

MINOR RESEARCH PROJECT

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**BARRIERS OF COMMUNICATION: GRADUATE LEVEL INABILITY
WITH SPECIAL REFERENCE TO THE STUDENTS OF WAYANAD**

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The minor research aimed at tracing out the barriers of effective communication and comprehension in English by the graduate students of Wayanad district of Kerala state and to offer remedies to overcome this predicament of inability to have the language proficiency. Though there are multiple factors that stand to impede on the way of acquiring English language proficiency, it is indeed possible to gain adequate proficiency provided the problems are rightly traced and solutions are practically identified and well implemented.

It is not fair to blame either the learners or the teachers or the curriculum but the blame is to the way it is implemented having each one the role. It does not mean the methods of teaching. Various methods were timely used in the classrooms but the expected outcome is not achieved. One of the major reasons for this failure achievement is lack of competence and performance from the part of learners as well as from the instructors.

The significant factor that could be identified is that construction learning couldn't take place in the class rooms. Achieving proficiency in language requires construction learning and that takes only with a cognitive development. In many of the class rooms especially in the select district, learning and acquiring English language through the cognitive development is an utter

failure resulting incompetency of language skills. There are number of factors that cause failure of cognitive development. Overcrowded classrooms of heterogeneous learners, scarcity of ample input and output exposure, less motivated learners, insufficient framework of curriculum, the methods of implementation, the mechanical evaluation process, theory and concept oriented language classes, emergence of cyber English, scarcity of time, lack of realization of learners of their creative role in language learning, classroom being an artificial place rather than being an ideal learning centre etc are a few identified factors. It is not a herculean task to overcome these but at the same time it is not so easy to rectify them. These are unique nature of problems and have no permanent solutions and remedies as mankind is of independent nature.

Every type of exposure provided in the classrooms and outside the class rooms bear no fruit if the learner couldn't be motivated and inspired. The natural instinct to learn language needs to be strengthened by incomparable motivation which can be created highlighting and persuading peer achievements and expert talks. It is very much essential not to pave the way for any sort of negative feelings or experiences for it may demotivate and discourage the learners. The instructor is bound to ensure integrative motivation as well as instrumental motivation. If the learner is highly motivated it means he or she acquires the language skills faster than expected duration. A well motivated learner creates own ambience to enhance oneself.

Enhancing the notion of learner autonomy in language learning can to a great extent rectify the failure of cognitive development in acquiring language competency. Autonomous learning entails the students to develop their own learning strategies, encourage making decisions about what they learn and their capacity to learn for themselves. Having been discouraged from relying on the teacher as the main source of knowledge in autonomous learning they bring out their own style of learning with better outcome. The class rooms of

language learning never consist of a homogeneous group instead learners are of multiple intelligences, in such conditions the autonomy of learning works well with each individual as they themselves create the optimal condition. Autonomy in language learning empowers the cognitive drive to be adept in LSRW skills. It can even uproot the inhibitions that hinder the confidence of communication using language. Once, the learner identifies the requirements which have to be facilitated by the instructor. The modern advanced technology too can help them better.

The methods of teaching and the assessment are two areas which require amendment in order to achieve the best output. At this technological age the relevance and role of the traditional methods and approaches get declined. But one thing is sure that no technology offers solutions to teaching learning process. Even at centers where language laboratories were introduced failed to achieve expected outcome. In the days of information explosion and the technological do how, hi-tech virtual classrooms were established but the repercussions were not as predicted and envisioned. Globalization witnessed a paradigm shift in language teaching. The highly propagated communicative language teaching and co-operative language learning were replaced by task based language teaching and post methods pedagogy and eclecticism. There will be no rigid methods of teaching English. It will be replaced by eclectic method of teaching -a selected mixture of what appears to be the best of various methods. The advanced net generation learners need an amalgamated approach and method to gain proficiency in English language. It must be kept in the mind of teachers and they need to develop an eclectic method of teaching which vary to each class rooms.

Assessment is yet another area where a strategic shift is required. The leniency of awarding marks is an obstacle of language learning. It not only demotivates but also discourages

the learners creating less successful learners out of novice language learners. Assessment is to be done in the way that make learners realize their creative role in learning language and identify their potential. It being a long term investment relaxation needn't be a parameter to judge the quality. There should be a drastic change in the assessment system of English language. It should not be assessed as a subject of examination like the other content subjects. A mere written test is insufficient to evaluate the minimum language proficiency instead all the four skills must be separately assessed.

The other barriers of communication are that of emotional, habitual, cultural, social, environmental and intellectual, learner autonomy is the best strategy to take over these hindrances. It is quite laborious to rectify the aforesaid obstacles but the dynamic involvement of the teachers can offer positive measures to these issues as per the situation. Teachers need to be reflective practitioners, they need to have self assessment and as a vigilant observer they must play their role with professional commitment and dedication.