

Teachers' Role in Imparting Quality Communication Skills in Karnataka State: An Analysis

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Abstract

Teaching is important role for teachers in effective communication skills to learners is really important to teachers in their delivery of pedagogy, classroom and interaction with the class. In a Karnataka, teachers struggle with decisions about the variety of English to use, the standard quality of their English, their English language proficiency and the effectiveness of their communication skills. This study evaluates the communicative strengths and weaknesses as reflected in their class room teachings by teachers and their impact on language teaching. The facts and figures that are incorporated in this study are vital to the understanding of teacher education in societies. In teaching profession, the teachers have only fifty percent knowledge of subjects and the remaining fifty percent interpersonal or communication skills. For a teacher, it is not just important to give a quality lecture but it is more important to give the presentation of a lesson or lecture well in class. Communication skills for teachers are thus as important as their knowledge of the particular subject which they teach.

Keywords: communication skills, teaching, quality, classroom

Introduction

In teaching profession, the communication skills can be very essential for teachers to understand as the transformation of information through the students in the class room. In teaching level, the teachers have good communication skills are applied in the teacher's classroom, pedagogy and interaction with the class. In teaching level, the teachers have well speaking skills is important in teacher. Despite this, there is little literature and research identified on the communication skills of teachers and for this reason, this study is conducted. Keeping in mind the major challenges of globalization, a course on communication skills in English is now included in the Indian institutions in the curriculum of Degree, master degree Management & professional studies like B.Com, B.Sc, BA, M.Com, B-Tech, M.B.A, M.C.A, B- Pharm, Journalism and Mass Communication. In this way the teachers and trainers of English language could enhance the standard of communication skills of students. Teachers of English language represent themselves standing in front of a class presenting and explaining specific subject knowledge, questioning and disciplining students.

Objectives of the Study

The primary objective of the study is Teachers' Role in Imparting Quality Communication Skills with special reference to Karnataka state. Based on the primary objectives, the following key objectives are:

1. To analyze the improving the Quality of Students' Communication Skills of school.
2. To examine the reading habit of English language in Government School of Karnataka.
3. To enlist the suggestion of communication skill of teachers in school level

Improving the Quality of Students' Communication Skills

Improving the Quality of Students' communication skills are listed below:

1. **Listening:** No matter how many years of experience you have don't always assume that you know what is going on through your student's head. If you're not having the results you expected with your pupil, it may be you overlooked something that you could easily resolve just by asking and listening.
1. **Describing Clear Goals:** make sure you communicate a clear vision of the objective you wish your students to achieve. If you see any puzzled looks from the class, explain again, or ask one of your students to explain in their own words what they understood is the purpose of the lesson (project, homework, term, or whatever the issue at hand is) so you can double-check if everyone is on the same page.
2. **Give praise:** everyone likes to hear they're doing a good job and your students are no different. If you see someone having real difficulty with a specific subject it is especially helpful to praise even small improvements, as it will motivate your student to keep pushing forward towards the goal. Don't be cheap with your kind words!
3. **Being accessible:** you have an important job to do and your students depend on you for their learning process. Let them know you care by offering a designated time during the week where they can meet with you or talk over the phone or Skype for any questions they may have regarding class work. You can also give them a special email address you have set up for this purpose or create an online forum for open questions. You don't have to offer "24-7 service" but make sure they can reach you if they need to.
4. **Building teamwork:** if your whole classroom is working together to achieve similar goals it creates an environment that makes communication easier, it will help students help each other and build the camaraderie needed to make the classes run more smoothly.
5. **Keep it real:** It's easier to learn something new when you understand how it relates to your life. So next time you tackle a new subject show your students how they can find evidence of how they can use the new information in their life or how it relates to their daily activities. It's amazing when they understand how things in art and history, for example, can influence fashion or buildings, or how math helps to build bridges and statistics are used in polls.

Reading Habit of English Language in Government School of Karnataka

Teachers of English in India assemble miscellaneous views about the use of British variety, Standard Indian English in class room. Teachers and trainers of English language in Karnataka face a lot of difficulties to balance the positions of the various varieties of English used in the classroom environment. The teachers hold contradictory views about use of English in the classroom and consider English as both deficient and useful. Despite this view, teachers feel Standard English is more useful in

helping them explain difficult content, build rapport with students, inject fun and humour in the class, and serves as a time effective means of communication. However, there is little literature on how teachers in Karnataka adapt their use of Standard English to the different communicative contexts in schools and colleges.

Table – 1: the Percentage of Children reading habit among the school in English

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	47.1	24.5	22.0	5.6	0.8	100
II	25.4	25.0	32.4	14.1	3.0	100
III	14.8	23.1	36.7	19.8	5.5	100
IV	11.2	17.8	34.4	25.5	11.2	100
V	6.3	13.3	31.3	29.5	19.7	100
VI	5.6	12.3	25.3	28.2	28.7	100
VII	2.9	8.5	23.1	28.7	36.8	100
VIII	2.8	6.2	14.7	28.4	48.0	100

(Source: ASER – 2022 – 23)

The above table shows that, as per Annual Status of Education Report of reading habit of school in Karnataka state has been assessments of children in the age group 5-16. Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 14.8% cannot even read capital letters, 23.1% can read capital letters but not small letters or more, 36.7% can read small letters but not words or more, 19.8% can read words but not sentences, and 5.5% can read sentences. For each grade, the total of these exclusive categories is 100%.

Table – 2: the Children who can read English at different levels, percentage who can comprehend. 2022

Std	Of those who can read English words but not sentences, percentage who can tell their meanings	Of those who can read English sentences, percentage who can tell their meanings
I	54.3	---
II	58.2	---
III	53.3	63.2
IV	62.2	69.5
V	60.5	66.7
VI	61.8	70.2
VII	62.3	74.6
VIII	62.4	79.3

(Source: ASER – 2022 – 23)

The above table shows that, overall, only 1 out of 4 children in Grade - V and almost half the children in Grade - VIII in India can read simple English sentences; more private school children can do

this task as compared to government school children. The proportion of children who can read sentences has remained consistent between 2016 and 2022. Wide variations can be seen across states, with many northern and north-eastern states like Manipur, Punjab, Nagaland and Himachal Pradesh performing better than others.

Table – 3: Trends over time English reading in Std - V and VIII by school type - 2012, 2014, 2016, 2022

Year	% children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt.	Pvt.	Govt. & Pvt.	Govt.	Pvt.	Govt. & Pvt.
2012	10.8	47.6	17.5	43.1	63.7	48.9
2014	12.9	53.0	21.3	43.0	69.3	49.5
2016	15.8	54.4	24.8	44.2	66.0	49.7
2022	14.2	40.4	19.7	41.6	66.4	48.0

(Source: ASER – 2022 – 23)

The above table shows that, in year 2016 the 54.4 percentage of children can read English sentences in private school, in government school 15.8 percentage of children can read English subject. It indicates that learning habit is more than in private school where compared to government school in 5th standards.

Suggestion of Communication Skill of Teachers in School Level

A teacher can enhance the learning process in teaching; the following are some of the communication skills are listed that a teacher must possess so that they interact properly with the students -

- 1. Positive Motivation:** This is one of the important things that a teacher must possess. In a class, students always have different kinds of taste and preferences over subjects. So it is the job of the teacher to create enthusiasm and interest in the minds of the students towards a subject.
- 2. Effective Body Language:** This is the most powerful communication skill that a teacher must possess. Good presentation skills include a powerful body language supported by verbal skills. Besides, a teacher should maintain the volume, tone and rhythm of their voice during a lecture.
- 3. Good Sense of Humor:** The importance of this factor has been regularly underestimated. A good sense of humor keeps the students active and interested in the teacher’s class.
- 4. Understanding the Students:** Teachers should encourage students to communicate openly. There should be emphasis on cultivating a dialogue rather than a monologue.
- 5. Team Formation:** This is a good method where you can divide the classroom into small teams and ask them to solve different problems or complete assignments.
- 6. Technical Skills:** It is also important that teachers should be up to date with all the latest teaching aids like computers, video conferencing and especially the use of internet. This will also help the students to keep up their interest in the learning process.

Conclusion

The above study teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skills. For a teacher in school level, it is not just important to give a quality lecture but it is more important for the presentation of a lesson or lecture in class. Communication skills are very essential for teacher's depth knowledge of the particular subject which they teach. Finally the role of teachers is so important to the society.

The research paper has tries to outline teachers' role in improving quality communication skills of students and teachers' perception of their communicative strengths and weaknesses. The teacher's role very significance to play information on teaching is translated into classroom practices. Thus, it is significance that communication skills are an important for present scenario of a teacher's professional competency.

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