ABSTRACT

INTRODUCTION

The significance of the study is to throw light on the present day status of English and need of improving the same for the benefit of our educated youths. The theory highlights the poor situation in which English is being taught in schools and colleges. Though we want to reap all the benefits of knowledge of English by making our youngsters well educated and employable, we find that a larger number of our youngsters studying in our colleges though intelligent are not able to make proper advance in the field of higher studies. This is mainly because they do not have good knowledge of English. Our graduates cut sorry figures whenever they are interviewed for jobs or in any competitive examinations. Whereas those who have good command over English, though lacking good knowledge of the subject get on well in this type of interviews. So in the present day world those who possess good knowledge of English may progress in their life. The purpose of this theory is to find out why we have poor English knowledge and how to improve the present status of English. The investigator has found out many of the defects and shortcomings of teaching English in our schools and colleges and how to improve it by giving more attention towards making our youngsters achieve progress in the study of English. This will help not only the teacher community but also universities and the government in giving more attention towards teaching of English.

REVIEW OF LITERATURE

In the present chapter the researcher has studied reviewed related books and articles published in international and national journals as secondary data to draw final conclusions and suggestions of the present study.
RESEARCH METHOD DESIGN

The topic of research for the present study is ROLE OF LINGUISTS FOR EFFECTIVE COMMUNICATION IN CLASSROOM TEACHING: With special reference to Dakshina Kannada District of Karnataka State.

According to the objectives of the study, to collect data a **questionnaire** was mainly used. This tool was developed in English by the investigator himself. Adequacy, reliability and validity of this tool was tested by getting the tool thoroughly checked then, on the basis of the suggestions given by the experts, certain modifications were instituted in the tool and the tool was utilized for data collection, data that were got in the field survey have been analyzed both quantitatively and qualitatively. Data has been presented in the form of tables and diagrams. Valuable conclusions are drawn based on the data collected. The analysis and discussion presented in the subsequent chapters.

OBJECTIVES OF THE STUDY

Objectives of the study provide a direction to the study for the complete scientific study of the present work. The present research study had addressed itself to the following objectives. The various objectives of the study are as follows.

1. To study the credibility of linguists in classroom teaching,
2. To examine the linguists context in classroom teaching,
3. To ascertain the content taught in classroom teaching by linguists,
4. To look for linguists teaching clarity in classroom teaching,
5. To review the linguists consistency in classroom teaching,
6. To enlist the channels used by linguists in classroom teaching,
7. To know the capability of students by linguists in classroom teaching.

DAKSHINA KANNADA DISTRICT

On the western coast of India, juxtaposes between Arabian Sea and the Western Ghats, a unique piece of land exists in the Karnataka State of India that is popularly
known as Dakshina Kannada district. The land of Dakshina Kannada is fertile, farmers here grow three crops a year. The people of this land have been very enterprising and adventurous. Business exports and ship building are the forte of Dakshina Kannada. The linguistic and communal harmony of the land has drawn its inspiration from the rich cultural heritage of the land. Hindu, Muslim, Christian, and Jain communities have made significant and substantial contributions in the field of medicine and education in this part of the country. The modern district of Dakshina Kannada has seen great strides in industrialization. Banking has been a favorite enterprise of the people of the Dakshina Kannada apart from education. The district is well-known for different type of houses built; one can see red clay roof tiles here. Cashew trees grow in plenty; people export its products to other countries. Dakshinsa Kanada district now consists of 5 taluks, viz., Mangalore, Bantwal, Belthangady, Puttur and Sullia. Mangalore, Bantwal, Vittal, Puttur, Sullia, Moobbidri, Kadaba, Suratkal, Mulki, Venoor, Dharmastala, Subramanya are the important towns in Dakshina Kannada district. The temperature in the district generally varies from 27°C to 34°C and the average rainfall ranges from 250 cms to 500 cms. The total population of Dakshina Kannada is 2,089,649 (according to 2011 census) with an area of 4,866 sq.km, and a population density of 390 persons per square kilometre. There are 354 villages in the district. The people of this taluk speak kannada, tulu, konkani, urdu and byari languages. Though the regional language of region is kannada language, kannada, tulu, konkani, urdu and byari speaking people are equal in number. Further a small number of malayalam speaking people are also there, since Dakshina Kannada district borders Kasragod district of Kerala state. Yakshagana,

Bhutada kola and Kambala are the important cultural activities of this district. Dakshina Kannada district in Karnataka is considered as an advanced district as per as educational development concerned. A number of reputed institutions are present in Dakshina Kannada District. A large number of people have studied in these institutions have contributed significantly to the field of education both within the country and outside. To have excellence in the field of education all kinds of facilities are essential. In the year 1836, Basel Missionaries started the first primary school at Mangalore. Again in the year 1860, the first government high school was started at Mangalore. Now there are colleges in Dakshina Kannada district.
A LINGUIST

A linguist is a teacher who teaches English language in classroom teaching. English language teacher has a unique role to play in teaching and learning process. He/she facilitates the learner to learn the language in several ways. The performance of the English language learner at the college level has a direct bearing on the quality of learning.

The English teacher must have adequate knowledge in learner’s psychology and its related aspects such as entry behavior of the learner, learner strategies, learning climate, learning experiences, and pace of learning English language. Hence the linguist i.e., English teacher must equip himself/herself not only to understand the learner but also to provide adequate learning experiences in learning of English language. The linguist must make the topic of teaching interesting so that the students listen to what is being communicated attentively. The linguist should also the students participate in the communication process. He/she should teach English to the students in such a way that students must be made eager to know more about which is being communicated by the teacher.

A good English teacher must be well equipped with the knowledge and skills required for teaching English. But the present university education does not really prepare teachers of this kind. A student in the post graduation level studies English literature in the two years course. But practically he/she is expected to teach language in the classrooms. The required skills and competence like in depth knowledge of English language, grammar, syntax, phonetics is not taught to the potential teachers at the post graduate level. They need to be trained in these aspects so that English teachers acquire the competencies of especially qualified linguists.

EFFECTIVE COMMUNICATION

Effective communication means the receivers receives the material communicated and suitably reciprocate. Communication from the teacher to student is not merely transfer of meaning from teacher to student in classroom teaching but also understandable and acceptable by students. The success of a teacher depends on how he/she is able to communicate effectively to the students. Involving students in classroom activities will enable them to get interact positively among themselves as well as with the teacher. Group
discussions on relevant topics will help students to develop their communication skills which in turn will instill confidence in them to face the world. Language is a means of communicating thoughts and feelings, though not the only means. Communicative aspect of a language is very important, without it a language cannot be called a language. In the prehistoric days, signals made by various body parts were used for communication, afterwards signals were used. Then cries, gestures etc., were used gradually speech sounds were developed and language came into use for the purpose of communication.

CLASSROOM TEACHING

Classroom teaching means teaching a particular subject to the students so that each student should take active interest in the teaching and the teacher's role is to make the student learn himself/herself and help him/her in that learning. The teacher's role in the classroom acts as a facilitator or instructor, who guides the students, manages their activities, and directs their learning process in order to develop their language skills learner-centered and experience-based view of second language teaching. The behaviour and classroom participation of teachers and students play an important role in the successful implementation of communicative language teaching.

ANALYSIS OF THE FINDINGS

In this chapter the researcher has tabulated and interpreted the primary data collected from linguists i.e., 40 English lectures and 400 students to draw final conclusions of the study. 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 i.e., respondent teachers,

(a) A majority of (98.21%) the linguists opined that the credibility of linguists in classroom teaching is a relevant point.
(b) Most of the linguists (97.85%) have agreed that content is quite relevant from the point of view of communication.
(c) A majority (95.35%) of the lecturers have given the opinion that context is also relevant point to be considered in English language communication in classroom teaching.
(d) A good percentage (98.21%) of linguists agreed that clarity is the most relevant aspect from the view of communication in classroom teaching.
(e) A good number (96.06%) of linguists 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 (96.42%) of linguists 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 (respondent 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,

(a). Most of the (95%) students have opined that the credibility of linguists in classroom teaching is a relevant point to be considered.
(b). Most of the (94%) students except a few have agreed that content is quite relevant from the point of view of communication
(c). A majority of the (88%) students have given the opinion that context is also relevant point to be considered in English language communication in classroom teaching.
(d). A good percentage (93%) of students agreed that clarity is the most relevant.
(e). 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.

(f). A good percentage (65%) has opined that the channels are the most relevant and only 10 to 20% students have remarked that they are not relevant.

(g). Most of them (92%) opined that 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.

**SUMMARY OF THE MAJOR RESEARCH FINDINGS**

- It is proven beyond doubt that a successful linguist i.e., English 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 linguist i.e., English 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/her and allow themselves to be guided by him/her.

- 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.

• The English teacher should create a very good and humane learning climate in the classroom. And learners must feel that they are at home in the class. They should feel the excitement of learning.

• He/she must make his/her teaching of English very interesting with the help of teaching learning materials and gadgets.

• Teaching learning materials used by the teacher will reinforce or strengthen their learning. They make leaning any topic permanent.

• 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 his/her personality 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 U K 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, and 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 the investigator’s 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 colleges 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/her 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 efforts 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 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 up-date 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.

**CONCLUSION**

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 class room 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/she 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.