



A STUDY TO DEVELOP A TEACHING MODEL FOR ENGLISH LANGUAGE PROFICIENCY AMONG THE STUDENTS OF MASTER IN BUSINESS ADMINISTRATION IN BANGALORE.

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Abstract:

The review tries to propose a training model to foster English language capability among the Management Studies in Bangalore. The recognizable proof of the exact nature of proficiency problems has been addressed in this article. Having pinpointed the issue, the model, which is a combination of the task based model and the original English for Specific Purposes in the educational program configuration, is drawn up. Integrated into this system is the proposed approach which joins the ideas of awareness raising with the customary assignment based educating procedure.

Based on the model, a requirements or a need analysis is done at the b-school level and at the corporate level. The findings of these requirements are utilized to figure out the action plan, the learning process and the continuous evaluation.

The course consequently planned is then applied in an experimental study on a sample of the population. An incomplete mediation is executed to concentrate on the viability of the new system in the accomplishment of one of the course goals. A preceding - in the wake of testing method on a control and exploratory gathering is utilized and the outcomes are deciphered.

Keywords: teaching model, needs examinations, task-based, raising awareness, course configuration & design, teaching learning process.

1 Introduction

In India, since the British Times the teaching of English Language has followed a pattern which actually serves the need of the Learner. When we look back and trace the history of English Language Teaching, one will find that there were many new methodologies evolved as the need for the language learning evolved and English Language not only served at only academic requirement, but became a social need or a societal need. In India today this is also perceived as an economic necessity as today in Business we work globally and do not have any borders.

Crystal (1997) identifies two factors that was crucial in determining the world status of English. One English Language Peaked towards the end of 19th century and the second was the emergence of United States of America as the leading power country in the World in 20th century. More than 70 countries enjoy the special status of English which includes India, Singapore, etc. As of year 2020, approx. 26% of the people worldwide uses English and it is the most popular language online

Today, with the advent of globalization English has been very popular and enjoys the top status in the world. Halliday (2002) in an Interview assigns the status of English as an international language in the filed of commerce and management and continues to say that there will be a major shift from goods & service economy to an information economy as information is made of language and at the moment it is 'English'

Information technology (IT) handed a virtual connectivity that impelled businesses and media to relocate globally and, along with that, English language skill came central to survival in the knowledge frugality. Most of the information processing projects/jobs has been outsourced to countries like India and China, and the profitable growth of these countries has been phenomenal with the growth of the IT sector. The job market started flourishing. Still proficiency in English language was the introductory criterion for employment in this assiduity. In this environment Warschauer (2000) has prognosticated the growth of English for Occupational

Purposes (EOP), a branch of English for Specific Purposes devoted to the requirements of particular vocational groups. He also suggests that these courses will decreasingly be espoused by institutions offering vocational courses and by employers at worksites.

1.1 The Situation in Bangalore

Bangalore became to the spotlight in the wake of the IT boom, when the National Association of Software and Services Companies (NASSCOM) ranked Bangalore as one of the best ITeS destinations in terms of structure, connectivity and the vacuity of educated English speaking people. Still, some of the Bangalore's degree holders were declared as unemployable due to lack of English Communication the IT and ITeS like Business Process Outsourcing (BPO) sector indeed in functional areas like finance, marketing, sales, and administration due to poor communication!

The researcher here was involved in an exploration design in Bangalore city I.T. Mission to produce a database of graduates/ parchment holders from in and around Bangalore who were trainable to the required norms. Needed by the Industry (Varghese 2004). Out of the list of post graduate/ graduate holders who were shortlisted as being trainable, hardly about 14% ultimately cleared the final selection. English communication skills have now become critical for success in the business world at the moment. Articles in major business magazines as well as interviews with the college placement in-charge and leading corporate individuals, all support this assertion.

Emphasizing the national problem of low employability because of declining English skills are the commentary of an adviser from Orient Longman "As we travel all over the country, visiting colleges, we notice the great decline in English norms. When we meet the heads of the institutions, preceptors and employers, and discuss the issue of employable graduates and their growing plight." According to them, when jobs are staying to be grabbed, "it's a pity that students are missing the opportunity due to lack of communication skills and lack of proficiency in English" (Business line 2007).

This research study focusses on improving & enhancing the English Language Skills of the Students of Management Studies in Bangalore, the effort is to increase the Employability Level of Individuals in

Bangalore. The title of the study is, “*A Study to Develop a Teaching Model for English Language Proficiency among the Students of Management Studies in Bangalore*”

2. Review of Literature:

English Language Teaching (ELT) methodologies have evolved over time as new literacy in the affiliated areas of psycholinguistics and sociolinguistics was incorporated into the exploration dealing with Second Language Accession (SLA) which is the main focus of the present study. This helped to upgrade the tutoring styles to a great extent; still each approach to language teaching experimented with, over the times, still remains useful to the sapient experimenter as these give inputs which, in combination with perceptivity from contemporary exploration, can help produce new patterns of teaching that are able of achieving present day language literacy objects. We shall now look at the major milestones for the colorful approaches and styles that have shaped the course of ELT and SLA as we know it at the moment.

1.2 The Structural-Oral-Situational (S-O-S Model)

This model was based on the Structural Approach where the knowledge of structures were linked to situations. A great deal of controlled practice in the form of substitution tables and choral repetitions was given by Prabhu (1987). This was also not considered fully satisfactory as it would fulfil only a part of the learner’s linguistic needs in a certain situation as it was too closely tied to particular circumstances. It was what Widdowson (1983) termed as language like behaviour and he makes it clearly distinct from productive ability though he does not completely deny the role of imitative and repetitive methods in language acquisition.

1.3 The Structural Approach

The year 1930’ saw the more standardized methodology in English Language Teaching used by the language experts at that period. There were two leaders namely Harold Palmer & A S Hornby at those time and were leaders of this movement.

1.4 The Audio-Lingual Model

The basis for Audio-Lingual Model was Structural Linguistic Theory, Incompatible analysis, audio, oral procedures and psychology was introduced to the felt need for more concentrated efforts to teach any Foreign Languages in the US.

1.5 The Grammar Translation Method

This system was initiated upon the traditional methodology of teaching Latin. Latin was not a language used for everyday communication and the Grammar Translation Method doesn't serve the purpose of teaching language as a tool for everyday communication. Its end was to prepare scholars to learn and appreciate great literature and gospel.

1.6 The communicative Approach (CA)

In the late sixties, The Communicative Approach evolved and Naom Chomsky was instrumental in bringing this to practice. This was radically different for language acquisition which was based on the theory of transformational generative grammar.

1.7 The Humanistic Approach

Erikson and Maslow pioneered a school of thought called Humanistic Approach in educational psychology. At the same time Williams et al (1997) expressed that English Language Teaching should have a holistic approach in the teaching-learning process and this absolutely necessary for the positive results in language learning.

1.8 The Monitor Model

Krashen's Monitor Model was perhaps the most widely argued theory in language acquisition in communicative language teaching. This theory distinguishes between the acquired and learnt knowledge by stipulating the acquired knowledge of the language which comes through participating in natural situations

1.9 Explicit & Implicit Knowledge

Knowledge that is both explicit and implicit, Krashen (1981), with his unambiguous difference between acquired competence and explicit knowledge, sparked interest in these two categories of knowledge. Knowledge, as well as developed competence, which includes implicit knowledge.

"Explicit knowledge, roughly speaking," writes Bialystok (1978). Signifies a deliberate analytical understanding of the target language's formal features, while implicit knowledge refers to an instinctive sense of what is right and proper." Krashen does not allow for a connection between what has been taught and what has been obtained. His reasoning was that if you learn something, you would be able to teach it to others.

The student may apply knowledge without wasting time or focusing on form because it has been gained by them. Instead of learning, use the intuitive path. Knowledge that is both explicit and implicit.

1.10 Bialystok's Model

The model of Bialystok also depicts a connection between explicit and implicit knowledge. She displays the contribution of output, cultural characteristics, and implicit knowledge to explicit knowledge. The concept of the model also demonstrates how explicit information may be transformed into implicit knowledge via the Practice-based strategies

1.11 The Teaching Models used in the present study

The teaching Models used in the current study is a combination of two methods/models. The ESP Framework and Prabhu's Task Based Teaching Model. By combining these two models we can satisfy the effectiveness in delivery as well as learning.

2 Research Methodology:

An English talent programme can only be successful, if care has been taken to understand the nature of the communication challenges that exists in the population under study. This will assist to frame a proper objectives for the course and this could make sure that the objectives are achieved. This is vital for the layout of a direction aimed to enhance language talent for a selected group, as the time frame to generate results may be very limited. With this school of thought the researcher performed a study to check the communication

challenges that had to be remedied for the populace under study. In the theories of language formulated by Chomsky and Saussure we find the research on receptive and productive language abilities which reflect in today's communication both active & passive language skills.

2.1 The Population Chosen for this study:

To understand the communication challenges and deficiencies in MBA Students enrolled in Bangalore Colleges, the researcher chose the parameter as MAT Exams written students and who got selected and pursuing their Business Studies. Mat Score represents the receptive score of knowledge & language and GDPI were taken to understand the expressiveness of the students.

Conclusion:

The effect of this teaching method is to integrate it into the system - based educating procedure and enabling the students to understand as well as implement the said ideas in their day to day lives which can only be possible if the syllabus has provision for it in every subject and not just a particular and specific subject allocated for communication.

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