

Importance of Interpersonal Communication in Learning English Language - Indian Classroom

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Abstract—"Interpersonal Communication provides a framework for understanding. How we communicate with others in everyday situations". - Peter Hartley

The social penetration theory states that as relationships develop, communication moves from relatively shallow, nonintimate levels to deeper, more personal ones.(Altman, I., & Taylor, D., (1973). The more time we spend with others, the more likely we are to self-disclose more intimate thought and details of our life. The time students spend in a classroom at school or college level is comparatively more than the time they spend outside classroom for knowing the outside world. The only way for him/her to know or see the world is through the instructor's approach of teaching and interaction with his /her co-classmates in classroom or school environment. Students gather information about the others directly through verbal communication or nonverbal channels such as facial expressions or body movements which demonstrate immediate feedback. In the course of interaction individuals expose their knowledge in and share information unknown to others in the target language. In a secular country like India, classroom becomes an embodiment of different people coming from many cultural, traditional and language backgrounds. The need or necessity to learn a global language arises from the very fact of gaining a good job and to stand amid the global competition. Since there is no better place for a student to learn and practice English as a second language, students rely on classroom teaching and utilize the opportunity given me the teacher and the institutions to practice the skill of speaking reading listening and writing on common platform with many students thriving to learn the second language.

Index Terms— Interpersonal Communication, Indian Class room, English Teaching

I. INTRODUCTION

English has been considered as a career language since its evolution in the second half of the nineteenth century in India. In the initial stages of evolution It was an essential need for gaining a good government job .Later on, it was recognized as a window to the world, for pursuing further education in foreign countries, as well as, for studying professional courses like medicine, engineering and business studies. Though, English is considered as a second or third language in our country, it has undoubtedly reached the status of first language in the present scenario. In a situation, when there is a little scope for recognition for a non-native language like English in India, it made itself popular and effective by classroom teaching. For a native student there is no better place than classroom to learn and be proficient in a foreign/second language.

If we reason closely; the assembled factors in learning any language , it is palpable, native or first language is learned by imitation ,influence of the surroundings in natural setting ,where as second language is concerned, it has to be learnt by practice and guidance of a teacher in. a created environment. Classroom directly initiates the learning of English through interpersonal communication

either between two individuals in the form of students or teacher and student.

English is learnt in a classroom through four skills of language - Listening, Reading, Speaking and Writing in the form of verbal and non-verbal communication. Students and teacher are the active participants to bring alive these skills corroborating through interpersonal communication

Learning English language in a classroom

Listening

Listening is said to be a skill of learning a language. In the process of acquiring the speech habits of the language, student tries to listen to the basic sounds and sound patterns of the language when others speak to him. It involves the cognitive and behavioral interaction. Listening paves path for the development of the other three skills-speaking, reading and writing. Students will have focused listening in classroom environment which in turn facilitates knowledge and proper usage of English language. Teachers plan suitable exercises and activities to enhance the listening' skills of a student .Listening activities which are communicative in function develop listening g skills among pupils

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- ❖ Showing english movies and suggest students to listen to the conversations of different persons or characters in a movie.
- ❖ Exchanging views with friends.
- ❖ Listening to a passage and understanding important facts and events.
- ❖ Answering open-ended questions on listening to the descriptions.
- ❖ Note-taking skill
- ❖ Teacher can play a tape containing some recorded speech and frame questions for which students should find answers as they listen.
- ❖ Students narrating simple short stories and sharing personal funny or memorable experiences with the rest of the class.

Speaking

Learning through speech is the natural way of learning a language. Students interact with each other in target language under the supervision of the teacher and institution in a created atmosphere. Teachers' role is vital; they motivate, encourage and create a suitable atmosphere for students to interact in classroom situation. Students acquire fluency in English when they use it to express their ideas opinions and share knowledge with his/her co-classmates in the target language. Interpersonal communication helps them to gain confidence in exercise of speaking skill and in realization of their mistakes in pronunciation, formation of sentences and in learning to use functional language for various purposes or contexts. Various activities enable a student to speak well in demanding situations.

- ❖ Make the students to speak on traditions and festivals of India pertaining to different regions and states of the country.
- ❖ To use the oral-drills to get the students to practice speaking.
- ❖ To use the back chaining technique to get students to say a sentence, which is rather long, containing more than ten words?
- ❖ Skits- assigning students different roles to play.
- ❖ Giving seminars.
- ❖ Involving students in group discussions and debates.
- ❖ Asking them to give oral reviews on books/movies.
- ❖ Describing his/her role model, a situation or a place.

Reading

Reading involves understanding the meaning of content, vocabulary, structures concepts and relationships of ideas of a language. It enables the student to recognize words, comprehend the meaning of words, phrases and sentences. Through reading they will understand how to use proper stress intonation and pauses suitable to the context. Reading modifies speaking and presentation skills of the student

- ❖ Giving passages from book to read loud in the classroom.
- ❖ Encourage student to read material for them and understand it.
- ❖ Write different kinds of sentences - statements, interrogatives, exclamations on the black board and ask the students to read them according to their nature

Writing

'Reading makes a full man writing makes an exact man'. If fluency of language is achieved by speaking skill, the accuracy of language is attained by writing skill. It helps the student

- ✓ To organize ideas and thoughts in written form
- ✓ To write simple and correct English in an idiomatic form of language.
- ✓ To develop power of imagination
- ✓ To develop power of self-expressions
- ✓ To use proper spacing between words, letters and lines.

Activities to enhance writing skills'

- ❖ the pupils may be given some sentences with words jumbled. They may be asked to rewrite the sentence with the correct word order.
- ❖ Letter writing, report writing, creative writing
- ❖ Word games
- ❖ Motivating to weave a story and to give an imaginative conclusion.
- ❖ Self introduction task, both verbal and non-verbal and ask them to read loud so that his /her classmates will come to know about him
- ❖ Access to Emails and social net working sites like Twitter, Orkut, and Face Book improve interpersonal communication skills in written form.

II. CONCLUSION

Communication occurs when people communicate with each other as unique individuals. It occurs when we communicate to "build knowledge of one another and create shared meanings" (Wood, 1999, p. 24). Communication process helped in the development of

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English language in India. According to **William Schutz's Fundamental Interpersonal Relations Orientation (FIRO) theory**, "the three main interpersonal needs which every person tries to satisfy through communication are affection/openness, control and inclusion". Similarly, in learning a non-native or new language a person wishes to converse and seek ways of improvement on similar grounds with a person whose urge is the same as him. It is a universal fact, when people of common need that is to learn a foreign /second language like English brought together under one roof, alleviate their interpersonal need of being open, expressive and fluent in English language through interpersonal communication.

For learning a non-native language like English in Indian context, classroom interaction among students and interaction between student and teacher provide a qualitative and quantitative knowledge of the target language. Students go through stages of initiation, experimenting, practising, intensifying, and integration of the skills of language to achieve proficiency, fluency and

accuracy and are, impelled to advance from "nointerpersonal communication to interpersonal communication" (Miller and Mark Steinberg (1975)) In today's world English is the language of priority for being an educational language, a business language and workplace language. Undoubtedly, in all non native English speaking countries classroom is the place where every student is introduced and acquainted with basics of English language and interpersonal communication that takes place in classroom atmosphere expedites the growth of efficiency in language learning.

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