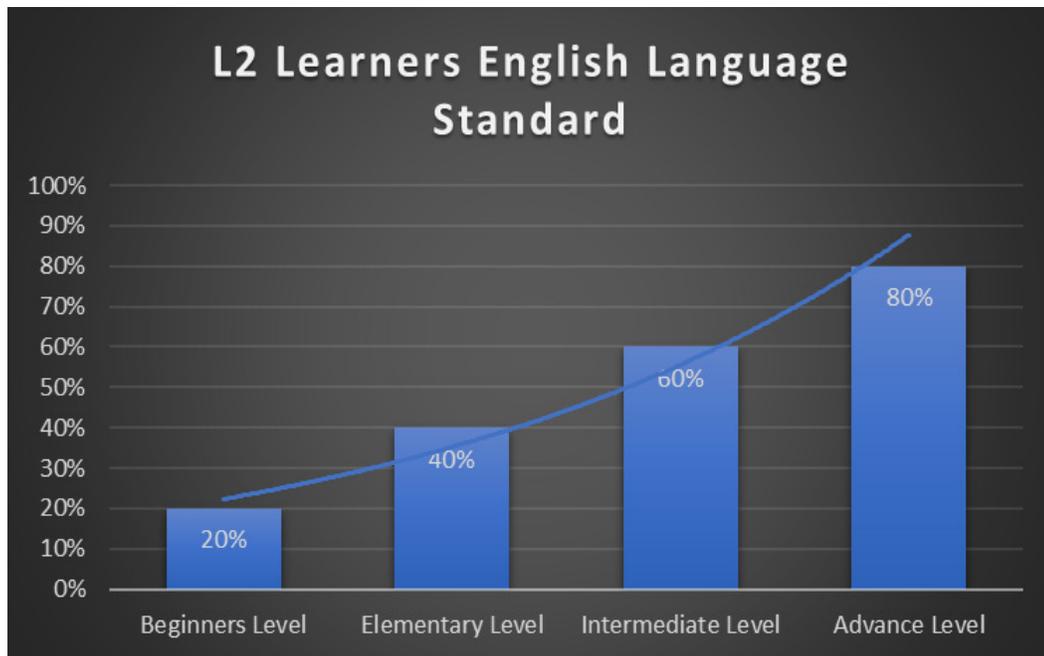
Teaching communication is not an easy one to teachers who teach every concept and understanding in its terms and forms. Teaching communication is not a single idea, or it focuses on particular understanding. It deals with many understandings of dealing with different categories. In each category, learners learn new concepts and its understating. So, automatically learners could find difficulties to understand its logical point. But, learners may be learned without difficulties because of teachers' simplified teaching methodologies. If teachers teach its concepts without difficulties, students would learn quickly. Even though teaching-learning process has been come with some practical problems it may be created many issues. Those problems are illustrated below in the following table.

S.NO	Teachers Role	L2 learner's Role	Identified Problems
1.	To explain terms and forms of communication	The communication form should be known to L2 Learners.	Students face the problem in understating the terms and forms of communication.
2.	Some teachers are teaching the communication theory for completing syllabus and the purpose of examination.	Students also keep in mind to write the exam without knowing the importance of communication.	According to the requirement, students are unable to communicate in future.
3.	Some teachers have understood whatever they want to teach, but they would not mind to observe that everyone can understand.	Some students are unable to follow whatever teachers explain (some teachers teaching style and methods).	Learners do not understand some teachers teaching style and methods.
4.	Some teachers' language standard is undoubtedly high level while teaching communication.	Students are comparably beginners; they cannot understand the high-level language standard.	Found that language standard problems between teachers and students.

5.	Sometimes teachers teach communication only theory point of view.	Learners do not find any practical exposure in understanding the teaching communication theories.	Learners have practically found issues in applying those theories in standard requirements as a communication fulfilment.
6.	Giving importance for teaching communication is better than doing practice.	Many times, students do not find a chance to do practice for developing communication skills	Students do not do continuous practice due to teaching is consuming more times.

Interpretation on teaching communication to L2 learners

L2 learners have come from their mother tongue medium speakers. Learning any new language is not an easy one according to their background. It is impossible to acquire new language skills very soon. They are very new as a part of learning any language skills except their mother tongue language. They need qualified teachers to teach communication skills effectively. Teachers' guidance and teacher's support would facilitate the learners to learn successfully. If learners frame their circumstance nicely to speak in English, they will always communicate well in the future (where everybody learns and communicates its regular language practice without giving a break). Regular practice would lead the learners to communicate successfully as soon as possible the reasons L2 learners are not found a chance to frame their learning atmosphere systematically and productively. So many practical problems encounter that L2 learners never show the interest to enhance its skills effectively. Some L2 learners keep on putting effort to acquire their language skills consecutively but, due to many reasons, they are not enriched their skill. Accordingly, some of the points are discussed in the following sentences:



- Beginners Level (20%) - L2 learners are in problem to understand whatever teachers communicate in English because of teacher's standard is different from learner's standard. If teachers understood learner's standard and communicate up to their standard level, learners would understand teacher's way of communication in English.
- Elementary Level (40%) - Teaching communication theories and its terms' words and definitions are challenging to understand from L2 learners' level. To explain L2 learners standard, teachers can translate and explain students' mother tongue medium. Even though explanation in mother tongue medium may lead negative perspective from the critic's point of view, mother tongue explanation is to create interest in learning and understanding those skills that the teacher also implements an account of understanding period. They will not continue to teach their mother tongue medium more extended period. Naturally, students can understand the basic understanding of learning those communication skills; they can show their interest in learning these skills confidently.
- Intermediate Level (60%) - Teacher's duty determines to teach communication's theories to student necessary, but always targeting to explain its concepts and understandings alone is not proper for students' learning and improvements. Apart from those theories teaching, teachers need to explain where they use as everyday communication. They

make students aware of its importance in day to day purpose of communication. If students are aware of its essentiality, students will put hard work to learn their theories seriously.

- Finally, Advanced Level (80%) - Teachers are facilitators; if students understand without teachers' guidance and help, they may not be learned their education and communication successfully. On the contrary, teachers approach their teaching methodologies for completing syllabus, and students should be benefited by their teaching methods to enrich their future career and life skills.

Conclusion

One of the best communication skills successes denotes that whatever communicators communicate to listeners, listeners can understand it. In case, listeners cannot understand communicator's messages; communication would not meet the success. Accordingly, understanding its uniqueness is essential to of learning skills. The ideology of communication's success is fulfilled by communicators' capability where the communicators communicate depending on the listener's point of view and standard of listener's level. Another easy method is that communicators use simple words with simple sentences structure; communicators could positively respond. Finally, teaching communication is to L2 learners succeeded by the use of simple language standard. This paper thoroughly discussed teaching communication to L2 learners where teaching-learning enhancement is achieved using a standard of language.

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