ROLE OF LINGUISTS FOR EFFECTIVE COMMUNICATION IN CLASSROOM TEACHING

1.1 INTRODUCTION

English is the world’s most common language. It is a common language in which we can find all the advance knowledge in all fields. It is considered as an international language. 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. It is taught both as a first language and second language at the school level. English is one of the options to eliminate language barriers. The teacher who has a proper vision really understands the value of communication in the entire life of an individual. Good communication is essential for the success of society and of people individually.

Effective communication is a learned skill. Almost all people engage in communication on a daily basis. Everyone anticipates developing strong interpersonal skills which requires constant practice as well as patience. If individuals want to have good personal and professional relationships good communication techniques are to be adopted.

Linguists are the source of learning, inspiration and recreation. Language teaching is based on the view of language as communication tool. That is, language is seen as a social tool that speakers use to impart meaning from the communicator to the communicate about something to someone for some purpose either orally or in writing. Diversity is recognized and accepted as a part of language development and use in users as it is with first language users.

A learner’s ability is measured in relative; language is recognized as a viable model for learning and teaching. Culture is recognized as instrumental in shaping speakers’ communicative competence in both their first and subsequent languages. No single methodology or fixed set of techniques is prescribed. Language use is recognized as serving ideational,
Interpersonal and textual functions and is related to the development of learner competence in each. Academic institutions are the places where good speech is heard.

English language can be mastered only by practice and with such command one can communicate with others on any level. Mostly listening and speaking improves one’s command over English language. Listening to English and trying to speak English regularly helps one to know how to use the language, where to use each word and how to use it correctly.

1.2 IMPORTANCE OF ENGLISH LANGUAGE

There are many languages in the world, but none of them have more impact than the English language. It has made much progress in the field of technical knowledge and so in almost all parts of the world. It is being learnt for the sake of technical knowledge and employment opportunities.

English is an amazing language, and it is beautiful. The sheer amounts of people who speak it are breathtaking, and there are many countries that teach the global language of communication in primary schools. English is a unique gift to us from the British. It is a world language today. No language can be compared with English in popularity and the number of countries in which it is spoken, written or read. It has almost become the language of our country.

We are united because of English. We did not possess a common language to unite India as one country before the advent of British. When British came to India they introduced English. Even our leaders of freedom movement who were able to unite India because of English. It is one of the languages accepted by the constitution of India. We need it for different purposes. English has a special status in India. Apart from having a place in the public institutions of the country like the parliament, the law courts, broadcasting, education and the press, English has become an essential tool in our daily life.

India ranks third in the world after the U.S and the U.K in using English as a spoken language. After Hindi, English is the most commonly spoken language in India. English is the
Language of business, technology, commerce, and research. It serves as a link language between the centre and the states and between India and the rest of the world.

English came to India about two centuries ago. The East India Company introduced this language here. Later it shaped the political, administrative and economic life of the country in several far reaching ways unforeseen by the reformers themselves. English was introduced at all stages of education and it was made the medium of instruction for all subjects at schools and colleges. Many of our teachers and professors mastered the language and taught it effectively.

English education was considered the gateway for jobs. English acquired great prestige in Indian society. Even the English were surprised at their brilliant achievement. English education helped the growth of nationalism and political institutions in the country, which in turn helped accelerating the pace of our freedom movement to a great extent. It is through English that we have shared the wisdom of the West and that the West has shared with us our intellectual and spiritual heritage.

Through this we have enjoyed John Stuart Mill, Burke, Lincoln, Carlyle, and Ruskin and have been made conscious of our political subjection. Through this our prodigies like Ramanujan, J.C. Bose, Raman and Bhaba got world recognition. According to C. Rajagopalachary, English was a gift from Goddess Saraswathi to India.

Today English is a compulsory language in some states, taught from class 1 while it is an optional subject in some other states. It is the medium of instruction in professional colleges and universities. We have seen commissions and committees appointed to suggest reforms in education and their recommendations throw valuable light on the status of English and its teaching in India.

The Radhakrishnan Commission (1948) recommended that English be studied in high schools and universities in order that we may keep in touch with the living streams of every growing knowledge. The Lakshmana Swamy Mudaliyar Commission (1952-53) stressed the importance of dynamic method of teaching all subjects including English. Kothari Commission (1964-66) brought to the fore the concept of English as a library language. The Society today wants English and it is the medium of instruction in a large number of schools across the country.
The point whether we can retain English in India has been in discussion for quite a long time and a categorical answer to it is not easy to come by, because the question assumes many dimensions as we go deep into its various layers of implications. As things stand at present for its retention in our policy appear more and stronger than the ones that may be adduced against its continuation.

It is said that three books are produced every second in English language, on various aspects of life and knowledge. Nearly sixty per cent of the world’s knowledge is available in English. English is the medium of communication in conferences relating to science and technology. It is also the language of international seminars and conferences and negotiations. Though some leaders use their own languages in such places they have interpreters to help communication between them. Thus English occupies a place of pride among other languages of the world. It would take impractically long time to get all the knowledge that is present in English language. To percolate to us through our mother tongues. In India we do not have such a machinery to siphon in knowledge directly from English.

With this objective in view, the national policy on education 1986 called “English the library language” and gave it the status of a second language. But we have not been able to reap the benefit from such a rich language even though it has been taught in our schools. Governments want to make every child a good communicator in English so that they do not lag behind others in the race for progress. But they lack the necessary vision and the political will. They always consider problems rather than looking out for solutions.

Governments device plans to produce good teachers of English is not as easy as it appears on the surface. As it obtains today, English teaching at all levels is in improper hands. At the elementary and the secondary levels, those who are entrusted with teaching it do not know it as a language. Those who teach at the college levels have studied most of them, literature of English and are ill equipped to teach the skills of English.

As a result, today’s educated youth fail miserably in the competitive world of employment. Only those who can communicate well in English can hope to thrive in the rat race for success. This has given rise to quacks that make a lot of money posing to teach ‘spoken English.’ There are a few who, on the ground that English is a colonial
hangover, want to dispense with it and give the prime place to the mother tongue/ regional language as the medium of expression, certainty culture and preserver of heritage.

English must be utilized as a language of comprehension and get our mother tongues enriched with its vast possibilities and richness. English is undoubtedly one of the richest languages of the world. If we discontinue its study it will mean that we will deprive our people of the rich treasure of knowledge that lies in English. Moreover the continuation of English will enrich rather than impoverish our own languages.

A language grows and prospers only in association with other languages. English has proved to be one of the richest languages because it has enjoyed association with a number of languages of the world. In fact all those languages which were spoken in British colonies contributed to the enrichment of English language. In view of recent spurt of English medium schools and the craze for English medium education we are faced with the loss of our roots, which is going to prove dangerous in the long run, producing only second rate individuals.

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.

1.2.1 ENGLISH LANGUAGE COMMUNICATION

Man has invented language for purposes of communication. Today English language is one of the most prized possessions of man. It is a living thing. The word ‘Communication’ is derived from the Latin term “Communicare” or “Communico”, both of which mean to share.

But 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 members of a community. It enables them to acquire, exchange, store, retrieve and process information.

Effective communication combines a set of skills including non-verbal communication, attentive listening, the ability to manage stress, and the capacity to
recognize and understand our own emotions and those of the person we are communicating with. When Proficiency of a person in English Language is high, it will definitely affect and improve the academic performance in rest of the subjects. Fluency in speech, proper knowledge of sentence structure, confidence in public speaking will make people able to keep their pace with the developing world. It will help in raising the standards of English as a language at the college level. Teachers in schools and colleges will do a better job if they communicate well with their students. Good communication skills certainly improve one’s interaction at home, work, and in social situations by deepening our associations to others and improving team work, decision making and problem solving. It makes us to exchange a few words even negative or difficult messages without creating difference or destroying reliance.

Students have a purpose in their life. They go to college everyday to carry out the purpose. They gain a lot by doing so. Learning is a never ending process in one’s life. They learn by reading, writing, group discussion etc. Every student and teacher should follow natural process of learning the language. The more the students communicate with the teachers and with each other in English, the more comfortable they will become with it. The most successful communication when successfully executed can lead to the most unlikely and profound connection with someone.

The students need a model of a confident ESL speaker to inspire confidence in themselves. Students should not find difficulties in learning. If they find any difficulty in learning English they must try to learn the language systematically. They must master the language in many ways otherwise they will not be able to function effectively. Nevertheless, where the proficiency in English is lacking in any academic setting, it will definitely lower the academic performance of such students.

Communication is a motivating challenge when teachers make the effort to explore a variety of approaches in the classroom teaching. Teachers should put a lot of efforts to find out various techniques, ways, and approaches of teaching.

**Difference between knowing a language and knowing about a language**

Knowing a language and knowing about a language are not the same things. Knowing a language means mastery of basic speech sounds, grammatical patterns and essential vocabulary thorough basic skills. In other words knowing a language means the ability to use it.
A person knows about the language if he/she can recite its rules. Rightly it has been said, “Talking about the language does not know it. The linguists, the grammarian and the critics talk and write about the language, the student must learn to use it. “

Our first concern as English teachers is to enable the students to know the language. It is later on when they have known the language that we may tell them something about the language that is the grammatical rules.

**The learning of the mother tongue differs from learning the foreign language** in a number of ways. Some of these points of differences are the following.

1. **The learning of the mother tongue is a natural process:** The child has the strongest motivation to learn it. It is because he/she wants to express his/her needs and wants. If the child does not learn the mother tongue, he/she cannot adjust himself in society. On the other hand, learning a foreign language is an artificial process. Mostly the child has little motivation to learn it. The will to learn the foreign language is missing.

2. **The child learns the mother tongues in a natural environment:** He/she is surrounded by a number of teachers. His/her parents and relatives coax him/her to learn the language. He/she listens to the mother tongue most of his/her waking hours. The foreign language is taught in an artificial environment. More often than not the child’s only contact with the foreign language is in the classroom. There are a number of holidays in the school and the time devoted to the teaching of the foreign language is limited.

3. **The child learns the mother tongue in situations:** The grownups point to certain things and tell the child their names. The child listens to a lot of sentences in the mother tongue and he/she himself tries to imitate them. Thus he/she grasps the situation or concepts and the language simultaneously. When the child learns the mother tongue, his/her mind is clean slate and no other language is getting in the way. But when he/she learns the foreign language, his/her habits of the mother tongue interfere with the habits of the new language.

The way the child learns his/her mother tongue has certain lessons for the teaching of a foreign language. These lessons are as follows.

1. **Importance of motivation:** the child has the strongest urge to learn his mother tongue because he/she wants to express his/her needs and desires. Likewise the child
must be provided with some motivation to learn the foreign language. The pupils must know the benefits that from the he are going to reap from the study of the foreign language that is the value for employment, as a tool of knowledge etc. One of the ways of motivating the pupils is to impart them a feeling of achievement. The teacher can do so by making things easy for the pupils and providing those drills.

2. **Importance of maximum exposure:** the child is exposed to his/her mother tongue most of his/ her waking hours. He/ she have a number of teachers and there are no holidays. It may not be possible for us to increase the number of periods for the teaching of English, but the teacher of English must utilize properly the time devoted teaching of English. The teacher reduces the use of the mother tongue in an English classroom to the minimum.

3. **Importance of situational approach:** the child learns his/ her mother tongue in a appropriate situations. The teacher of the foreign language must create situations to teach it.

4. **Importance of imitation rather than rules:** the child learns the mother tongue through imitation and not by rules. The implication of this fact is that greater attention should be attached to teaching the foreign language rather than its rules that is its grammar. Formal grammar should be taught after about three years of teaching of English.

1.2.2 NEED OF ENGLISH IN A MULTILINGUAL SOCIETY

India is a multilingual country. She has several languages through which people communicate with one another. India does not have one language for the entire country. It is a multi state country. It is the history that made us learn English language compulsorily. Now we are not in a position to dispense with it. It is only language which links all the parts of India with all other nations of the world. India, as a proverb says, is a land of Turbans and Tongues. This statement means that India is a country of many languages. This is why English serves an effective instrument of inter-state communication. The following points go to prove this statement.

(a) There are as many as one hundred and seventy nine languages and dialects spoken in different parts and states of our country.
More over English has bought about a feeling of solidarity and a sense of common interest among the people of our country.

(c) It serves as a common medium of communication for a graduate of Karnataka, Rajasthan, Maharashtra, West-Bengal etc. for understanding his/her fellow men from other states.

There are twenty two official languages including Hindi and English. Hindi is our national language but it is yet to become the lingua franca (common language) of our Indian society. Hindi is more popular in the north Indian than in south India. It is very difficult to carry out the administration of the country in the absence of a common language. It is in this context the use of English language comes into picture. It has been serving Indian masses for almost two hundred years as a link language. Supposing there is an interstate conference on certain national issues like promotion of tourism, there are representatives from five different states, some from west Bengal, Kerala, Karnataka, Maharashtra and others from Punjab. How do they discuss the national issues? They discuss national issues in English.

Each state is banking upon its own language i.e., Malayalam in Kerala, Punjabi in Punjab, Bengali in Bengal and Kannada in Karnataka. Then how do they interact and sort out issues. It is possible only through a common language, with working knowledge of English they would be able to carry out the transactions. English is already known to most of the educated Indians. Hence there is no difficulty in using English. Educated Indians have kept their attachment to this language for over two centuries. It has been a part of the Indian culture that has come to stay for long, which is a composite multi dimensional entity. It is a product of the interaction of various cultural forces of within and outside India.

It was British commercial interests which made English language popular among different cross sections of the society. Then the upper class absorbed English out of the sheer need of time and later on it became a status symbol. With the passage of time, the English language carved for itself a permanent niche in Indian life. A section of Indian society almost considers English as a second mother tongue, late Dr. Radhakrishnan; the former President of India said “to reject English will amount to the wanton assassination of a valuable source of the world culture’.

It is because; English crept into every walk of life. It continues to be used with legal system, government administration, school and higher education, banking, media, tourism and business. There are certain newer areas of social, economic, science, and
technology where regional languages fall short and the growth of academic and economic activities would severely get affected in the absence of English language. Proficiency in English is the most challenging factor in today’s education.

1.3 LANGUAGE COMPONENTS

Human language has several components which are developed through several centuries. Language has been undergoing series of changes from time immemorial and speech is the dynamic side of language. English is one of the widely used languages of the world. It has some of the important components and they are as follows. They have been listed in the same way as they were evolved from time immemorial and they need to be read from bottom to top.

Sense
Paragraphs
Sentences
Clauses
Phrases-(Phraseology)
Words – (Morphology)
Symbols (Graphology)
Sounds (Phonology)

In addition to the above, there are several other components such as structures, spelling (Orthography) punctuations, pronunciation, hand writing, vocabulary, grammar, several components of oral expression and written expression. Language is a skill subject and its learning depends on the degree of acquisition of skills viz listening, speaking, reading and writing. All these skills are the components of English language. There are other components of language viz Dialects and register.

**Dialects:** A dialect is a regional form of a language: For example Kannada is the first language of the Karnataka State spoken by majority of the people. It is spoken differently by the people living in different regions within the state; For example Hubli- Dharwad
Kannada, Mangalore Kannada, Coorg Kannada and Gulbarga Kannada. Similarly English is spoken differently in different parts of U.K. for example Yorkshire English is different from Scottish English.

**Register:** Language register refers to a variety of language spoken by a certain group of people belonging to one profession. The group of words which are commonly used by people working in the same organization or a profession is called a register. For example department of judiciary uses terminology like suit, complaint, hearing, court fee, advocate, judgment plaintiff, defendant, Indian penal code (IPC) evidence, witness etc. all these expressions put together called is register. These type of expressions are not used elsewhere. It is something unique to one situation, similarly in hospitals, defense or educational institutions. Some of the words used in educational institutions are admission, laboratory. Books, assignment, and assignments.

### 1.4 COMMUNICATION SKILLS -A JOB REQUIREMENT

A study was conducted and the report of the study disclosed that the average person spends 80 per cent of their waking hours communicating with other people. A study published in the journal of employment counseling concluded employers certainly value communication abilities from their employees. Surveys conducted in American companies show that executives who are gifted with effective communication skills get more promotions than the others who are hardworking, capable of making sound decisions etc., This is because, an employee who is an effective communicator can convince others, win others heart and popularize his/her firm among its employees and public also.

Many books written on communication theories reveal that good communication is the cornerstone of a healthy, functional, and lasting interpersonal relationship. In the present competitive market, to survive one has to develop communication skills. Success in workplaces unlike the success in college is dependent mostly on team work, interpersonal relationships and communication skills. Giving or receiving specific information through spoken or written language is an important objective of communication. Teachers in schools and colleges need complete and accurate information in order to execute their assignment students also need necessary information to study properly.
Effective communication helps better understand a person or situation and enables one to resolve differences, build trust and respect, and create environments where creative ideas, problem solving, affection and caring can flourish. There are areas like personnel, public relations, marketing, sales, labour relations, they need extraordinary communication skills. Different professionals like Editors, writers, teachers, advocates, and researchers also need a highly developed talent to converse. When one is expected to make speeches, prepare pamphlets, brochures, souvenirs, and give interviews to project a favourable image of their organization good communication comes to his/her rescue.

There are thousands of job opportunities available to only those who have good communication skills in English, especially in the fields of software development and information technology. There is always demand for Indian professionals in gulf countries. One can think of seeking employment anywhere in the world if he/she has good knowledge of English. Hence, the students studying presently either at schools or colleges must have basic skills in English language which would enable them to get jobs not only within the country but also outside the country. It is well known that India is a home to a significant proportion of youth of the world today. All other countries are looking at us with renewed respect, recognizing a strong and prosperous global power in the world. As a source of talents at a low costs for their future super profits. Today’s students are tomorrow’s citizens. If a country wants to be an advanced country in all fields, it must first depend on its human resources. Modern business world is highly competitive. Every firm has to struggle hard to keep alive and thrive in the middle od cutthroat competition. Unless it develops a meaningful relationship with the society in various ways it cannot survive. Hence the importance of communication skills becomes highlighted. In order to impress its customers and also to attract more customers, a firm has to establish a public relations department, prepare public speeches; souvenirs etc. all this requires people with effective communication skills.

The capacity to speak efficiently has become a main job requirement. College life is a chief milestone in a student’s life and it can really facilitate to lead a better life. Educational institutions bring awareness to its students on the role time management plays in the success of students. After all, every student wants to perform well, score high and scale the heights.
1.5 THE FUTURE OF ENGLISH IN INDIA

English is the most important world language. No language is used as widely as English. The number of people who speak English now exceeds 400 million. In most of the developing countries in Asia and Africa, English is the medium of instruction. They also translate famous English books into their languages. They know that to the diffusion of knowledge and the progress of their countries in various fields.

English is indispensable; it provides the readiest access to the cream of world scholarship and to the bulk of world trade. English is a key which opens doors to scientific and technical knowledge. English can contribute directly to greater understanding among nations. English is one of the richest languages in the world. Its vocabulary is very large. About seventy percent of world literature is in English. Two thirds of the world’s correspondence is now written in English. One half of the world’s newspapers are printed in it.

For a country like India, English is indispensable. Ours is a developing country. It requires the latest developments in the fields of science and technology. To keep abreast of these developments one should be in touch with the English language.

1.6 ROLE OF A TEACHER IN CLASSROOM

Teaching English communication in classroom is both challenging and rewarding. One has to teach English under difficult situations. The linguist should always remember the purpose of teaching which is to enable students to learn, although the teachers’ behavior is important. Students will acquire linguistic skills if their teacher creates homely atmosphere where students will acquire skills without their knowledge. The Language class should promote the perfect understanding between the linguists and students, students gain confidence and overcome their inhibitions and begin to interact.

English is the language of globalization and it does not mean anything except a tool to learn in global village. Command over English language is perhaps the most important determinant of access to higher education, employment possibilities and social opportunities.
English has come to study in our country for historical reasons. It has become an all important link language in 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. Everyone needs English today. English is taught in all schools and colleges. It is the medium of instruction in more than 50% of our colleges.

English has come to study in our country for historical reasons. It has become an all important link language of India. 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 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.

The study highlights the fundamental principles and problems of teaching and learning English. As a second language approaches and techniques of teaching English effectively. In India we teach English as a second language and that means that we use it for different purposes. 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 Teacher is ready to sacrifice his/her energy and for a student irrespective of the fact that whether a student will make it or not. Students seldom see that if teachers who lay foundation who show us the right path and guide us to a bright future. They should understand the importance of teachers in their lives. Recent trends indicate that teachers may be replaced by technology. But a teacher is a million times better than technology for only a human being would understand the mind of a student while an inanimate object
will not be able to. Moreover, technology will provide only information while a teacher will provide the human touch that is so essential to mould well grounded personalities. The students should heed the advice of a teacher. Students should not read stories of success; they should read stories of failure. Because successful stories gives only message. Failure stories give new ideas to win. For every success of a person there will be a count less pain in the heart. And that pain makes him/her a successful person in life. Success is never achieved by the size of brain. It is always achieved by the size of confidence.

An average teacher informs, a good teacher inspires and a better teacher transforms. A real teacher melts with the process of imparting education and derives joy when the students exceed his/her expectations and excel themselves. An institution of higher education with such teachers can definitely create history and grow to greater heights nurtured by the hard work and dedication of its faculty. His/her lively personality has created a very pleasant and intimate atmosphere among his/her colleagues so that there was the smooth functioning of the department. Ones success as a leader will come not from what he/she does, but from the reflected glory of his/her team.

Imparting education is one of the greatest services provided by teachers. Teaching is a thankless job for sure. They soften the students to bring out their skills or improvise them, teaching good habits, attitudes and helping them to become excellent citizens. Sometimes students may feel shy or they may have some problems relating to their attitude. It becomes quite important for teachers to attend to these students personally and encourage them to overcome their disorders.

The lively and jovial atmosphere in the class and the students positive attitude towards the teacher and thereby towards his/her subject may to some extent help in generating a little interest in the minds’ of the students, but this very little will not be sufficient to motivate the students to excel.

Teachers can make a big difference to the life of a student if they are open and willing to make just a few changes in the way they work and think. It can be hard on teacher to meet the need of every student in the class for learning to take place, the environment in class need to be conducive for learning. As teachers the task of disciplining students become all the more challenging, it is prudent to use positive discipline techniques, patience, empathy, trust, understanding and respect as the foundations for instilling boundaries.
Language learning consists in mastering the four basic skills. The teacher has to ensure that all these skills are properly developed. No skill should be developed at the cost of others. Some teachers are in the habit of stressing speaking and ignore reading and writing. There are others who emphasize reading but ignore speaking and writing. The teacher must see that all these skills are properly developed. It does not mean that all these skills are given the same amount of time.

Teachers’ role in building the nation is very much appreciated. Religious leaders, famous personalities, great scientists etc., remember and regard their teachers. They never forget the goodness done by their teachers to them. Successful teaching has increased the knowledge base of our doctors to create safer and more efficient ways to operate under pressure by exposing new strategies and equipment to better prepare them for whatever they come across. Everything starts with teachers and the mentality they possess to drive students to new levels.

Teachers change entire lifestyle of students because they are the first to interrupt the field of unknown and change thoughts into reality by learning and passing it on to the body. The teacher should treat the pupils with love and respect. For effective teaching teachers need to develop rapport with the pupils. If this is accomplished, students do respect the teachers and evince interest in the subjects taught by the teachers.

Only individuals who have the qualities of courage, patience and urge for communication can become good teachers. The smile costs nothing but creates much. One will not lose anything by smiling at students. A friendly greeting of the teacher can cheer up a student; a smile can chase away sorrow. A smile is a curve which can set a lot of things straight.

The teacher should evaluate the students’ performance by conducting tests after analyzing the results he/she should adopt different methods. Thus he/she should adopt different methods. Thus he/she can improve students’ results. At the college levels also the same traditional (Macaulay’s) method of examinations is used. The only difference is the volume of syllabus prescribed for the college students than that of the school level. A great teacher once said, the teacher should first forget that he/she is a teacher. Instead, he/she must possess the skills of a facilitator of learning-genuineness, prizing and empathy. Now a day’s students lack interest in studies and motivation as they involve in the process of learning not wholeheartedly but only mechanically.
One can wonder why students get easily tired when it comes to textbooks while they comfortably spend long hours engrossed in other activities. Therefore the teachers should plan how to make teaching of English process more attractive, interesting and motivating. It is his/her responsibility to help students over in the search and inspire them to continue the search by assuring an all time, unconditional support characteristic of a true facilitator.

The chief purpose of language is communication. We use language to inform others, to ask them to do certain things or to express our feelings or emotions. For this purpose it is important that we acquire the right type of pronunciation which is intelligible to others. Teachers should therefore, pay attention to correct speech on the part of students. Skill of note taking is a study skill that facilitates listening comprehension. It involves the process of gathering what is heard and storing it in an organized or for easy retrieval when required. Listening is a part of the aural skill that complements speaking and like reading provides the input essential for language learning. Listening would be more effective when we set some specific purpose for it and provide students enough prior support for it. Factors that determine the choice of a method for teaching English. It is true to say that there is no perfect method of teaching English. All the methods have some good points and some bad ones. No method can suit all circumstances.

The choice of a method depends on a number of factors. These factors are as follows.

(a) **The aims of teaching English:** The aims of teaching English will determine the method. If English is to be taught as a ‘library language’ more stress will be laid on the reading skill than on the speaking one.

(b) **The class from which the study of English is started:** If the study of English is started form the very first class the method will be different from what it will be if English is introduced in the sixth or eighth class.

(c) **The size of the class:** Certain methods can be successful in small classes only. For large classes where it is not possible to pay individual attention methods will be different.

(d) **Availability of audio-visual aids:** If audio visual aids are available, we shall have one kind of method, but if these aids are not available we shall have another kind of method.
The competence of teachers: Methods that can be successful with competent teachers may fail in the case of less competent teachers.

The age and capacity of learners: A method also depends on the age of and capacity of learners. Methods that may succeed with bright students may not succeed with weak ones.

Location of the institutions: 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 so easy for students in the rural areas to pick up English because the only English to which they are exposed is in the classroom.

Thus one can find a number of factors determine the method of teaching. The general consensus is that the teachers should follow the bilingual method in the junior classes. That is six to eight and the direct method in the senior classes that is ninth onwards.

The importance of drills in learning English cannot be over emphasized. As language learning is a process of habit formation, drills help us in this regard. Rightly have Thomson and Wyatt observed, “The power of expression in a language is a matter of skills rather than knowledge-it is a power that grows by exercise, not merely by knowing meanings or rules”. Drills help in learning the patterns of English. They also help in acquiring correct pronunciation, stress, rhythm and intonation.

The teacher should keep in mind the following points while giving drills. Drills may be given chorally, that is, the entire class speaking together or group wise, that is, a group of students speaking together, for example, the first row or individually, that is, a single student speaking. The three drills are known as choral, group and individual drills respectively.

(a) The teacher should ensure that while conducting drills no student shouts as it will disturb the adjoining classes.

(b) Whenever a drill is conducted, the teacher should give to students clear cut directions regarding what they are supposed to do. Lack of directions result in the students making mistakes

(c) Certain drills should be followed by a repetition drill so that the students fully know the pattern that they are going to practice.
While conducting drills, the teacher need not ask students to speak in a particular order, for example, the seating order as this will encourage the students to become inattentive. On the other hand, the teacher should ask students from different benches to give responses. Thus all the students will remain alert.

Different kinds of drills should be provided for the practice of a structure.

The drills should be conducted briskly. This means the teacher should be well prepared for conducting them.

1.7 VITAL PROBLEM SOLVING SKILLS FOR STUDENTS

Our lives are replete with daily hassles and stressful events. From the morning crossword puzzle to retrieving keys from a locked car, we face manifold difficulties. It becomes extremely difficult to search for solutions for all such matters. The failure to arrive at a solution to a problem puts us into despair and makes us demotivated. The result is stress and disappointment. Similarly students also face a number of obstacles in their daily lives. Peer pressure, extreme competition, and lack of opportunities make their lives hard and impair their abilities. No matter how small or how big the stressors are, they do have a psychological effect on the young minds.

Everyone is born with some talents and abilities in this world but daily hassles and problematic events test every aspect of an individual. Only talent does not matter anymore. One needs to acquire the abilities to handle problematic situations and emerge successful. To ensure students have a well rounded personality and survive in this world, problem solving abilities come into the picture. It is the topic of a great significance especially in the areas like counseling, clinical psychology, social work, health care and so on.

Problem solving refers to active efforts to discover what must be done to achieve a goal that is not readily available. Obviously, there is not a problem. But in problem solving situations, one must go beyond the information given to overcome obstacles and reach the goal. Problem solving has been defined as an overt or cognitive process that makes available a variety of potentially effective response strategies for coping with problematic situations.
1.8 IMPORTANCE OF A TEXT BOOK IN ENGLISH

Text books are quite essential in the teaching and learning process of education. They may be compared to the hub of a wheel around which all the activities of teaching and reading revolve. They are the best friends of teachers and students. They are written on the basis of the syllabus prescribed for a particular standard and for a particular subject. For the students they are the store house of knowledge, for the teachers they are none but the tools with which they carry on their work in the classroom.

**Importance and need of English text book:**

i. It systematizes the teaching and learning of English.
ii. It is helpful for the students in their classroom study.
iii. It is a very good means for the teacher to teach functional grammar.
iv. It enables the students to learn English without much difficulty with its illustrations, pictures and examples.
v. It serves as a memory aid for the students.
vi. It served as a measuring rod for the teacher to assess the achievement of the students.
vii. It offers plenty of practice of linguistic material.
viii. It supplements the learning experiences of the students.
ix. It provides sufficient opportunity to the students for oral work.
x. It contains information, facts and matters of practical utility
xi. It serves as an index for the academic achievements of the students.
xii. It offers some apt examples in order to teach the important aspects of grammar especially in the areas of structures and vocabulary items.
xiii. It provides an opportunity to the students to review the contexts which they might forget.

**Principles in the Preparation of a Good Text Book:**

1. Text books in English language are prepared on ten core elements prepared by NCERT. These core elements envisaged are in the New Policy on Education (NPE) 1986.
2. **Principles of Selection of Gradation:**
   a. Based on certain criteria, such as vocabulary, mental age, entry behavior.
b. Based on wide range themes, such as adventure, short stories, biography, autobiography, creative writing, experimental writing, and travelogue etc.
c. Extracts of popular writes in India and outside India.
d. Graded in order from simple to difficult
e. Gradation takes care of psychological requirement of the young learners, readiness, maturation, motivation etc.

3. Utilitarian Principle:
   ➢ Enable the learner to use the knowledge of language to carry out day to day communication, use it for social instructions, to receive education and preparation for a career.

4. Principle of communication competence:
   ➢ Provide adequate activities not only in oral aspects but also in written communication skills among pupils.

5. Principle of Appreciation of art, culture, national values and heritage of our country.
   ➢ Appreciation of all these aspect is possible only in language study.

6. Principle of selection and gradation of structures values and grammar:
   a. These are essential component of language study.
   b. Selected based on the learner’s needs and objectives of teaching English language.
   c. Based on the principle of simple to complex.

7. Principle of maximization in learning:
   a. Pupils must be given to maximize their learning potentials.
   b. Poor performance and gaps in learning language leads to poor performance, not only in language learning but also in other school subjects.

8. Principle of Correlation:
   Language lessons must be drawn from a range of themes like Science, History, Mathematics, Political Science, Psychology etc.

9. Principle of Continuity in learning:
   ➢ In bridging learning gaps, if any found in acquisition of skills or essentials of languages, which are not bridged, may lead to serious defect.

10. Principle of Variety and Novelty:
    ➢ Must not only have a variety of lessons in prose and poetry, but also have interesting illustrations, attractive and colorful pictures motivating activities and language exercises.

1.8.1 CHARACTERISTICS OF A GOOD TEXT BOOK

A good text book is very essential for the students. It is a tool for teaching the language effectively. It can work wonders in the hands of a teacher. Every text book should be written by keeping the qualities of a good text book in view. Moreover, the text
book should always be evaluated off and on. Research work in the area of text book can help a lot.

The following are the qualities of a good English text book.

1. **Vocabulary**:

   The vocabulary used in the book is well selected and properly graded. A good book is written within limited vocabulary. The new words are introduced in the book gradually. Moreover, the vocabulary is introduced on the basis of the maxims-simple to complex. Whenever a new word is made to occur in a sentence, it is repeated in the subsequent pages, so that the readers may have full acquaintance with that word.

   All the new words are clothed in the old structures with which the students are already familiar. Thus the students do not face a big problem while coming across new words in the book. The structures and new vocabulary used in a lesson are written in the beginning of each chapter. Thus the students at once have a look at them and then they make every effort to familiarize themselves with those language items.

2. **Structures**:

   In a good text book, the different structures are placed in a very scientific way. The learners do not come across many new structures on one and the same page. Very simple structures occur in the first pages of the book. The difficulty structures are introduced in the book by and by.

   Whenever a new structure comes, it is clothed in the vocabulary already known to the students. The different structures which occur in the book are made to appear again and again in the subsequent pages of the book. In every lesson, the new structures are printed bold type. Thus students understand very well the new structure that has been introduced in the lesson.

3. **Subject Matter**:

   a. The subject matter contained in the book is according to the mental level of the students. The children are concerned with home, family, school, toys, games, animals, festivals etc. so that the first two readers have the subject matter which deals with these activities. In case of seniors, there may be tales of actions, dramatics, fiction etc. depending upon their interests and needs. In the beginning of
the book, the chapters are easy and simple. The difficult chapters are made occur
towards the end of book.

b. The social background of learners is also kept in mind, so that the students may have
clear cut understanding of the subject matter.

c. As far as possible, the different chapters of the book are kept inter-related. The story
element is maintained in the book. The same characters occurring throughout the
book keep the students fully interested in the book.

d. There is variety in the different chapters of the book. Essays, stories, biographies of
the great men and poems are mixed together so that the students may not feel
the boredom.

4. Exercises:

At the end of each chapter, there are some exercises. These exercises have reading
material, practice material and testing material. Some of the exercises enable the students
to apply the subject-matter learnt by them. The different exercises test as many languages
items as possible. In case of difficult exercises, some hints are provided. For example, one
question along with its answer may be given as No. 1 and the students are asked to do the
exercise as done in No. 1.

5. Illustrations:

Here and there, the book contains simple illustrations. It makes the students more
interested in the book. As far as possible, the pictures are made clear and to the point. For
the small children, there are colored pictures. The illustrations are to the point and
language practice is possible through them.

6. Technical considerations:

There are some technical points, which are very important in the case of every book. It
goes without saying that good learning depends up on a good book. Here by a good
book, we do not mean by only the subject matter of the book. Its appearance, getup etc.
make it loveable and readable, because they are also equally important. Only then the
desired target is achieved, otherwise the children may not like to read the book. The
following points are worth considering.

The paper used in the book is of good quality. It is soft and glossy. So that the
students may enjoy reading it.
a. The printing is free from any type of errors. The size of printing is neither too big nor too small.
b. The binding of the book is strong.
c. The getup of the book is attractive.
d. The size of the book neither too big nor too small. It depends on the age group of the students for whom it is meant.
e. The title page of the book is attractive. Generally the scene of a school or a classroom is depicted. Sometimes two or three students are shown going to the college.
f. The price of the book is reasonable.

1.9 TEACHING OF GRAMMAR IN CLASSROOM

Grammar means different things to different person. Some teachers say it is a body of rules and regulations of a language. Some others say that grammar guide about correct language. It may be termed as descriptive science, which describes the structures of sentences, function of words and their relation to one another at a particular period and a particular group of people. It is the scientific enquiry in the form and structure of language. Grammar is nothing but a sum total of rules and regulations of the language. The objectives of teaching of grammar are

(a). To know the structure of a sentence by dividing simple sentence into its parts.

(b). To know the particular job of a particular word in a sentence.

(c). To know the parts of speech thoroughly.

(d). To know the first person, second person and third person`

(e). To know the degree of comparison

(f). To know or identify the simple and complex sentences, phrases and clauses and how to use them effectively in the classroom.

1.9.1 Formal Grammar

Grammar as a body of knowledge grew out of meaning and labeling from words and defining and clarifying them as abstract categories. Just as a patient cannot recover by knowing the anatomy of his/her body, a student cannot use language by knowing the
rules of grammar. It was felt by famous grammarians that the study of rules and exception would help students learn English usage. Even in our schools and colleges for a long time grammar and composition were taught as separate subjects, dealing with the elements of language and neglecting their function in communication. Grammar laid down rules for all times and did not take into account the changing usage English. Such grammar was called perspective grammar as it prescribed rules for everyone to follow without questioning. In the classrooms, the teaching of such grammar was called formal grammar, as they proceed from ruled and definition to examples.

1.9.2 Functional grammar (Descriptive grammar)

We know that a living language like English is primarily a spoken language. In teaching a living language, we know that the form of words is less important than their function in communication. In such a situation usage comes first and rules come later. Whatever grammar is learnt is learnt incidentally in the course of using the language. When the child learns his/her mother tongue he/she and his/her teachers around use it in situations and he/she learns it by imitation. He/she gets the feel of the language unconsciously as it were, to start with. A later language should also be taught on the same natural lines. Contextual presentation of various grammatical categories like nouns and verbs in students fixes the patterns in one’s mind. They are strengthened by plenty of oral work and repetition. Learning becomes automatic, without reference to rules all the time. From a number of examples rules may be formulated. Grammar which follows usage as it develops and describes it from time to time in communication. In classroom teaching such grammar is called functional grammar. It is grammar which functions in speech. It enables the student to speak and write correctly. It is better that functional grammar is taught for all the first year or two. Then formal grammar which deals with rules and classification may be attempted. In English language, there are two methods which are popularly known as inductive approach and deductive approach used to teach grammar.

1.9.3 Inductive approach

The word inductive means to proceed from observation to law. It also means inducting reasoning. Inductive approach is an approach in which the teacher first explains to the students and thereafter educates the rules with their help. He/she then applies the rules of grammar to the exercise. In this method in order to find out a new
theory of a new piece of knowledge, certain illustrations are given. Through these illustrations an attempt is made to proceed from particular to general. Here an attempt is made to elicit the new theory of knowing from the students.

**Objectives of inductive approach.**

a. To weld thought with expression.
b. To create derived linguistic skills in the pupils’ skills of English.
c. To provide ample opportunity for pattern practice.

**Advantages**

a. It breaks the monotony in the classroom by making teaching more interesting through situational teaching and performing actions.
b. It lays emphasis on the teaching of functional grammar.
c. There is enough pattern practice which ultimately leads to incidental learning.
d. It is based on the psychological principles of learning.

**Limitations**

It requires competence on the part of the teacher teaching English by using this approach.

It consumes a little more time to teach a particular grammatical concept as compared to teaching through grammar translation method.

**1.9.4 Deductive approach**

Deductive approach is the next step of the inductive approach. The word deductive means to proceed from law to observation. It also means to determine from general principles in relation to a particular thing, fact or event. In deductive approach, first of all the principles is clarified. It is quite possible to enunciate various other facts; on the basis of these principles in this approach the teacher states the rules first. Then he/she gives examples in their illustration. At the end he/she asks the students to apply those rules to a given exercisers.

**Objective of deductive approach**
a. Rules are more important than examples.
b. Memorizing definitions is valueless.
c. Stress is laid on the teaching of formal grammar.

Advantages

a. This approach saves a good deal of time of the teacher.
b. It makes the teaching as easy going job.
c. It makes the students very attractive.
d. It develops the power of thinking and reasoning.

Limitations

a. It ignores oral aspect of the language.
b. It does not help in giving enough pattern practice.
c. It does not provide any synthesis between thought and expression.
d. It is uninteresting and creates a monotonous situation in the classroom.

In the deductive method the teacher tells the rules to the students and they apply those rules while learning sentences. For example, the teacher will tell that verb ‘is’ is used with singular and verb ‘are’ is used with plurals. The learner will apply these rules to the different exercises.

1.10 SOCIAL RESOURCES IN LANGUAGE TEACHING

Education to-day aims at all round development of a person. So anything and everything that goes on in the school campus within school hours or after school hours is important. All the activities are part and parcel of school curriculum. These activities are now called co-curricular activities.

Activities like declamation contests, debates, writing articles for school magazine, dramatics, literary clubs etc. are called co-curricular activities. They are not extra activities rather they are now an integral part of school curriculum. They help a lot in the teaching learning of English.

1.10.1 LITERARY CLUB
In the schools, English is mostly taught in formal ways. The syllabus prescribed for a class is covered by the teacher. Time and again, the students as well as the teachers are doing everything syllabus-oriented. They are examination minded and they try to do everything for the sake of examination. Real learning of language is better possible through programmes organized outside classrooms where students do certain things informally. Literacy club is organized to provide a favorable type of platform where teachers as well as learners can give their performances unhesitatingly. Colleges should have literary clubs compulsorily. The English teacher on the senior most English teacher should become the president of the club. Membership of club should be made optional for the students. Those who are keen to become its members should be enrolled. No student under any compulsion should be asked to join the club. Apart from the president of the club, other office bearers may be selected out of the students on the basis of their merits in English. Thus different office bearers may be vice president, Secretary, Finance Secretary etc. There should be executive body of the club which should meet once a month to assess the progress being made by the club.

**Functions of the literacy club are as follows.**

a. Persons of eminence in teaching of English or English literature may be invited for extension lectures.

b. Teachers from the schools or outside the school may be invited to address the members of the club.

c. Every member of the club should be asked to present his/her literary item as and when asked for it.

Every meeting of the literary club will have formal and informal type of sittings. Each literacy activity will be followed by discussion. Efforts can be made to improve the overall academic environment of the club. Every member of the club may be asked to speak only irrespective of the fact whether he/she can speak English correctly or not. All this will gradually improve English of every member of the club.

A literacy club can improve English of the learners in different ways as detailed below.

a. Everybody will listen to good English presented by the speakers of the day. It will improve their listening ability, comprehension and also help them in learning good spoken English.
b. The different members of the club will improve their spoken English.

c. Love for literature will be created. A few members may become library minded and it may enrich their knowledge.

d. It may help some person in becoming creative writers.

1.10.2 SCHOOL MAGAZINE

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. 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.

The activity of college magazine need be revitalized in the colleges. Only a good principal with the cooperation 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 college. 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.

The following points can further do the functioning of this activity and help in the overall progress:

a. The students who write articles for the school magazine should be given due recognition.
b. Efforts should always be there to encourage the budding writers in every possible way.

c. Those who are able to contribute handsomely should be given prizes at the time of annual prizes giving function of the school.

1.10.3 DEBATES

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

In a debate, one topic is the main issue. Some choose to speak in its favour and some present their views against it. There is need of introducing this activity in the classrooms. The teachers while teaching can, sometimes, take the students to a situation where the students may debate over the issue. This type of teaching learning programme will make the students interested in this activity. Gradually the debate may be organized for the whole class which will be intra-college activity only.

The following are the advantages of organizing debates in colleges:

i. Participation in debates provides the students lot of opportunities for instantaneous thinking and speaking.

ii. The students are able to acquire fluency in their spoken English.

iii. The participants of the debates get ample opportunities of listening to others. It improves their listening abilities and helps in better understanding of the language.

iv. The students are able to develop their reasoning power. They try to think on the basis of some definite clues.

v. Many students are able to shed off their shyness. Hesitancy in speaking is also ended.

vi. The students learn how to organize their ideas in a systematic way.
vii. Over-all expression of the students becomes better which ultimately helps in their writings.

This co-curricular activity needs to be popularized in the schools. Interest in it should be aroused through proper leadership. The teacher who himself is a good debater will be able to provide right type of leadership to the learners.

1.10.4 DRAMATIZATION

Dramatization means putting some prose or poetry into living actions. Some person plays a role and there we have dramatic view the situation. Surely a number of scenes in prose can be presented in dramatic form. In so doing, acting, gestures, movements and facial expressions are involved.

Dramatization appeals to the children, the reason being that involves some action, some activity. It makes teaching activity centered. Thus it is a method of teaching. A good teacher loves to dramatize a prose piece or a poem. In fact, his heart dances to read through the matter and he finds thrill in it which makes him act and play some role. The children by nature like imitation.

Dramatization may be used in any subject. Any topic of science may make one act. In teaching English, one-act-plays surely make a teacher act and dramatize the scene or situation. Of course some teachers are fond of dramatization and they are able to put life into any literacy work. Surely in the classroom, dramatization can be incidental or spontaneous.

Advantages of Dramatization:

a. It helps the students to form good speech habits which are very essential in the learning of a language.
b. It helps the learners improve their pronunciation.
c. A language for communication is better learnt by this.
d. The students learn how to act appropriately in the context of feeling and ideas contained in the matter.
e. They are able to make use of gestures and they can adopt facial expression needed by them.
f. It develops in the students love and appreciation for good literature. They then develop the habit of extra reading.
g. It develops the imagination of the students which is the basis of good teaching-learning. Surely thus the students come out as better learners who have some originality. It may lead to making them creative persons one day.
h. When a number of students do actions, they learn how to co-ordinate and how to make their role play real.
i. Good speech habits acquired through dramatization help a lot in winning friends and influencing people.
j. It helps in shedding off stage shyness.
k. There is healthy release of emotional feelings of the students. It helps them in the right development of personality.
l. It puts life and action into the lesson which becomes interesting for the students. Then they love to read that lesson without any stress and strain.

1.10.5 FIELD TRIP

Field trip is also an activity aid because of its involvement with the psycho-motor aspect of teaching. Pupil centered and activity based teaching is the order of the day. There may be situations when a particular activity situation cannot be developed in the class and the class has to move from its usual place of learning to another place of learning as a body of students engaged in the serious task of learning this movement may be within the school or outside the school, within the town or outside the town. This process of moving from the original place of teaching learning to another place for the similar purpose or of it extension is called field trip. Field trip is not an excursion or picnic. It is a part of the serious business of teaching-learning and the class moves and remains like a class and the place of visit becomes an extension of the classroom.

In teaching of English the Field Trip has a motivational role to play and to enable the students to develop a healthy and desirable attitude towards the cultural background of English teaching. A visit to the leading local convents or public school, take students out to watch and participate in declamation and elocution competitions, take them out to watch dramatic performance; or simply take them to the school T.V Room to show them some English training film or films based on the English classics or the cartoon films in
English, to motivate students to learn the speech and action that goes into it. However, care must be taken that the exposure commensurate with the level/grade/age of the students. The students must be told in advance what is expected of them and what should form the focus of their observation. They must be given a brief about the nature and purpose of the visit to facilitate assimilation of the essential features.

On returning to the classroom, the teacher may ask the students to do a write up on the visit giving out salient features and the points of interest. This will indicate student comprehension of the purpose and content of the Trip. It may be in the form of a composition or an essay or a report arranged in a logical and sequential order in an acceptable form of expression without any mistakes of grammar, syntax and spellings.

1.11 LANGUAGE LABORATORY, ITS IMPORTANCE IN LEARNING ENGLISH LANGUAGE

Language can be learnt best through practice and drill. Only practical approach to language teaching can serve useful purpose. Perhaps the ultimate in the language teaching is a language laboratory consisting of the latest technological equipment in the field of audio-visual education, including the facility of CC TV, computer aided learning and objective based instructional programmes with regard to English teaching.

Language laboratory is the gift of modern technology to classroom teaching. Just as we have laboratories so science subjects like physics, chemistry, botany, zoology etc. in the same way we can plan to have a language laboratory. The language laboratory provides opportunities to learner to learn standard pronunciation, practice drills, reproduction exercises, and practice in conversation. There are learner’s friendly packages on listening skills, pronunciation drills, reading exercises, and provision of correction and guidance on all these activities, besides there are packages and programmes which would enable the pupils to learn according to one’s own pace and make self assessment of them. Thus students can find a lot of benefits from the language laboratory for the students of English language.

Language laboratory may not be compared with that science laboratory. For in language laboratory we are not going to perform equipments but it may be appropriate to call it as a special room for English subject. Here practice and drill work are being carried out in teaching of English. Its importance in schools and colleges as follows
(a)It makes the language learning more effective than is usually possible without.
(b) It helps the students to learn correct pronunciation of English
(c) It provides good models of speech and enables the students to acquire fluency in spoken English.
(d) It provides an opportunity for the students to listen through the tape; his/her own speech and can correct them without disturbing others.
(e) As it allows individual selection of exercises, it provides for individual differences.
(f) It provides an opportunity to the individual students to progress at his/her own speed of learning.
(g) It encourages the students to learn enthusiastically.

1.12 ENHANCING STUDENTS’ ENGLISH PROFICIENCY

In the age of globalization, the importance of English language cannot be overstated. English language proficiency refers to the ability of students to communicate efficiently, both in spoken and written contexts. Earlier, the students used to learn English as just another subject. But today there is a need to achieve higher English proficiency in order to meet the demands of global competitiveness.

Improving proficiency in English should ideally begin with a strong foundation in its grammar. However, wherever there are lacuna or need for improvement there are various effective steps that a student can take or be taught to improve his/her level of communication comprehension and written and reading skills. Self-study can also improve the reading and comprehension skills. Some other methods may include engaging students in group discussions, debates, language proficiency tests, and providing supplementary learning materials to enhance their language skills.

A natural mechanism to improve any language skill is to read in the language as much as possible. Encouraging students to read anything – books, newspapers, magazines even comics can have a major impact in speaking and writing better. The more a student reads in English, the better his/her language skills will be. Similarly, the more a student writes in the language, the more proficient he/she will become. Writing is understood poorly today because of the limited canvas for genuine writing but a serious student can use email as letters, attempt reviews of books, films or music
Engaging students in group discussions can be an effective way to improve vocabulary skills. The linguist can arrange group discussions. Students should be encouraged to talk only English. This way the students will be able to get sufficient command over speaking English skills and will become more confident. Here the students give their views, ideas and thoughts in English due to which they build up the practice of speaking in English.

Conducting debate competitions at school level also play an important role in enhancing the speaking and vocabulary skills of the students. Debates build confidence among students to speak boldly and fluently. It also helps them to organize their thoughts and ideas in a specific way while speaking.

Language proficiency tests that assess the students’ vocabulary skills are an effective way of monitoring progress. These tests can be conducted in the schools to judge the proficiency of the students in the classroom context and provide key inputs for improvement. These assessment tests can be designed by the teachers themselves.

Schools can provide instructional and supplementary learning materials in English to the students which can enhance the interest of students to learn and improve their language skills. Supplementary learning materials will help students to learn, broaden their learning experience and meet different learning needs. It will also help the students to construct knowledge for themselves and develop effective learning strategies.

The proficient use of the English language can enhance the career prospects of students since it provides them confidence of speaking and expressing their thoughts seamlessly. People who are fluent in speaking it are highly sought after by companies of international repute. Importance of English is not restricted to school level and proficiency helps them to communicate effectively in real life and succeed professionally, academically and socially.

1.13 STUDENT LEADERS IN CLASSROOM TEACHING
Key communicators are the students in classroom teaching under university education system. However, they are sought out for information and advice on specific topics of interest. It is assumed that such students are respected students in classroom teaching to whom some students look for advice and information and through such consultations influence their behavior and actions. Three important methods are used for identifying key communicators like

(A) Sociometric method (B) Information ratings (C) Self designating method.

Further, key communicators have been found to have distinctive characteristics like greater exposure to mass media, cosmopolitan accessibility, innovativeness, social status etc. Further, these key communicators are very important to get feedback about problems in communication like intention, specificity, description, usefulness, timeliness, clarity and validity of classroom teaching. Hence, key communicators identification and reappraisal for specific purpose is very essential in classroom teaching.

![Narayana's Star model of seven qualities of student opinion leaders.](image)

**Fig.1 Narayana’s Star model of seven qualities of student opinion leaders.**

**1) Learner and Legitimizer:** The student opinion leader learns more about recent technologies in classroom teaching, judges pros and cons, accepts and adopts them. The student opinion leader, by virtue of his/her social position in classroom teaching as the
authority to give sanction or approval for the introduction of new technologies in classroom teaching keeping in view of norms and values.

(2) **Planner and Organizer:** The student opinion leader is able to plan, visualize in his imagination, ways by which needs of his/her group can be satisfied. He/she has greater social insight into the structure and functioning of students and actually plans with the student groups. He/she helps students to make plans for getting maximum returns from students. The student opinion leader initiates common action in the classroom teaching. He/she arranges development meetings, mobilizes students and organizes group and students action in classroom teaching.

(3) **Listener with self confidence:** The student opinion leader should be a good listener to develop self confidence in motivating students.

(4) **Linker of programmes:** The student opinion leader acts as a liaison person between students and technical staff, input and market agencies, development officers, media persons and other agencies and thus facilitates effective contact between them to achieve the purpose of his/her student group.

(5) **Motivator with enthusiasm and eagerness:** The student leader inspires and motivates the students and attempts to sustain their interest in pursuing their plans even under critical situation in classroom teaching.

(6) **Harmonizing spokesman:** The student opinion leader promotes harmony among the members in line with the basic purpose of the group. He/she places more emphasis on the uniformities among the members rather than upon individual differences, and minimizes conflicts. The student opinion leader has the responsibility of speaking students group and representing the group’s interest and position.

(7) **Educator with group ideals:** The student opinion leader shares his/her knowledge and experience with his/her followers to raise their level of understanding. He/she promotes training of students for assuming leadership, responsibility and group functioning. The student opinion leader adopts group norms and lives by them. As per the expectation of his/her group he/she embodies the group ideals in relation to studenting professions.
1.14 QUALITY ASSURANCE OF A TEACHER IN CLASSROOM TEACHING

In the universe every student has a will to win but a very few have a will to prepare to win. Some students may have aim to win but many students do not have the patience, planning, principle and perseverance to reach the goal. Further, students will have only the purpose to win but many fail to practice to win. However, the students need to work hard by following seven aspects of Narayana’s Wheel Model to Win. (Preparation-P^7) (1) P = Purpose (2) P = Principle (3) P = Planning (4) P = Perseverance (5) P = Patience (6) P = Practice (7) P = Pride. This is possible only when an efficient teacher motivates students with seven qualities. Hence, a teacher needs seven innovative best practices to quality assurance as indicated in Narayana’s Wheel Model of Seven qualities of a TEACHER in Classroom Teaching. They are like (1) A teacher must be technically sound, talented and tactful. (2) A teacher must have eagerness and enthusiasm to teach. (3) A teacher is accountable for students’ learning. (4) A teacher must be always cheerful in the classroom while teaching. (5) A teacher must be hospitable towards students in the classroom. (6) A teacher must have an empathetic ability during classroom teaching. (7) A teacher is responsible for students’ learning. Hence, a teacher needs to develop these seven qualities as the best practices for quality assurance in Teaching.
Fig. 2 Narayana’s Wheel Model indicating students need to develop seven qualities to Win.
1.15 COMMUNICATION

Communication is sharing information by observing, listening, speaking, writing etc. However, linguists i.e. teachers and students communicate in many ways in
classroom teaching including talking by moving their hands and even by making faces etc. Students and teachers also use telephone calls and letters for personal communication.

Without communication parents would not know what their children need. Teachers could not help their students learn. Students could not share knowledge and each person would have to learn everything for himself or herself. Friends could not make plans with one another. In fact human beings probably could not survive for long without communicating each other.

Mass communication is another important type of communication to send message to large number of students. Books are one of the oldest methods of mass communication. Television is one of the networks. Newspaper and radio are other ways that information can be sent to many students. Modern nations probably could not exist without mass communication.

Communication is the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning, intent and use of message. Further communication is the discriminatory response of an organism to stimulus. However, communication is the process by which the message is transmitted from the source to the receiver i.e. from linguist i.e. teacher to students.

The purpose of communication is to establish commonness. Communication thus refers to the process of sharing information, feelings, and ideas in a manner that there is common understanding of meaning, intent and use of the message. i.e., between a teacher and students in classroom teaching. Communication involves the complete transfer of an idea or thought from one’s mind to that of another. It is not, therefore, enough if linguists i.e. teachers tell the students about a new idea.

Students must hear it, understand it and remember it. In other words, communication is telling someone something in such a manner that he/she gets it. Students get an idea when they receive it through one or more of their senses i.e. when they see, hear, smell, feel, taste. When they get it, it is said that communication has produced an interest in them and it leads them to think and to act. Communication is the process of unfolding
understanding and meaning. It is about achieving a communion of understanding i.e. a coming together in mind. If understanding has not occurred, communication has not happened. Whatever its purpose, every communication involves at least two entities or people i.e. a sender (teacher) and receiver (student). One person or entity alone cannot communicate. One might well ask about a person who is talking to himself? In that case also there is one part of his/her mind talking to the other.

Modes of mass communication:

The beginning of mass communication in India can be traced back to communication within a social group like a village panchayat, religious gatherings and fairs and melas where people in large numbers gathered together to communicate on a wide variety of subjects. Today while interpersonal communication continues to play an important role in our country, we have developed a media system. In the media of mass communication, we have all India radio, doordarshan, news papers and journals and films in various languages. Of these news papers, magazines and journals are known as print media while all India radio, doordarshn, films etc. are together called the electronic media. India, like the rest of the world, is experiencing a revolution in communication. A number of villages have facilities for telephone, television and radio and can observed programmes telecast from distant regions. Satellite transmission in an important symbol of revolution in communication technology. Besides transmitting picture and sound over long distances, it has revolutionized telecommunication, telephone, telegraph etc. The satellite instructional television experiment (site) conducted in our country in 1975-76 was possibly only with the help of An American satellite. But in 1978 government of India launched in its own multipurpose satellite for expanding communication network in the entire country.

1.15.1 IMPORTANCE OF COMMUNICATION

Communication is the most important of all our activities. Communication is what has enabled us to develop the civilized society we know today. It is one activity that we human beings clearly do better than the other forms of life on earth. It has enabled us to organize-to work in groups.

Communication is very necessary to our success and well being in civilized society. Herbert Simon expresses it, “Without communication there can be no
organization, for there is no possibility then of the group influencing the behaviour of the individual.” Human beings are social animals. They have a need to communicate, and they will communicate even when they have a little or nothing to say. Communication can have a significant effect on its success.

Strangers become friends; they try to become more familiar because of communication. People talk to each other on a plane trip, in a waiting room or at a ball game. Study has revealed that 70% to 80% of the total working time of a professional is spent on communication. In India where several languages are used for communication, out of the total time spent on communication, 64.14% is on communicating in English as against 27.22% in Hindi and 8.64% in regional languages. Thus the role of English in the professional world is still dominant. Though human society has progressed with remarkable speed, the use of language communication is not still free from ignorance, prejudice and superstition.

Every educational system has certain objectives which aim at bringing about desirable changes in pupil. In order to bring about those changes, the institutions arrange learning experience. The success of learning can be judged only in terms of the changes brought about by this experience. This is a learning experience and evaluation. English has become a world language rather than the language of only the English speaking countries such as the UK and the USA because the number of the people who use English as a means of communication exceeds much more than the number of people who speak it as their mother tongue. In the case of English in India, for more than two centuries India has been directly or indirectly under the influence of the language.

All over India, there is no single language to unite the whole country. Since in India, several languages are spoken and also one set of people are unwilling to learn one common Indian language, we have to borrow a new non-Indian language. Hence, considering the above facts, learning English, the universal language, as a Second Language, becomes unavoidable in the Indian education system.

The pupil learns in the classroom that leaves an everlasting impact on his/her personality and determines his/her aim for choosing a career in future according to his/her taste. Ensuring the effective communication skills and techniques of learners is a
responsibility of the language teacher. Students are judged on their abilities to communicate in English, either by written evidence or oral evidence.

1.15.2 DEFINITIONS

We cannot think of a world without communication. The term ‘communication’ which appears so simple in its meaning is extremely complex in its nature and execution. Its complexity has increased many folds as modern organizations are becoming more and more complex in structure. Hence it has become all the more important to define the term. The term ‘communication’ has been defined by various writers in different ways.

According to Louis A. Allen “Communication is the sum of all the things one person does when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding.”

According to Koontz and O’Donnel “Communication is an intercourse by words, letters or symbols: and is a way that one organization member shares meaning and understanding with another.”

According to Newman, W H and summer “Communication is an exchange of facts, ideas, opinions or emotions by two or more persons.”

According to Theo Haiman “Communication is the process of passing information and understanding from one person to another. It is the process of imparting ideas and making oneself understood by others.”

According to Leagans “Communication is the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning, intent and use of message.”

According to Berlo “Communication is the discriminatory response of an organism to stimulus.”

According to Rogers “Communication is the process by which the message is transmitted from the source to the receiver.”
The definitions cited above emphasize the following important points.

The process of communication involves the communication of ideas, words, pictures, symbols etc. as the media of communication. The ideas communicated should be accurately reproduced. No dilution or exaggeration or distortion of the ideas should take place. Communication is a two way process. The one who communicates ideas must get a feedback from the receiver in the form of accurate reproduction of the ideas. The purpose of all communication is to inform, to express a certain point of view or to elicit action.

1.15.3 PROCESS OF COMMUNICATION IN CLASSROOM TEACHING

Teachers should be familiar with the process occurring between a teacher and Students when they communicate. Communication is a process. It requires at least two persons i.e., a sender (teacher) and a receiver (student), irrespective of the mode of communication.

The sender (teacher) has the idea in mind, gives it a shape, decides the mode of communication which may be used to convey the idea, and conveys it. The student who is a receiver receives it. He/she tries to understand it. Finally takes an action which may be either to store the information or to send the message to the original source (teacher) or to take any other line of action as required by the source (teacher).

The communication task consists of the clever handling of six key elements. These basics are considered in the light of the guides already mentioned and in an attempt to show their singular function, their relationship to each other and how they are to be dealt within the total process of communication in classroom teaching.

The successful communication requires a skillful communicator (teacher) sending a useful message through proper channels effectively treated to an appropriate audience (students) that responds as desired. Teacher in the classroom is the communicator. He/she start the process of communication. The teacher and media are sometimes visualized as sources or originators of messages, but it is incorrect.

Knowledge generates through research and as such the Research Institutes, Research Projects; Universities are the originators of sources of message. The teachers gets the required information from various researches and pass it on to students. The teacher is the communicator, a carrier of information. To make the process effective
he/she may take the help of some teaching learning materials known as audio-visual aids. They also carry back the reactions of the students, their problems etc. as feedback information to research. The six factors are as follows.

1. 15.5 MODELS OF COMMUNICATION IN CLASSROOM TEACHING

Language is the oldest and most widely used symbolic effort to study communication by linguists began over 2000 years ago. A great writers like Plato, Aristotle, Lass well, Beslo, Legan etc. Identified the major structural elements in communication situation such as Speaker, Message, and Audience. Here identified communication as Source, sends Message to Receiver. However Lass well’s persuasive model of Human communication is the basis for communication research even today.

1. Plato’s Dialectical Model of communication modified to teach English language in classroom teaching by linguists.

![Fig. 4 Plato’s Dialectical Model of communication](image)

2. Aristotle’s Model of communication modified to teach English language in classroom teaching by linguists.

![Fig. 5 Aristotle’s Model of communication](image)

3. Lasswell’s Model of communication modified to teach English language in classroom teaching by linguists.

![Fig. 6 Lasswell’s Model of communication](image)
4. **Berlo’s Model** of communication modified to teach English language in classroom teaching by linguists.

Berlo model of communication (classroom Teaching) consists of:

1. Source is a Teacher.
2. Message i.e., English language teaching.
3. Code is a system of signals for communication (classroom teaching).
4. Encode means to put the message into code.
5. Channel means the medium through which the signals move (lecture).
6. Decoder means which converts the message in the code into ordinary language which may be easily understood.
7. Receiver means students in classroom.

5. **Legan’s Model** of communication modified to teach English language in classroom teaching by linguists.

The communication model given by Leagan, has the following elements:
The task of communication (Classroom teaching) according to Legan is to provide powerful incentives for change. Success at this task requires understanding of the six elements of communication, a skillful communicator (teacher) sending useful message through proper channel, effectively treated, to an appropriate audience (student) that responds as desired.
1.16 INNOVATIVE TRENDS TO DEVELOP TECHNOLOGICAL SKILLS AMONG THE STUDENTS, TEACHERS AND TEACHER EDUCATORS

Learning by the teacher is a process by which a person, a student becomes changed in his/her behavior through self activity. The other way learning by teacher is a process of progressive behavior adaptation. Learning by teacher is something that takes place within the teacher when she/he feels a need strives for fulfilling it, and experiences satisfaction with the fruits of it. However learning experience by the teacher is a mental or physical reaction one makes through seeing, hearing or doing the things to be learned through which one gains meaning and understanding of the material to be learned.

Learning is an active process on the part of the teacher. Hence, a learning experience is not attained by mere physical presence in learning situations. It is what the participant teacher does (i.e., his/her reaction) while in the learning situation that is all important in learning.

Hence, a learning situation is a condition or environment in which all the elements necessary for promoting learning are present. Namely 1) Teacher 2) Learner 3) Subject Matter 4) Teaching Materials and Equipments and 5) Physical Facilities.

It is universal fact that classroom management is hard, no matter what anyone says. A teacher may know his/her subject matter, be eager to make a difference in the lives of students and have graduated from the best of colleges; and yet he/she may still find it difficult to control his/hr students without losing his/her temper. Fortunately, however, teachers at any stage in their careers can learn how to better handle their classes without resorting to yelling at students.

First, it is important to understand why beyond the institution of recent regulations that prohibit teachers from scolding their students, constant yelling in the classroom is inappropriate. Yelling turns even the most talented teachers’ classroom ineffective. A classroom in which the teacher feels he must yell is one in which he/she has lost control. This means that precious, instructional time is replaced with discipline issues, so students lose out on learning. Furthermore, a disruptive class takes the fun out of teaching.
Efficient classroom management requires teachers to develop within every student, a sense of belonging to the classroom. According to psychologist Abraham Maslow, every human being, in order to be happy, should have certain needs met in a specific, hierarchal order. The first set of needs is physiological. People need to have basic food, water and clothing. The next set of need is to feel physically and emotionally safe. The third rung need is the need to belong. Classroom management is based on social need. Teachers who take advantage of students’ need to belong have a much stronger control over their classrooms. In the modern world, the need for belonging is highly unfulfilled for children due to the recent surge of nuclear families.

Students are constantly hurried into answering questions. This process does not encourage students to think or even listen to others. They are more into waiting for their turn or avoiding the question. ‘Wait time’ helps students who are in a hurry to slow down. It also helps those students who need some time to gather their thoughts.

The teacher should be able to see students as people having fears, anxieties, desires; needs etc. This makes the teacher to treat them with respect. Students in the class room should be treated the way an adult would like to be treated. Respect is not based on ‘what the children do but on who they are’. The teacher should always bear in mind while dealing the students in classroom are (a) Each one of us is different and we respect each other the way we are. (b) It is not acceptable to ridicule or talk about students physical or mental abilities. The teachers are there in the classroom to help and support each other.

The teacher should accept that each student is different and acknowledge that he/she will learn at his/her own pace. Helping the student see his/her strength would help in creating a growth oriented learning environment. Pitting the student against another and comparing students creates an environment that chokes free flow of ideas.

An educational institution is the temple of education that stands on three pillars which are information, all round personality development and transformation. The real knowledge is nothing but making one’s mind steady and strong to withstand the turmoil in life by pursuing necessary skills needed for the welfare of the other. Education should draw out hidden talents. Love, truth and moral and human values are not the exclusive properties of any society. The colleges should give the students whatever they
legitimately need as the future of students is in our hands in shaping them into citizens who will love this country.

The school curriculum always follows a time table. Unless a time table is prepared lessons pertaining to each subject cannot be taught systematically. Time is a requirement of effective performance in the schools and colleges. The English teachers are over sensitive, especially about the students who love the most. It is easy to forgive somebody for saying or doing harm to us when we do not share close relationship with the person, but it is very difficult to forgive those we love. Lack of forgiveness of students by the teacher is the root of hatred. When the teachers entertain unforgiving thoughts, they turn to hate inside. When they choose not to forgive students, they lose judgement, make mistakes and become weak and bitter. When they choose to forgive, not only they benefit but so do the students around. Further, forgive when you cannot forget. It is never easy, especially when they think about the pain they have suffered. When they forgive students it does not justify what they have done but it realizes them. Hence, forgiveness is the best revenge a teacher can take on students because it sets them free.

Figure is a symbolic representation of the reaction the learner makes to the other four elements and the way these five elements react to each other.

(A) Teacher to teach: Should Have Clear Objectives, Know the Subject Matter, Well Organized, Enthusiastic, Interested In the Subject, Able To Communicate, Be Friendly, Be Courteous, Skilful etc.

(B) Subject Matter: pertinent to learners needs, applicable to real life situations, logically well organized, presented clearly, fit into overall objective etc.

(C) Learners: Should have need for information, be interested, be capable of learning, able to use information gained etc.,

(D) Physical Facilities: Free from outside distraction, comfortable temperature, well lighted, adequate space, comfortable furniture, well arranged facilities etc.

(E) Teaching Equipment: Should meet the needs of subject to be taught, readily available for use, each item should be handled skillfully, effective equipments for teaching etc.
English teachers need to create a lifeline to survive and flourish in a Volatility, Uncertainty, Complexity, Ambiguity (VUCA) world where the old repeated mantras are falling short of handling the evolving complexities of classroom teaching. Hence, English teachers need a broad range of skills in order to contribute to a modern economy and take their place in the educational institutions during 21st century to manage VUCA.

The English teachers are increasingly under pressure to be innovative, skilled and cost effective in nurturing a learning culture that will result in the development of English teachers to perform better in educational institutions. Skill development remains a significant area, of work and a range of initiatives focused on English teaching skill development. The programme of work outlined in recent years to support English teaching institutions with learning and development across number of institutions has the necessary knowledge, skill and abilities to support. Narayana’s Wheel Model describes seven orchestrated, concerted, comprehensible skills required among English teachers for VUCA like Technical skill, Managerial skill, Human skill, Conceptual skill, Design skill, Creative skill and Communicative skill. However, assesthe needs of English teachers, set the objectives, design program, implement program and evaluate the program for development of educational institutions.

1.17 A TEACHER WITH POSITIVE ATTITUDE-A PATH TO SUCCESS
The teacher should build positive attitudes within himself/herself in order to move in the path of success. An attitude is an expression of favor or disfavor towards a person, place, thing or events. Prominent psychologist Gordon Allport once described attitude as ‘the most distinctive and dispensable concept in contemporary social psychology.’ Persons with positive attitudes have certain personality traits that are easy to recognize. They are caring, confident, patient, and humble. They have high expectation of themselves and others.

A teacher with a positive attitude is like fruit of all seasons. There are many advantages of having a positive attitude. Any fact facing us is not as important as our attitudes towards it, for that determines our success or failure. People with negative attitudes often blame the whole world- their parents, teacher, spouse, boss, the stars, fate, luck, the economy, and government for their failure.
**1.18 ACTION RESEARCH IN ENGLISH TEACHING**

Action research is a study of problems related to instructional difficulties experienced by teachers and students in the teaching-learning Process. This is an area of
research that could be taken up by any teacher in his/her area of specialization, provided he is devoted to his subject as well as his students and would, therefore, improve the process of teaching-learning. Action research originates from a practical situation where need is felt to analyze and understand the situation that is causing digression, so as to have smooth classroom teaching-learning environment with desired results and outcomes. If a situation interferes with this, it needs Examination and going into, not by some researchers but by the teacher himself who should be able to analyze the situation and remove it for the free flow of ideas.

Characteristics of an action research

a. It studies the class room problems in any area. In English teaching, action research may be undertaken to find out causes of poor output of the student in areas such as ‘spelling’, ‘pronunciation’, ‘handwriting’ comprehension’ etc.,

b. It is a scientific approach to day – today class problems.

c. It aims at improving existing practices to make teaching more effective.

d. It studies individual as well as group problem.

e. It is not developmental and does not add a new theory or approach. It is local in its existence and approach and relates to a particular class in a particular area.

f. Local setting.

g. It aims at performance –enhancement,

Application to English teaching:

Action research programmes may be applied to certain ongoing classroom activities, such as

a. Why do students commit mistakes?

b. Is there any relationship between pupil intelligence and pupil spelling output?

c. What types of spelling mistakes are generally made by pupils?

d. How best to help pupils minimize spelling mistakes? Similarly it may be applicable to other areas like pronunciation, poor handwriting, poor output in any related areas of English teaching.

1.19 STATEMENT OF THE PROBLEM AND OPERATIONAL DEFINITION OF THE KEY TERMS/PHRASES USED
The present study titled “ROLE OF LINGUISTS FOR EFFECTIVE COMMUNICATION IN CLASSROOM TEACHING”. On the basis of examining the research studies conducted in different educational institutions in India and abroad on the effective English communication in classroom teaching, and due to the importance and necessity to communicate in English in order to communicate in the fields of education, technology, trade and politics in many countries around the world, it was proposed to study the role of linguists for effective communication in classroom teaching, in Dakshina Kannada District of Karnataka State and accordingly the study has been titled ‘ROLE OF LINGUISTS FOR EFFECTIVE COMMUNICATION IN CLASSROOM TEACHING’.

1.19.1 A LINGUIST

A linguist is the 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.

1.19.2 EFFECTIVE COMMUNICATION

Effective communication means the receivers receive 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.

1.19.3 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.

1.19.4 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 very famous of different kind of houses. One can especially see red clay tiled roof houses. Cashew nut trees are present in plenty. Dakshin Pani district now consists of 5 taluks, viz., Mangalore, Bantwal, Belthangady, Puttur and Sullia. Mangalore, Bantwal, Vittal, Puttur, Sullia, Moobidri, 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 the 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 is a rich traditional art of Dakshina Kannada of Karnataka which has reached a great height among India’s traditional arts. It has history of at least 500 years. It is a unique blend of various arts like music, dance, make-up etc. The literature used for this drama-dance draws mostly on puranic stories. Similar art forms are prevalent in different regions of Southern India, such as Kathakkali (Kerala), Theruvkootu (Tamilnadu), Bhagavatamela (Andra) Yakshagana in different forms and names like Sannata, Doddata, Parijatha etc can be seen in different parts of Karnataka in South Kanara, languages like Kannada, Tulu, Konkani, and Byari shows great richness, capacity for harmony and creates a culture of give and take. The world of human beings, natural world and the supernatural world are bound together in fantastic folk traditions. These ritualistic worship traditions have been passed down as a concrete expression of the cultural understanding that the divine and the spirit of one’s ancestors permeate the entire universe. Even in these modern days of powerful media like TV, Yakshagana has still retained its place and influence on the people, keeping the rare cultural heritage alive. 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 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 120 first grade colleges in Dakshina Kannada district.

OBJECTIVES OF THE STUDY

Keeping in view the different aspects of “Linguistic Communication in Classroom Teaching”, the study has 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.
Fig. 12 Conceptual framework of the study
Conceptual framework of the study

Effective communication in the classroom depends on credibility of the linguist to communicate, content of the subject matter, context of the situation, clarity of the material, the channels used to communicate, consistency of lecturing and capability of students.