

## Standardization and Globalization of Communicative Competency of ESL

**Dr.Sarala R.Menon**

Associate Professor

Mahavir Mahavidyala, Kolhapur.

### I. Introduction

Language makes people different from all the other animals that surround us on this planet. Different people speak different languages, but one thing that often appears is the ability of people to use language. Other animals do possess forms of communication, through body language, vocalization, eye contact, and other means but humans are often considered unique in creation and use of language to communicate with one another. Language was one of the prominent factors of human civilization, foundation to modern age. Language is ubiquitous and is present everywhere in our thoughts, relations and communication. Besides being a means of communication, and transmission of knowledge, it is an instrument of thinking as well as a source of entertainment through literature. Language is also the base of human relationships. Without language man would have remained only an animal. It is our ability to communicate through words that make us different from animals.

### 2. History of language

The scientific study of language is called linguistics. In Philosophy of language, critically examines the relationships between language and thought of languages. Languages have been debated at least since Plato in ancient Greek civilization till today. Thinkers such as Rousseau (1712 – 1778) have debated that language originated from emotions. Kant (1724 –1804), have held that languages originated from rational and logical thought. Twentieth century philosophers such as Wittgenstein (1889 – 1951) argued that philosophy is really the study of language itself. According to Aristotle “Speech is the representation of the experience of the mind. That is according to

Aristotle, language is a speech sound produced by human beings to express their ideas, emotions, thoughts, desires and feelings.”

Major figures in contemporary linguistics of these times include Ferdinand de Saussure and Noam Chomsky. Chomsky meant to convey that each sentence has a structure by defining “ A language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements.” Human brain is competent enough to construct different sentences from out of the limited set of sounds/symbols belonging to a particular language. Human brain is so productive that a child can at any time produce a sentence that has never been said or heard earlier.

### 3. Imperialism and development of language

English has become the most important language today. English has become a global language with over 380 million people speaking it as their first language and over 200 million people taking it as their second language. Another billion of people are in the process to learn it. English has been majorly associated with the western nations such as US, Canada, or the UK. But It is no longer the language of either the UK or the USA. According to the linguist David Dalby by the year 2010 and most certainly 2020, Asia will be the center of the gravity of the English language. There would be more speakers of English in India than any other continent .As a consequence English will be Asianized in both terms of vocabulary and structure, it will have undergone a significant change. In the International congress of English grammar at the IFLUE, Hyderabad Whether there can be a standardization of English then it is no longer a colonial language? English has been seen to play a great role in facilitating communication between people of multi

linguistic backgrounds like India where there is no National language and all are official languages. All these years language teaching has been done for linguistic competence and literature teaching. The methodical errors could not bring any successful trends have changed and communication aspect of language teaching have been focused upon, with a welcome shift in emphasis today on the learning and teaching of English right from the first standard.

#### 4. ESL in India

Dalby's prediction that India will be the largest English speaking nation in the world within about a decade or two seems rather optimistic, considering that even basic literacy has not made any significant progress in the country for the last half a century. In fact, only three percentages of Indians are comfortable in English, another 10 percent negotiate with varying amount of discomfort while the remaining 87 percent are completely shut out from English( B.V. Yardi) teaching English in India today C.H. Prator says that the most unintelligible educated variety is Indian English. The Indian classroom instruction is not benefited to improve the intelligibility of Indian students. The main cause of the unintelligibility of Indian variety of English is due to its teachers R.B.Lee Page says in case of India for example, it would seem to be most efficient and economical to tolerate a good deal of common interference from Indian Languages.

#### 5. ESL in India and other countries

The language situation in the USSR offers a close parallel to that in India. It would however be instructive to examine how the USSR has solved its language problem. A report by E. Glyn Lewis says "The mother tongue of One third of the populations of the USSR is a language Other than Russian and forty nine language in the early period, a Russian government was not satisfied with the attainment of it and languages are used in teaching children at school to enhance it. As a result Mr. S.G.Barve, who visited, Soviet Russia in 1956 as secretary of official language Commission was surprised with the fluency and ease they talked the second language. This happened only because English was taught the very competently in USSR, in bilingual situation. Now China is a major player in achieving the target language in competition race of world supremacy in imperialist expansion. The fall of British and other

European empire and colonies gave birth to American and Russian domination in the world both countries started competing each other for winning the trophy made race trap in expansion and control policies also gave a boost for learning English in all constituent countries. The craziness for patenting and labeling technological inventions and scientific experimentations and coding the knowlegelanguage also was fertile for English language to spread wide and large.

#### 6. Globalization and its Impact on ESL

For many years language teaching was purely meant for symbolic expression of language, therefore speech has been neglected. Even after many years of learning second language the students do not acquire the language competency. There are particular reasons for this lack of good teachers with good and correct attitude towards teaching. The correctness in receiving learning experience: The major part of the second language learning experience takes place through classroom instruction where teacher acts as resource person. The efforts to find the effectiveness and correctness of teacher's task in the classroom reveals various barriers which come on the way of teacher's competency in second language teaching. The main barriers are in the field of medium of language itself and its cultural and geographical variety.

#### 7. Standardizing Communicative Competence:

Psycholinguistic and Sociolinguistic theories advocate language is an abstract set of psychological principles and sociological consideration that constitute a person's competence as a speaker in a given situation. These psychological principles make available to him an unlimited number of sentences he can draw upon in concrete; situations and provide him with the ability to understand and create entirely new sentences. Hence language is not just a verbal behavior; it is a system of rules establishing correlations between meanings and sound sequences .To acquire the sequence communicative competence is a required.

It is a set of principles that a speaker masters, a language is a code which is different from the act of encoding; it is a speaker's linguistic competence rather than his/her performance. But mere linguistic or communicative competence is not enough for communication; it has to be social with



cultural competence. This is the view of the sociolinguists who stress the use of language according to the occasion and context, the speaker and the listener; it depends on the profession and the social status cultural supremacy of the speaker and the listener. That language is the result of social interaction speculated with reality. Acquisitions of cultural competence with geographical imbalance creates a chunk of rural population and urban and elite class cause number of variables – mostly first generation learners being introduced to English language for the first time and English teachers who themselves are characterized by lack of fluency in spoken English and sound grammar. These teachers, who are graduates or post graduate with English as main subject, suffer from poor pronunciation, which is flavored with regional language Marathi. The communication barriers namely verbalism observed in teachers and its level is very high, when we set up International Phonetic standards up to the native speakers.

#### **8. Globalization in education sector and countries competing to improve standards of English of their citizens**

Globalization has more impact on standardizing and improving standards of communication competence of English rather than Imperialism. British introduced English in their colonies for smooth engagement of raj and instrumenting beneficial tact for the wellness of their nation but Globalization brought communicative competence in their neitzens for self and benefits of their own country.

Globalization in the education sector where people move to other countries to study has also influenced the development of English. English has become the world's language of communication as it is used in various sectors; for example, commerce, technology, politics, and diplomacy. English is everywhere; we can see it everywhere we move. However, the effects of this globalization have affected the society in various ways; loss of cultural identity is one of the major effects that are associated with the globalization of English. This paper reflects upon how to bring out standardization of globalized English and it affects the language acquisition and standard deviation from original to acquired communication competency of the people taking it

as a second language like the third world countries in Africa and Asia, and developed countries like China, Russia, Arabian countries and European countries. France and Germany made many advancements in bringing English to native standards, by breaking their ground boundaries and liberating language and cultural perception.

#### **9. How Indian Economy benefited by language formula**

It is necessary to investigate not only the contrastive features of the languages involved in the contact situation but also the functional load carried by the features. With the introduction of English in the form of five communication skills from standard first in Maharashtra various attempts at training school teachers through in District administrative service SMART PT etc., courses were done the attempt to impart these skills to students has not met with considerable success. This is also true of student teachers who receive training in colleges in education. The study undertaken is a clear pointer to the fact that trained teacher's exhibit low level of teaching competency in English as they themselves have not being taught to master the linguistic competency. Language is the primary way of communication of thoughts and ideas. If the teacher and the students don't speak the same language, there can be a major communication barrier. If the teacher speaks English, and the students are mostly from English as Second Language students, then there will be communication problems, since the students may not understand everything the teacher says.

#### **10. Testing Communicative Competency in Educational Institutions**

There are many studies have been conducted to find language competency in English and barriers of student teacher's while communicating in the classroom while teaching communication skills namely listening, speaking, reading, writing and talking. Though English is accepted as compulsory language in all Indian schools, only a few students are found benefit from classroom teaching. There are various reasons of the unintelligible learning of English in India. They are lack of teacher competency, lack of proper infrastructure, variation in socio economic levels of the learner, interference of other languages and psychological barriers. If the

competency level of the teacher is improved the classroom instruction will be greatly benefited

At present the teacher training programmes do not show any awareness about CLT approach of Language Teaching. CLT programmes should be developed and made a part of teacher training programmes from the futuristic aspects of CLT, Only then there will be an improvement in the intelligibility of English Language Teaching. Testing of communicative competency is in preliminary level even after centuries passed by Thomas Babington Macaulay Published his first minutes regarding English education.

### 11. Conclusion

The present position in Indian educational institutions regarding communicative competence is not very vivid. There are many unsolved questions regarding language transaction ,methodological awareness ,attitudes towards teaching learning process are continued to be question on language policies in India though India achieved sovereign status for last seventy-five years.

### 12. References

1. Bose K. (1999) 'Teaching of English – A modern approach', Doaba House, Delhi.
2. Ibrahim Alfarhan Graduate Student, Research Article Open Access English as a Global Language and the Effects on Culture and Identity School of Education Saint Louis University, St. Louis, United States
3. Dr.S.R.Menon.,Phd Thesis ,Languge Acquisition and Communication Barriers,Shivji University,Kolhapur.
4. Kohli A.L. 'Techniques of teaching English in the New Millennium', Dhanpat Rai Publication Company (P) Ltd., New Delhi.
5. Vera Busse, Jasone Cenoz, Nina Dalmann, Franziska Rogge, Addressing Linguistic Diversity in the Language Classroom in a Resource-Oriented Way: An Intervention Study With Primary School ChildrenFirst published: 29 November 2019 <https://doi.org/10.1111/lang.12382>Citations: 6
6. Yardi V.V. (1997) 'Teaching English in India Today', Saket Prakashan Pvt.Ltd. Aurangabad.