MAJOR FINDINGS AND CONCLUSION

The Major Findings of the Study are Analyzed Under the Following Headings.

5.1. The Basic requirements of a linguist in classroom,
5.2. The general teaching atmosphere in colleges,
5.3. Linguists’ ability to make classes interactive and interesting,
5.4. Competence Level of Students and Linguists,
5.5. Level of Motivation of the Teachers and Students,
5.6. Students’ Attitudes towards English Learning,
5.7. Modes of Teaching Used by the Teachers in General,
5.8. Role of intensive classroom teaching mode,
5.9. Use of Games/exercises as Teaching Aids,
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5.16. The Percentage of Colleges Having English Speaking Environment,
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5.18. The Percentage of Colleges Encouraging students’ in developing their Reading Habits,
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5.25. How do Indian students respond to a Poem like ‘The Daffodils’,
5.26. General attitude of Principals/Management towards English language learning,
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5.29. Using Dramas to Teach English,
5.30. Linguists’ concern towards clean and green campaign,
5.31. The Major Suggestions Put Forward by Teachers and Students Regarding Communication through English Classrooms.

ANALYSIS OF THE FINDINGS
5.1. The Basic Requirements of a Linguist i.e. English Teacher in classroom:

- The linguist i.e., the English teacher should have a very good knowledge and command over the English language. He/she should know all the components of English language thoroughly. For ex., morphology, syntax, phonology, phonetics, graphology etc.

- He/she should identify the following aspects before teaching any topic such as entry behavior of the students, age group and language, background of learners with reference to their mother tongue or other languages, attitude and motivation level of learners. He/she should also follow these aspects in order to seek communication abilities of students in classroom teaching.

- The beginning of each lesson must be captivating. The teacher must use a starting point already in the pupils mind; it must appear to the pupil that the work is well within his/her ability and it will not be difficult.

(a) He/she should identify the specific needs of the students,

(b) Prepare communication tasks and activities based on the language needs of the learners,

(c) Initiate teaching through warm up exercises,

(d) Organize the class according to the conversation/interacting situations,

(e) Provide necessary inputs and resources relating to situations,

(f) Provide practice materials,

(g) Provide oral drills, dialogues and conversation slots.

(h) He/she must motivate every learner of the class to take active participation in the classroom proceedings.

(i) He/she can make use of the textbooks or the lessons if they are written with communicative skills

(j) He/she must keep an up to date record on the steady progress made by each learner.

- He/she should be a good communicator. He/she should use simple words and his communication should not be bombastic and above the age level of the students.
• He/she should read the text with stress, intonation, and rhythm. The reading should help the students for aural comprehension. His/her pronunciation, intonation, rhythm, stress etc. should be a model to the students.

• He/she should give significant scope to the students to communicate with him/her and clear their doubts that are he/she should be very patient and his/her attitude towards them should be sympathetic. He/she should try to ask variety of questions to his/her students at different stages of the class. Students should find answering his/her questions in the class is a pleasurable act. A good question should be clear that means that it is constructed in such a way that the student easily understands it and is clear about what is wanted even though he/she may not know the answer to the question.

• He/she should not discourage the pupils by an unkind rebuke or an unjust remark. A courteous communication certainly appeals. Students dislike stiff, official style of communication.

• A linguist i.e., English teacher should have the knowledge of different types of teaching aids available, their place in the teaching-learning process and the methods of their evaluation.

• He/she must make his/her teaching of English very interesting with the help of teaching learning materials and gadgets. Teaching aids reinforce the spoken or written words with concrete images and thus provide rich perceptual images which are the bases to learning.

• He/she should make use of readily available resource materials like, newspapers, magazines and similar materials to promote better learning. He/she should also make use of latest technology, software, audio-visual resources to develop effective communicative skills in English language. He/she should make the students listen to good speeches of English.

• He/she should make the best use of phonetic charts and model of mouth while giving practice in pronunciation. A trained linguist in phonetics or a teacher whose pronunciation is good should be entrusted to teach English to lower classes of the school.
• He/she should provide more opportunities to the students to learn spoken English. He/she should make the best use of tape-records and gramophone records to ensure quick and effective results.

• He/she can explain the meanings of various words by showing objects and pictures, performing actions, drawing matchstick figures, giving antonyms, synonyms or definitions. He/she should give varied activities to the students and give sufficient scope to participate in the lessons.

• The linguist i.e., English teacher should tell them the meaning of new words and the students should use them in their sentences. He/she should set apart sufficient number of periods for class tests and remedial classes.

• His/her teaching should not be a one way traffic. He/she must motivate every learner of the class to take active participation in the classroom proceedings. To motivate the students in learning means creating interest in learning. Through the process of motivation the learners will to learn is maintained.

• He/she should realize that students in the class need assistance and help as they fumble for want of orientation, interest and motivation.

• Unless motivation is done students may not take interest in learning. Great teachers like Mahatma Gandhiji, Swami Vivekananda motivated people to do great things. Gandhiji by sitting in a corner of India, motivated the whole nation to rise as one people to fight against the British. The students should know the benefits that they are going to reap from the study of English, e.g. value for employment, as a tool of knowledge, etc.

• One of the ways of motivating the students is to impart them a feeling of achievement. So the greatness of a linguist i.e. English teacher depends on the amount of motivation he/she inspires on the students.

• The linguist i.e., English teacher must know the previous knowledge the pupils have in a particular lesson that he/she is going to introduce in the class. He/she must make use of their previous knowledge to make the students take more interest in the present lesson. For example there is a lesson on Mahatma Gandhi, the linguist i.e., English teacher can put certain questions depending on the level of the class.
• Grammar lessons and composition should be properly integrated with the syllabus and should go hand in hand with the lessons. The teacher should give sufficient time to practice and apply whatever they learnt during the period. He/she should give the students time for silent reading. It helps them grasp the contents.

• He/she should ensure that they do not move lips while reading the passage. Each student at least is given to read three, four sentences so that more students are given practice to reading aloud.

• He/she must give some time to evaluate the students whatever they learnt. Sufficient written work in the class and in the form of home assignment to be given to the students.

• The black board and classroom situations should be appropriately made use of during the lesson. He/she should encourage the students to take notes or note down important points for further study.

• Composition writing must be the part of the classroom teaching. The teacher may guide the students initially to write comprehension and slowly afterwards may give them opportunity to write free composition. Effective teaching springs from a well planned, well organized and well presented plan. Planning allows the teacher to direct attention to the important problems of motivation and individual difference.

• The teacher should motivate the students to read or to make extra reading other than text books, so that he/she may make good use of well written English books in the library. The teacher should introduce students to the world of books. It will help stimulate brain development and help foster a lifelong love of reading and learning.

• Students cannot acquire proficiency in English simply by reading a few books prescribed for intensive reading. These books should be suitable from the point of view of language and subject matter for the class. The linguist i.e., English teacher should tell students the books they should read and encourage to write the gist of what they read in their books.

• The major objective of doing a prose is to help learners consolidate learning and learn the art of reading the text silently and comprehend the theme. This would help them acquire vocabulary which they need for communicative purposes. A reader is a means to
teaching language and it is not an end in itself. By and large the approaches followed by most teachers do not sound logical. They treat the text in the same way they treat core subjects.

- Asking students to read notification is to expose them to a bit of serious reading. Reading of notification needs many skills. It should be read with an intention. It is advantageous for young students to read all genres of books. That is itself a kind of education which is more valuable than academic studies and degrees. Teachers irrespective of the subjects should encourage their students to read comics, novels other than text books. There is nothing more pleasurable than the habit of reading. Students should cultivate the habit of reading and should know the pleasure of it. The linguist i.e., English teacher should pay much attention to guide them to read supplementary text books.

- Role play in a classroom activity which gives the students opportunity to practice the language. The teacher must help students to a broad awareness and understanding of role- behavior and give them extensive practice in using the knowledge.

- He/she must make all the efforts to improve the oral reading of the students by setting a good example of him/her. He/she must utilize properly the time devoted to the teaching of English.

- Tests should help assess the success of classroom teaching; they are eye-opener for the students. Actual teaching in the classroom will improve only if the examination is reformed. Therefore the linguist should ask the pupils to read the text, notes so that he/she can conduct oral tests and written tests when ever he/she finds they are essential.

- He/she must teach them how to make use of dictionary and thesaurus so that they may make independent study of English. The teaching learning aids alone cannot accomplish the task of education and the linguist i.e., English teacher always remains the main pivot of all teaching.

- Guided composition is a form of writing where in the student is guided away from making mistakes. In this type of composition the students are provided a lot of assistance by way of structures and vocabulary items. The linguist should give the
students complete understanding about the topics of the composition. He/she should also suggest hints for how to write that composition

- He/she should achieve the best results possible. The students dislike stiff, official style of communication. He/she should divert the course of an entire lesson because of something he/she read. He/she should write out advice-sheets for his/her classes, sample essays, give detailed feedback, write plays and direct them.

- He/she should not pretend to know all the answers. A linguist i.e. an English teacher has to create a genuinely humane climate in which he/she has to initiate a process where the student can find himself/herself respected, can make responsible choices, can experience the excitement of learning, can lay the basis for living as an effective, concerned citizen, well informed, competent in knowledge and skills and confident of facing future. He/she should develop a feeling in students mind that education is not something separated from life.

5.2. The General Teaching Atmosphere in Colleges:

- Good college atmosphere depends upon these factors
  
  (a) Principal and staff,
  
  (b) Infrastructure provided,
  
  (c) The students’ community and
  
  (d) The location of the college.

- Some of the colleges that is government colleges may not have good teaching staff because of the mode of appointment of staff which does not depend upon merit alone, and also they do not have lasting interest in the institution because of frequent transfers and also they may not have good infrastructure. The students may be coming from lower strata of the society without sufficient education background.
• There are some students studying in government colleges and these students have strong motivation for learning English. They get hardly any exposure to English, few opportunities to engage in social interaction and literacy experiences in English at home. They have hardly any access to resources in English.

• Some of the private colleges have good reputation and academic atmosphere because of the management that has full freedom in the selection of merit lecturers and deserving students. They also provide good infrastructure like good building, adequate furniture, good play ground, well-furnished language laboratory, dedicated minded lecturers moreover students of these colleges are paid students, their grasping power is also good. This makes the studies in the private colleges very interesting and tangible for the progress of the students.

• There are some colleges which are established by private managements from the point of view of exploitation. The management is more interested in making money rather than providing good education to the students.

• The location of the college also contributes to create academic atmosphere around the college. If the colleges are situated in places away from the din of the city life, the atmosphere of the college will be very pleasant, calm, and quiet which is congenial for pursuing studies and if the institution is located in the urban area, it is easier for the students to learn English because of the environment.

• It is not easy for students in the rural areas to pick up English because the only English to which they are exposed is in the classroom. Therefore all the management personnel, principals and staff should make sure that students get a silent, clutter-free zone and an environment with minimal distractions while studying in college.

5.3. Linguists’ Ability to Make Classes Interactive and Interesting:

• Students will certainly learn English communication if they find the lessons interesting and attractive. The linguist i.e., English teacher has not only to arouse the interest of the pupils but he/she has also to maintain it. This he/she can do by a number of ways.
He/she should prepare the lessons thoroughly and think of the numerous ways of making them interesting.

- The beginning of each lesson must be captivating. The teacher must use a starting point already in the students’ mind. It must appear to the students that the work is well within his/her ability and it will not be difficult.

- The lesson should be divided into various units and the students must have the sense of progress achieved. Various language games can be used to make the pupils learn English through play-way. Group and individual competitions may be held.

- The linguist’s attitude must be sympathetic. He/she should not discourage the students by an unkind rebuke. The linguist should involve the students fully in the lesson. Audio-visual aids should be used to make lessons interesting.

- The teacher should bring relevant objects, pictures, and charts in the class to create the interest of students. He/she must know blackboard sketching. Flash cards must be used to teach reading to beginners.

- Variety in the lesson also makes it interesting. The students should not be required to do one kind of activity throughout the period, e.g. drills. This will make the work monotonous. Change of activity makes the lesson interesting.

- The linguist should ensure that he/she is consistent. Reacting based on mood at different times to different situations gives students the feeling that the linguists are partial.

5.4. Competence Level of Students and Linguists:

- Basically students are eager to grasp lessons if they are systematically taught in the college. Linguist i.e., English teacher should have sufficient glossary power and linguistic skills. He/she should pronounce clearly without stammering or stuttering. Correct pronunciation stimulates student’s interest and eagerness.

- The linguist i.e. English teacher should be a voracious reader, rhetoric writer and fluent speaker. Semester system, project works, internship and continuous internal assessments are some of the key elements which gave a major boost to our contemporary education
systems. Providing students with the experience of travel and summer activities broadens their horizon and opens up their minds to learning.

- Students too should have certain competence such as minimum glossary power to acquire particular literary knowledge, analytical and applicable skill. For such skills one should go through some literary works. For successful teaching and learning process the competence level of students and teachers are indispensable.

- There is a persistent cry that the standard of English is falling in our colleges. The average teacher of English has little understanding of the aims of teaching the language. The only aim is that he/she knows of is to enable his/her students to get through the examination.

- As per the interaction with teachers of English and students of English go, most of the teachers who have done post graduation in English about ten years ago do not have the same level of competence which is expected of them and even students are also no better than their teachers.

- As per researcher’s experience goes, about 70% of the learners are poor in orthography, graphology, and phonology. Most of the teachers are not competent to do justice to their assignment; they still use the translation method of teaching English which has been universally condemned as wasteful. The result is that speech, which is so important in language learning, is neglected.

- The students are provided no practice in speaking the language. They are unable to form any language habits. A majority of teachers themselves are not conversant with the new techniques of teaching the language. This affects their teaching competence and in turn affects learning competence of learners also.

- The teachers of English do not take teaching learning materials seriously. They regard teaching aids as something which only the affluent schools can afford. Many of the more useful aids can be made by the teacher himself/herself at little or no cost at all. The linguist should have a proper understanding of the purposes of the aids and a genuine desire to improve one’s teaching.
• Most of the teachers cannot cope with the diverse expectations of parents and learners and as a result English is taught in the most unscientific way. Most innovative technologies can only facilitate collection and transmission of information. They cannot be substitutes for the teaching and learning process that take place in classroom. It is the teacher’s discretion to decide what information and method is appropriate for the students by taking into consideration their age, needs and mindset.

• It is very disheartening to note that some of the teachers of English are not able to draft a good petition or a good letter. They also lack literary knowledge of the language and they do not have any taste for the English literature and in turn they also cannot enthuse the students to take more interest in further reading other than text books. Many teachers possess less technical expertise compared to the urban young students.

5.5. Level of Motivation of the Teachers and Students:

• Teachers are motivated to choose teaching as their profession because of many factors.
  (a) Their attitude and aptitude for teaching profession.
  (b) Many people are interested in adopting teaching as a career so that they can be always in touch with young minds and also learn new things and keep them fresh always.
  (c) Social status and lucrative remuneration may make them adopt for taking up their profession.
  (d) There are teachers who are temperamentally well suited for this profession and they are naturally adopting this profession.

• Students: The most important work of the teachers is to motivate the students to learn. Half the work is done when students are properly motivated. When they are motivated students take interest in learning and teachers should see that the interest they have created is sustained by the students till the last. Otherwise students may lose interest in their studies and give up their effort; for example the teacher may motivate students to go to the library and pick up a book written by some author and the students who are
motivated will go to the library and pick up and begin to read. The very first paragraph may create his/her interest and curiosity and the author of the book is able to sustain the interest so created till the last paragraph. He/she will be successful in making the students read the book till the last.

- Speech is communication. It is not only restricted to pass the message but to motivate, influence, alert and change others. That is why speech takes a major part in human life.

- Human language slightly motivates, influences the receiver. It creates positive feelings in an individual. There should be politeness have energy in words.

- It is very important that the students understand the objectives of going to a college. They should decide what would be his/her position after five years and then work for accomplishing the goal. Goal setting is an everlasting technique which keeps students always alive.

- A classroom provides a great space for a dedicated, innovative linguist whose main interest is the holistic growth and welfare of the students in the class. A proper blend of class workshops, seminars can enhance the students’ learning capabilities. Each student is different and unique in their personalities and success of a linguist depends on his/her capabilities.

- Books are meant to get knowledge about things which have happened in the past, may be history, culture or development of civilization. A book on the world history gives information on personalities like Gandhi, Napoleon etc. The only means about knowing these personalities are reading books.

- Life stories of these personalities inspire young minds to achieve something in life. The books help students to get information and make them more knowledgeable. All our great founders of religion like Christianity, Islam, Buddhism, etc. were very good motivators. They were able to motivate people to follow up their thinking and so successful in establishing many religions.

- A student who takes initiative and has a strong motivation for achievement is always the obvious choice of the interviewers, since the attitude will foster a high performance
culture in the teams and also motivate others. The teacher, who is the parent in the classroom, should love the students and students will return the affection.

- Highly diverting dissertations have been written from time to time by several eminent men in glorification of their college life and the amplitude of opportunities provided by it for bringing out the best in them. The college offers plentiful opportunities for enriching ones personality and enlarging ones outlook and vision. Circumstances in collegiate life are conducive to the cultivation of fellow feeling, team spirit, companionship and other virtuous attributes which go a long way in assuring one of a smooth and successful life. College life offers one adequate opportunities to display one’s intrinsic talents and capacities. The college debating society is meant for demonstrating ones literary and oratorical talents. The linguist should always bear in mind that he/she is also partly responsible for the whole round development of students therefore he/she motivate each and every student for their enhanced performance.

5.6. Students’ Attitudes towards English Learning:

- Undergraduate degree at a university is an open opportunity to develop not just an academic ability, but a passion for something which will serve throughout the rest of one’s working life.
- Most of the students come from very rural areas and belong to backward classes. Naturally they spend their childhood atmosphere in speaking local language. All of a sudden when they enter the school they are faced with the problem of learning a new language like English. Which is quite opposite in its pronunciation, writing, accent, morphology, and syntax. So learning English becomes a great problem and also they find it as an obstacle to pursue their higher studies.
- Even the teachers who have been appointed to teach English are not well equipped to teach that language in our schools. So the beginners find it very difficult to learn the English and take no interest in learning the language.
• Students who have chosen humanities do not much bother the learning of English because most of the colleges now a day’s teach humanities in regional languages. Only those who have chosen science or technical subjects learn English just to answer questions in those subjects in the examination, but when they join any jobs they find they are poor communicators in English. So it is very difficult for them to make in advance in their profession.

• On the other hand, the attitude of the students in cities is quite opposite. They seem to suffer from ‘superiority complex’ when it comes to English. The English medium educated students consider English class as a ‘time pass hour’ and neglect it completely. This kind of attitude is detrimental to the growth of English and it is a real challenge for the English teacher to make students listen in the class.

• Nothing is more precious than time. The only value of time is its use. Disciplined students are time conscious. They enjoy contemplating the assignments within the deadlines. Students, who are foresighted, plan well. They have definite goals. Instead of variety, they desire a constant type of living. They follow time management. Time management can reach heights beyond imagination.

• Success comes to those who can use time judiciously. Successful people understand the value of time and as such, do not allow it go away unproductive.

• Every moment of time, even a second, is an asset to be used diligently for one’s success. Those who give little importance to time management and act haphazardly lose lot of it and face hardships in the long run.

5.7 Modes of Teaching Used by the Teachers in General:

• Usually lecture method of teaching is very popular method in these colleges. Lecture method is nothing but knowledge oriented education. Students are passive listeners as there is no scope for talking or active participation in teaching –learning process. Our reign is internet reign; we could make use of internet in our education.

• As language is a skilled subject, the teachers should take more interest in making the students to practice the language items than give lecture on them. Speaking is said to be an active skill and productive skill.
• The speaking skill has to be rightly developed among students. In order to enable the pupils to speak correctly the teacher has to give good and sufficient practice in speaking. It is the teacher who should provide ample of activities for his/her students in order to develop speaking skills in them.

• The present mode of teaching of English follows the lecture or narration method without giving the students scope or opportunity to apply and practice whatever they have been taught in the class. Speech is so important in language learning is neglected. The students are provided no practice in speaking the language. Students cannot converse in English. They are unable to form any language habits.

• The teachers of English do not take teaching learning materials seriously. They regard teaching aids as something which only the affluent schools can afford. Many of the more useful aids can be made by the teacher himself/herself at little or no cost at all. The linguist should have a proper understanding of the purposes of the aids and a genuine desire to improve one’s teaching.

• A majority of teachers themselves are not conversant with the new techniques of teaching the language. The present text books also subscribe to this type of teaching and the teaching of English is examination oriented, without giving any attention improving the competence level of the students in speaking and writing.

• Defective textbooks are still used in colleges. They are not written systematically and no attention has been paid to the selection and gradation of language items in them. Such books do not have adequate exercises for language practice. These books are accompanied neither by teachers’ handbooks nor by workbooks for students.

• The students don’t have any opportunity of speaking English either in the class or outside the classes. They are poor in interaction with the other people. Even the handwriting of the students is not given any attention to and most of the students’ handwriting is very shabby and illegible.

5.8. The Role of Intensive classroom teaching mode:

• The best educational institution is the one where the best in every student is brought forth and allowed to flourish. The role of Intensive classroom teaching according to my
experience is very limited because most of our classes are crowded and our teachings of English aims at preparing them for the examination and also the students who compose the class have different backgrounds and attainments. A teacher can only lecture in such a situation and the student has to be a passive listener.

- If the teacher gives more intensive teaching to the intelligent students the average and below average may not follow the teacher and if he/she gives more intensive teaching to the average and below average students the intelligent students may get bored. Besides the English subject has a limited number of periods per week, all the time is required for preparing the students for the examinations.

- If the teacher follows Intensive classroom mode of teaching he/she will not be in a position to complete portion within time. So the Intensive classroom teaching mode of teaching looks fine in theory. The investigator finds it is not very practicable in the colleges.

5.9. Use of Games/exercises as Teaching Aids:

- Language games are those games wherein students find an incentive to learn. They provide varieties of activities which make the students active too. They provide maximum participation in the learning process. In the absence of games all other activities will become dull and monotonous. It is the bounden duty of the teacher to make the best use of language games. He/she should not neglect them.

- Students are naturally inclined to play and enjoy various games, so it is better to make use of this aspect of students’ character in English learning. So the play-way of teaching a subject naturally make them take own interest in learning their subject. Role playing drama like activity in which learners take different roles in a typical situation. This activity gives students practice in how to use language in different situations. So the teacher must get himself/herself trained in using various games in teaching different aspects of English language.

- Crossword puzzle, quiz, some of such play games which not only make students take interest but also able to make them learn the language effectively. After each lesson the teacher may give interesting exercises to the students and ask them to solve them
independently. This will sharpen the minds of students and they will try to work out these exercises and at the satisfaction of completing the work given to them.

5.10. Perception of the Linguists’ and the Students Regarding the Text Books In the Classroom:

- English text books are prepared with the help of experts in the field of teaching English. Many of these experts may not have experience of teaching in schools and colleges situated in backward and rural areas. So, the lessons or content materials in the text books may not suit the requirements of the students coming from these areas. The text book writers may not have any idea of the requirements needed of the students when they select articles for the lesson.

- The teachers also find the textbooks sometime not suitable for the classroom teaching because they may contain articles beyond the experience and maturity level of students. Most of the poems which are given for study in a text book are not suitable for the students’ maturity because these poems are mostly written by foreign English poets and even the English teachers are not in a position to go into the inner feelings and emotions of the poems and explain it to the students and make them appreciate them.

- Truly speaking the linguist should use texts to excite and challenge young minds, even when he/she knows that the text may be a little high level. Some of the teachers opined that textbooks should have been written by the teachers who teach English in colleges/classrooms. This may be a good point but here also the investigator finds a shortcoming that is “Are our teachers in a position to write good pieces of articles to be included in the textbooks?”

- The text book may be compared to the hub of a wheel around which all the activities of teaching and reading revolve.

- Colleges selected for the research study come under Mangalore University, Mangalore of Karnataka State. The university follows semester system in colleges. Students of under graduate colleges especially B.A., B.Com., B.Sc., and B.H.R.D are required to study English language compulsorily for four semesters and students of B.B.M and B.C.A combination are required to study only for two semesters compulsorily. The
following description is about the English text books prescribed for these undergraduate students. The text books are published by the publishers, are written not for the business motive. They have kept in mind all the section of students’ in their mind while fixing the price. Even poor parents of students don’t find difficult to buy, as the price of these books is reasonable.

- The cover pages bear titles. The cover pages are attractive and pleasant to look at. The cover page of the text is really artistic and appealing.

- The quality of the papers and size of the print used in these text books, though not a good quality, are modern ones, which causes a minimum eye strain or fatigue. The printing is free from errors. The size of the books is handy. The books have been binded with pins only. This pinning system of binding will not last long. The section binding will be helpful and useful.

- All the core elements and human values that are stressed in various policies have been kept in view by the writers while developing lessons. Moreover the examples given and the exercises set have been created deliberately in order to stay as close as possible to real life. The vocabulary exercises also help pupils to get meaning of words in context. The copious and planned exercises provided at the end of each lesson have been graded. In order to make the exercises and activities pleasurable task to pupils riddled have been provided.

- In order to provide ample opportunities to the pupils the writers have tried their level best to repeat the items of vocabulary and structures to be fixed in the minds of the pupils. The most important feature of these text books is that the authors have provided umpteen numbers of opportunities to the students. The content of the prose and poetry on the text is carefully selected which are the most informative instructive and interesting to read.

- The poems and rhymes are simple, thought provoking and appealing to the minds. Some of the poems contain moral messages. Most of the questions at the end of the poems have been framed in such a way as to lead pupils back to the pupils themselves. The aim is to make the pupils read, and recite the poems with enjoyment and some understanding. Instructions are given in each text book the way in which a teacher should make the best use these books.
5.11. Ability of Teachers to Use the Text as a Pretext to Teach Communicative English:

• There is no true ‘ideal’ way of teaching or getting ideas across to students in an hundred percent efficient manner. A linguist i.e., English teacher needs to constantly strive to inspire her/his students and imbibe in them the love for the subject so that they learn and not just study or mug up.

• A teacher should make an attempt to not only communicate the knowledge he/she has, but also impart the wisdom he/she carries. An undergraduate degree at a university is an open opportunity to develop not just an academic ability, but a passion for something which will serve throughout the rest of one’s working life.

• The principal, managements, parents should be passionate about the ethos and always want to talk about it. Most of the teachers consider text is the Bible to teach English. They follow the textbooks ritually word by word and try to teach English as dictated in the text book.

• But for a competent teacher text book is not a be all and end all of teaching English. They use text books as a tool to enhance the communication ability of the students. They keep the text book material in the background and use it as a tool and use their own resources to teach English to the students. School or college education does not automatically form, improve or develop a student’s personality. It may not be an exaggeration if one is to mention that the present day education is sadly lacking in this respect.

• Special, concerted and sustained effort is necessary and a well developed personality is not achieved at one go. It is a gradual process. English is undoubtedly the language of aspiration, economic mobility and employability. English has become the language of higher education in many countries. English is increasingly becoming the medium of instruction at graduate and post graduate level all over the world.
5.12. Cultural Alienation that Indian Students find while learning the English Language:

- Learning English in our colleges find all the cultural reference made in English literature alien to him/her. Because he/she has been brought up in Indian cultural atmosphere but he/she does not find any reference to Indian culture in any English writings. Slowly the study of English makes the student alienated to Indian culture.
- He/she finds English culture is superior to our own culture and so slowly adopts English way of thinking and acting. He/she dresses in English clothes, speaks in British accents and uses all the words in day today life. He/she finds English culture superior to his/her culture. The college life itself has become westernized from a to z. but this is not good from the point of view of our country.
- Present generation has developed a craze for English medium education and we are faced with the loss of our roots, which is going to prove dangerous in the long run. The time has come for all of us to sit back and to think of sticking a balance between the learning of English for our benefit and also not losing our roots in tradition and creativity by neglecting our mother tongues and regional languages. English should remain with us as a tonic and not a staple food, otherwise we are sure to lose our identity.
- We must become very competent in English language but we should not give up our culture. Our life must be deeply rooted in our soil and not in western soil. The teachers should see that students of English are not culturally alienated.

5.13. The Impact of English Medium Education in Colleges:
• Students who pursue education in these colleges come from two medium.
  (a) Those who completed their education in regional medium (Kannada) and
  (b) Those that completed their education in English medium school.

Kannada is a state language and regional language of Karnataka. The Kannada medium
students may find it difficult to follow the teaching of any subject in English and English
medium students may follow the teaching of any subject in English easily. But actually
the regional language students may have deeper knowledge of that subject than the
English medium students.

• English medium students may be fluent in English writing any questions in that subject
  but they may not grasp the subject matter thoroughly. The present theory is student can
  learn any subject very well if the same is taught in their own language whereas English
  medium students may not have deeper understanding of the subject.

5.14. The percentage of students who find the language Learning Easy and
Pleasant:

• The student should actually experience the language. The language must be experienced
  before it can become a part of person being. It is a great challenge as a language teacher,
  to try to give students various kinds of opportunities to live the language.

• A very limited number (30 -35 %) of students find the English language learning easy
  and pleasant, because most of the students come from rural and backward areas have
  no educational background and they learn everything in their mother tongue from their
  lower classes. So when they begin to study language of English, they find it unpalatable
  and take no interest in studying the language. Usually language learning is very
  interesting. Unfortunately there is a phobia among the students for learning English
  language. It has been developed since their childhood.

• Most of the students’ have studied English by untrained teachers. They studied only for
  the purpose of passing the examination. The teachers do not make teaching of English
  interesting and easy for the students to learn the language. When the students are not in a
position to study the text books satisfactorily the question of going to the library and reading more books in English is beyond imagination.

- Even the classroom atmosphere is not pleasant to learning of English because of the substandard way of teaching by the teachers. When the syllabus prescribed is too heavy and cannot be properly covered in the available time and when the pupils were not taught properly in the lower classes the linguist will find it very difficult to teach the course in the allotted time.

- Most of the schools function without aids such as T.V., D.V.D’S., suitable charts, projectors, film strips, linguaphones or English laboratory. So a very less number of students find English language very easy and pleasant.

5.15. The Percentage of Teachers who are Thoroughly Professional In their Attitude to Teaching:

- About 25% of our teachers are thoroughly professional in their attitude to teach English. Other teachers may possess the required degrees in English, but they do not have the professional attitude towards teaching it. It is the duty of linguists to motivate the students to channelize their attention towards English language. Language gives pleasure. As compared to other core subjects learning English is easy and pleasant. Good and tactful teacher can captivate young minds by his/her nectar words.

- The linguist i.e., English teacher should have profound knowledge as well as nectar in his/her tongue. As per the investigator’s knowledge goes these teachers have come to the profession because of livelihood and not for teaching profession. It means there is no other avenue for them. Teachers should have been attracted for this profession because it is a pious job. Their attitudes should have been not only to educate the students’ community but also enhance their skills and perfection.

- The investigator came to know through the interaction with the linguists that most of the linguists i.e., English teachers have taken up this profession because there is no other avenue for them. They do not take the teaching of the subject the only the course to be
perceived in their life. Whenever other avenues are open they may leave teaching and perceive those courses.

- As about 60% of the teachers the investigator interacted do not have fixed tenure of their jobs and they are in a position of either temporary or an ad-hoc basis. They always look for other jobs having good attractive remuneration and permanent tenure.
- There should be serious programmes in place and arrangements to improve capability of students. A good linguist i.e., the English teacher loves the process of teaching, likes watching student’s drama, read their stories. He/she have something to say to each student.

5.16. The Percentage of Colleges Having English Speaking Environment:

- It is the curriculum, syllabus; text books, teaching methodologies under the able leadership of the linguist i.e., English teacher in the classroom the students are shaped in listening, speaking, reading and writing. The main concern of a linguist is not to inform the students about the language but to develop their ability to use the language for a variety of communicative purposes. Students should have the belief that they can transform the impossible things into possible ones.
- Language is a skill subject like painting or dancing. The basis of learning a skill is practice. Language, therefore, has to be learnt through constant and sustained practice. Students have to be provided ample opportunities to use the language.
- Each of the four language skills has to be mastered by students. A person who may be a good speaker of a language may not be a good reader or good writer unless he/she masters the skills of reading and writing.
- As per the survey goes, colleges which one can count in fingertips have about 50% of English speaking environment. Most of our colleges are situated in rural backward areas where people living around them are either agriculturists or some other tradesman. They lack educational background and about 10 to 20% of them are illiterate. So naturally they do not have any English environment and they do their every transaction in their own local languages and naturally their sons and daughters who come to the colleges
and even the teachers who teach them are coming from the same background. We cannot expect English speaking environment for any of these colleges.

- Only colleges situated in cities where the people live around the college may have English atmosphere and the colleges may also have a certain percentage of English speaking environment.

5.17. Role of co-curricular activities in developing communicative ability of students:

- There must be variety and novelty in teaching and learning. This variety and novelty can be provided to the learner, provided the teacher has sufficient knowledge in organizing different types of activities. Teaching continuously from the textbooks is quite boring and uninteresting to learn. Besides, students’ memory fades out quickly. Hence, certain activities and language games are advisable to incorporate some of these in the classroom teaching.

- A good clear speaking in public involving voice control, pronunciation etc. is called elocution. The activity of elocution offers an art of speaking for a speaker. It trains the speaker to become good leader. Considering its importance elocution competitions are being introduced in co-curricular activities of colleges from olden days. In ancient gurukula system of education there was much importance for elocution. They used to conduct many elocution competitions during their academic year. Hence they used to provide much practice for their students in the art of speaking.

- It is sad to note that now a days in schools and colleges elocution completions are losing their importance as they are being neglected by students and teachers. The teacher should organize elocution competitions in a very systematic stage.

- The students should be allowed to participate in prepared speeches. Then they should be made to speak without the assistance of notes. In this way practice should be given by the teacher to his/her students to enable them to expect in the extempore speeches. For this the teacher may provide them the activity of pick and speak.

- He/she may write the various topics of their speech in a small paper. Each small paper should contain only one topic. Among the heap of such small papers kept in a box the speaker (the students) should pick up one and begin to speak the topic mentioned in it.
In order to make this activity more lively and interesting he/she should give opportunity to play their various roles such as an activist addressing the children on the protection of environment, a doctor addressing the children on the importance of health, the minister of sports inaugurating the annual sports of the college etc. Usually students find immense delight and pleasure in role playing. They show their interest to act the role of different character in a story or a play. They assume different roles talk as if they are actually performing those roles in real life. Students take different roles in a typical situations as a result they get practice in how to use language in different situations.

The teacher should provide such opportunities of role playing and ask to say their speech naturally. There may be role play between two or four students. These roles can be played in the class.

The teacher can organize students’ debates to give scope for speaking practice. In debate topic is the main issue. Some students can be asked to speak in favour of the topic and others to speak against it. By participation in debates the students get a lot of opportunities to think, argue and speak. Naturally students acquire the speech.

The teacher should organize symposiums on important topics. The teacher has to select intelligent students for symposium. He/she should give topics for presentation. He/she has to guide them properly while preparing their subjects.

Quiz as an activity, a game or a competition in which students have to answer the questions. The teacher of English may profitably employ this quiz programme in colleges. They provide substantial linguistic and literary nourishment for the students. They depend on the insight of the teacher and the taught into the functioning of the English language. They also help them to make the teaching and learning English an enjoyable and pleasurable experience.

School magazine is meant for developing the expressing abilities of the students. The learners become imaginative and they come out as creative writers. The platform of the school magazine prepares them for becoming better writers in their future careers. Knowledge, understanding and skills obtained by a student should help him/her to attain a particular type of individuality.

School magazine is an important co-curricular activity in the schools. Unfortunately these days, the teachers as well as the students have become examination minded. In co-
curricular activities like school magazine, they are least interested. The school authorities also want to save the money to be spent on the publication of the magazine. Only very few schools continue with the school magazine and they try to make it regular feature of the school programme.

- The activity of school magazine need be revitalized in the schools. Only a good principal with the co-operation of the staff can set things right. Some really, capable and efficient teacher who is interested in this activity should be given the charge of chief editor of the magazine. Editors for different sections of the magazine may be appointed likewise from the other staff members of the school.

- Student editors should be selected on the basis of their interests and capabilities. The chief editor should call a meeting of the editors of and on and they should assess the progress being made. If possible, the students should be given training for writing articles for the magazine. For this purpose, some school may start creative writing and creative thinking classes for the aspiring students. This activity will yield good results. Only if the persons associated with this activity work as a team. And above all, the leadership by the head of the institution will ensure the progress.

- Co-curricular activities have been quite popular in the colleges sometimes back. But now they are not that popular. The reason may be that the teachers and the learners have become more examination minded. In some colleges, it has been and is still an important activity. The students of many ordinary colleges may not be acquainted with it. There is a need of popularizing this important activity in the schools as early as possible.

5.18. The percentage of Colleges Encouraging Students in Developing their Reading Habits:

- Reading aloud and silent reading have their place in learning English. They have different purposes. The chief purpose of reading aloud is to improve the pronunciation of the learner and the chief purpose of silent reading is to enable him/her to read with comprehension and speed.

- The linguist should give sufficient time to the students to read in the classroom. He/she should start teaching reading to students by teaching them reading aloud first. Reading
aloud has the following purposes and the teacher of English should develop reading habits of students.

(a) It provides practice in acquiring correct stress, rhythm and intonation.
(b) It tests the students’ knowledge of words and phrases and whether he/she knows how to pronounce them correctly. It provides practice as well as a test.
(c) It enables a teacher to find out the mistakes of the students and to correct the same.
(d) It develops in the students the art of reading with feeling and expression.
(e) Reading aloud is the best of silent reading. He/she should also encourage them to read silently. The advantages of silent reading are:

(a) It keeps the whole class busy at the same time.
(b) It is quicker and saves the time. Students are able to work on their respective paces.
(c) Students are able to concentrate their attention on meaning rather than pronunciation.
(d) It helps greater assimilation of information.
(e) It prepares the students for independent reading.
(f) It inculcates love for reading and is pleasurable.
(g) It gives the students a feeling of power and achievement.

- Books are our comrades, they are dependable friends. They make us wiser and happier. The advantages of reading books are many. While reading books one forgets usual cares and worries. We are taken to a different world for the time being. Books give us the advantages of absolute enjoyment without any evils. When we learn for the first time, we feel so happy about it. The joy we thus get is superior to even physical pleasure. From each book we hear the voice of a great man. Reading books thus means talking with Shakespeare, Tagore, Gandhi and men like them. The books carry us to distant places in a moment. In a way it is superior to an airplane. It is not wise to neglect books.
- Students now do not care much to read the original books and understand them. They wait for the story to be filmed or prefer to watch TV serials certainly this is a very unhealthy trend. We must understand that all sort of cuts to learning are dangerous.
• A house without books is like a house without windows. Reading itself is a much neglected subject in our country because there is no examination in reading English. All our examinations are written and there is no scope for examining the reading abilities of students. Of course the silent reading may be essential for written examination to prepare themselves to answer the questions. But oral reading and reading for pleasure are almost nil.

• A linguist i.e. English teacher should be passionate about books, literature, the classes and the students. He/she should have high ideals about students gaining a love of literature and a relish for the infinite complexity of language. Students should always read something every day. They should never say that there is no time to read.

• The brain that develops with a lot of literature benefits from extended contact becomes more positive than negative. Newspaper articles which are considered non-fiction are also read with great interest by the students. However, with the advent of TV and its programmes, many things have changed.

• Reading and writing are two sides of the same coin. The linguist should give sufficient time to the students to read in the classroom. He/she should start teaching reading to students by teaching them reading aloud first. Reading aloud has the following purposes and the teacher of English should develop reading habits of students.

  (a) It provides practice in acquiring correct stress, rhythm and intonation.
  (b) It tests the students’ knowledge of words and phrases and whether he/she knows how to pronounce them correctly. It provides practice as well as a test.
  (c) It enables a teacher to find out the mistakes of the students and to correct the same.
  (d) It develops in the students the art of reading with feeling and expression.
  (e) Reading aloud is the best of silent reading. He/she should also encourage them to read silently. The advantages of silent reading are:

    (a) It keeps the whole class busy at the same time.
    (b) It is quicker and saves the time. Students are able to work on their respective paces.
    (c) Students are able to concentrate their attention on meaning rather than pronunciation.
    (d) It helps greater assimilation of information.
(e) It prepares the students for independent reading.
(f) It inculcates love for reading and is pleasurable.
(g) It gives the students a feeling of power and achievement.

- Our colleges do not teach students to enjoy good reading. It is very essential that the teachers should give more attention to reading habits of the students and make appreciate the joy he/she may get by reading a good piece of literature; also most of our colleges do not have good books which cater to the different needs of our college going youth.
- Only 20% to 25% of colleges encourage students in developing their reading habits. Another aspect of preparing well for the examinations is to study the text-book thoroughly.
- As the investigator went through the books borrowed by the students from the library, he found out most of the students have borrowed books dealing with the subjects and a very few students have taken other literary books and also a very few students read English magazines and even newspapers.
- The school, college libraries should subscribe to good journals. Pointing out the pupils’ lack of interest in reading books in English, it can be said that “Students are with difficulty persuaded to read any English book that is outside their course. One reason for this, to be sure, is the fact that very often books provided for extra reading are too difficult to be read easily. Only competent, caring linguists i.e., English teachers can drive students to read more books for attaining language skills. A linguist i.e., English teacher should be proficient to insist them to read books.

5.19. Place of grammar teaching in colleges:

Grammar occupies a paramount place in the teaching and learning process of English language. The study of grammar

(a) It helps to acquire proficiency in learning a language.
(b) It has a utilitarian value for a student.
(c) It enables the pupils to gain control over the language.
(d) It helps students master the language.
There are some linguists i.e., English teachers who have the opinion that the teaching of grammar does not become useful in learning English. Their arguments are

(a) In schools and colleges grammar is taught for the sake of grammar,
(b) It is not taught as an integral part of language teaching course,
(c) What is learnt in the grammar is not applied. For example a pupil who has learnt the rules of grammar in one aspect may solve the question asked on grammar quite correctly but he/she breaks the same rule while writing in the composition questions,
(d) The parrot like repetition of grammatical rules will not facilitate in the learning of a language,
(e) Most of the definitions and explanations of the grammatical form are unsatisfactory.

But some teachers find a via-media between these two arguments with regard to the place of English in colleges. They suggest compromise. Their views are as follows.

(a) Grammar helps a person to distinguish between these correct and incorrect forms.
(b) It teaches the concealed liabilities of a vocabulary.
(c) It is a sure ground of reference when linguistic habit fails us.
(d) It leads to the improvements of written work.

5.20. The Role of Literature Teaching in English Language:

- The language and literature are complementary to each other. There is no language without literature and literature is based on language. The knowledge of English or any language can be taught to the students only through the literature of that language. Literature is life of that language.
- The literature of the language not only makes the students familiar with the components of English but also the culture of that language. Unless a student is familiar with the culture of language he/she is not able to develop his/her language. That is why all good books contain good pieces of literature in the form of lessons.

5.21. Internet as a Powerful Media to Learn English Language:
• Internet plays a very important role in teaching learning English. It provides learning experience and experimental learning. It makes learning interesting fun and meaningful to the students. It has become a powerful tool for academic pursuits, personal communication and research activities.

• Combining technology with education brings a whole new concept to the education system thereby reducing the burden of school bags that the students need to carry to school every day.

• Linguists and students from various colleges opined that internet base learning has influenced the attitude and behavior of the students. The learning exposure has sharpened their cognitive skills, widened their mental horizon, ignited their emotional interest and increased their hunger for knowledge.

• Students in colleges like to browse internet rather than referring text books as the books lack updated information, takes more time and efforts compared to the internet.

• The linguists as well as a student of English can make independent study with the help of internet. One can get anything related to the language by just pressing a button in the computer having internet facility. So the teacher and the students need not have any difficulties in finding answers to any problem they face in the classroom or outside. The whole world is at the finger tips if they have access to internet.

• Over the past few years, it has been observed that the introduction of modern education and the role of technology in schools and colleges have undoubtedly improved the overall performance in students enabling them to perform better with more zeal and enthusiasm.

5.22. Availability of Resource Materials in the Library:

• Students who read heaps of comic books, joke books and story books are the ones that grow up into fun-loving, humor loving adults, they tend to take life easy and do not become serious and uncompromising.
A library is a place where books, magazine, journals and newspapers are kept for reference of the readers. Most schools and colleges have good libraries. Every town and city has public libraries which are run by the government or private organization. Besides, individual book lovers also maintain their own private libraries.

An ideal library contains books on all subjects which are useful to all kinds of readers and for a small fee one can read any book in a library. Libraries play a very important role in the promotion of knowledge. Though the sources of knowledge are inexhaustible, one’s financial resources are limited a very few people have the ability to buy all the books that one likes to read. Besides, certain books are so rare that they are scarcely to be found anywhere else but in good libraries.

Further many books are read only occasionally by those who wish to advance their knowledge in a particular field or by students scholars. Though such books are informative, they usually not worth buying. For these entire reasons library serves a useful purpose.

A library is conducive to educational progress in another way also. It provides a place where still reigns and from which the noises and worries of the outer world are kept away. So one can study for hours without having one’s attention diverted by anything. The very sight at so many people silently absorbed in their studies also inspires studious thoughts.

Students using college library are required to observe certain manners. One should maintain absolute silence within a library so as not to disturb others; one should handle the books with care and not to disfigure them. Most important of all is to return the borrowed books promptly.

Libraries have made a great contribution to the achievements of human knowledge. It is the duty of every teacher and student to make use of the library very effectively.

The improvement of English teaching and learning require good reference and resource material in the library. There should be enough books in English relating to many aspects of the language in the library. The linguist i.e., English teacher should motivate the students to go to the library and read himself independently books or any type of English writing like biographies, travelogues essays poems stories etc.
There should be good dictionaries, grammar books, thesaurus, and encyclopedia in the library. The linguist can make use of good resource material to make his/her teaching interesting. Many times text books of English may not contain enough material on some topics referred in the books. In such times the teacher may find these details in the reference books and help the books to understand the topics well.

5.23. Teaching English in India as a Second Language:

As per the recommendations of various educational commissions, English is being taught as a second language, in most of the schools giving regional languages the first language status. Of course in some of the schools there is a provision to learn English as a first language also.

- The status of second language to English in nowhere less important than first language, but it is being taught not as deeply as first language. English as a second language as the objective of teaching making the students comprehend the language and communicate in English where as in English as a first language make the students learn that language extensively giving importance to independent study and speaking and writing.

5.24. Teaching English in India as a Subject:

- There is a historical background for Indians adopting English as their medium of instruction in all stages of education. British rulers started the institutions of higher education and universities with the sole purpose of educating the Indians in western thought and philosophy. Lord Macaulay strongly recommended for the use of English language in Indian educational system so that the backward Indians may be completely westernized and become modern in their outlook.

- Even today we have not come out of the British influence in the matter of medium of instruction. India is a federal state with 29 states and 6 union territories each having its own language. Even though Hindi is spoken by the majority of Indians, it is not the lingua franca of the country especially the southern states are vehemently opposing the
imposition of Hindi on them. So India should have a lingua franca to communicate with each other.

- So English was the only language which should help in integrating Indians and make our students mobile throughout country to pursue higher education.

5.25. How do Indian students respond to a Poem like’ The Daffodils’:

- Poetry is different from prose in purpose, structure and effort. A poet desires to communicate with his/her readers at the level of emotions, feelings and music through the use of effective language. Poetry is concerned with life in all its and ugliness- love, hatred, peace, war, problems and solutions, good and evil, eternal and transient, God and man and many other things.
- The teaching of poetry is an art. The teacher of English should try to acquire that art. Poetry is an important mode of expression in language. Its study creates love for the language. Learning of a language remains incomplete in the absence of poetry.
- While teaching a poem, the teacher should become one with the feelings of the poet. He/she should be able to create proper atmosphere when the poem is to be taught. Suppose the teacher wants to teach poem “The Daffodils” he/she should give a description of Daffodils in such a way that the learners are able to visualize the sight of daffodils. It is possible only when the teacher has mastery over the language.

- The objectives of teaching poetry is
  
  (a) To give practice of listening to recitation of a poem,

  (b) To help the students recite a poem in a proper way,

  (c) To make the students understand the beauty of thought contained in the poem,

  (d) To enable them enjoy music and rhythm of the poem,

  (e) To help them improve their power of imagination,
(f) To enable them to appreciate the poem by awakening in them the aesthetic qualities of appreciation,

(g) To develop love of the students for English language,

(h) To make the students familiar with the background of the poem,

(i) To make the students pick up the structure or pattern of a sentence,

(j) To make the students understand the poem.

- Poetry teaching naturally does not make Indian students take interest unless that is very well explained by the teacher. The English poet who has written a particular poem has different atmosphere, geographical conditions and feelings which are quite unfamiliar to Indians. For example, the beautiful poems like Elegy in church, the daffodils written by William Words Worth, Ode to the Autumn by Keats are written in a different atmosphere and local condition of that particular country. Unless the teacher understands this and able to communicate to the students the inner meaning of these poems the students may not find it easy to understand that poem.

- In most classrooms, poems are taught with a view to preparing the learners for an examination. The same word analysis, dictionary meaning, syllable of syllable dissection of words, repetition of rhyming words in isolation, giving summary, preparation for tests and examinations continue as in a prose lesson. In such an approach to teaching poetry the beauty of the poem is lost and the students get only a skeleton of it in the end.

- The meter, rhyme scheme, tone and rhythm of the poem is quite different from Indian poems. So the students may find it difficult to understand English poems. Unless the teacher understands this and able to communicate to the students the inner meaning of these poems the students may not find it easy to understand that poem.

5.26. General attitude of Principals/Management towards English language learning:
Generally it is found that the attitude of the management/principals towards English is not very positive. They tend to treat English as the least important subject. Particularly in commerce and science colleges. The principals and managements neglect English since it is not a core subject. The value given to subjects like physics, mathematics, chemistry, and accountancy is not given to English. As a result English department is neglected. ‘Anybody can teach English kind of attitude’ has developed in these institutions. Such kind of attitude should change.

Due importance should be given for the teaching of English. The managements should like to use English as the medium of instruction as this will make the students get jobs easily and also go to other countries and pursue any career.

The management and principals should not think it as a prestige to give education in English in their colleges. This attitude of the management even extends to make the students dress and act in an English way of life. Even they like to have the culture of the students get westernized.

5.27. Role of Feed Back Mechanism in Improving the Effectiveness of Teaching

Learning Process:

The teachers should not think that by teaching something in the class he/she has done his work satisfactorily. He/she has to see that the students have benefitted from his teaching. How does he/she to do it? He/she should get feedback whatever he/she has done in the classroom.

If his/her teaching is really good the feedback will also be good. Feedback is nothing but getting the right reaction of the students to whatever has been taught in the class. This may be in the form of questions or any other exercises or written materials like essays composition etc., The satisfactory feedback shows that the teacher teaching is also satisfactory and effective.
5.28. Role of Reinforcement in improving the effectiveness of Teaching learning process:

- A few attributes that one should possess to be successful are; confidence, conviction, dedication, commitment, strong memory power and perseverance.
- The teacher should show his/her approbation or reprobation when the students react to his/her questions. If the students give right type of response the teacher should show his appreciation by way of words, gestures or facial expressions. If the response is not good he/she may help the student to correct himself/herself and if the response is entirely incorrect he/she may show disapproval by way of words, gestures or facial expression.

5.29. Using Dramas to Teach English:

- Using dramas to teach English will facilitate effective communication of ideas, emotions, feelings, appropriateness and adaptability. Such a method would give an opportunity to use language in ‘actual use’ which is absent in a conventional language teaching classes.
- Teacher can use any method to make the students to get closer to text and the subject. It is a must for him/her to realize the fact that, today teaching is not bound with textbooks alone. Teacher has to maintain the level of knowledge according to the demands of the students. Students would require the teaching which is both innovative and creative in its approach.

5.30. Linguists’ Concern towards Green and Clean India Campaign:

- Keeping surroundings clean, neat and green has become a severe challenge faced by our country. It is a great concern not only to our country but also to other countries to develop awareness about Clean and green India. In the present trend it has become a global problem. It has adversely affected the quality of life and the standard of living. If
certain measures are not taken to put an end to this galloping problem human race has to face a tragic, miserable future.

- It is a bounden duty of a teacher who teaches and improves students’ communicative ability in English to discuss issues which are of major concern these days clearly in many ways and the solutions to tackle these problems should also be observed. Every country is in need of good and efficient leaders, educationists, rulers, farmers, technical and professional persons etc., who can work for the betterment of the people and country at large. It is the function of education to give proper training and shape that younger generation to become so. Hence shaping the individuals should become one of the important functions of education.

- The progress and prosperity of any nation much depends upon the quality of the individual citizens. The question is how to get such quality individuals to the nation? The answer is education. Education should shape the younger to become well adjusted members of the society and work for the good of the society.

- Teaching is not just stuffing the mind with a mass of information. It is essentially a process of developing the mind and its powers. It is a process of perfecting the pupils own tools of knowledge, skill of observation, logical thinking, analysis and synthesis, imagination and creativity.

- Teaching does not involve intellectual development only. It includes social adjustments development of manual skills and even emotional reactions to things around the learner. Teaching is also one of the most responsible professions in the world. Hence it is imperative for all teachers to make classes as effective as possible and how a teacher manages his/her class decides the quality of the work. A teacher who improves communicative ability of the students in the classroom should take such issues so that he/she can improve their awareness.

- Fortes help to maintain the temperature at a lower level and prevent it from rising. A portion of solar radiation is reflected back into the space by Earth atmosphere and the rays reach the surface of the earth. Forests reflect a portion of the sun’s rays back into outer space and, absorb the rest. In their absence the entire heat that strikes the earth’s surface is reflected by it, leading to a raise in atmospheric temperature. Forests would
also serve as a natural filter of the ultra-violet radiations of the Sun. The tropical rain forests are reservoirs of carbon and deforestation results in addition to the concentration of carbon dioxide in the atmosphere. Rainfall is also affected by the deforested region. Forests protect soil while deforestation causes soil erosion. Forests also help minimize the impact of air pollution, water pollution and noise pollution. Above all, forests are the home of a large variety of animals and birds. Deforestation results in the extinction of some of the spices of animals and birds. Since the forests exert a tremendous influence on maintaining ecological balance, they need to be protected.

• Realizing the gravity of the problem attempts must be made from all dimensions to solve the problem educationally, medically, politically and socially. The government does something about it. There should be massive efforts of cleanliness drive or campaign in all villages, schools and colleges named, ‘My waste my responsibility’. It is possible only through the collective education, desire and action of all since the mess and disorder has been created jointly by all of us, directly or indirectly.

• Since other methods are difficult to solve and the teachers who teach English and help them to improve their communication are not able to do so; an educational programme to make students and parents become aware of the problem has to be thought of. Such an attempt and programme can be called ‘Clean and green India awareness programme’.

• Keeping our surroundings clean should be taught in schools and colleges, then it would register in the minds of the students that he/she should keep the surroundings clean. Teachers should set a good example to the students and youngsters by giving topmost priority to cleanliness. At least more and more people are being aware that it is not enough to just keep our house clean but also our neighborhood and surroundings clean.

• Clean and green India-programme is a recent origin, developing a positive attitude through educational programmes among the students of different levels. Though it is difficult to define the term ‘Clean and green India’ some attempts however can be made to define it.

• We need to ensure a clean and safe environment, not only for humans but also for wildlife and for the health and enjoyment of the present and future generations.
• Every living being has a right to safe and clean drinking water as well as clean air. Our river and water bodies should be safe for drinking and swimming and our air free of pollution. Clean India is the joint responsibility of every Indian.

• The clean and green India will last if this movement becomes people’s movement. Foreigners have a lot of appreciation and praise for the natural beauty and human resource of our country but when they visit some of the cities of our country they cover their nose.

• The middle class and the elite Indians may keep their houses clean but when it comes to public places they act as ignorant as illiterates. It is an old adage that Indians, when abroad, take care not to spit in the public or make sure to throw the rubbish in the bin but forget all that once they land at home! Is it the price of democracy!?

• It has been reported that nearly half of Indians defecate in the open space. There are not enough number of public toilets in many towns and cities in the country. In such a scenario, it is neither practical nor rational to ban urination in the public places! So the need of the hour is to address issues concerning infrastructure. Olden days they used open latrines. Now government must build them wherever necessary. Our corrupt politicians and some people also are the main cause for the work not going forward. Almost everywhere it is there, sad. Due to our tropic warm weather naturally when dirt is put it will generate bad smell.

• On 2nd October the birthday of Mahatma Gandhi, Narendra Modi, and the Prime Minister of India wielded the broom to clean India. A clean India campaign started by the Prime Minister should percolate to the grassroots. First and foremost we should take pride in our city and bring about a change in our mind set. Each should inspire the other and say, “Yes, Garbage disposal should be tackled the scientific way. Yes pollution is my problem and I am going to tackle it head on.” Besides keeping our houses clean, we should also take the initiative to clean a 10 meter radius outside our compound wall regularly. Good commitment of the people should be appreciated.

• Every Indian should realize that Cleanliness is everyone’s business. If one visits some slums of our country. Such places stink; we feel pity for the people in schools and colleges nearby who have to live with it every day. The reason why India is still lacking
behind is because we people are not serious about the aspects like clean food, clean water and fresh air. We always teach our students to be clean and hygienic at all times.

- We have now reached a stage where cleanliness cannot be a choice, it must become a law. Just a few suggestions that may help. One cannot follow everything but maybe a few which are possible by each individual.

- It should be seen that our temples should work on this theme vigorously because in almost all temple premises lot of wastes are accumulated everywhere mainly used tender coconut wastes. We should imagine the plastic or water bottles in the sea bed like we humans are indirectly advertising to the birds, reptiles etc.

- India is beautiful and Indians too are beautiful, but not the mind. India is always beautiful but Indians spoiled it. Cleaning of places will not solve the problem. Unless people clean their minds, our thinking has to be changed. Swatch Bharat is really going to happen only if everyone decides to do so by their will not by just show.

- The term ‘Clean and green India programme’ is to develop an awareness and belief that one can control and determine the course of action of one Clean and green India concept as an educational programme which provide for a study of clean India and green India situation in family, schools, colleges, etc., with the purpose of developing in the students rationale, responsible attitude and positive behavior towards that situation.

- Clean and green India awareness education programme aims at inculcating right attitude among students who can slowly enter the age so that they may develop an inner urge and necessity for a happy and clean life so that he/she can enjoy his/her life.

- ‘Clean and green India’ awareness education programme is essentially an educational programme to solve the environmental problems. It enables the learners to acquire knowledge, skill, attitude and values necessary to make decisions about clean and green India which affect the quality of life of their family and the society at large. Clean and green India educational programme helps one to think in terms of actions to be taken.

The objectives of this programmes are

(a) To enable the students understand that clean and green programme is achievable,
(b) To enable them to develop the knowledge about various factors which are being affected,

(c) To enable them to know the educational programmes that can be followed to develop awareness.

- However, knowing these objectives different approaches and methods can be used by the linguist i.e., English teacher to make the students understand the educational programmes through which the above mentioned objectives can be realized. However attempts made to understand and implement various approaches and methods are not exclusive. Many thinkers, policy makers may suggest plans, programmes to be conducted to arrive at the most effective methods which can be implemented in the field of education to develop right attitude among students. In the absence of that, the following methods may be utilized to develop the awareness.

- They are

  (a) Separate study approach,

  (b) Extension lecture method,

  (c) Co-curricular approach or method,

  (d) Integrated approach.

- An attempt should be made to put these methods into practice. For this the essence of the method, how it can be implemented, what are its advantages must be clearly understood by the teacher of communication i.e., a linguist.

- **Separate study approach:** This approach is an attempt to treat Clean and green India education programme as a separate course. It can also be attempted as an examination course or a non examination course. If it is to be considered as an examination course the following criteria must be strictly borne in mind.

  They are
(a) Clean and green India awareness programme must find a place and timings in the
time table,

(b) A separate teacher has to take the responsibility,

(c) A syllabus has to be framed,

(d) A separate prescribed text book has to be prepared and used,

(e) Assessment procedures are to be planned.

When clean and green India awareness programme has to be treated in this way a few disadvantages are faced. Clean and green India awareness education programme will be an extra burden for the students since the attempts have to be made to prepare trained teachers to teach it the specificity with which teachers teach becomes a debatable question.

• **Extension lecture approach:** In this approach the content of clean and green India awareness education programme should be taught or given by lectures or panel discussion to students by the experts depending upon the convenience of the school and the pupils. In this approach the content of clean and green India awareness education programme can be taught in a space throughout the year, or in an unplaced manner through organizing week, a fortnight lectures by experts. Organization of extension lectures is a difficult job, giving the content in a special way may sometimes lead to inconvenience. Besides since there is no continuity students can also forget what they have to learn in a particular hour; finding experts to speak on the issue may also be a difficult activity. Viewing all these things teaching through extension may not be very effectively done.

• **Co-curricular approach:** Co-curricular approach means providing inside the class and outside the class related activities to strengthen the concept of Clean and green India awareness education programme to students. This implies organization of various activities like dramas, debates, quiz, exhibition, story writing, riddles, puzzles, games, poetry writing, creative activities etc. through which the concept can be given to students. For example a street play conveying the message on the need of keeping the
surroundings clean can be staged. Even this approach is not without disadvantages. No doubt co-curricular activities have immense potentialities to provide the content in much easier interesting and effective way but students may not consider the importance to be taken through these activities to learn something and implement in their life. Hence even this approach is not a profitable and effective one.

- **Integrated approach:** Integrated approach is an attempt used to integrate content of Clean and green India awareness education programme with the existing subjects that are being taught in schools. Integrated approach has many advantages over other approaches mentioned earlier. The advantages are content of Clean and green India awareness education programme should be identified and that has to be fused with the existing subject in the exact place so that it is naturally done and understood. For this no separate time table is needed, no separate evaluation procedure must be followed. Care must be taken to find out the content of Clean and green India awareness education programme and the fusion point must be very carefully identified and properly integrated. For this certain procedures must be followed they are:

  (a) Identification of the content of Clean and green India awareness education programme,

  (b) Identification of the plug point in the existing subject,

  (c) Methods and techniques used to integrate or fused these points,

  (d) Evaluation procedures.

- In order to identify the content item of Clean and green India awareness education programme, irrespective of the subject the teacher should acquaint himself/herself thoroughly with the content of it. The content analysis of Clean and green India awareness education programme enables the teacher to identify several content items such as importance of forests, importance of pure water, importance of pure air, good health, food, ecological balance, type of distribution and other aspects. Identification of plug points is another important process in integration method. Plug points are points at which the relevant content item of Clean and green India awareness could be integrated. Integration has to be done naturally and spontaneously. This can be done only when plug point is properly identified and the content of both is fused. After this process of
fusing the content with plug point, teacher can think of appropriate technique and method to analyze or teach the content. The above mentioned approach seems to be very effective in developing proper awareness among children about clean and green India. This approach has many advantages over the other approaches earlier. Hence this approach can be properly used to help students develop the right attitude about Clean and green India awareness education programme growth and its implementation whenever it is necessary.

- Linguists and students should try to turn Modi’s dream into action to restore the beauty of India! It is just not that our cities should be clean for human habitation but also for all other forms of life. In our opinion, if we can provide wildlife a chance to thrive in our cities. We can be considered as one among the lucky few in the world to cohabit harmoniously with wildlife. The Noble ‘Clean and green India’ Initiative should get unprecedented response from all the people irrespective of their political and religious affiliations. From college students to film stars to politicians to priests must support the movement. The media should inspire. The success of the movement can be truly gauged when every citizen including a politician or a film star in long run is inspired to wield the broom even in the absence of the TV cameras! The mission should aim to make India ‘Clean and Green’ by October 2, 2019, Mahatma Gandhi’s 150th birth anniversary. Our present work should show that future problems India faces can be solved.

5.30. The Major Suggestions Put Forward by Teachers and Students Regarding Communication through English Classrooms:

- Every language is meant for communication either oral or written. If any language does not help in communication, that language will die a natural death. English is a living language in this world and it has assuming number one language on global communication system.

- Judging from certain trends it appears that the influence of English is on the increase rather than on the decrease in India. But whether our colleges teach English to a large
number of students who are going to take position in all fields of our future transaction are prepared for their jobs?

- The questions set in the examinations generally aims at testing the cramming power of students. There are no examinations for testing aural comprehension and speaking ability of the pupils. It is possible for students to get through the examination just by memorizing answer to certain set of questions. The result is that speech which is so important in language learning is neglected.

- Some English teachers openly admit their incompetency in the language. They should not lose courage, confidence. They should try to accept the reality that English language is about communication and not for perfection.

- If the linguist i.e. English teacher wants his/her pupils to improve language he/she need to commit himself/herself to English communication in the class. Students are not likely to use English just because the teacher asks them to do. If he/she does not insist that students speak English in class, they won’t follow anything. Teacher of English is not meant only to teach spelling and vocabulary but to teach the language.

- A language cannot be learnt as a language when it is not heard and spoken. Thus spoken skill of language should find place in examination instead of merely written language. The purpose of English language teaching must not be examination centered but it should be communication centered in the language being taught.

- The students should get sufficient practice in reading and speaking the language. Cramming should be discouraged. The main objective of the teaching-learning of a living language like English is to help the learners to become able to use it to communicate with others, by sending and receiving meaningful messages.

- There is also need for introducing oral tests and the administration of examination needs to be made more effective. Most of our students do not have either oral or written communication ability and even the teachers fail to make them good communicators. It is not enough if one has good knowledge of a particular subject. He/she should also possess good command over the language in which he has to.

- Language laboratory is very essential for training of teachers of English. Teachers are expected to teach correct pronunciation to students.
• Language is a vehicle of thoughts and ideas. We have to prepare the students for good communication. Most of our students fail in the examination because they are poor in written communication. In competitive examination also they do not fare well.

• The teacher should find out causes of ineffective learning and to establish the efficiency of certain methods, techniques and approaches to teaching/learning process. So the teachers of English in our schools and colleges should see that the students are given every opportunity to improve their communicative ability by providing many activities like debate, elocution competition, essay competition, college magazines, comprehensive tests etc.

• Good communication leads to good relations in society. Communicating with a positive purpose nurtures a constructive emotional environment where people are happier, more industrious and more likely to excel. Commitment is the most important ingredient for success. It is about following dream to make it happen. Our commitment encourages us to move on and to overcome obstacles on the way to success and excellence.

• When the students’ answer is incorrect, the teacher should praise them for at least answering or trying to answer. Students hesitate to answer the questions because they are afraid to make mistakes. If the teacher handles them and encourages them properly such students will excel in the days to come.

• The honest and sincere effort to master good English language communication leads to the proper accomplishment and success. When one learns from the mistakes, he/she is on the right track to success and excellence. The habit of reading can bring one a lot of pleasure and happiness, and if one is sensible in one’s choice, no real harm.

• Life skills are not livelihood skills but they are the qualities that make a responsible citizen. Life skills are those attributes that focus on preparing young minds for a social and fruitful life and deserve an equal amount of attention. The primary goal of education is to impart knowledge.

• Great books bring before us experiences of great intensity and depth, ideas of life at various levels and sensations one can normally have in daily life “A good book is the life-blood of a master spirit.” If one cultivates the habit of reading masterpieces, one’s life feels enriched and one often, at the end of the book, is wiser and more thoughtful.
• Books can inspire students and teachers to thought, move us to tears and tickle us into laughter. But if one chooses books indiscriminately, one could end up reading trash which would have an adverse effect. If the habit of reading is to be both pleasurable and useful, then what one needs is a taste for reading with a sense of discrimination and understanding.

• It is proven beyond doubt that a successful teacher is one who has the ability to inspire his/her students to learn more and more about the subject taught. The choice of tools that he/she uses and the models that he/she adopts is left to the discretion of individual teachers. What matters in the classroom at the end of the day is the teachers’ ability to get the desired results from the taught.

• If a teacher is absolutely professional in his/her attitude towards his career, he/she will not have any impediments in delivering. The students will automatically accept him and allow themselves to be guided by him.

• Students will be stagnating in their own state if English is not there because they are not in a position to pursue higher education or research in any other part of India or foreign countries. A qualified and talented teacher’s insights, knowledge, flexibility, and leadership make students learn tremendously. The great contributions of teachers in classroom help in character building. The biggest asset of the classroom is a teacher.

• In the present day world educated Indians are able to find employment in foreign countries especially because of their competency in English language. A large number of Indian youth find employment especially in USA and U K because of their knowledge of English.

• Good communication skills being the mantra of academic success in colleges, parents and teachers have a unique role in assessing students to be proficient learners by prioritizing tasks of relevance. Parents and teachers cannot shy away from guiding students (the wards) to identify their significant areas of interest and acquire necessary skills of accomplishment.

• There are many organizations of various professional groups, including different categories of teachers. These organizations are really helpful looking after the professional interest of the teachers. They provide a suitable forum, worthwhile discussion of academic matters; they help teachers in solving the problems facing the
teachers of a particular subject, disseminate new ideas, help solve the problems pertaining to the day-to-day work of the classroom teaching. Such associations can contribute a lot towards the improvement of the standard of teaching English.

- Education is one of the greatest services provided by teachers for perspective India’s development and vital for anything. Teachers need to work in close co-ordination with students to help them for building them in future.

- A good linguist i.e. English teacher becomes a role model for students, and students follow manners and style of teacher. Everything starts with the linguist and the mentality they posses to drive students for higher and higher levels. Further, every educational system has certain objective which aims at bringing desirable changes in students’ for perspective India’s development.

A nation’s greatness depends on the competence, commitment and character of its teachers. English language communication in classroom teaching must reach the students in the right perspective. Therefore the teacher needs to promote implementation of communicative teaching approach in the classroom. In classroom communication listening to students is very important. The teacher who is a good listener allows others to speak and gather useful information for further communication. The teacher should encourage students’ to talk openly and honestly, comfortable eye contact is also necessary. Students should be made realize the importance of English as a language of communication and there is no exaggeration to say that English communication skills are passport to placements. A good teacher should realize that time is precious and he/she has responsibility to the subject i.e., English language.

From the analysis of the general information of the 40 linguist i.e. Respondent teachers of the study, the researcher has come to the conclusion that the sample taken is from varied group representing all strata of the society and representative, 15(37.5%) linguists have volunteered their names when it was made optional, most of the linguists are females (25)(62.5%), Most of the linguists are within the age group of 23-32 years (18)(45%), most of the linguists are working as lecturers (27)(67.5%), most of the linguists under study area are selected from private aided colleges (22)(55%), all the linguists have necessary formal qualification to teach English subject that is an M.A. in
English. There are also Ph.D. (04)(10%) and NET qualified, as well as M.Phil and M.Ed qualified, most of the linguists are working as only lectures either on temporary or ad hoc basis. From the above analysis of the data regarding general information of 400 student respondents it can be said that most of the respondents (255)(63.75%) volunteered their names even though it was optional in the space provided, most of them studying in second year degree classes, most of them are females. (268)(67%).

Out of the 40 linguists
(a) A majority of linguists (98.21%) opined that credibility of linguists in classroom teaching is a relevant point.
(b) Most of the lecturers (97.85%) agreed that content is quite relevant from the point of view of communication.
(c) A majority of the lecturers (95.35%) have given the opinion that context is also relevant point to be considered in English language communication in classroom teaching.
(d) A good percentage of linguists (98.21%) agreed that clarity is the most relevant aspect from the view of communication in classroom teaching.
(e) A good number of linguists (96.06%) agreed that the linguist should be consistent in classroom teaching and only a negligible number of linguists opined that it is not relevant.
(f) A good percentage of linguists (96.42%) have agreed that channels are very essential in classroom teaching and a less percentage of only 3.57% linguists have remarked that it is not a relevant aspect from the view of communication in classroom teaching.
(g) All the linguists (100%) said that the linguists should have the capability in classroom teaching and the less number of linguists agreed that it is essential.

As per the research study and findings from the questionnaire (Teachers) the researcher comes to the conclusion that the credibility, the content, the context, clarity, consistency, the channels, the capability of linguists in classroom teaching are relevant points to be considered in English communication in classroom teaching.

Out of the 400 Respondent students,
1. A majority of the students (95%) opined that the credibility of linguists in classroom teaching is a relevant point to be considered.
2. Most of the students (94%) except a few have agreed that content is quite relevant from the point of view of communication.

3. A majority of the students (88%) have given the opinion that context is also relevant point to be considered in English language communication in classroom teaching.

4. A good percentage (93%) of students agreed that clarity is the most relevant.

5. A good number (91%) of students agreed that the linguist should be consistent in classroom teaching and only a negligible number of students opined that it is not relevant.

6. A less percentage (65%) has opined that the channels are the most relevant and only 35% students have remarked that they are not relevant.

7. Most of the students (92%) opined that the linguists should have the capability in classroom teaching and a less number of students agreed that it is essential and no student has opined it is not relevant.
A BRIEF SUMMARY

• It is proven beyond doubt that a successful teacher is one who has the ability to inspire his/her students to learn more and more about the subject taught. The choice of tools that he/she uses and the models that he/she adopts is left to the discretion of individual teachers. What matters in the classroom at the end of the day is the teachers’ ability to get the desired results from the taught.

• If a teacher is absolutely professional in his/her attitude towards his career, he/she will not have any impediments in delivering. The students will automatically accept him and allow themselves to be guided by him.

• Students will be stagnating in their own state if English is not there because they are not in a position to pursue higher education or research in any other part of India or foreign countries.

• A qualified and talented teacher’s insights, knowledge, flexibility, and leadership make students learn tremendously. The great contributions of teachers in classroom help in character building. The biggest asset of the classroom is a teacher.

• The linguist i.e., the English teacher should have a very good knowledge and command over the English language. He/she should know all the components of English language thoroughly.

• He/she should be a good communicator. He/she should use simple words and his/her communication should not be bombastic and above the age level of the students.

• He/she should read the text with stress, intonation, and rhythm. The reading should help the students for aural comprehension. His/her pronunciation, intonation, rhythm, stress etc. should be a model to the students.
• He/she should give varied activities to the students and give sufficient scope to participate in the lessons.
• His/her teaching should not be a one way traffic.

• He/she must motivate every learner of the class to take active participation in the classroom proceedings.
• He/she should realize that students in the class need assistance and help as they fumble for want of orientation, interest and motivation.
• The linguist i.e., English teacher should tell them the meaning of new words and the students should use them in their sentences. He/she should set apart sufficient number of periods for class tests and remedial classes.
• He/she should encourage the students to take notes or note down important points for further study.
• The teacher should motivate the students to read or to make extra reading other than text books, so that he/she may make good use of well written English books in the library.
• The teacher must help students to a broad awareness and understanding of role-behavior and give them extensive practice in using the knowledge.
• He/she must make all the efforts to improve oral and written communication of students in English.
• He/she must make all the efforts to improve the oral reading of the students by setting a good example of himself/herself. He/she must utilize properly the time devoted to the teaching of English.
• The lesson should be divided into various units and the students must have the sense of progress achieved.
• The linguist’s attitude must be sympathetic. He/she should not discourage the students by an unkind rebuke.
• The linguist should involve the students fully in the lesson
• Variety in the lesson also makes it interesting. The students should not be required to do one kind of activity throughout the period, e.g. drills. This will make the work monotonous. Change of activity makes the lesson interesting.
• Linguist i.e., English teacher should have sufficient glossary power and linguistic skills. He/she should pronounce clearly without stammering or stuttering. Correct pronunciation stimulates student’s interest and eagerness.

• Human language rightly motivates, influences the receiver. It creates positive feelings in an individual. There should be politeness, have energy in words.
• Goal setting is an everlasting technique which keeps students always alive.
• It is the teacher who should provide ample of activities for his/her students in order to develop speaking skills in them.
• A teacher should make an attempt to not only communicate the knowledge he/she has, but also impart the wisdom he/she carries.
• A linguist i.e. an English teacher has to create a genuinely humane climate in which he/she has to initiate a process where the student can find himself/herself respected, can make responsible choices, can experience the excitement of learning, can lay the basis for living as an effective, concerned citizen, well informed, competent in knowledge and skills and confident of facing future.
• He/she must make his/her teaching of English very interesting with the help of teaching learning materials and gadgets.
• Teaching aids reinforce the spoken or written words with concrete images and thus provide rich perceptual images which are the bases to learning.
• He/she should make use of readily available resource materials like, newspapers, magazines and similar materials to promote better learning.
• He/she can explain the meanings of various words by showing objects and pictures, performing actions, drawing matchstick figures, giving antonyms, synonyms or definitions.
• He/she must teach them how to make use of dictionary and thesaurus so that they may make independent study of English. He/she should achieve the best results possible. He/she should write out advice-sheets for his/her classes, sample essays, give detailed feedback, write plays, directs them.
• Grammar lessons and composition should be properly integrated with the syllabus and should go hand in hand with the lessons.
• The black board and classroom situations should be appropriately made use of during the lesson.
• Composition writing must be the part of the classroom teaching.

• He/she should not pretend to know all the answers.
• A proper blend of class workshops, seminars can enhance the students’ learning capabilities. Each student is different and unique in their personalities and success of a linguist depends on his/her capabilities.
• Life stories of these personalities inspire young minds to achieve something in life.
• A student who takes initiative and has a strong motivation for achievement is always the obvious choice of the interviewers.
• An undergraduate degree at a university is an open opportunity to develop not just an academic ability, but a passion for something which will serve throughout the rest of one’s working life.
• Students are naturally inclined to play and enjoy various games, so it is better to make use of this aspect of students’ character in English learning.
• The language and literature are complementary to each other. There is no language without literature and literature is based on language.
• Internet plays a very important role in teaching. It provides learning experience and experimental learning. It makes learning interesting fun and meaningful to the students. It has become a powerful tool for academic pursuits, personal communication and research activities.
• Teacher can use any method to make the students to get closer to text and the subject. It is a must for him/her to realize the fact that, today teaching is not bound with textbooks alone. Teacher has to maintain the level of knowledge according to the demands of the students. Students would require the teaching which is both innovative and creative in its approach.
• In the present day world educated Indians are able to find employment in foreign countries especially because of their competency in English language. A large number of Indian youth find employment especially in USA and UK because of their knowledge of English.
• There are many organizations of various professional groups. They help teachers in solving the problems facing the teachers of a particular subject, disseminate new ideas, help solve the problems pertaining to the day-to-day work of the classroom teaching. Such associations can contribute a lot towards the improvement of the standard of teaching English.

• Some of the colleges that is government colleges may not have good teaching staff because of the mode of appointment of staff which does not depend upon merit alone, and also they do not have lasting interest in the institution

• Some of the private colleges have good reputation and academic atmosphere because of the management that has full freedom in the selection of merit lecturers and deserving students. They also provide good infrastructure

• There are some colleges which are established by private managements from the point of view of exploitation. The management is more interested in making money rather than providing good education to the students.

• The location of the college also contributes to create academic atmosphere around the college.

• It is not easy for students in the rural areas to pick up English because the only English to which they are exposed is in the classroom.

• The linguist i.e. English teacher should be a voracious reader, rhetoric writer and fluent speaker

• As per the interaction with teachers of English and students of English go, most of the teachers who have done post graduation in English about ten years ago do not have the same level of competence which is expected of them and even students are also no better than their teachers.

• As per researcher’s experience goes, about 70% of the learners are poor in orthography, graphology, and phonology. Most of the teachers are not competent to do justice to their assignment; they still use the translation method of teaching English which has been universally condemned as wasteful. The result is that speech, which is so important in language learning, is neglected.
• The students are provided no practice in speaking the language. They are unable to form any language habits. A majority of teachers themselves are not conversant with the new techniques of teaching the language. This affects their teaching competence and in turn affects learning competence of learners also.

• The teachers of English do not take teaching learning materials seriously. They regard teaching aids as something which only the affluent schools can afford.

• Most of our teachers cannot cope with the diverse expectations of parents and learners and as a result English is taught in the most unscientific way. It is very disheartening to note that some of the teachers of English are not able to draft a good petition or a good letter. They also lack literary knowledge of the language and they do not have any taste for the English literature and in turn they also cannot enthuse the students to take more interest in further reading other than text books.

• Teachers are motivated to choose teaching as their profession because of many factors.

• The most important work of the teachers is to motivate the students to learn. Half the work is done when students are properly motivated. When they are motivated they take interest in learning

• Teachers should see that the interest they have created is sustained by the students till the last.

• Most of the students come from very rural areas and belong to backward classes. Naturally they spend their childhood atmosphere in speaking local language.

• Learning English becomes a great problem for students who come from rural areas and students belonging to backward classes and also they find it as an obstacle to pursue their higher studies.

• Even the teachers who have been appointed to teach English are not well equipped to teach that language in our schools. So the beginners find it very difficult to learn the English and take no interest in learning the language.

• Students who have chosen humanities do not much bother the learning of English because most of the colleges now a day’s teach humanities in regional
languages. Only those who have chosen science or technical subjects learn English just to answer questions in those subjects in the examination.

- The attitude of the students in cities is quite opposite. They seem to suffer from ‘superiority complex’ when it comes to English.
- Those who give little importance to time management and act haphazardly lose lot of it and face hardships in the long run.
- As language is a skilled subject, the teachers should take more interest in making the students to practice the language items than give lecture on them.
- The speaking skill has to be rightly developed among students. In order to enable the pupils to speak correctly the teacher has to give good and sufficient practice in speaking.
- The present mode of teaching of English follows the lecture or narration method without giving the students scope or opportunity to apply and practice whatever they have been taught in the class. Speech is so important in language learning is neglected.
- A majority of teachers themselves are not conversant with the new techniques of teaching the language. The present text books also subscribe to this type of teaching and the teaching of English is examination oriented, without giving any attention improving the competence level of the students in speaking and writing.
- Defective textbooks are still used in colleges. They are not written systematically and no attention has been paid to the selection and gradation of language items in them.
- The students don’t have any opportunity of speaking English either in the class or outside the classes. They are poor in interaction with the other people.
- The handwriting of the students is not given any attention to and most of the students’ handwriting is very shabby and illegible.
- The role of Intensive classroom teaching according to my experience is very limited because most of our classes are crowded and our teachings of English aims at preparing them for the examination and also the students who compose the class have different backgrounds and attainments. A teacher can only lecture in such a situation and the student has to be a passive listener.
• If the teacher follows Intensive classroom mode of teaching he/she will not be in a position to complete portion within time.

• Crossword puzzle, quiz, some of such play games which not only make students take interest but also able to make them learn the language effectively.

• English text books are prepared with the help of experts in the field of teaching English. Many of these experts may not have experience of teaching in schools and colleges situated in backward and rural areas.

• The teachers also find the textbooks sometime not suitable for the classroom teaching because they may contain articles beyond the experience and maturity level of students.

• Most of the poems which are given for study in a text book are not suitable for the students’ maturity because these poems are mostly written by foreign English poets.

• Some of the teachers opined that textbooks should have been written by the teachers who teach English in colleges/classrooms. This may be a good point but here also the investigator finds a shortcoming that is “Are our teachers in a position to write good pieces of articles to be included in the textbooks?”

• Most of the teachers consider text is the Bible to teach English. They follow the textbooks ritually word by word and try to teach English as dictated in the text book.

• The competent teachers use text books as a tool to enhance the communication ability of the students. They keep the text book material in the background and use it as a tool and use their own resources to teach English to the students.

• Learning English in our colleges find all the cultural reference made in English literature alien to him/her.

• He/she finds English culture is superior to our own culture and so slowly adopts English way of thinking and acting.

• Present generation has developed a craze for English medium education and we are faced with the loss of our roots, which is going to prove dangerous in the long run.
- We must become very competent in English language but we should not give up our culture. Our life must be deeply rooted in our soil and not in western soil. The teachers should see that students of English are not culturally alienated.

- Students who pursue education in these colleges come from two medium.

- The Kannada medium students may find it difficult to follow the teaching of any subject in English.

- English medium students may follow the teaching of any subject in English easily.

- English medium students may be fluent in English writing any questions in that subject but they may not grasp the subject matter thoroughly.

- A very limited number (30-35%) of students find the English language learning easy and pleasant.

- Most of the students come from rural and backward areas have no educational background and they learn everything in their mother tongue from their lower classes. So when they begin to study language of English, they find it unpalatable and take no interest in studying the language.

- Most of the students’ have studied English by untrained teachers. They studied only for the purpose of passing the examination.

- The classroom atmosphere is not pleasant to learning of English because of the substandard way of teaching by the teachers.

- Most of the schools function without aids such as T.V., D.V.D’S., suitable charts, projectors, film strips, linguaphones or English laboratory. So a very less number of students find English language very easy and pleasant.

- About 25% of our teachers are thoroughly professional in their attitude to teach English. Other teachers may possess the required degrees in English, but they do not have the professional attitude towards teaching it.

- The investigator came to know through the interaction with the linguists that most of the linguists i.e., English teachers have taken up this profession because there is no
other avenue for them. They do not take the teaching of the subject the only the course to be perceived in their life. Whenever other avenues are open they may leave teaching and perceive those courses.

- As about 60% of the teachers the investigator interacted do not have fixed tenure of their jobs and they are in a position of either temporary or an ad-hoc basis.
- There are no serious programmes arranged for the students to improve capability of students in English language communication.
- As per the survey goes, colleges which one can count in fingertips have about 50% of English speaking environment.
- Most of our colleges are situated in rural backward areas where people living around them are either agriculturists or some other tradesman. They lack educational background and about 10 to 20% of them are illiterate. They do not have any English environment and they do their every transaction in their own local languages.
- Only colleges situated in cities where the people live around the college may have English atmosphere and the colleges may also have a certain percentage of English speaking environment.
- Our colleges do not teach students enjoy good reading. Only 20% to 25% of colleges encourage students in developing their reading habits. Another aspect of preparing well for the examinations is to study the text-book thoroughly.
- As the investigator went through the books borrowed by the students from the library, he found out most of the students have borrowed books dealing with

the subjects and a very few students have taken other literary books and also a very few students read English magazines and even newspapers.

- Linguists and students from various colleges opined that internet base learning has influenced the attitude and behavior of the students.
- Students in colleges like to browse internet rather than referring text books as the books lack updated information, takes more time and efforts compared to the internet. The teacher and the students need not have any difficulties in finding answers to any problem they face in the classroom or outside.
• Libraries play a very important role in the promotion of knowledge. Besides, certain books are so rare that they are scarcely to be found anywhere else but in good libraries.
• Libraries have made a great contribution to the achievements of human knowledge. It is the duty of every teacher and student to make use of the library very effectively.
• The improvement of English teaching and learning require good reference and resource material in the library. The linguists i.e., English teachers motivate the students to go to the library and read books independently.
• There should be good dictionaries, grammar books, thesaurus, and encyclopedia in the library. The linguist i.e., English teacher can make use of good resource material to make his/her teaching interesting.
• English is being taught as a second language, in most of the schools giving regional languages the first language status, Of course in some of the schools there is a provision to learn English as a first language also.
• The status of second language to English in nowhere less important than first language.
• There is a historical background for Indians adopting English as their medium of instruction in all stages of education. Even today we have not come out of the British influence in the matter of medium of instruction.

• Poetry teaching naturally does not make Indian students take interest unless that is very well explained by the teacher. The teacher of English should try to acquire that art.
• In most classrooms, poems are taught with a view to preparing the learners for an examination. The same word analysis, dictionary meaning, syllable of syllable dissection of words, repetition of rhyming words in isolation.
• The meter, rhyme scheme, tone and rhythm of the poem is quite different from Indian poems. So the students may find it difficult to understand English poems.
• The attitude of the management/ principals towards English is not very positive. They tend to treat English as the least important subject.
• The value given to subjects like physics, mathematics chemistry, and accountancy is not given to English. As a result English department is neglected. ‘Anybody can teach English kind of attitude’ has developed in these institutions. Such kind of attitude should change.

• The management and principals should not think it as a prestige to give education in English in their colleges.

• The teachers should not think that by teaching something in the class he/she has done his work satisfactorily. He/she has to see that the students have benefitted from his teaching.

• The teacher has to maintain the level of knowledge according to the demands of the students. Students would require the teaching which is both innovative and creative in its approach

• ‘Clean and green India’ awareness education programme is essentially an educational programme to solve the environmental problems. It enables the learners to acquire knowledge, skill, attitude and values necessary to make decisions about clean and green India which affect the quality of life of their family and the society at large. Clean and green India educational programme helps one to think in terms of actions to be taken.

• Every language is meant for communication either oral or written. If any language does not help in communication, that language will die a natural death. English is a living language in this world.

• The questions set in the examinations generally aims at testing the cramming power of students. There are no examinations for testing aural comprehension and speaking ability of the pupils.

• Some English teachers openly admit their incompetency in the language. They should not lose courage, confidence. They should try to accept the reality that English language is about communication and not for perfection.
• If the linguist i.e. English teacher wants his/her pupils to improve language he/she need
to commit himself/herself to English communication in the class.
• The students do not get sufficient practice in reading and speaking the language.
Cramming should be discouraged.
• Most of our students do not have either oral or written communication ability and even
the teachers fail to make them good communicators. It is not enough if one has good
knowledge of a particular subject. He/she should also possess good command over the
language in which he has to.
• Language laboratory is very essential for training of teachers and students of English.
Teachers are expected to teach correct pronunciation to students. Language laboratory
is not found in any of these colleges.
• Most of our students fail in the examination because they are poor in written
communication. In competitive examination also they do not fare well.
• Teaching is one of the most challenging professions in the worlds though the teacher
and his/her clients are not directly involved in any kind of monetary transactions, they
contribute to the country in a major fashion.
• Communicating with a positive purpose nurtures a constructive emotional environment
where people are happier, more industrious and more likely to excel. Commitment is
the most important ingredient for success. It is about

following dream to make it happen. Our commitment encourages us to move on and to
overcome obstacles on the way to success and excellence.

The honest and sincere effort to master good English language communication leads to
the proper accomplishment and success. When one learns from the mistakes, he/she is on the
right track to success and excellence. A nation’s greatness depends on the competence,
commitment and character of its teachers. English language communication in classroom
teaching must reach the students in the right perspective. Therefore the teacher need to
promote implementation of communicative teaching approach in the classroom. In classroom
communication listening to students is very important. The teacher who is a good listener allows others to speak and gather useful information for further communication. The teacher should encourage students’ to talk openly and honestly, comfortable eye contact is also necessary. A good teacher should realize that time is precious and he/she has responsibility to the subject i.e., English language. A student lacking in communication skills often recall nostalgic experiences in his/her group or organization and may make colloquial presentations because he/she may not be fully conversant in any language.

The English teacher should motivate every learner of the class to take active participation in the classroom proceedings. He/she must keep an up-to-date record on the steady progress made by each learner. The common errors in English language communication made by the students in the different usages of the same word should be cured by various techniques. Listening is a very important component of communication process. Developing cordial atmosphere in the classroom is extremely important. The teacher should develop integrity so that the pupils willingly listen to him/her.

The teacher should convey facts, ideas, emotions, feelings in an understandable language. Language used by the teacher in the classroom should be simple and easy to comprehend. He/she should not allow students mind wander and think on some other topic. The students don’t have patience and power to listen, to understand unnecessary words and vocabulary talent of the teacher. He/she should draw the attention of the students and make them interested in the class. He/she should always give the message that is believable, convincing and realistic. He/she should always talk about facts and not about imaginary information. The classroom interaction should not be traditional. The traditional English language classroom environment has the teacher constantly at the blackboard and perhaps occasionally peering over the shoulder of the student to criticize him/her. Students who have so much difficulty with their communication skills in English may not function effectively. Therefore the linguists need to communicate constantly with the students. He/she should make students confident, satisfied with their communicative competence. Every year the teacher should be given in depth in-service training of not less than a week’s duration
which would give him/her an insight into the additions to knowledge and other changes that have taken place in English, and the latest methods and techniques of teaching.

It is a language ‘On Demand’. Method was less important than the teachers’ competence which in turn depended very much on the teachers’ belief and confidence in what he/she was doing. Every English teacher should become professional in the real sense of the world. They should cultivate the habits of reading to update their knowledge in English subjects. The teacher should always teach students entirely in English, even when the teacher speaks the local language fluently. This will help pupils tremendously as they are forced to communicate in English with an actual human being rather than see it as a set of rules. Doing this involves effort from both the sender of the message (teacher) and students. In fact communication is only successful when both the sender and receiver understand the same information as a result of the communication. It is suggested that teachers should frequently communicate in English to individual student in order to make the language effective and help excel students’ academic performance. Colleges should be equipped with good libraries, laboratories, modern scientific gadgets, teaching aids, competent staff to help teachers in using these aids to make teaching more effective.

Communication is the essential component in the operation of global organization. The availability of electronic, oral media like voice mail, audio tape, video tape, teleconferencing, videoconferencing and written media like e-mail, fax, computer, conferencing and websites can able to achieve speed and reach in communicating with others. The teacher should pay more attention to provide correct type of pronunciation and speech habits. Audio-visual aids can be very well be utilized to teach various aspects of communication. The teacher should design and focus programmes on pronunciation, vocabulary enrichment, conversation and focussed programmes on pronunciation, vocabulary enrichment, conversation style interviews, plays, debates, quiz and other competition in English. The programmes of various ELT topics can be stored and used according to the needs of students. The English teacher has to make use of the growing technology. Teaching
aids make learning interesting, participatory and competency oriented. Students in the college should be taught how to teach themselves through the use of teaching aids. The teacher should make the teaching aids as an integral part of teaching. Institutes of English and the state institutes of education prepare and broadcast very useful programmes on teaching English and other subjects. These programmes improve listeners’ comprehension skills. The English teacher should help students if he/she prepares students for listening and arrange for discussion after viewing. Teaching and learning aids make students talk, read, and write about what they see and listen to. Technology has developed beyond human estimation and these innovations have taken shape to bring about in the field of education. Visual and auditory aids help learners in enriching their language experiences in extending meaning, in understanding concepts, remembering facts, forming language habits by reception, acquire competencies required for effective communication. The English language teacher himself/herself should prepare the language curriculum according to the needs and gaps of the students. This aspect appears to be a very unique practice in English language teaching. The wealth of language is understood in terms of its vocabulary so is the communication of the individual. The students need to enrich vocabulary. Effective teachers have molded the lives of their students. Language enriches individuals and society enriches language. They are naturally interrelated. The teacher and students should have love for English language. The study also provides a range of practical recommendations for the faculty deans, senior managers at higher educational institutions, ministry educators and policy-makers to help ensure the success in implementing this approach in higher educational institutions. When an English teacher communicates in class he/she should think about what he/she wants to say and what pupils feel when he/she says. He/she should be clear about the message so that the students listen to it accurately and understand what he/she means. The teacher should share positive feelings with students such as what he/she appreciates and admires about them and how important students are to the English teacher. The body posture, tone of voice and the expression on the face all should convey the message. Body language should reflect what she/he is saying. Major objective of teaching English in our classrooms that is to help students to become competent users of English at speaking,
reading and writing levels should be observed. Linguistic competence is the knowledge of a particular language, by virtue of which those who possess it are able to produce and understand utterances in those languages. Capacity of students can be described to possess cognitive based competencies and the development of appropriate communicative ability having sufficient vocabulary. Desire to communicate is another factor affecting performance. Students look upon teachers and for help at every step of learning communication. All the 40 linguists can become a powerful force to contribute to the development of English language communication, only such sort of honest and sincere efforts in our colleges can make a better instrument of the personality development of students in the days to come.

The English teacher should know teaching, learning and evaluation are closely related. Effective learning of English communication depends on the teacher effectiveness and student motivation. The teacher may be sincere but sincerity alone will not help, the teacher should be professionally trained to the job entrusted to him. The institutions should make ensure that the teachers of English possess a good command of English. They should be encouraged to read journals of English language teaching. The students’ progress in learning should be periodically evaluated by tests and many other evaluative devices. There should be subject experts at the district level to provide guidance to the teachers of English. The best teachers of English should be entrusted with responsibility of teaching the beginners in language. Credibility of linguists depends upon expertise and trustworthiness. Linguists must always speak realities and provide opportunities for participation and playback. Content determines students vice versa linguists must decide the content. Linguists’ communication must be clear and understandable to students. Linguists’ communication must be consistent over a period of time. The linguists must use the channels respected by the audience. The students must have capacity to listen, to understand, to accept and to interpret properly, otherwise linguists must develop these qualities among students.
CONCLUSION

A language is a cluster of skills. Language learning much depends upon acquiring some abilities which are in turn called skills. It is learnt by effective learning and systematic practice. A language is learnt by practice and not by studying words from a dictionary or by learning the various rules which govern it. Schools and colleges impart English education to students as a first or second language and use it for different purposes.

A language is basically speech. English has many peculiar features. It has no one to one correspondence between the sounds and the symbols which we use to represent such sounds. Therefore listening to good English is the starting point. Many students get frightened, thinking that English is a difficult language. There is a need changing our attitude towards English and the process of teaching or learning the language.

We live in a competitive world where excel or exit has become the slogan of the day. To a great extent excellence can be achieved by mastery over language. The first stage in
learning and mastering English is careful listening. For meaningful listening the spoken word should be uttered clearly, slowly and meaningfully. That means that the speaker should use it effectively. The linguist should know exactly what he/she is hoping to achieve, as it is in all great undertakings. If this can be clearly seen then the best way of getting to work usually becomes evident. Each of the language skills has its own importance. No skill can be ignored.

Some people say that as English to be taught in India as a library language, we need not pay much attention to the skill of speaking. This is however a wrong notion. The linguist i.e., English teacher should remember that for the teaching of each skill, a separate technique is required. The skill of speaking has to be taught according to the modern techniques of teaching a language even if our ultimate aim is to teach the language for reading purposes, we have to develop the skill of speaking. Listening and speaking skills are the foundations of learning good English. English language should be taught in a natural setting. It is in the sense that the linguist i.e., English teacher creates natural atmosphere as the learner finds it with his mother tongue.

English has come to study in our country for historical reasons. It has become an all important link language of India. During the last one decade India has emerged as one among the very few leading nations in the world in the field of information technology. English is the language of globalization and it does not mean anything except a tool to learn in global village. It is significant not only as a medium of instruction or a means of communication, but also a determinant of access. Command over English language is perhaps the most important determinant of access to higher education, employment possibilities and social opportunities.

There are many languages in the world, but none of them have more impact than the English language. English came to India about two centuries ago. The East India Company introduced this language here. It is a language which is important, useful and helpful for every citizen in today’s world. It is also one of the most popular languages of India and one of the options to eliminate language barriers. English language can be mastered only by practice and with such command one can communicate with others on any level. Today English is a compulsory language in some states, taught from class 1 while it is an optional subject in
some other states. Schools and colleges impart English education to students as a first or second language and use it for different purposes.

A language class promotes the perfect understanding between the teacher and the student. It has immense potential to make a man good and noble or bad and ignoble. Students gain confidence and overcome their inhibitions and begin to interact. The first step is to enthrall the students and tune their wavelength to keep them receptive. Everyone needs English today.

If the teacher uses English most of the time, it will give students practice in listening and responding to spoken English. This will help students pick up words and expressions beyond the language of the textbook. In the lesson itself the language used is often unnatural and artificial. But situations that occur in the classroom give an opportunity for real, natural language to be used. If the teacher uses English real things to the class, it will give the students the feeling that English is real language which is used for communication and not just a language that belongs to the textbook.

Unfortunately English is not taught effectively in most of the schools and colleges. Most of the teachers cannot cope with the diverse expectations of parents and learners and as a result English is taught in the most unscientific way. The linguist i.e., English teachers need some help to realize the enormity of the situation and the steps they have to take to update their knowledge and skills as teachers. Teaching English in our classroom is both challenging and rewarding. One has to teach English under difficult situations. It is important not to forget the purpose of teaching which is to enable students to learn, although the teachers’ behavior is important. He/she should facilitate the English learner to develop strong speech habits. Audio visual aids or teaching learning materials can be very well be utilized to teach various aspects of communication.

In India we teach English as a second language and that means that we use it for different purposes. For internal communication, translation or for the purposes of conveying messages. If we want to be effective speakers and communicators, we have to master English
to a reasonable degree of proficiency. English is used as a language of communication in over a hundred and fifty countries. Being a living language it is challenging all the time. A language is basically a speech. We learn a language by using it at the spoken level to begin with. When language was first invented it was realized in the form of speech. Language consists of a number of elements meaning of an utterance is conveyed not just by the words they contain the uses of a number of extra-linguistic features make speech meaningful and interesting. Only then it acquires the power to entertain and sell. When these features appear in speech, appropriate places in a flow of speech, they contribute to effective communication. Therefore

mastery over the sound system, grammar and extra linguistic features in the basis of one’s mastery over the language.

A variety of listening activities will make learning purposeful and useful. This is followed by practice. Practice should always be meaningful. English is a rhythmic language and for the sake of imagined clarity rhythm should not be sacrificed. In most cases, in our schools and colleges learners are exposed to an hour of bad English every day. If the learners have to learn good English, what they learn within the four walls of the classroom has to be supplemented. The linguist i.e., English teacher should make use of as many of these sources as possible. Teaching learning materials provide variety and sustain learning. The linguist should have a balanced view on language as they are tools of communication.

Man invented language for purposes of communication. Communicative competence is mastered only by constant and meaningful use of language. While teaching the linguist’s i.e., English teacher’s prime concern should be to provide students a communicative environment and this would help them, acquire the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentence but also to know the contexts in which to use these sentences. The knowledge of social setting, the relationship between speakers, and the type of language to be used are given greater importance.

Research studies conducted in the past reported that there are several problems noticed for globalization of university education system. Among them communication problems at
classroom teaching is considered important under present situation. Further, experience in the past indicated that in spite of the increasing importance placed on communication skills, many individuals continue to struggle with this, unable to communicate their thoughts and ideas effectively, whether in verbal or written format. Students do not show the desired response after the message has been communicated to them at classroom teaching. This is because always something that can stand between teacher and the students’ communication prevents the easy and complete transfer of information. Hence, teacher must be able to trace out where these blocks are and correct them. This is what we call problems in communication at classroom teaching. However, many types of communication problems have been observed at classroom teaching in different colleges of Dakshina Kannada district of Karnataka state. (1) Difference in perception of students i.e., there will be considerable difference observed among two students. It is based on experience, values, attitudes, expectations, emotional state etc. thinking pattern or perception which differs. (2) Lack of empathy and students understanding i.e., The understanding speed of students’ is low resulting in a problem. Students may not think far into the future as teachers do. But the students may have a deep rooted feeling. Hence it is important to see the students’ point of view. (3) Prejudices and not listening properly i.e., Dislikes or prejudice influence communication. So unnecessary information should be ignored, when students are not listening, no desire to listen, seeming to listen, and listener student may be thinking something else. This occurs to us communication block at classroom teaching. (4) Information insufficient or overload i.e., sometimes a teacher fails to provide complete information to students. This happens when it has been taken for granted. The teacher feels that the students already know these things. To overcome this teacher must ask himself/herself and put himself/herself in the position of a student. However, when information provided in detail covering all aspects of a subject without thinking whether it is needed or not becomes problem to the student, because he/she needs both time and energy. Hence, good advice for the teacher to communicate is to decide what he/she wants to say. He/she should provide all the necessary communicative experience to the students. (5) Beliefs and over confidence i.e., Strong block against communication is belief. To overcome
this teacher should use tact whenever message has to go against students’ beliefs and shape
the information in such a manner that it will not hurt students. The teacher should find out
what to communicate in a classroom that will be quickly and clearly understood and further to
avoid over confidence (6) Physical environment and language i.e., Noise can cause
distraction. Whispers and movements of people can cause noise. Language or code becomes a
problem in communication if the teacher and the student do not
understand each other’s language. (7) Over confidence, egoism and ignoring student leader
i.e., the barriers come from within an individual, inner works of his/her mind and conflicting
feelings. Such a person will not listen to others. The student leader in a classroom exerts a
certain influence over others. The teacher should not ignore them. If students are not given
attention automatically problem starts. A language must be experienced. The language must
be experienced before it can become a part of persons being. It is a great challenge as a
language teacher, to try to give students various kinds of opportunities to live the language.
English is the world’s most common language. Effective communication is essential for the
success of society and students individually. Linguists are the source of learning, inspiration
and recreation. Language teaching is based on a view of English language as communication.
Language is recognized as a viable model for learning and teaching. Communication is not
merely transmission of meaning from one person to another through symbols. It implies that
the system of communication is commonly owned, accepted and recognized by the teachers
and students of college. It enables them to acquire, exchange, store, retrieve and process
information. Social advancement has to be matched with the development of efficient
techniques of communication to sustain the tempo of growth. In modern professional
organizations/college/university a great deal of importance is therefore attached to devising
and maintaining an efficient system of communication. Linguists i.e., English teachers play
dominant role for effective learning by the students in classroom teaching. Effective
communication in the classroom teaching depends upon several factors like (a) The linguist
i.e. the teacher (b) The learner (c) Teaching materials, equipments and methods used (d)
Subject matter (e) Physical facilities. All these elements are very important for effective
learning by the students.
Effective communication depends on **credibility** of professional to communicate, **content** of the subject matter, **context** of the situation, **clarity** of the material, **consistency** of lecturing, the **channels** used to communicate, and **capability** of students.

**Credibility:** Credibility of linguists depends on expertise and trustworthiness. The linguist i.e., English teacher should have good credibility of his/her subject. A credible teacher is a good communicator. He/she should be a trustworthy man/woman, knowledgeable, compassionate, considerate, caring and loving.

**Context:** Linguists must speak always the realities of situation and provide opportunities for participation and playback. He/she should take into consideration the context in which he/she teaches a particular topic. All the examples and use of teaching and learning materials should be taken into consideration the content in which they are used.

**Content:** Content determines students vice versa linguists must decide the content looking to audience. The content knowledge of the teacher should be sufficiently good because the content he/she teaches to the students make them proficient in all the four skills of language learning.

**Clarity:** Linguists’ communication must be clear and understandable to students. The linguist i.e., English teacher should be very clear in his/her language use in the classroom and also the subject which he/she teaches in the classroom. Unless he/she has clarity in his/her own thinking, his/her teaching may not be fruitful. If the teacher is clear in his/her teaching the students will also be clear in their learning.

**Consistency:** Linguists communication must be consistent over a period of time. Teaching should always be consistent. A teacher should be consistent in teaching a particular subject. If his/her teaching is full of inconsistencies then the students will be confused. He/se should not say one thing at one time and another thing another time.
**Channel:** The Linguists’ must use the channels respected by students. The teacher should adopt appropriate channel for making his/her teaching interesting. Teaching does not mean only speaking in the classroom. The teacher should make use of all the means/channels available to make the topic interesting and to make the students keep in memory whatever is being taught.

**Capability:** The students must have capability to listen, to understand, to accept and to interpret properly, otherwise linguists must develop these qualities among students. The teacher of English must be capable in all aspects of teaching. He/she must be capable in the language use. The activities he/she does or makes the students do in the understanding of the student in the use or right kind of teaching learning materials and showing good temperament in the classrooms. All these seven concepts must be kept in mind by the linguist i.e., English teacher and he/she should develop proper attitudes in his/her professional work.