



A STUDY OF SUITABILITY OF BANGALORE UNIVERSITY PRESCRIBED MBA COURSE BOOK IN L2 CLASSROOM WITH SPECIAL REFERENCE TO COMMUNICATION SKILLS

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ABSTRACT

The emerging global situation has given utmost importance to the communication skills as a dire necessity and has become the mainstay to explore the technical and professional knowledge. In any profession, one of the important skills that meticulously look for a candidate is the ability to communicate effectively. Therefore, it has been inevitably felt that the curriculum should be designed with a strong foundation of imparting English language. This is more important for the students of business management as they are expected to interact in multicultural atmosphere. Students, whose first language is not English and who take up business management courses face difficulty with academic writing due to their lack of exposure in the use of English, which is limited to a relatively few social contexts. In a professional course the students are required to use English language with accuracy and usage as they enter an environment where the demand for both written and spoken modes of communication is subject specific. Bringing in too much of the notion of subject specific into the English classrooms seldom interests the student. Thus, an ESP course, which is not tailored to suit students needs, disappoint the students of professional courses, who eventually, are likely to approach private or off campus courses to develop their communication skills. Therefore the English course books need to address this requirement. The attempts made to meet the communicative needs of the students through English course books seem to have been inadequate with the fast growing requirements in the world of Information and Technology (IT). Language needs to change frequently in the professional settings, there by demanding effective communication among the professionals to meet the desired language competency. Thus, monotonous course materials will lead to dissatisfaction among the professional students and hinder their professional growth. Prescribing course books with modifications will interest them more. Hence, a definite need is felt for such course books in English so that the student's requirements are met with. This study attempts a close look at the English course books that exist in business management course of Bangalore University and assess their suitability in L2 classroom with special reference to communication skills.

There have not been enough of research studies that intend to have attempted to examine the suitability of business management course book with special reference to communication skills.

Key Words: Communication skills, business communication, Suitability, English for special purpose (ESP), pedagogy, curriculum

Business Management and Communicative English:

The world over business is being carried out freely with business organizations transcending the geographical boundaries in the wake of globalization and liberalization. In other words, increasing number of companies around the world is crossing national borders to conduct business. (Kenichi Ohmae 1999) aptly describes the emerging scenario as 'The Borderless World'. Given the emergence of borderless world, regardless of the organization one joins, one is likely to be dealing with people who come from various national, religious, and ethnic backgrounds, besides people from diverse cultures and languages within the nation. The differences in language and cultures are sure to interfere with the exchange of messages. "In almost any business situation sending and receiving messages can be more complicated between native and nonnative business people" (Bovee and Thill, 1995). It can therefore be inferred that the success of a business transactions depends on the quality of not just the goods but that of communication as well.

While trade transactions are marked at the surface level, by exchange of goods and currency, they are successfully facilitated, at the deeper level, by a seamless communication process. When one says that successful business deals are struck or a certain organization has registered increase or slump in sales, one refers to the ability of the organization to communicate effectively with business partners, clients or customers in doing business. Communication system of an organization means a lot more than the technology, the infrastructure, etc. Above all it points to the people involved in the process, because even the best of the technologies fail to impress customers or clients for want of effective users. "Human beings will always determine the success of any communication, no matter how quickly, how far, or in what form electronic offices can send a message." (Bovee and Thill, 1995) It is in this context that "employers look for people who can communicate". It speaks volumes about the importance of communication as viewed by the employers, in the functioning of an organization. When employers look for effective communicators, their use of term communication refers to very broad spectrum. The expectations are

not limited to communication within a community or a society or a nation, they span across various cultures and nations. The term communication is used to refer to one's ability to employ the four basic skills of language use- Listening (L), speaking(S), Reading(R) and Writing (W)

The elite status that English once enjoyed has now been replaced by a status keeping with the dictates of time and circumstances. The IT industry, call centers, Counseling agencies, travel and tourism agencies and the presence of multinational companies in the country, all of which demand excellent spoken and written skills in English. The establishment of institutes that train students for IELTS, GRE, TOEFL, CAT etc, have all made English a highly popular language. It has been confirmed that the call center industry alone is a \$1.4 billion venture (approximately Rs. 6000 crores) and the IT sector which employs skilled man power at home and abroad generates foreign exchange worth several billion dollars. These and many other industries and establishments rely heavily on English, directly or indirectly.

Review and emergence of ESP literature: A brief look at the historical background of ESP in the field of ELT gives us an insight into the need for a specific purpose of learning a language. 'The importance of English as an international language continues to increase as more and more people are wanting or being required to learn English' (Kennedy *et al* 1984:1). It was in the 160s that ESP has been recognized as a vital and innovative activity within the movement of teaching of English as a foreign or second language. The growth of ESP has been due to the developments in the world economy in the 1960s. The growth of science and technology and the increased use of English as the international language of science, technology and business gave a thrust to the future of ESP.

The actual emergence of ESP as a critical area of research happened between the late 60s and early 70s. The research was extended into written scientific and technical English. Therefore, most of the work during this time was done in the area of English for Management, Finance and Economics (EMFE). Because, the line of distinction was very thin between ESP and EMFE, both were mistaken to be one and the same.

The development of ESP happened over a period of time, stage by stage. English for Management, Finance and Economics (EMFE) made the greatest contribution. Since, EMFE had various branches under its umbrella, the language styles within EMFE varied to a great extent. Each branch had a unique form of language. This was known as the register of that branch. For instance, the use of English in Business Management would differ from the use of English in Marketing. Therefore, it means that Business Management has a different register than Marketing. To reach the deeper realms of ESP, it was necessary to analyze and evaluate all such registers. The aim of such analysis was to identify the grammatical and lexical features of each field. Thus, it would make it easier for the learner to pick up the linguistic needs of a chosen branch of study. Eventually, as the research studies advanced; it was felt that register analysis was an incomplete measure to evaluate specific language needs. Therefore, linguists' world over resorted to discourse analysis or rhetorical analysis. While register analysis focuses on lexical items, discourse analysis focuses on how sentences are combined in discourse to produce meaning. Thus, the aim of this research was to identify the organizational pattern in texts and to specify the linguistic forms, which signal this pattern (**Hutchinson 1987**). The over course of ESP course is to equip learners with adequate language skills to function successfully in the target situation. This is done by identifying the target situation and then analyzing its features. According to Hutchinson (1987), these identified features would form the syllabus of an ESP course. In general terms, this process of identifying features is known as need analysis.

As a consequence of applying these strategies to ESP, it was now the turn of skill centered approach. This approach is based on the assumption that language learning undergoes a set of reasoning and interpreting processes. These processes help the learner extract the meaning from the discourse. This approach is primarily cognitive in nature and focuses on an underlying strategy to comprehend the text or discourse. All this happened during the developmental stages of ESP.

Rationale for the Study: The winds of globalization and liberalization have impacted a major part of the

globe. India has been no exception to it. It was in 1991, that the Indian markets were opened up to a large extent for foreign players, breaking loose from license raj (refers to a colonial rule). After 1991, the Indian sub continent has not remained the same so far as the economy is concerned. The question is "what has changed?" the answer: the whole market scenario has changed leading to the entry of a host of foreign companies (multinationals and transnational). While the entry of foreign companies has thrown open employment opportunities, it has necessitated the use of a fairly acceptable and more importantly good communication skills in language. Language here it is 'ENGLISH'-the language of international acceptability. Now that English is a means of global communication, it is important and imperative that people involved in social/business transaction should be competent enough to communicate well.

English language usage taught at school level is less communicative in nature, but consists more of how the syntactic rules of English operate. Generally, adults use English language only when associated with an occupational, academic or professional requirement. When needs are clear, language aims can be defined in terms of these specific purposes under which the language content are tailored. This results in focused teaching such that the learner picks up communicative ability in the required area. The results can be impressive where such a requirement for communicative ability is matched with specially designed materials relevant to the needs of particular students.

To meet the raising needs of English language teaching (ELT), variants of general ELT have paved way to English for specific purposes (ESP), English for academic purposes (EAP) and English for occupational purposes (EOP). In all the above mentioned variants, the nature of the purpose involved is self-indicative. ESP marks advancement in the conventional framework of ELT, which defines the teaching requirements depending upon the specific needs of different groups of students. ESP advocates the designing of special courses instead of one multipurpose course, to suit the needs of various groups of the students. The concept of ESP is said to be particularly appropriate for teaching

English to the students of management, Finance and Economics (EMFE).

English at the level of business management course must equip the learners both for academic and professional requirements. Their job functions also include oral and written communication with the clients involving business dealings, interacting with their superiors and subordinates for planning and execution of work, and so on. Taking the above factors into consideration, a study of prescribed English course material in the business management course would give an insight into the existing syllabuses and practices.

Statement of the Problem: Therefore this research study examines closely and understands the suitability of Bangalore University prescribed MBA course book with special reference to communication skills. The title of the thesis is *"A Study of Suitability of Bangalore University Prescribed MBA Course Book in L2 Classroom with Special Reference to Communication Skills."*

Definition of the Terms Used:

The terms used in the title are explained here

- a) SUITABILITY--- The quality of having the properties that is right for specific purpose.
- b) COURSE BOOK--- A book that is used by students and teachers as the basis of a Course study
- c) COMMUNICATION SKILLS----Abilities appropriate for exchanging or imparting of ideas and information.
- e) L2 Class room--- Second language i.e. English Language

Scope and Limitations of the Study: The study gives scope to the researcher to critically examine and analyze the course book prescribed for MBA students by Bangalore University. In addition, it relates its merits to the students needs in order to devise a new syllabus or supplement the existing syllabus or complementing the syllabus. The questionnaires and the semi structured interviews were used as tools to study the course books in use in examining their suitability of developing communication skills.

By means of employing a questionnaire administered to the students and college teachers of Bangalore University, the study will bring to surface

the general opinion about the usefulness of the text book in 'communication skills in English.'

The answers will give the students and teachers reaction to the course material. Further, the questionnaire includes a few open-ended questions that invite suggestions, criticism, and recommendations from the teacher- respondents for the improvement of the course book.

This study was confined only to the course material of Bangalore University. The topic in specific is narrowed down to the communication skills only. There are several professional courses other than MBA, the present work did not study MCA, PGDM, PGDTM etc., and another limitation of the study is limiting the number of colleges.

Research Questions:

- What are the components of the syllabus? Are they suitable to develop "communication skills" of the students?
- How is the present course helpful to the students?
- What are the goals and objectives of the course?
- Is the course able to fulfill their academic needs?
- Is the syllabus compatible, relevant and sufficient enough to cater to the language needs of the students?
- Does it focus on generating employability skills of the students along with study skills?
- What are the perceptions of the students and teachers regarding the syllabus? Do they seek any limitation? If yes, what solutions and recommendations do they think of?
- What is the scope and system of updating syllabus? Does it aim at developing conversational and communicative ability of the learners?
- What specific expertise and skill sets do industries look for in their prospective employees?
- What are the strengths and limitations of the course of *Communication Skills*?
- What changes should be brought about in the English curriculum at professional institutes to improve students' communication skills and thus prepare them to the workplace?

Hypotheses of the Work: The English course books developed for professional students are designed to suit the basic need of the learners the course books in use in colleges of Business management should cater to the language needs of the managers, software engineers, directors etc., The course books should have a clear direction towards developing communication skills. It should also state the objectives of communication skills.

Few basic assumptions related to the study are.....

- All the four skills L, S, R, W are important for the MBA students to function effectively in their jobs.
- The student has to learn language not as an 'abstraction' but as a tool of communication.
- The traditional frame work of presentation, practice and free expression common to most methodologies will not help the students learn communication.
- Grammar can be taught communicatively by being presented in a context that supports learning.

Structural work cannot alone form the basis for a course and the focus of activities can be on the meanings to be communicated rather than on forms and structures to be learned

- **Research Hypothesis:** The present syllabus used in the Bangalore University falls short of the language needs of the students.
- **Null-hypothesis:** The components of the syllabus of the course of Communication Skills are not sufficient and suitable to develop essential language and professional skills of the students.

Objectives of the Study: The present study undertakes a study of English course books prescribed for the students of business management with special reference to communication skills. In order to carry out the study a few steps were taken and some appropriate tools were used to elicit data.

- Study the effectiveness of course books in aiding the students to develop communication skills.
- Assess the language needs of the students in relation to their current academic and professional needs and future requirements.

- To analyze and evaluate how the contents are organized and sequenced.
- To examine the adequate coverage of essential language skills suitable to the level and interest of students.
- To discover how far the topics in the syllabus are interesting and motivating.
- To find out and evaluate the approaches to language learning prescribed by the course designer.
- To inspect the adequacy of the guidance provided to the instructors in the guidelines for effective execution of the syllabi in the classroom.
- To assess the learners' needs taking into account the specific purposes for which learners will use the language in their jobs, the kind of language required in their field, the starting level of proficiency and the target level envisaged.
- Administer the questionnaires and conduct semi structured interviews to the first BBM students to gather their views on the English course books prescribed in the first year of study.
- Administer the questioners and conduct semi structured interviews to the language teachers of MBA.
- Analyze the data collected from three different colleges, affiliated to the same Bangalore University, one from urban, semi urban and rural areas.

Research Procedure:

- Directing questionnaires to the learners and teachers to find out their perceptions about the effectiveness and usefulness of the syllabus and the course of Communication Skills.
- Analyzing and evaluating the course and syllabus on the basis of given criteria.
- Proposing the obvious need of the "Course Book" for the effective implementation of the syllabus components so as to generate required English language competency among the students of MBA.

Tools: A survey administering questionnaires for teachers (who teach the syllabus), and students of MBA (to whom the syllabus is taught) was

conducted to assess the efficacy of the syllabus in developing crucial language and professional skills prerequisite to be enhanced to work effectively at the workplace.

The entire course and especially syllabus has been analyzed from different perspectives such as students' perspectives and teachers' perspectives. Apart from this, course in general and syllabus in specific was analyzed from evolved criteria. The purpose of looking the course from different perspectives gives an objective view of its effectiveness.

Summary of the Students' Interview: The questions asked were mainly based on communication skills, relevance of the English course books in use, use of language laboratories and so on. To sum up the responses with respect to communication skills, it was felt that communication skills play an important role in their professional life, as it would help in their careers. In communication skills, speaking skills as against writing skills were opined to be more important, as it would improve their chances of success in their career. It was also argued by some of the students that writing plays an equally important role in their profession, in due course of their career would help as writing reports, drafting letters and applications and so on have a definite place.

1. Some of the students felt that speaking as a skill is not developed by the prescribed course books except for few skills like debates, group discussions and so on. Practice in these skills is given only in the language laboratories, which is inadequate.
2. Though the topics in the course are relevant, they fail to induce interest among the students. Certain topics help the students with presentation skills. Some of the course books should be revised.
3. Most of the students who are from regional medium and English medium have rural background. The students with rural background, irrespective of medium of instruction, find the course book to be less useful when compared to language laboratory. Rather they find the use of language laboratories to be interesting and productive in terms of language improvement.
4. It was felt that students show little interest in the course book prescribed and are of the opinion that it scarcely meets their language needs. On the other hand, the introduction of language cassette is welcomed with a hope to improve their communication skills.
5. Students are disheartened about the fact that the final examinations are not challenging. The examinations turn out to be a mere memory-based test rather than testing individual's skills acquired during the course of study. That is to say, all the language skills imparted during the course do not form a part of examination. This is an important factor that should be considered by the course material developers and the policy makers of assessment procedures.
6. The students at professional level should have a different pattern of examination rather than mere repetition or reproduction of the memorised content.
7. Students listed out some of the aspects that should be included in the course book. They emphasized that would like to have course books which include more of language improvement (developing all the four skills in practice than merely theory)
8. The students felt that reading as a skill can be developed through subject material. Reading different subjects of their course can unconsciously develop reading skill. Hence, reading skill need not be emphasized in the English language classrooms, but instead, guidelines on improving the skill should be provided.
9. They also argued that they do not get enough opportunity to speak in the classroom. Students felt that speaking as a skill can be developed through practice. Therefore, enough practice should bring an improvement among the students in acquiring the speaking skill.
10. Some of the regional (Telugu) medium students, who were a part of the interview, expressed their difficulty and inability to cope with the course. These set of students are good in their subjects but fail to put their ideas in both written and spoken form. The language laboratory seldom reinforces their language skills. For such students, even a basic course in

- English, is challenging. Even when the teachers show special interest in such students, there is a little scope for improvement, as the syllabus is to be covered in five semesters.
11. Students felt that oral communication skills should be given more prominence as it helps them in expressing their views confidently. They also said that they were good at coping with the technical subjects but feel inadequate in expressing in expressing the ideas.
 12. Students, whose background are mainly rural and have studied in English medium schools, have inadequately developed language skills. These students need extra – orientation in the language to meet the needs of the students in professional courses.
 13. When the students were asked to comment on the literature which is the part of their course content, some of them felt that the literary text enables them to introduce different language styles and improve their vocabulary.
 14. They are of the opinion that frequent seminars should be conducted both on social topics and subject papers so that they could acquire an overall development in communication skills. There are others who felt that seminars in the core subject papers should not be compulsory and that the choice should be left to the students.
 15. Some students stated that language really does not pose a barrier if one has sound knowledge in the subject matter. To master communication skills within a span of one year is not realistic. The final year students felt that it is a process that has to be acquired over a period of time. Hence a course should be introduced in the first year and should continue until the final year. According to them, if the English course is only for the first year it is a drawback, because, there are certain skills which require more and more practice.
 16. Hence, a course should be introduced in small units over a period three years of UG. This enables the students, who come from rural background, to grasp the art of communicating through adequate practice. Otherwise, there is a possibility that their confidence is hampered.
 17. Few students felt that examination does not really test their written skill. As technical professional, some students felt that they do not believe in paper work and concentrate only on practical work. The paper work and documentation will be done by other departments and they only have to make technical paper presentations.
 18. The main objective of the communication skills course component should be able to stream line students' ideas and making their aim clear.
- Summary of Teachers' Interview:** The teachers for the semi- structured interview were eight in number. The teachers gave an elaborate discussion on the students' attitude, towards English Course books and English classes. The teachers were patient in giving all the required data to the researcher. The information sought from the teachers was helpful and highlighted a few important practical issues for the research.
1. The teachers felt the need for a course in English in the first and final year of study, as they felt that English language with specific skills help to sharpen the chances in the professional life. According to the teachers, the course book mainly focuses on writing and relatively less on speaking skills. Not much of the language skills can be taught through the course book in use. Language skills mostly happen in language laboratories. Students show much interest in language laboratory sessions rather than the theory classes, where the course book is dealt with.
 2. The teachers felt that the preparation and follow up activities help the students in understanding the unit. Nevertheless, students show reluctance to learn the prose lessons and the poems, which are not challenging and at the same time do not have any purpose in the present field of studies. The course book does not seem to help the regional medium students adequately. The students find the contents boring and difficult to memorise and produce the same in the examinations.
 3. The teachers also opined that oral skills should form a part of final examination. Speaking skills should be allotted marks in the final examination, so that the students are forced to

- think and practice the skills required. The course should lay more emphasis on the practical skills like seminars, group discussions and presentation of papers and so on.
4. They also expressed that language laboratories are a must for the students in professional settings. Listening, as a receptive and speaking, as a productive skill should be given more weight age in the course.
 5. According to the teachers, the students are also enthusiastic to develop their speaking and writing skills, though there is not enough time to meet the needs of the students, as the students have to take a series of internal examinations and assignments during the semester.
 6. Some teachers expressed a view that the English course book should aim at students who are below average, average and above average separately. Generally, the students form a part of heterogeneous classrooms with various educational settings. The teachers realise and acknowledge the fact that they should be creative/innovative to keep the class interesting.
 7. As the students did, the teachers too felt that the communication skills component should be introduced in two years of study, laying stress on all the four skills. Thereby resulting in an overall development of the language skills. They wanted more sessions of language laboratory be introduced and that oral component should be the focus.
 8. One of the teachers pointed out that the topics prescribed in the course book monotonous. The students enjoy language laboratory more than the theory class. Regional medium students are given more practice in phonetics in the laboratory.
 9. The students have had the same prose and poetry lessons at their school level, and are no more interesting. These lessons are not challenging enough at this juncture of their studies. Most of the students prepare / appear for GRE and TOFEL, for which they look forward to a suitable English course book. However, the course book does not provide them adequately with the required vocabulary.
 10. The students do not show keen interest in the activities at the end of each unit. In language laboratory, the teachers insist on speaking in English and ample opportunity is given to the students. One of the teachers' felt that many students need extra help in articulating the language. This applies not only to students with a background of education in regional medium but also to the students who come from convents. They have language but not adequate communication skills. Language laboratories mostly confine to giving practice in conversation activities. These activities are assessed.
 11. Commenting on the extra help given through additional classes, the teachers' felt that it is practically not possible. This is because the syllabus has to be completed within the given schedule. At the same time, students have the privilege to approach the faculty whenever they feel the need to discuss or clarify the students' doubts.
- After compiling all the responses and examining the overall approach towards the course book, it revealed that the teachers were not very keen in taking the students through the course book. Most of them felt that there was a lot of technical content, mostly a repetition of the technical subjects. Through the answers, it was also learnt that the teachers did not focus on identification of the students need or if they did, they did not have the training/ knowledge to cope with the situation. Some of the teachers dismissed that the course book is boring. The teachers contribution in making the material interesting, by developing other means to develop communicative skills is the very important factor that needs consideration.
- The course book can only be a means to an end and not an end itself. The complacency to initiate and dependency on the available sources has to be overcome by the teachers. Motivation should go long way in language teaching/learning. One of the suggestions made by the teachers was to design the course book on the terms of English required for GRE and TOEFL exams. That would benefit those students who would like to go abroad for further education, but for others, the design should cater to improve all the four skills equally and not just one or two of them. They need to achieve an overall

competency in effective communication should be emphasized, rather than aiming at one skill like development of vocabulary.

Findings of the Study: The help from English syllabus and prescribed course books in Management College is not adequate in developing communication skills. Some of the topics selected for the course book are technical in nature yet not challenging enough for the students, which fail to create interest among the students be chosen/selected from relevant and interesting publications related to the field of management.

1. The English course books prescribed mainly focus on developing reading and writing skills. *Speaking skill receives least priority in the course books.* The activities given in the form of oral fluency, discussion and role plays do not yield the required language competency among the students.
2. The oral practice activities in the course book do not give practice in presentation skill, interview skills etc. adequately. It does not properly equip the students with argumentative ability. If a student has to speak effectively, the required vocabulary for speech must be given in the course book. Though more advanced vocabulary should be introduced, this is above the students' competency level.
3. The present material does not adequately exploit the registers required for scientific English. There is little scope for teaching formal aspects of language. It has been identified in the study that speaking skills need to be addressed adequately in the course book. The activities in the English course book are not systematically graded.
4. Some of the students interviewed had a problem in expressing themselves, in other words, the students expressed their inability in using the spoken language. Both the students and the English faculty agreed that speaking and writing are the most needed skills for success at professional level. Nevertheless, they opined that speaking was given less importance when compared to writing during the course of study.
5. The course books pre-empt the resourcefulness of the teachers. The responsibility placed on the teachers seems to be very heavy. They are expected to supplement and complement the exercises presented in the course books. The methodology used by the teachers' carry forward the materials in realising the stated goals. The success of the teachers of OU college of Engineering is a case in illustration.

Suggestions and Implications: The findings from the study can be useful in modifying the present course books for students of Engineering.

1. An ESP course is not like any other course, where the teacher can relax after taking a class and think that the job has been done. An ESP classroom is as good as a practical laboratory. Teachers need to realize that language is a living phenomenon, changing every moment. Hence, a language classroom also needs to be lively. Frequent exchange of views on teaching of English to students of Engineering should be done in cooperation with faculty of various institutes of technology to improve the quality of teaching.
2. Therefore, an orientation programme and periodical refresher courses are a necessity for the teacher to introduce them to the required methodology and update them in new techniques and skills.
3. English course book should adhere to various aspects of students' proficiency level and the language required in the professional context. The course book should give enough scope for improving conversation skills among the students. Components such as information transfer, language required in a seminar also be included.
4. The students, whose language competency levels are low and are confident in their communication skills can benefit, if a course in English is introduced for all the four years of study. Learning a language and to master it, is a gradual process. Therefore, a course, which could cater to slow learners' language requirement, would result in development of communication skills among all the students'. In other words, a course caters to a heterogeneous group of students.
5. The course book should, on the other hand, consider the students' specific difficulties in the use of English such as in context of

- speaking and functional use of English language in professional settings. The tasks related to real life situation (relating to their profession) could be introduced to enable slow learners as well as abler learners to develop effective communication skills. The tasks should be presented systematically.
6. Certain topics like report writing must be taught during the third year of study rather than in the first year. Because the students by then would have gained some practical language of the subject apart from its theory and would have taken up project work. This would impart a better exposure to the language, process and presentation required in report writing and makes the component relevant and useful at the stage of their study.
 7. The group discussion, debates can be taught a separate module. The course should improve the students' presentation skills and also make use of visual aids in the classrooms. A course in communication skills should comprise of conversational skills, presentation skills, and other writing skills pertaining to the context of an Engineering profession.
 8. An effective development of communication skills can take place if and only the course is introduced in small modules over a period of time than all at once. A module in oral communication can focus on the importance can focus on the importance of preparation, presentation (delivery), content(subject matter) and other practical aspects of public speaking.
 9. Students should be made to understand the essential characteristics of communication such as the process, the variables, the barriers and the essential features that make communication effective, and so on.
2. Another study could examine the language laboratory sessions in colleges and could prepare suitable materials in developing various aspects of communication for language laboratory sessions. The course can be tried out in a few colleges. The activities can be tried out with students from English and regional medium background.
 3. A multimedia package for developing communication skills in students of Management could be considered. This would be the most appropriate method that could be used effectively in the context of management colleges
 4. Studies can be undertaken to identify the English language needs of learners in recently developing business process outsourcing fields like medical transcription, call centre industry etc.
 5. Intensive studies could be done to identify different methods and materials to develop productive skills i.e. speaking and listening skills.
 6. Learner-centered curriculum can be evolved using formation by and from learners at every stage of course design. Learners can be involved in decisions on the content selection, methodology and evaluation.
 7. An evaluation of the effectiveness of various EST courses in existence could be done keeping in view the diverse learners need and individual learner differences.

CONCLUSION

In this study, though the concern is about the status of English in the business management courses for business management students belong to various fields of specialization, English is used extensively for academic and professional purposes in this discipline and the pre-requisites of the professions and the specificity of language functions required call for a study of English with special reference to communication skills offered in business management courses. As it is a historical fact and personal observation of the work that apart from 'content' and 'communication', the third and important ingredients of the teaching profession

Recommendations to be Incorporated: The present study can be extended to other aspects of developing communication skills. Following are suggestions listed for further research.

1. A study can be undertaken in formulating a course in communication skills for the students of Management.

need 'commitment'. Needless to say that in the contemporary politically amalgamated, scientifically advanced, commercially oriented and in 'some – how-win' contexts, it is the responsibility of the teacher to keenly observe the need and take necessary steps to sharpen the curriculum with a sense of commitment and satisfaction lest pedagogy should be on the verge of collapse, on par with technical subjects where many cases English language and literature teaching is looked down and seen as supporting branches.

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