To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.

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1.1 An Introduction to Communication

Communication is an art of successfully conveying a message by means of an interchange of experience. The important word in this sentence is 'successfully', which implies that desired behavior change results when the receiver takes in the message. Communication occurs all over the world all the time in one form or the other for some purposes or the other between and among individuals, groups, organizations, societies, nations and cultures. Person-to-person relationships depend upon how well the communication is received and how the message it contains is perceived. This perception will be influenced by a person's social experience and knowledge of similar communications previously acquired. Man is an information processor and as such is constantly handling information which he receives from his environment. Therefore, communication is the imparting or exchanging of information by message or otherwise, and the effectiveness of this process is measured by observing its results.

There are many definitions of communication but it can be said that communication means the exchange and understanding of
information and ideas between and among parties. From this definition one can pick up a few major aspects of communication. Firstly, communication is meant for the exchange of information and ideas between and among different parties. The term parties means the exchange of information is not only between and among human beings but also between and among human beings and machines, and between machines themselves. People interacting with computers, computers interacting with one another are some examples where the parties involved include not only human beings but also machines.

The cry of a child at the time of his or her birth communicates to the world an arrival of a new person. People are made aware of the baby and acknowledge that a new person is going to exist. This existence ceases when the person's heart beat stops thus communicating the end of his or her existence. This may sound too philosophical but communication is the main factor which will make others aware of our existence. People who acquire fame and fortune and high visibility are the people who share their ideas and make them known to others. Contrarily, people who remain in obscurity and remain unknown are the ones who, though may be highly intelligent and possess great ideas, fail to share their ideas with others. This is such a powerful reason necessitating why one needs to communicate effectively.
1.2 Communication

Human beings have evolved into refined and complex communicators. We communicate successfully in many different situations - in intimate face-to-face encounters, separated by inches; in shops, separated by feet; in lecture halls, separated by yards, in public speech, in telephone conversations and so on, separated by half the world. We communicate in conditions in which the entire body is visible and in conditions in which none of the body is visible. We communicate in conditions where the communication is pre-planned, entirely intentional and executed with care and total control and also in conditions where the intention to communicate is entirely missing. As Watzlawick and his colleagues said in 1968:

... no matter how one may try, one cannot not communicate. Activity or inactivity, words or silence all have message value: they influence others and these others, in turn, cannot not respond to these communications and are thus themselves communicating.

We communicate when we talk and we communicate by our silence when we do not. Speech may be the channel of communication par excellence, but speech is never naturally disembodied. When one thinks of communication he or she may naturally think of speech, but speech is just part of the stream of communicative behavior -
the behaviors which accompany speech may emphasize it, contradict or even substitute for it.

1.2.1 Reasons for communication.

One communicates to make others aware of his existence, to develop relationships and also to persuade. Man is a social animal and as a social animal he is sentenced to communicate. No person can afford not to communicate. Communication truly does not have an opposite. There are no ways for human beings not to behave, and all types of behavior have possible communication value. Whether we speak or remain silent, whether we act or do not act, all these actions in some way have an effect on others. They in turn will respond or remain silent, both of which are forms of communication. Many people have the wrong concept, not considering silence as communication. Even when we do not speak and remain silent we still communicate. At times silence can be a very powerful form of communication. Happiness, anger, anxiety, honesty, sarcasm, attraction and many other feelings and signals are relayed to others mostly through our facial expressions and body language. This means that we cannot communicate and if that is the case why not learn how to do it effectively.
The point is, to survive in this world, one need the help and support of others. To seek and get the help and support from others we need to ask them and ask in a manner which will motivate them to extend it thus re-emphasizing good communication skills. Communication skills play a very important role in a person’s success or failure. In the past, a person’s Intelligence Quotient (IQ) was considered to be a major factor in his or her life’s success. But recently, another dimension has gained prominence, which is, although IQ is a good thing to have; a more important trait for someone to succeed is “Emotional Quotient” (EQ). Emotional Quotient in simple words is the ability to control our emotions and also get along with others. A person’s EQ is very much dependent on communication skills.

From asking people to make major changes to asking for small favors one needs persuasion. Persuasion is very much dependent on good communication skills. It has been witnessed many a time that one idea presented by two different persons elicits different responses from others. One person succeeds in persuading others in whatever that person wants them to do. While another person presenting the same ideal fails to get the support and commitment of others. The key factor which results in two different outcomes is communication skills, which properly deployed can persuade others and if not properly used, dissuade others. Communication is life
and to spend life effectively one needs to acquire good communication skills. The understanding of the meaning as well as the importance of communication will enable one to become aware of its role in achieving success, and mastering the art of good communication skills helps one achieve excellence and reach one's fullest potential. Thus, to avoid failures and achieve success, and to come out of obscurity and attain fame and prosperity, everyone needs to get armed with good communication skills.

1.2.2 Systems of communication
Andrew Ellis and Geoffrey Beattie (1986, 1992), have set out five primary systems of communication beginning with the verbal system – speech itself – through to the standing features of the interaction. Verbal: The verbal system comprises speech itself. Speech is made up of words, clauses and sentences, which are themselves connected into high-order units. The words are made up of morphemes, the smallest linguistics units that carry meaning, and phonemes, the sound units of language.
Fig: 1.1. Systems of human communication proposed by Andrew Ellis and Geoffrey Beattie (1986, 1992)

**Prosodic:** Prosody comprises intonation, rhythm and those pauses in speech whose position and function are linguistically determined. The positioning of pauses in speech can affect meaning.

**Paralinguistic:** When we speak we do more than use verbal and prosodic system of language. We use fillers like ‘um’ and ‘ah’ and we cry, we whine and yawn. These are all vocal behaviors which
form part of what is called ‘paralanguage’, and pausing is as much part of speech as vocal utterance.

**Kinesic:** The main kinesic channels of communication are movements of the face, head and body, posture and gesture.

**Standing features of interaction:** The principal standing features of interaction are interpersonal distance (and touch), orientation and appearance. Appearance is generally more static than the other two, interpersonal distance and orientation often changes during the course of an interaction. They are usually referred to as standing features, however, because they are much less dynamic than the main kinesic systems which often seem to be in a constant state of influx.

### 1.2.3 Process of communication

Considerable interest has been shown in the process of communication in recent decades as a result of what may be regarded as a technological revolution in mass-idea. Whatever the variety of the media, they are all based on the process of communication. Shannon and Weaver represent the process of communication in the following manner:
The information source can be an idea, observation or a piece of information that the person who wants to communicate finds interesting or the technology finds it appropriate to be communicated. The person then uses those signs or symbols that the audience understands, to convert the message to a signal to be passed to the receiver. While it goes to the receiver the message encounters a noise source, which could be the biases or prejudices, distortions or discrepancies of the transmitter. The received signal is decoded and the message reaches the destination. In reality, of course, we know that lot many processes occur while we communicate, but they are mostly related to the human experience of communication and hence beyond the control of this model. This model fails to capture all the complexities of human communication, for we must not forget that in spite of all the technology of communication, the human factor is still a major element.
Information is not merely transmitted and received; it is also interpreted. The message is frequently distorted as it passes through barriers to communication, while an individual’s interpretation of the content may be affected by previous experience or personal values. How the message is perceived and what meaning is ascribed to it will govern the receiver’s behavior.

1.2.4 Elements of communication

Communication comprises three elements: a measure of the communicator’s feelings, the form or style of the message and an indication of the desired behavior or response. The feelings expressed may include those of sincerity, hostility, irony, humor or sadness. The style may be technical or non-technical and the message may be formed in such a way as to produce a specific response. Words or phrases may have different meanings in different situations, so that a communication must be interpreted both in terms of the message and the nature of the situation in which it occurs. The communication is opened by attracting the receiver’s attention and maintained by verbal utterances backed up with non-verbal signals. Both verbal and non-verbal signals combine to convey the three elements of communication, and the way in which
the total communication is perceived governs its effectiveness. Successful verbal communication might at some point be defined as:

Not to let a word get in the way of a sentence,
Not to let a sentence get in the way of its intention,
But to send your mind out to meet the intention — as you would a guest —
that is understanding. (Mencius)

Effective communication results when a receiver’s response corresponds with a communicator’s intentions. Communication failure results when a communicator’s intention and a receiver’s response are compatible. In order to avoid misunderstandings due to ambiguity, complexity or sheer volume of message content, feedback should be provided between the receiver and the communicator before the receiver responds. A second feedback link enables the receiver’s response to be compared with the communicator’s intentions.
Fig: 1.3. Communication System as proposed by L. Walklin (1982).

Barriers to effective communication take two forms: extrinsic and intrinsic. Extrinsic barriers relate to external influences bearing on the communication, and include noise, code of language used and the environment in general. Intrinsic barriers are set up within the receiver, and include attitudes based upon past experience, feelings, emotions and internal thought processes relating to both the communicator and message content. All of these factors affect the receiver's perception of the communication.

One-way communication means that the communicator decides on the nature of the message he wishes to convey, chooses the means of communicating and sends the message. There is no face-to-face interaction or discussion; therefore the receiver responds according to the meaning he derives from the communication.
The quality of our lives depends on the quality of our communication skills. Individuals and groups are constantly being bombarded by stimuli, some of which result from written and verbal communications received from mass media sources. In fact all the time we are communicating either with ourselves or others. We communicate with ourselves in terms of dialogue, self-talk, thoughts and what some call auto suggestions. We also need to communicate with others, so as to put our messages across, elicit response, sell our ideas, get information and relate. These and many other uses of communication make it extremely important that we master the art of excellent communication skills and achieve excellence in our lives. Communication is therefore necessary in order to give and to
receive information, to elicit responses and hence to influence others in one way or the other.

Instructing involves two-way communication, contrary to the held view that it is one-way and achieved simply by passing information from instructor to learner. Although the instructor is responsible for presenting audio and visual stimuli, and for maintaining attention, communication forms the link along which information, opinions and attitudes flow, and this requires active participation on the part of the instructor. Poor communication leads to mistakes, misunderstandings and time-wasting, so that constant effort is required from all concerned to ensure that the flow of communication is maintained.

1.3 Language as a Means of Communication

Language is the center of human life. We use it to express our love or our hatred, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure. Through language we plan our lives and remember our past; we exchange ideas and experiences; we form our social and individual identities. Some people are able to do some or all this in more than one language. Language is essential to human perception, thinking and awareness. It is a universal form of communication adopted by human beings in
which a system of symbols or sound patterns conveys readily interpreted standardized meaning to others.

Language is fundamental to everything one does - some say it is what makes one "human." It is a known fact that all animals engage in some form of social communication. Humans, as well as other primates, share many advantages due to their intrinsic ability to communicate; however, the former has arrived at an unprecedented position in the Food Chain because of the inevitable benefits culminated from their ability to create a language. A language is much more than simply a means of verbal communication - it is an entity which involves interpersonal communication, language within the individual and language and society. The distinction between the words language and communication is not vividly evident at first look; however, we can make it clear by stating that communication is the rubric of which language was eventually created under. Language is a systematic means of communicating by the use of sounds or conventional symbols while communication is the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior.
1.3.1 Language—The most important tool for communication

A human's most important tool for survival is language. Language is very difficult to define because it varies among societies. However, communication can be defined as the exchange of thoughts, messages, or information, as by speech signals, writing, or behavior. As there are many different methods of communication, there are also many different uses of language. This is widely displayed throughout politics and the judicial system. There has also been a huge bridge in the gap of communication among different societies with the widespread use of the internet. All of these areas depend on the manipulation of language in order to efficiently function. With the ability to communicate efficiently and effectively, endless opportunities can be created for an individual.

Together, as a family, a society, or a country, speakers of the same dialect all share an immediate sense of recognition. As a result, we inevitably transcend and perpetuate our traditions, myths and religion via the societal functions of our respective language. In essence, language is what we use to think everyday and at the same time blend into our societies and perpetuate our lifestyles. In addition, many maintain that our society's cornerstones are its population and human potential, both of which rely greatly on the presence of communication in the form of a language. Indeed we are
capable of communicating our ideas and emotions to one another in an attempt to develop our society; however, it is the very formation of a language that has made this possible. Communication started as Charles Darwin once said— with the calls and cries of animals; however today, these communicative cries have developed into a systematic means of communicating by the use of sounds or conventional symbols now known to us as "language". Everyone is familiar with everyday creative solutions and ideas but do not communicate these ideas to others at all times. Moreover, language has assisted our society in many respects due to the domino effect of the benefits achieved from the opportunity to communicate. Intentional communication is the common conversations and exchange of words and thoughts that forms and maintains social relationships in our every day lives. In addition to the role of language in interpersonal communication, we can look to its role within individual humans and also its function within human society. Therefore, language plays a very important role in human lives. This type of communication can be either intentional or unintentional. Succinctly, language within the individual, supports thought, rationalization and attribution, creativity, memory, self-direction, self-expression, humor, and perhaps even aspects of consciousness. It is in respect to this idea that many have developed ideas concerning the presence of a universal language in our world.
whereby we can communicate with one another in more ways than
one way.

1.3.2 Phases in Language Development

William James (1890) described the world of the newborn as a "blooming, buzzing confusion." It is now known, however, that, on the auditory level at least, the newborn's world is remarkably well structured. The cochlea (in the inner ear) and the auditory nerve (which connects the inner ear with the brain) provide extensive preprocessing of signals for pitch and intensity. In the 1970s and 1980s, researchers discovered that human infants were specifically adapted at birth to perceive contrasts in sounds such as that between /p/ and /b/, as in the words pit and bit. Subsequent research showed that even chinchillas are capable of making this distinction. This suggests that much of the basic structure of the infant's auditory world can be attributed to fundamental processes in the mammalian ear. Moreover, there is evidence that some of these early perceptual abilities are lost as the infant begins to acquire the distinctions actually used by the native language. Beyond this basic level of auditory processing, it appears that infants have a remarkable capacity to record and store sequences of auditory events. It is as if the infant has a tape recorder in the brain's auditory cortex that
records input sounds, replays them, and accustoms the ear to their patterns.

Children tend to produce their first words sometime between nine and twelve months. One-year-olds have about five words in their vocabulary on average, although individual children may have none or as many as thirty; by two years of age, average vocabulary size is more than one hundred and fifty words, with a range among individual children from as few as ten to as many as four hundred and fifty words. Children possess a vocabulary of about fourteen thousand words by six years of age; adults have an estimated average of forty thousand words in their working vocabulary at age forty. In order to achieve such a vocabulary, a child must learn to say at least a few new words each day from birth.

One of the best predictors of a child's vocabulary development is the amount and diversity of input the child receives. Researchers have found that verbal input can be as great as three times more available in educated families as in less educated families. These facts have led educators to suspect that basic and pervasive differences in the level of social support for language learning lie at the root of many learning problems in the later school years. Social interaction (quality of attachment; parent responsiveness,
involvement, sensitivity, and control style) and general intellectual climate (providing enriching toys, reading books, encouraging attention to surroundings) predict developing language competence in children as well. Relatively uneducated and economically disadvantaged mothers talk less frequently to their children compared with more educated and affluent mothers, and correspondingly, children of less educated and less affluent mothers produce less speech. Socioeconomic status relates to both child vocabulary and to maternal vocabulary. Middle-class mothers expose their children to a richer vocabulary, with longer sentences and a greater number of word roots.

Whereas vocabulary development is marked by spectacular individual variation, the development of grammatical and syntactic skills is highly stable across children. Children's early one-word utterances do not yet trigger the need for syntactic patterns, because they are still only one-word long. By the middle of the second year, when children's vocabularies grow to between 50 and 100 words, they begin to combine words in what has been termed "telegraphic speech." At this same time, children are busy learning to adjust their language to suit their audience and the situation. Learning the pragmatic social skills related to language is an ongoing process. Children fine-tune their language skills to maintain conversations,
tell stories, ask or argue for favors, or tattle on their classmates. Early on, they also begin to acquire the metalinguistic skills involved in thinking and making judgments about language.

Almost every human child succeeds in learning language. As a result, people often tend to take the process of language learning for granted. To many, language seems like a basic instinct, as simple as breathing or blinking. But language is not simple at all; in fact it is the most complex skill that a human being will ever master. That nearly all people succeed in learning this complex skill demonstrates how well language has adapted to human nature. In a very real sense, language is the complete expression of what it means to be human.

1.3.3 Components of language

Human language involves both receptive and productive use. Receptive language use occurs during the comprehension or understanding of words and sentences. Productive language use involves idea generation and the articulation of words in speech. Both reception and production utilize the four basic structural components of language:

1. **Phonology**: The system of the sound segments that humans use to build up words. Each language has a different set of these
segments or phonemes, and children quickly come to recognize and then produce the speech segments that are characteristic of their native language.

2. **Semantics:** The system of meanings that are expressed by words and phrases. In order to serve as a means of communication between people, words must have a shared or conventional meaning. Picking out the correct meaning for each new word is a major learning task for children.

3. **Grammar:** The system of rules by which words and phrases are arranged to make meaningful statements. Children need to learn how to use the ordering of words to mark grammatical functions such as subject or direct object.

4. **Pragmatics:** The system of patterns that determine how humans can use language in particular social settings for particular conversational purposes. Children learn that conversations customarily begin with a greeting, require turn taking, and concern a shared topic. They come to adjust the content of their communications to match their listener's interests, knowledge, and language ability.

These four basic systems can be extended and elaborated when humans use language for special purposes, such as for poetry, song, legal documents, or scientific discourse. The literate control of language requires construction of additional complex social,
cognitive, and linguistic structures that are built on top of the four basic structural components.

Linguists in the tradition of Noam Chomsky (1957) tend to think of language as having a universal core from which individual languages select out a particular configuration of features, parameters, and settings. As a result, they see language as an instinct that is driven by specifically human evolutionary adaptations. In their view, language resides in a unique mental organ that has been given as a "special gift" to the human species. This mental organ contains rules, constraints, and other structures that can be specified by linguistic analysis.

1.3.4 The role of function and structure in language

It is evident that language is a construction of the human species and it would be strange if function were not prior to structure. Any piece of technology is created, survives, and develops because of the functions it can be made to serve. But as well as providing affordances, the structure of an instrument sets limits to what might be done with it, and similarly the structure of language defines one set of parameters limiting its use. To study structure without paying attention to function is as absurd as to study function without
It is in this context, that Jakobson (1960) offered an artistically presented classification linking functions with different possible prime foci of an utterance. He took six components of the speech event – addresser, addressee, context, message, contact and code – and associated a focus on each of these with functions labeled respectively: emotive (expressional), conative, referential, poetic, phatic, and metalingual. Illustrating each with examples, Jakobson achieved a measure of systemization in that one can see how by shifting the point of interest, one changes the sorts of question that one can pose about an utterance.
Chomsky (1957) does not view language primarily as a conventional symbol system concerned with communication or cooperation between people, and Lyons (1981) sees language as one among a number of semiotic systems and Saussure (1916) looks at the language in the context of other communication frameworks. Chomsky (1957) produces a more formal definition: 'From now on I will consider language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements'.
appropriate and actually performed. Communicative competence, thus formulated, will include formal competence, but will extend that to embrace knowledge of the 'rules of use without which the rules of grammar would be useless'.

Labov, (1972) particularly, has examined relations between sociolinguistic and formal patterns of language in order to produce rules based on probability. Berger, (1979) has considered ways in which language strategies are used to develop mutual understanding. Day, (1982) has shown how language attitudes and perceptions develop early, so that speakers from majority and minority groups already have 'strong in- and out-group perceptions', on the basis of language, by age three. Further consideration of the implication of language in use has emerged from various traditions in philosophy. Searle (1969) conceives of language as a series of acts in the world rather than as a collection of sentences. Halliday (1973) conceives of language as 'meaning potential' and attempts to relate this systematically to, on the one hand, the potential modes of behavior available to a participant in a social situation, and, on the other, the available options in the formal linguistic systems.

Language cannot be thought of solely as a system of formal elements without taking away its major functions. A description of
language which is independent of its function is unlikely to have much value to teachers and students who are concerned with developing a capacity to exploit the functional possibilities of a language. Any model of language that we adopt for teaching must recognize that learners need to develop a capacity to operate with the target language sufficiently flexibly to be able to express themselves as much or as little as they wish to, and sufficiently firmly within an appropriate conventional model to be genuinely communicative. As Widdowson (1982), has described language rests on permanent tension between cooperation, with its attendant risks, and security, with its attendant lack of communication. In all cases, though the conventions will develop to establish ease of communication, it will result from the wish to communicate and cooperate. Learning to use language is learning to converge (for communication) without loss of identity.

1.4 Aspects of Communication

Communicative competence is an important concept which is imperative for those who work in the applied areas, whether they are applied linguistics, applied sociolinguists or language learners. Chomsky (1965:4) made the original distinction between 'competence' and 'performance'. Chomsky says that 'competence' is the person's knowledge of the language and 'performance' is the

A person who has learned a language has acquired a system of rules that relate sound and meaning in a certain specific way. He has, in other words, acquired a certain competence that he puts to use in producing and understanding speech.

As defined as early as the 1970s by Dell Hymes (1972), linguistic competence does not only mean the mastery of formal linguistic systems. One condition for being able to use a language adequately is that we are in possession of a communicative competence which, for example, enables us to determine whether our utterances match both the linguistic and the non-linguistic context. The term ‘communicative competence’ is viewed by Hymes as the competence in communication which covers all modes of competence in linguistic behaviors by the speech community. This includes both social and grammatical behaviors. The term all modes of communication (Hymes, 1962) can further be explained as the language competence that has total comprehension and total verbal exposition in all the needs of society, which includes group interaction – interpersonal and interaction involving different dialectal areas. Also the verbal exposition will encompass the non-
verbal behavior which has cultural compatibility. The two main kinds of competence are grammatical competence and communicative competence. Grammatical competence can be achieved by way of exposing one to the structure of language, whereas, communicative competence can be achieved by exposing one to the structure of the language as well as the social behavior which pivots around certain conventional rules put forth by the society.

Initially, Spitzberg (1988) defined communicative competence as "the ability to interact well with others". He explains the term 'well' refers to accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness". A much more complete operationalization is provided by Friedrich (1994) when he suggests that communicative competence is best understood as "a situational ability to set realistic and appropriate goals and to maximize their achievement by using knowledge of self, other, context, and communication theory to generate adaptive communicative performances."

Communicative competence is measured by determining if, and to what degree, the goals of interaction are achieved. As stated earlier, the function of communication is to maximize the
achievement of "shared meaning." Parks (1985) emphasizes three interdependent themes: control, responsibility, and foresight; and argues that to be competent, we must "not only 'know' and 'know how,' we must also 'do' and 'know that we did'." He defines communicative competence as "the degree to which individuals perceive they have satisfied their goals in a given social situation without jeopardizing their ability or opportunity to pursue their other subjectively more important goals". This combination of cognitive and behavioral perspectives is consistent with Wiemann and Backlund's (1980) argument that communicative competence is the ability of the person interacting to choose among available communicative behaviors in order that he may successfully accomplish his own interpersonal goals during an encounter while maintaining the face and line of those who are interacting within the constraints of the situation.

A useful framework for understanding communicative competence was designed by Spitzberg and Cupach (1984) and is known as the component model of competence because it is comprised of three specific dimensions: motivation (an individual's approach or avoidance orientation in various social situations), knowledge (plans of action; knowledge of how to act; procedural knowledge), and skill (behaviors actually performed).
The component model asserts that communicative competence is mutually defined by the interdependency of the cognitive component (concerned with knowledge and understanding), the behavioral component (concerned with behavioral skills), and the affective component (concerned with attitudes and feelings about the knowledge and behaviors) by those interacting in an interpersonal encounter within a specific context. Rubin (1985) explains that communicative competence is "an impression formed about the appropriateness of another's communicative behavior" and that "one goal of communication is to understand how impressions about communicative competence are formed, and to determine how knowledge, skill and motivation lead to perceptions of competence within various contexts".

When applying the component model to organizational communication contexts, Shockley-Zalabak (1988) divides motivation into two separate (though related) elements: sensitivity (the ability to show concern and respect for others) and commitment (the desire to avoid previous mistakes and find better ways of communicating through the process of self-monitoring). This revised model consisting of four dimensions (knowledge, skill, sensitivity, and commitment) is used by Rothwell (1998) to study communicative competence in small group interaction.
1.4.1 Types of competencies

There are four types of competencies which are very essential for an individual to master the target language.

*Linguistic Competence*: It is a real misunderstanding if one believes one can handle linguistic interaction without being grammatically competent. To be able to use a new language for interaction purposes one has to know the systems that govern language, within such areas as syntax, morphology and phonology/orthography. Without these tools, no successful communication can take place. Syntax, morphology and phonology or orthography are some of language's principal components, and the way in which we organize language elements within the individual utterance has an influence not only on the message contained in the utterance but also on the close as well as the distant linguistic context - and thus on how the receiver understands the message.

*Discourse and textual competence*: To achieve oral and written proficiency it is, however, far from sufficient to be able to compose single sentences that are correct as regards grammar and meaning. Firstly, a conversation or a text consists of more than one utterance, and both conversation and text are subject to genre and text-type requirements. Secondly, the individual utterance has to fit into a context both locally - as regards the close language context - and globally as regards the overall linguistic context. Especially within
written production we place great demands on a 'thread', on logic and strict linguistic context. There has to be consistency in the text as regards content. To attain coherence it is, however, often necessary to use special expressions that mark this consistency of content. This may be achieved by pronominal references, tense markings, and links between clauses in the form of conjunctions or adverbs, i.e. cohesion marking. In the spoken language we allow more digressions, lack of strict logic, associative speech and sudden changes of topic - and there are fewer demands made as regards cohesion. Furthermore, body and eye language can be engaged in a completely different 'conversation than that which is manifested in language.

**Pragmatic competence:** We will still not be sufficiently equipped, however, to deal with the linguistic requirements. It is not enough to be competent within the areas of sentences and texts. For something which is crucial for how we choose to put together our utterance or text is the context in which the utterance or text is to be placed. Who is the receiver (what are our relations like; is it a relationship of equality and symmetry, or do, e.g. age, gender or status play a role that upsets the symmetry or balance of power; how close are we to each other?). What is the purpose of my text (do I want to persuade, inform, seek information, accuse, bombard or praise my receiver?). Language is so organized that we can
formulate the same content in many ways, according to what we want to achieve with what we say, and depending on who our receiver is.

**Socio-cultural competence:** Social and cultural factors, too, leave their imprint on language. As mentioned, we as language users are in possession of a universal knowledge - that it is not immaterial how we say what to whom and why. We also know that the language function 'imperative' can only be used in quite specific contexts when we are asking for something, while the form causes no offence if we are giving something. That which different cultures do not share, however, is what and how much we are allowed to ask each other about. What one is allowed to convey in language and what is taboo is culturally specific. Things which have, for example, to do with finance, politics, sexuality and religion are subject to different sets of cultural norms that are reflected in language. It is apparently universal that we, in using language, move within the parameters of language effectiveness and politeness.

Karen Lund proposes the following model of the interaction between the four competence components:
1.4.2 Acquisition of communicative competence

True competence of a language learner is being able to recognize and produce grammatical sentences, and comprehend the meaning. Acquisition of communicative competence involves acquiring the ability to perceive the situation in the world, its experiences. It is a reflection of knowledge or competence, both grammatical and functional. Our students have to achieve various competences in order to be able to function optimally in foreign and second language situations. It is not - and never will be - enough to know the grammatical, phonological or orthographical systems of a language, or to be in possession of a large vocabulary. With such aids students will perhaps be well able to produce sentences. But, without a competence involving discourse/conversation and a textual competence, without a pragmatic/language usage competence and a socio-cultural competence which leaves its distinctive imprint
in the language, pupils will be able to cope with neither small nor large communicative assignments.

First, though, it is important to stress that our students apart from achieving as high a degree of correctness as possible within all levels, also need to be able to use the language relatively fluently. Stuttering and stammering are factors that hamper comprehension, so pupils need to train and practice areas of language in order to achieve a gradual automation. Since language is so complex - and taking into consideration that we only have a limited processing capacity at our disposal - it is completely impossible to achieve even a certain degree of correctness and fluency if we cannot rely on so-called automated language 'islands'.

Lastly, we possess a so-called strategic competence which means that we do not necessarily have to abandon our language venture, even though we do not exactly have the optimum language stored. We can make use of a number of linguistic and non-linguistic communication strategies so that our message is nevertheless got across. We can paraphrase, borrow, try translating directly from our own language, stand on our head, use our arms and legs, etc. - attempts that take communication a step further; even though these strategies perhaps do not lead to any new acquisition, they can
influence input from the person we are conversing with, who can
precisely furnish us with the language we are lacking. This ability
to paraphrase and simplify is apparently a universal competence
which we as humans possess; it is evident when we as parents or
teachers adapt our language to children or pupils. It is important
that pupils get the chance to train this competence and to become
aware of the fact that when they are at the outer edge of their
linguistic ability, there are other alternatives to abandoning their
communicative plan.
Finally, communicative competence is not simply a matter of being
orally able to 'keep one's end up'. Communicative competence means
competence in all four proficiencies - both the productive and the
receptive.

1.5 Statement of Problem
Teaching English at the Post-Graduate level is a daunting task for
any teacher especially when students have learnt English through
"grammar method". The scholar is primarily concerned with those
students who have had their entire education in schools and colleges
where the medium of instruction had been English. In spite of
approximately fifteen years of education in English medium
institutions, it is very unfortunate and disturbing that most of the
students fail to communicate in English what they really want to,
not because they lack ideas, thoughts and feelings, but because they are unaware of when and how these communicative tasks and acts are performed. Most students found it very difficult to articulate their needs and preferences.

Their English speaking proficiency level was quite limited, which is astonishing when considering the fact that the students' length of study in English medium schools was around fifteen years. When the students spoke, mother tongue interference of prosodic features and individual sounds were very noticeable. The difference between students who studied in English medium schools and students who studied in Tamil medium schools was though the former put some strains on the listener; their utterance did not really impede understanding, while the latter spoke very frequently with mispronunciations which nearly impeded understanding. The English medium students had just enough grammar to manage to get meaning across in everyday topics, while more complex structures were not attempted or not intelligible. Whereas, the students from Tamil medium, had no awareness of basic grammatical functions and reproduced some stock phrases in isolation.

When it comes to vocabulary, the students from English medium used adequate range of vocabulary to manage everyday topics but
experienced difficulty when required to expand on topics. Limitation of vocabulary prevented discussion at some stages of the interaction, as they cannot express opinions properly. Students from Tamil medium had very limited vocabulary and the range was inadequate to deal with everyday topics. Lack of vocabulary makes even basic communication difficult. The students from English medium were comfortable and almost maintained a natural speed in everyday contexts, while their counterparts were very slow and disconnected and almost impossible to follow.

Finally, the students from English medium were able to communicate in everyday contexts but were rather passive with responding and commenting, not effective enough to contribute to develop interactive communication. But, their friends from Tamil medium were communicating only in monologues and gave simple responses only when required and were unable to maintain or develop interactive communication. This study is motivated by the fact that the students from English medium schools and colleges failed to achieve practical communication ability.

1.6 Review of Literature
The knowledge that language is primarily speech has brought into focus spoken English and oral work in the classroom. The awareness
that language is constantly changing and evolving has resulted in the teaching of descriptive and not prescriptive grammar. Communicative Approach to language teaching is a very exciting development in the field of English Language Teaching. In the recent past, a significant development has taken place in the English Language Teaching especially in its shift in the emphasis from 'accuracy' to 'fluency' and from 'structural competence' to 'communicative competence'.

A number of researches have been carried out across the globe in the field of English Language Teaching. Recent researchers have done many studies on the methods and approaches of teaching English. Most studies have catered to teaching English as a Second Language or more precisely English as a Second Language Acquisition, with particular reference to school students and Under Graduate students from Tamil medium background. Apart from this, a lot of research has gone into the use of technology for teaching English, for teaching English has been considered a technique. A.K. Paliwal in his book, "Communicative Language Teaching in English" focuses on communicative competence of young learners in written English.
Dr. Digumarti Rao and Ms. Digumarti Pushpa Latha in their research entitled, "Achievement in English" have attempted to measure the achievement of students in secondary schools.

"Understanding Communication In Second Language Classrooms" by Karen Johnson is based on relevant research in the areas of classroom discourse, language in communities, teacher cognition, classroom learning, and second language acquisition.

Richards and Rodgers in "Approaches and Methods in Language Teaching" (1986) survey the major approaches and methods in language teaching, such as grammar translation, audiolingualism, communicative language teaching, and the natural approach. The book also helps teachers explore their own beliefs and practices in language teaching.

Veena V. Mohod in her book, "Principles and Practices in English Language Teaching" (1999) incorporates relevant material on teaching of English which caters to the needs of educational administrators, planners and teachers.

"Effective Teaching Methods" (1997) by S.R. Vashist, presents proven teaching methods along with instructional theory and the writer echoes the scholar's view that it is the teacher who directly influences the students' learning process.
The present study is the result of experimental work conducted by the scholar and provides authentic information obtained by the scholar in the course of the research. The difference is based on the scholar’s current understandings of the communicative proficiency of English at the Post Graduate level. Further, the scholar concentrates on the inconsistencies and confusions in teaching practices, which has reflected in the plight of the students in the present scenario—students who have studied for approximately fifteen years in English medium institutions are still unable to communicate in English. The present study is unique in the sense that the entire research has been based on the scholar’s experience in teaching postgraduate students and also based on her experience as a trainer’s trainer.

1.7 Aims and Objectives

The researcher’s primary aim was to consider language learning as skill learning and language teaching as skill teaching. It was in this context that the researcher wished to make a contribution to the teaching and learning practices. The researcher wished to guide the instructors firmly into the arena in which the practitioner needs to operate on a day-to-day basis. It was just the approach to benefit teacher and student, and to establish the clarity of understanding required of those participating in the common process so that
teaching may be at its most effective and learning at its most rewarding. The scholar hoped to demonstrate insight and understanding of planning and implementing teaching. This was backed up with clear explanations of how to improve communication skills and plan, prepare resource and deliver effective classroom teaching.

The researcher based on her teaching experience and also based on the outcome of the assessment carried out among the postgraduate students was able to gauge the proficiency of the students and was in a position to identify the difficulties of these students while communicating in English. The researcher hoped to document the causes of their problems and how best these problems could be remedied.

1.8 Methodology

The researcher aims to offer instructional practices that would enhance the speaking skills of the postgraduate students in Coimbatore. For the present study, samples were drawn from the postgraduate students of various disciplines:

1. Both English and Tamil medium in schools

2. On the basis of the geographical division of the area of study, the variables considered were, a) Rural b) Urban
3. Parental education of the students. Sub-divided into students whose parents have studied up to the level of:

a) Middle school

b) Middle school to graduation

c) Above graduation.

d) Professionals

From the data collected and from the assessment carried out by the researcher, the objective of the study is fulfilled. The scholar's objective is to improve the quality and relevance of teaching of those who will have responsibility for developing, or helping students to attain the skills and attitudes to perform effectively, as teacher performance is now recognized as an essential factor in the success of the students.

For the experienced teacher, the scholar's approach gives great food for thought and for the reappraisal of presently used methods; for the less experienced it shows thoughtful pathways along which development can proceed with infinite advantages to both instructor and student touching on the theoretical aspects of the teacher-learner relationship and concentrating on the practical realities of their interaction.
1.8.1 Data Elicitation

i) The oral tests to assess the proficiency of the students were administered to approximately two hundred postgraduate students in Coimbatore. Some of the most popular tasks like, impromptu speech, role-play, interview and group discussion, were used to assess the speaking skills of the students. Further, a range of activities relevant to oral assessment such as turn-taking strategies, cooperating strategies, asking for clarification, fluency, sociolinguistic competence, vocabulary range, grammatical accuracy, phonological control and so on were administered. All tasks had a duration of at least fifteen minutes for each student.

ii) Four sets of questionnaire were designed to assess the following:

a) Students' Social Background Questions

b) Students' language proficiency

c) Students' attitude towards English

d) Teaching methodology

1.8.2 Data Analysis

In the process of analyzing the data collected, the researcher's primary objective was to ensure that all categories of assessment
should focus more on the student’s success in conveying a message and communication rather than language accuracy. An analysis of the data revealed that students from English medium schools did communicate adequately in most everyday contexts by appropriately participating in the interactive sessions and by responding and asking questions, but speech was slow and hesitant and at times passive. Their knowledge of grammatical functions and range of vocabulary were limited to the extent that it prevented them from attempting more complex structures befitting their age and education.

The students from Tamil medium schools were for the most part silent and if managed to speak, speech was so halting and fragmentary that conversation was impossible. These students had little or no awareness of basic grammatical functions and vocabulary was inadequate for even the simplest conversation.

1.9 Scheme of Presentation

The present study, “An empirical study on the proficiency of speaking skills among postgraduate students in Coimbatore and the instructional practices to enhance their speaking skills in English” consists of six chapters. The five chapters encompass the following aspects of the topic in discussion.
Chapter - I Introduction

It looks at the importance of language as a means of communication. It focuses on the different aspects of research process identifying the problem, aim and scope of the study, method of study; data collection and its analysis are discussed at length.

Chapter - II Importance of English Language

It outlines the purpose of communication, role of English in India, and English as a second language. The researcher has briefly discussed the reasons as to why English is the gateway to the world.

Chapter - III Role of Speaking Skill

In this chapter, the researcher explores the reasons for considering language as a skill subject and the four skills required for language acquisition. This chapter also examines language teaching, which requires great skill and sensitivity.

Chapter - IV Level of Oral Competence in English Among Postgraduate Students

The researcher explores the present level of competence in speaking English among postgraduate students and why it is a daunting task for most students. The researcher envisages the common reasons for their inability to communicate in English and suggests remedial measures.
Chapter - V Instructional Practices

In this chapter, the researcher stresses on the importance of the teacher as a facilitator and a motivator and recognizes the need for establishing a rapport and use of appropriate language. The researcher showcases teaching strategies and materials to provide desired results. Further, this chapter emphasizes on the awareness of the learner’s needs and deployment of resources to the best effect, thereby ensuring active participation of the learner.

Chapter - VI Conclusion

This chapter recaps briefly what has been discussed in the previous chapters and records the findings. The researcher has concluded by stating the fact that with so varied a pattern of educational and training programs there can be no uniformity of approach to the definition of educational objectives and to assessment procedures and patterns which purport to assess their value. For at the one extreme, will be those defined by specifying the teaching activity and the teacher’s instructional role, while at the other, those specifying the learning outcome and the learner’s achievement.

1.10 Social Relevance

The present study based on the researcher’s experience, is a fresh departure in teaching communicative English to students, as it takes a new approach to language teaching. The study seeks to emphasize
that language should be regarded as a skill and language teaching as skill training. Thus, the study would endear itself to the teaching community, for it would have a positive impact on teachers and would enhance the training skills of the teachers and motivate them to change their style of teaching to a more communicative style of teaching. This study is intended to provide insights into the effective ways of planning, teaching and assessing English in the classroom. The only point which the researcher wishes to reiterate is that the methods used should be appropriate to the purpose of the assessment and make use of the best instruments and procedures available. The study also reiterates the importance of student-teacher relationships in the classroom as a significant factor in the learning process.

**Conclusion**

To conclude, communication is the imparting or exchanging of information by message or otherwise, and the effectiveness of this processes is measured by observing its results. It is through language that meaningful communication takes place.

It was Chomsky (1965) who made a clear distinction between "competence" and "performance". A person is said to be competent in a language if he applies his knowledge of the language in
concrete situations. Moreover, communicative competence means competence in all four proficiencies - both the productive and the receptive.

The researcher's impassioned plea has always been to consider language learning as skill learning and language teaching as skill teaching. The researcher's teaching experience coupled with the outcome of the assessment carried out among the postgraduate students, had paved the way to gauge the proficiency of the students and was in a position to identify the difficulties of these students while communicating in English.

The following chapter traces the origin of English in India, in particular, its importance in the Indian education system. It also discusses at length English Language Teaching in India, attitudes towards learning and teaching English and also the role of the English teachers.