



Radio- The means of Good Communication

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ABSTRACT

Talking on radio frequencies may seem intimidating at first. After understanding two basic concepts; format and situational awareness, one can begin to excel with their radio communication skills. Radio calls are often similar in form in order to bring structure and increase frequency efficiency. This document will include basic radio calls including a departure from Durant and re-entry into Durant and some other important radio phraseology.

Keywords:- Skill, Importance , Reputation, Knowledge, Hearing

INTRODUCTION

The basic assumption of work, that the development of communication skills is, and should be, the prime aim of teaching learning a language (here specifically English), is one that is by now fairly well established in modern pedagogy. However, linguistics which, as a modern science, informs much of the methodology of language teaching has not spoken with one voice as to what exactly communication implies and involves and what similarly, skill in communication means. It can indeed be said that in the literature on linguistics and language teaching, there have been very few attempts to define communication skills as such compared with the attempts to restate terms such as language skills, communicative competence, communicative ability, communicative knowledge and performance. Moreover, these terms have been used with varying shades of meaning. They have also, it may be said, appeared more as refinements of earlier propositions which had shortcomings or failed to include perspectives on the language teaching procedures in vogue, than by impulsions to an exercise in clear orientation of the terms involved in their significance. Even so, it will be useful, indeed it becomes necessary, to take a view of them so as not only to get a perspective on the problem involved, but to get at the insights to help formulate a precise, and at the same time comprehensive definition with a sound basis in the perceptions of linguistics, psychology, sociology and pedagogy. The most common idea about communication would be that it involves language both in its spoken and written forms. That would not be wrong, but there is indeed much more to it than this first thought would suggest. That is what ethnographers of communication have emphasized. No language factors and non-verbal means such as gestures, facial expressions, voice modulations, sensuous contacts with objects or beings, not to speak of peculiarities of contexts and situations and many more of this kind, have all a vital bearing on an event of communication. This indeed is significant in the formulation of schemes of methodology for developing communication skills for the language teachers' guidance, even though language, per se, cannot cease to claim their utmost attention. Only, it will be a question of which is the vehicle for which, communication of meaning in its most comprehensive sense to include senses as well as sensibilities, by means not only of language but the other non-language and non-verbal factors to hand, as indicated above, or language taught as language, leaving it to cause, in the stride of its own development, the emergence of a communicative competence. Albright expresses this point more aptly when he asks the question, "Are we teaching language (for communication)? or Are we teaching communication (via language)?" Linguistics and pedagogy have found thinkers and philosophers of language and researchers in language teaching ranged on either side to give us a wide and interesting spectrum of views and positions, a survey of which, even if brief, as a survey has necessarily to be here, could be both stimulating and illuminating for the purpose of this study. It may be appreciated that both linguists and language teachers are interested in the study of language as a means of communication, but with a difference in approach. Linguists attempt to analyze, describe at a model or theory of a speaker's ability to communicate through his language. The language teacher, on the other hand, is mainly interested in developing this ability to communicate adequately in language learners. 'Communication skills' are their common area of investigation. The former attempt to define them; the latter help the learner to acquire them.

Terms in Second Language Pedagogy: Background

Language teaching has always been drawn by two opposing points of view--whether to lay emphasis on language use or language structure. In recent times language structure underwent a revolution with the publication of the book, Syntactic Structures, by Chomsky. His use of the terms 'competence' and 'performance' has been taken over by linguists and language teachers in their analysis both of language use and structure.

Competence/Performance

Chomsky (1965) introduced the term 'competence' and 'performance' in modern linguistics through statements about the methodological necessity of studying language through idealized abstractions and ignoring what seem to be irrelevant details of language behavior, (Canale and Swain 3) Performance, according to Chomsky, is the actual use of language in concrete situations and is affected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest and errors (random or characteristic). Competence, on the other hand, is associated with the ideal speaker hearer who lives in a completely homogeneous speech community and knows his language perfectly. Further, the competence of a speaker hearer is only one of a variety of factors interacting with his actual linguistic performance. It is reasonable to conclude that competence to Chomsky is perfect knowledge, while performance may be imperfect. Chomsky's position is one with which the view of this study--that performance is an indispensable means of building up competence and tapping it--is at variance.

Communication: Its Importance and Scope

The twentieth century has seen many advancements in the field of communication. Communication is seen today as the crux of survival. One can hardly keep from communicating with or without awareness of purpose. Communication is the transmission of information, ideas, attitudes, or emotion from one person or group to another (or others) primarily through symbols. The study of communication today encompasses an analysis of all its various components: as semiotics--the study of system of meanings; as body semantics--the study of postures; as proxemics--the study of the proximity of speakers; or as a system of gestures, facial expressions, eye contacts or tone of voice; or as paralinguistic phenomena which occur along with spoken language and interact with it, or as a system of linguistic signs.

Analysis of a Communicative Event--A Brief Survey

There have been several specifications of the constituents of a communicative event. Aristotle in his Rhetoric classified the components into only three main elements: the speaker, the speech and the audience. In the modern age, research into communication in general had its origins in the wish to test and increase efficiency and effectiveness in the spheres of education, propaganda, telecommunication, advertising and public and human relations.

Communication and Language

For the language teacher who aims at developing communication skills in his learners, it would be useful to know the activities and oral, aural, mental processes involved by a reference to the nature of the communication within any speech community. Communication data, within any speech community, represents the fusion of several systems. These systems have been categorized variously by analysts and researchers. It is possible to say then that authentic communication in a speech community is essentially creative and potentially dynamic. The systems on which such communication is based may be finite. Indeed, they may lend themselves to rigorous analysis; but such analysis may prove inconsequential as the interrelationship in these systems cannot be reduced to a finite set of rules by analysis. Communication is the result of conventions selected and agreed upon by the users of the language over a period of time. Such conventions are the underlying and interrelated system of systems which has been referred to in the previous paragraph. These conventions are, however, neither prescribed nor unchanging. They are typically negotiated and renegotiated in different but the routine situations. "In this way, communication is," Breen, Candlin and Waters point out, "as much a convention-creating activity as it is a convention-sharing activity" (3). Therefore, when an individual learns a language, he has to acquire the knowledge he is presented with by negotiating that knowledge, and, in a real sense, recreating it for himself. In doing so, he develops the ability to communicate within the target community. Hence, when an individual communicates in a speech community he expresses his own ideas, negotiates meanings and interprets the ideas of others. It is this view of communication which is considered by ethnographers of communication as crucial among the members of the races they study. They regard communication as contingent, ongoing accomplishment involving a 'negotiating machinery' on the part of the encoder and the decoder. The discussions above on the nature of communication may be summarized as follows:

1. Communication is dynamic.
2. Communication takes place because of an individual's ability to express, negotiate and interpret meaning. Language being a major means of communication, a skilful user of language should be considered as having these very same qualities.

Summary

This attempt began by pointing out that the development of communication skills is, and should be, the prime aim of teaching learning a second language. It has also been pointed out that terms in second language pedagogy such as 'competence,' 'skill,' 'knowledge,' 'performance,' and 'ability' appear to be used with varying shades of meaning. The relationship between these terms is almost always not clearly established. Consequently, it is necessary to arrive at a notion of communication and skill relevant to second language pedagogy. For the purposes of this study, communication has been regarded as 'dynamic' and it takes place because of a 'user's' ability to express, negotiate and interpret ideas.' Skill has been regarded as the performance correlate of competence and operationally defined as 'the deployment of competence.' An analysis of the literature on communication skills reveals that they are limited in the scope of their inquiry. A frame of reference for the definition of communication skills has also been outlined, The requirements of the frame of reference have been :

- (a) That the definition should be relevant to both the theoretical models and practical problems.
- (b) It should be comprehensive and general.
- (c) It should make a distinction between communication skills and different classes of skills. This frame of reference, it has been stated should be in keeping with the notion of communication and skills stated earlier. Communication skills have been defined as 'the language user's optimal deployment

of the ability to express, negotiate and interpret discourse.' An attempt has been made to point out the significance of the various terms in the definition. The last section has tried to show how this definition of communication skills satisfies the various facets of the frame of reference. It has been suggested that the definition will be shown to be relevant to teaching models and particular problems of instruction. The second attempt is an attempt in this direction.

Salient Features of this Research Work

Since radio programmes are not envisaged in a methodology of acquisition through deployment, this work has succeeded in making a beginning in a new direction, viz., developing communication skills using an inexpensive medium like radio. It will be good if teachers are encouraged to use such radio-programmes in their classes to stimulate learners' attention and guide their ability to negotiate and interpret through problem-solving activities such as those suggested in these radio programmes. It is hoped that, in such a scheme of practice, the teacher of English will find these programmes useful. The description and assessment of the programmes will enable the teacher to gain an insight into the construction of such programmes, and the understanding thus derived, it is hoped, will help him to make intelligent use of the programmes themselves. And he may be led on, in due course, to attempting the construction of such materials himself, with developing communication skills in English as the prime aim, and bring out programmes on the methodology of acquisition through deployment for the learners' use. Nor is it necessary to suppose that the usefulness of the matrix of media selection and utilisation in attempt IV will be confined only to programmes proposed in attempt V. It may be found useful in the organization of class-room-activities as a whole. Apart from the fact that developing communication skills by English has rarely been attempted, no research study has employed at once the cognitive procedures and teachers' strategies, with this aim specifically in view. It is hoped that this scheme of combination of cognitive procedures and teachers' strategies will serve to stimulate effort by programme producers to construct other types of materials within a methodology of acquisition through deployment. Even though this work argues against the stultifying practice of teaching formal grammar at the secondary stage (where, it is argued, language skills should be developed through structural drills), the use of the programmes in this work within the methodology of acquisition through deployment is not likely to interfere with the acquisition of language structure itself. Unlike habits of expression and habits of pronunciation which involve training in producing automatic responses, intellectual processes, which the programmes in the dissertation are calculated to stimulate, are not likely to be hampered by an appreciation of the role of grammar and syntax, in their realistic setting. It may all make it almost a play-way at the intellectual level. Indeed, a student who has had his intellect thus stimulated by programmes of this kind, is unlikely to resist the appeal to move on to more and more on these lines. In this way he may come to recognize and gain a clear insight into the valuable part that grammar and syntax play in communication.

CONCLUSION

It is hoped--its limitations inherent or otherwise, as indicated in notwithstanding-that this dissertation will be received well and put to use as well as possible. It will have fulfilled itself, indeed, even if it merely serves to point a way or a direction to researchers in the field of English language teaching and enables them to explore means of developing communication skills by radio.

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