

FACTORS AFFECTING ENGLISH COMMUNICATION, AS A FOREIGN/NON-NATIVE LANGUAGE

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Abstract:

Communication, either verbal or non-verbal, is nothing but sharing information, ideas, feelings, emotions and what not, everything that is required for leading a comfortable life. It is undeniably the part and parcel of life. The role of communication, irrespective of its mode, language and region, has been remarkable in flourishing the societies, for the ages. English, being a universal language, takes the due significance for communication across the world. However, English communication remains a matter of concern, particularly, in non-native countries like India. Albeit acquiring efficacy over the communication skills, it is found to be inadequate to meet the globalized competitive challenges potently. In spite of being updated and upgraded, time to time, with innovations as well as the challenging implementations, it is discerned to be un-flourishing to the levels of higher expectations. However, there would be various reasons for this limitation. Hence, this paper discusses the major elements which are inhibiting the prospects of the learners, either directly or indirectly, with respect to the English communication.

Keywords: Affecting factors, inferiority complex, lack of confidence, lack of vocabulary, grammatical competence, lack of practice

Introduction:

One can generally expect a society with diversified people, cultures as well as languages. However, the dispersed familial, cultural, regional and social settings, due to the act of globalization, obliged to have a common source of communication. At this juncture, English language could be found potent enough to fulfill the task efficaciously for the generations together. It has left an indelible impression being a source of greater and wider understanding among the globe. It has also been a major means of enhancing the interpersonal relationships across the world. The effective use of English language, in one's communication, always fetches a lot. The question of comparison with other regional, national as well as international languages may not arise here, because every language will have its own merits and demerits with respect to the communication. Nevertheless, the purview of English language is considered broader and wider comparatively. Youssouf Haidara says, *English has become the most widespread language in the world, used by more peoples for more purposes than any other language on Earth. English is now an international language, spoken in many countries both as a native and as a second or foreign language.* (1501). This is one of the major reasons why and how English communication is considered more significant and decisive for the success of anyone and everyone in the present international competitive scenario. Nevertheless, the learners, being the non-natives, are found lagging behind in their English communication to reach the globalized competitive standards. It lets the author of this paper consider certain repressing elements i.e. 'lack of vocabulary, lack of grammatical competence, inferiority complex, rural background, influence of mother tongue, lack of awareness and lack of practice which are being the major hindrances for effective English communication. Youssouf Haidara says:

The students have been learning English for many years as they have good level in English grammar and English vocabulary but most of them used to be speechless when using English for communicative purposes is concerned. Most of the psychological factor affecting students' English speaking performance were manifested by things such as fear of making mistakes, shyness, hesitation, and lack of confidence. (1503).

METHODOLOGY:

The study of this paper is based on the factual observations from among the students and the regular ongoing classes. It is also based on the author's intuitive understanding and analysis of the relevant information obtained from different sources like books, journal articles as well as internet.

OBJECTIVES:

- Underlining the necessity and significance of English communication in the learners' career development.
- Creating awareness over the limitations of the students for their inability to communicate in English effectively.

LACK OF VOCABULARY: Vocabulary exerts a lot of impact over all the four communication skills (i.e., LSRW). It would be decisive in the process of enhancing the ability of communication. It is also the domain which the learners feel greater level of difficulty. Rawan Hamdi Haddad is right in his comment regarding vocabulary: *Vocabulary learning is one of the most challenging issues that EFL learners face.* (784). It obliges a learner to put consistent efforts to have expertise over the English terminology for his personal, professional as well as social betterment. Adel M. Alharbi, highlights the greater efforts required for expertise over the domain of vocabulary, thus: *Far from curriculum-based instruction in learning vocabulary, language learners spend an estimated hundreds of hours each week studying or communicating by themselves in which they are exposed to a huge amount of vocabulary per day.* (502). However, now-a-days, the learners are found hardly attentive of this element. Moreover, the students are often seen resorting to the sources like internet for vocabulary, whenever they are in need, instead of putting efforts for individual efficiency. It necessitates the teachers' concern to provide them with effective strategies for their enhancement of knowledge over English vocabulary. Adel M. Alharbi, says, thus: *In order to capture the global and functional meaning of new vocabulary, language learners are highly encouraged to be exposed to the word knowledge explicitly.* (502). Most of the learners, however, are seen indifferent and ignorant enough towards improving their efficiency over English thesaurus. Using the available sources like internet, dictionary, of course, may not be erroneous to gain the knowledge. However, improving intuitive efficiency over the vocabulary is the need of the hour. It requires sincere involvement into the task. Rawan Hamdi Haddad says: *Vocabulary learning is incredibly noteworthy to English language acquisition. It is unfeasible for a learner to communicate without the required vocabulary. Successful second language acquisition presumes a sustained active involvement of the learner.* (784). However, it is not the case observed at the ground level. The learners are often observed limiting these sources only for reference purpose but not for learning and enhancing their efficiency. They are confident enough that they can find everything of a word (i.e., meanings, antonyms, synonyms) on the fingertips, as they have internet facility in their hands itself, through mobiles. This might be one of the reasons that makes them indifferent towards expertise over vocabulary. They do not understand great role and importance of vocabulary in their overall communication. It is also necessary to ace the comprehensions, either reading or listening, while taking on the highly competitive examinations like IELTS and GRE. It can also be observed even in the words of Rawan Hamdi Haddad: *Vocabulary, or word meaning, is one of the keys to understand a comprehension or paragraph or statements, so without understanding of words means that a student will not be able to understand a comprehension* (785). The practice of dependency for vocabulary may solve the problem but only for time being. It may never strengthen the ability of the learner in this regard. So that, the process of being dependent over the sources like internet completely can neither be commendable nor recommendable. Moreover, it can never be a means of success in academic, professional as well as social life. From this context, the learners are not concerned of losing their intuitive cognitive ability, gradually, by being dependents. Dependency, of course, is inevitable in societies where the people are living together, but, it should not be a long lasting constituent of life. If so, one can never expect the level of competence which is one of the most important ingredients for the everlasting progress of life. Moreover, it makes them blind enough of the far-reaching advantages of ameliorating the ability of using vocabulary themselves effectively. Dependency automatically diminishes their level of competence. Rawan Hamdi Haddad says that:

Learners should depend on themselves by adopting strategies that suit their abilities in learning vocabulary. Vocabulary learning is not always easy. But with practice and time, learners should find that they are making progress. Learners should study items that appear in many contexts. Learning in rich contexts is valuable for vocabulary learning. Vocabulary words should be those that the learner will find useful in many contexts. When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas. Learners will feel that vocabulary learning is effective when it entails active engagement in learning tasks. (791).

Dependency and level of competence are indirectly proportional to each other. When dependency is more the level of competence automatically retrogrades, vice versa. Most of the learners, now-a-days, look for the evanescent means of getting over the problem but not substantial. This is one of the main reasons for their

inability to have expertise over the vocabulary building. When a student finds it necessary to write a document of any kind, he immediately gets reminded neither of the content to be thought of nor of the style of writing but the source of the document over the internet in his mobile.

One can barely understand the English speaker, unless one has knowledge over the terminology the speaker uses. In that case, the listener may not be in such a position to respond appropriately, when it is necessary. Rawan Hamdi Haddad says: *Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.* (785). It automatically leads to have an impression that he is inefficient in English communication. It consequently degrades the reputation of the person concerned. Moreover, it often leads to misunderstanding that results in communication gap between the speaker and listener. It would definitely hamper the interpersonal relations affecting the long lasting prospects of the listener. Hence, expertise in communication can never be limited to any one of the four skills but for all i.e. listening, speaking, reading and writing. From this context, one can be sure that vocabulary plays a key role in effective communication.

Effective communication is inevitable for mutual understanding. It establishes a rapport among the people so as to lead a happy, peaceful and prosperous life. Many a people often have such impression that the English communication is necessary and important only for the academic ends. The same impression can also often be observed even among the student community. They also opine that the advantages of the communication are so limited. However, it is not for the academic progress alone but also for the wellbeing of one and all at every stage of life. They are ignorant enough regarding the unbound and limitless power and prospects of communication. However, the learners are often found affected by mostly psychological issues in the process of their communication.

The act of reading helps a lot to have command over English communication only if their reading is constructive and purposeful. There is often a misconception over the student community that the task of reading is meant only for writing the examinations, either for securing grades or scoring the percentages of marks. Voracious reading makes someone expertise only when he reads it purposefully. Or else, it remains futile. Act of reading is definitely resourceful for the betterment of anyone and everyone. It helps a lot to have expertise over vocabulary. Mohammad Mohseni-Far, says on the importance of reading:

Reading is one of the most important ways that learners gain lexical knowledge incidentally. Recent developments in lexical semantics tell us a lot about vocabulary learning. The zoomon meaning-focused reading will result in incremental increases in vocabulary size, the elaboration of lexical knowledge and development of reading fluency. (145)

Moreover, there is misunderstanding over learning vocabulary, i.e., vocabulary is nothing but learning the meanings of the words alone. However, the concept of vocabulary has a widespread periphery. It includes root words, prefixes, suffixes, antonyms, synonyms, phrasal verbs, wise sayings, and what not, everything along with their meanings. This vocabulary has such greater power to ameliorate one's ability of communication.

Unfortunately, the learners are not concerned of the strategies to enhance their level of efficacy over the English terminology. They are often observed reading for reading alone but not more than that. They are, generally, supposed to read, with respect to improving vocabulary, and pick out new, unfamiliar and difficult words and immediately write them down. They ought to understand the general as well as the contextual meaning of the words along with their etymological origin so as to grasp the basic structure of the words concerned. Etymology of a word helps the learner a lot for vocabulary building. Mohammad Mohseni-Far, highlights the way of enhancing vocabulary, thus:

When learners first encounter a new word, they might guess its meaning and usage from accessible tokens. Some learners might resort to consult dictionary. Others might write down notes along the margins, between lines, or on a separate vocabulary notebooks. Some learners will take advantage of simple rote repetition to commit the word to memory. Some would even attempt to use the word enthusiastically in a real context. Each of these task stages demands metacognitive decision, choice, and deployment of cognitive strategies for vocabulary learning. And each technique a learner puts to use will determine to a large degree how and how well a new word is learned/acquired. (138).

One must also acquire the knowledge over the correlatives of the picked out words (i.e. antonyms, synonyms, phrasal verbs). After thorough understanding of certain difficult words and their correlatives, one ought to make use of them recurrently in their communication to avoid any forgetting. Extensive reading facilitates the reader to have recurrent exposure to the same word. It automatically lets him have greater knowledge over its meaning particularly. Mohammad Mohseni-Far, says that: *It is clear that the frequency of occurrence of the unknown words in the text has a significant impact on the retention of word meaning. There exists a main reason that reappearance of a word will strengthen the form-meaning connection in the reader's mental lexicon.* (143). Hence, helps for enhancing the ability over terminology and recurrent usage of the terms in daily conversation help for improving efficiency over communication. These two activities will be a part of

practice. One knows the saying; 'Practice makes man perfect.' For this one must include these two in one's regular practice. If one continues practicing consistently and persistently, one definitely becomes expert in vocabulary as well as in communication to the greater extent.

LACK OF GRAMMATICAL COMPETENCE: Grammatical competence is undeniably significant for effective communication. Fikron says of this: *The first component of communicative competence is the grammatical competence.* (104). One may communicate even without grammatical proficiency, but it can hardly be cogent. Effective communication is generally informative to the level of clear understanding. It would be possible when through the application of grammar in the process of communication. Moh. Rofid Fikron, in his article on 'Grammatical Competence within L2 Communication: Language Production, Monitor Hypothesis, and Focus on Forms Instruction,' stresses the importance of grammatical competence in English communication, thus:

Learners' grammatical competence has its own role, which is very crucial, within learners' language production, which is not only to produce the language, but also to monitor the language production itself. Because of this reason, focus on form instruction will give a great impact for students' grammatical competence within their communicative competence. (Fikron, 101).

At the same time, listening, as a crucial part of communication, must also be paid greater attention. Every skill in communicative English will have its own power and importance. G

English must be taught as a tool for communication. It is now widely accepted that students' listening ability must be at the core of teaching practice, and it is the area in which teachers need to concentrate their own efforts to improve their teaching. This is a significant challenge for English teachers; however, it is crucial in the development of English language communicative competence. The purpose of this approach is to improve the students' English overall linguistic capability and oral and aural competence. (978).

The listener cannot be expected effective in his response unless he understands the speaker well. Ambiguity in communication automatically results in the communication gap which may disrupt the amicable relations. The probability of success can be more in many aspects until one maintains good interpersonal relations. Or else, it may be in question. Hence, communication and interpersonal relations are considered interrelated as well as intertwined. From this context, the role of grammar in communication is considered to be inevitable. It helps for mutual understanding without any gap. Fikron reiterates the essentiality of English grammar in communication: *The way of the learners making use of their grammatical competence will determine how effective they communicate with other people.* (102). However, it is often observed that grammar is inessential for English communication. Of course, it may be considered for some extent that too only for the informal communication. When the learner with this perception ignores speaking grammatically, he may not be effective in his communication. It would be definitely, in course of time, a detriment for his successful outcomes in his life either directly or indirectly. Moreover, this conception, particularly among the student community, lets them be indifferent towards using grammar in their communication.

Using SMS language has also become a matter of serious concern now-a-days. The sender feels it convenient using SMS language in his written communication, but the receiver may not be expected with such familiarity to understand. Moreover, SMS language can never be considered in formal communication either written or spoken. It is neither effective nor impressive. However, a learner, being ignorant of the necessity and importance of formal and effective communication, uses the same SMS language even in formal communication. Even if, he wants to write, he may feel it difficult because he would have forgotten writing informatively. It shows that the learners' efficiency over effective communication is gradually getting replaced by SMS language. Hence, it may not be good enough even for society.

The issue of plagiarism was hardly found in the writings of the previous generations. However, it is observed very often now-a-days, misusing technological advancement. As soon as they find necessity of communicating something about, they are unscrupulously resorting to the technological resources for copying them instead of improving their ability of communication. From this point of view, individual ability of communicating in English has been gradually retrograded. Using these sources for reference to gain the knowledge may not be wrong but producing the same information for any task is definitely wrong. It is considered unethical.

INFERIORITY COMPLEX: Inferiority complex i.e. the psychological feeling of being impotent, is one of the most retrograding factors, especially, for English communication in the countries where it is foreign language. In spite of being well worth of grammar and vocabulary, this factor lets them hesitate to communicate. Youssouf Haidara opines the same, saying that: *It is not only the lack of grammar or vocabulary, but it is also a matter of psychology, their beliefs, their confidence, and their strong feelings in themselves.* (1504).

In this process, one compares oneself in many aspects which may be detrimental for one's prosperous career. It also makes someone emotionalized for nothing. His levels of confidence would be very low. He is generally seen abashed of someone or something unknown to stand in the presence of even his co-students in

the class room. His mind, at that time, is completely preoccupied with unnecessary hypothetical doubts and queries. He would be ambiguous regarding his abilities, either of the content or of grammatical competence, of communicating something confidently. He opines as if he is constantly being haunted by someone for nothing. Sometimes it is also true that his/her co-students would be waiting for a chance to degrade him whenever he makes a mistakes while communicating in English. Tutku BASOZ et. al. underline the feelings of various students regarding English communication, based on a survey, thus: *Some of my classmates are hunting for the slightest mistake of the person who speaks English, laughing at it out loud and rubbing it into his/her face over and over again. Since I do not feel comfortable in class, I do not speak English unless I have to* (UNWTC, male, Madman) (8). Moreover, he may not be free and comfortable to speak in English, particularly in the presence of faculty, due to the fear of the same problem, i.e. making mistakes. Lai-Mei Leong et. al. speak of inhibition, one of the problems of communication, especially of speaking, thus:

Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves (36).

A learner is often seen trembling whenever he is called upon to the dais, by the faculty concerned, to address his friends. Lack of preparation may also be one of the major issues for this attitude from the part of the learners. He is generally be found in hallucination in which someone lives in imaginary world. He ignores that the remaining students are as experts as he is, but not more than him in any aspect. He also afraid of his faculty imagining that the faculty would criticism him for his mistakes, if any, in the very presence of his co-students. Due to this kind of negative thinking, he ignores that his faculty is but his well-wisher. The major mistake from the part of the most of the learners is that they doubt their ability first regarding the assigned task. But he cannot understand that the faculty is his well-wisher and his duty is nothing but to encourage them. These are a few of the reasons why and how most of the students are remaining ineffective regarding their communication, especially, of their productive communication skills i.e., speaking and writing.

For this, one must be aware of SWOT Analysis i.e. one's strengths, weaknesses, opportunities and threats. An individual can be definitely successful as soon as he knows of his strengths. It requires personality development. This is the responsibility of the faculty concerned to take initiation with fruitful strategies to bring out their abilities for their successful career. There is no doubt over the exceptional abilities among the students. But the problem is to bring them out. This is mostly in the hands of peers. Every student dreams of great success in his field concerned. Due to these negative qualities like inferiority complex and negative thinking, some of the students are gradually lagging behind and finally remaining dumb victims of their academics. In certain cases, some students, in spite of their ability and enthusiasm to communicate in English, may hesitate to come out due to negative thinking as well as nervousness. Tutku BASOZ et. al. underline the feelings of various students regarding English communication, based on a survey, thus:

My mind goes blank when it is my turn to speak in class. Although there are many words and structures that I know, and I can easily form the sentence at that moment, my anxiety level increases, and I forget what I know. This kills all my enthusiasm for speaking English (UNWTC, female, Babyface) (9).

Hence, it would be the primary obligation of the faculty concerned to inculcate positive thinking among the learners with a strategic assurance that there would be no problem even if there are mistakes in their conversation or writing for the first time. It may encourage them to involve into the activity first at least for some extent. It doesn't mean to endorse their mistakes. It is only for making them free and comfortable for the time being. First, one must let them feel free to involve into the activity. Then gradually can initiate the efforts for their perfectness. It would be one of the ways and means of letting them come out of their inferiority complex.

Intuitive antipathy over the English language is one more limitation generally observed among the learners being the non-natives. They feel it very difficult as being the foreign language. However, there is no rule that the foreign language must be very difficult. Everything would be difficult until one learns it. They can feel the same very easy after learning it. Moreover, it is useful for improving the conditions of life making someone prosperous and dignified either directly or indirectly. They are forgetting that English language is the source of success in life as other subjects. English communication is more important than the regular subjects because it is the means of expressing the acquired knowledge. If, one is unable to communicate or express his gained knowledge in English, it may not useful. From this context, English communication can be more useful than the subject knowledge.

It is also undeniable that English language, every here and there, is not being given the due recognition and prominence competitively with those of the group subjects like Mathematics, Physics and Chemistry. Some consider it as the supplementary for the arts and humanities. They do not consider that English is the language of universe and it has such greater significance in terms of communication for all irrespective of region, subjects

and the discipline. However, now-a-days, it is happy to see that this negative impression regarding the importance of English communication is gradually replaced with a positive note.

One more limitation is that most of the faculties of other subjects than of English language and literature, are often observed explaining their respective subjects in their mother tongue rather than in English language. They avoid using English communication even in the class room, of course, due to many reasons. It is definitely a drawback regarding English communication among the learners. The students of other regions or states are often seen struggling a lot to understand the subject and content as it is explained in faculties' mother tongue. It is a setback for the many students regarding English communication in a way or the other. In spite of being enthusiastic to communicate in English, the students are seen disappointing and so becoming helpless, when they find the faculties resorting to their mother tongue for teaching. The task of ameliorating English communication among the students, as a foreign language, can be possible at least for some extent, when the faculty in any and every educational institution, either government or private, uses only English mode of communication in their respective classes. The students can automatically impelled to communicate in English alone, when every faculty avoids using any other language except English language for their communication.

Moreover, the students find only limited scope to learn communicating in English. In this, even if a student is interested and willing to communicate in English, he hardly finds a reciprocate companion for that. One cannot communicate oneself. Hence, it remains to be a limitation for improving English communication. It requires at least two sources, i.e. sender and receiver. Tutku BASOZ et. al. underline the feelings of various students regarding English communication, based on a survey, thus: *My classmates are always reluctant to speak English. Their indifference to English kills my enthusiasm for speaking English.* (WTC, female, Lady in red) (6). Communication is nothing but the process that takes place between two persons. Unless, one finds the companion to listen to him, understand his words and respond appropriately, it is not possible to continue communication. Most of the students are not willing to communicate voluntarily. In that case, it may not be wrong to compel the students to communicate in English to the possible extent. Tutku BASOZ et. al. underline the feelings of various students regarding English communication, based on a survey, thus:

Our instructor expects us to speak voluntarily in the classroom. He does not try to force us to speak. After he asks a question, he waits for a volunteer to answer that question. Typically, nobody answers, and then he answers the question himself. I would definitely be much more willing to speak English if the instructor forced us to speak English a little bit (UnWTC, female, Cinnamon) (7).

It definitely helps, at least for some extent, ameliorating the levels of English communication among the students.

English communication is often said to be confined to the English communication skills labs alone. As soon as the students come out of the labs, in educational institutions, they automatically forget or ignore communicating in English. This is also one of the reasons why and how students are not up to the expected levels in their standards, regarding communicative English. Motivation also helps to let the learners meet their communicative challenges for considerable extent.

Managements of the educational institutions also need to obligate the teachers continue teaching only in English communication. The teachers can use their mother tongue but only to the limited extent that too where it becomes inevitable. Major and the primary means of teaching ought to be in English language. Then automatically it makes every student, irrespective of their region, understand the importance of English communication and let them incline towards it. It helps the student in two ways. One, to understand the subject, irrespective of the region or mother tongue, and improving their communication in English. At first everything seems to be difficult and not interested. In course of time, they can realize the fruitfulness of the same. Hence, at first it is the responsibility of the teachers, irrespective of the subject concerned, to inculcate the necessity and importance of the English communication into the minds of the students.

The process of teaching in teachers' mother tongue often annoys the students of other regional languages and so it becomes a serious setback for them even academically. Many a times, it is observed some of the students expressing their inconvenience of this problem. Tutku BASOZ et. al. underline the feelings of various students regarding English communication, based on a survey, thus:

Our instructor usually starts speaking English at the beginning of the lesson but then, after a few minutes, he continues in Turkish as most of my classmates refuse to respond to him in English. I think that the instructors should force us to speak English in class. It will help us to improve our English communication skills and make us more willing to speak English in class (WTC, female, Coffee) (6).

Sometimes, it also makes them hopeless letting them leave the institution and finally remain dumb victims for nothing.

Mother tongue influence can never be ignored. Even if the students are interested to communicate in English, their mother tongue influence would be a major reason for their inability to communicate. It may not be

so easy to come over the mother tongue influence. This is also one of the major reasons why many students are not being persistent enough in their efforts regarding English communication.

Rural background is definitely one of the major factors affecting the possibilities of improving the communication skills. In a country like India due to the large population and its widespread locations, the effective provision of internet services may hardly be possible. It will be definitely a serious setback. Students might have influenced up to their secondary school education in their mother tongue. As the students continue their studies up to their 12th standard within the rural background, where one can hardly find importance of English communication, they experience a lot of difficulty to communicate in English as soon as they come to the higher studies. English communication can be novel for them and so they may not be able to understand or communicate in English. Due to this new and strange introduction they feel automatically it as a strange to them and so they get panicked regarding English communication instead of putting their efforts. In this way, the element of rural background affects a lot the prospects of the students with respect to the English communication.

LACK OF PRACTICE: Practice is one of the most important element to get expertise in anything and everything. The acquired theoretical knowledge alone, without practice, may not let someone successful to the level of expectations. Efficiency over the task of English communication is not exception to that. One can have effective communicative skills mostly through consistent efforts. This is, however, one of the major drawbacks from the part of the learners in a way or the other. Even if, some of the learners are found to be sincere enough paying much attention towards this, it is often seen limited. There might be various reasons for this, like inferiority complex, limited scope to practice, negative thinking regarding its level of difficulty, mother tongue influence and rural back ground. Lack of awareness over the decisive significance of English communication can also be one of the major reasons for their indifferent attitude towards it. Their level of understanding about the life long advantages of effective communication is so limited and so inadequate. It is also the reason for their lack of initiation for improving their communication in English. They are not aware of the basic purpose of the communication i.e. Listening, Speaking, Reading as well as Writing. If a faculty asks them to read, they start reading. They are ignorant enough of why they are reading, how to read, what is the basic purpose of the activity concerned, its benefits and outcomes. Lorena Manaj Sadiku, a Ph.D candidate from Aleksander Xhuvani University Elbasan Albania, underlines the significance of reading, thus:

Reading is fun-way to knowledge hunt. It brings wisdom. It is the most prominent language skill. But the fact of making a reading habit or being good at it is the question here. For now, students, adults and even educators read very less. It is a well-known fact that when there were no televisions or computers or other forms of entertainment, reading was a primary leisure activity among the educated lot. People would spend hours reading books and travel to lands far away or enjoy love, cherish victorious moments and live history-in their minds. The tragedy is that, with time, people have lost their skill and passion to read. Reading has declined among every group of people in today's world of technology and entertainment. Reading offers a productive approach to improving language- vocabulary and word power. When you possess rich vocabulary, you listen better as you understand more; then you can write better with more words to choose from; obviously you can speak better because of your intense word power. It is advisable to indulge in at least half an hour of reading a day to keep abreast of the various styles of writing and new vocabulary. Thus, the need to develop a habit to read is very important (30).

The learners are not aware of the greater role of any of the activities and their greater impact over their entire life. They often decline even to participate in the activities concerned. Unless the learners are aware of its greater role in their career development, it cannot be seen so effective and successful. The students, at first, ought to feel concern towards the English communication based on the ground level realities. Then they can be expected serious enough regarding improving their communication skills. Or else, it may not be possible to enhance their skills regarding their communication in English by any means. Regular practice and follow up may help to improve these communication skills over the student community. Hence, it is also the primary obligation of all the faculty, irrespective of their subject concerned, to motivate, guide and encourage the students concerned towards this task. The learners, first, have to think of the basic purpose of the activity, the ways and means of doing it effectively, expected outcomes of it. Then they have to practice it consistently with such voluntary involvement. Consistent and persistent efforts with regular analysis will definitely make someone expertise over anything, particularly, the English communication.

Conclusion:

The author of this paper discusses over the retrograding elements of English communication over the learners of L2, among the non-native countries of English language. It is very unfortunate to say that most of the learners, in spite of their ability, enthusiasm and efficiency regarding English language, are unable to show their efficiency only due to certain insignificant and etiolated limitations. This paper brings out a few of the

limitations which exert a lot of impact over the efficiency of the students' communicative ability. It suggests that the learners should be aware of their weaknesses and try to overcome them with consistent and persistent to have expertise regarding their communicative proficiency.

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