COMMUNICATIVE ENGLISH LANGUAGE: A STUDY OF COMMUNICATIVE COMPETENCE OF HIGHER EDUCATION STUDENTS IN ODISHA

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ABSTRACT:
    Language is the most powerful and convenient means of communication of human civilization. The non-linguistic symbols such as expressive gestures, signals of various kinds, traffic lights, road-sign, flags, emblems and many more such things are considered as the means of communication. In addition to it, shorthand and other codes, the Braille alphabets the deaf and dumb as well as the symbols of mathematics and logic are also considered as the means of communication but they are not as flexible, comprehensive, perfect and extensive as language is.

KEY WORDS: Communicative English Language, Higher Education Student.

1.0. INTRODUCTION
    Language is the best means of self-expression. It is through language that humans express their thoughts, desires, emotions and feelings; it is through it that they store knowledge, transmit messages, knowledge and experience from one person to another.

2.0. Characteristics of Language
2.1. Language is arbitrary
    Language is arbitrary and by the arbitrariness of language we mean that there is no inherent or logical relation or similarity between any given feature of language and its meaning. That is entirely arbitrary, that there is no direct, necessary connection between the nature of things or ideas the language deals with, and the linguistic units are combination by which these things or ideas are expressed.

2.2. Language is Symbolic
    The symbolism of language is a necessary consequence of its arbitrariness as it is discussed above. As it is known, a symbol stands for something else to serve as a substitute. Language is a system of arbitrary vocal symbols for concepts, things, ideas, object etc and in this regard we have sounds and words as symbols. The concepts represented by language are by using words which are essentially symbols and not signs for them.

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2.3. Language is systematic

Since language is symbolic, its symbols are arranged in a particular system for its communicative purpose. All languages have their system of arrangements. It is a fact, found in different researches that symbols in each human language are finite, In spite of that they can be arranged infinitely which means that an infinite set of sentences can be produced by a finite set of symbols.

3.0. Communicative competence of Language.

Language is both a linguistic and communicative competence. Any 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 are made available to the person with an unlimited number of sentences those he can draw upon in concrete situations so as to make him able to understand and create entirely new sentences. Hence language is not only simply a verbal behavior; but also it is a system of rules establishing correlations between meanings and sound sequences. It is a set of principles that a speaker masters over but it is not anything that he does over it. In a nutshell, a language is a code which is different from the act of encoding. it is only a speaker's linguistic competence rather than his linguistic performance.

3.1. Skills of a language

Any language, not to speak of only English, essentially covers four of communicative skills like listening, speaking, reading and writing. As a nature of his first language, the child learns it from the early age responding to the sounds and tunes of the people as a habit and in course of time the child imitates the recurrent sound patterns and later on becomes familiar to it, but this natural accusation of the language is not with the non natives

4.0. Characteristics of Voice

Voice is an integral part of our physical, mental and emotional makeup. It is important factor in shaping our relationships with others. A person's voice is very often regarded as an indicator of his character. It is, therefore, useful to understand the nuances of voice. Here the researchers shall discuss the four essential aspects of a well modulated voice: quality, pitch, volume and rate.

4.1. Quality

Quality is a characteristic that distinguishes one voice from another, through both may have the same degree of pitch, rate, and volume. It depends upon the resonating mechanism of the voice, that is, by the action of the vocal cords and the size, shape, texture, and the use of the resonating chambers.

4.2. Pitch

Pitch can be defined as the highness or lowness of the speaker's voice. It is determined by the length, mass (thickness), and the tension of the vocal cords. When the breath expelled by the lungs strikes the vocal cords with sufficient energy, it sets them into vibrating motion. The number of vibrations per second determines the pitch of the voice at that movement.

4.3. Volume

A third characteristic of vocal expressiveness is proper and adequate volume. This can be achieved by an efficient use of breath and the resonating chambers.

5.0. Body language

Body language, which plays a significant role in communication, refers to all external stimuli, that is physical appearance and personality. Our body always conveys a meaning of some kind even if we are not conscious of it. In fact, the human mechanism is so closely integrated that all its parts work as a whole. We communicate not only through words but also through our whole body. **4.5. Personal**

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5.1.. Posture and Gesture

Posture is the way one conducts oneself when faces an audience. Everybody's posture communicates something about the speaker – his degree of alertness, sense of purpose and self-image. A gesture is the movement of head, arms or hands to illustrate or reinforce what one says. It increases the value of the spoken words and exercises a deeper impact upon listeners.

5.2.. Eye contact

Of the five sense organs, the eyes are the most expressive. They act as the window of the mind, and can express elemental passions as well as varying moods of a person. One can gauge the sincerity, intelligence, attitudes and feelings of a person by looking at his eyes. Eye contact, therefore, is an important non-verbal technique that can help the speaker to establish a communicative bond with the listeners.

6.0. Production of speech

To speak we use a special mechanism which produces sound with the help of energizer, a vibrator and resonators.

The energizer in reality is the exhaled breath, the vocal cords act as the vibrator and nose. Sound the resonators are the passages of the throat, mouth and nose. Sound is produces by allowing the air to pass from the lungs through the windpipe to the mouth or the nose, and by using the tongue and lips in various positions letting it sounds letting it escape, when the air escapes through the nose either wholly or partially, nasal sounds are produced and when it passes through the mouth, oral sounds emanate. Voice ensues when the vocal cords are brought edge to edge while the air is being pressed up from below. The air causes the cords obviate at varying speeds by alternately passing through them and being stopped from passing. So all sounds produced with the vibration of the vocal cords are called voiced sounds. In the production of unvoiced sounds, on the other hand, the vocal cords do not vibrate and the air passes through the wide-open glottis. The lips and the tongue are very mobile organs. One can close the lips, round them, spread them or just keep than in a neutral position.

6.1. Classifications of Sound

Speech sounds are classified into two; vowels and consonants.

6.1.1. Vowels

Daniel Jones defines a vowel "as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth there being no obstruction and no narrowing such as would cause audible friction". The vowels are classified into two types namely monopthongs and Diphthongs. A vowel that has a single perceived auditory quality is called monopthongs. It is a pure vowel sound, where articulation at the end is relatively fixed. It does not glide up or down towards a new position of articulation. Diphthong is a sound which is formed by the combination of two vowels in a single syllable, where the sound begins as one vowel and moves towards another. In phonetics, diphthong is a gliding vowel, in articulation of which, there is a continuous transition from one position to another.

6.1.2. Consonants

Sounds which are not vowels are called consonants. In their production there is an audible friction or modification at someplace in the mouth. Consonants are classified on the basis of (a) the place of articulation and (b) the manner of articulation. Bilabial: articulated by the two lips, Labio-dental: articulated by the lower lip against the upper teeth, Dental: articulated by the tip of the tongue and the back of the upper teeth, Alveolar: articulated by the tip or the blade of the tongue against the teeth-ridge, Palato-alveolar: articulated by raising the main body of the tongue and touching the teeth ridge with the blade of the tongue, Palatal: articulated by the front of the tongue against the hard palate, Velar: articulated by the back of the tongue against the soft palate and Glottal: articulated in the glottis. With regard to the Manner of Articulation, Plosive/stop: there is a complete closure at some point in the

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mouth or at the lips, in which the flow of air stream is stopped and released suddenly, making an explosive sound but in affricate, In affricate manner of articulation, the flow of air is stopped as in a plosive but the speech organs are separated slowly. In fricative manner of articulation, the air passage is narrowed at some place in the mouth so that the air, while escaping, causes audible friction. And in nasal manner of articulation, there is a complete closure at some point in the mouth and the air is released through the nose. In lateral manner of articulation, there is a partial closure of the mouth with the air escaping through the sides of the tongue where as in semi-vowel: it is a voiced gliding sound produced like a vowel, where there is no obstruction or friction in the mouth. It has the functional status of a consonant and occurs in consonant positions in syllables. Frictionless Continuant is produced by bringing the speech organs in contact as in the production of a fricative consonant but it is very weakly breathed so that there is no audible friction.

6.2.. Accent and Emphasis

Accent is the stress laid upon a syllable to pronounce a word. The shifting of the accent affects the meaning of the word whereas Emphasis is the stress laid upon an entire sentence. In a sentence there are certain words which are spoken more loudly than the others. All utterances are made within the framework of a situation, context or previous utterance: they therefore, convey the mood of the speaker besides conveying meaning. Stressing a wrong word in an utterance changes the meaning or emphasis.

6.3.. Phonetics

Phonetics is a branch of linguistics that studies the way the humans produce and perceive sounds. In case of sign languages, it studies the signs. The phoneticians, who specialize in phonetics, study the physical properties of speech. Traditionally, the field of phonetics is divided into three sub disciplines as articulatory phonetics, acoustic phonetics and auditory phonetics.

7.0. Review of literature

The review different literature and the studies of different researchers on the issue, an attempt has been made by the investigator to review the related studies conducted in the field. The review may not be exhaustive of course. The study made by KhairiIzwan Abdullahin in his research study, appeared in Journal of Language and Learning (2005), stated that speaking can cause high anxiety level. He states the reason for this, that teachers often expect beginners to perform beyond their acquire competence. Fillmore (1979) familiarizes fluency by attaching it to the creative and imaginative use of the language. Brumfit (1984) binds it to the natural use of spoken language . J.D Brown (2003) quotes Richards, Platt and Weber (1985,), who define that, fluency is that the features which give speech the qualities of being of being natural and normal, including native such as use of pause, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. There are distinct differences in how students use the symbol systems of drawing, speech, and writing as Dyson (1986) observed in her research with young children . Pressley, Rankin, and Yokoi (1996) recommend the study of teachers from the perspective of their expertise. (Stevenson & Dunn, 2001). Studies that learning styles are distinct ways that individuals concentrate on, process, absorb, and recall new information or skills. Students often master new material most efficiently when they use the optimum strengths of their preferred learning-style. According to Gardner (1983), Multiple Intelligence (MI) theory, everyone has at least eight types of intelligence, but no two people have the same combination of intelligences. The forms of intelligence of these types include linguistic, logical mathematical, musical, spatial, bodily-kinesthetic, naturalist, interpersonal, and intrapersonal intelligences. Hoban, Hoban, and Zisman (1937). Gangwer (2009) recommends teachers make use of visuals and computer presentation.

8.0. The Problem

Teaching of English language has not yet acquired the level to which it is expected to be. It just remains as a status symbol and a student without a reasonable command over English is perhaps not

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very comfortable with attainment of any educational goal. Similarly, teaching of English holds the key position in the entire curriculum of education. Teachers of English, in this context, owe the responsibility to enable the learners to achieve the educational goals in general and language aim in particular. Hence the teaching of English language is required to be strengthened and the upcoming obstacles as well as problems need to be reduced with the best efforts of government, educationists and researchers in the country. Almost all the English learners in Odisha encounter at least three types of problems. These are the challenges with pronunciation, as some people are never able to master certain sounds, issues with vocabulary, as most people cannot add to their English vocabulary with study practice and grammar that is challenges with situational grammar such as workplace English versus slang. Out of many, one of the primary challenges for someone learning English is the lack of a proper model for speaking.

9.0. Objectives of the study
1. To study the difficulties in learning English language fluency in Odisha.
2. To study the psychological challenges for learners in English language communication in Odisha.
3. To study the problems in teaching English language communicative skill in Odisha.
4. To study the methods to promote the interest in learner to learn the target language in Odisha.

10.0. Research Design
The study is descriptive in nature. The students and teachers were taken in real classroom environment. Data were gathered from three sources. Qualitative research design was applied. Data were subjected to the content analysis in order to refer to any qualitative data reduction and sense making efforts that take a volume of qualitative material attempts to identify the core consistencies and meaning. In the content, frequencies of occurrence of the ideas were counted, recurring responses of different participants were noted and the data were interpreted accordingly. At the end, themes were specified and data were interpreted reflectively.

10.1. Population of the study
The study consisted of the teacher and student population from the degree colleges of five districts of Odisha namely Balasore (Eastern Odisha), Balangir (Western Odisha), Dhenkanal (Central Odisha), Malkangiri (South Odisha) and Sundargarh (North Odisha). The teacher population is 560 and the student population is 2500.

10.2. Instrumentation
Observation, interview and questionnaire were used for collecting the required data in this study. The researchers were the participant observers and interviewers during the data collection.

10.3. Observation
The teachers and the students in the degree classes of English were observed during their class hours. These observations were conducted in order to determine the impact of sociolinguistic variables in teaching and learning English language communicative skills in Odisha.

11.0. Analysis and interpretation

11.1. Analysis of questionnaire for the Teachers

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Table.1
Difficulties in learning English language fluency in Odisha

Sr.No	Items	Male	%	female	%	Total	%
1.	Diverse roots of English language	281	93.67	245	94.23	526	93.92
2.	Large number of irregular verbs in English language	276	92.00	236	90.76	512	91.42
3.	Profound regional variation of English language	271	90.33	231	88.84	502	89.64
4.	Small number of words	72	27.69	99	33.00	171	30.53

Provision of multiple responses

The above table reveals the difficulties in learning English language fluency in Odisha. As regards to the opinions collected from the teacher respondents from Odisha, it is found that 93.92 of the respondents view on the difficulty in learning English language fluency in Odisha is the diverse roots of English language where as 91.42% of the respondents view on large number of irregular verbs in English language to be the difficulty in learning English language fluency in Odisha. 89.64% of the respondents view on some other area that is profound regional variation of English language.

It is interpreted from the above study that all the three types of responses are well marked by the teachers while teaching English language communicative skills to the degree students of Odisha. It is obviously their experience of the difficulties they face in the class room in teaching English. No doubt, the young children learn a second language more easily than the adults. They can even acquire the native fluency when exposed to the language consistently with rich fluency in interaction but in Odisha, the learners do not get the same language environment outside the class room. They again use their mother tongue throughout until comes the next English class for them. In fact the factors like motivation, aptitude, characteristics, age of acquisition, first language typology, socio economic status and quality and context of the second language input play very important role in the second language acquisition rate and building the fluency in the communicative English language skill of the student learners of Odisha.

After the study of the difficulties in learning English language fluency in Odisha in detail, it is essential to study the present status of English language communicative skill in Odisha which is revealed in the table below.

Table-2
Present status of English language communicative skill in Odisha

Sr.No	Items	Male	%	female	%	Total	%
1.	Students having inadequate command over English language	287	95.67	238	91.53	525	93.75
2.	Students having adequate command over English language	126	42.00	108	41.53	234	41.78
3.	Students having leisurely attitude towards English language	271	90.33	237	91.15	508	90.71
4.	An intellectual status	265	88.33	225	86.53	490	87.50

Provision of multiple responses

The above table reveals the present status of English language communicative skill in Odisha.93.75% of the teacher respondents view that the status of English language communicative skill in Odisha is that the students are have having inadequate command over English language where as 90.71% 0f the respondents view on the students, having leisurely attitude towards English language.87.50% of the respondents think it to be an intellectual status which is obvious because of the globalization of English language. 41.78% of the respondents also opine on students having adequate command over English language.

It is interpreted from the response of the teacher respondents in the table that there are various factors responsible to have the students inadequate command over English language which creates a

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fear in them that develops into a leisurely attitude of the students towards English language in Odisha. One of the most important factors responsible for this is the socio economic background of the students as most of the students of Odisha are from rural areas and economically backward that destroys the attitude to learn this language as it is difficult for those who belong to a different vernacular other than English. Secondly the teachers who teach English in the higher education classes are not well aware of the teaching methodologies of teaching communicative English language. They also do not have an attitude to update themselves because of the faulty education policy of the Government of Odisha that creates a salary discrimination means same work for all but some get less and some get more salary. Furthermore, in Odisha, teachers do not teach all the four skills of the language namely listening, speaking, writing and reading. The students are normally taught on reading and writing and listening as well as speaking is ignored. As the four skills are interconnected, speaking is possible only active listening. It is also observed that the English teachers teach English in the class in using the Odia language at times that cannot have good impact on the students for learning English language communicative skill from the teacher in the class. Their basic target is to prepare the student to secure good passing mark in examination that makes the status of English in Odisha miserable. All these factors combined together, contribute to the students having leisurely attitude towards English language that consequently ends in an inadequate command over English language of the degree students of Odisha.

After studying the problems of the students in learning the English language communicative skills, an attempt is taken to study the psychological challenges for learners in English language communication in Odisha in the table below.

11.2. Analysis of questionnaire for the Students
Table-3
The psychological challenges for students causing for the learner's disinterest towards English language in Odisha

Sr.No	Items	Boys	%	Girls	%	Total	%
1.	Age of the learner	468	36.00	477	39.75	945	37.80
2.	Challenging questions	982	75.53	864	72.00	1846	74.56
3.	Long hour and last period in the time table	967	74.38	861	71.75	1828	73.12
4.	Completing vast syllabus in less time	987	75.92	851	70.91	1838	73.52
5.	Fear of speaking to others	1172	90.15	1061	88.41	2233	89.32
6.	Shyness of communication	1123	86.38	1084	90.33	2207	88.28
7.	Lack of self confidence	1167	89.76	1035	86.25	2202	88.08
8.	Incorrect feedback from the teacher	956	73.53	872	72.67	1828	73.12

Provision of multiple responses

The above table reveals the psychological challenges for learners in English language communication in Odisha. It is natural that challenges come on the way of learning a foreign language and the students of Odisha are not exceptions. In this context the student respondents of Odisha gave their views. 89.32% of the respondents view that fear is the psychological challenge for students of Odisha to speak to others and the fear comes if at all they would commit mistakes in their communication. This fear is due to lack of their self confidence (88.08%). 88.28% of the respondents view that the psychological challenge for learners in English language communication in Odisha is the shyness in communication. This is because of their least exposure to others for communicating their feeling through English language. 73.12% of the students view on the incorrect feedback from the teacher in the class. The challenging questions asked by the teacher in the class, the students get mentally defeated which creates a psychological challenge for the student to learn on which 74.56% of the students favor their views where as 73.52% of the students opine the vastness of the syllabus which is scheduled to be completed in less time creates another cause of disinterestedness in the learners of

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Odisha towards English language skills. In addition to it, the long hours of teaching as well as the last period for English in the time table sometimes causes the disinterestedness among the children for learning English with interest (73.12%)

One of the major causes that generate all these fear, shyness or lack of self confidence is the accent of the foreign language and the efficiency of the English people in proficiently communicating with their own language in all conversations with the aspects of fluency and grammar. It implies that the college under graduates find it hard to follow the instructions of communication of English language directed by an English man. When a student questions on any academic problem, the accent of the instructor confuses the student more on the question. This indirectly generates a resistance from the student to the instructor and creates a sense of inferiority complex in the mind of the non native learners. In Odisha a student gets psychologically defeated in listening the fluency of English language communication of a speaker, even of his teacher.

After studying different psychological challenges that the degree students face in learning the communicative language skill, an attempt is made to study the various methods to promote the interest in learner in learning English language communicative skill in Odisha in the table below.

Table-4
Methods to promote the interest in learner to learn the target language in Odisha

Sr. No.	Items	Boys	%	Girls	%	Total	%
1.	Teaching English for communicative purpose	1099	84.53	1071	89.25	2170	86.80
2.	Teaching English for verbal and non verbal praises	1084	83.38	1028	85.67	2112	84.48
3.	Using attractive and updated materials in the class	1069	82.23	1032	86.00	2101	84.04
4.	Using visual aids	1076	82.76	1012	84.33	2088	83.52
5.	Using body language	979	75.30	871	72.58	1850	74.00
6.	Presenting current issues	1064	81.84	993	82.75	2057	82.28

Provision of multiple responses

The above table studies the methods to promote the interest in learner to learn the target language in Odisha. In this regard responses were collected from the students who are directly involved in the process and those who have practically felt their own disinterestedness in the classroom in learning English language communicative skills. Of the various responses, 86.80% of the respondents view that English should be taught for communicative purpose to the interest in learner to learn the target language in Odisha where as 84.04% of the respondents view on using attractive and updated materials in the class shall can be helpful to promote the interest in learner to learn the target language in Odisha. In addition to it, 83.52% of the respondents opine that the use of visual aid in the classroom along with the theory can promote the interest in learner to learn the target language and 74.00% of the student respondents view that the body language of the teacher along with the vocal language is helpful for the learner to learn the language more effectively. The teachers' presentation of the current issues shall create interest in the learner to learn the language effectively (82.28%) as the current issues make the student update with the world and creates the interest of learning. The verbal and nonverbal praises of the students in the class shall work as an igniting force to create an interest in the student as viewed by the students (84.48%) because a child always needs an inspiration to learn. Of course not one but the integration of all the views shall be helpful to create interest in the mind of the learner in Odisha to change his attitude of learning the English language communicative skills in course of teaching.

Besides all these methods to promote the interest in learner to learn the target language in Odisha, the teaching aspect should be sincerely taken care of as to make the teacher well equipped before taking the class. The adequate steps are the familiarization of the teachers with the latest developments of ELT pedagogy, commitments of the teachers towards the practical needs of the

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learners, creation of enough competencies in the learners to interact with one another, creating a confident English language environment. Along with it the government of Odisha, Department of Higher Education should modify the syllabus in including pronunciation teaching as Standardized by the International phonetic symbol system to make it easy to apply for the learners and in introducing viva voice test of the learners in the syllabus as practical examination in science.

Despite all the fact as stated above, the Higher Education teachers of English in Odisha have certain limitations that should be studied to make the strategy a successful one for teaching English language communicative skill in Odisha. Therefore an attempt is taken to study the key factors and problems of learning English language communicative skill in Odisha in the table below.

Table-5
Test of significance of difference between the attitude of male and female teachers towards developing methods of teaching English

Sr. No	Category	Number	Mean	Standard deviation	" t" value
1	Male teachers	250	21.148	5.725	1.2
2	Female teachers	250	20.244	10.44	

It is revealed from the above table that the mean score of the attitude male teachers towards developing methods of teaching English is 21.148 and female teachers is 20.244 and the standard deviation is 5.725 & 10.44 respectively. It is observed that the obtained "t" value is 1.2 which is much less than the tabled t value at df 498 (i:e. 2.59 at 0.05 level and 1.96 at 0.01 level) which is not significant at both the levels. The hypothesis no 4 is "There is no significant difference between the attitude of male and female teachers towards developing methods of teaching English" is retained.
From this study it is revealed that the total mean component (developing techniques of speaking English Sis 39 where obtained mean of the male and female teachers is much less than the component mean which proves that the awareness on the developing techniques of speaking English as not fully developed.

12.0. Discussion

After the study it is discussed that there are various factors responsible to have the students inadequate command over English language which creates a fear in them that develops into a leisurely attitude of the students towards English language in Odisha. One of the most important factors responsible for this is the socio economic background of the students as most of the students of Odisha are from rural areas and economically backward that destroys the attitude to learn this language .Secondly the teachers who teach English in the higher education classes are not well aware of the teaching methodologies of teaching communicative English language. They also do not have an attitude to update themselves because of the faulty education policy of the Government of Odisha that creates a salary discrimination means same work for all but some get less and some get more salary. It is also observed that the English teachers teach English in the class in using the Odia language at times that cannot have good impact on the students for learning English language communicative skill from the teacher in the class. Their basic target is to prepare the student to secure good passing mark in examination that makes the status of English in Odisha miserable.

13.0. Conclusion

It is concluded in the study that besides all these methods to promote the interest in learner to learn the target language in Odisha, the teaching aspect should be sincerely taken care of as to make the teacher well equipped before taking the class. The adequate steps are the familiarization of the teachers with the latest developments of ELT pedagogy, commitments of the teachers towards the practical needs of the learners, creation of enough competencies in the learners to interact with one another, creating a confident English language environment.

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