

# A Study on Expertise in Teaching Communicative English Language

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**Abstract**— In this paper I am presenting a review study of expertise in teaching communicative English language. Teaching of Communicative English rose to importance in the beginning of 80's as a result of many different developments in both Europe and the United States took place. Primarily, demand for English language learning increased in Europe. The eagerness of learning English Language put immense anxiety on English teachers to change their methods of teaching. As per earlier grammatical methods it is assumed that the learners were tried hard to improve their expertise in English language and were study hard for years before expecting to use the language in real life. However, these assumptions were challenged by learners who were busy with their jobs who were less academically able. Teachers realized that a more immediate payoff approach was must to motivate these learners. The development of communicative English language teaching was also aided by new academic ideas.

**Key words:** Ideas, Motivate, English Language, Anxiety, Academically Able, Communicative

## I. INTRODUCTION

Communicative English Language Teaching is an approach to teach interactive English as an ultimate goal of study. The Teaching English Language Learners program focuses on both the practical and theoretical fields. The classroom program is with a strong focus on literacy, intercultural communication, and the interactive language learning. In spite of critical circumstances, it becomes popular in Asian as well as European Countries. In India CBSE (Central Board of Secondary Education) has adopted this approach in its affiliated schools.

The language learning approach to Communicative English Language Teaching has gained popularity in last few years. Communicative English Language Teaching is essential ingredient for developing and improving speaking, writing, listening, and reading skills, which prevents Learner's merely listening to the teacher without interacting. Dogme is an approach which motivates teachers as well as learners to aiming on interactive communication among them instead of refers to textbook only.

As in most fields, the pay depends greatly on education, training, experience, seniority, and expertise. As with much expatriate work, employment conditions vary among countries, depending on the level of economic development and how much people want to live there. In relatively poor countries, even a low wage may equate to a comfortable middle class lifestyle. In Asian Countries demand to English Language Teachers is very high. English as well as other Foreign Language Teachers are getting good perks in the Middle East which is named as one of the best paying areas, where: at least a CELTA with few years' experience is needed.

PGCTE, PGDTE (EFL University, Hyderabad (INDIA), TEFL uses literature which focuses on

improvement of their learners phonetics and communicative approach. Beginner's literature offers very basic curriculum and teaches communication despite of literature for Advance Learners. Children's literature in particular sometimes provides subtle cues to pronunciation, through rhyming and other word play. According to 1<sup>st</sup> phase the teachers read the book, pausing often to explain certain words and concepts whereas in 2<sup>nd</sup> phase the instructor reads the book completely without any pause. Textbooks contain a several literatures like poetry, stories, essays, plays etc. through which certain communicative or conversational items are taught.

## II. COMMUNICATIVE EXPERTISE

Communicative Expertise is very necessary to grow in today's world. Now it is becoming the language of the world. But if we are not learning it properly and don't find yourself lacking in communicating with comfort, then it would be difficult for us to get around the learning slump. We need a bit of creativity and dedication, and luckily it is easier than ever. Following are the easy ways to improve our communication expertise:

### A. Way to improve oral skill

Speak with humbleness, Stick to any one accent, Control over your words, Apply gestures while speaking, Confident body language, Speak English at home, Add phrases to your vocabulary.

### B. Way to improve reading & writing skill

Improve your writing, Always correct your writing, Have an English exchange, Read as much as you can, Read out loud

### C. Way to improve listening skill

Listen to Music in English, Record yourself, Watch TV (English movies, English News, English Knowledge based Programs), Improve your listening, Listen to learn, Add phrases to your vocabulary Sources around us for improving English Communication Skills:

- Take help from Google Translator
- Look out for Online Dictionary
- Attend English-activities going around you
- Engaging in debates and discussions

## III. HOW TO TEACH ENGLISH LANGUAGE

Teaching English as a second language refers to teaching English to students whose first language is not English, usually offered in a region where English is the dominant language and natural English language immersion situations are opt to be plentiful.

Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. Textbooks contain a variety of literature like

poetry, stories, essays, plays etc. through which certain linguistic items are taught. Qualification requirements vary considerably from country to country and among employers within the same country. In many institutions it is possible to teach without a degree or teaching certificate. Increasing globalization has created a large need for people in the workforce who can communicate in multiple languages. The uses of common languages are in areas such as trade, tourism, international relations, technology, media, and science. Many countries such as Korea (Kim Yeong-seo, 2009), Japan (Kubota, 1998) and China (Kirkpatrick & Zhichang, 2002) frame education policies to teach at least one foreign language at the primary and secondary school levels. However, some countries such as India, Singapore, Malaysia, Pakistan, and the Philippines use a second official language in their governments. According to GAO (2010), China has recently been putting enormous importance on foreign language learning, especially the English language. Although the need to learn foreign languages is older than human history itself, the origins of modern language education are in the study and teaching of Latin in the 17th century. For many centuries Latin had been the dominant language of education, commerce, religion, and government in much of the Western world, but it was displaced by French, Italian, and English by the end of the 16th century. Innovation in foreign language teaching began in the 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methods, each trying to be a major improvement over the previous or contemporary methods.

#### IV. ENGLISH AS AN ADDITIONAL LANGUAGE

Many of the learners have English as an additional language; that is, English is not their first language, or 'mother tongue'. Sometimes these students are presents themselves as coming from non-English-speaking backgrounds, or as culturally and linguistically diverse students.

When we talk about English as additional language students, we are not only referring to international students. Many local students speak a native language in the home. This group includes learners with a very different range of experiences, from those who were born in some non-English speaking region and speak a language other than English with their parents.

#### V. ISSUES FACING BY ENGLISH LANGUAGE LEARNERS

The experiences of English Learners differ greatly depending on how long they have lived in non-English spoken region and what their linguistic, cultural and social background is.

They might:

- Loneliness
- Lack of confidence in English conversation.
- Fear of dealing with unfamiliar English culture.
- Worried if making grammatical mistakes.
- Be uncomfortable about critical analysis and criticism by academic authorities.
- Having limited experience in expressing their reflections through words.
- Be anxious about being seen as ignorant or inadequate

#### VI. CONCLUSION

In This Paper we are showing how to English communication expertise and how to teach English Language. Teachers realized that a more immediate payoff approach was must to motivate these learners. The development of English communicative language teaching was also aided by new academic ideas. Communicative Expertise is very necessary to grow in today's world. Communicative English Language Teaching is essential ingredient for developing and improving speaking, writing, listening, and reading skills, which prevents Learner's merely listening to the teacher without interacting. Many of the learners have English as an additional language; that is, English is not their first language, or 'mother tongue'.

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