

BARRIERS OF RURAL STUDENTS  
IN LEARNING  
ENGLISH IN KARNATAKA

(A CASE STUDY OF BANGALORE SEMI  
URBAN/RURAL COLLEGES)

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*CHAPTER - 1*  
ABSTRACT

## **ABSTRACT**

This project analyzes the results from a survey of college-level students in semi urban and rural colleges in Karnataka, focusing on some causes that may have hindered English learning for students participating in the survey, and the students' perspectives about English learning. Results showed that most of the students are suffering from this syndrome due to following reasons:

- Fear or unpleasant feelings about their English learning experiences,
- Lack of three A's (awareness, attitude, and aptitude)
- Err phobia and imperfect phobia
- Lack of confidence
- Lack of will power
- Teacher fronted Amnesia
- Less teacher and more student syndrome
- Different socio-economic backgrounds
- Family interference
- Lack of desire as local language serve all purpose of daily living
- Environment is non-supportive, Poor background
- Lack of general knowledge and today's environment around

The objective of this study was to investigate some causes that may have influenced the effect of English learning for students in Karnataka semi urban and rural under graduate students. Perspectives about English learning among non-English majors in Karnataka specifically Bangalore region.

Suggestive measures and some possible solution have been identified to remove barriers in learning English language among the students.

# *CHAPTER - 2*

## INTRODUCTION

## INTRODUCTION

People from different provinces in India speak different languages. Indians have varied forms of social etiquette, religious-philosophic customs, socio-cultural patterns and socio-linguistic parameters. A multiplicity of language patterns is the hallmark of socio-linguistic reality in India. Language behaviors varies from Socio-geographic group to group, as the way which languages are officially recognized and used for communication purposes. English is being studied /taught in greater or smaller degree in schools, colleges and the universities all over the country.

Teaching of English suffers from the general malaise that afflicts the educational system of India. It has been dawned upon the country's educational policy-makers that if English is at all learnt and taught then it should be learnt and taught well. This implies the learning and teaching of English in terms of the well-known four basic skills of language learning, viz., speaking listening, reading and writing. Listening and speaking are the two neglected skills in classrooms in India. English is spoken variously in different parts of the country, which has 18 officially recognized languages and nearly 1652 dialects, according to the 1991 census of India. We cannot expect a uniform standard of pronunciation for a second language in such a vast country, where even the mother tongue is spoken differently by different groups of the people belonging to the same language community. In learning to speak English, the mother tongue generally interferes with its pronunciation. The learners as well as the teachers speak English with regional language habits. Since English is not a medium of instructions in schools and colleges in India, Indian students cannot practice and perfect their English .Even during the English periods most teachers teach English without giving the students proper practice in speech because they are not properly equipped enough to practice it. The result is that after learning /teaching English for many years at school and college, most people cannot speak and write the language with intelligible accuracy.

With the British rule, English became the standard language for study though institutions offered students the opportunity to learn their mother tongue as second language and Hindi, which is the national language, as the third

language in urban centers. A large number of rural schools even today, offer education in the local language. Higher education, however, follows English as the medium and whether in the North or in the South, students who opt for higher education need to study the same in English Language. So, the medium of teaching is local language but English is supposed to be learned by all it is used in higher studies. This is a barrier. To put it in simple words, the barriers are often caused by students' respective mother tongues and their inability to communicate with each other in English. It would be easy to say that a student from Delhi who chooses to study in Bangalore will not have a language problem as the medium of education is English. But the student has to live in a hostel, commute in the city and this is where language can pose problems.

Often, students are able to overcome such barriers and form peer groups because we, the human race are survivors and hurdles are often opportunities to learn new things. So a Delhiite who studies in Bangalore may pick up Kannada and their friends in Bangalore could learn to speak good Hindi. Yes, there is a short period of time, when language and communication can pose problems. Students who wish to live in a group will find ways to overcome barriers. Those who wish to alienate themselves will look for loopholes such as language barriers to isolate themselves. The problem is not with the language but with an individual's ability to surpass it.

Maximizing the learning results of our English students, certain issues have often focused on issues including language teaching, learning theories, teaching materials, teaching approaches and methodologies, syllabus design, etc. Though research is being undertaken every day, much of it has been powerfully constrained by Western cultural assumptions. Little research has been directed to the topic of how the local educational/teaching environment has influenced students' learning when the students are not English majors, but studying English as non-majors due to educational requirements and professional needs. This fact may at least lead to the result that local English learning problems remain unsolved for long periods of time. This project looks into some causes that may have greatly hindered the effect of English learning for students in Karnataka, since the role of English in the education

systems across the region are highly similar. Through survey data analysis, students' perspectives about English learning and the fears of learning English that may have grown out of previous experiences are documented. It is the author's belief that a better understanding of language learners can have a beneficial effect on the process of attempting to help language learners in learning English as a foreign language. Unfortunately, while communicating orally in English, the learners usually encounter varied linguistic problems that evidently hamper their communication. The goal of the present study is to find out the major barriers of communication in English faced by the students at the tertiary level. It also tends to find out some effective and necessary solutions of the problems, so that, both the teachers and the students can be benefited in their objectives. The data for the present study were obtained through some audio texts and oral presentations. The findings of the study show that unfamiliarity with the sound system of English, inadequate range of vocabulary, inability to form certain grammatical constructions listening and speaking, two of the four skills of English language, have been considered as a crucial problem for the tertiary level students. Hence, being a teacher of English, I have been observing that the tertiary level students confront lots of difficulties in oral communication, especially in pronunciation including sounds, stress, intonation, etc. They also often find English word formation and sentence construction quite problematic. Moreover, the learners suffer problems in learning vocabulary items and to convey meanings through and/or receive meanings of words, phrases, clauses, sentences/utterances and so forth. Such problems obviously seriously hamper the learners' oral as well as written communication. Therefore, it seems reasonable to take account of and identify what major linguistic barriers the students encounter in oral and written communication and what measures can be taken to overcome those barriers.

# CHAPTER - 3

## BACKGROUND AND LITERATURE REVIEW

## **BACKGROUND AND LITERATURE REVIEW**

Only those who have actually taught English in Karnataka and in broader view India can visualize the scene of fifty, eighty, even more than hundreds students learning together in a single classroom. English teaching/learning theories, approaches or methodologies established in the past do not often take the reality of large class sizes into consideration. Little credit can be given to their practicality in terms of actual application in such classroom settings. For example, it seems to be the case that whenever big class size is encountered, a much more common language learning environment is missing and local language environment and dialect is seen most, we are also hopeless in attempting to adopt the newest established theory, approach or methodology. This example is strongly related to both social/cultural/economic differences as well as local teaching/learning problems that appear to be insoluble. If the local situation remains unchanged, even after years of local researchers and practitioners advocating of sound teaching and learning theories and methodologies that seem so well established in the West, there must be some facts that require re examination at a more fundamental level than previously thought. The inescapable answer seems to be that current theories are powerfully constrained by Western cultural premises.

Indeed, when discussing any issue about language teaching and learning, cultural differences should contribute tremendously to the thrust of the discussion. Issues may include the differences of educational systems, learning conditions, teaching and learning styles, learning differences between Western and Eastern cultures and differences in needs for language use in the job market.

Those who have had the experience of living or being educated for a period of time in the West may have noticed that students are not afraid of asking questions or using the target language even when producing errors. In Karnataka, most students remain silent even when they want to ask questions and participate. These students are very conscious of making errors in front of their classmates.

India has a Confucian culture, which seeks compromise between people.

When it is applied to language learning, it is obvious that students are reluctant to air their views loudly for fear of losing face or offending others. In addition, there are some English sayings, which discourage oral communication in class. The following are some examples: Silence is gold; it's the noisy bird that is easily shot dead; a real man should be good at thinking, but weak at speaking; don't speak out unless spoken to; keep your mouth shut but your eyes open; keep silent unless you can burst on the scene like a bombshell.

It is found in research with some students responding that they hate English and are afraid of it. Where did these fears arise? Most language teachers in India today, were previously students in India. Part of that experience included physical punishment dished out by teachers and insulting comments from classmates or friends, and maybe even parents, due to poor performance on examinations. While the situation has been improved somewhat, physical punishment due to poor performance in English examinations is still being practiced in some institutions. Such a profile of school and college education is not at all unique to Karnataka in the Asian context; it certainly is very different from the situation in other developed countries. Another possible source of fear, also related to cultural, was found that even adults who studied English, without grade pressure, did not dare speak English in front of other people due to the fear of making errors. Additionally, fear of making errors and losing face was among seven factors that influenced university students' willingness in participating in classroom oral communication.

# CHAPTER -4

## DATA COLLECTION

## DATA COLLECTION

Data collection is the primary step to gain meaningful information. Data was collected from all the relevant sources and it is mostly primary data. Secondary data is very rarely available on this subject. It was emphasized that the data collected is genuine and pure.

### Data Source

- Degree Colleges
- Parents and guardian
- Lecturers and Professors
- College students
- Staff
- Govt. and related agencies

The data was collected from various colleges. For collecting the data, parents of students has been interviewed and analyzed. Moreover parents of students residing in urban areas are also covered and analyzed. However in Urban and semi urban areas, more numbers of parents are covered.

English language teachers from the selected college of urban, semi-Urban and rural are covered. This helps us to know about their teaching methodology, student response and outlook of students toward English.

Our study covered following undergraduate colleges.

<b>Ser No</b>	<b>Name of College</b>	<b>Total students</b>	<b>Distance from Bangalore</b>	<b>Type (Urban/Semi urban/Rural)</b>
1.	GFGC, KR Puram Bangalore	120	15 Km	Urban
2.	GFGC Agara	70	13 Km	Semi- urban
3.	SEA College of Institution	120	16 Km	Urban
4.	GFGC, Hosakote	80	30 Km	Semi- urban
5.	GFGC, Kolar	70	45 Km	Rural
6.	Kristu Jayanti College, Bangalore	100	15 Km	Urban

7.	Vivekanda Degree College	85	20 Km	Semi- urban
8.	GFGC, Dodaballapur	60	30 Km	Semi Urban
9.	GFGC, Ramanagram	75	65 Km	Semi- urban
10.	Rural degree college , Kanakpura.	60	96km	Rural
11	GFGC, Chintamani	60	85km	Rural
	<b>TOTAL</b>	975		

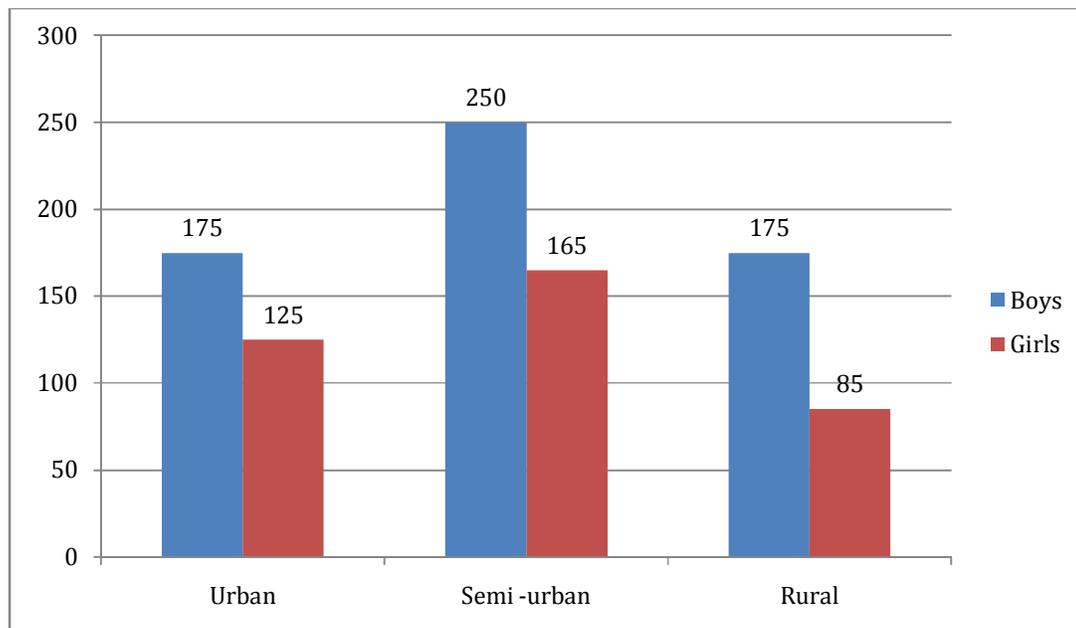
Boys-600, Girls 375

## **DATA COLLECTION METHODS**

- **Questionnaires**: A questionnaire requires respondents to fill out the form themselves, and so requires some level of literacy. Questionnaires were prepared using the common languages of the target group. Special care was taken in these cases to ensure accurate translations. In order to maximize return rates, questionnaires were designed simple and clear as possible, with targeted sections and questions.
- **Interviews**: In interviews information is obtained through inquiry and recorded by enumerators. Structured interviews are performed by using survey forms, whereas open interviews are notes taken while talking with respondents. The notes are subsequently structured (interpreted) for further analysis.
- **Direct Observation**: Study was obtained through some audio texts with a post listening activity sheet and oral presentations. First, the participants were given an audio text to listen to. Then, they were asked whether or not they had understood the text fully, and if not, what were the reasons. They were also given a list of all possible factors that prevented them from understanding the text and they were to mark only those factors that caused the listening problem. On the other hand, to identify the linguistic barriers of speaking, participants oral presentations were carried out. Each participant was given a topic

to speak on for about five minutes. They had to start speaking immediately after getting the topic without any preparation. While observing the presentations, the researcher marked the factors using a chart that were hampering the participants' oral proficiency. Through these activities, however, the major linguistic barriers of oral communications as perceived by the participants were pointed out.

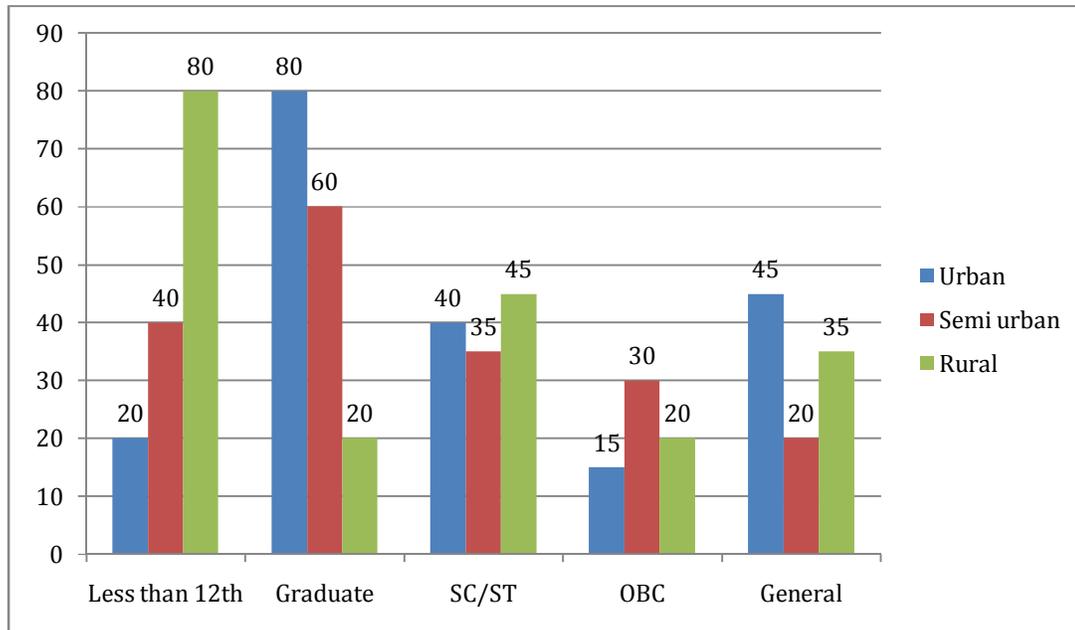
### **Data of population covered (Boys /Girls)**



### **Data of parents' qualification**

Data of parents' qualification was also collected during the course of study which reveals that most of the parents are either undergraduate or graduate with poor understanding of English. They pursued basic qualification long back in local language and have poor understanding of English. Lack of parents' education prevents in motivating their children to learn, which is a very important factor in language barrier. Notwithstanding this, I came across few parents who are motivated to give their best to the children because they did not have any opportunity to do well in life. This is a very encouraging factor which can bring turn around.

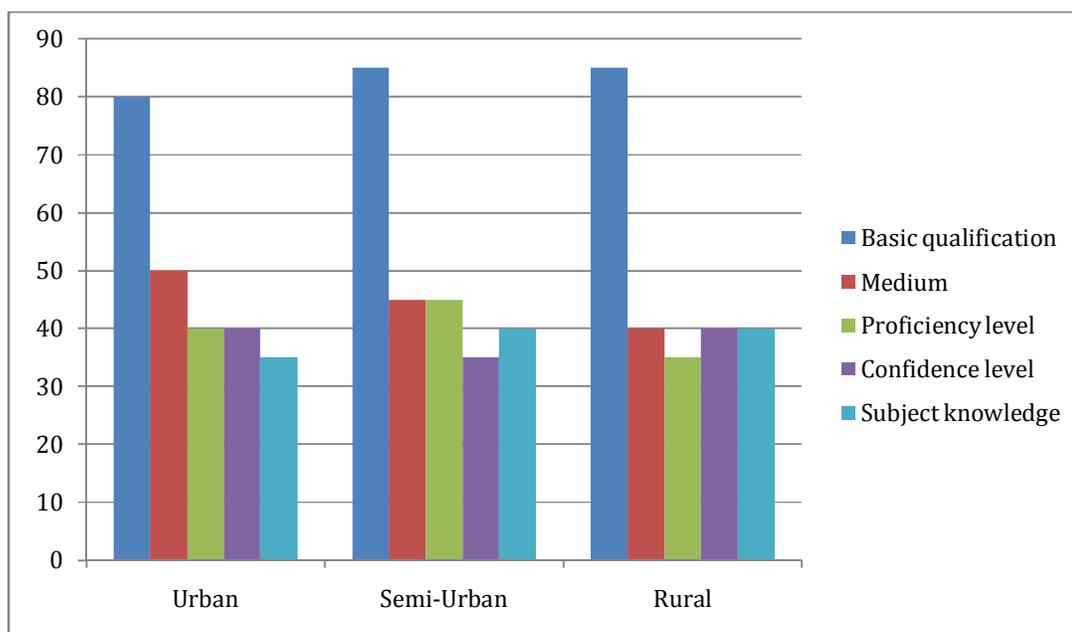
	Parents Qualification		Caste		
	≤12th	Graduate	SC/ST	OBC	Gen
Urban	20%	80%	40%	15%	45%
Semi-Urban	40%	60%	35%	30%	35%
Rural	80%	20%	45%	20%	35%



## **Data of Academic qualification of Lecturers and their**

**proficiency.** It has been learned that Academic qualification of lecturer is of requisite standard but the disturbing cause of concern is their medium with which they studied i.e local language. Therefore, they are unable to impress the crowd with their English. They are unable to give emphasis which is supposed to be given by them. Data of lecturers was collected during the course of study considering their qualification, medium of instruction, and proficiency level of English etc.

<b>Type of Area</b>	<b>Basic qualification</b>	<b>Using medium of instruction as English</b>	<b>Proficiency in English</b>	<b>Confidence level</b>	<b>Subject knowledge</b>
Urban	80%	50%	40%	40%	35%
Semi-Urban	85%	45%	45%	35%	40%
Rural	85%	40%	35%	40%	40%



*CHAPTER - 5*  
DATA PRESENTATION AND ANALYSIS

## DATA PRESENTATION AND ANALYSIS

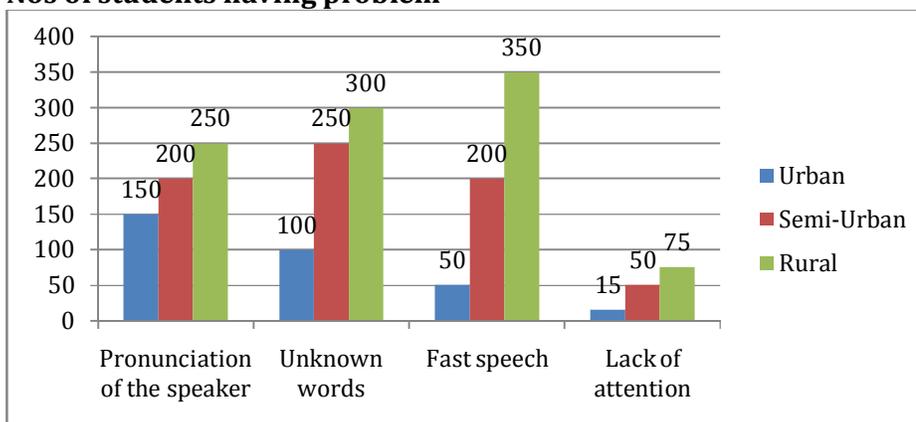
### For listening

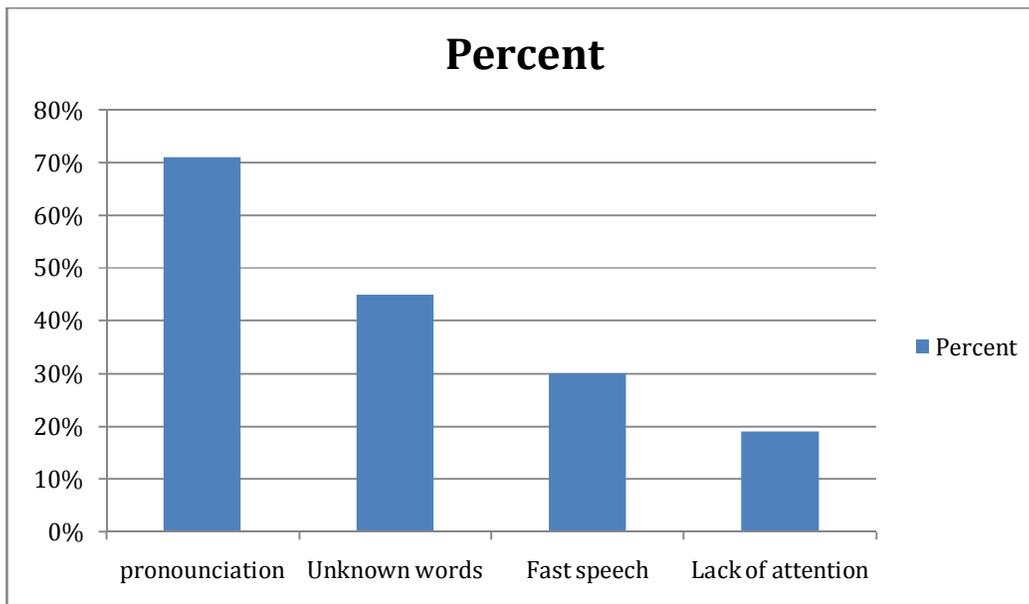
The participants were given an audio text to listen to and a list of all possible barriers to mark only those that caused the listening problem. The results have been shown in the table-1. From the data analysis of the participants listening, it was found that around 71% of the participants could not understand the text fully because of their inability to understand the pronunciation of the speaker. Approximately 45% participants had some difficulties to understand the text properly due to their inability to get the meanings of certain words used in the text. Only near about 30% of the participants marked that the speech was fast while about 19% could not maintain attention as the text was uninteresting to them.

**Table-1: Barriers of Listening**

Barriers of Listening	No. of Respondents having difficulty	Percentage (%)
Pronunciation of the speaker	164	71.30
Unknown words	104	45.22
Fast speech	71	30.86
Lack of attention	43	18.70

### **Nos of students having problem**



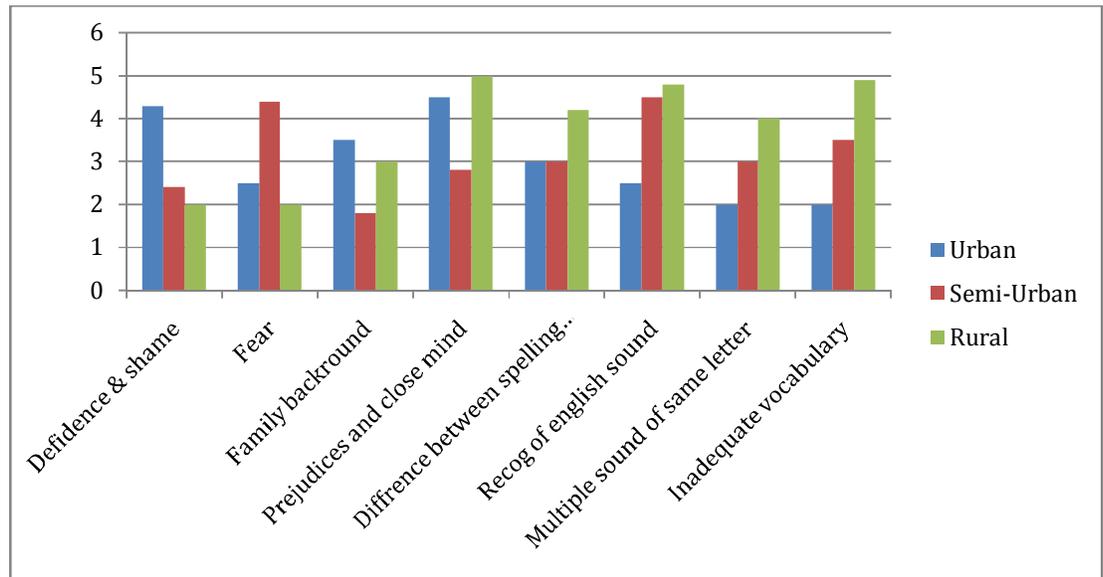


### For Speaking

Each of the participants was given a topic to speak on for about five minutes without any preparation. From their presentations, several factors were identified and marked that were responsible for causing speaking problem. The results are shown in the table-2.

**Table-2: Barriers of Speaking**

<b>Barriers of Speaking</b>	<b>No. of Respondents having difficulty</b>	<b>Percentage (%)</b>
Diffidence & Shame	230	100
Fear	153	66.52
Family background	230	100
Prejudices and close mind	161	70
Difference between spellings and sound	123	53.48
Recognition of English Sounds	151	50
Multiple sound of same letter	189	40
Inadequate range of vocabulary	230	100



From the data analysis it was learnt that students are more suffered from Defiance and shame. On the other hand, all the participants failed to express themselves properly due to their inadequate range of vocabulary and near about 53% participants faced problems in forming grammatically correct sentences, especially WH-questions, passive sentences, reported speeches, etc. About 70% of the participants had difficulties in using appropriate prepositions, while only around 28% participants failed to maintain subject-verb agreement.

*CHAPTER -6*  
**RESEARCH METHODOLOGY**

# **RESEARCH METHODOLOGY**

**A pilot study was conducted covering Bangalore city and its environs. Under graduate colleges were taken as sample and survey was conducted by collecting the data from selected sample of students of under graduate classes belonging to different streams and family background.**

## **Participants**

The participants of the investigation were the tertiary level students selected from a few Urban/Semi -urban colleges of Bangalore. A total of 975 students were selected. They were basically selected through the purposive sampling method on the basis of convenience and availability.

## **The Study**

The objective of this study was to investigate

- (1) Some causes that may have influenced the effect of English learning for students in Bangalore Urban students,
- (2) Perspectives about English learning among non-English.

## **Subjects**

A total of 975 students were selected for the study. Table 1 shows the number of the students of various departments.

**Table 1. Students participating in study**

<b>Number</b>	<b>Class Description</b>	<b>Number of Students</b>
1	Information Management (Computer)	175
2	Business Administration	100
3	Science	200
4	Accounting	250
7	Humanity	250

The English Learning Questionnaire used in this study was composed in English. The questionnaire consisted of two parts:

- (1) Fifteen closed-ended questions,
- (2) Open-ended questions.

The survey was handed out at the beginning of their first class of the first semester in the academic year. The survey was finished in class and collected immediately. The survey's first section examined causes that may have influenced students' English learning effect and students' perspectives about English learning, while the second section investigated students' feelings and past learning experiences of learning English in greater details.

Certain set of framed questions were discussed with the students of different groups in order to get their inputs. The questions were asked from the students of different courses in a group of 20 to 30 in one sessions. The question discussed is mentioned below.

- Studying English in Junior and high school caused fear and unpleasant feelings.
- Communicating with foreigners is basic purpose of studying English.
- Like to learn English through grammar translation.
- I fear making grammar errors while speaking English.
- Like to learn English in an all English environment.
- Like to be able to listen and understand everyday English.
- . I think it is enough to be able to read in English.
- I think that the skills of listening, reading, speaking and writing are of equal importance.
- In English learning I want to focus only on reading.
- In English learning I want to focus only on listening.
- Speaking is the skill I want to learn most.
- Reading/Writing is the skill I want to learn most.

The result of the discussion resulted in certain conclusion

- That most of the student have past fear of learning English .that is due to Fear or unpleasant feelings about their English learning experiences. Lack of confidence
- Lack of will power is also found in many students especially those who are from core rural background. Most of the students lack in spoken English skills, which is due to Lack of desire as local language serve all purpose of daily living and Environment is non-supportive.

### **Research instrument**

Depth interview with a set of pre-designed questions and data collection was the instrument. Some of the documents of such interviews were carried out by an audio-visual recording as well.

## **Survey Instrument : Questionnaire** **(Close ended Questions)**

**1. Did the English learning in your junior high and high school age give you any fear or unpleasant feeling?**

- (1) Yes
- (2) No
- (3) Some, if your answer is %yes+or %some+, please answer from question 2, otherwise, answer from question 3.

**2. The source(s) of the fear was (were)**

- (1) Ways of class instruction
- (2) Fear of inaccurate pronunciation
- (3) Fear of examinations
- (4) Fear of making grammatical errors
- (5) Others. Please elaborate as well as you can no matter what the source(s) was (were)

**3. You think that being able to actually communicate with foreigners in English is a very basic purpose of English learning.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**4. You like to learn English through “grammar translation” and “vocabulary translation”.**

- (1) Very agree

- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**5. When you speak in English, the fear of making grammatical errors has a great influence on me.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**6. You like to learn English in an “all English” environment.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**7. You like to be able to listen and understand everyday English.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**8. You think that it is enough to be able to read in English.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**9. You think that “listening”, “reading”, “speaking” and “writing” are of equal importance in English learning.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**10. If you have to choose the most important skill or your favorite skill, what do you think is the best sequence?**

- (1) Listening, speaking, reading, writing
- (2) Speaking, listening, reading, writing
- (3) Reading, speaking, listening, writing

- (4) Writing, reading, listening, speaking
  - (5) Others, please elaborate
- 

**11. In English learning, you only want to focus on the training of “reading”.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**12. In English learning, “listening” is the skill that you want to learn most.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**13. In English learning, “speaking” is the skill that you want to learn most.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**14. In English learning, “reading” is the skill that you want to learn most.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

**15. In English learning, “writing” is the skill that you want to learn most.**

- (1) Very agree
- (2) Somewhat agree
- (3) Neutral
- (4) Somewhat disagree
- (5) Very disagree

CHAPTER - 7  
CONCLUSIONS

## CONCLUSIONS

While it may be difficult to measure objectively, it is generally observed by English teachers in Karnataka that certain under graduates have better English skills (when considering non-English students). What this investigation has found is that while some groups of students may generally be accepted as having better English ability, management graduates for example, this does not exclude other students as having equal interest and potential, but with a different emphasis and differences in attitude.

The general lack of research on the issues surrounding non-English majors has led many language teachers in Asia to assume that all students can be treated with the same standard approach. This has inevitably given way to disappointment as not only are our students in India EFL, as opposed to ESL, but the vast majority of students studying English are non-under graduates. Can we assume that different under graduates have the same interest and outlook, value the same skills or generally appreciate our efforts in the same way? This survey has clearly shown that this is not the case.

Certainly this data points towards understanding the special needs of each group of students. This could mean adopting methods to have a better fit with the target students, as one student points out. While fashionable teaching methodologies come and go, the teaching situation in India is generally similar with large class sizes and limited resources. Rather than dismissing teaching methodologies, such as grammar translation, we should realize that such methodologies may have useful applications when combined with other factors such as students' backgrounds, levels, preferences, future needs for English, teachers, institutions, culture, etc. As put it: The degree to which I would stress one or the other would depend on the level of the students and their needs...

The differences among undergraduate found in this study sheds some light on the special groups and their specific needs that make up non-English students studying English. While most studies of English learners in Karnataka have dealt with English graduation, there are far more students studying English because it is a core requirement at all colleges

# CHAPTER - 8

## FINDINGS AND FUTURE APPLICATIONS

## FINDINGS

It is found that barriers are often caused by students' respective mother tongue and their inability to communicate with each others in English.

The finding of the study show that unfamiliarity with the sound system of English , inadequate of vocabulary , inability to form certain grammatical constructions , listening and speaking skills two of the four skills of English language have been considered as a crucial problem for the territory level studies. The rural students are weak in English language as the overall picture of the factors affecting students learning language is discouraged and is indicative of the need to change the methods in which English language is taught to local learners. It has been found that due to following reasons the students find difficulty in learning English language.

- Students are not motivated to acquire a confidence whenever they make mistakes in language classroom.
- Parents do not encourage their children to actively involved in; learning the language at home and in class room.
- Students are not much encouraged to practice English language with native speakers in both inside and outside classrooms
- The curriculum designers should think about the learners' needs in language learning when they plan to design curriculum.
- Future research needs to continue to determine the pedagogical practices of learning and teaching in the country and at the same time , to evaluate and inspect the English teachers 's qualifications and knowledge before allowing them to teach. It is found in most of the institutions students participation in class room is nil. Lack of desire as local language serves all purpose of daily living
- Environment is non-supportive, poor background
- Lack of general knowledge and today's environment around.

## **FUTURE APPLICATION**

Based on the findings of the data analysis, the following suggestions can be drawn-

- To begin with, the study has shown that inability to discriminate between long and short vowels or diphthongs, failure to pronounce the sounds not available in the first language and misapplication of stress is the main barriers of oral communication for the tertiary level ESL students. And this gives the idea that learning the sound system of English is the most needed thing in the respondents' academic studies.
  
- Secondly, the study has revealed that inadequate range of vocabulary is another major problem of oral communication that not only prevents the learners from understanding a message but also conveying a message properly. Therefore, special care should be given in teaching vocabulary in such a way that the students can use them for effective oral communication in real life situations.
  
- Thirdly, the study has shown that the construction of WH-questions, passive sentences and reported speeches also poses great difficulty in oral communication, particularly in speaking. Moreover, the tertiary level ESL students face difficulty with the uses of different word classes, especially prepositions. Sometimes, they suffer problem with subject-verb agreement. To be brief, the students confront problems with almost all the major grammatical categories of the English language. So, it is specially recommended that the items, which pose serious problems in English language learning, should be given more emphasis and sufficient treatment in the syllabus and also should be taught in such a way these are used in real life situations.

In this study, I investigated students' perspectives about English learning and what their fears were in the past English learning process. Of special interest was the way different students showed preferences for different language skills and teaching methods. While it may be difficult to measure objectively, it

is generally observed by English teachers in Karnataka, that certain students have better English skills (when considering non-English graduates). What this investigation has found is that while some groups of students may generally be accepted as having better English ability, management students for example, this does not exclude other students as having equal interest and potential, but with a different emphasis and differences in attitude.

The general lack of research on the issues surrounding non-English graduates has led many language teachers in Asia to assume that all students can be treated with the same standard approach. This has inevitably given way to disappointment as not only are our students in Asia EFL, as opposed to ESL, but the vast majority of students studying English are non-majors. Can we assume that different graduates have the same interest and outlook, value the same skills or generally appreciate our efforts in the same way? This survey has clearly shown that this is not the case. Extra attention should be given by extra coaching and counseling. If the student errs in the class he/she should not be scolded or punished in the class. This makes them weaken psychologically. To erase this problem from day one itself, an English teacher has to encourage the student to talk in English only. this act makes them confident .such type of student friendly and learner centric environment will certainly prevail, as more and more students will participate in the sessions. Teachers motivation towards students will solve all the stumbling blocks in students.

Language Communication is said to be the most important skill for human survival because one needs it to maintain contact with the world. It is a part and parcel of everyone's life. All individuals need to communicate to share their thoughts, feelings, knowledge, and information with others. However, the degree of its effectiveness depends upon one's command on language communication skills.

The better are one's communication skills, the better a person understands him/her. Hence, looking at the verbal communication skills, we see, there are lots of problems that prevent the tertiary level ESL students from mastering the needed oral communication skills. The present study attempted to explore those problems and also highlighted some strategies for coping with oral

communication problems employed by the learners. The implications of the findings of the present study may not be exhaustive but to some extent, will benefit the ESL students as well as the teachers, I believe.

### **CONTRIBUTION TO SOCIETY**

- It will help students to not only pass in the language exam but also to face challenges and take right decisions during the time of crisis.
- It will develop a common medium of communication to survive in multilingual communities and save the complications.
- It will erase error phobia and imperfect phobia among rural students and which in return will increase their aptitude.
- Teacher centered classroom will be removed from the classroom and thus classroom will be more learner friendly.

*CHAPTER - 9*  
REFERENCES

## REFERENCES

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