A Study on Effectiveness of Communication in English with Special Reference to Government Boys' Higher Secondary School, Tura

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ABSTRACT

Communication plays a vital role in all walks of life in the society especially in the schools and classroom in particular. It plays an indispensable part in the process of teaching. It is a transmission of information from the sender and vice-versa. Communication is the art of communicating between two or more persons involving transfer of information.

As we know "English is the key to the store house for knowledge" an effort is made to provide the child with a natural evolvement for learning this foreign language. Realizing the need of effective communication, an endeavour has been made to bring out the various aspects of communication skills in the process of this study. The investigator has made the study of the effectiveness of communication in English in Government Boys' Higher Secondary School, Tura and the findings have been presented in the study.

Key words: Communication, verbal, non-verbal

Introduction

Human beings are social being and play a vital role in the society. For a civilized and socialized society, education is the only means. Every society needs education as it is a panacea for all evils. John Locke said, "Plants are developed by cultivation and man by education". It is the basic condition for the development of the whole man and vital instrument for accelerating the well being and prosperity of all in every direction.

Modes of Communication

There are two main modes of communication-**VERBAL and NON-VERBAL.**

Verbal refers to the exchange of message through the use of written or spoken symbols, while, non-verbal refers to anything that transcends written or spoken symbols.

I)   **VERBAL**: This mode includes *Verbal symbolic and   Verbal non-symbolic*
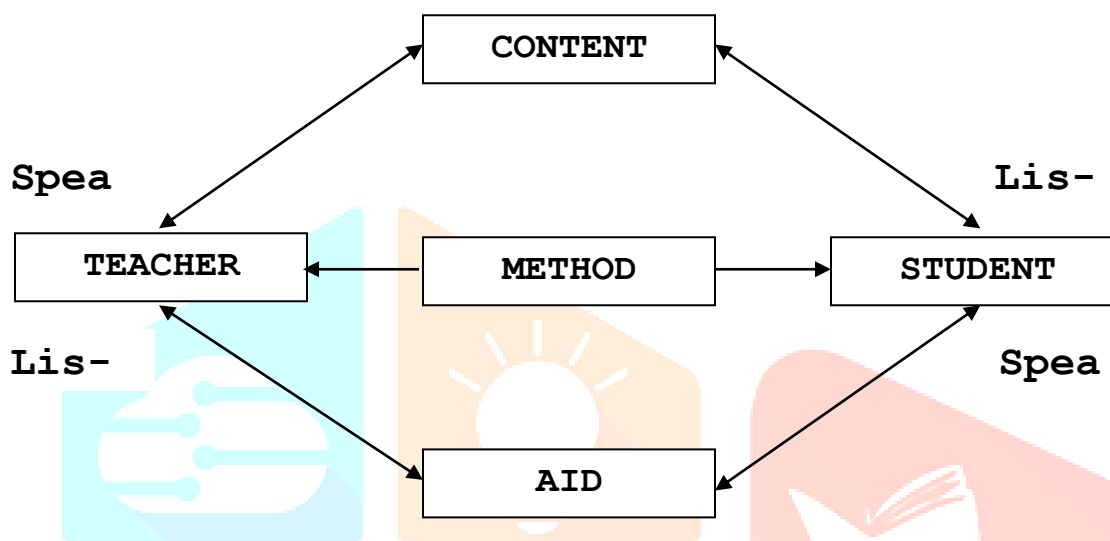

Fig.2 TEACHER AND STUDENT INTERACTION (AUDIO-LINGUAL METHOD)

Oral mode takes place through lectures, discussion, storytelling, narration, telephonic conversation etc. It depends on the pitch, gestures, loudness or vocal, pronunciation, language used, rate of speaking and technology used for the purpose of degree of oral communication depends on the listening ability of the audience.
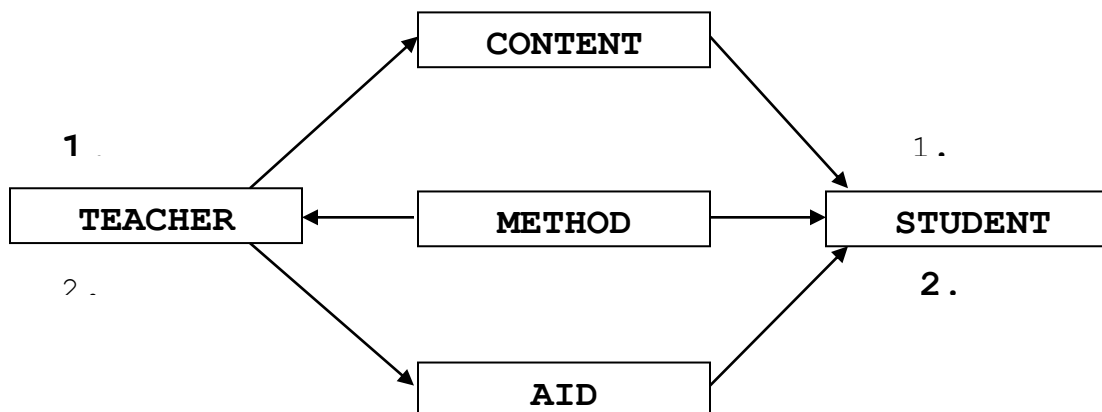

Fig.2 TEACHER AND STUDENT INTERACTION (**AUDIO-LINGUAL METHOD)**

 COMMUNICATION STRATEGY

Here, interaction between the teacher and students takes place through reading and writing activities as shown in the diagram. In writing, content comes first than expression and sequence is reverse in reading.

(II) NON VERBAL COMMUNICATION

It can be defined as "All behaviour expressed consciously or unconsciously, performed consciously or unconsciously".

It operates mainly through

i)   Touch (as in case of a blind man who uses the sense of touch to read)

ii)   Gestures (e.g. a dumb man understands through gestures)

iii)   Higher forces of the mind.
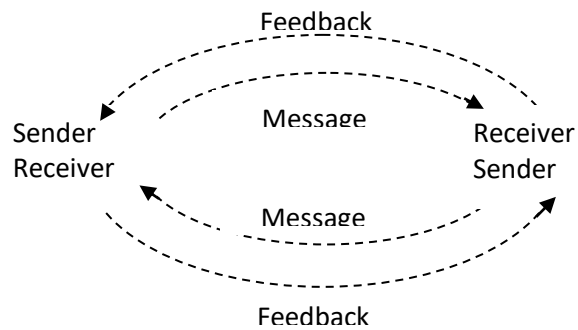
PROCESS OF COMMUNICATION

In the process of communication, commonness is established between two or more persons. It is the sharing of ideas in a mood of mutuality. It involves interaction which encourages give and take. Thus communication is a process of transmission of information from the sender to receiver and vice versa.

Wilbur Schramm again advocated the process of communication by the following diagram.
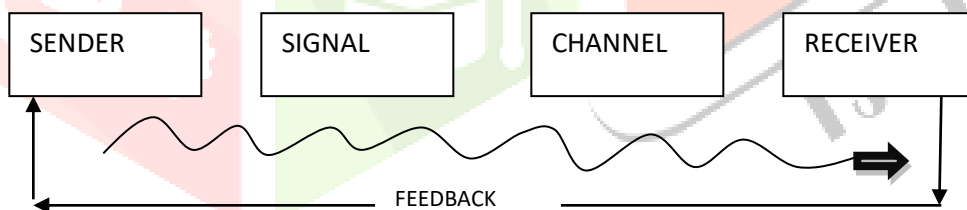

Wilbur Schramm again advocated a circular diagram representing the communication process. According to him both communication as well as audience should play the ideal role as senders and receivers.

It is a fact that message actually does not convey the meaning. The meaning is   grasped according to the psychological, emotional and sociological background of the receiver.

COMMUNICATION: A VEHICLE OF TEACHING

There are four aspects of the communication process: **the communicator, the message, the channel and the audience**. In the technical jargon, the communicator is known as the encoder, the message, whether words, pictures or signs, it is called symbols; the channel may be one of the media or means; the audience is known as decoder. This diagram gives the idea about the communication as a vehicle of teaching.

TEACHING AS A COMMUNICATION PROCESS
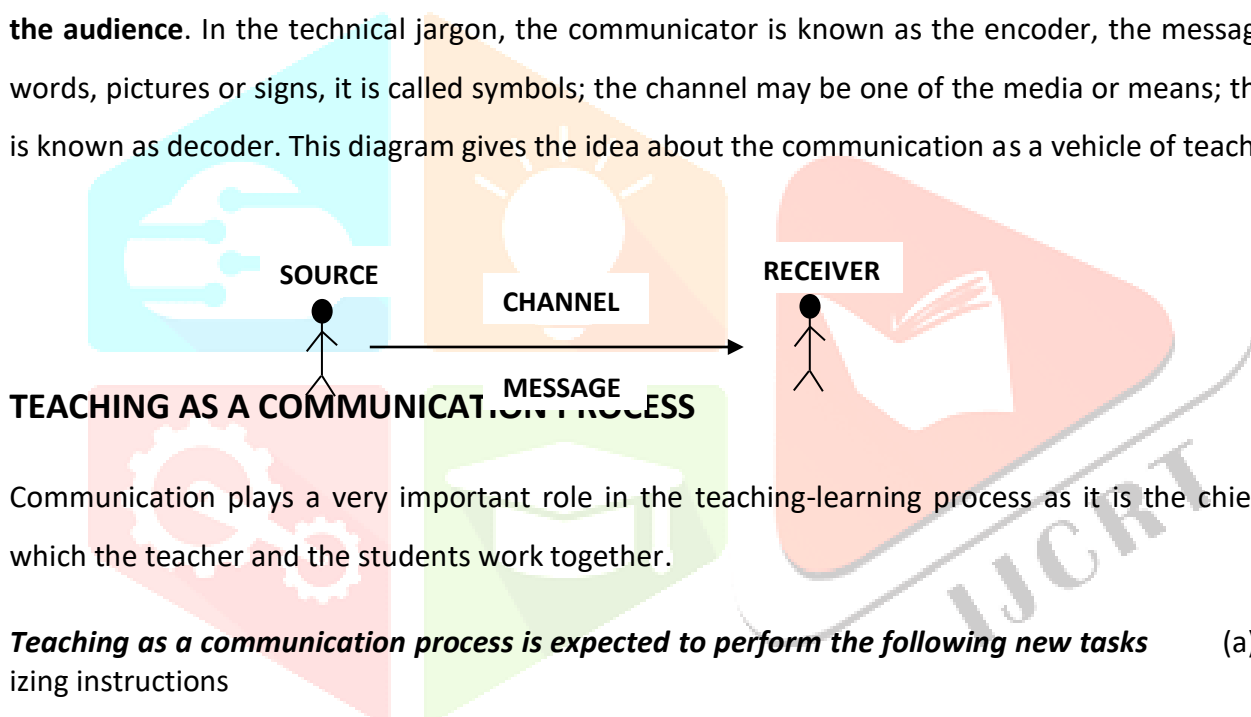
Communication plays a very important role in the teaching-learning process as it is the chief means by which the teacher and the students work together.

Teaching as a communication process is expected to perform the following new tasks   (a) Individual-izing instructions

(b) Improving the quality of instruction

(c) Meeting the problem of quantity

(d) Equalizing educational opportunity

(e) Providing continuing education

In modern times, teaching as a communication device has adopted and integrated technologies with class-room teachers. Such integration resolves the major problems faced by education in India, viz. equality, quality, quantity and resources.

MODELS OF CLASSROOM COMMUNICATION

1. **One-way model-** In this model the teacher does not know how the message is being received. Pupils do not get the opportunity to clarify doubts.

2. **Two-way model-** The message is being sent from the teacher to the group which sends back its reaction.

3. **Circular communication**- Here the students react to what the teacher says, comment on each other's statements and questions and participation in the discussion. Communication becomes circular
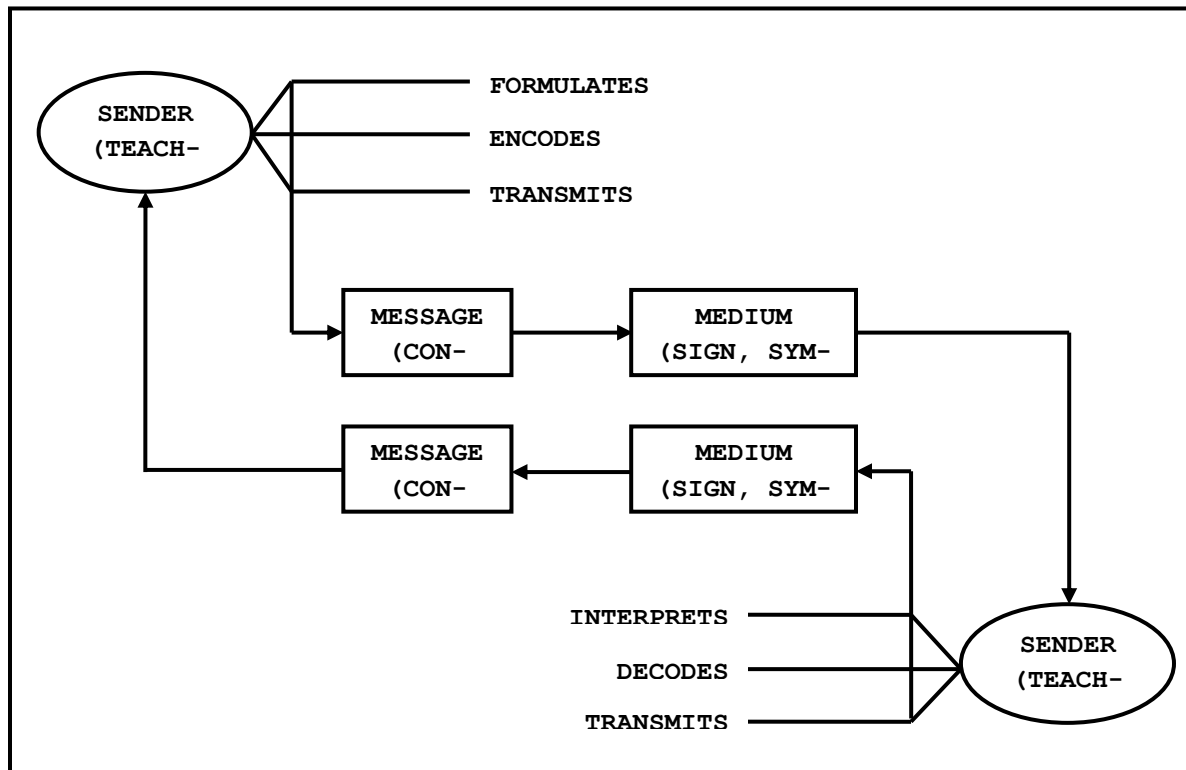

Fig. CLASSROOM COMMUNICATION MODEL

SIGNIFICANCE OF COMMUNICATION

Sensing the importance of effective communication for success of classroom teaching learning and knowing that communication is not very effective in some school, the investigator felt a deep need to carry out a study on effectiveness of communication in English.

It is said that no communication, no development. Communication is at the back of all development- Industrial or Social. Today we call this era as an era of communication revolution. Communication serves many functions.

1) It helps to express our ideas, feelings, reactions and hope.

2) It transfers the information to others.

3) To change the attitude to establish bonds, relationships, with others in terms of authority, control, etc.

4) To establish order and predictability in behavior.

5) Communication is the most fundamental as a psychological factor in the development of personality.

Objectives of the study

1. To identify the present status of communication in English

2. To assess the role of the teacher in facilitating communication in the classroom

3. To identify the factors and barriers that affect communication of English in the classroom and ways to overcome the barriers

4. To give necessary suggestions to the teachers and students for proper and effective communication in English

NEED AND IMPORTANCE OF THE STUDY

Communication is a continuous process. It is a lifelong communication. It has a great role in the life of a man. Through communication we can share our ideas and information. In classroom, communication plays a very important role. Effective communication can remove or clarify the doubts and difficulties of students. We can say that, the communication process is successful when the communication process is effective through the study of importance of proper communication for effective teaching and learning, we can find out the barriers of communication in teaching and learning process and make the communication effective and successful.

Review Literature

1. Acquah & Tortor (2006), students hardly practice English language by speaking it. This supports the view that the communication skills course is practical and only those who practice it succeed.

2. Nukesh Yellapu (2010) discusses about the various factors which make English as a souring grape for rural students even today. The first and foremost facto is the socio-cultural and financial background of the family.

STATEMENT OF THE PROBLEM

In the present study the investigation has conducted on the effectiveness of Communication in the teaching learning process, the title of which is stated as

A STUDY OF EFFECTIVENESS OF COMMUNICATION IN ENGLISH WITH SPECIAL REFERENCE TO GOVERNMENT BOYS' HIGHER SECONDARY SCHOOL, TURA

DELIMITATION OF THE STUDY

The present students of learning problems in English have been delimited due to paucity of time and financial resources. Hence, the investigator has delimited her study as follows:

1. The study is being delimited only to class IX and X students of Government Boys' Higher Secondary School, Tura

2. The study is done only on ten students of the class IX and X

3. The interview conducted was limited to the six English teachers of that school only

POPULATION

In the present study the population consisted of all the teaching and non-teaching staff, students of Class-IX, Class-X and Principal of the school.

SAMPLING

The investigator selects each sample in specified way under controlled conditions. The sample of the present study consists of ten students each of IX and two teachers of English and History.

PROCEDURE OF INVESTIGATION

The investigator visited the Government boy's Secondary School Tura and met the principal to seek primary data regarding the possibility of conducting a study to find out the effectiveness of verbal communication in class room teaching. With the help of headmaster, the questionnaires were distributed to the teachers and students and the purpose was explained to them. Then the questionnaires were collected back from the teachers and students. Besides, the investigator interacted with the principal, teachers and students to give a clear image of the class room teaching.

ANALYSIS OF DATA

 Attempts were made to analyse each item of the responses by giving percentage calculations on the basis of percentage for each item data were interpreted.

MAJOR FINDINGS

i.   It has been found out that the teacher does not bring charts to the class to make the class interesting.

ii.   Some students cannot follow the subject matter well.

iii.   The teachers haven't attended any orientation programmes, or workshops, or seminars.

iv.   There are various problems in the field of communication like, language problem, background and weak in grammar.

v.   The students are not approachable to the teachers.

vi.   The teacher does not understand to the health and problems of the students.

vii.   The teacher does not know the students individually.

viii.   The school does not possess a good collection of books on the English subject in the library.

ix.   The teacher does not know the background of the students.

x.   The students do have problem with the teacher's accent.

xi.   The students do find difficulty in some words pronounced by the teacher.

SUGGESTIONS

1. The teacher has to motivate the students properly so that the students will increase interest in learning the subject well

2. The teacher has to inculcate in the mind of the students the aesthetic sense for English

3. The teacher should be able to make the students pronounce the difficult words with correct diction

4. They should enable students understand English when spoken

5. The teacher should evaluate the quantity and quality of students learning

6. They should approach the teacher when they have doubts

7. Provide opportunities for the students to take part in competitions held in English language

CONCLUSION

One of the most important areas of a teachers' job is effective verbal communication. We can say that in teaching-learning more mistakes occur more pupils are upset because of imperfect communications than for any other single reason. Communications is not only expressing ideas but is also listening.

A very important factor in communication whether verbal or non-verbal is the teachers'. Encouraging attitude and sympathetic consideration of pupils' difficulties will lead to effective communication. Establishment of rapport with the students is the pre-requisite for good communication.

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