

Summary of the Minor Research Project

Entitled

**A Study of the Commercial Communication Syllabi
on
Communication Skills, especially with reference to
Writing Skills of T.Y.B.Com Students of K.S.K.V.
Kachchh University**

Submitted To

**University Grants Commission,
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By

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SUMMARY OF THE MINOR RESEARCH PROJECT

ENTITLED

“A STUDY OF THE COMMERCIAL COMMUNICATION SYLLABI ON COMMUNICATION SKILLS, ESPECIALLY WITH REFERENCE TO T.Y.B.Com. STUDENTS OF THE K.S.K.V. KACHCHH UNIVERSITY”

Introduction:

English language has been emerged as the language of the future and the language of the present throughout the world. Many countries (with English as second language) like Korea, Japan, China, Germany, Russia and people of many other countries are striving hard for a better acquisition of English language for business transactions, professional development and educational purposes. India is also no exception in this race. This knowledge of English will enhance the process of globalization. In India, English language is being taught since the British period and till this date. The English language unites all the states in India. It is the only connecting link between the educated persons of different states. Within India, there are numerous languages. But India as a whole has only one language today and that is English. English at present is only an associated official language; the primary official language is Hindi. With the regional languages becoming the medium of instruction, the teaching-learning problems of English have to be looked from within the overall educational policy towards integrated language course where the role of English language has to be redefined vis-à-vis the role of native languages.

It was observed that many of the Third Year B.Com students remain very passive and lack the basic communication skills. The present scenario had substantiated that present English language teaching was not fulfilling the needs of the present day students. Commerce was directly associated with the economy of the nation and the communication skills are very much essential for any student for his/her career development.

But, it was noticed that only a few exceptional students were found to be capable of writing and speaking correct English at the Third Year B.Com level. Many

of the other students were incapable of reading a book with correct pronunciation and following it independently even at this under graduate level. Incorrect spellings and ungrammatical constructions were found to be quite common even among the college students. Correct use of English idioms and figures of speech seemed to be almost unknown. The investigations of Farooqui (2007), Aneurin (2006), Shamiry (2000), Usha (1992), Sita (1990), Sharma (1986) and ELTI (1969) had also confirmed the poor comprehensive abilities and low efficiency of the learners in English language acquisition. Jayashree (1989) identified the difficulties in teaching-learning English at high school level. The difficulties included learners' improper listening ability, inattentiveness in the class, poor vocabulary, lower comprehensive abilities and lack of interaction in the class. Patil (1985) observed that the university graduates could hardly achieve fifty percent of expected English language proficiency.

Sundara (1994) found that the construction of grammatically correct sentences was considered to be the most difficult task by the students. Nair (1975) observed that vocabulary, phrasal words, idioms were the some of the problems faced by the language learners. This current scenario makes one draw one's attention to conduct an enquiry to find out the major problems existing in teaching-learning of English language teaching-learning system at the under graduate level. Looking into the significance of English communication in commerce discipline, the researcher, through her study intended to know about the actual problems of teaching-learning English Considering the need and the importance of communication skills for the Third Year B.Com students, when Commercial Communication was introduced as a compulsory subject in most of the colleges/universities in Gujarat, it was essential for the student to learn the drafting of some business letters and reports. But the researcher, being a teacher herself, had found that many of the students, who secured admission at the T Y. B.Com.in Commerce discipline, lacked their basic communicative and comprehensive abilities. As per the curriculum, they were expected to write technical business letters and reports at this level. But, the learners' output was not at all encouraging and hence the researcher had attempted to study about their teaching-learning problems in this regard. So, the researcher had made an attempt to study the actual problems of English language teaching learning at the

Third Year B.Com. level. The researcher opined that such study might throw light upon some issues such as:

- Why do many students fail to communicate in English, in spite of studying English for ten years at school and college level?
- Is it the result of over populated classes which delimit the interaction between the teacher and the student?
- Why do many collegians lag in communication skills?
- Are there any similar problems faced by all the English teachers?
- Which kind of problems are prevailing in the present scenario in Indian class rooms where English is taught to undergraduate students?
- Why do the majority of commerce students from Kachchh fail to perform well in a competitive test especially when their skills are tested in English?

The researcher did not find enough number of studies to answer these questions due to the lacunae found in the review of research studies conducted at the under graduate level in the commerce discipline. The entire review analysis was discussed at length in the chapter entitled 'Review of Related Literature' and implications of it.

Hence, considering the present scenario of teaching-learning English, the researcher, being an English lecturer in one of the Commerce Colleges of Gujarat for the last twenty years had observed that it was worthy to conduct the study as it was essential to locate the actual problems faced by both the teachers and the learners. Hence, the researcher had proposed to study the following problem.

Statement of the Problem

A Study of Commercial Communication Syllabi on the Communication Skills with Special Reference to Writing Skills of the Third Year B.Com Students of the KSKV Kachchh University.

Objectives of the Study

- 1) To study the syllabus of commercial communication at the TY B.Com level and its relevance to the present day context
- 2) To identify the syllabus lacunae in the existing syllabus at the under graduate level.
- 3) To check the ability of students in terms of their writing
- 4) To identify the problems of T.Y B.Com students' in developing their writing skills
- 5) To gather the opinion of the teachers on their students' writing performance
- 6) To improve the writing skills of students' by suggesting some remedial measures

Design of the Study

A design of the study to the researcher is like a blue print to an architect. It provides the researcher an opportunity for meaningful interpretations of the results with the help of the analyzed data.

The present study was a survey kind of descriptive study which described the present status of English Language Teaching-Learning in the Commerce colleges of the Kachchh District.

Delimitations of the Study

The present study was delimited to the Third Year B.Com students and English teachers those who teach English at the under graduate level in the Commerce discipline. Further the study delimited itself to the Commerce colleges affiliated to the Krantiguru Shyamji Krishna Verma Kachchh University (K.S.K.V.U), Bhuj.

Population of the Study

The population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized. .

All the English lecturers and all the Third Year B.Com.students' of all Commerce Colleges affiliated to the K.S.K.V. Kachchh University constituted the population for the present study.

Sample of the Study

Most of the educational phenomena consist of a large number of units. It would be impracticable, if not impossible; to test, to interview or observe each unit of the population under controlled conditions in order to arrive at principles having universal validity. Some populations are so large that their study would be expensive in terms of time, money, effort, and manpower. Sampling is the process by which a relatively small number of individuals or measures of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected. Sampling procedures provide generalizations on the basis of a relatively small proportion of the population. The representation proportion of the population is called sample. (Kaul, 1984).

All the teachers, teaching compulsory English or Commercial Communication subject at the Third Year B.Com. level, constituted the sample of teachers for the study. This sample of teachers was considered to collect the data related to the present practices, English Language Teaching Learning (ELTL) problems of teaching English at the Third Year B.Com. level. Out of total 1881 students, 618 students were willingly available to respond. Therefore, the researcher took 618 students as the sample of the study. The sample constituted 33% of the students.

As the strength of all the thirteen Commerce colleges varied to a greater extent, the researcher considered cluster convenience sampling for the purpose of the study.

Procedure of the Study

According to Kothari C. R. (1996), research methodology is a way to systematically solve the research problem. It is a science that deals with the various steps that are generally adopted by a researcher in studying his or her research problem along with logic behind it. The truth is that, successful completion of a research work without proper planning becomes not only difficult but also impossible. The selection of a method and the specific design appropriate to the research problem will depend upon the nature of the problem and the kind of the data. Research methodology includes the details of the research design, the population and the

sample selected, tools designed and/or adopted, the data collection procedures and the statistical techniques applied.

As planning of the whole investigation was the most important component, the investigator has briefed-up the research design of the present study. The entire research work was conducted in several phases as per the advanced strategic planning of the schedule of data collection from several colleges located in the district of Kachchh. The investigator took the prior permission from the Institutional Heads to collect data from the teachers and the students. The researcher administered the tool personally and the details of the data analysis and interpretation are given in the next chapter.

Tools for the Present Study

For carrying out any research activity, the data needed to be collected. Further, various required tools which would be helpful in gathering the data through different methods and procedures are needed to be developed. These tools help the researcher in quantifying the data collection.

As the researcher planned a descriptive study, keeping in mind the objectives of the study, the researcher had selected the research tools for the study.

Designing of the Tools

The researcher designed the following tools for data collection in the present study.

Thus, as a part of the study, the researcher designed an opinionnaire, and two questionnaires which were placed as Annexure in Appendices A, B, and C for this study. In order to know the present practices of English language teaching and teachers' views on syllabus issues, the researcher had designed a questionnaire for the teachers who teach at T.Y B.Com level. Further, the researcher had also designed an opinionnaire for English Teachers to collect opinions of the teachers regarding problems of the teachers' in English Language Teaching at T.Y. B.Com level. In order to know about the problems of English language learning, the researcher had also designed Questionnaire for the students

Preparation of Teacher Questionnaire

Questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational etc. topics sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation. A Questionnaire was designed for the teachers of English (see Appendices A, B & C). The Part I of the Teachers' Questionnaire contained 10 items which covered various personal & professional aspects of teaching experience, academic qualification and so on. The Questionnaire Part-II included 28 items on various elements of ELT. The questions and possible responses in these questionnaires were stated in a manner assumable to rapid, unambiguous coding and processing. The Questions included were categorized as under:

- i. Question having forced choice (fixed choice) response alternative
- ii. Questions having a list of response alternatives and also providing some space at the end of the list for the teachers to give their comments or suggestions or describe their own response which has not been covered in the list of alternatives.
- iii. Questions requiring the teachers to rank the responses listed under the question in order of importance along a four-point scale. However, these questions also allowed the teachers enough freedom to add anything they wished to say by way of further comments or suggestions.
- iv. Restricted open ended questions requiring the teachers to express their individual reactions to the issues covered in the question.
- v. Forced-choice-cum-open ended questions requiring the teachers to give, in brief, the justification for choosing the response alternative given under the question.

Wholly open ended questions were kept out of the teachers' questionnaire for the simple reason that teachers were not likely to devote sufficient time and attention to answer them satisfactorily and formulate their ideas in precise terms.

In order to know the practices of English teachers of Commerce Colleges, a Questionnaire was designed by the researcher. This Questionnaire included open ended as well as close ended questions. This Questionnaire referred to the experts in the field of language teaching for finalization. It included questions related to Syllabus Issues and Evaluation pattern practiced by the T.Y. B.Com teachers teaching English.

Development of the Opinionnaire for Teachers

The Opinionnaire is a popular instrument for collecting all kinds of data in research. It is widely used in educational research to obtain information about certain conditions and practices, and to inquire into opinions and attitudes of an individual or a group.

In order to know the problems faced by the teachers and learners of English, this tool was designed by the researcher. It included 24 open ended as well as close ended items. On the basis of the responses of the teacher, the researcher analyzed the problems faced by the teachers as well as students. It was referred to experts for finalization.

In order to know the problems of English language learning, Questionnaire was designed for the sample of selected T.Y.B.Com students of all the thirteen affiliated colleges of K.S.K.V. Kachchh University.

Development of the Questionnaire for Students

In order to know the students views on the syllabus, and their teaching-learning problems, the researcher developed a questionnaire for students which consists of two segments. The first segment includes the personal details of the students and their background. The second segment contains 17 items which include open ended and close ended questions. Item No.18 to 22 attempted to analyze the written communication skills of the students where they were asked to attempt certain answers regarding their language learning.

Administering of the Tools

As the present study was purely descriptive type of study, the researcher adopted qualitative approach of analysis to arrive at the conclusions. So, in order to gather the data, the researcher administered all the tools as per the advanced strategy of implementation. The details were mentioned in the phases described in the successive paragraphs.

Distribution of the Questionnaires and the Opinionnaire

The researcher prepared a covering letter addressed to the respondents by name and included the title of his/her research study. It also included the aspects of the purpose of the study and so on. The researcher ensured total confidentiality and requested the respondents for their cooperation. The investigator approached the respondents through proper channel that is through the Principals of the respective colleges. The researcher maintained a good constant rapport with all the respondents and received very good response.

➤ Administering of the Questionnaires

During this phase, the Questionnaire was implemented to the sample of English teachers (teaching English and Commercial Communication subjects at the T.Y B.Com level) and the T.Y.B.Com. students' of all the affiliated commerce colleges of the K.S.K.V.Kachchh University to know the actual practices of these teachers regarding syllabus issues, teaching learning and evaluation.

➤ Administering of the Opinionnaire

In this phase, in order to know the problems involved in English Language Teaching-Learning, the English teachers were given this tool where the problems faced by the students and the teachers were covered in terms of items given in it responded by these teachers.

The subjects were pre-informed about the nature and importance of the investigation so as to motivate them to cooperate in the right spirit. The researcher contacted all the Principals of all the thirteen colleges personally and had taken prior permission from all the institutional authorities for administering the tools. As per the pre-decided schedule, the researcher visited all the commerce colleges with her

supporting team members. Before administering, the students were explained what they had to do, with the help of the examples given in the instructions to each subject.

All the students were asked to fill their personal record sheet first. The instructions were explained in the regional language of the subject. The researcher considered those students who were ready to extend their cooperation voluntarily from all the commerce colleges. The researcher had noticed vast variation in the enrollment of students in old and newly established classes. It was astonishing that all the newly introduced colleges were thinly populated. But the old colleges which were established long back around two to three decades back were thickly populated. The researcher had taken permission from all the institutional heads well in advance before conducting the study. The researcher could collect/convince 618 students out of 1881 students from all the thirteen commerce colleges.

Thus, the field study took about one and half to two months. The researcher gathered data from the students through questionnaires and opinionnaire. On completing the data collection procedure from the teachers and the students, the researcher analyzed the data thoroughly and noted some major findings.

Accordingly, on the basis of these major findings, the researcher listed various problems encountered by both the teachers and the students in their English language teaching-learning context.

Data Collection

Throughout the study, the researcher personally collected the data through questionnaires and an opinionnaire. The data collection was in the form of responses given by respondents through questionnaires and opinionnaire. The researcher obtained the responses of both the students and teachers and collected the data related to the problems of teaching and learning of English at T.Y. B.Com level.

Data Analysis

The collected responses were analyzed quantitatively and qualitatively. The responses collected comprised of the opinions of both the teachers and learners. The

data collected from the questionnaires and the opinionnaire were mainly analyzed qualitatively. The frequencies and percentages were calculated wherever required. The researcher used Microsoft Office Excel 2007 and SPSS 19 version for the analysis purpose.

During this stage, the researcher analyzed the data collected through questionnaires and opinionnaire to locate the problems involved in English Language Teaching-Learning at T.Y. B.Com level. Quantitative analysis like frequencies and percentages was used wherever required.

Conclusions and Recommendations

As stated earlier the present study aimed at identifying syllabus lacunae and the teaching-learning problems of the teacher and the taught in English at the T.Y.B.Com level in commerce colleges of the Kachchh District. This provided the researcher with varied relevant and fruitful insights into the state of English language teaching-learning at the college level. All these issues were mentioned along with the relevant remarks at the appropriate places in the earlier chapters.

In order to assimilate all the scattered fragments, major findings or revelations that emerged from this study, the researcher had utilized this segment. Accordingly, this chapter submits a comprehensive summary of the research study highlighting the identified problems and challenges faced by both the teacher and students in teaching and learning English language.

The researcher has noticed that the teachers varied in their attitudinal aspects while assessing their students' academic performance. These responses confirm the individual variations of the teachers' choices and they are reflected in teachers assigning of order of priority in the examination and evaluation patterns. The researcher is of the opinion that there should be uniformity in such aspects in order to justify the students' academic capabilities properly. The researcher indirectly pointed out the quantitative pressure of some teachers which compelled them to consider the marking system. It was also revealed from teachers' responses that they consider marking system as the more appropriate mode of assessment in comparison with the

grading system. Even the teachers' aspects of consideration of various abilities, while assessing the answer scripts varied from teacher to teacher

Here, the researcher noticed that majority of the teachers emphasized on the need for teaching English as a skill subject, but they did give any weightage to other skills of the language. Even here the researcher noticed that the variation in the attitude of all the teachers while assigning the priority to the given choice of various abilities. So, all these varied responses did not offer any conclusive findings. The researcher noticed that all the teachers might not have any clear idea about the objectives of English Language Teaching and Testing and there was an urgent need to bring them all under same frame work and the researcher opined that the efforts should be made to clarify their concept in this regard.

If the entire teaching community has got the same level of understanding of the objectives of language teaching and testing, that could solve many of the problems arise in this regard. The teachers are required to develop a broader sense of responsibility in this regard. Otherwise, it would lead to much such dissimilarity which will result into many unexpected problems in this context.. On the basis of the analysis of all the three tools the researcher comes to the following conclusions.

Conclusions regarding the Syllabus Issues:

- The syllabi of Fundamentals of Communication, Theory and Practice subjects prescribed for the students of B.Com Sem-V (CC502) and Sem-VI (CC602) do not give equal weightage to all the four language skills. The syllabus mainly emphasizes on developing writing skills only .It was also observed that the mostly demanded skills of the job market, were totally neglected according to majority of the teachers' opinion .Further we can't deny the fact that proper writing efficiency also requires fundamental knowledge of the concerned topic.
- Syllabus was not too lengthy and teachers could easily complete it without any difficulty.
- The syllabus does not provide any scope for the development of practical, soft presentation skills.

- So finally the study confirms that the syllabus does not provide any scope for developing writing skills of the learners to a greater extent. It demands expressive skills and professional writing skills.
- The syllabus contents of the subject Fundamentals of Communication Theory and Practice, prescribed for the students of B.Com Sem-V and B.Com Sem-VI, were not in tune with the present day learners' needs.
- The unit wise weightage distribution for various segments was inappropriate.
- The syllabus is designed with an assumption that all the learners have minimum required level of proficiency and accordingly it provides effective guidelines for further enhancement .But in reality there is a vast gap between expected levels of proficiency and achieved level of efficiency.
- 60% of the students considered the syllabus and its relevance to the present day needs. They also opined that it enables them to develop adequate writing skills.
- Majority of the students considered that the syllabus lays main emphasis on theoretical acquaintance of knowledge. They also pointed out on the minimum focus on practical dimensions of communication. The stereotypic drafting of letters is also pointed out by many. Demanding same level of efficiency from all the students has also been projected as problematic issue. Out dated teaching methods and irrelevant syllabus criticized by majority of the students.

Conclusions Regarding Examination and Evaluation Procedures

- Majority of the teachers prefer to follow the marking system and very few teachers take extra pains to involve their students in activities like group discussions and project report submissions.
- The presently prevailing three hour university examination pattern is not appropriate to assess the overall performance of the students' academics.
- There is no uniformity among the teachers' views regarding assignment and examination evaluation patterns.
- The teachers' individual attitudes influence the teachers' consideration of priority aspects of English language testing.
- Assignment submission is considered to be a mere formality. Though there is internal weightage, no teacher assesses them with proper care and attention .So the study identifies a major lacuna in this regard. The system needs proper

revision and considering the significance of the oral communication skills, instead of these assignments, activities which involve students in interaction like Group Discussion, Viva voce should be included for the benefit of the students' community in general.

- Teachers' evaluation focuses on the comprehensive abilities of the candidate in presenting their ideas in a systematic form .The priority concepts vary from teacher to teacher.
- Majority of the teachers consider students' ability to converse in English as the most significant ability of all .It reveals that all the teachers realize the value of communication skills.
- There is consensus about the inclusion of practical dimensions of evaluation in the form of Group Discussion, Viva Voce and personal interviews and so on.
- A mere three hour examination written examination is not adequate to judge the overall development of the learner especially in communication skills.
- Individual differences become obstacles in the process of their language learning.
- The prevailing evaluation system does not provide enough feedback to the teachers to understand the students' learning problems.

Conclusions Regarding Writing Skill Enhancement

- Writing skill efficiency automatically enhances the other language skills. Students 'learning efficiency varies from learner to learner. The acquired level of efficiency influences their current learning output.
- Professional communication skills cannot be learnt spontaneously. Consistent efforts should be made for developing written communicative proficiency in the field of business communication.
- Negligence and casual attitude on the part of the learner may adversely influence the quality aspects of their written communication.
- Mere writing efficiency may not ensure linguistic proficiency in all other language skills.
- Evaluating learners' performance by assessing their writing skills in the concerned subject won't ensure over all development of the learners. Such system tests the rote memory and reproductive abilities of the learners.

- There was no difference of opinion among the teachers of English regarding the learners' complicatedness of learning corporate communication.
- The contents of professional communication cannot be taught casually. It is very much essential to know the fundamental aspects in detail to develop the writing skills in it.
- It was confirmed by all the teachers that mere writing efficiency does not ensure complete linguistic proficiency.
- Proper writing efficiency demands optimal level of knowledge and acquaintance with all other language skills.
- The segment report writing also demands some sort analytical skills from the learners.

Conclusions Regarding the Teacher Identified Learners' Problems

- There is consensus among the teachers about the poor expressive abilities of majority of students in written communicative English.
- The low level of comprehensive abilities seems to be a major constraint as per the teachers' revelations.
- Students' psychological barriers, attitudinal aspects hinder their process of learning.
- Grammatical aspects, tenses, moods, degrees of comparison and speech writing are the problematic segments for majority of the third year graduating students.
- As per the teachers' revelations MCQs and Textual stories seems to be the easiest segments for majority of the students. It is astonishing to note that multiple choice questions which demand minute concept knowledge of the concerned subject /unit have been considered as the easiest tasks, as per the perceptions of the teachers'. Many of the students, though they do not know the answer, they sometimes may blindly guess from the given options. So the researcher feels that this fake guess provision may be the reason for considering this MCQ segment as an easy one. All other segments which demand writing proficiency are considered as difficult segments by majority of the students.
- All the teachers graded their students' writing proficiency at the average level. They identified poor command over the language and inadequate vocabulary as their students' frequently observed drawbacks.

- Majority of the teachers considered passive interaction as a major hindrance in the process of language learning.
- It was revealed from the teachers' revelations that many of the TY B Com students face problems many segments of Business communication including drafting of letters.
- All the teachers' were of the opinion that the learners' face difficulties as a result of their personal, psychological and physical barriers.
- Majority of TYB.Com students do not have proper communicative ability and adequate level of vocabulary. As a result of their poor communication skills and inadequate vocabulary levels they face problems in written communication in English.
- Overcrowded classes disturb the normalcy of the teaching efficiency. So language class rooms should be optimally designed. Otherwise they may create problem for the teachers.
- Many students do not know the basic mechanics of writing.
- Many of the first generation learners may not be exposed to English language except in their classrooms. This lack of exposure is going to influence their learning attitude.

Conclusions on Students' Revelations

Though majority of the students did not consider English as a tough subject, it was observed that many of them could not attain minimum required level of writing proficiency in communicative English. This poor performance substantiates either their casual attitude or their poor academic performance.

- Teachers' accent and pronunciation create problems for a very few students in the process of their learning.
- It was revealed from the students' opinion that heterogeneous classes do not create any problem in the process of their learning. But it is strange to note that all the teachers considered this as a problematic issue which spoils the class room environment.
- There was consensus among the teachers and learners that the communication skills can be better taught through demonstrative mode of teaching.

- Many of the students did not have that confidence about their satisfactory level of proficiency in written communication in English.
- Grammar seems to be a difficult task for majority of the students.
- Selection of appropriate words seems to be a second major problem.
- As per the findings students know the value of courtesy in business communication. But they don't make use of it in their written communication.
- Corporate communication seems to be a difficult task for about 46% of the students.
- About 50% of the students considered Essay writing a difficult task
- 75% of the students understand the concept of Press Reports. But their poor performance contradicts with this.
- There was consensus among the students about the demand of writing efficiency for all most all the segments of their syllabus. All the units including the textual portion demand writing efficiency in English.
- Though the percentage varies each of the unit seems to be tough to understand for many of the students. Comprehension of Stock Market Report seems to be the toughest task followed by speech writing and essay writing respectively. 95% of the responses confirmed their difficult in comprehending the prescribed units in the concerned subject. Only 5% of them are confident about their comprehensive abilities.
- All the students expressed consensus regarding the four factors which are essential for developing writing skills in English. Majority of them opined that basic knowledge is essential for developing writing skills in English. Majority of them also confirmed that presentation skills, good command over the language, and acquaintance with all language skills will enable them to enhance their written communication skills. All the four options were considered by majority of the respondents.
- 985 of the learners face problems in the process of their language learning. Majority of them reported about their inadequate vocabulary, improper grammatical knowledge and misunderstanding of the meanings, tenses, and lack of business terminology knowledge as their major problematic segments.

- Vocabulary occupies 1st problematic segment. Tenses occupy the second biggest problematic issue followed by syntax, semantics, business terminology, dialogue writing, punctuation and capitalization respectively.
- Some of them have got trouble with punctuation. They don't know where to use a comma. Their spelling is weak. Though they have been studying this business communication since last two years they have difficulty in filling up various forms. They do not know the basic rules of grammar. So naturally writing report seems to be a very big challenge for many of them. Professional report writing is a process made up of many steps. Proper organization of ideas in logical way is not everyman's cup of tea. This needs planning, practice and presentation skills. Today skills and competencies are in great demand. Until or unless the learners make a habit of using this language, they can't attain that targeted level of proficiency.

Suggestions

Writing is a highly personal accomplishment. Some may develop excellent talents while some others of the same back ground fail to develop minimal efficiency in this regard. This written communicative efficiency can only be achieved by consistent efforts of learning and practicing the fundamental aspects of written communication. The seven Cs of efficient communication needed to be thoroughly understood. All the principles of writing, clarity, conciseness, coherence, correctness and completeness are learnt through practice only. Further, in case of Business communication, Courtesy, Consideration of YOU attitude and proper organization of thoughts and ideas, punctuation and capitalization matter a lot. These specialized skills can be enhanced only through proper planning, mental preparation and through revision. English language is the language of the choice and it is the most likely to be understood by the majority in today's scenario.

English language teaching is a field of theory and practices. English courses in our colleges and universities are literature oriented. Today we need language oriented course to enable our students for various language requirements in their professional life. But today both the students and teachers have become examination oriented. They do everything for the sake of examination. Syllabus completion becomes the

main target. Nobody bothers about language skills. There is no examination for spoken English. In addition to this the overcrowded classes do not leave any scope for interaction and personal attention.

The prescribed syllabi for different classes are not satisfactory. They are exposed to make use of it. Even after studying this as a compulsory subject for so many years, they could not develop that ability to make use of it in their real life situations. They are able to pass the examination but without any functional knowledge. They learn to write essays, reports, letters, applications, stories and poems. But in reality they find it difficult to write even a simple application. As a result of their poor expressive abilities, they fail to secure a safer career. Writing a good composition is an art like talent. As it is rightly said an artist's heart is his head. In the same way one has to realize the purpose of one's writing. In order to draft an essay on any topic first he should have a clear concept of it. Further, he should be in a position to express his views in an organized way. He should have that flair or the language to organize his ideas coherently in flawless English. He should have accuracy, command over the language, knowledge of proper marks of punctuation and capitalization. In order to create such a language learning environment, all the significant components i.e. the teacher, the learner, the syllabus and the class-room environment should be in tune. If there is any lacuna in any of these four components, the language learning output cannot be satisfactory. So, the researcher after identifying certain flaws in the English language teaching-learning scenario would like to recommend the following mentioned remedial measures for improvising the situation.

As it is mentioned earlier, all the important components the Teacher, the Learner, the Material and the Environment should be in tune to ensure promising language learning output. Considering the constraints in the teaching-learning procedures, the researcher would like to give following suggestions for improvising the ELTL scenario for all the concerned variables.

The Teachers:

- First of all the teacher should know the objectives of teaching English at the higher education level.
- The teacher should take care that the emphasis should be there on all the four language skills.
- The teacher should develop personal interaction with the students to motivate them.
- The teacher should be properly guided to engage heterogeneous classes successfully.
- The teacher should make use of the latest available teaching aids with the help of ICT tools.
- The teacher should constantly upgrade himself/herself as per the changing needs of the society.
- The teacher should avoid examination oriented teaching strategies and focus on preparing them for facing the real situations in life.

The System:

- The strength in each class room should be minimized to optimum level. Language being a skill subject cannot be taught demonstratively in massive class rooms.
- The teaching-learning evaluation process should include all the four language skills without fail.
- There should be examination to assess all the four language skills of the learners.
- The text book authors and the syllabus designers should keep in mind the synchronization of various topics.
- The syllabus designers should keep in mind the societal needs and the market demands.
- The physical infrastructural capacities should be upgraded.
- The curriculum should be strategically planned with special emphasis on practical elements of teaching and learning.

The Learner:

- should realize the value of communication skill in professional and personal development.

- should be exposed more to English
- should be encouraged to develop habit of using language for various purposes.
- should focus on practical acquisition of knowledge rather than theoretical learning.
- should avoid stereo-typed practices and learn to create his own strategy of presentation.
- should be encouraged to read books and journals to enhance level of vocabulary.
- should develop aptitude for learning any language

The Syllabus:

- should be revised as per the needs of the present day society.
- should include practical dimensions of evaluation
- should emphasis on language skills
- should take care of the proper weightage distribution on all segments
- should avoid stereotyped process of teaching, learning and evaluation
- should involve students in practical tasks
- should enhance skills and competencies of the learners
- should enable the learner to face the competition in the job market
- should ensure communication skill enhancement
- should ensure personality development
- should develop confidence among the students
- should give more practice to learners
- should modify the evaluation pattern

Thus, in order to ensure a promising language learning output, all the four components The Learner, The Teacher, The Material and The Setting should be in tune. Considering the needs of the day, proper necessary reforms and modifications should be made in tune with the demands of the societal needs.

“Students cannot be effective in tomorrow’s world, if they are trained in yesterday’s skills”. Tony Blair

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