

English Communication Skill: Styles, Strategies and Empowerment of the Teacher

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Abstract – Learning styles and strategies differ from one to another. They are acquired only through practice and experience. The proper understanding and recognition of styles and strategies help us to improve the quality of learning. Learning styles are of different kinds. Environmental factors also determine the qualitative learning. School education is entirely different from college education. Teachers painstakingly explain, read out the text and ask questions to check understanding at schools. At college, the teacher no longer occupies the centre stage because lecture method is adopted. A learner ought to go beyond the lecture to pursue learning. A learner adopts new learning skills and techniques for better understanding of his/her subject. Such learning styles and strategies make the students more active learners.

The 21st century learner is a smart learner. Various theories and principles of language learning and language acquisition have been propounded over the past few centuries. It has resulted numerous approaches and practices ranging from structural approaches to communicative approaches. There is a huge gulf between linguistic competence and practices of the ESL students in India.

In the backdrop of the present scenario of learning English as a second language, teachers play a strategic role in English classrooms. Teaching strategy in acquisition of learning English language is a matter of concern of English teachers across the country. The teachers are in quest of teaching methodologies to make it innovative and critical. As a result, the student can face the challenges of life through sound and convincing English communication skill.

Communication is an artistic job. It enhances the power, authority and challenge of life. Life is pleasant and awesome with an excellent, enjoyable English communication skill. Language is the greatest achievement of human intelligence and the best means of communication. Effective communication elevates one to an honorable height in the society. It is fundamental attribute of cultural identity and empowerment, both for the individual and group. English language as a tool of communication is an effective means of exerting and exercising power and prominence. Power is nothing but a strategy' (Michel Foucault) A teacher is effective and successful only if he/she knows how to communicate his ideas to the students effectively and strategically. The best teaching style and strategy depends on conception of masterly ideas and resourceful expression of ideas. Communication is a supreme art for English teachers living in the age of privatization, liberalization and globalization. Why does communication fail? How should we communicate? Why should we communicate? Who should we communicate? How will communication help the teacher community in intellectual, social, economic and political advancement and empowerment? The present paper is an in-depth analysis of all these pertinent issues in connection to the teacher empowerment.

Key word: Style, Strategy, Empowerment, Communication, Flexibility of language.

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Empowerments of teachers occur when the teachers have opportunities to create significance in their respective institutions. Teachers are dedicated, responsible and morally committed professionals. The fascinating English communication skill develops and enriches their academic and professional tree.. It is grown with delicious fruits and flowers. The English

communication skill can be empowered by the strategies and styles mentioned below:

1. Creation of an environment supportive for English communication among the stakeholders of institution.

2. Rich and meaningful Conversation
3. Systematic planning of the conversation
4. Correct evaluation of the speech and talk
5. Working together in joint projects.

The practices delineated above will enhance the English communication skill and empower the academic height and status. To justify the proper implementation of the above practices, the Educational system of India does not support. The educational system faces of India confronts many doubts and dilemmas for sound transmission of ideas and ideologies of educated beings. Education can elevate the glory and glamour of the country.. In the current process of industrialization and globalization, the country requires a quality education system which is closely related to teacher empowerment. Of all the different factors, which influence the quality and serenity of education, the integrity of the teacher is a crucial factor. The National Curriculum Framework (2005)says that “No system of education can rise above the quality of its teachers , and the quality of teachers greatly depends on the means deployed for training and strategies used for ensuring accountability. There is no wonder that the untrained or partially trained contribute little expected from them.

What is our expectation of a teacher in teaching English? We expect the English teachers to be excellent communicators. He/ she should know the art of communication effectively. Teaching English is a creative dialogue. Without adequate command of language, the teacher feels uncomfortable, miss the basic points and dabble in irrelevant issues. Precision in use of language adds clarity to thought. It is a basis for the development of teacher's personality and major contribution to the teaching –learning process. The contribution of language to formulation and clarification of concepts needs to be emphasized. Language is the real asset of an effective teacher. It strengthens and empowers the English teacher not only academically, professionally, but also psychologically and socially. Language is a powerful tool in the hands of the teacher who desires to have professional expertise and wish to rub his/her shoulders with his /her national or international counterparts.

In the active process of constructing knowledge, the teacher has significant role to play despite the revolutionary changes in Information and Communication Technology (ICT) Presently, the teaching English is a pleasant profession. The literary thoughts and imaginations have diminished its value in teaching. The technology, the ecology and the inventions have the central thrust of communications and deliberations in English language. The greater role and responsibility of English teaching community is catalyst agents, the great facilitators of teaching learning activities. Effective teaching and dynamic communications are synonymous. Good teachers are

clear communicators and good communicators are effective teachers.

Teacher empowerment is a process of cultivating ability, capacity, imagination, management, self-evaluation and self-control of teachers. The need of the hour is to lay emphasis on determinants of effective teaching and the methods of making effective teachers. Teacher empowerment is directly connected to the capacity, efficacy and effectiveness of the teacher. If English teachers acquire professional competencies and commitments, if they are enabled to perform multiple roles and functions in classroom, a chain reaction can begin with sound teacher performance. Power comes from the strength of his personality and his commitment to his teaching profession.

Teaching is a living and breathing profession. It is the profession that teaches all other professions. It is undoubtedly a noble profession but it has certain demands as well. We cannot imagine a teacher who has no command of communication skill. The greater the command of language, the powerful the transactional process and learning attainment. There is nothing more powerful strategy than power exerted and exercised by means of language.

Language plays a prominent role in the all-round development and empowerment of teacher. It is the heart of education so is the heart of teacher and taught. Proficiency of language is a must for every teacher because of its seven functions (Halliday1975:11-17) which includes:

1. The Instrumental Function: using language to achieve things
2. The Regulatory Function: using language to control the behavior of others.
3. The Interactional function: using language to create interaction with others
4. The Personal Function: Using Language to express personal feelings and meanings
5. The heuristic function: Using language to learn and discover
6. The Imaginative Function: Using language to create a world of imagination
7. The Representational Function: Using language for information

The life skills such as critical thinking, interpersonal communication, negotiation skills, and problem solving and self-management skills are the constructions of language. These skills and qualities are the finest creations of English as a language.

It is the language of wealth and power of India.

The education of language is not limited to the language classroom. It has wider applicability. The greater prominence and significance is realized in association to pure sciences, technological inventions and scientific discoveries. The language has flavor to in integrate, induce and innovate. . The functions of speech and listening, reading and writing are cultivated properly in language classes of various institutions. That is why it is important to view language education as everybody's concern and not the responsibility of language teacher alone.

The present educational programmes do not recognize the centrality of language in the curriculum. The links and association between instructional models and teaching specific subjects are automatically formed in teaching learning activities. The style, strategy and approach of language has productive force for an individual to live, think, imagine and sustain in the society. Linguistically speaking, language is a social activity /affair rather than means of individual self-expression. The progress and perish of the society depends on vigor and vitality of language. It acts as an illumination of social communities. It also acts as social control and condition.

This profoundly social character of language is the driving force of every teacher if he/she is really interested in empowering in English language. English is enjoyable, ennobling and illuminating language. The creative composition of the language has admiration and appreciation for the readers. The thoughts and ideas, imaginations and conceptions are the beauties and perfections of the language. The English teachers in the English classrooms have supreme commands and powers to internalize the language fascination in his/her students.

The need for communicative languages in English arises from need to emote, to interact and to express one's ideas and thoughts and need to relate and connect. The need and desire to communicate varies from one teacher to another depending on time, context and situation. There are times and occasions when a teacher is extremely communicative. There are also times and situations when he/she remains silent. Silence is communication. The artistic communication of a teacher adds meaning and significance to human life in his/her classroom. He/she builds relationship and fosters love and understanding. They enrich our knowledge and make living worthwhile. Understanding the power of communication of an English teacher is imperative for the success for any human endeavor.

The techniques of communication of a teacher fails for the reasons mentioned below:

1. Distracted aims and objectives

2. Difficulties in languages to comprehend

3. Incorrect structure of sentences

5. Poor organization of ideas

6. Monotonous presentation

7. Grammatical /spelling/pronunciation flaws

8. Inappropriate styles and strategy

As a matter of fact, an effective communicator should take necessary precautions to avoid and ignore the obstacles emanating from the flow of the communication. Meaning is the sumum bonum of communication. Accuracy, brevity and clarity are the cornerstones of effective communication. Intelligibility, appropriacy and fluency are the four commands of an excellent teacher in the classroom .In true and genuine communication, the head and heart of the teacher function together for broader outcomes and outputs.

Education is system of human enlightenment and empowerment of the better and higher quality of life. A sound and effective system of education results in the unfoldment of learners' potentialities, enlargement of their competencies and transformation of their interests, attitudes and values. It is the art of utilizing knowledge for moral, material and spiritual development. The valued communication in the process of education brings notable changes and reformations in society. This is enormously expected from the teacher who is a communicator, an initiator, encoder and reformer. One of the major demands of the noble this profession which we call 'teaching'.

The lovers and teachers of English are not expected to be in dubious positions for correct evaluation of their pedagogy, styles and strategies of teaching. The correction of their teaching methodology depend on their self-introspection. The queries and questions stem from his/her individuality as an English teacher in teaching-learning institution. The questions are elucidated below:

1. Who am I as an English teacher?

2. Who are my students in English classroom?

3. How do they experience my teaching of English?

4. How is my tone in the language?

5. Do I maintain the rhythm of the language?

The teachers have to reason him/her about their teaching styles and strategies which need constant reflection. Critical, reflective, creative and admiring teaching methods and approaches are the forces of today's teachings.

Presenting the Global Education scenario in connection to teaching prospective, the picture is quite disappointing. World Education Report (1998) presents that 57 million teachers all over the globe lack resources and support in order to elevate their communication status. Majority of the existing school buildings are not equipped to integrate the new information and communication technologies. English teaching classrooms must have majestic styles and structure to dispense new skills and techniques. Interactive and integrated supports of learning softwares have the potent forces to develop flair and flexibility of the communication among students.

Written communication is at the pathetic state. English communication in written mode solves the complexities of life. This is a challenge confronted by the teachers teaching and deliberating in their respective institutions. The reach of the written communication is properly explained by the teacher for overwhelming impact of the students. The words are carefully chosen to suit the language and the context. Be it a letter, a circular, a memo, a brochure or a report, the words are carefully selected keeping in view the receptivity of the reader. Writing skills of the English teachers come into play in making the written communication forceful and appealing.

On the basis of the above discussion, we come at the conclusion that communication skill and teacher empowerment is closely interconnected. The greater the communication skill, the better the status. The artistic, the dynamic, the spontaneous and the unambiguous communication styles and strategies empower the place and position of English faculties of institutes. It is sine qua non for each and every teacher to enjoy academic applause and social position through the life skills of English in the age of liberalization, globalization and privatization. English language teaching/learning to fulfil the larger goals as a content or structure for communication. The teachers have to handle English for successful negotiations of meanings across the globe. Creative teachings with styles and strategy will present new avenues and horizons in research, trainings, projects, consultancies and placements for today's aspirants.

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