

English as a Mean to Solve All Our Communication Problems

Limba engleză - un mijloc de a rezolva toate problemele noastre de comunicare

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Abstract

This paper will be discussing about English as international language and its important role in everyone's daily life in the world. Here is also underlined the most of the difficulties that learners face in the study of English as a consequence of the degree to which their native language differs from English. On the other hand cultural differences in communication styles and preferences are significant and need to be taken in account when one tries to solve the communication problems.

Rezumat

În această lucrare se vor dezbate probleme legate de limba engleză ca limbă de circulație internațională și despre rolul său important din viața fiecăruia de zi cu zi în lume. Tot aici sunt subliniate cele mai multe dintre dificultățile cu care se confruntă studenții în studiul limbii engleze ca o consecință a gradului în care limba lor maternă este diferită de limba engleză. Pe de altă parte, diferențele culturale în stiluri și preferințele de comunicare sunt semnificative și trebuie să fie luate în considerare atunci când cineva încearcă să rezolve problemele de comunicare.

Keywords: English, speaker, communication, culture, mistakes

Cuvinte cheie: limba engleză, vorbitor, comunicare, cultură, greșeli

A great number of people whose native language is none of the variants know English as a foreign language. It is learned as a second language for purposes of education, employment, entertainment, electronic communication, and traveling by a rapidly increasing number of people worldwide, approaching around one and two billion people. English is spoken in more parts of the world than any other languages. It is clear that English is important to be learned by people. However they typically use a more or less simplified variant, e.g. excluding most of the idioms of British English, American English, and Australian English etc. Of course, they make mistakes, and sometimes the "English" used by people as a foreign language on the Internet is almost incomprehensible to anyone else. In addition, people who use English as their native language do not know how to spell difficult words, since they basically know English as a spoken language.

Foreign language learning consists of several components, including grammatical competence, communicative competence, language proficiency, as well as a change in attitudes towards one's own or another culture. Cultural competence should be considered as: the knowledge of the agreements, beliefs, customs, and assembly of another country, is unquestionably an essential part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. It could be preserved that the belief of communicative capability, which in the past years or so, has flashed a track, so to speak, in foreign language teaching, emphasizing the role of context and the circumstances under which language can be used precisely and suitably. In other words, since the widespread background of language, that is, society and culture, has been reduced to a variable indefinable of any definition. In reality understanding culture-specific meanings [communicative or rather cultural competence]¹ becomes more and more difficult in our more and more multi-cultural society.

For instance foreign learners of English encounter problems in both speaking and writing. This fact has been clearly stated by many researchers. The students in Romania, for example, learn English in their native country, where the native language is Romanian. The only way to learn

English in Romanian is through formal instruction, i.e. inside the classroom where the language teachers at school are native speakers of Romanian. There is little opportunity to learn English through natural interaction in the target language. This is only possible when students encounter native speakers of English who come to the country as tourists. English is hardly not used in daily situations. Romanian is the language used everywhere. The situation is different other countries, for example, where people use English in their daily lives because of the multilingual nature of the residents or the Commonwealth.

It is thus more difficult for Romanian learners of English to communicate in the target language in real life situations. This means that the students might not have enough exposure to the target language as spoken by its native speakers. Similarly the lack of the target language exposure as spoken by its native speakers could be another reason behind the English majors' weakness in communication. Native teach 'English Pronunciation' and 'Stress and Intonation'. Leading to motivation; this also plays an important part in improving and developing the learners' communicative ability. Given different cultural contexts, this brings new communication challenges to University or the workplace. Even when students or employees located in different locations or offices speak the same language, there are some cultural differences that should be considered in an effort to optimize communications between the two parties. In such cases, an effective communication strategy begins with the understanding that the sender of the message and the receiver of the message are from different cultures and backgrounds. Of course, this introduces a certain amount of uncertainty, making communications even more complex.

Without getting into cultures and sub-cultures, it is perhaps most important for people to realize that a basic understanding of cultural diversity is the key to effective cross-cultural communications. Subsequently culture and communication are inseparable for the reason that culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication.

In addition, on the whole Duranti's definition of culture as something learned, transmitted, passed down from one generation to the following, through social actions, often in the usage of direct interaction, and, of course, through linguistic communication², it is deliberately observable that verbal communication, even though a subpart of beliefs and values, plays a fundamental role. Bourdieu has emphasized the importance of language not as an autonomous construct but as a system determined by various socio-political processes. For him, a language happens as a linguistic habitus³, as a set of practices that imply not only a specific system of well-formed rules, but also are often unable to remember or unknown struggle over the symbolic power of a particular way of communicating, with particular systems and metaphors. Evidently, daily language is spiced with cultural bits and pieces; a detail most people seem to ignore. By the very act of talking, we take responsibility for social and cultural roles, which are so deeply deep-rooted in our believed procedures as to go unnoticed. Interestingly, 'culture defines not only what its members should think or learn but also what they should ignore or treat as irrelevant'⁴. Those languages have a setting, in that the people who speak it apart from of particular cultural roles. 'Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives'⁵. In a sense, it is 'a key to the cultural past of a society' (Salzmann, 1998).

But what exactly is culture? This is not an easy question to answer, particularly in an increasingly international world. On a general level, culture has been referred to the ways of a people. This view incorporates both 'material' manifestations of culture that are easily seen and 'non-material' ones that are more difficult to observe. According to Peck, culture is all the accepted and patterned ways of behavior of a given people⁶. It is that facet of human life learned by people as a result of belonging to some particular group; it is that part of learned behavior shared with others. Not only does this concept include a group's way of thinking, feeling, and acting, but also the

internalized patterns for doing certain things in certain ways...not just the doing of them. This concept of culture also includes the physical manifestations of a group as exhibited in their achievements and contributions to civilization. Culture is our social legacy as contrasted with our organic heredity. It regulates our lives at every turn.

Culture creates and solves problems. It could be argued that culture never remains static, but is constantly changing. In this light, we can dismiss behaviorist, functionalist, and cognitive definitions of culture and posit a symbolic one which sees culture as a dynamic system of symbols and meanings whereby past experience influences meaning, which in turn affects future experience, which in turn affects subsequent meaning, and therefore. It is this dynamic nature of culture that has been lost sight of and underrated in foreign language and ought to be cast in a new perspective. Learning a foreign language can be subversive of the assumptions and premises operating in the home culture, which requires that learners be offered the opportunity for personal growth, in terms of personal meanings, pleasures, and power. As Kramsch notes, 'the clash between...the native culture and...the target culture, meanings that were taken for granted are suddenly questioned, challenged, problematized'.⁷

Last but not least despite the fact that people use computer or the Internet; they will find the use of English. In recent times, English is one of the most important requirements which are needed in job vacancy⁸. People who will seek for a job in a vast global society; they should at least provide themselves with good English skill in order to be accepted. They should have good English skills. Those English skills are speaking, writing, reading, and listening. On the other hand, people's English skill is still low. They have lack of vocabulary. To solve those problems, some of the students take the English course. Whereas, many English courses ask much money for the course cost. Moreover, the facilities and materials given are not good enough.

When you communicate, keep in mind that even though English is considered the international language, it is a mistake to assume that every person speaks good English. In fact, only about half of the 800 million people who speak English learned it as a first language. And, those who speak it as a second language are often more limited than native speakers. Because English is not the first language of many people, their use of the language may be peppered with culture-specific or non-standard English phrases, which can hamper the communication process, having a translator on hand may be the best solution here. The translator can help everyone involved to recognize cultural and communication differences and ensure that all parties, regardless of geographic location and background, come together and stay together. For instance when you communicate cross-culturally, make particular efforts to keeping your communication clear, simple and unambiguous.

Conclusion

At any rate, foreign language learning is foreign culture learning, and, in one form or another, culture has, even implicitly, been taught in the foreign language classroom—if for different reasons. What are debatable, though, is what is intended by the term "culture" and how the latter is integrated into language learning and teaching. Kramsch's keen observation should not go unnoticed. However without necessarily studying individual cultures and languages in detail, we must all learn how to better communicate with individuals and groups whose first language, or language of choice, does not match our own.

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