TEACHING BUSINESS ENGLISH IN THE MANAGEMENT INSTITUTES OF ASSAM: CHALLENGES AND PROSPECTS

Abstract

The objective of this study was to assess the English language needs of learners of the management institutes of Assam. The main purpose was to examine the current English syllabus of different management colleges of Assam and to study how effectively they have been implemented at the classroom level. It also attempted to find out how language skills along with life-skills can be learnt effectively by management students for proper utilization by them in real life situations.

The study attempted to answer the following questions:

First, is there a gap existing between the present English language syllabi in management colleges and students' academic and professional needs? Second, is there a need to modify and revise the present English language course so that it meets the management students' needs to apply it in real-life situations?

The study involved 305 students and 39 teachers of 20 management colleges located in different regions of the state. The tools used for data collection comprised of questionnaire survey among students and teachers and a structured interview for the teachers to collect qualitative data. After validating the validity and reliability of the research instruments, the questionnaire survey was conducted among students of 1st and 2nd semester/trimester MBA, PGDBM, BBA students and the teachers teaching Business English in the management institutes of Assam. The survey was conducted among students of government run autonomous colleges, private and deemed universities, state and central universities of national importance. The survey was conducted during the academic year 2013-2015. The data collected from the questionnaires were analysed both quantitatively and qualitatively.

Based on the study, the findings were the following:

1. The goals and objectives of the present syllabus are only being partially fulfilled.

2. There is deficient acquisition of English language skills among students for proper application in the workplace context and also in real- life situations, and hence necessary measures need to be taken.

3. Teachers are not getting adequate training in the latest language teaching methods so that effective classroom teaching becomes a norm rather than an exception.

Based on the findings of the study it is recommended that learners be involved more in interactive sessions in classrooms so that they are able to strengthen their communicative competence. Additionally, teaching managerial communication and business communication and technology assisted language learning are areas that should be taken up on a priority basis while learning English for management purposes. Thus, designing tasks and activities accordingly would help to achieve the goals and objectives of the course. It is also recommended that teachers are given enough opportunity for professional development so that they gain knowledge on effective teaching strategies that can be implemented at the classroom level, in the management context.

Keywords: English for Specific Purposes (ESP), needs analysis, technology integrated language learning, learner-centered curriculum, business communication, learner autonomy, constructive feedback, self-directed learning.

Table of Contents

Chapter One

Introduction

1.1 Teaching and Learning English in Assam

Assam is a state of India in the north-eastern region. In order to ascertain the specific need for the present study, on the present teaching and learning of Business English in the management institutes of Assam, it is worthwhile to write a few sentences about Assam. The capital of Assam is Dispur. It is located within the municipal area of Guwahati city. Located south of the eastern Himalayas, Assam comprises the Brahmaputra and the Barak river valleys along with the Karbi Anglong and the North Cachar Hills with an area of 30,285 square miles (78,438 km). Assam is surrounded by six of the other *Seven Sister States*: Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura and Meghalaya. Sikkim is also considered as a part of the NE Region. Geographically Assam and these states are connected to the rest of India via a narrow strip of land in West Bengal called the Siliguri Corridor.

In recent years, due to consistent government support, Assam has become a major centre for learning in north eastern India. In order to develop into a top educational destination at the national level and to enhance the status of Assam education, the state government has introduced a number of innovative education polices. The number of management institutes in Assam is less compared to other states. The small number of management institutes had challenges for the researcher.

1.2 Teaching and Learning Business English

Business English is the utilization of language for specific purposes, as a standard communication medium for the smooth functioning of business transactions across the world. Ever since the business interests of the people engulfed the globe, 'Business' and English' have been linked. Business English is a segment of the business communication family, whereby, Business English becomes a standard communication language across the native as well as non-native speakers of the language. Today, good communication skills are integral to successful management even in a developing state like Assam. In recent years, due to consistent government support, Assam has become a major centre for learning in the north eastern India.

Gone are the days when information broadcasting was subjected to only a group of people in an organization. With the race in technological advancements, accessing and sharing of information has become a common function in organizations and students qualifying in management studies must be well equipped with efficient business communication skills.

Business English embraces a wide variety of skills; these skills can be broadly related to both vocabulary and communication. On the one hand, Business English revolves around grasping and applying the technical vocabulary and topics of business finance, marketing, trade, international relation. On the other hand it also takes into account, learning of efficient communication skills at the workplace. Business vocabulary would fundamentally swivel around picking up the common business expressions and collocations to facilitate understanding of the industry language. This includes terms such as blue collar, back to the drawing board, bottlenecks, bullish, window dressing (or creative accounting), acid test, ballpark figures, a can of worms, etc.

Effective workplace communication skills focuses on the skills and specific language required for typical business communication such as negotiations correspondences, report writing, presentations, meetings, resumes, crisis management, conflict management, team briefings, interviews, etc.

Having identified these basic essentials of Business English, one must also keep in mind that we are into the 'global' business drive. Although there are standard communication processes, there also lies a thin line of difference in how these communications are executed. Hence, the sphere of Business English must also include cross cultural communication sensitivities as well as latest technology-based communication.

So far, it is understood that the realm of Business English will include not only good communication skills, but also an apt vocabulary bank to understand and respond to the business transactions globally. Further, acknowledgement of cross cultural sensitivity in business communication is critical. Given that this zone of business communication and English is vast to master, there are efficient ways whereby management students can adapt to these required skills during their course of management studies. This is essential to support the already acquired domain

knowledge of business studies. Management course-outlines dedicate specific hours and credits for the absorption of effective business communication skills, which students can apply and practice to be prepared in advance for the finale (which could start from their interviews). Simultaneously, the environment of management schools themselves should provide a strong enough battleground for students to rehearse their communication skills.

Business English is a rapidly growing field within the area of English Language Teaching and English for Specific Purposes. Business English is a widely used term and readily understood by practioners. But it can lead to confusion (Johnson, 1993, Pickett, 1986 and 1989 and Johns 1986).The term can be used to describe courses that range from an essentially English for General Purposes course that includes the teaching of some business lexis, to very specific courses, either in particular skills such as participating in or chairing meetings or report writing, or in particular disciplines such as finance or marketing.

In this study the researcher will attempt to define Business English with reference to published research in the area and researchers own observation as a teacher teaching Business English.

Within English Language Teaching, the rapid development of Business English teaching in the management institutes prompts changes in the ways and methods of teaching and preparing students for continuous learning and effective use of the language to communicate with people from various parts of the globe. Now, with multimedia computers and internet resources available to common people, Business English presents English language teaching and learning with unprecedented opportunities as well as challenges.

Business English learning and its applications in academies and institutes have long held scholars' attention throughout the world but it is only recently that it has gained momentum long. With the promotion of technological development, researches into constructivism have had an enormous influence on the study of English teaching. According to the constructivist theory, teachers should help students create knowledge instead of teachers imparting knowledge to them. So it is very significant for the teachers to determine the role of college English teachers and its

function so that we can improve students' English achievements and their learning ability.

It has often been observed that the English syllabus fails to deliver the execution of the syllabus and in many situations the college students' proficiency levels is not really satisfactory. Many students lack the ability of listening, speaking, reading, writing and translating. Although they have learned English for many years, they find it difficult to express their ideas correctly. Lacking the abilities of thinking and autonomous learning, they wholly rely on their teachers. However, the teachers mainly adopt the teacher centered approach in class, which fails to develop the students creative ability. Moreover Business English teachers are not trained to handle the course meaningfully. They care little about students, neglect their needs and ignore the function of emotional factors in English teaching.

The present study intends to gather quantitative and qualitative information about the teachers' role within especially in the teaching of Business English,. Specifically, the study gathers students' perception about the teacher's strategies within Business English learning and investigates whether the presence of technology change can change the forms of teaching adopted and consequently, the teachers' role and the problems students have as far as learning Business English is concerned

1.3   Statement of the Problem

In spite of the growing need for learning English and of the expanding practices of Business English teaching, the process of teaching and learning Business English communication skills is not satisfactory and confronted with many challenges. To get a deeper understanding of the issue, it is necessary to investigate into the perceptions and practices of Business English teaching.

Teaching Business English in a college or university in India could be challenging. Language teachers are not business experts, and the whole process is performed with students who do not have a general idea about other cultures and civilizations. It does not only refer to the teaching of words, phrases, concepts that can be found in dictionaries or specialized books. It is more like a complex educational process of discussing up-to-date topics and themes.

There are teachers who do feel the lacunae in the way the English for Business course is handled and have tried to adopt and follow "in-house productions", adapted

to the level of students and providing the daily lessons needed to teach. These few teachers feel the need to diversify and enliven the teaching atmosphere-to get beyond the limitations imposed by the curricula by trying out authentic materials in their lessons. However such teachers are extremely few.

Teacher effectiveness is the most difficult problems faced by the education system today. The current preparation of teachers for specific age levels, specific subject matter, specific academic skills, etc., does not take into sufficient consideration the complexity of factors such as students' various characteristics. There is a strong need to train teachers to adapt instruction to the diverse student abilities, student backgrounds, learning styles, personality traits and needs by using more differentiated teaching strategies Since the English language skills of students who enter into the portals of management colleges differ considerably, it has become imperative to assess their capability to manage the syllabus of Communicative / Business English course prescribed. In the absence of adequate competency in English language skills, a majority of the learners find it difficult to master the business terminologies of management textbooks written in English. Therefore, in order to facilitate business learning and to keep pace with the latest trends in the field of business, an adequate level of reading and comprehension skills in English is required. An assessment of the language competence becomes crucial not only to refine the language skills but also to improve their business knowledge. Once the language competency levels are assessed, it will become easier to devise teaching methodologies appropriate for different groups. 'Just as no medical intervention would be prescribed before a thorough diagnosis of what ails the patient, so no language teaching program should be designed without a thorough needs analysis'(Long, 2005,p.1).

In today's world, where the students will be competing for job positions within a global workforce, it would be their English language proficiency that would be tested to the maximum.Brookes (1964) remarks:

"A report or paper must be written. Anyone engaged in scientific work who is incapable of making this kind of report is not a scientist but a technician, not an engineer, but a mechanic.Proficiency in his written and spoken dialect is a badge which cannot be counterfeit" (pp.115-116).

Since individual language learning interests differ widely, a uniform teaching material and methodology may not achieve the desired results. This study suggests a viable, learner-centered methodology to match different learner groups for the acquisition of proper language skills. is mainly based on their demonstration of communication skills.

In the management colleges of Assam, mostly in self–financing management courses, English is approached casually because of which passing the semester-end examination becomes the sole objective. In spite of its innumerable instructional objectives like the aural-oral skills of listening and speaking, graphic skills of reading and writing, mastery in business communication,. the course is yet to achieve the targeted goals as revealed from the study conducted among a cross section of learners and teachers. The demand for candidates with good communication skills by employers, especially during campus placements, and the setting up of private Spoken-English institutes even in rural areas show that there is a need to modify the English teaching-learning process in the management curricula.

Quantitative expansion of private management colleges in a short span of time raises doubts about the quality of education being imparted in these institutes. However it cannot be denied that a few management colleges has come up with effective materials and methodology that is bringing a sea change in the students' communicative ability. This can be seen in the placement records of the colleges. The perspectives of the learners and teachers have been taken into account to find out the advantages and disadvantages of the English syllabus followed in management colleges of Assam. Traditionally it has been seen that among the four basic language skills, listening activity has been the most neglected area, due to the misconception fostered by many of us that this skill is imbibed with mental maturity. We take this language skill for granted under the assumption that without any conscious efforts, listening skills can be acquired in a natural way just as a child acquires its mother tongue. But, since we are not listening to English in a natural environment, practicing this skill becomes the only alternative.

The acquisition of speaking skills in classroom situation is far from satisfactory in the existing scenario in the management colleges of Assam. In large theory classes where the lecturing method is still practiced, there is little scope to impart practice in speaking. In the practical classes, this can be attempted, but in the

absence of well-equipped language laboratories with logistics like movable chairs, individual headphones, relevant software and computer systems, speaking practices remain elusive. Here the teacher-centric instructions, without regular speaking practice, cannot achieve the desired level. Most of the teachers have neither acquired Standard English pronunciation themselves nor are they able to access the latest pronunciation improvement software due to lack of adequate funds and administrative apathy. The teachers themselves need to be provided with adequate resources and training to impart superior language teaching practices demanded of the course for their students (Tickoo, 2004).

Reading practice can be imparted in the practical classes to some extent, but time constraints to cover the prescribed syllabus create barriers quite often. The students can only be guided to acquire this habit and the students themselves have to show interest by reading books and materials of their choice.

Writing skills can be imparted properly in the practical classes provided the teacher is prepared to take extra effort to identify common mistakes in the assignments and get it corrected within the limited time that a teacher gets in a particular semester. Through peer feedback, the students could also be encouraged to avoid mistakes. Creating interest in students to write good English becomes essential for implementing it in their future work environments.

In this connection, the remarks of Bright & McGregor (1978) seem pertinent:

Skills can be achieved only through practice, which is something we cannot do for our pupils. They have got to do it for themselves, which means that the good teacher of language, even more than the teacher of other subjects, should spend a great deal of his time, listening, reading and not talking. Of course, he/she will have to talk quite a lot, but his pupils have got to talk and read and write very much more, under his guidance, if they are to make progress (p.4).

This study considers the extent to which the prescribed Business English course fulfills the teachers and students' needs of delivering and acquiring the four basic language skills respectively successfully, in the prevailing system for undergraduates and postgraduates, in management colleges of Assam.

This study examines the issues and problems of English skill acquisition patterns based on responses elicited from students and faculty of colleges situated in

different regions of the state and suggests certain measures to address the issues. Professional managers use the latest communication techniques for both informal and formal communication and hence management students need to be trained in these practical skills for using it in their career. It is during the formative years of their graduate program that they have to accomplish it. This study aims at an assessment of the practicability of the present course that lists targeted ambitious goals.

The present study tackles the difficulties of teaching business specific vocabulary or terminology offering some solutions to overcome the problems that teachers encounter. The study will focus on the use of authentic materials that will bring real business into a Business English classroom; magazines, journals, newspapers, and other kinds of literature which are also important. The study will also focus on the relevance of the syllabus and the teaching materials, workload of the teachers, the capacity of the classrooms in terms of the size, time constraints faced by the teachers and so on and so forth.

Business English must be seen in the larger context of English for Specific Purposes (ESP) as it shares the important characteristics of needs analysis, syllabus design, course design, and materials selection and development which are common to all fields of work in ESP. As with other varieties of ESP, Business English involves a specific language corpus and emphasis on specific types of communication in a specific context. However, it was pointed out that Business English is different from other varieties of ESP due to its mix of specific content and general content (Ellis & Johnson, 1994). Hence the challenges that teachers of Business English face in their activity are as follows: What should the main focus be on? Specialized vocabulary? Improving communication skills in a Business related context? More specifically, what do non-native students in economics and Business need to know about Business English in order to face the future challenges in their careers? How should a Business English course be designed in order to fulfill the expectations and necessities of the future Businessmen? What teaching and learning techniques are most appropriate to the content of such a course?

These are a few questions this study attempts to provide answers to, answers which are based on the practical experience of the researcher as a faculty at the Department of English and with the help of the data collected with the help of a questionnaire.

In contrast with teaching Standard English, it seems that the endeavour of teaching Business English represents some particularities both in the choice of methods and especially in that of the didactic materials. If the latter are clearly necessary to be authentic and specialized on the economic fields, the former do not obviously have to differ that much from the standard, though aspects as teaching grammar remain controversial.

In most of the cases the medium of instruction for schools affiliated to the State Education Board of Assam (SEBA) in Assam is Assamese. Only the private English medium schools which are mushrooming in nook and corners of the State use English as the medium of instruction. However the quality of teaching materials and methods in these schools too are highly debatable. In a majority of the schools under SEBA, English is taught from class I. Like other states in India, the teaching is carried out through the Grammar Translation Method (GTM) that puts stress on grammar and vocabulary. Generally, in these schools, the teaching process follows a system where the vernacular meanings of English words and phrases are given to the students and they learn it by rote. But, mostly it is seen that teachers themselves are not well-equipped to teach correct English pronunciation, speaking or reading skills to students (Tickoo, 2004). The reason being these teachers are the same people who have passed out from a similar educational system, where their exposure to English Language Teaching (ELT) had been at the most basic level. Even trained graduate teachers other than those teachers who had English as their Majors/Honors subject pass out from the universities of Assam are not exposed to phonetics or Standard English pronunciation as no university in the state teaches phonetics or spoken English during the graduate years. As most of the teachers themselves had limited exposure in mastering language skills, they complete their degree programme with an average language proficiency and in turn follow similar strategies in teaching their students. Specialized English teachers with Diploma in ELT are quite few in number and hence a vicious circle is created in the teaching-learning process.

This scenario is not specific to Assam but is seen in most other states of India. Gokak (1964) points out that "The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far- reaching developments in the pedagogy of English" (p.65).

English is the medium of instruction in the schools affiliated to the Central Board of Secondary Education (CBSE), New Delhi. This is the central level board that has schools affiliated to them throughout the country. But, interaction with the students, parents and teachers from some of these schools in Assam, reveals that students get exposed to English language only for a few hours during the English classes, and for the rest of the classes, no real importance is placed on speaking and writing grammatically correct sentences. The students pass the secondary examination with English as a second language without getting real exposure to sound English teaching practices.

As a result, even if they are able to cope with the English medium education at the Higher Secondary and under graduate level, their speaking and writing skills in English continue to remain inadequate. As pointed out by Tickoo (2004), the whole teaching-learning system could be stated to be at fault for this lack of English proficiency in our students, as they are taught by teachers who may not always be highly proficient in its use. The minimum qualification prescribed for English teachers by CBSE and ICSE and the Higher Secondary Boards of different states is a Post Graduate degree in the subject concerned, in addition to Bachelor of Education (B.Ed.) degree. However, in many public schools in Assam, Postgraduates and graduates without B.Ed. are teaching English in Higher Secondary classes, resulting in certain negative teaching outcomes, particularly in the language teaching process. Having said that even trained graduate or post graduate teachers are not always effective as far as teaching English is concerned. They teach English as a subject not as a language which results in a pathetic display of language skills in the later part of their life.

Most of the Higher Secondary Schools and Junior Colleges are affiliated to the Assam Higher Secondary Education Council (AHSEC).The Council has prescribed an English syllabus for 200 marks comprising some portions of Communicative English, vocabulary, grammar, essays, poems, short stories etc. for reading practice and for acquisition of the four basic language skills. The Communicative English course which claims to equip Higher Secondary students with the four language skills (listening, speaking reading and writing) does not achieve the targeted goals as the evaluation is done only on writing skills. In effect, the course is not much different from that of secondary schools. Both teachers and students tend to neglect the other

language skills. As per students' own submission, they refer to Guidebooks and Key books widely available in the market, and manage to clear the examination. Moreover, the teachers who handle the higher Secondary syllabus of Assam Higher Secondary Education Council (AHSEC) are not properly trained to teach Communicative English as most of them are postgraduates or graduates in English Literature. Only a few of them have the ELT background essential to teach the Communicative English syllabus though it cannot be denied that language cannot be taught without literature. As the lacunae lies in the secondary level itself the problem is further aggravated and pushed into the higher level of studies.

In Assam, avenues for higher management education are inadequate since the number of management colleges are less. However in recent years, due to consistent government support, Assam has become a major centre for learning in north eastern India. Still students depend upon other states for education in Engineering, Medicine and Management. The establishment of the private universities and colleges and introduction of courses like BBA BBM PGDM PGDBM MBA heralded the dawn of management education in the State.

There are, however, big problems like English classes have a higher student–teacher ratio varying between 50 to 100 students per class. Therefore, it is extremely difficult for the teacher to give special attention to each student in such big classes. Many Indian students also suffer from low confidence in their use of English, as English is not their mother tongue.

The past couple of years have witnessed a growing concern over the gradual erosion of the impeccable reputation of the Indian student. They are lacking in good communication skills and are deficient in analytical and process orientation skills. In 2007, MeritTrac, a Bangalore based skills assessment firm, conducted a study that found only 23 per cent of MBA students from tier two colleges were employable. Earlier that year, in another study, it had concluded that a staggering 74 percent of engineering graduates were unemployable. Madan Padaki, Founder and CEO of MeritTrac says that, "A lot of our curriculum has been designed for rote learning, and hence, there is no scope for thinking." In addition, at a gathering of vice-chancellors during the 82nd annual meeting of the Association of Indian Universities, former President of India, Dr. APJ Abdul Kalam, asserted that only 25 per cent of graduating

students were employable, and that students were lacking in areas such as technical knowledge, English proficiency and critical thinking.

Considering these adverse comments and criticism from the various stakeholders regarding the lack of adequate English proficiency among our students, it has become essential to conduct a survey on the challenges of teaching Business English and needs assessment to bridge the gap existing between current English for Specific Purposes (ESP) courses in management institutes of India specially Assam and the expectations of an increasingly competitive industry. One of the factors that could aid the teacher effectiveness and challenges in teaching Business English and needs analysis of the learners in the first year of their management studies is an assessment of their English language competency gained during the Secondary or Higher Secondary levels. This assessment is to be done with students from both vernacular and English medium schools. As language acquisition related issues and problems are common for vernacular medium students throughout India, an analysis of the language ability of the students of Assam is assumed to serve the purpose of all students.

Although researchers and educators agree that Indian management graduates are not proficient in English, few studies have been conducted to examine the procedures, measures and strategies of teaching and learning to improve management students' achievements in English. To the researcher's best knowledge all previous studies have focused on students' lack of English skills and the reasons for them. Not many studies have been conducted designed to explore the needs and requirements of teachers and students and thereby offer solutions towards improving their proficiency in English.

The management colleges of Assam affiliated to Gauhati University ,Dibrugarh University and other private or self-financed institutes more or less follow the same pattern of syllabus.Gauhati University follows the Effective English and Business Communication course and Personality and Personal Skill Development course for enhancing the soft skills of management students at the undergraduate level. In most cases, the under-graduate courses are six semester course, comprising of both theory and practical classes. Business English is incorporated mostly in the first semester in undergraduate level. In some deemed universities and colleges the colleges have the liberty to introduce it either in the first year (in either 1st or 2nd

semester) or in the second year (either in 3rd or 4th semester) of the management programme. The name of the course that Tezpur University follows is Managerial Communication which is mostly based on written communication like how to write business letters, reports, business proposals, notice, agenda minutes of the meeting, memorandum, brochures so on and so forth and also other skills such as presentation skills, negotiation skills, group discussion, interview skills people skills etc. The goals and objectives of the course as noted in the syllabus are furnished below for better understanding:

For example, at the end of the course students should be able:

- To understand different types of oral messages in English;

- To identify attitudes and opinions from a material they listened to;

- To initiate and participate in conversations on professional themes;

- To extract the relevant information from a text using different reading techniques;

- To compose written messages adapted to the professional environment such as letters, reports, proposals etc.;

- To communicate effectively in a Business environment where the use of foreign languages is necessary.

As we are speaking about a practice course, the evaluation methods should also be specific. Thus, students are actually assessed during the whole semester in terms of their participation in classes; they have a mid-term examination which usually consists of a grammar test, and also an end-term examination which can be written or oral, at the teacher's discretion.

Similarly, the Business English course sets its objectives as the following:

To develop listening, speaking, reading and writing skills.

To cultivate the habit of reading newspapers, magazines and books to consolidate the skills already achieved.

To familiarize the students with the sounds of English (Phonetics) in a nutshell.

To provide adequate listening and speaking practice so that the learners can speak with ease, fluency and clarity in common everyday situations and on formal occasions.

To be given practice to use grammar in meaningful contexts and perform functions like ordering; requesting, inviting etc.

To prepare the students to handle various written communications like reports, letters etc.

To make notes or summarize documents, organize meetings, prepare agenda, draft resolutions, write minutes of meetings, make oral presentations,

To be familiar with the techniques of managerial communication for information sharing, making presentations, and taking part in meetings, interviews, and negotiations.

Every college is supposed to provide a well-equipped Language Laboratory. Students are required to practice listening, speaking and writing skills in the practical or laboratory classes.

Certain tasks/assignments are suggested to be taken up in the practical classes.

Taking into consideration the various objectives of the course it could be designed to be a part of the English for Academic Purposes (EAP), English for Specific Purposes (ESP) or English for Occupational Purposes (EOP), as the goals of these three dimensions of English learning do not differ much from each other. Long (2005), in this context states:

Instead of a one-size-fits-for-all approach, it is more defensible to view every course as involving specific purpose, the difference in each case being simply the precision with which it is possible to identify current or future uses of the L2. It varies from little or no precision in the case of most young children, to great precision in that of most adult learners (p.19).

The study covers the teaching-learning process of English language in government-funded Institutions like Gauhati University, Dibrugarh University,Tezpur University ,Assam University and some other semi-government institutions, the researcher also considered private management institutions along with self-financing colleges affiliated to Gauhati University, Dibrugarh University and a few private institutes and universities like Assam Don Bosco University, Assam down town University, GIMT, Assam Institute of Management, Kaziranga University, Royal

Business School etc.. The course contents and credit system of government-funded institutes differ slightly from that of the colleges affiliated to Gauhati University and Dibrugarh University. The target groups included students from different semesters, representing a cross-section of undergraduates. The target groups included teachers and learners from urban, semi- urban and rural areas of Assam pursuing their undergraduate management studies. The students are admitted according to their ranking in the MAT, CAT and ATMA Test scores and in some private colleges the students are not admitted according to any test scores but get admitted by just paying the tuition fees. Some private institutes also charge capitation fees just like any other states in India. As a result, every college enrolls mixed ability students from different regions.

Questionnaire survey among teachers and students of different semesters, discussion with teachers and structured interview involving students and teachers constitute the various tools for data collection. Other than recording comments and suggestions, objective information from questionnaires were analyzed by using statistical tools like SPSS 16.0 software. The data collection was done personally, in classroom situations, by visiting the colleges and interacting with teachers, students and authorities concerned. A reliable interpretation of data based on questionnaire survey, observation and interaction with the respondents has been attempted.

The researcher had been teaching Communicative English, Technical English, Written English and Communication and Effective English and Business Communication courses in different engineering and management colleges of Assam and Chennai for around seven years and is therefore quite familiar with the problems involved in the teaching-learning process.

1.4   Research Objectives

1) To examine the existing English syllabus currently taught in the management colleges of Assam and to ascertain how far they meet the students' communicative needs.

2) To identify the academic and professional needs of management students and teachers respectively at different management colleges in the Indian state of Assam.

3) To determine Indian business management faculty members' perceptions on the importance of Business English course.

4) To determine Indian business management faculty members' perceptions on the students 'possession of the important topics of Business English course.

5) To identify the faculty reasons behind students not exhibiting the required level of interest in Business English classes.

6) To analyze what the faculty community of business management institutions feels about the number of semesters this course should be taught as in India, Business English is a course taught in one semester and in few cases, in two semesters.

7) To propose modifications and revisions in the existing curricula so that the communication needs of different learner groups are fulfilled.

The present study attempts to answer the following key questions:

1.5 Research Questions

1) Which aspects of the present English language course (goals, content, materials used, technology involved etc.) in management colleges of Assam need to be modified to meet the management students' communicative needs to apply it in real life situations?

2) What are the academic needs and professional needs of the management students in the language learning context?

3) Does the English language syllabus in the management colleges meet students' academic needs and professional needs?

1.6 Objectives of the Course Ought To Be

The objectives of the course should be clearly defined. For example, at the end of the course students should be able:

To understand different types of oral messages in English;
   To identify attitudes and opinions from a material they listened to;
   To initiate and participate in conversations on professional themes;
   To extract the relevant information from a text using different reading techniques;

To compose written messages adapted to the professional environment such as letters, reports, proposals etc.

To communicate effectively in a business environment where the use of foreign languages is necessary.

The evaluation methods should also be specific. Thus, students are actually assessed during the whole semester in terms of their participation in classes; they have a mid-term examination and also an end-term examination covering the syllabus.

In this study the researcher attempted to present a few aspects of her own teaching experiences related to Business English. The major issues confronted with while designing the syllabus and the course for students in business administration. There is an urgent need for a continuous assessment and the necessity of focusing more on the use of language than on specialist vocabulary. However, the issue is still open to discussion and the researcher believes that the authority concerned should re-assess the needs of the students, and consequently reconsider the content of the courses as well as more modern techniques that would be suitable to this kind of course and to the needs of future management graduates.

1.7   Business English: a working definition

English for Specific Purposes (ESP) and language-as-discourse views contribute to our understanding of Business English. Each provides unique understanding. ESP offers an operating frame for teaching Business English. The discourse view allows us to see the process of interaction between business and language, i.e. the activities and topics of business participants, complicated networks of interpersonal relations, strategies and tactics taken up for pursuing particular goals, dynamics of discourse, and features of linguistic realizations. The two combined give us the necessary information for defining Business English, developing Business English curricula, and designing course syllabuses. By combining the insights gained from the two perspectives, a working definition of Business English has been reached: Business English involves the teaching of the system of strategic communication in the social and economic domain of international business in which participants, adopting/adapting business conventions and procedures, make selective use of lexico-grammatical resources of English as well as visual and audio semiotic resources to

achieve their communicative goals via the writing modality, speaking modality, and/or multi-modality.

Business English as a branch of ESP in that it "requires the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context"(Johns and Dudley Evans,1991) and is "designed to meet specific needs of the learner" (Strevans, 1988).Most definitions of ESP(e.g.Robinson1991,Strevans 1998,Munby 1978,Johns and Dudley-Evans 1991)use ESP as an umbrella term that embraces two key areas English for Academic Purposes (EAP)and English for Occupational Purposes(EOP).EAP has until recently been the area of greatest activity and refers to the language and skills required by non-native speakers for the purpose of study .In a sense EOP constitutes the rest of ESP, taking in any work -related English language courses. This may include courses for manager, course for technicians, future managers, or very specific task related courses for unskilled workers.

Business English deals largely with adult learners either working or preparing to work in a business context, but may also include academic Business English required by students following for example, an MBA course or a course in Finance Accounting or Banking.

We see Business English as an umbrella term used similarly, to the term ESP to embrace both general courses in the appropriate lexis and grammar for business communication. It also describes more specific work either for carefully selected homogeneous groups from one company, or in specific skills such as running or participating in meetings, negotiations, writing letters, memos or reports. In the same way EAP can be divided into English for General academic Purposes (EGAP) and English for Specific Academic Purposes. In this study the researcher sees the term Business English as referring to the teaching of non-native speakers who needs English for business purposes, usually after completing their management degrees. An academic Business English course designed usually at MBA level would be different from people already working in a company at managerial level and need to communicate in English with either native speakers or other ESL speakers with whom they do not share a first language. This study will concentrate exclusively on teaching Business English in the management institutes of Assam and the learners' needs, although there is as yet very little research on academic Business English.

1.8   What is Business English and Business Terminology?

Business English is the English required when business is carried out. It is about teaching English to adults or university students, working or preparing to work in a business environment, be it a large multinational, a small private company or a state company. The radical difference between teaching General English and Business English, technical English resides in the very aim of the teaching: it may mean teaching technical, academic words, or just taking notes, making presentation, depending on the students' expectations as they may need it when making presentations, when making telephone calls, for socialising, or negotiating for example. Even if it may be hard, teaching Business English is special and really rewarding as it offers you the possibility to quickly answer to your students' immediate needs for English; it is in strong connection to the day-to-day activities of real life, and you may build special relationships with your students in order to find out more about their working lives and about their particular needs in terms of English language.

As the dictionaries put it (Collins English Dictionary on-line), terminology refers to the body of specialized words relating to a particular subject, the study of terms, that is, the system of terms belonging or peculiar to a science, art, or specialized subject; nomenclature: the terminology of economics. Thus, terminology refers to the specialized vocabulary characterizing a profession, or some other activities to which a group of people dedicate significant parts of their lives, or sometimes even a slice of an industry. Specialists of a certain area need a specialized vocabulary to properly communicate about notions and concepts specific to their field and that is the technical terminology characterizing a profession, or some other activities to which a group of people dedicate significant parts of their lives, or sometimes even a slice of an industry. Sometimes terminology is improperly labelled as jargon. In its early history, linguists considered terminology as a mere marginal discipline, simply neglecting it. In time, together with the society evolution, with the progress of sciences and techniques, terminology changes from a discipline holding a marginal status into a theory ever more interesting and appealing to linguists.

With the advent of development of commerce, international relations, accounting, management, the refined organizational systems contributed frequently to the new specialized economic terms and within this general label of economic

language there are a lot of specialized financial, banking, commercial, accounting, marketing, planning, administrative terms, just to mention a few. In other words, terminology was the result of the need of experts to communicate precisely and concisely; this sometimes had the undesired effect of excluding those unfamiliar with the specific language of a certain group as these revolutionary changes touch all the people coming from different cultural, educational background. This may produce difficulties and misunderstandings, for instance in the case of patients that can hardly understand at all the medical vocabulary. Difficulties may also come up when experts belonging to different area of activity that are still connected, use different terms to denote the same phenomena and processes. On the other hand, the term jargon may, and most of the times it really happens to, bear pejorative connotations, especially referring to "Business culture."

It is vocabulary, which is the living body of a language that registers the most dramatic changes of modern world, making it complicated for people – teachers included - to keep up with the changing trend. For instance, the very recent financial crises provide people with specific vocabulary that becomes almost basic words for most speakers: Who knew what toxic assets were, until a year ago? Stagflation (the economic term for stagnant growth and rising inflation), funt (the financially untouchable) and ninja loans (coming from the abbreviation of No Income, No Job, No Assets) are just some other samples. The Business English teacher needs to constantly update his or her business vocabulary knowledge to keep abreast with the ever-changing race in the domain of vocabulary.

1.9   Understanding Business English

Until recent times, the teaching of Business English in India has largely been guided by intuition. As the teaching of Business English expands, so the concern grows about what Business English really is and how it is best taught. These are some of the questions that have been asked by Indian teachers:

1) What constitutes Business English?

2) What distinguishes Business English majors from other majors who study business subjects as well as English?

3) How can we de ne ''Business''?

4) Do teachers have to be both language experts and subject specialists? Or to put it more directly, how much do we have to know about business to qualify as Business English teachers? How much hands-on business experience is desirable or even compulsory?

5) In what terms do we describe the content we teach students of Business English?

6) How do we go about teaching Business English?

7) How can we t Business English in with the national curriculum requirements for English majors (usually literature/linguistics-oriented)?

8) What does English-mediated instruction actually help learners to acquire?

9) What are the communicative conventions or norms to be taught to Business English learners? Should they be those implied in Business English materials authored by Anglo-Americans?

These are all substantial questions each deserving separate investigations to be dealt with properly.

1.10   Short History of Teaching Business English

The approach of teaching Business English has undergone changes over decades. It is different from General English at least with reference to the of vocabulary. However, Business English became a topic to be taught distinctively in the late 60s and early 70s. Thus, there were constant methodological preoccupations. At first it was all about reading economic texts followed by comprehension questions, vocabulary exercises, and repetition drills, lacking the interest for true-to-life business situations. In Assam it was found that problem was in the grass root level where English was not effectively taught in the primary and secondary level schools which had a negative impact on higher studies like management. In the late 70s and early 80s the focus was on teaching formulaic expressions introduced in business contexts and practiced in role-plays of common business situations such as making appointments, making introductions, business lunches etc. It was only in the late 80s that the emphasis was on the development of business communication skills and it was a direct consequence of the development of in-house training programmes where employees were provided with opportunities to attend courses in presentation

techniques, negotiating and effective meeting skills, among other things. The focus on real effective business communication is or should be a feature of the contemporary Business English teaching, and it has been the approach to English language teaching in the world for the past twenty years. The main purpose of teaching it is to develop the communication skills, the learners' capacity to make use of the language in its most effective way.

1.11   Current Practice of Teaching Business English in India

The globalization trend and the advent of e-business and e-commerce have reinforced the status of English as the emerging international language for business communication among Asian countries.

There is a growing realization in India is that in order to stay competitive in the global market and to attract foreign investments, one of the practices required is to use English which is the language of communication in the domain of international business and industry. Business English communication is taught in India as part of teaching of English for Specific Purposes (ESP) and as Business English (BE).

Business English courses are taught to learners who are enrolled in business Studies. Some companies or organizations may also occasionally offer Business English training courses to their staff. Considerable proportions of those who take up these courses are adult learners, and many of them are working adult learners. It is to be noted that the population of working adults studying at Indian higher institutions is increasing rapidly.

At present, numerous factors inhibit these learners from attaining a high level of proficiency in Business English. It is important to highlight these factors in order to improve the proficiency level of the learners.

English Language Teaching (ELT) syllabus in India is often designed to put too much of an emphasis on the formal aspects of grammar, while learners are taught at a common pace without taking into account their background or individual needs. The teaching of the formal aspects of the language is certainly important but this cannot be done at the expense of equipping the students with the appropriate working skills in the language.

Adult learners are often accustomed to acquiring formal knowledge, and have different levels of exposure to English in their daily and professional lives, thereby requiring a more individualized approach, particularly for weaker students.

This problem is further aggravated by the choice of teaching and learning materials. Traditionally, the most common type of teaching material used to teach Business English are textbooks focused primarily on the literary forms. The major problem with using these textbooks is that they are non-interactive and are not really relevant and stimulating enough to the Business learners. Teaching materials that lack interactivity will naturally result in a learning environment that is not conducive to developing communication skills.

In most cases, these learning materials are imported from overseas, and are targeted at non-native speakers who either work or study in native speaking contexts and cannot relate to their local context. Also, the content of these materials does not take into account the Indian cultural setting. When learners coming from diverse language and cultural backgrounds are taught homogeneously by English as a Second Language (ESL) instructors who have little knowledge of students' learning styles and are using materials that have been developed without taking their needs into account, there is bound to be a barrier to learning.

The vital reasons behind the ineffectiveness of teachers in teaching Business English are as follows:

1) The objectives of the syllabus are mentioned but the outcome is not achieved.

2) The teaching materials are not relevant.

3) Authentic materials are not given importance.

4) The authority concerned is not encouraging.

5) Want of efficient and trained teacher to teach Business English applying modern method of teaching.

6) Want of proper rooms for oral practice.

7) Want of audio visual aids like audio video with the English speaker correct pronunciation, intonation.

8) Students are not sufficiently encouraged to learn English as a tool for communication. Rather they are motivated to memorize answers to pass their examinations.

9) Lack of sincerity of the teachers.

10) Lack of proper teaching aids.

11) In the market both question-answer banks are available. There are various guide books in the market. In the market both question answer banks are available. Some others give notes of every kind of test items that are found in the question of the board. Therefore the students buy note or guidebooks from the market and meet up their needs accordingly. So their creative faculty is never developed. Because of this reasons students fail to make correct sentences.

12) Want of English speaking environment. Most of the teachers hardly speak English in the classroom. So the students do not get the English speaking environment in the classroom. Some of the English teachers conduct English classes at home privately, as a result their strength and energy of giving classes is reduced and therefore they lack both the energy and motivation to teach in the classroom everyday they can't teach the students in the classroom properly.

13) A large number of students read in a crowded room. Hence there is hue and cry in the classroom. So the teachers fail to teach properly.

14) Lack of a positive attitude.

1.12 English Language Training

Due to the emerging demand for communication skills in English and the remarkably poor level of English taught in the regional medium schools in Assam, the students constantly try to get outside help in the form of spoken English classes, training programs, and finishing schools. The number of such institutions is mushrooming due to the increasing market demand. But unfortunately many training centres don't have proper language teachers. So students don't get what they expect to get. But, whatever is the result of teaching; such institutes have become good money making entities. These organisations survive on the sentiments and insecurity feeling of the regional language medium students. In order to cater to the demands of regional

language medium students in their efforts to get good jobs in the corporate world, governments should bring changes in the English language syllabus at least in graduation level.

The emphasis should be on functional English usage exercises. The syllabus should focus on practical oriented exercises and real life situations than mere study of literature. So the need of the hour is strengthening the English speaking ability of the present generation to have an edge over other developing countries.

India's BPO sector still has an edge over other countries due to the fact that Indians speak fairly better English compared to other non-native speakers of English. It applies to our IT as well as other related sectors too. The fact is that we have a large English speaking population, it makes easier for MNCs and foreign universities to do their business here. The knowledge of English is an important employability skill within India and outside to be employed as well as to move higher in one's professional life.

The objective of this study is to discuss the changing needs of courses designed to prepare students for careers. Here Business English plays an integral role. The English language skills shall have to ensure the students that they were sufficiently fluent in English to function in the workplace or in any professional context. Today, the needs are different and it is different for every individuals. It has morphed into a mix of English for Academic Purposes, and English for Social Purposes. After a keen observation and some data collected from the students, teachers and employers it was found that, needs keep changing. It is vital to keep abreast of the needs of 21st century office. The find out suggested that the students need to be fluent in English, be aware of the rules of written genres such as official letters, emails, press releases and taking minutes. Not only this but the students need to acquaint themselves or be familiar with etiquette, cross cultural communication and dinner mannerisms. The needs are many, but what the employers feel is that the graduates can barely spell and construct simple English sentences correctly, let alone achieve the multi-faceted tasks expected of them. The objective of this study is to discuss what English skills are required of graduates from the perspectives of all stakeholders.

Ipsa scientia potestas est'knowledge itself is power' is an old saying in Latin. However, in today's world knowledge and power are two different entities, giving

little or no dues at all to knowledge but stress is laid only to power. No doubt in recent times the purpose of education has undergone tremendous changes or has been influenced by changes due to reasons known or unknown. Nowadays no universities in the globe can survive or function in splendid isolation in their ivory towers. They have a larger role to play. Most societies are now calling upon higher educational institutions to provide training to make university graduates employable. The objective of this study is to discuss the changing needs of courses designed to prepare students for careers. The English language skills shall have to ensure the students that they were sufficiently fluent in English to function in the workplace or in any professional context.

1.13   What is ESP?

ESP (English for Specific Purposes) involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. The P in ESP is always a professional purpose – a set of skills that learners currently need in their work or will need in their professional careers. This broad definition can be taken to include business skills, such as

English for Job-hunting or Presentations, but many ESP teachers see their field as distinct from mainstream Business English. ESP examinations do exist, but they tend to focus on the learners' ability to function effectively at work, rather than purely their level of English. ESP contrasts with General English, which is aimed at a very wide range of learners. It also contrasts with Business English, although there is considerable overlap between the two branches. A lawyer and a marketing executive might both benefit from attending the same Business English course, focusing on the generic skills they both need at work (such as writing an email or participating in a meeting), but they might get more from attending an ESP course in legal or marketing English respectively as this will focus more precisely on their needs.

1.14   Who Needs ESP?

In theory, all learners need ESP and would benefit from a course tailored to their needs. In practice, however, there has to be a compromise where learners with sufficiently similar needs can be grouped together. This is fairly easy in the context of pre-experience courses (e.g. an English course for Media Studies students at a university), where a large number of students have similar needs, decided in advance

by experienced specialists (e.g. university professors). This branch of ESP is sometimes called ESAP, (English for Specific Academic Purposes). In principle, there is a clear distinction between ESAP, which trains students for their future work, and EGAP (English for General Academic Purposes), which trains them for their current studies, but in practice the distinction is often blurred. ESP courses can also be created for working professionals (e.g. a teacher providing in-company lessons at a law firm). In such cases, the course will not only be for the needs of a specific profession (e.g. lawyers, human resources personnel) but also for the specific organisation. Here, the ESP teacher has the opportunity to base activities on the situations and texts the professional learners actually need English for in the workplace.

1.15   How is ESP Different from General English?

For teachers of General English, a key question is finding materials and methodologies which are effective for a particular class (e.g. 'Is the approach or method I'm using appropriate for learners of this age, culture, level, first language(s) etc.'?). This question is also relevant to ESP but one other factor should also be considered: subject specific knowledge (of legal procedures, of engineering methods, of software programming etc.). By definition, the learners on an ESP course will usually know more about the subject than the teacher. This additional factor is often what makes ESP a daunting, but also an exciting, challenge. However, there are three key strategies open to ESP teachers whose knowledge of the specific subject is limited: honesty and openness, preparation and confidence.

> Honesty and openness are about managing expectations. ESP teachers donot need to pretend to be something they are not. The teachers should not be afraid to tell the learners that they are unfamiliar with the specific subject. An important skill for any specialist is the ability to describe what they do (and why) in language non-specialists will understand: a doctor explaining a medical procedure to a patient; an manager explaining to a client why a product cannot be delivered in less than four months. The teachers can be the starting point in developing that essential skill. Learning should be a joint process based on the teacher's expertise in language and methodology and the learner's subject knowledge.

That said, preparation should include learning as much about the learners' professional field as the teacher can: research before the course; careful planning of the language and problems that are likely to come up in a lesson; strategies to deal with vocabulary problems that can't be solved during the lesson; and a commitment to learn, actively, the learners' specialisation in order to be more prepared next time.

Finally, ESP teachers need to be confident that they have the skills that will help their learners, such as knowledge of how to make learning successful, how to make language memorable, and how to motivate learners. In other words, an ESP teacher with strong methodology but limited subject knowledge may be more effective than a subject specialist with no knowledge of methodology (although of course a subject specialist with strong methodology would be even better).

1.16 Differences between General EFL and English for Specific Purposes (ESP)

There are significant differences between general EFL and ESP as also many teachers of English would agree, although there are also similarities. The main focus in this section, however, is to discuss differences. First of all, it should be stressed that the purposes for learning English differ. In ESP courses, there is a need to learn English in order to perform specific job-related functions. There is more emphasis, therefore, on language in context or language functions rather than grammar and language structures in general. English is taught and integrated in the learners' subject area of interest. ESP should be thought of not as a different kind of language but a different approach to language teaching.

In general EFL courses, all the traditional language skills are covered, namely, Reading, Writing, Speaking and Listening whereas in ESP more emphasis can be given to only one or two of them according to students' needs. ESP teachers need to perform different tasks not only as language experts but also as content specialists.

The researcher would delve into the major aspects and challenges of teaching Business English in the management institutes and universities of Assam, which may contribute to the overall effectiveness of the learning process. Questions like, is Business English different from Standard English and to what extent? Whether using

authentic materials are a solution for teaching Business English, teacher effectiveness in teaching Business English, the use of technology in Business English classroom, the relevance of the teaching materials, the effectiveness of the syllabus will be the focal point of discussion.

Globalisation has shrunk the world and with endless developments in communications and technology, and since new markets opened worldwide Business English has become the order of the day. Consequently, business people, and students attending business courses have other expectations and needs that can be translated as major changes to both what a teacher teaches, and how a teacher teaches it. In the last decades, Business English has constantly attracted the interest of a numerous audience; a huge number of courses teaching Business English are being taught all around the world. However, Business English, as a variety of ESP, shares a number of characteristics with General English, still differing in point of content: it is a mixture of specific content and general content i.e. Business English is English for communication in a specific context.

Business discourse views language as contextually situated social action constructed by its social actors and aims to understand how people communicate strategically in an organizational context. The term *Business English* is used to cover the English taught to a wide range of professional people, and students in full-time education preparing for a business career.

Business English or Business Communication is a rapidly growing field within the area of English Language Teaching and English for Specific Purposes (ESP). According to Dudley-Evans and John (2000), English for specific purposes, which is related to specific disciplines, is designed to meet specific needs of the learner. ESP underscores the language skills; however, it may take place in specific teaching situations. Therefore, its methodology differentiates ESP from general English. Business English has attracted increasing interest and awareness in the last two or three decades. Business English course books and other teaching and learning materials are proliferating and almost all the undergraduates who study at business, trade, or commerce schools have to take some courses in Business English Communication.

In recent years, there have been a variety of ideas concerning the conception of Business English as it should be included in the range of ESP because it shares similar features with ESP, such as the analysis of demand and the selection of language materials (Ellis & Johnson, 2002; Hutchinson & Waters, 1987). Wenzhong Zhu (2008) has reviewed some recent studies done in 2005 and 2006 which argue business communication as English for General Business Purpose (EGBP). In this case, Business English Communication aims to add some common knowledge in the skills of business language. In similar studies Business English is classified into English for Specific Business Purpose (ESBP). In the context of ESP, EGBP targets those learners who have lack of working experience (pre-experienced or low-experienced learners) while ESBP is designed to train those professional people who have business working experience (job experienced learners).

In this study the researcher's focus is on the field of EBP. This study presents insights and experiences of teaching Business English Communication to a group of undergraduates and post graduates in the management institutes of Assam. These undergraduates and post graduates are students who have no background knowledge or experience in the business world. The students are non-native speakers of the English language and are pursuing their studies in business fields such as Marketing, Accountancy, Finance, and Business Administration. The Business English / Communication curriculum in Assam does not overtly seek to teach English language ability. The students have conscious knowledge of the rules of Standard English even when they do not consistently apply them. Generally, these pre-experienced learners gain their knowledge of business largely from books; as a result, such knowledge is incomplete and theoretical rather than practical. They are also less aware of their language needs in terms of communicating in real life business situations. The methods, approaches and activities that will be discussed in this study are the results of the researcher's observation and a survey with the help of a questionnaire that will be filled in by the respondents who teaches Business English in the management institutes and universities in Assam.

1.17   Who Needs Business English?

Deriving from its very definition, the answer to this question is: either adults working or preparing to work in a business environment, be it a large multinational, a small private company or a state company or Business English students studying the

language either because they need to do their jobs more efficiently or due to the fact they study it in school. Teaching Business English implies highly specific goals and objectives which demand a tight control of the course plan and careful selection of materials and activities. Thus teachers have to be aware of what their real goals are, who they have to communicate with in English, what about and why. If teachers manage to find out precisely what they need to do and in what contexts, then they can adapt lessons accordingly.

As stated above, there is a clear distinction among the learners of Business English: students, or the so-called pre-experience learners and the job experienced learners.

The former category will have two types of needs: the need to read bibliography in English and the need to attend English lectures in order to get some qualifications and they have to improve some of their skills: reading and speaking. The latter category of learners have a clear set of different needs, that is to improve some of their skills, or they may change their job and need some other skills. Anyway, the striking difference refers to the fact that job experienced learners do not have time for homework, they do not want or need knowledge about the language, they need a practical use of the language.

1.18   Needs Analysis

The first thing to do in a Business English classroom is to carry out a needs analysis (sometimes known as a skills audit). In some ways it may be similar to the pre-course questionnaire commonly handed out to learners on General English courses. The difference is that a needs analysis is normally more comprehensive, and includes many relevant details about the target learners and their needs and wants. If a needs analysis for each and every learner is conducted well, then the chances of delivering a quality ESP course that will satisfy its participants are very high. The findings from such a skills audit will also help the teacher to create (and update as the course progresses) an ILP (Individual Learning Profile) for each learner. There are many vital questions that an ESP teacher may need to ask to deliver a course designed according to the preferences of the learners. Here is a checklist of 10 basic question sets to be included in a good needs analysis:

1) Am I expected to deliver a tailor-made (custom-made) ESP course or can I adapt or modify an existing course (e.g. published ESP course books such as Communication for business: A Practical Approach)?

2) Who are the learners in my ESP group? Are they university students or a group of professionals employed by a specialist company? Where do they come from? How much information do I have about their age, qualifications and experience?

3) Are they paying for the course themselves or are they being sponsored by their employer? If they are being sponsored, the needs analysis will need to include the expectations of both the learners and their employers.

4) Do the learners in my group expect to be consulted in the process of the syllabus design (in which case the final course will be delivered through syllabus negotiation) or will they 'delegate' this task to me in the hope that I get it right for them?

5) Are my ESP learners 'homogenous' in their skills or are they a mixed ability group? Does any member have different levels of ability and performance in speaking, writing, reading, and listening? Are the learners self-aware enough to inform me of this in the needs analysis questionnaire?

6) Which aspects of their professional register (that is, the particular forms of the language used in particular professional activities) do they habitually use in their everyday work?

7) Does the client or the organisation who has commissioned the ESP course also have funds for the design of new materials to supplement what cannot be readily found in published course books?

8) Where and how will I deliver the ESP course, e.g. on the premises of a university or college, or private company, or even online? What impact will this have on the process of learning and teaching? Will the learners have enough time for self-study or homework after the classes?

9) What are the learning styles and preferences of my learners (e.g. visual, auditory, kinaesthetic, tactile, ICT - oriented)?

10) To what extent am I familiar with the specific subject matter (e.g. law, nursing, marketing)? Will the learners provide me with some specialist materials from their work that I can use in classroom materials?

1.19   Impact of Globalisation on Teaching Business English

Globalisation has had a dramatic impact on international communication practice as more and more people from different linguistic and cultural backgrounds come daily into contact. English language is emerging to be the common language, or lingua franca, however languages like Chinese, Japanese Spanish French cannot be left behind. It is due to the historical and economic developments, among other reasons, of two of the most important English-speaking countries, namely Great Britain and the United States, English is emerging and attempting to be the World's Lingua Franca (Crystal 2003; Graddol 1997, 2006). The term lingua franca, according to Richards et al (1996: 214) 'originated in the Mediterranean region in the Middle Ages among crusaders and traders of different language backgrounds' and it is aimed at 'serving as a regular means of communication between different linguistic groups in a multilingual speech community', (Holmes 1997: 86). Many theorists and scholars agree upon the fact that the development of a lingua franca to facilitate communication exchanges between speakers of different languages has often been determined by the necessity to carry out trading and commercial activities in different parts of the world. Nowadays, the term English as a Lingua Franca (ELF) is used to refer to the English variety spoken by people whose mother tongue is not English (Firth 1996; Seidlhofer 2001). The use or adoption of English in international settings, however, may pose both linguistic and cultural problems especially for native speakers. Furthermore, in the specific context of business communication the correct use of English plays a significant role in terms of successful communication. All too often the incorrect use of English, both in terms of accents or pronunciation as well as grammar and functions, could create communication problems and even misunderstanding. When teaching Business English, stress should not only be laid upon purely grammatical points, but should also focus on language functions and cultural issues in order to frame business communication as a kind of mediation between cultures. Students may be proficient in English but still fail to use it in appropriate situations.

Teaching Business English is in particular a very difficult task, combining the challenges of teaching a foreign language with those of having that very foreign language become another language in itself through the parallel economic paradigm of its vocabulary, thus performing a dual communication task. To this the teachers

also have to add the ever new communication skills required of our graduates in the labour market. This is indeed a very important element that needs to be taken into consideration when taking up the difficult task of writing modern and effective Business English textbooks.

The shift in pedagogy from the very traditional textbooks to materials that place more emphasis on developing the new skills required of our economic graduates once they reach the labour market has become more and more evident in the late 90s. This approach is more likely to render them successful in the job market following graduation.

The accent falls more and more on communication skills with ever new economic terms permeating from the IT and other domains and with vast economic information to be covered. Hence the need to go to the very raw economic data and to authentic and topical economic texts referring both to the domestic and the international economic environment and draw the textbook and the drills based on this type of materials.

These types of approach not only offers the students better chances and render them better prepared to face the competition, including that on the global market as more and more graduates seek jobs in foreign countries. Moreover, it also makes the English class a great deal more fun and definitely more rewarding, the ideal setup on which short grammar drills/pills function and the point made in it is quickly acquired. Indeed, there still remains the need to care for the improvement of our students´ level of grammatical knowledge, as well.

When placed in perspective it becomes obvious that designing materials for the Business English classes in the current globalizing and ever-changing economic environment has become a more and more complex endeavour, going far beyond the traditional models and patterns of the theme-based textbooks that do not provide or care too closely for the communicative skills, for the academic writing skills, for the critical reading skills, to only name the most important. However, the traditional textbook still has many supporters and often lecturers especially in India will choose to design more orthodox materials being attracted probably by the ease and practical aspects and also knowing they would have a very useful tool in the class in terms of Business English vocabulary teaching.

Thus the researcher would delve into the major challenges of teaching Business English in the management institutes that may contribute to the overall effectiveness of the teaching process. Questions like is Business English different from Standard English and to what extent? Whether using authentic materials is a solution for teaching Business English, the use of technology in Business English classroom, teacher effectiveness in teaching Business English, relevance of the syllabus and the materials etc will be the focal point of discussion in the study.

1.20 Changes in the Business World Influence the Teaching of Business English

According to some authors, there have been four major influences over the last ten years with a great impact on the process of teaching and learning Business English. Development of technology allowed people to be in a closer and permanent connection and led to a globalise world of business, people being forced to be extremely effective at a push of a button and undoubtedly English has become the tool for this global communication; new powerhouse economies, the second important influence, when countries like China, Russia and India became major players in the world of business, as they are countries that can produce goods more cost effectively due to cheaper raw materials and labour force; the third influence is the emergence of new markets in Eastern Europe with consumers hungry for new products previously denied them before the collapse of the Soviet block; last but not least, the huge growth of the financial sector which became more dynamic creating a closely joined world, where economies influence each other be it in a positive or a negative way.

All these important movements and changes naturally influenced the teaching of Business English. Students are no longer that much interested in grammar or basic business language. To improve effectiveness, they need to know specialized vocabulary; they need to be fluent and quick; they have to become aware of cultural differences and their implications in the business world.

1.21 English and Employability

Employability can be described as a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen fields. Students who study English as a subject acquire a range of valuable skills, which they can transfer to many different

employment situations. Their literary and linguistic training can be used in journalism, librarianship, teaching and the highly competitive fields of writing, acting and directing. Through an English degree skills like the capacity to analyze and summarize material, to communicate, to work to a deadline, to argue a case, to work independently as well as collaboratively, to think logically and to be able to use computers, etc. will be acquired.

Good English graduates bring all these skills to their places of employment together with sensitivity to literature and language. This makes them good candidates for a wide range of careers including personnel, administration, management, marketing, computer science, technology, religion, philosophy, medicine, travel, finance and the media.

Blue chip companies, IT majors, MNCs and other major organizations expect excellent standard of communication skill in English. Keeping in mind the various slangs of different regions of the English speaking country, candidates are expected to be skilled to listen, understand, and speak in effective English. And so, proper training both in British and American accent is required. In software and other managerial and engineering services, the engineers and business managers are expected to read, understand and write in proper clear English. The skills needed for employability will include motivation and enthusiasm, interpersonal skills, team working, oral communication, Flexibility and adaptability, Initiative/productivity, Problem solving, Planning and organization, Managing own development, Written communication so on and so forth.

Employers want intelligent, rounded people, who have a depth of understanding, since they can apply themselves, take responsibility and develop their role in the organisation. Employers also want graduate recruits who are educated and can demonstrate a wide range of attributes, apart from the traditional high-level academic abilities of analysis, reflection, critique and synthesis. They may want new recruits to add value rapidly. Employers wanted graduates because they can potentially do more than add value. Employability is enhanced by good learning, and can be incorporated without damaging the subject specific dimensions of learning. Most organizations expect that the potential employees to:

Have a basic education (school / college education)

Have an adequate level of academic achievement

Possess strong literacy skills

Communicate well

Have essential Skills such as Reading and Numeracy

Have specific job-related knowledge and skills

Have strong team work skills. Teamwork skills are the skills you need to work in teams and share roles, duties, and responsibilities with other who compliment your background and strengths.

Be flexible and adaptable within the work environment. Many jobs and careers demand continuous learning on-the-job and in formal programs, and expect people to be innovative.

Have strong interpersonal skills, positive outlooks, take responsibility and be accountable.

Employees in the industry need all the above said skills in different job assignments at different levels and assignments. Quite often even a new employee is sent to diverse countries where he will be expected to communicate with the employees of the customer company in English.

1.22   Tool for Employability

India too has contributed a good number of vocabularies to the modern English language which have become a part of standard dictionaries. As the private sector companies are gaining ground and becoming more competitive due to changed world economy, the employees are always kept on their toes. It is like either you work hard and show your performance or perish for not taking care of your professional growth. The ability to use a language efficiently is very much required to remain employable. What is employability? It is the ability to remain employable as a result of the relevant skills one possesses. Communication skills are very much essential for one's professional growth. The ability to express fluently in both written as well as oral form of language is very much essential for the career growth.

As it is stated above, English being the most commonly used language in the corporate world; the knowledge of English is one of the most important employability

skills. Knowledge of English is much sought after in the corporate world. Proper English does not mean only the ability to make grammatically correct sentences. It means other related skills for effective communication like presentation skills, convincing and negotiation skills and interpersonal skills using that language.

1.23 Employability Skills

Communication means the exchange of information, ideas, feelings and thoughts. The type of communication which is used in the corporate world is business communication. It is not mere exchange of ideas, much lies beneath and beyond. In the world of Business, the communication system is considered effective, only if there is some positive transaction. If the sender of information is just able to convey the message without any fruitful deal, then the communication is not effective.

A person is considered employable only when he gets the necessary qualification, experience, interest, learning attitude and expertise in the field where s/he wants to seek employment. The content knowledge in the area of his/her choice is the primary requirement. The necessary experience, if not, the interest and the attitude to learn the job assignments are much sought after by the employers. A person has to remain employable throughout one's career. Unless one is ready to update his knowledge in the field of work according to the ongoing changes and advancements, he lags behind from others and loses his job ultimately. Effective communication includes the ability to communicate effectively in any language. Academicians and researchers are divided in their opinion on the question; is English required for successful Business communication? Is it not possible to communicate effectively in regional languages and get the work done? Those who are in favour of English for effective communication would say that English is the official language in most of the companies in cities these days and that is why English is much required. However, people who vote for regional languages for communication over English would rather say that English is not required as long as one communicates effectively to get the work done. The customers, for most of the products and services are people of a particular region where a local language is spoken, so they do not need to speak in English to woo and impress the customers. After all, when it is a matter of money, people would rather concentrate on quality and service for the products than the customer care executive's ability to speak in English.

The reality is that the companies consider the candidate's ability or inability to speak fluently in English as one of the major selection criterion. The mere domain knowledge won't guarantee one a good job. The situation in most of the companies has changed from a scene where all employees are isolated and would concentrate on their individual performances. '*Team work for better success*' is the mantra followed by most companies. So there is no space for individual glory. Employees are expected to be interactive and communicative with others in the team and outside. As we have multi-cultural and multi-linguistic work force in the companies, English is the language which connects people by default. It is the language used for official communication; whether it is meeting within or outside, presentations, training, conferences, letters, documents, reports etc. The purpose being people are expected to read, write, speak and understand English.

Since we inhabit in a multi-cultural society with many languages and many discourses, the selection of English as a medium of instruction is in itself a challenge, in an environment of diversity.

India has always had English as the medium of instruction in most universities, however how successful we are in achieving employability today is a million dollar question. Here we can ask a question to ourselves regarding the English curriculum that we use in our universities. The issues that rise quite often are that is our curriculum addressing the unique needs of the learner? Hence it is essential to internationalise the curriculum at the discipline and programme levels. This implies that either we redesign existing curricula to include global themes or supplement it to fulfill this requirement or more so to give a second look at the curriculum and make it learner friendly keeping global context into consideration.

There are many ways English is taught in the management institutes of Assam. For example, in most of the institutes in Assam, the English is taught as a subject not as a language. Language teaching departments would concentrate on English for Professional Purposes and Soft Skills for Final Year students, and teach courses such as Effective English and Business Communication, English for Effective Communication, Communicative English, Business Communication, so on and so forth.

However, how far the students are inculcating the English skills is still not definite. The vital point here is that the universities and the educational institutes that prepare a student to project himself/herself as corporate ready, first has to bridge the gap between the existing curriculum and students/learners needs. For this, we require a need analysis.

Some students consider the course Projects and Presentations offered as a core course by the Department of English in many private or government institutes to be the most useful course due to its pragmatic approach. The course includes application procedure, preparation for interviews, mock or practice interviews, writing memos, reports, official letters and emails; business etiquette; cross-cultural communication and presentation skills. Some students believed that a pro-learner centric approach is beneficial to them. English for employability is a term under which the courses like Effective English and Business Communication, English for Effective Communication, Communicative English, Managerial Communication, Written Analysis and Communication and Business Communication continue to exist which help the students to learn, to write business documents concisely and to the point and encounter nuances of any business precisely. The general belief is that discipline-specific knowledge cannot suffice the great demands of employability; it needs to be matched with exposure to the workplace.

Some employers from the private sectors highlights a problem that the new graduates even with distinctions and high scores cannot stand up to the expectation of the employers as far as their soft skills are concerned. The graduates refuse to take responsibility, since they are under confident and lack communication skills. Such kind of comments from the private sectors employers underlines the problem faced by employers in recruiting eligible graduates for employment.

1.24 Corporate Expectations

As the ability to speak and write in English is considered very important by the recruiters at the time of recruitment, let us discuss the expectations of corporate world in this regard. Companies want people who can basically read and understand written words in the form of instructions, reports, letters, memos, notices and other any form of official documents. The ability to express formal communication in oral as well as in written form is equally considered important by the prospective

employers. As one moves higher in the vertical direction in the organizational hierarchy, it becomes naturally necessary for an employee to be good presenter, negotiator, and convener of meetings. The mastery over English will help a person to conduct his duties efficiently.

One of the important deficiencies found by the employers and recruiters in candidates for different jobs are the lack of oral as well as written communication skills. Many candidates do not know how to answer to the point at the time of the interview and can't phrase a simple formal letter or report. It becomes a handicap for the candidates who have good domain knowledge. Interviewers will be in dilemma when they encounter such candidates who have technical expertise, but poor communicational skills in English. Left with no other choice they may take the candidate, but will make sure that they are groomed and trained properly.

Employers would be happy to interview and recruit who have both communication skills in English and job skills. It lessens their burden of giving too much orientation training at the time of induction or on the job training.

The overall need is to establish a firm link between higher education and industry. Nowadays universities are openly wooing the corporate world in order to become financially self-sufficient. Many universities are tying up with the corporate sectors to pursue an edge over another university as there is a cut-throat competition to be the Number One. As a spin-off, the universities are able to establish internships at corporate sectors. Such liaison between university and industry are gradually coming up in India. It has leveraged exchange programmes with other universities or scholarships agencies rather than sponsor of courses.

To create employable graduates for the 21st century is a challenge and it seems to fall on the shoulders of the teaching community. This is because the employer needs, student needs and institutional needs find their way naturally into the classroom. The new employer requires team players with team spirit. To work in teams is challenging since most of the universities in India fosters competitive and sometimes combative play by the students at examinations and competitions.

The study however does not only concentrate in highlighting the importance of communicative competence but also grammatical competence because mechanics of language; spelling and punctuation etc. cannot be ignored. Along with

communicative and grammatical competence another factor that equally plays a major role in academic domain is improvement of social skills. Much is expected from the future managers and leaders by the employers. Employers set their eyes not only on the high scores of the new graduates but also the business etiquette and their polished behaviour. Therefore, the need for English for Academic Purposes seems to have given way to English for Social Purposes. Preparing undergraduates to face the challenges of work place is a challenge in itself. However the teacher-educator needs to work closely with the employer and design or redesign the course to suit the needs of the workplace. We cannot deny the fact that it is time consuming and also difficult to implement as change is constant in language. But the good news is that learners as well as the employer are anxious to open up a new world of knowledge.

Some EFL teachers may feel intimidated when faced with the prospect of teaching Business English. This is generally because they are concerned that their possible lack of Business experience or knowledge about the world of business will be exposed and they will be made to feel inadequate as a result.

This concern is often based on the misconception that teaching Business English means teaching business studies to learners of English. The teacher's role is not to present business concepts to the learners or to instruct them how to conduct their business. On the contrary, it is to enable such learners to develop their language skills within a business context. Teachers of Business English are first and foremost teachers of English.

In conclusion, as Business English teaching develops in terms of diversity, richness, and depth, the demands placed on the teacher are ever increasing. The first requirement for any Business English teacher is to be an expert in language teaching; the second requirement is to develop awareness of the needs and concerns of the learners and to become flexible enough to respond to those needs. This professional outgoing is ongoing throughout a teacher's career and there is no room for complacency at any stage.

While the teacher is not expected to teach the learner how to be an expert business man, they will at the very least need to adopt the position of an informed layperson and ask relevant questions about the learner's field of expertise. Some brief research (the internet is, of course, a wonderful source) will pay dividends later and

questions such as "Can you explain (in English, of course) exactly how a balance sheet works?" can be highly productive and will not appear to be ignorant questions but rather questions that will subsequently feed the teacher with plenty of diagnostic data about weaknesses in the learners' grammar, gaps in their vocabulary and pronunciation problems. In this way the learning gaps will be known to the teachers and steps could be taken for its improvement. In short, putting the onus onto the learner to explain specific business concepts in English will kill two birds with one stone – it will both give learners relevant practice in his or her field of expertise and put the teacher into the role of language provider, correcting where necessary and providing the correct word or phrase where necessary.

Similarly, asking learners to give a presentation about their particular product, their company or their current research will also be a highly focused activity, where the teacher can both give guidance at the preparation stage and feedback on performance. A particularly effective general approach for the teacher is to see this kind of teaching as both a teaching and a learning process for the teacher, where a great deal of interesting information about a wide range of business processes can be acquired. In the final analysis, it is important not to be intimidated by the status and professions of the learners but rather to establish the kind of teacher – learner relationship where both sides are recognized as experts – the learners as experts in their particular field of expertise and the teacher as an expert in the field of language teaching and as an indispensable source of linguistic information.

In spite of the growing need for learning English and of the expanding practices of Business English teaching, the process of teaching and learning Business English communication skills is not satisfactory and confronted with many challenges. To get the deeper understanding of the issue, it is necessary to investigate into the perceptions and practices of Business English teaching.

Teaching Business English in a college or university in India particularly in Assam could be challenging. Language teachers are not business experts, and the whole process is performed with students who do not have a general idea about other cultures and civilizations. It does not only refer to teach words, phrases, concepts that can be found in dictionaries or specialized books; it is more like a complex educational process of discussing up-to-date topics, and for the moment, it seems that Business English is only a concept (as, by the way, we teach Business English to

Indian students, but we use mostly materials printed abroad). Some teachers – we belong to this category - may find themselves teaching with locally designed materials and course books. These materials are sometimes "in-house productions", adapted to the level of students and providing the daily lessons needed to teach.

Nevertheless, there are times when the teacher feels the need to diversify and enliven the teaching atmosphere. To get beyond the limitations imposed by the curricula, teachers often use authentic materials incorporating them into lesson plans.

Users of Business English need to speak English primarily so that they can achieve more in their jobs. Business is competitive: competition exists between companies and also within companies, between employees striving to better their careers. It follows that performance objectives take priority over educational objectives or language learning for its own sake.

Following are the focal points

1. English is unquestionably emerging to be the international language of business and Business English, which is a variety of ESP, shares a number of characteristics with General English, still differing in point of content; Business English is the English required when you do Business.

2. Business English became a topic to be taught distinctively in the late 60s and early 70s when it was already very clear for specialists that it was different from General English at least in point of vocabulary.

3. There have been four major influences over the last ten years with a great impact on the process of teaching and learning of Business English: the development of technology, new powerhouse economies, new markets, financial sector.

4. It seems that Business English is only a concept in India, thus teaching is quite a challenging process.

The Business English teacher is primarily a language teacher and does not need to be an expert in any particular field of business does not need a business background to succeed in teaching Business English. However we can appreciate if the teacher would update herself/himself on the new business terminology. Moreover, when used effectively, authentic materials help bring the real world into the classroom and significantly enliven the language class.

1.25 The Teacher/Trainer

First of all, the Business English teacher is a university graduate / post graduate/PhD. The Business English teacher does not need to be an expert in any particular field of business, does not need a business background to succeed in teaching Business English. It is also rightfully noticed that it is a misconception that in the field of ESP the teacher has to be an expert in the subject matter. The teacher does not have to teach negotiation strategies, management theory etc. The teacher underlines the fact that the teacher should be seen as an expert in presenting and explaining the language and in taking care of the learners' language problems. The Business English teacher has to prepare students to communicate in a foreign language, i.e. English. They also have to prepare the students about business issues in which students were specialized in. Nevertheless teaching Business English is more than just teaching English, it is more challenging as it involves highly specific goals which ask for carefully selected materials and activities.

It is about business as well, so professional skills and language skills are equally needed. Secondly, today, the paradigm of the traditional teacher directed learning is shifting towards self-directed learning or student-oriented learning that is, most probably easy and practicable with the help of the new technologies. The emerging and innovative technology will undoubtedly change the whole teaching process as from school education to university education; thus teachers need to get familiar with technological innovation, the new methodological approaches that help in their instruction and need to know how they can get relevant information from available technology. The teachers need to learn new skills of Business English to enhance effective communication skills of the learners (Chen 16-33). There are huge methodological differences in what the teachers tell students about language, and how the teachers teach it. There are things like online language courses, evaluating computer assisted language learning and website along with incorporating and dealing with multimedia language laboratories; it is up to each and every teacher to use and implement technologies in his/her classroom for Business English teaching because a teacher's attitude towards technology will massively influence their approach to teaching Business English and will also influence the students' feedback. However the concern is whether the support of the college/university authorities will be available or not.

1.26 Teaching Vocabulary and Pronunciation

Normally there shouldn't be a relevant difference in the choice of methods for teaching vocabulary of Standard English and Business English, as vocabulary in itself implies possibility of getting accustomed – following the same procedures – to any specialized language of any particular field of human activity.

Moreover, the very use of the authentic text, of the economic magazines, of the economic documents and other specialised didactic materials implies, in itself, introducing specific terminology, it is hard to understand and thus remember. In Linda Cypres's opinion, we can approach new business terms in the same way we would approach other vocabulary:

Introducing vocabulary in context, and using it in a variety of sentences.
    Having students listen to and repeat dialogues (which illustrate business practices and language).
With repetition drills, examples, questions and answers.
    By students participating in role-play (or mini dramas) in groups of two or more.
With written and oral exercises.

While there are no doubts that special vocabulary has to be learned and there is not very much discussion on how it should be taught as long as the classical, general English methods cover the need of any kind of terminology, the opinions are mixed when considering pronunciation. However, it cannot be denied that accurate pronunciation is useful in business communication. It assures not only proper comprehension but also the impression of professionalism. Accurate pronunciation has come to be regarded as certainly not a must in the modern world and sometimes it is regarded unnecessary to be so much emphasized as long as the casual mistakes do not obstruct communication.

Additionally, we may want to review grammatical structures, idiomatic expressions, add listening comprehension and writing exercises to this mix.

1.27 Grammar Teaching Within Business English

The usefulness of teaching grammar or insisting on it is highly controversial with students whose main aim is learning specific terminology and managing English in the field of management. It still haunts the teachers who regard accuracy of the

language spoken as extremely important. The need for grammatical Business English might be uncertain and the process of introducing such an attempt to the students disdainfully received, but this however does not differ much from teaching grammar with Standard English as grammar in itself is regarded as less fun than mere conversational classes, centered on reading, discussing and involving in communicative exercises. Still, the need for it is seemingly exactly the same as in the regular English classes, as long as the objective of Business English is the same as the one of the Standard one but with the only addition that the terminology would be a specific one. Users of Business English shall use the same rules of language, the same grammar structures and will have to undergo conversational situations using such structures and will have to deal with the collocutors' flow of words following the various grammatical norms, exactly as regular speakers of the language. To successfully cope with factual situations grammar accuracy is sometimes useful so learning it becomes a necessary evil, as some might see it.

1.28   Authentic Materials

The structures that Business English students have to learn are basically the same as general English students. The difference is in context and vocabulary. Vocabulary can be best learnt in context. That is why authentic materials can be a choice. The definitions of authentic materials are slightly different in literature. What is common in these definitions is that these materials involve language naturally occurring as communication in native-speaker contexts of use or rather those selected contexts where Standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Rogers and Medley (1988: 467) consider them as "appropriate" and "quality" in terms of goals, objectives, learner needs and interest and "natural" referring to real life and meaningful communication. Jordan (1986:113) refers to authentic texts as texts that are not written for language teaching purposes. Nevertheless, most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process since they increase students' motivation for learning and make the learner be exposed to the real language, but what is controversial is when authentic materials should be introduced and how they should be used in a language classroom.

1.28.1 Advantages and Disadvantages of Using Authentic Materials

Most Business English books have been on the market for several years and though they may still contain a lot of useful language input and practice, some aspects of their content now appear outdated and irrelevant. The teacher may decide to omit some exercises if they deal with outmoded practice or present old-fashioned ideas or, especially, old-fashioned language.

1.28.2 Advantages of Using Authentic Materials:

Authentic materials provide exposure to real language, to a reality level of Business English.

Authentic materials drawn from periodicals are always up-to-date and constantly being updated.

Authentic materials relate more closely to learners ' needs and provide them with a source of up-to-date relevant materials for learning Business English.

Authentic materials have a positive effect on learner motivation.

Authentic materials provide authentic cultural information.

Authentic materials offer a more creative approach to teaching.

1.28.3 Disadvantages of using Authentic Materials:

Alongside with the unquestionable advantages of using authentic materials which bring the real world into the classroom, these texts often contain difficult language, unnecessary vocabulary items and complex language structures, which causes a burden for the teachers. Other voices argue that authentic materials may be too culturally biased and too many structures are mixed, causing hard time decoding the texts. The solution might be for teachers to be thoughtful enough to decide when and how to introduce authentic materials taking into account especially the students' level of English.

1.29   Newspapers, Magazines, the Internet

One of the most challenging tasks language teachers face is how to stimulate the interest of their students. Thus, there is a permanent search for materials to supplement the course book. Such materials could be found almost everywhere. It is just a matter of will and creativity: from cable TV, English language newspapers and magazines, music on the radio. In spite of the praised value added by the use of authentic materials, some consider that the classroom compromises the authenticity of

virtually any material. The same could be speculated for a newspaper article selected by the teacher, photocopied and brought to the class as raw material for reading and discussion, or vocabulary work. As Simon Sweeney interestingly states, *"the task of reading something from a newspaper or magazine would carry greater authenticity if the student brought the newspaper of his/her choice as opposed to reading something chosen by the teacher"* (Sweeney 359). The newspapers when used effectively as a source of authentic materials can bring the real world into the classroom and significantly enliven the language class. This would encourage and motivate the students to enhance their language skills as well as participate actively in the classroom.

The practice of teaching English, particularly Business English with the help of technology affects the teaching learning process in terms of performance and quality. The teacher is able to make use of the latest tools of information communication technology and electronic communication to support language teaching and learning process.

The internet can be used to provide authentic material as well. The teacher can search for sites that focus on a specific topic, make questions, and use online dictionaries for meaning and pronunciation. The company websites are also an interesting source of authentic materials, providing the vocabulary practice students need. Then questions about the content of the website can be prepared so as to make students scan the website for information. The huge advantage is that students can complete the study on their own. The Internet is a great source of authentic materials which are ideal for use in Business English classes, whatever the level of students. Even though some of these materials are clearly intended for native speakers, teachers can adapt all types of activities to suit all levels of students when exploiting these materials. Business English is considered as a branch of English for Specific Purposes (ESP) in English teaching (Hutchinson & Waters, 1987). Hutchinson and Waters (2002) added that ESP should be considered as an approach instead of a product. No specific teaching materials can be labeled as perfect ESP textbooks and teaching with emphasis on students' need is preferable.

Teaching methods should be determined by the need to motivate students to achieve better outcomes in their studies. Zhang (2007) provides a working definition of Business English, which refers to how to communicate within the context of

49

international business where practitioners employ strategies required to reach their goals by multi-means of communication tools. The characteristics of Business English as proposed by Ellis and Johnson (1994, p. 7) focuses on a sense of purpose, social aspects and clear communication. They explained that language is used in business meetings and discussions to achieve desired outcomes. The purpose is quite clear towards the business goals.

At present, Business English is highly recognized as one of the most popular disciplines all over the world. However, despite the booming of Business English, theoretical guidance in this subject is falling far behind and teaching varies between different universities. For instance, the traditional "grammar-translation" concept of teaching English for general purposes in India is used in Business English teaching, resulting in students' failure to communicate effectively in relevant business situations. As a consequence, the transformation of attitudes towards Business English from language as an improvement of a skill to communicative competence has an enormous impact on the teaching of Business English.

What is appropriate teaching material and how to teach the same is undergoing changes and subjected to modification all the time (Crosling & Ward, 2002). But it has become a common concern in Business English teaching to raise students' awareness of the importance of the cultural dimensions in international Business (Ellis & Johnson, 1994, p. 219).Intercultural communication competence has been assumed more importance and has been included into the curriculum in many Indian universities. Almost all universities are stepping up reforms to develop new curricula, adding more communication-related content into the courses they provide. An evaluation of the performance of the teaching of intercultural business communication becomes an important mechanism to promote the learning outcome of Business English students.

The purpose of this study is directed at examining the teachers' readiness and effectiveness in the handling of this new paradigm shift – from the teaching of English as a subject to the development of appropriate communicative skills especially within the domain of business. As a variety of ESP, the teachers of Business English imply specific terminology which is a daunting task both for teachers who may not have been really familiar with business concepts.

The present study will examine the teaching of business specific vocabulary or terminology offering some solutions to overcome the problems that both teachers and students may encounter. The study will also focus on the use of authentic materials that will bring real business experience into the English classroom; Business English students need specific terms, as much as they need metaphorical, idiomatic language, hence it is mandatory for them to learn and comprehend terms and concepts related to their Business field.

Magazines, journals, newspapers, and other kinds of literature appropriate to a business setup and unlike the traditional conventional English text books, will be examined against teacher confidence in handling them in the classroom.

1.30 The Syllabus and Design of a Business English Course for the Management Students

The researcher is going to refer to the components involved in the structure and the content of the course in Business English that the teachers teach to the first and second year students of management institutes. A number of the following essential questions arose as the researcher started designing this course, as well as every time its content has been under discussion and subject to modifications:

What should such a course contain?

What language skills should it focus on?

How much specialized vocabulary should it comprise?

Should there be a different course design for each program of the faculty (marketing, management, finance etc.)?

How much knowledge of economics does an English teacher need in order to be able to teach such a course?

What should we actually teach - specialized vocabulary or the use of language?

Should we expect our students to be able to use a large range of business-related vocabulary or to be able to use English correctly in business-related contexts, to acquire good communication skills in addition to the linguistic ones?

There have been major developments over the past decades in terms of the way teachers and course designers look at Business English. In the 1960s and 1970s the specialist vocabulary was seen as the distinguishing component between General English and Business English. Textbooks at that time were intended to offer target specialist vocabulary in a context of a written text or dialogue which dealt with a specific topic (for example, banking). Exercises mainly comprised comprehension questions about the text and vocabulary drills. Such textbooks did not take into account the learner's previous knowledge nor did they consider how the learner might use language in real life.

Later on, in the 1970s and the beginning of the 1980s course books began to put a greater emphasis on communication skills, on speaking, writing, listening and reading within a business context. Business English teaching became more focused on functional areas – language for recommending, expressing ones opinions, giving advice, showing agreement or disagreement etc. These developments have continued so far as there appeared a growing need for enhancing such skills as presentation techniques, negotiating or meeting skills. The practical use of language prevailed over the theoretical knowledge about the language.

Another important distinction that specialists made over the past decades was between pre-experience and job experienced learners of Business English and, consequently, between teaching to the former and to the latter. The methodology cannot be similar. Thus, students in economics could be considered as pre-experience learners who have special needs according to their existing level of English and to the language requirements involved in their future jobs. Pre-experience learners seem to be more open-minded than job-experienced ones but they may lack confidence in their ability to deal with business subject matter. Therefore, they need to be given adequate information from which to work. A course provided for this category must take into account these needs.

Others feel there is a need for a more specialized course which should put an emphasis on specific vocabulary related to their major study area (accounting, finance, marketing etc.) All in all, the structure and content of the course should remain the same for all programs and the management students can use their skills and functions that will be useful to any person working in the business environment. It needs to be mentioned here that not all the students end up working in the field they

have a major in; it can found that accounting graduates working in banks or marketing graduates working in tourism. So they will definitely need a course that will help them in various business areas.

The assessment of students is usually made at the beginning of the first year through a written test, most often a multiple-choice test based on grammar knowledge. The syllabus should be fixed in terms of topics, structures, skills, functions, and basic vocabulary. There should be a comprehensive description of the syllabus and the course in the form of a brochure entitled "Business English" (there should be one for each language and each year of study). The teachers on the course can find the guidelines they need to follow, the main topics for each semester, the grammar issues they have to cover, the skills and functions to work on in each part of the course, as well as basic vocabulary students are expected to acquire by the end of this course.

The objectives of the course should be clearly defined and they mainly refer to the command of structures and functions. For example, at the end of the course students should be able:

To understand different types of oral messages in English;

To identify attitudes and opinions from a material they listened to;

To initiate and participate in conversations on professional themes;

To extract the relevant information from a text using different reading techniques;

To compose written messages adapted to the professional environment such as letters, reports, proposals etc.;

To communicate effectively in a business environment where the use of foreign languages is necessary.

In a practice course, the evaluation methods should also be specific. Thus, students are actually assessed during the whole semester in terms of their participation in classes; they have a mid-term examination which usually consists of a grammar test, and also an end-term examination which can be written or oral, at the teacher's discretion.

To design a syllabus the first thing is to do the needs analysis and how to define goals and objectives. Secondly it can be considered how a Business English syllabus could be designed and in this way the researcher would see the last three stages of developing Business English programmes:

Selecting suitable
material Course delivery
Programme evaluation

1.31 Selecting Suitable Material

Teaching materials are a crucial component in language programmes. The selection of course materials and supplementary material is vital. Certain things should be taken into consideration that Business English teaching is about fulfilling your students' and the organisation's needs. It is quite difficult to find a course book that completely does so; as a result most Business English teachers design teaching material besides using a course book.

One should take into consideration many different factors when choosing a course book:

Is it consistent with the goals and objectives of your
course? Does it address your students' needs?
Is its content relevant to your students?
Does it incorporate authentic texts, either written or
spoken? Is it culturally appropriate?

The supply of Business English teaching material has increased substantially. One can find published materials that range from general Business English to more specific fields inside Business English (Finance, Human Resources, Marketing, Law, etc.). There are course books, Business skills books, CDs, DVDs, interactive CD-ROMs, Business English dictionaries with CDs, Accounting, Banking, Financial and Legal dictionaries.

A list on the IATEFL BESIG website (http://besig.wikispaces.com/) is available where one can also visit the websites of the different publishers and see what they have.Moreover most of their sites also offer extra resources to supplement their course books and out of which many websites are devoted to Business English

teaching and learning. Apart from that some of the sites offer useful tips; others offer Business articles with activities; others audio resources, and more.

Sometimes one would need to produce one's own tailor-made materials. Preparing effective teaching materials is not an easy task, but it is essential when teaching business English to learners and it is very rewarding. One can choose articles, pieces of news, podcasts, videos or recordings that are relevant to your students and that reflect their concerns and interest and prepare tasks or activities. One can find resources online: newspapers, business magazines, specialist magazines, company websites, and international organisations websites.

One of the best resources one can have is the students, you know the language, but they are or will be in the near future the experts on their fields. They can provide you with information, material and their expertise. Your students can give you samples of the authentic items and documents they use:

E- mails

Reports

Letters

Memos

Contracts

Company magazines

Company advertising

material Presentations

Conference   calls

Video recordings

Remember these documents may be commercially or legally sensitive and must be kept confidential. In many cases the syllabus designer might think the language is not at an appropriate level, however it should be overlooked since this is what they encounter in their daily working life. What matters is the difficulty of the tasks set and most importantly, the students will feel that they are not only learning English, but also reading, listening or discussing topics they need for their jobs.

1.32   Course Delivery

To start a new course after following all the previous steps, how one should launch it? One needs to build group rapport and a positive attitude towards learning by empowering the students. What does that mean?

Put your students in control of their learning

Prioritise objectives with your students

Involve them in decision-making during the class

Provide tasks that are intellectually challenging, but not

frustrating Draw on your students' expertise

Give your students the necessary tools to become more self-

reliant Invite your students to lead some of the lessons

Provide a non-threatening environment in which your students can feel self-confident and are encourage to take risks and be creative

Create awareness of all the informal learning opportunities your students can take advantage of

Maximise the opportunities for peer-to peer knowledge sharing

Remember that in order to maintain a high level of motivation the students need to find their learning experience relevant and useful to their professional lives.

1.33   Programme Evaluation

Programme evaluation is an on-going and cyclical process. The teacher is constantly thinking about the needs of the students, the objectives and how the materials the teacher uses and teaching can be more supportive. Evaluation is about constantly and cyclically making the programme better. In order to evaluate the whole programme and be able to develop a process of programme renewal the teacher will need to conduct 360 - degree evaluations. What does this mean?

Students evaluate their own progress, the programme and the learning environment

The teacher evaluates the development of the course and of the students

The organisation evaluates the effectiveness of the programme.

This process can be carried out in the middle and at the end of the programme. How can you do it?

The teacher prepare a self-assessment quiz based on the needs, objectives and syllabus

In class the teacher go over the syllabus, the teacher sees what has been done so far and what has been accomplished

In class the teacher evaluates the effectiveness of the objectives and discusses if there have been some changes in their needs

The teacher suggest that the organisation evaluates the effectiveness of the programme

The teacher evaluate the programme together with the organisation

Based on the outcome of these evaluations the teacher re-designs the syllabus. The process of designing the programme is a cyclical one and it continuously evolves.

Designing Business English programmes is a challenging but rewarding process. And as Sylvie Donna states: 'Business English is special because of the opportunity it gives you to fulfill students' immediate needs of English. Business English is not only special; it can become an exciting and surprising area of teaching. As a result of your efforts to improve a few people's lives you are likely to have interesting classes, increased job satisfaction and a window into other people's world.'

If these steps could be applied in the elaboration of the Business English course, the learning will be meaningful. After assessing the students' needs, the content of the course should be decided. It may be same for all the students no matter their major specialization. The study showed that there are students and teachers who believe that students in management need to acquire general Business English knowledge, with vocabulary from all business fields and an emphasis on skills, functions and the practical use of language.

However, teachers should have a choice of materials; they can use textbooks they consider suitable to their course together with supplementary audio-video, workbook and test materials. It is observed that the teacher's preference in selecting course books varies. Some prefer Indian and some American and British course books. It needs to be mentioned here that American and British course books appear to be the most comprehensive sources for such a course. A few preferred course

57

books are usually upper-intermediate or advanced and here it can be mentioned that the well-known *Market Leader* (Cotton et al., 2001; Dubicka & O'Keeffe, 2006) collection, *New Insights into Business English* (Tullis, 2000), *New International Business English* (Jones, 1996) ,Communication for Business(Shirley Taylor 2009) and others are consulted by some of the teachers teaching Business English in the management institutes of Assam. These course books cover the topics of the course (e. g. Professional Communication, Recruitment, Business Ethics, Management, Marketing, Finance and Accounting, Banking etc.) and they are structured into thematic units comprising essential vocabulary input through authentic economic texts usually taken from economic magazines such as "Financial Times" or "The Economic Times". These texts are accompanied by reading comprehension drills, vocabulary exercises and listening comprehension exercises. A grammar issue is presented in every unit together with suitable exercises and the skills part is completed with the functional approach in a larger context, for example "negotiating" and "expressing agreement and disagreement". Some units also contain a case study that is very appealing to students, it can be used for group work and development of speaking abilities, and then a writing topic should be suggested on the case, for example a report or a letter, something specific to the business field .In Assam Institute of Management case studies play an integral role in the all the trimesters. The teacher gives a relevant case to the students from any management books, journals or internet. It is given in the form of a hand out to the students prior to the class. After the students go through the case thoroughly, a complete analysis is done through a group discussion. All the students participate in the discussion. They share the ideas and information. After the facts and viewpoints are exchanged the students analyze the case and then they write the case. The teachers evaluate the case study only in terms of the language used by the students. The teacher may not be a business expert but a language expert. The teacher after going through the case provides the students with the required feedback. This method has been very fruitful and effective over the years.

1.34 Significance of the Study

The significance of the study stems from the following factors:

1. It attempts to analyze the present English syllabus for management students of the state and subsequently conduct a needs assessment survey so that the students' English language requirements for the professional context are satisfactorily addressed.

2. This study will provide language teachers with specific language teaching procedures and guidelines which they can use in their classroom to enhance their students' achievement in English in the management curriculum.

3. The research results throw light on the strengths and weaknesses of the existing English language curriculum and envisage a paradigm shift for preparing global managers in the context of fast emerging situations around the world.

4. The research results can be presented to teachers, learners and decision-makers in order to enhance management students' performance in English in their required professional fields.

1.35 Limitations of the Study

This study is based on the theories of English for Specific Purposes (ESP) which is discussed elaborately in the consequent chapters. The limitations related to the subjects and instruments of the study are discussed in detail. The sample of students and teachers were chosen as per stratified random sampling to cover all categories of colleges. The instrument of the study was limited to questionnaire survey, structured interview and observation which were piloted by the researcher by distributing questionnaires personally and online as well. The findings of the study are based on the ground situations prevailing in the management colleges of Assam and hence cannot be generalized fully.

Chapter Two

Review of Literature

2.1   Introduction

The purpose of this chapter is to give an account of the work done so far in the field of research related to the teaching of Business English in the management institutes of Assam. But, unfortunately, very little work has been done in this area. So the researcher didn't rigidly stick to only research related to teaching of Business English material. Literature review is offered to cover the work, which is closely related to the subject of the present investigation. This helped in giving a broad outline of the thoughts of prominent thinkers and experts in ESP with respect to the needs of the students learning Business English. It also helped to identify the teacher effectiveness in teaching Business English in the management institutes of Assam .The present review, therefore, includes the review of various reports, books, articles, thesis on this subject.

The following chapter offers a review of the literature which serves as a theoretical basis for the investigation .The purpose of this chapter is to survey and evaluate relevant research in teaching Business English. It will firstly cover what is known about Business English from actual research that has taken place time to time and, secondly, what is the general perception through the intuition of its practitioners. The researcher will take a chronological path defining the literature in terms of the broad movements or approaches of English for Specific Purposes (ESP) that they belong to, as they have unfolded during the last thirty or forty years. The relationship of Business English to ESP will thus be the first factor of this chapter. This chapter reviews the practices in the teaching of Business English over the past 40-50 years and two perspectives on Business English that have been influential in conceptualizing a new approach to curriculum design. Literature pertaining to English language teaching in general is available in bulk, but studies discussing the present research objectives are quite rare. However, studies that are directly or indirectly related to the proposed thesis have been reviewed in order to arrive at a place to envisage research questions and design of the studies. The present review is a

summary of some of the studies that structure the basis for the research and its various aspects. The review demonstrates the changing trend of teaching Business English. It is more like an evolution from intuition-led practices to content-based teaching, and it has become more research-based practices nevertheless with its shortcomings. ESP and business discourse studies are the two perspectives which have both contributed insights into Business English and have led us to a working definition of Business English. On the basis of this new conceptualization, the thesis proposes curriculum for teaching Business English, which aims to cultivate business expertise rather than just teaching language skills and discrete knowledge of the subject areas as is often promoted in the ESP literature.

Business schools, is always a subject of controversy, 'almost regarded as a necessary evil' says (Vinten, 2000). Such integral part of the business world is this 'necessary evil' that its purposes appear rarely to be a subject of reflection (Grey, 2002), especially to those who teach them. Yet a need to prioritize the mission objectives of business schools to the benefit of those stakeholders for whom they dedicate most of their energies is undeniable. The researcher has found that business graduates lack in soft skills, including managerial skills. More or less same conclusions have been reached to in various studies conducted further (Wardrope, 2002;McPherson, 1998). Numerous articles (for example, Buckley, 1989; Thompson & Smith, 1992) suggest that business schools are failing to help students develop needed competencies and skills.

These facts confirm the criticism that B-schools are facing regarding failure to groom students with the required skills and competencies essential to the new workplace and yet the efforts to overcome this failure have proved fruitful only to a limited extent. The content of a business management programme, the nature of its curriculum and how it meets the needs of business life distinguishes a B-school from its competitors (Baruch and Leeming, 1996). This curriculum is crucial to all the stakeholders- the employers, the business school, the faculty and the students. Given the importance of curriculum content to all the stakeholders and given the dramatic changes in the workplace environment, it is essential for business educators to incorporate changes in their curriculum in order to meet the changing workplace demands.

Research on the opinions of business executives (Chandler, 1995; Locker, 1995) and students (McPherson, 1998) reveal that the ability to communicate effectively in business is as ranked one of the top most skills necessary for job success. Chandler, 1995; Plutsky, 1996; Epstein, 1999; Stowers & White, 1999 Cappel, 2002, & many others in their studies based on their surveys on recruiters have repeatedly established that employers require and expect that business management students i.e. their employees will possess good communication skills when they graduate. In 2002, Wardrope conducted a study on the perceptions of department chairs, relating to business communication. According to the department chairs who responded, written communication was ranked the most important among the communication skills, while using correct grammar was ranked the most important in the written communication category. Swanson and Swanson (1990) found that alumni perceive business communication as the most valuable course than any other course required in the core. Likewise, Gustafson, Johnson, and Hovey's survey (1993) established that alumni believe communication to be the most significant tool for advancement to higher levels of responsibility. Such studies substantiate and confirm to the criticality most business communication educators attach to their subject for success in the workplace. The business communication curriculum must reflect the current trends that are accepted in the business world. This study makes a small attempt towards indicating the areas of this much required change in Assam.

2.2   Business communication in India

Lack of communication skills is always criticized and to improve them are not unique to India, a non-native English speaking country. The same is true of countries where English is the native or dominant language, (for example, in Australia and New Zealand (Clout, 1994; White, 1993; Dwyer, 1992) and the (Plutzky, 1996; Willmington, 1989).The problem of poor English communication skills becomes graver in a non-native English speaking country like India. Indian English is a language spoken by the educated class in India. There are 18 official languages in India, and English is often the language of national communication (Gannon, 1994). Still, since English is a foreign and acquired language for Indians, communication skills in English do not come naturally to Indian students. It then seems only logical that the prime stakeholders of business management education in India, in the light of the international business scenario today, would be a very valid source of information

about which communication skills they perceive as important for success and what would their preference be for the business communication course curriculum. Among various stakeholders, business instructors, with their obvious ties to local business, are arguably in the best position of all to determine the types of communication skills necessary to succeed in the workplace and to judge whether students need to improve those skills.

These facts prompted this descriptive study in which business faculty members' perceptions about the business communication curriculum are examined. Stanga and Ladd (1990) noted that despite the importance of communication skills, relatively little is known about the obstacles that students face when attempting to develop their communication abilities. It is time to also acknowledge the troubles business instructors face while dealing with students for whom English is second language and yet, who have to be taught in English since it is the language of business. Hence, business instructors may arguably be in a strong position to opine what should be taught in a business communication curriculum and to what extent should it be taught. This study undescores this discussion. As stated earlier, studies examining employer and student perceptions of student communication skills have been conducted before but the share of faculty opinion in the above stated studies is relatively very small. Plutsky and Wilson (1996) did undertake some work what the faculty teaching business management students feel about business communication course curriculum but little has been done in India, where the linguistic context, communication challenges and student expertise in English differ. Also, in the fast globalizing Indian corporate sector with increasing presence of MNCs, effective communication skills have assumed an indispensable quality in any successful manager's skill set. The researcher has undertaken some work regarding the opinions of the teachers teaching Business English in the management institutes of Assam and also the needs of the students.

2.3   Language-as-discourse view and Business English

A sound description of English in use in business is required in the teaching of Business English McCarthy and Carter (2004, p. 3) .According to them "Knowing how language works and how people use it is a first and indispensable step towards deciding what shall be taught, and is one of the components, along with knowledge of the psychology of learning and the social and cultural contexts of learning, which feed

in to how we teach languages. We cannot hope to answer basic questions about the form and content of language teaching syllabuses and materials without subjecting their raw material, the target language, to close scrutiny".

The language-as-discourse view takes into consideration language and the context in which it is delivered. Halliday's (1978) conception of register is relevant here. According to him "Register is used to relate language forms to the context in which they are used. The variables of field, tenor, and mode in turn relate linguistic choices to the three contextual variables – subject matter, interpersonal relations, and the channel of communication. Although it is far too simplistic to conceptualize Business English as one monolithic register, the concept of register provides a useful framework for discussing its features".

It can be said that Business English, which carries the semantic content of the business world, it is different from the English of the everyday world. Nelson (2000) demonstrates how the things are different in terms of the lexis used. Business lexis and non-business lexis differ ''along a series of dichotomous axes: business vs society, positive and shallow states & qualities vs conflicting and more philosophical states & qualities, emotive vs non-emotive and dynamic actions vs reflection''. In the business world, more often the participants are institutionalized and public (e.g. customer, contractor, manager, seller, buyer) whereas they are personal and private in the everyday life world (e.g. man, mum, wife, dad, baby).

It should be noted here that the circumstances involved, representing location (e.g. office, department, boardroom vs curtain, bedroom, bathroom, kitchen, bay, hill, sea, forest) and time, also vary. The processes are mostly action-oriented in the business world (e.g. sell, manage, manufacture, deliver, confirm) than in the everyday life world (e.g. know, see, pray, feel, dies, lie, marry). The activities of the two worlds are not similar. The networks of interpersonal relations of the business world are complex. They involve business–customer relations, business–business relations, and relations between different departments/sections of the same business (Ellis & Johnson, 2002). The participants in the relational networks differ in many aspects such as access to knowledge of professional practice, market positions, power relations, and the frames of reference and cultural norms and conventions in the case of intercultural communication. Such differences play a fundamental role in interpersonal interaction as they help to shape the entire composition of the interaction

and induce strategic use of language. For example, Button (1992) found that in a job interview, the interviewers engage the interviewee in a question–answer sequence and that this sequence allows no opportunity for the interviewee to legitimately make corrections or repairs to his or her answers. Bargiela-Chiappini and Harris (1997, p. 209) report that at corporate meetings, the opening phase and the closing phase are the ''most rule governed'' and nobody but the designated chair conventionally carries out the tasks. Participants may have more freedom of speech during the debating phase, but the entire process is actually shaped by the chair, who nominates speakers and normally shifts topics for discussion. Charles' (1996) study of British sales negotiations shows that the situation of buyer's market gives the Buyer more power over the Seller in interactions.

The interpersonal relationship in business interactions is not rigid, though. Studies of business discourse reveal the way participants plan their moves and orient themselves to the task, the other party, and the local context during their interactions. Charles (1996) demonstrates that while the situation of buyer's market gives the Buyer more power over the Seller in sales negotiations, the Seller can make full use of his turns to his advantage.

For example, in response to the Buyer's praise of his competitors, the Seller drew a parallel between his product and the rivals'. By doing this, the Seller gained some ground. This is even true of rigidly structured interviews. An experienced interviewee may make use of a turn to answer questions in such a way to elicit interviewers' assessments of his or her answers rather than just waiting for the next question. In this way he or she can gain a chance to repair his or her earlier answers if they were not adequate in the previous turn(s).

In other words, this turn-by-turn interaction has the potential to subvert the relative power of the institutional participants. In the case of intercultural communication, where parties to the occasion are from different cultural backgrounds, there is an additional dimension to the interpersonal relationship. Culture awareness is important to learn any language. Marriott (1995) examined business negotiations in English between an Australian and a Japanese. She observed a ''discord deviance'' where the Australian complained that the Japanese did not respond to his proposals in the manner he expected. This deviance resulted from the status of the Japanese as an overseas representative of his home company as well as differences in cultural norms.

In a study of impression management by local Chinese staff and Western expatriates at corporate meetings in Hong Kong, Bilbow (1997) found that among other things, the Western staff used more directives and used them in explicitly direct forms. Their suggestions ''are more commonly related to the activities of specified listeners''. They realised their directives in more formal linguistic forms and their suggestions ''more usually relate to activity by the group''. Bilbow attributes these differences to the cultural norms of the two groups. For the Chinese, avoidance of directness is a strategy for saving mianzi (face), to which is attached great social value in Chinese society. Other studies suggest that parties to business interactions are not bound by their cultural norms. Propelled by their business goals, they are likely to accommodate each other. Connor (1999) found that convergence is common in business negotiations. Marriott (1995) also notes instances of convergence in the negotiation between the Japanese and the Australian. In both these cases, English cultural norms seem to be treated more like interpretative resources rather than static and obligatory rules.

Regarding mode, businesses seem ready to apply the technology of their day. The media of letter, telephone, telegraph, telex, fax, and email have all played a role in facilitating business communication. But while business letters ''are still very often the main means of establishing business relations with other organisations'' (Taylor, 2005, p. 70), they ''are frequently either sent by fax or replaced by fax messages'' (Taylor, 2005, p. 142). Telegraph and telex have almost been replaced by fax and email (Wu, 1999, p. 164). The media are not just means of transmitting messages. In fact, they bear significantly upon the style of language use and may even affect the way business is conducted. For example, Liu (2004) and Taylor (2005) have identified some linguistic choices and layouts characteristic of fax and email messages. Powell (2005) portrays the way of doing business in this electronic age:

These days the telephone is a more automatic choice for problem-solving and negotiation than the boardroom. A lot of meetings are as likely to take place in pavement cafes, office corridors, hotel foyers or in front of a webcam as they are seated around a table with a formal agenda and a flipchart. In fact, 21st century Business English might be better defined as a series of ongoing conversations – electronic, telephonic and face-to-face – whether they are the cut-and-paste

conversations of e-mail, the interest-seeking conversations of negotiation or the public conversations of Power- Point presentations.

Another aspect of mode is the multimodal nature of communication, in particular business communication. For the sake of effect, Business English mobilizes multiple semiotic resources, namely verbal, visual, and audio resources. A ready example is advertising. Cook (1992) describes the complicated interaction between image, sound, and text in advertisements to achieve desired effects. Zhang (2005) demonstrates the use of text in anchoring the meaning of the image to achieve the goal of arousing viewer attention. One more aspect of mode is that language is used to create messages in conventionalized forms that are appropriate to the communicative goals of the parties to an interaction. Studies of business genres reveal that business interactions are staged and goal-driven. Bhatia (1993), for example, identifies a seven-move structure in promotional literature. Corporate meetings also have describable structures. According to Bargiela-Chiappini and Harris (1997, pp. 207–211), meetings are ''structured into hierarchically ordered units'', which consist of three consecutive phases: opening phase, debating phase, and closing phase. Each phase is made up of a number of exchanges and moves. There are transitional moves marking the boundaries between phases. Studies of business discourse demystify the world of business interactions. Though not intended to be comprehensive, this review has attempted to show that Business English is more than just a list of specialized lexical, syntactic, and discoursal features. Language in use in business is a complex phenomenon subject to a congeries of factors. Representing a domain of social and economic life, it has its own subject matter, interpersonal relations, choice of media and channels of communication, and patterns of organizing messages.

It is unanimously agreed that a Business English curriculum plays an important role in preparing students for the workforce in the corporate (Pittenger, Khushwant K. S.; Miller, Mary C. & Allison, Jesse, 2006; Zhao, Jensen J. & Alexander, Melody W., 2004). However, Student population in India undertaking a program in business management primarily comprises those for whom English is a second language. In this scenario, it becomes extremely important to analyze how the faculty teaching business management students perceive the course of business communication and students' possession of business communication skills (Plutsky, Susan & Wilson, Barbara A., 1996). In this connection, very little work has been done

on the perceptions of faculty teaching business management students in India. What are the areas of business communication curriculum which faculty perceives as important? What are those areas of business communication in which faculty feel students are more competent? Should something be added to the curriculum to make it more effective? This study enters this discussion by presenting a small empirical study of a faculty's perception of the business communication and needs of students. A sample of 39 faculty members, some of them teaching with AICTE accredited management institutions in Assam have expressed their opinion on the said issue by way of questionnaires. The ultimate goal is to reorient the curriculum of Business English according to the findings of the present study.

In the past few decades, it has become widely accepted that the 'lingua franca of international business is English' (Charles 2007) with communication potential driving dramatic changes in organizations and their environments. In this scenario, business communication i.e. communication used in conducting business (Reinsch, 1996) has assumed a never before significance. With the Government's Make in India approach India is globally recognized as a good place for business. B-schools have slowly and steadily emerged as hubs catering to communication needs of the emerging business elite in the basic principles of sustainable development. Thus B-schools, which for long operated in separate domains, have inched closer to each other, creating synergies to cater to the demands of the day.

There is consensus among educators and business executives that excellent communication skillsare pre-requisites of today's jobs. Yet, most business communication instructors realize that it is difficult to get students take business education classes seriously- thus culminating into the need of an effective Business English course, which challenges the students. In this scenario, it becomes extremely important to analyze how the faculty teaching business management students perceive the course of business communication and students' possession of business communication skills. In this connection, very little work has been done on the perception of faculty teaching business management students in India. What are the areas of Business English curriculum which faculty perceives as important? What are those areas of business communication in which faculty feel students are more competent? Should something be added to the curriculum to make it more effective? This study enters this discussion by presenting a small empirical study of faculty's perception of Business English as a course and the needs of students.

2.4 An integrated approach to the teaching of Business English

Business English is concerned with teaching communication not just language forms or skills would have a major impact on the design of Business English curricula. To be noted, the teaching of Business English has not been form and language-oriented. There has always been a content which English serves to express, although at the earlier stages this may not always have been done with explicit theoretical guidelines. Another distinguishing feature of Business English teaching is that it is not a service industry, as Hutchinson and Waters (2002) suggest ESP is, but rather an independent form of language education conducted by English departments of the universities that offer Business English programs. In contrast, Alexander (1999) describes Business English as a service program for students of business administration, economics, or commerce.

There is an increasing awareness that the teaching of Business English is an interdisciplinary endeavor and should be informed by research into three essential fields – subject knowledge, business practice and language skills, and that they should be integrated. Alexander (1999, p. 6) refers to a content-based language curriculum in Vienna University of Economics and Business Administration. The courses, run by the university's Department of Business English, are organized around business topics, e.g. the business, contract of sale, marketing, personnel management, banking, international trade, etc., and are taught in English. Language is dealt with ''in a functional fashion as and when deemed necessary by the lecturers.''

Studies of business genres reveal that business interactions are staged and goal-driven. Bhatia (1993), for example, identifies a seven-move structure in promotional literature. Corporate meetings also have describable structures.

2.5 The Development of English for Specific Purposes (ESP)

The chapter will now begin with a brief overview of the development of ESP. This review is not meant to be exhaustive but simply to serve as a background for the rest of the chapter. Robinson (1991) points out that observing past students who are working may be an effective means in seeing to what extent the ESP course has fully prepared them for workplace needs. After such observation, the course designer is then able to reorganize the course materials for the successive batch of students. The researcher also observed that the employers were not satisfied with the students who

have been recruited during the placement or otherwise. Lack of communication and people skills were the cause of concern for the employers. The employers were of the view that the new employees were not job ready.

ESP was invoked to answer the question of what Business English is. Business English is a branch or variety of ESP (Pickett, 1989; Robinson, 1991; Johns & Dudley-Evans, 1991; St. John & Johnson, 1996; Wang, 1997; Dudley-Evans & St. John, 1998; Feng, 1999; Huang, 2000; Ellis & Johnson, 2002) as believed by researchers and practitioners in India and beyond. While it is recognized that ESP does throw some light on Business English, it could be argued that it does not provide us with the answer we need to our question. ESP was developed in the 1960s as a major reform in English teaching. It contrasts with General English teaching in terms of syllabus design and materials production. Munby (1978, p. 2), for example, defines ESP courses as ''those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner, rather than by non learner-centred criteria such as the teacher's or institution's predetermined preference for General English or for treating English as part of a general education.''

Hutchinson and Waters (2002, p. 19) make this clearer by stating: "ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. ESP is an approach to language learning, which is based on learner need". Dudley-Evans and St. John (1998, pp. 4–5) second this position. They define ESP by positing two criteria: absolute characteristics and variable characteristics, which are represented in a table in the later part of this chapter.

The central role of learners' needs or their reasons for learning the language has been a common element of all the definitions proposed over the past decades of ESP history. Recently, however, the concept of a special language and methodology has come to the forefront in ESP research and teaching. This development has been supported by many new approaches to linguistic analysis such as text linguistics, discourse analysis, register analysis, genre analysis and corpus linguistics, which provided analytical frameworks that are suitable for highlighting relevant differences in the language varieties used in different situations and contexts of particular disciplines and professions. As regards the methods for teaching ESP, Hutchinson and Waters (1987) clearly refuted the existence of a separate methodology for ESP,

whereas Strevens (1988) and Dudley-Evans and St John (1998) included the defining characteristic of a methodology that was different from the methodology for general language teaching. Furthermore, as regards specificity in language use, recent studies into the language use of specific disciplines revealed considerable specificity in the discourse patterns and language features of different disciplines (e.g., Flowerdew, 1994; Hyland, 2002b; 2008; Nelson, 2000; Wang, Liang, & Ge, 2008). As Hyland (2002b) claimed "by stressing students' target goals and the need to prioritise competencies, specificity clearly distinguishes ESP and general English" (p. 386).

Similarly, the present study adopted an approach that follows the trend towards specificity in ESP research and teaching based on the needs of the learners. This study is motivated by an interest in the activities, discourse practices and linguistic features of the language varieties in classroom situations. Consequently, teaching ESP is viewed here as an activity that is guided by learners' needs and that is centred on the language features characterising the discourse of the specific discipline or profession it serves.

It should be noted that these criteria take as given the knowledge of methodologies and activities of the particular disciplines as well as of the language, skills, discourses, and genres associated with the activities. In other words, ESP delivers or applies knowledge of language in use rather than discovering what the knowledge itself is in the first place. This point is supported by Nelson's (2000) extensive review of ESP literature. The survey reveals that the heart of ESP is identifying learner needs and designing ways of meeting these needs instead of conducting a systematic study of English in use in the specific field or activity. This study will not delve into the aspects of language rather it would concentrate on the teacher effectiveness of teaching Business English in regular classroom in the management institutes of Assam. And here the researcher has exclusively prepared a questionnaire based on the need analysis (See Appendix). ESP was conceived as an approach to language teaching which is characterized by prioritizing learner needs not the language in itself. While it offers us some thinking devices and an operating framework for teaching Business English, it does not have much to offer concerning English in use in business. Ellis and Johnson (2002, pp. 7–9) following the principles of ESP, they provide valuable information on designing programs for both learners without work experience and job-experienced learners.

However, they have not advanced our understanding of English in use in business any more than the general observation that Business English is characterized by ''sense of purpose'', ''social aspects'', and ''clear communication''.

Splitt (1993) proposed in his findings to provide better ways for faculty to work with students hand in hand and to help them enhance their people related skills as students should know how to work with other people, communicate and also to be inventive and creative and have different ideas and courage to see through them.

Flowerdew (1995) reports on a case-study that adopted a principled ESP approach in the courseware design of a job-seeking skills package designed for both undergraduate and postgraduate students, at the Hong Kong University of Science and Technology. The courseware designed to devise self-access CALL materials relevant to students' learning needs is based on an eclectic needs analysis model which incorporates elements of the language-centered and learning-centered approaches in the pedagogic and methodological principles of the syllabus design.

Hyland (1997) conducted an investigation of students' perceptions of English in tertiary education, involved questionnaire responses of 1,600 undergraduates at five Hong Kong universities. It examined the importance that students attributed to English, their major difficulties with the language, and the value they placed on English for Academic Purposes (EAP) classes. The results showed that students recognized the value of English for academic success, with considerable variations across the disciplines, proficiency levels, and years of study; both in the extent to which they valued EAP and in the confidence that they had in their own ability to meet the English demands of their studies. The findings had implications for language teachers in syllabus planning and are useful in sensitizing students and faculty to the significance of language in undergraduate studies. Unlike the previous needs analysis conducted in EFL context, this study lacks multiple instrumentation and procedures in gathering students' English needs. Various other tools like interviews and observations also could have been included. The researcher also used similar tools to find out the setbacks by gathering students' English needs.

Study that emphasizes the need to devise subject-specific language courses and materials for students of engineering and sciences is reported by Dlaska (1999). Dlaska argues that Language for Specific Purposes (LSP) courses offered in Higher

Education should assess the situations and needs of learners. LSP courses need to be subject-based and the focus should not only be on the lexical and morph-syntactic levels but should also take into account the levels of text, content, context and the communicative characteristics of a specialist subject area. Thus, for improving the language competence level, grammar and the four core skills should always be practiced.

Curry, Sherry and Tunney (2003) report of a project to identify the transferable skills that graduates believed had been important to them in their careers since graduation. One of the main findings of the survey showed that oral communication skill was ranked as the most important transferable skill, ahead of presentation and writing skills. This finding is consistent with another study (Kwok, 2004) where students recognized the importance and the need to develop oral and written communication skills.

Rayan (2007) stated that the involvement of ESP learners in designing their own courses will enhance their interest and motivation, foster critical thinking skills, make them take part in various language activities enthusiastically, resulting in effective learning. He also emphasized that such a step would make the teaching learning process enjoyable and pave the way for achieving course objectives. This can be done through a precisely sorted out need analysis.

Mohanty (2009) mentions about the importance that organizations place on 'good communication skills' in the global market. This aspect deals with the humanistic aspect of the need to be well grounded in 'soft skills' as these soft skills help groom the whole personality of the individual. A person who can communicate well integrates into a team more easily and effectively, resulting in an increasing level of efficiency and productivity. The studies on language needs analysis and communication patterns in various workplaces identified that ESP practitioners need to collaborate with subject matter experts from specific professional areas such as business or engineering related subjects to better execute the communication tasks expected from students as highlighted by Mehisto (2007). She emphasized the need for a comprehensive needs analysis and collaboration with content specialists so that the mismatch between the workplace needs and ESP courses offered could be avoided. The researchers found that to excel in the workplace managers not only need to effectively communicate business information but also need to have acceptable

social and communication skills. English for Professional Purposes (EPP) practitioners are (Bhatia, 1993, 1997, 1999; Dudley- Evans, 1997; Flowerdew 2000, Henry and Rosebury, 1998; 2001).These studies have helped teachers to look at the linguistic activities of students to produce speech and writing. Cope and Kalantzis (1993) state four stages of the Genre Based Instruction (GBI) modeling, guiding, practicing and finally writing the genre. The position of English as a global language is being strengthened day by day with the introduction of modern communication systems and the concept of globalization gaining ground in the recent past. Existing learning theories like behaviorism, cognitivism, and constructivism, have been in vogue before computer and internet were in its initial phase. The latest trends in management studies can be accessed only if the learners have a good comprehension skill in English as most of the latest science, engineering and management theories are written in English. The need of the hour is multilingualism as it provides additional advantage to people trotting the globe. India has an advantage since most Indians are bilinguals. Thus application of Information and Communication Technologies (ICT) in language learning can motivate learners to be prepared for the digital age. In another study by Vallance (1997), a unique Internet Aided Language Learning (INTALL) resource entitled 'Business Meetings' is developed for Business English learners wishing to review vocabulary and language expressions associated with conducting business meetings. The study shows that hypertext activities available on the internet that incorporate problem-solving and decision-making tasks can provide opportunities for sustained communication and linguistic development. A questionnaire survey of students' response to the internet site indicates a favorable response and they reported that it seemed to provide them with a valuable resource that can be referred to at any time. It can be used either as a group activity or for individual self-study.

According to Susanne Ehrenreich (2010), English has become undoubtedly the dominant language in international business. Hence it is really important to understand that emerging business executives need to know the business terminology and communicate with other executives in the work environment.

According to Planken (2010), language plays a central role and is referred to as "the challenging landscape of Business Communication" as increasing globalization and the evolution of media technologies transform the business arena. It

74

proves that increasing globalization has triggered the importance of communicating in Business English.

The aim of the study conducted by Zaman and Tavakoli in Iran (2010) was twofold: first, to study the language skills and components of ESP textbooks offered to students at universities in Iran. Second, to investigate to what extent these ESP courses have been successful in fulfilling the job requirements of the prospective engineers. The results of the needs analysis revealed that ESP courses proposed at universities can make the grounds for the subjects' future job purposes but they are not sufficient to account for the specific job requirements of individual engineers. In other words, in-service ESP courses based on on-going analysis of the employees' needs should be administered in order to account for their specific job requirements.

Academics and administrators have expressed their concern over the deteriorating level of English proficiency among the students in Malaysian schools and universities (Zaman, 1998). In 2000, the Malaysian Ministry of Education introduced the Malaysian University English Tests (MUET) with the objective of enhancing the English language ability of pre-university students.

Findings from studies conducted by the Malaysian Ministry of Higher Education MoHE (2006) and Pawanchik (2006) however, revealed that more that 50 % of MUET scores were either in and 1 (extremely limited user), 2 (limited user) or 3 (modest user). Lack of English language proficiency has often been cited as one of the major factors contributing to graduate unemployment. Various surveys have been carried out on employers in relevant industries to gauge whether graduates are meeting industry needs and the recurring theme that emerged from these surveys has been the lack of English language skills among fresh graduates and workers (MoHE, 2008; Tneh, 2008; The World Bank, 2005; Ambigapaty & Aniswal, 2005; Sibat, 2005). In general, all these studies implied that the majority of graduates and workers were limited users of English, especially in writing and speaking. Analysis of the research data had also identified a list of important skill attributes in the workplace, and the four most highly valued English skill attributes were a combination of academic and specific job-related tasks: understanding technical documents, enunciating correct grammar, vocabulary and sentence structures, writing tests and investigation reports and questioning for clarification. The results of this study

implied towards a need for changes in curriculum (such as in content and in mode of delivery) so that management graduates could meet their workplace expectations.

Mohanty (2011) states that students today are digitally literate and they live in a world immersed in visual literacy. Television, computer/video games, cell phones, social networking sites, emails, chat rooms and instant messaging are common forms of entertainment and communication among students of this generation. Thereby students gain the exposure to learn from the visual media. Visual literacy has become extremely important today in both education and in the wider world of business and industry; the latter because employers are increasingly demanding it of their prospective workers. Learning with technology fosters creativity in the learner as he or she is empowered to design individual representations of content using technology.

Aviv (2007) in her article 'Don't be shy' states, "Because speaking well is often crucial to getting a job nearly half of American colleges and universities require a public speaking or communications course, according to the National Communication Association." The lack of awareness of the existence of needs analysis as a tool in course design tends to occur due to consideration of needs from syllabus designers observations and expertise. When converting learners' needs into course objectives, specifying precise needs sometimes can result in either restricted competence or multiple course objectives. To avoid the above limitations, the validity or reliability of the instruments used and the results obtained are required for an effective needs analysis procedure.

Warrier (2007) reports on the urgent need to improve technical students' communication skills. The Narayanan, vice chairman of Cognizant Technology Solutions and Chairman of NASSCOM, in an interview regarding the talent demand and supply gap and the role of the NASSCOM to help the industry bridge the gap comments: "The current situation is that, in terms of availability of talent, the numbers are good. The problem lies in the suitability of people. The industry has moved forward rapidly and technology also has changed but the educational institutions and the curriculum have not changed that rapidly. So, we have to bridge the gap by providing additional training to the people who are coming out of colleges so that they are industry - ready".

Gaur (2008) states that in order to teach communication skills, the traditional ELT methods are not enough. They have to be supplemented with a different knowledge base and have to borrow heavily from behavioral sciences and management. Since the emphasis is on the use of English not only for the communication of one's own thoughts, but also on using persuasive techniques or making communication scientifically objective. The methods of analyzing the receiver's personality and the factors affecting the decision making process before the communication loop ends, have to be a part of the teaching and learning process.

Srivastava (2009) comments on the aspects of language learning in the Indian scenario, "Looking in Indian context 'English for specific purposes' is at its infancy. Learners feel that the things they have learned in their educational institutions or training centers are not proving helpful when they enter the workplace once they have completed their education. The problem does not restrict only to those students who have studied in Hindi medium schools but also with many who have got their education from good English medium schools". Generally the learners complain that the prescribed textbooks do not satisfy their needs. They feel high scarcity of appropriate words while at work place. Looking into the problem there is a need learners actually want.

Rayan (2008) mentions the need of *commutainment* activities, which refers to communication through entertainment. It is essential in the English as a Second Language (ESL) class as it creates an environment of communication and entertainment. It has been found that *commutainment* activities such as role-plays, puzzles and problem-solving exercises promote meaningful communication, provide fun, develop team-work, foster creative thinking and create opportunities for learners to interact with one another. In view of the underlying roles, such commutainment activities play in the ESL class, as an experiment, a class of students of engineering was split into a number of groups and each group was asked to work on different role-play situations. The experiment had different stages from conceptualizing situations to enacting them. Besides role-play exercises, funny anecdotes and jokes were also experimented in the class with the objective of facilitating learning. He discusses the MAP formula which stands for Motivate-Activate-and Participate. To conclude, in the ESP context, as different groups of learners are believed to have specific language

needs, adequate research has already been carried out internationally in Needs Analysis(NA). This can be applied to management classrooms in Assam as well.

In Malaysia, for example, studies were conducted to investigate English language needs of ESP students (e.g. Chin, 2004; Rahim, 2005; Stapa & Jais, 2005) and employees at the workplace (e.g. Kaur, 1993; Lee, 2003; Shuib, 2005; Kaur & Hua, 2006). Some studies have also been reported in China (e.g. Xiao, 2006), Hong Kong (e.g. Chew, 2005), Hungary (e.g. Kormos et al., 2002), India (e.g. Venkatraman & Prema, 2007, Gaur 2008), Japan (e.g. Cowling, 2007), Pakistan (e.g. Khan, 2007), South Africa (e.g. Jackson et al., 2006), and the United States (e.g. Zhu & Flaitz, 2005). All these studies confirmed the importance of identifying learners' needs and showed the risk and dangers of ignoring NA in designing ESP courses.

2.6   The Origins of ESP Until 1945

There has been much discusssion in the literature as to the origins of ESP. Dudley-Evans & St John (1998:1) note that the origins of Language for Specific Purposes (LSP).It can be traced as far back as the Greek and Roman Empires. Pickett (1988:89) mentions a book authored by Winkyn de Worde who wrote in 1498 a *Little Treatise for to Learn English and French* so that he could *do my merchandise in France and elsewhere in other lands.* Pickett also mentions Meurier who published a 'Business English' book in 1533 containing forms for making letters and other business correspondence. Pickett probably got this reference from Howatt (1984:7) though he does not actually mention his sources on this matter.

Dudley-Evans & St John continue the history by noting Howatt's (1984) claim that a need to educate Huguenot and Protestant refugees in England in the 16th century led to a focus on Business English in early ELT. Interestingly these forerunners of present-day ESP were all concerned with doing business.

2.6.1 Post-war ESP

Despite the long history hinted at above, it is probably safe to say that the ESP movement actually bloomed in the second half of the 20th century and, over the years it has evolved, no doubt, beyond it. The rise of ESP can perhaps be seen as the result of two separate but related developments: one economic, the other educational.

Economic: The first reason for the development of ESP was the rise in the 'currency' of the English language. This was brought about by the economic dominance of the United States after the Second World War. The vast influx of US dollars into many countries around the world created with it as a by-product the need to communicate in English, mainly in the world of science and technology. As a result, a large percentage of journals and scientific data were to be found only in the English language. In addition, this was both an influx of foreign aid workers into developing countries and a increased need of English in former colonial countries. Corbluth (1975:277) noted that the ESP approach had come to the fore 'under pressure of certain acute needs in the developing world'. Colonialist systems were breaking down and the 'winds of change' - famously quoted by British Prime Minister Harold MacMillan - were sweeping across Africa. A conference held at Makerere College, Uganda in 1962 noted the increased need for English. More significantly, it noted the need for the teaching of 'English for Special Purposes' (Conference Report 1961:19-20). A third factor accounting for the rise of ESP was the influx of western experts into the oil rich countries of the Middle-East, creating an additional need for a *lingua franca.* This lingua franca was English.

Educational: The second movement leading towards the rise of ESP was an educational one, where the learner was starting to be considered as more central to the educational process. Strevens (1977) notes the existence of a major 'tide' in educational thought, in all countries and affecting all subjects. The movement referred to is the global trend towards 'learner-centred education'.

As both the world and concepts of education radically changed, English language teaching changed with it. The way in which it changed has been seen in the literature as series of distinct but overlapping stages. It is important to now look at these stages, as later discussions on the nature of Business English are viewed in direct relation to the evolution of how language and teaching have been viewed during this period. It is also important to realise that these 'stages' in the development of ESP were, and are, fluid and overlapping in nature. Approaches to ESP have evolved and improved as time has gone on. This too must be taken into account later when discussing how Business English has been viewed during this period of development.

Stage 1: Register Analysis

Most scholars agree that the first real starting point of ESP was in the Register Analysis approach from the early 1960s onwards. Figure 1, (Page Number 108), shows a selected overview of the literature. This table is not intended to be exhaustive, but gives an overview of the trends as they have been viewed by major writers in the field from 1980 to 1998. The basic idea behind Register Analysis (RA) was that the choice of language used in certain circumstances is pre-determined. This pre-determination is governed either by the situation the speakers are in or by the subject matter they are talking about. Thus it would be possible to find a special language or *register* to match these subjects or situations or, as Pickett put it, you could find 'the right words in the right place' (1986a:5). Analysis of these registers was thus called Register Analysis. It was then thought that students of these special or 'restricted' areas of English (Strevens 1977) could be best served by providing them with the key grammatical features and lexis to be found in their specialist area. In order to provide this, teachers/researchers created corpora of texts taken from specific disciplines, notably scientific, and subjected them to a detailed analysis. The aim was to 'establish the statistical contours of different registers' (West 1997:36) and try to identify, for example, the frequency of certain grammatical forms or vocabulary. It rested on the assumption that scientific text, for example, would be made up of certain features unique to itself, that could then be identified and used as the basis for teaching materials. The best known exponents of this were Barber (1962) and Ewer & Latorre (1967). This 'discrete-item' (Swales 1990:3) approach, i.e. looking at features in isolation, however, was soon found. Lee Kok Cheong (1975) explained how important EST research was at this time, saying that EST 'represents the current interest of linguists in the nature of language as communication'. This 'discrete-item' (Swales 1990:3) approach, i.e. looking at features in isolation, however, was soon found to be disappointing for several reasons.

Table 1: The development of ESP as found in the literature

ROBINSON 1980	COFFEY 1984	HUTCHIN SON & WATERS 1987	JOHNS 1991	WEST 1997	DUDLEY-EVANS & ST JOHN 1998
1. Register Analysis	1. Register Analysis	1. Register Analysis	1. Register Analysis	1. Authenticity: a) skills based b) skills and strategies 2. Research: a) Register Analysis b) Newspeak	1. Register Analysis
2. Discourse Analysis and the communicative approach	2. a) Discourse Analysis b) Notional/ functional/ communicative approach	2.Rhetorical /Discourse Analysis	2.Functional /Discourse Approach	3. Text: a) Discourse Analysis b) Genre Analysis	2.Rhetorical/ Discourse Analysis
3. Student motivation and analysis of needs	3. Needs Analysis	3. Target Situational Analysis	3. Target Situational Analysis	4. Need: a) Target Situational Analysis b) Pedagogic Needs Analysis: deficiency, strategy and means analysis	3. Analysis of Study Skills
		4. Skills and Strategies			4. Analysis of learning Needs
		5. Learning-Centred Approach	4.Learning-Centred Approach	5. Learning: The Learning-Centred Approaches	
					5. No real dominating approach

Source :Nelson 2000

Firstly, it operated only at sentence level and said nothing about wider features of text that operate at international level. More significantly, the results of register analysis showed that there was very little actual difference in 'scientific' language as compared to general English. As Coffey (1984) concluded:

In short, register cannot be used because there is no significant way in which the language of science differs from any other kind of language. (Coffey 1984:4-5)

Another problem was that this approach was only descriptive; it did not explain why the words occurred where they did. Finally, the materials that were created from this approach, for example Herbert (1965), whilst theoretically very sound for their period and based on painstaking research, were dull and uninspiring to both students and teachers alike.

2.6.2   Register Analysis and its later developments

Register Analysis in ESP in its purest sense was abandoned to a large extent after this period in the 1960s, but its influence has reached out through the 1980s and to the present day. Dudley-Evans & St John (1998: 31) argue that with the advent of computer technology and concordancing programs, register analysis has become a more valid research approach. It is important here to distinguish between this 'original' idea of register and that developed later by Halliday (1978) where register, defined through field, tenor and mode is classed as 'a semantic meaning potential within which linguistic choices are made'. West (1997:35) shows that the projects concerned with transport safety, SEASPEAK (Weeks et al. 1988), air traffic control, AIRSPEAK (Robertson 1987) and channel-tunnel communication, POLICESPEAK (Johnson 1993), developed out of the original concepts of register analysis. These projects, however, have included a broader concept of text to include features of discourse and function.

Thus it can be seen that the changes that followed register analysis saw the need to go beyond the sentence level to longer pieces of discourse and see how texts joined together to become both *cohesive* and *coherent*.

Stage 2 : Discourse or Rhetorical Analysis

Returning to Figure 1, it can be seen that all the writers agree that the next stage of development was that of *Discourse* or *Rhetorical Analysis*. This approach attempted to look beyond the sentence to longer pieces of discourse. As West notes the reaction against register analysis in the early 1970s concentrated on the communicative values of discourse rather than the lexical and grammatical properties of register. (West 1997:36)

Discourse Analysis looked at the way in which sentences were linked together in a text to form a wider definition of meaning than the study of register had. This included studying the concept of coherence, 'the quality of being meaningful and

unified' (Cook 1989:4), and cohesion 'links between sentences and between clauses' (Cook 1989:14) and how meaning is tied together, e.g. through formal grammatical devices. Coffey (1984) mentions Widdowson's idea of use, the idea of language used for a purpose, and usage, the linguistic rules of the language, in relation to discourse analysis:

... it (discourse analysis) encouraged students to think in terms of use of language for a purpose, rather than in terms of practising correct usage. (Coffey 1984:5)

2.6.3 Later developments in Discourse Analysis: Genre Analysis

Discourse analysis has had a strong influence in ESP research and out of it has developed the Genre Analysis approach with Swales (1981, 1990), being largely responsible for bringing genre research to the fore of ESP. Genres,' it will be seen, are difficult to define, but at a general level2 'genre comprises a class of communicative events, the members of which share some set of communicative purposes' (Swales 1990:58).

West notes the difference between genre and discourse analysis by referring to a study done on business telephone calls saying that 'while discourse analysis identifies the functional components of the calls, genre analysis enables the materials writer to sequence these functions into a series to capture the overall structure of such texts' (West 1997:36). The key feature of genre analysis is that it places the discourse into the communicative context within which it occurs and takes account of aspects such as culture and situation in a way that earlier discourse analysis was unable to do. Accordingly, genre analysis has been considered a very important development in ESP (Dudley-Evans & St John 1998:31).

Returning to the chronological discussion of ESP, it can be seen that the natural outcome of the discourse analysis approach was a pre-occupation with the purposes to which the language would be put and with it came a slight change in focus. It was no longer enough just to discover the specialist language of a given area: the concept of learners' needs now came to the forefront, i.e. in which situations do learners need the language and exactly what is the language of these situations? The answers to these questions came in the form of Target Situational Analysis (needs analysis) and in the functional/notional approach.

Stage 3 : Needs Analysis

The analysis of students' needs was begun largely with Richterich's (1971) pioneering work for the Council of Europe, through the phrase 'analysis of needs' was used as early as the 1920s by Michael West when teaching Indian civil servants. Approaches to needs analysis have changed as views on language and communicative competence have changed. Thus, the first main movement, Target Situation Analysis, grew up alongside the functional/notional work of Wilkins (1976). Wilkins' work, widely regarded as heralding in the age of 'communicative' language teaching, argued that language was made up of functions - the purposes to which language is put - and notions - concepts expressed by language. This resulted in a search to find those situations where students would need language and subsequently an attempt to define the language needed in those situations.

Stuart & Lee (1972) in ground-breaking work analysed the target situational needs of ten different occupational groups. Their results gave insight into the most common situational needs of Business English students.

Interest in research on occupational needs was followed by a focus on EAP and analysis of students' needs in an academic setting (Jordan & Mackay 1973). As can be seen from the dates, these movements were not chronologically separate, but were rather a continuous overlapping and evolving of the same thought in different areas. The process of Target Situational Analysis (TSA) culminated in Munby's (1978) Communicative Syllabus Design, in which it was taken to extremes. Munby compiled a taxonomy of target situations that students would potentially need to operate in - but the list, whilst of great theoretical value, was so long and wieldy that it could not easily operate in practice.

There followed a backlash against Target Situational Analysis (TSA) in the purest sense, as other more pragmatic factors came to the fore of academic discussion. The problem had been that Munby's work could, in many ways, be seen as an 'ivory tower' approach with little practical application in the real world. McDonough (1984:33) quite succinctly talks about the post-Munby period as the 'intrusion of reality'. Additionally, there were other, more theoretical problems with Munby's work. Although Munby listed constraints, no action was taken to accommodate them in his model. Moreover, the students were seen in an idealised vacuum in a totally

objective manner away from the subjectivity of real-life. They were not involved in the process of their own needs analysis; the first consultation with them was also the last. Partly as a result of this, many later writers have stressed the importance of on-going needs analysis (McDonough 1984, Riddell 1991). These matters further seriously impaired the credibility of Munby's model.

2.6.4 Needs Analysis and its later developments

Target Situational Analysis (TSA) as an approach has never gone away, but has simply become one of many approaches, rather than being the only one. Its basis, though of extreme practical use (most later models incorporate it in one form or another) is, unfortunately, only in the intuition of its creators.

As views of language changed towards the end of the 1970s and early 1980s, so too did approaches to needs analysis. Canale & Swain's (1980) further *sociolinguistic* definition of communicative competence, allied with points of dissatisfaction with Munby's work, led to bouts of activity in this genre. Needs were no longer defined merely in terms of terminal situation language functions, but in turn in terms of *means, lacks* and *learning strategies*.

Means analysis - analysis of the practical constraints on learning - grew out of the backlash to Munby (mentioned above). McDonough (1984) looked at constraints on the teaching situation and viewed them as being at the core of the course design process: thus, *options* and not constraints. Mountford (1988), Räsänen (1987) and Swales (1989) amongst several others, have also written in this area and its influence has continued up until this day.

Deficiency analysis was started by Allwright & Allwright (1977), who based their approach - that of looking at the difference between where a student is ability-wise and where they want to be - on their experiences with medical students. It is interesting to note with regard to this study that this approach was all based on their intuition. Nelson (1994 a,b) includes a large scale computerised deficiency analysis to analyse business language needs. This too is based on intuition. Preferred ways of learning (strategy analysis), also became widespread at this time. Work on learning strategies had been done in other areas of education since the 1960s, notably in Canada and the United States. By the 1980s it had also taken root in EFL with

85

Allwright, for example, holding sessions with his students on *how* to learn rather than *what* to learn.

The *language audit* (Pilbeam 1979) was also introduced about this time. This broadened the spectrum of needs analysis by looking into company training needs and setting targets for learning based on an analysis of staff needs. This approach has proved popular and has developed over the years. Lynch, Stevens & Sands (1993) provide a handbook which gives detailed instructions on how to carry out a language audit. However, whilst there has been a lot of work done in practice in this area, most of it has not seen the light of day, largely due to companies' insistence on a degree of secrecy and the desire of language schools to keep secret what competitive edge they may have over their competitors.

The 1990s saw a further broadening of the concept of need as the computer was utilised to analyse students requirements. Jones (1991) and then Nelson (1992, 1994 a, b) used computers to analyse the needs of students, the latter being Business English students. The concept of need according to Nelson is extended to the finding of suitable teaching materials. This is carried out by the use of a computer database of Business English teaching materials contained in the program.

Stage 4 : Skills and strategies

In the 1980s, another broad movement developed: that of concentrating on particular language skills. Concentration on skills had actually been one of the first approaches to teaching ESP in the register analysis period, but at that time had focused almost exclusively on reading skills and written text (West 1997:33). By the 1980s this 'skills' approach had matured to cover a wider definition of text, i.e. to cover speaking and listening skills. One writer associated with this movement, Morrow (1980), presented skills he considered necessary in reading such as *skimming, scanning* and awareness of cohesion and coherence. This movement has had a great deal of influence on Business English materials and great number of books from the 1980s focused on skills work, such as the Longman series of skills in, for example, *Negotiating* (O'Connor et al.1992) and *Telephoning* (Bruce 1992). For a list of these skills' based Business English books see Brieger (1997:157).

Analysis of needs then grew to cover not only individual skills, but also the *strategies* students need to complete work. In the wake of the work of Allwright and

Allwright (1977), where students were 'learning how to learn', both skills and strategy analysis had arrived in ESP. Hutchinson & Waters explain that

> The principal idea behind the skills-centred approach is that underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse.

(Hutchinson & Waters 1987:13)

This movement will be returned to in more depth later when discussing Business English materials.

Stage 5 : The Learning-Centred approach

Concern with skills and strategies led to the next movement in ESP development - the *Learning-Centred Approach*. This approach has been championed by Hutchinson & Waters and many of their articles (Hutchinson & Waters 1980, 1981, 1983, 1987, Hutchinson 1988) have this approach as their main theme. It is neatly defined below:

> ESP is *not* a matter of teaching 'specialised varieties' of English. The fact that language is used for a specific purpose does *not* imply that it is a special form of the language, different in kind to other forms. Certainly, there are some features that can be identified as 'typical' of a particular context of use and which, therefore, the learner is more likely to meet in the target situation. But these differences should not be allowed to obscure the far larger area of common ground that underlies all English use, and indeed, all language use.

(Hutchinson & Waters 1987:18)

They argue that in terms of teaching, information gained from the target situation is of secondary importance to the general development of *competence* in the learner. This competence is not only the knowledge to perform but to isolate 'how someone acquires that competence' (Hutchinson & Waters 1987:73). They believe that previous approaches to ESP were intrinsically flawed, in that they were 'based on

descriptions of language *use'* (Hutchinson & Waters 1987:14) whereas they were interested in language *learning*. This approach means in terms of course design that it is a negotiated process between students and teacher and, therefore, a dynamic process where students are constantly consulted on the content and structure of the course: 'an approach with the avowed aim of maximising the potential of the learning situation' (Hutchinson & Waters 1987:77).

Stage 6 : ESP today

The general opinion in the literature at present, (West 1997 and Dudley-Evans & St John 1998) is that little has happened in ESP since Hutchinson & Waters' work in 1987. Dudley-Evans & St John, however, discuss the rise of genre analysis and its importance in the analysis of ESP situations. However they state that it cannot be seen as a major movement such as register analysis, needs analysis and the learning-centred approach were, for example. They also note the arrival of corpora and how this has validated new register analysis work, as was noted earlier in this section. Interestingly in terms of this thesis, another significant change is mentioned:

> One major change has been the emergence of Business English as a
> major strand of ESP teaching. Early ESP work was dominated by
> English for Science and Technology.... However, in the 1990s …
> the largest area of growth is Business English. (Dudley-Evans & St
> John 1998:31)

However, whilst perhaps there have not been major changes as such, it can be noted that practitioners are taking advantage of all previous facets of ESP in order to present students with a mix to fit their particular situation. This present period may thus perhaps be called the eclectic *period* (see Fig. 2) for an overview of the developments in ESP since 1960). The diagram shows all the main approaches on a time-line, highlighting the fact that all the previous approaches are available to the practitioner today.

APPROACH

Eclectic Period

Skills & Strategies

Needs Analysis

Genre Analysis

Discourse Analysis

Register Analysis

Time

| 1960 | 1970 | 1980 | 1990 | 2000 |
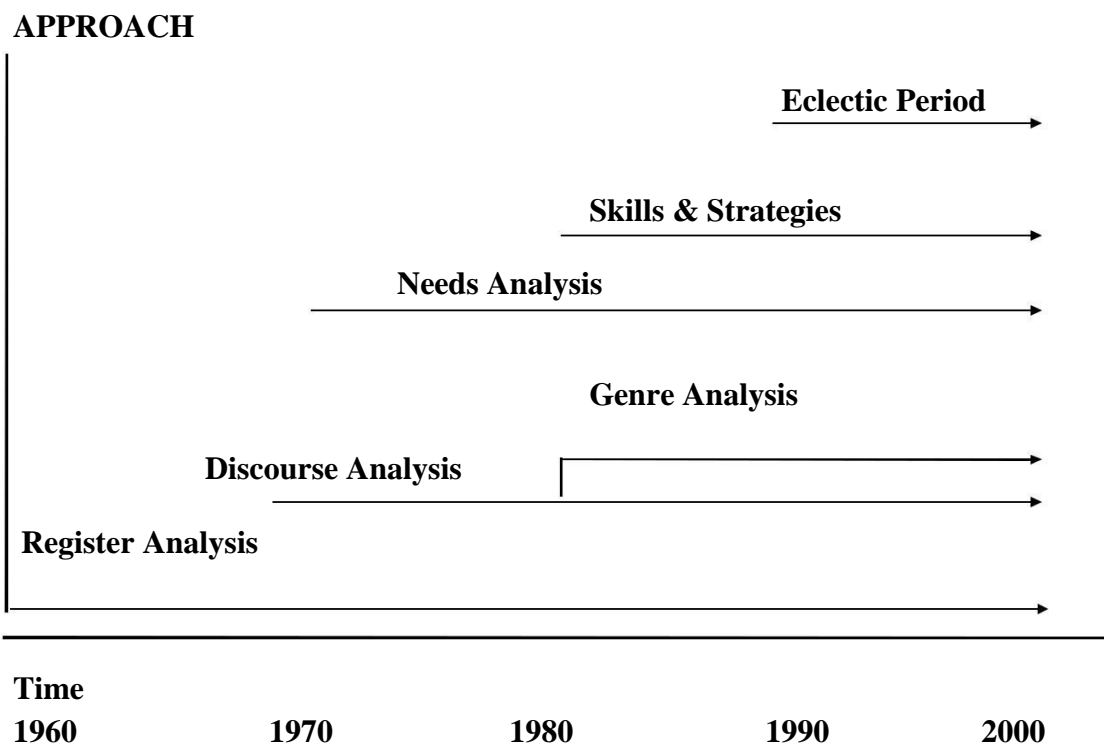
Figure 1 : A time-line of approaches to ESP

Source :The Business English Teaching Situation. Distance Module 3 of Teaching Business English. Manchester: University of Manchester

2.7   Summary: Definitions of ESP

From the previous sections it has been possible to see the on-going development of ESP to the present day. Underlying all these approaches has been a discussion on whether specific situations where language is used can generate situational or subject-specific language. The consensus has been that whilst the situations do not give rise to separate, special languages *as such*, there is a restriction of language choice and a certain amount of specialist lexis. The acquisition of this restricted, specialised language, first of all by teachers in order to teach it, and its subsequent transferral to the learners, has created a learning dynamic very different from that of mainstream ELT. Thus, most definitions in the literature are concerned with either language or the teaching of that language.

Mackay & Mountford, in an early definition refer to the practical aspect of ESP in that it is 'generally used to refer to the teaching of English for a clearly utilitarian purpose' (Mackay & Mountford 1978:2). Strevens (1977) gives four main criteria for SP-LT:

89

Restriction: only basic skills needed for the learners' purpose

Selection: only the vocabulary and grammar needed by the learners

Themes and topics: only those required by the learners

Communicative needs: only those needed by students in their given situations

Coffey (1984:3), largely re-iterating Strevens, said that, 'There is no special language; only a principle of selection from the language to meet the purposes defined' and that:

> Before a course can be designed, in any of its parameters, the process that Strevens calls 'restriction' must take place: the selection of items and features from the corpus of the language that are relevant to the designer's intention and the student's needs.
>
> (Coffey 1984: 4)

Learners' needs are highlighted by many writers in ESP. Kennedy & Bolitho sum up well by saying 'In short, ESP has as its basis in an investigation of the purposes of the learner and the set of communicative needs arising from those needs' (Kennedy & Bolitho 1984:3).

Arguably, most enlightenment can be gained from later writers who have the benefit of hindsight. West (1997) argues that ESP rests on five *conceptions*. These are authenticity, research-base, language, need and learning methodology. However, 'These conceptions all have dual and potentially conflicting origins in both the real world...and in ESP pedagogy' (1997:33). These potential conflicts he summarises in the following diagram (1997:33):
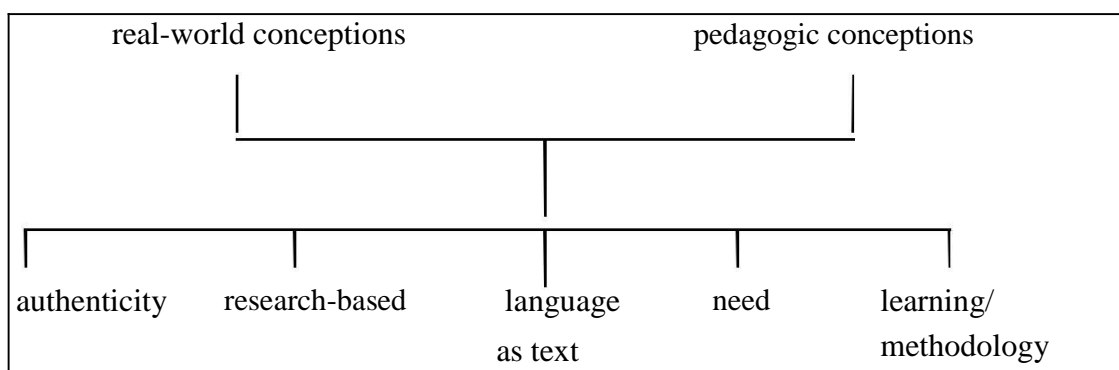
Figure 2: Conflict of ESP conceptions after West (1997:33)

Thus the real-world needs of the students, for example, may contrast with their pedagogic needs, authenticity of materials may be constrained by pedagogic considerations and so on. Dudley-Evans & St John (1998) claim to have found an underlying methodology for ESP as a whole. As early as 1980, Robinson realised that 'The student of ESP is learning English *en route*to the acquisition of some quite different body of knowledge or set of skills' (1980:6). A natural consequence of this is that the role of the ESP teacher is quite different from that of the general English teacher in that 'the teacher sometimes becomes more like a language consultant, enjoying equal status with the learners who have their own expertise in the subject matter' (Dudley-Evans & St John 1998:4). They go on to define ESP in terms of *absolute* and variable *characteristics.*

These are summarised in the table below (Dudley-Evans & St John 1998:4-5):

Table 2: A Definition of ESP: Absolute and Variable Factors

ABSOLUTE	VARIABLE
Designed to meet specific needs	May be related to or designed for specific disciplines
Makes use of the underlying methodology and activities of the discipline it serves	May use in specific teaching situations a different methodology than general English
Is centered on the language, skills discourse and genre appropriate to the activities	Most likely to be for adult learners
	Most often designed for intermediate or advanced learners

Source : Dudley-Evans & St John 1998:4-5

The special methodology of ESP, therefore, lies in the nature of the relationship between teacher and learner, which in turn is brought about by the focus on the specific language of disciplines in which the students are experts and the teacher is, in a sense, an outsider.

This methodology of ESP is of key importance to this thesis. The underlying methodology - that of the teacher as 'coach'- obviates the need for teachers to quickly learn the appropriate language of the specific discipline. The thesis would look into the core matter that is the challenges of teaching Business English and also delve deeper in need analysis and course designing.

2.8   Business English in an ESP context

It was noted in the last section that ESP has developed greatly over the last thirty or forty years and that Business English has been part of that growth. The place of Business English in that process can be seen in the following diagrams taken from different moments in time. The following diagram (Fig. 4) is from Strevens (1977) and shows SP-LT split into *occupational* and *educational* segments. In terms of *occupational* language it is interesting to note that this is divided into three sections: *pre-experience, simultaneous* and *post-experience*. These different aspects of need of language are particularly relevant to Business English. Several writers (Pickett 1988, Johnson, 1993, Ellis & Johnson 1994 and Brieger 1997) have discussed the varying language needs of students who are essentially learning both the language of the job, and also about the job or field of work itself, i.e. *pre-experience*, and those learners who are already doing the job, i.e. *post-experience*. Pickett (1988:90) refers to this as the difference between *knowing* about something and *acting* - i.e. the difference between the language needed for knowing about a topic and the language needed for actually being able to perform in a given area. Brieger refers to the same distinction of learners calling them *pre-service* and *in-service* learners (Brieger 1997:12).

```
                          ┌─── PRE-EXPERIENCE

          OCCUPATIONAL ───┼─── SIMULTANEOUS

                          └─── POST-EXPERIENCE
SP-LT ───┤

                          ┌─── PRE-STUDY

          EDUCATIONAL  ───┼─── IN-STUDY

                          └─── POST-STUDY
```
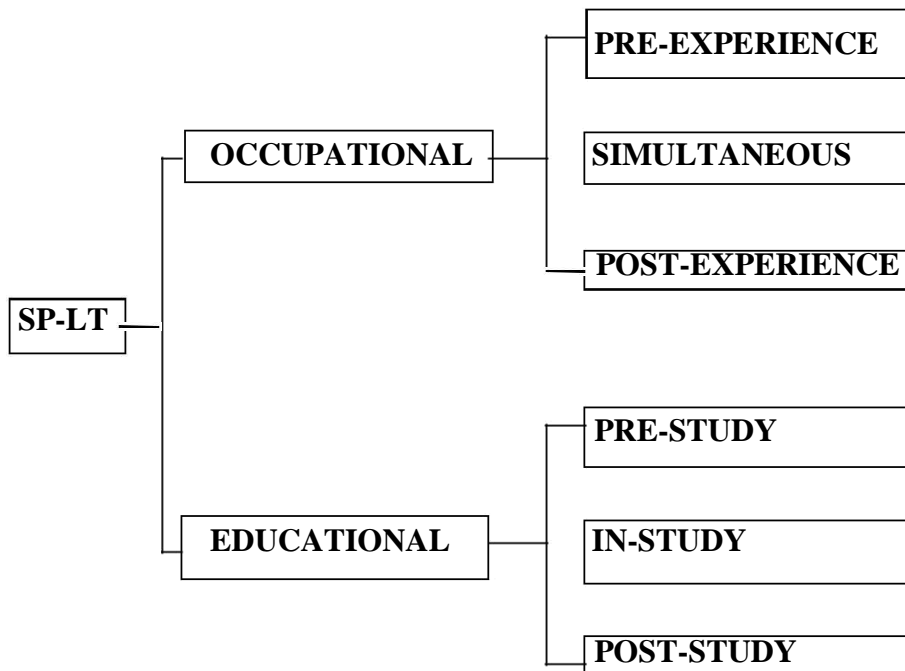
Figure 3 : From Strevens (1977:155-156) - the division in SP-LT

Jordan (1989), in an article on English for Academic Purposes (EAP), reproduces the now commonly-held views on the structure of ESP:

```
                        ESP

        EAP             EST             EOP
```
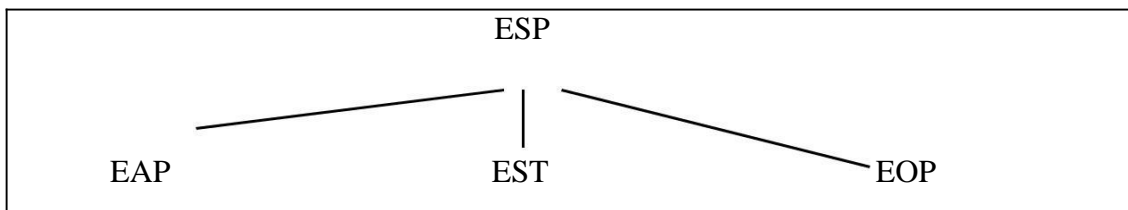
Figure 4 : The division of ESP from Jordan (1989:150)

Thus Jordan saw EOP as an off-shoot of ESP in general, but separate from EST and EAP. Jordan then divides his particular area of interest, EAP, into two distinct categories - general academic English and specific academic English:

```
                        EAP

        EGAP                        ESAP
```

Figure 5: The division of EAP from Jordan (1989:150)

93

By implication one may thus present a simplified picture of the division noted by the writers above in terms of Business English - general Business English and more specific Business English:
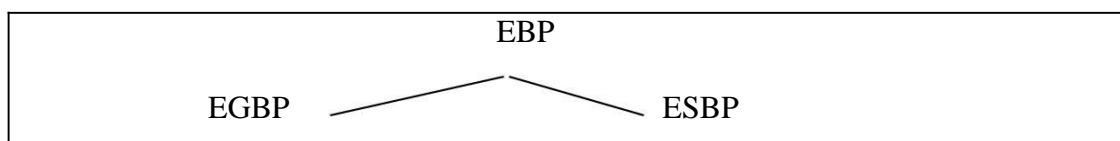
Figure 6: **EBP (English for Business Purposes) divided into EGBP (English for General Business Purposes) and ESBP (English for Specific Business Purposes)**

Yet it can, and is, argued in the literature that this presents a much too simplistic picture of the broad scope of Business English today. Dudley-Evans & St John say that 'We see Business English as an umbrella term used similarly to the term English for Specific Purposes to embrace both general courses in the appropriate lexis and grammar for business communication' (1996:1). Johnson (1993:201) agrees, saying that 'Business English does not fit neatly into the generally accepted categorisations of ESP'. She goes on to quote Munby (1978), who presented a broad variety of different situations and potential learners of Business English. She then concludes that 'Business English is much broader than other varieties of ESP because of the number of different purposes for which it is taught' (Johnson 1993:201).

Ellis & Johnson (1994) present, therefore, in relation to this broadness of Business English, three basic categories of Business English learner:

1. *Pre-experience learners*: students at business schools - not yet in work.

2. *Low-experienced learners*: junior company members and learners who are changing jobs.

3. *Job-experienced learners*: those in work who need Business English for a broad variety of reasons.

Whilst it is certainly true to say that Business English is a broad area, and this will be dealt with in the next section of this thesis, it can also be viewed as a part of the ESP movement - simply a very complex and large part of it. The place of Business English in ESP and the kinds of learners it has can be summarised in the diagram below:
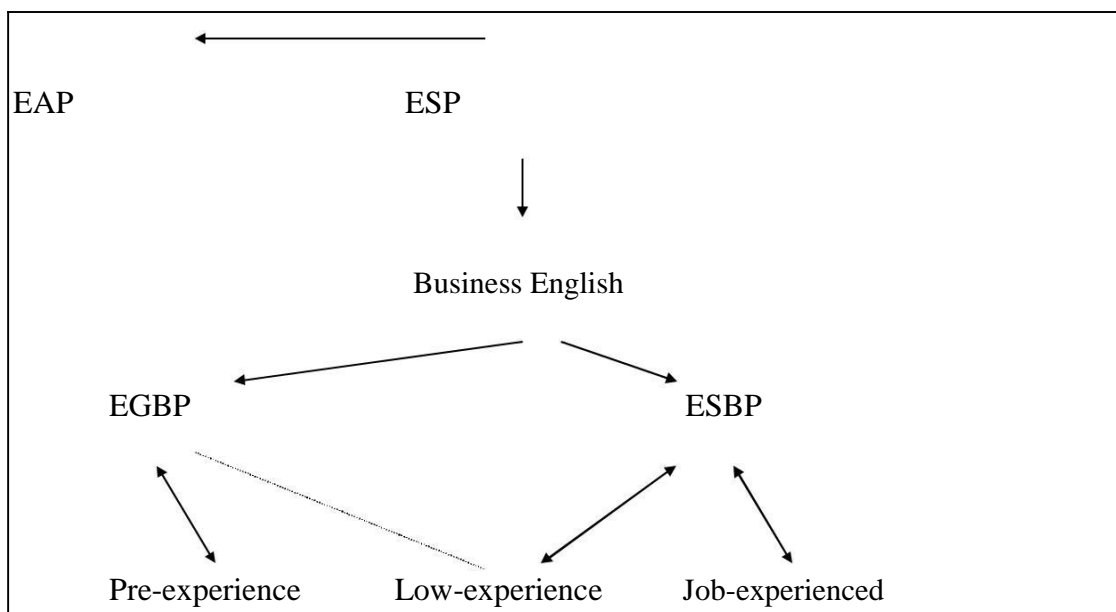
Figure 7 : Business English in ESP and Business English learners

It can be noted in Fig. 6 that pre-experience learners are more likely to need general Business English and those already in the workplace more specific Business English.[1] Also, some students need 'academic' Business English in a college setting. Thus Business English, though a separate part of ESP, is still part of it. With Business English placed in its ESP context it is time to move forward to answer anun-asked but inherent question that has been underlying the previous section. What is Business English? The previous discussion has assumed that there is a fixed concept of what Business English is that can be related to by all. In reality, this is not the case. The purpose of the rest of this review of the literature, therefore, is two-fold. First, the aim is to investigate attempts to define Business English through research carried out and second, to look at what Business English is thought to be - through the intuition and experience of its practitioners. Diana Zagan- Zelter and Sergiu Zagan-Zelter(2010) in 'Teaching business English – a challenge both for students and academics' presented some challenges that both teachers and students inthe academic environment have to face when it comes to the study of Business English. In their study they refer to the syllabus that they were using, the materials and technologies involved in the teaching-learning process, the necessity of adapting to the students' needs concerning their future jobs in the business environment as well as the assessment type and the content of the test used for obtaining a language certificate in Business English offered by their department was discussed in their paper.

In the paper they attempted to present a few aspects of their teaching experiences related to Business English. They described the major issues they were

confronted with while designing the syllabus and the practice course for students in economics. They supported the practice of continuous assessment and the necessity of focusing more on the use of language than on specialist vocabulary. However, they felt that issue still needs to be addressed and it is open to discussion and they believe that, together with the introduction of the Bologna system in higher education, they can re-assess the needs of their students, and consequently reconsider the content of their courses as well as more modern techniques that would be suitable to this kind of course and to the needs of future economists.

Ioana Horea in The Challenge Of Teaching Business English suggests that in contrast with teaching Standard English, it seems that the endeavour of teaching Business English represents some particularities both in the choice of methods and especially in that of the didactic materials. If the latter are clearly necessary to be authentic and specialised on the economic fields, the former do not obviously have to differ that much from the standard, though aspects as teaching grammar remain controversial. The author in the article discuss that normally there shouldn't be a relevant difference in the choice of methods for teaching vocabulary of Standard English and Business English, as vocabulary in itself implies possibility of getting accustomed – following the same procedures – to any specialized language of any particular field of human activity.

To be able to understand the factors contributing to Business English teacher identity the elements of the concept need to be considered separately, therefore, an introduction to the relatively new field of Business English, the Business English teacher and identity follows.

Business English is part of English for Specific Purposes as a distinct field from General English. To differentiate Business English from other work-related varieties of English, Picket defines it as the language used for "communication with the public and communication within (intra) and between (inter) companies" (1986 cited in Dudley-Evans and St John, 1998, p.54).

Dudley-Evans and St John (1998) differentiate English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP). EGBP courses "are usually for pre-experience learners or those at the very early stages of their career. They are similar to general EFL courses with the materials set in business

contexts" (p. 55). ESBP courses "are run for job-experienced learners who bring business knowledge and skills to the language-learning situation. These courses are carefully tailored and likely to focus on one or two language skills and specific business communicative events" (p. 56). When referring to BETs, Ellis and Johnson (1994) prefer to use *trainers* since "training is the word commonly used to refer to what adults receive in a company context" (p. xiv). Donna (2000) uses the term *language trainer* synonymously and simultaneously with *language teachers, instructors* and *consultants*, reflecting the variation in the environment of Business English instruction, which may be a company setting or a HE institute or even private communication training. It also seems relevant to mention Swales (1985, cited in Hutchinson and Waters, p.157) who refers to ESP practitioners rather than ESP teachers. This reference successfully combines the various context specific terms above. Similarly, Dudley-Evans and St John (1998) speak about *ESP professionals* and *English for business purposes practitioners.* These latter terms imply another distinction between Business English instructors on the basis of their possession or non-possession of any kind of qualification. As the present study compares identities appearing in an interview with a BET who referred to himself as a teacher and in an interview with a Business English teacher trainer, the expressions teacher and trainer are used to differentiate them.

In terms of qualification, Ellis and Johnson (1994) list three types of BETs: those with a TEFL background with or without a university degree, those with a business background, and those with neither of the above i.e. native speakers of English working abroad for existential reasons. Still, most BETs seem to have a general English (GE) background on the basis of personal, informal communication. Concerning teacher education, the situation does not appear to have changed since 1981, when Greenall noted that science professionals rarely move over to ESP.

Whatever the background, Ellis and Johnson emphasise that the most important requirement for BETs is to be experts in language teaching. In this respect, the situation in Hungary is somewhat different. Higher education (HE) expects, as is also confirmed in Bereczky (2005), candidates for BET positions with two degrees: business and teaching. As this is rarely a viable option, the second best choice is economists or people with a business degree with some English knowledge.

Though there are a few such people, the majority of BETs both in language schools and in higher education are English teachers. BETs' situation in terms of qualification is similar to that of CLIL teachers in Europe who tend to be qualified either in language teaching or teaching a non-language subject but very rarely in both, which is the stated ideal according to European Union policies (Eurydice report, 2006).

The basic roles of ESP teachers have been defined by Dudley-Evans and St John (1998, p. 149) who differentiate *teacher as provider of input and activities* and *teacher as facilitator*. In the former role, the teacher provides information and controls the class and the activities. This role seems to match the traditional role of teachers and apparently most likely to occur in classes for pre-experience learners. The latter role, also called *teacher as consultant*, is somewhat more difficult to adopt for professionals used to the traditional function of teachers. In this scenario, the course content is a result of negotiation with the learners, and course materials are also often provided by them. In some cases of this role, the teacher has comparatively little knowledge about the subject or skill content of the ESP course, rather, the teacher organises the information provided by the learners. In this role, the teacher who might even work in a team with a subject specialist serves as an intermediary between the learner and a specialist teacher. Dudley-Evans and St John assert that the *teacher as facilitator* role is productive especially with learners with sophisticated and specified purposes, in other words, with job-experienced learners. As a conclusion, they advise that the teacher's approach should always be tailored to the learners' expectations as some learners might take to this approach, whereas some might prefer the traditional *teacher asinput provider* role. However, Bell (1999) does not seem to share the view that the *teacher as facilitator* role is practicable when he writes "Without this specific background the trainer would be in the same position as the learners, reaching for the dictionary" (p. 5). Obviously, there is a disagreement as to how much background knowledge is expected from a BET.

2.9   Perceptions of BETs

Many concerns of ESP teachers seem to be shared by BETs. Both Kennedy and Bolitho (1984) and Hutchinson and Waters (1986) mention general English teachers' problem of not being trained to teach ESP, which is manifested in the fact that they often do not comprehend the content of the texts they teach. The extent to

which an ESP teacher needs to understand the subject matter of ESP materials is expansively discussed. Kennedy and Bolitho (1984, p. 138) suggest that a "working knowledge" of the students' subjects be developed by the ESP teacher and advise that an ESP teacher work together with a subject teacher to acquire that knowledge in team-teaching.

Kennedy and Bolitho (1984) also state that it is the teacher who has to live up to increased ESP learner expectations. Hutchinson and Waters (1986) attribute the difficulty general English teachers find in coping with specialised texts to the traditional division of education into humanities and sciences, which places languages with humanities and provides hardly any education on sciences to language teachers. They also mention that the economic pressure that drives some teachers to teaching ESP might cause resistance to learning about the new area. At the same time, Hutchinson and Waters argue for not using highly specialised texts in ESP classes claiming that "the linguistic knowledge needed to comprehend the specialist text is little different from that required to comprehend the general text.

The difference in comprehension lies in the subject knowledge, not the language knowledge" (p. 159). This approach offers an answer to teachers' problem of not comprehending the content of ESP texts. Hutchinson and Waters (1986) seem to foreshadow the view emphasised by authors on Business English (Ellis and Johnson, 1994; Donna, 2000) that the ESP or Business English teacher is basically a language teacher who does not need to be a subject specialist or subject teacher "but rather an interested student of the subject matter" (p. 161). Ellis and Johnson (1994) also argue that "even when working with pre-experience learners, it is not the language trainer's role to teach the subject matter" (p. 26). However, Bereczky (2005) analysing a teacher's personal account found that the reality of Business English teaching contradicts the above statement at least in Hungary. He was challenged by his students to explain business concepts on several occasions.

The distinction between learners with and without business experience is also reflected in the problems their teachers might encounter. Teachers working with pre-experience learners in HE institutions are likely to have similar concerns to the ones Johns (1981) found after surveying 100 English for Academic Purposes teachers: low priority in timetabling, lack of personal/professional contact with subject teachers,

lower status/grade than subject teachers, isolation from other teachers of English doing similar work, and lack of respect from students.

On the other hand, teachers working with job-experienced learners find themselves in the situation that they are service providers, whose clients, the students, have clearly articulated priorities in terms of lesson content and cost-effectiveness (Kennedy and Bolitho, 1984; Donna, 2000). Hutchinson and Waters (1986) describe the inhospitable circumstances in which some company courses are held, for example, classes in the shop floor or lack of a board, which create another new role for the teacher that of a negotiator for better circumstances. Such difficulties contribute to teachers feeling inferior or of a low status and call for a lot of adaptability and flexibility on their part.

In the past few decades, it has become widely accepted that the 'lingua franca of international business is English' (Charles 2007) with communication potential driving dramatic changes in organizations and their environments. In this scenario, business communication i.e. communication used in conducting business (Reinsch, 1996) has assumed a never before significance. B-schools have emerged as hubs catering to communication needs of the emerging business elite in the basic principles of sustainable development. Thus B-schools, which for long operated in separate domains, have inched closer to each other, creating synergies to cater to the demands of the day.

There is consensus among educators and business executives that excellent communication skills are pre-requisites of today's jobs. Yet, most business communication instructors realize that it is difficult to get students take business education classes seriously- thus culminating into the need of an effective business communication course, which challenges the students. In this scenario, it becomes extremely important to analyze how the faculty teaching business management students perceive the course of business communication and students' possession of business communication skills. In this connection, very little work has been done on the perception of faculty teaching business management students in Assam. What are the areas of business communication curriculum which faculty perceives as important? What are those areas of business communication in which faculty feel students are more competent? Should something be added to the curriculum to make

it more effective? This article enters this discussion by presenting a small empirical study of faculty's perception of the business communication needs of students.

Johnson's (1981) 'The identity of the Business English teacher: A pilot study' describes the "multiple group membership" embracing familial, professional, class, gender, sexuality, age and other identities.

Among professional identities, the language teacher identity has received considerable attention especially the relationship between native and non-native speaker teachers of a language. Tang (1997) describes bilingual non-native ESL teachers facing students' judgements that they are not sources of real English and trying to cope with the feeling of inferiority and inadequacy for their jobs. In the Hungarian context, Medgyes (1994) recounts similar difficulties of foreign language teachers being less confident in their language use and cultural reliability.

However, both authors find that the non-native teacher's knowledge about the difficulties language learners might face and about the local social and linguistic context contribute to a singular identity. On similar grounds, a peculiar identity seems to be emerging from the descriptions in previous sections referring to general English teachers being unprepared to tackle technical texts and the denial of the need for deep professional knowledge or extra science degrees for ESP teachers in the sources of literature. Another factor in contributing to this emerging picture is the large number of references to the teacher, e.g., trainer, ESP professional, consultant, etc. as if the notion of teacher was not adequate in the work context.

The situation of the BET could be illuminated by the metaphor of Hutchinson and Waters (1986, p. 158) who term the field of Business English "the Wild West of ELT".Zhu, Wenzhong , Si Wu and Guo, Tingting (2009) in 'Reflection into China's Business English Teaching Practices' based on GDUFS Graduates' Employment Status states that GDUFS, as one of China's top three foreign language universities with the longest history in business English teaching, has accumulated over 20-year experiences in this discipline. This research reflects into its Business English teaching practices based on its graduates' employment status in recent years, and concludes that the students of Business English major tend to have higher level of employment status than those of other majors, and their employers are more likely to be consultancy MNCs, commercial banks and other firms. It is suggested that new efforts

for reform should be made in disciplinary development, teaching development, curriculum designs and teaching methods.

Zhang, Zuocheng (2007) reviews the practices in the teaching of Business English in China over the past 50 years and two perspectives on Business English that have been influential in conceptualizing a new approach to curriculum design. He demonstrates that there has been an evolution from intuition-led practices to content-based teaching, and to more research-based practices. Two perspectives, ESP and business discourse studies, have both contributed insights into Business English and have led them to a working definition of Business English. On the basis of this new conceptualization, the paper proposes a tripartite curriculum for teaching Business English, which aims to cultivate business expertise rather than just teaching language skills and discrete knowledge of the subject areas as is often promoted in the ESP literature.

Anthony, Laurence in 'Defining English for Specific Purposes and the Role of the ESP Practitioner' (2011) first defines the 'English for Specific Purposes' (ESP) approach to language teaching in terms of absolute and variable characteristics offered by Dudley-Evans in the plenary speech of the first Japan Conference on English for Specific Purposes. Then, under the headings of teacher, collaborator, course designer and materials provider, researcher, and evaluator proposed by Dudley-Evans, a comparison is made between the 'General English' teacher and the so-called ESP practitioner.

While English is taught as a second language in urban areas in well-equipped classrooms, the scenario is different for rural areas where there is a shortage of qualified teachers and instructional materials (Nunan, 2003). Also, in rural areas English language media are not as readily available as in the cities, resulting in lack of exposure.

Baharum, Harmi Izzuan Bin and Kinshuk, Alexei Tretiakov in 'Teaching Business English (2007) to adult Malay learners: The potential of agent technology 'analyse the needs of adult Malay Business English learners, and demonstrate that they can be met by using an on-line teaching environment relying on animated pedagogical agent technology to implement scenario-based learning.

Kelly, James (2005) discusses that each year 10s of thousands of foreign language teachers descend on China to teach English. The majority are unqualified. Almost all have absolutely no qualifications to teach Business English, let alone English. As China develops into an economic giant, the demand for Business English grows at an exponential rate. Yet those teaching and those providing the medium for teaching are doing the future business leaders of China a great disservice. Small professional schools are appearing - but it is imperative the Chinese government consider legislative action in the near term to develop and promote professional Business English schools and to regulate the Foreign Service providers. Whilst China is the focus of this work, it should be noted that other Asian economies such as Korea, Vietnam and Malaysia are also beset by issues of grossly incompetent Business English teachers practicing their pseudo trade.

Tasildar Ravindra B (2013) suggests that English Language Teaching (ELT)is nearly a 400 year old enterprise in India. English for Specific Purposes (ESP) as a separate branch of ELT emerged mainly in the second half of twentieth century in the western world whereas the genesis of ESP in India seems to be two century old. However, ESP in India has never been a topic of serious deliberations, with the exception of reviews by Shrivastava (2009) and Raviya (2009). The paper was a modest attempt to review the scenario of ESP in India. The paper is divided into three parts. The first part evaluates the contribution of various committees and study group and the British Council to the development of ESP in Indian universities. In the second part, the paper throws light on the research in ESP in Indian universities. The third part considers ESP vis-à-vis the General English courses offered in the conventional and professional degree programmes at the undergraduate and postgraduate levels in Indian universities. Since the focus of research and teaching in ESP in India is confined mostly to Engineering and Management colleges, the paper stresses the need to extend ESP in India to Humanities.

Tony Dudley-Evans and Maggie Jo St John.(1998) provides an overview of concepts and issues. It retraces the recent history of English for Specific Purposes and explores the basis of today's thinking. Dudley - Evans and St John has paid attention to this fact, analysing in detail that relationship. Additionally, it is highly fascinating their study on the trends in English for Occupational Purposes. It is important to point out , as the authors confirm (p. 3 2) , that "EST was the dominant movement for

many years , but ESP today is a much broader activity in which English for Business Purposes (EBP) has become increasingly important." Due to this, the next two chapters focus on EAP and EBP. In the researcher's opinion, the core of the book begins with Chapter 3, which discusses the four different types of orientations observed within English for Academic Purposes. It seems important to point out, as it has been previously commented by Blue (1988), that there is an important difference between English for General Academic Purposes and English for Specific Academic Purposes. It also discusses one of the most important fields of study within ESP, namely English for Business Purposes. As the authors point out, the professional demands placed on Business English teachers may be higher than on those in other field, as there is a clear need in order to learn the language. Authors also analyse a number of key issues for Business English, such as the concepts of discourse community, business genres, learners' expectations and strategies, and different cross-cultural features in order to imply a communicative process. It is important to point out that the book also includes an analysis about the importance of the needs analysis in Business English.

The book examines the different skills used in both EAP and EOP. This chapter is especially interesting, as it gives us a number of clues on how to improve the overall quality of our classes.

The importance of the need analysis and the evaluation are the main topics of Chapter 7. The authors define both concepts , stressing their importance in order to de sign our courses and, what is more important , offering an example on a pre - course information questionnaire .It also reviews and evaluates course design and the authors deal with the purpose and role of the materials to be used in the ESP classroom.

Finally, it deals with the need of having continuous assessment and testing in the ESP class room. The authors also pay attention to the different examinations developed in the United Kingdom, offering the most striking similarities and differences among these.

Sally Dench (1997), in "Changing skill needs: what makes people employable?" Industrial and Commercial Training discusses that many of the skills needed to make people employable are specific to particular occupations. However,

increasingly employers are defining a set of "generic", usually personal, skills which they seek when recruiting new employees. These "generic skills" include, for example, communication skills, the ability to apply basic literacy and numeracy in a work situation, being a "team player", the ability to relate to customers and clients, taking initiative (for one's own work and personal and career development), taking responsibility and making decisions. Occupational skills may be seen as necessary but not enough, or as "easily trained in". Although these "generic skills" are not new needs in many workplaces, they do appear to be receiving greater emphasis as organizations change and adjust to meet new competitive pressures and develop new working practices. There is some debate about the extent to which these types of skill can be developed in people, or whether certain characteristics or predisposition are necessary for their development. Many organizations are adapting their recruitment processes and internal appraisal systems to explore more fully the abilities of potential recruits in these areas. Discusses the nature of these "skills" and their relevance in different workplaces and jobs, and in relation to occupation-specific skills. Also looks at why they are currently receiving emphasis and likely current trends. Finally, explores how these "skills" are examined in the recruitment process. Draws on the findings from a series of projects conducted by the Institute for Employment Studies on employers' skill needs in different occupations and how and why these are changing.

Aslrasouli Mortaza (2012) explores three ESP (English for Specific Purposes) situations at tertiary level in Iran and India: 1. the context of Iran which is a Persian-medium EFL context, 2. the context of India with students whose medium of instruction has been a language other than English (e.g. Hindi, Telugu, Urdu, Bengali, Marathi, Malayalam, Kannada, …), 3. the context of India with students whose medium of instruction has been English. Nine factors relating to the *learner, setting, means*, and *situation* within the three contexts have been taken into account. By analyzing the above mentioned factors and interviewing the students, ESP teachers, and subject matter teachers, this paper highlights the importance of localizing ESP course design and the role of teachers in evaluating and addressing the requirements of each particular situation and suggests a number of factors that need to be taken into consideration in this regard. Material designers draw on a wide range of theories and frameworks. ESP material design requires more considerations to satisfy the specific

needs of the students. The diversity of contexts, needs, means and situations illustrated through this study indicates that no pre-prepared materials can ever meet the needs of any given class precisely. The findings of this study can have implications for ESP course design in the rest of the world.

Mark R. Young and J. William Murphy(2003) explains how explicit accreditation requirements, replicated academic research, and consistent feedback from employers, college recruiters, and alumni clearly state that communication skills are critical for the success of marketing majors. Newly proposed Association to Advance Collegiate Schools of Business standards for "Assurance of Learning" ought to reshape how business schools must explicitly specify learning goals and document how communication skills goals are being accomplished. A case study is presented of how one department used the marketing process framework to specify learning objectives and innovatively design the marketing curriculum around integrated sequenced 6-credit-hour marketing courses and concurrently taken 1-credit-hour communication modules. Specific communication objectives, curriculum coverage strategies, and course pedagogy tactics are provided along with learning goal assessment based on selection, course-embedded measures, demonstration through performance, and surveys. Suggestions for developing communication skills are provided for faculty teaching large sections and for departments regardless of size.

2.10 Initial comments on the nature of Business English

The noticeable feature of Business English research is the relative lack of it. The literature on Business English is largely concerned with the practical issues of teaching, rather than with analysis of the features of its language. This state of affairs has been brought about largely by the fact that most Business English teaching remains outside the university environment. This has meant that whereas studies of EAP have been more common, the private language schools that teach Business English often do not have the resources or the time to support research. Moreover, any research done and results gained are often held in-house, and the experience used as a competitive edge over rivals. Business English teaching is a business, not an academic pursuit. Additionally, gaining access to raw data, which is from the companies themselves, is often hampered by the desire for secrecy on their part. Meetings and negotiations held can commonly be of importance to their financial survival and it is,

therefore, more difficult to gain access to them than, say, a group of language students on a university EAP course.

Thus, when looking at the three most recent state-of-the-art articles on Business English (Johnson 1993, Dudley-Evans & St John 1996, St John 1996), and two major handbooks on teaching Business English (Ellis & Johnson 1994 and Brieger 1997), discussion for the most part is firmly based around aspects of teaching and materials and discussion of learner issues. St John acknowledges that her (1996) state-of-the-art article is a re-worked version of the 1996 article with Dudley-Evans. The article written together with Dudley-Evans is able to go into more detail so both are presented here as separate but overlapping articles.

Brieger (1997) discusses the grammar and lexis of Business English but only in terms of who is talking to whom and in what situation. His definition of Business English is also very much concerned with its teaching rather than any linguistic analysis.

He continues by saying that 'the legitimate scope of our pedagogic activities as Business English trainers...is to design and deliver courses which aim to increase language knowledge and communication skills' (1997:35). In terms of language he does provide a check-list of useful phrases at the back of the book, but again these are based on teaching experience rather than on any in-depth study into the language of business.

Other writers have also both attempted definitions of Business English and noted the lack of research into it. Yli-Jokipii (1994), for example, in a study of requests in business correspondence, divided business language into *interactive* and *non-interactive* areas shown in the example below (Yli-Jokipii 1994:38):

---

interactive

spoken >> face to face, telephone >> service encounters, negotiations etc.

written>> method of transmission >> memo, letter etc.

non-interactive>> forms, reports, proposals, adverts etc.

In terms of the language of business, however, she says significantly that 'I am not aware of any research that establishes the properties of business language as

distinct from general language' (1994:43). Thus whilst there is definite interest in this question, hard research is missing.

Yet despite the main focus of writing being on learner and classroom issues, major research has been carried out into Business English and is, at time of writing, very much on the increase.1 Analysis of Business English has benefited both from the direct research done into it and also from studies of other specific languages - notably in EST - the results of which have a definite cross-over effect in enhancing knowledge of Business English. The next section of this thesis, therefore, looks at research done into Business English which has given greater insight into its make-up. The discussion begins with the writings of Pickett, who can be viewed as a major, if not the only major 'thinker' on the nature and characteristics of Business English.

Pickett believed that Business English, though a part of ESP, is much more complex than other areas. In other areas of ESP, specialist language is for intra-group communication and there is no need for a link to the general public. Pickett likned Business English to the doctor-patient relationship in that doctors, as well as discussing with each other, also need to be able to relate to their patients in understandable language. Pickett's views on the place of Business English can be summarised in the following diagram - adapted from Pickett (1986a: 4).
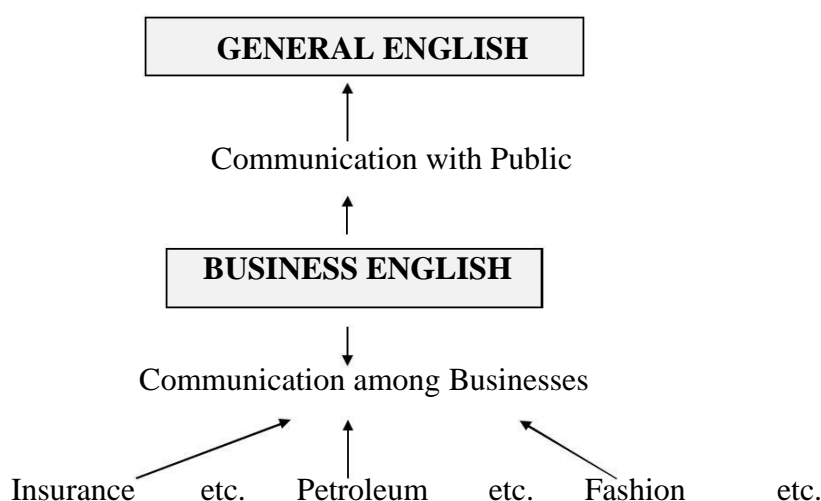
Figure 8 : **After Pickett (1986a:4) The specialised language of particular businesses**

When discussing the concept of *register* Pickett basically divided it into two areas: register as defined by subject matter, i.e. special language being used because of the subject area, such as football or cookery, and register as defined by situation, i.e. by the special situation a speaker finds themselves in. 'In other words, the individual can switch his linguistic code to conform to his role, just as a bi-lingual can shift languages' (1986a:8). The importance of this discussion on register is that Pickett says that although business English is a register, it cannot be confined by current definitions of it.

In both major senses of the word 'register' business English includes register but is not confined by it. In so far as register is defined by subject matter, business English embraces at least two subject matters. One is the specialist language of whatever sort of business one happens to be in - transport, petroleum, jewellery, hairdressing, banking, catering, etc. The other is the language of business in general that occupies a neutral place between particular businesses. Thus, terms like 'order', 'issue', 'bad debt', 'invest', 'boom', 'slump', 'invoice', 'depreciation', 'stock', 'discount', 'turnover', would belong there, since they are part of a framework of concepts that would probably be used in any business. Insofar as a register is defined by situation, we might also speak of a 'business register', since there are certain situations peculiar to business which shape the language used in them.

Thus, 'Business English is too rich and complex to be equated merely with register, however defined, and like most chunks of real-life defies neat categorisation' (1986a:12). What is of key importance for the actual production of business language are *sociolinguistic* factors, as Business English 'depends much more on the setting and social relations than upon the subject matter' (1986a:2).

Pickett's key points thus far were summarised in Pickett (1986b):

1. Business language looks out to the general public and inwards to a particular business. It thus in one way resembles general English, but it also contains many words and phrases unknown to the lay-person.

2. These distinctions are more to do with lexis and less to do with grammar, more written than spoken.

3. Business language can best be found in the 'forms and frameworks of conventionalised transactions, governed by the courtesies and

formalities of business life which are to a large extent universal'
(1986b:2).

4.   Thus, while there is a grammar and lexis of Business English, its main
     content is *sociolinguistic* - the language showing 'sensitivity to subject
     matter, the occasion, shared knowledge and social relations holding
     between companies and communicators' (1986b:2).

5.   Business English fits none of the conventional definitions of register
     'but embraced all and probably transcended them' (1986b:3).

The talk is concluded by hopes for the future - he suggested the setting up of a
spoken Business English corpus to analyse spoken language, being especially
interested in what he called 'oral collocations peculiar to business speech' (1986b:4).
These, he suggested, should also be taught.

His arguments are taken up and further developed in Pickett (1988), where he
both introduced new ideas and also elaborated on old ones. The new idea concerned
the learners of Business English and he made the distinction discussed earlier of
knowing about business and *acting* in it. Both, he proposed, should essentially
generate different language.

In his final article on Business English (Pickett 1989), he discussed his
perhaps most important points: *ergolect* - the concept of a work language - and what
he called the *poetics* of Business English - that of business language being drawn from
general English to create fresh meaning in a business context which can then flow
back into general usage. In the article he concentrated on the language of Business
English and offered a framework for discovering exactly what it might be. He began
the article by saying that Business English

> ... is clearly a dialect of English but not exclusively of England.
> Indeed, it is not a dialect defined by place at all but by activity,
> occupation, subject matter or situation. For this we might coin the
> term *ergolect* - work language, though for many years linguists
> have been using the term *register*. (Pickett 1989:5 - Pickett's own
> italics)

This *ergolect*, at least partially, is created by the *poetics* of business language.
Poetics is of key importance to later discussion on technical and sub-technical

110

language as it shows a feature of specialist language noted by most writers in the field - that of the *layering* of specialist lexis. Pickett suggested that general language flows into the Business English environment and takes on new combinations and meanings.

2.11   Business English Genres

Business English cannot be seen as a genre in itself, it can be considered as an umbrella term that covers a multitude of smaller and separate genres that go to create it. However, successfully defining all those genres is not an easy task. Dudley-Evans (1987) argued that genres should be reduced down to the smallest possible components and be listed as separate genre. There have been some attempts to list the various genres of Business English, for example, Dudley-Evans & St John (1996:8-9) cite Bucholz's (1989) list of genres used in business communications. However, as with most genre analysis, this list concentrated only on written genres. Tompos (1999) has been able to expand on previous work to produce a list of business-related genres that covers not only written, but also spoken forms. The spoken genres are presented below:

---

introduction to place of work: office, lab, production unit, machines etc.

introduction to own job, responsibilities and working conditions

description and explanation of equipment, technological processes, etc.

warnings and instructions, e.g. safety instructions

'professional' telephone conversations: with professionals from the same field/with lay-people/clients or professionals from another field. business-related telephone conversations

interviews with professionals

counselling non-professionals

negotiations: with professionals from same field/with non-

professionals professional meetings, workshop discussions short

professional talks to non-professionals

socialising/personal conversations at work

other ?

Figure 9 : Spoken genres in Business English as identified by Tompos (1999)

It can be seen, therefore, that attempts at definitions of Business English genres are very limited. Work on genre at a more general level, however, is more abundant.

2.11.1 Moves, Steps and Cycles

Genre analysis has added fresh insight into the processes of various business activities despite the difficulties in capturing all the potential genres of Business English. Dudley-Evans (1987) mentioned two unpublished works that look at business negotiations (Anderson 1987) and company board meetings (Ross 1987). Both these works are of interest in that they focused on spoken language and both of them found four (Anderson) or five (Ross) move patterns in the structures of the meetings. Dudley-Evans concludes that 'it is interesting to note that they found a four or five move pattern repeated cyclically throughout their data' (1987:76-77).

A similar move pattern was found by Bhatia (1993) in a very important work which studied company sales promotion letters and job application letters. Bhatia found a similar *seven move* organisational structure within both.

The concept of communication being cyclical in nature, found by Anderson and Ross above, can be found elsewhere in the literature. Hopkins & Dudley-Evans had noted it in the academic writing of articles and dissertations (1988). Neu (1986), in her discourse analysis of US native speaker negotiations, found that the communication patterns were not linear, but rather were recursive. She noted that 'American English negotiations have been found to consist of nine episodes, four of which are mandatory' (Neu 1986:45) and that this process is cyclical(1986:46).

Ventola (1983, 1987), in her work on service encounters in Finland and Australia, also found that simple linear representations of communication patterns were not satisfactory. Ventola's methodological starting point was that of the Australian genre analysis school which has been heavily influenced by Halliday's *social semiotics* and his concept of register, and her work encompassed register, discourse and genre analysis. Ventola had been unhappy with the notion that service encounters could be presented as linear events. Instead she presented them in the form of flow chart, so that as the conversation or discourse unfolds, the flow chart could show 'the interactive development as choices of various paths' (Ventola 1983:245).

Ghadessy & Webster (1988), in an article concerning the applications and teaching of business letters, suggested that business letters be considered in terms of their *form* and *function*. They regarded business letters as belonging to a genre of *persuasive writing* - and they specified three basic types of letter - *informative, request (ive)* and *directive* (Ghadessy & Webster 1988:115). These could be used to either *initiate* or *respond to* communication. The form a letter takes is in relation to the potential function it has, and the elements they describe are used in different combinations, dependent on the context.

Genre study into moves and steps has continued but has expanded its brief into analysing intercultural differences. O'Brien & Jones (1998), as noted earlier, looked at the differences between British and French minutes. In terms of spoken interaction, Bargiela-Chiappini & Harris (1997b) conducted a study of the generic properties of business meetings based on a corpus of recordings of formal and informal British and Italian meetings.

They presented the following generic model:

1. meetings are explicitly task-oriented and decision-making encounters;
2. meetings involve the co-operative effort of two parties, the chair and the group; and
3. meetings are structured into hierarchically-ordered units.

(Bargiela-Chiappini & Harris 1997b:208)

The aim of the section so far has been to establish a broad overview of what is known about Business English. This chapter began with the observation that there has been a lack of research into Business English (Williams 1988, Robinson 1991, St John 1996, Dudley-Evans & St John 1996). Yet it has been shown that despite this relative lack, there has already been quite a substantial amount of research carried out, and this is increasing all the time. The research included in this section has been presented relatively uncritically to this point, with the emphasis on the content of the research rather than on any critique of the methodologies and approaches taken.

2.11.2 Discourse

There is no doubt that discourse analysis work done in the 1980s and 1990s has been valuable for both ESP and Business English, yet at a methodological and indeed pragmatic level it has certain shortcomings.

The contribution and shortcomings of discourse studies are discussed by Bhatia (1993:6-10), who firstly largely discounts work done in grammatical-rhetorical analysis, for example by Trimble (1985) and later work done in the field of interactional analysis. In terms of the grammatical-rhetorical analysis work of Trimble (1985), he praises his attempt 'to discover how specific linguistic features take on restricted values in the structuring of scientific communication' (Bhatia 1993:7) but concludes that in general 'the analysis yields only limited information on discourse structuring in scientific discourse' (Bhatia 1993:7). This lack of information has led to 'mis-leading generalisations'. Bhatia gives the example of how the concept of *definitions* misguidedly assumed an important role in the teaching of the rhetorical structure of scientific discourse beyond their actual importance. Other assumptions based on rhetorical analysis are mentioned by Hutchinson & Waters (1987) who comment that

> ... there was a more or less tacit assumption in this approach that
> the rhetorical patterns of text organisation differed significantly
> between specialist areas of use..... However, this point was never
> clearly examined and indeed paradoxically, the results of the
> research into the discourse of subject-specific academic texts were
> also used to make observations about discourse in general.

(Hutchinson & Waters 1987:12)

Bhatia (1993:8) termed grammatical-rhetorical analysis the *writer's discourse* - in that analysis is carried out from the point of view of the writer - and it considers how certain language choices are made by them. *Interactional analysis*, the next stage, he therefore terms the *reader's discourse* (1993:8), where discourse is viewed as an *interactive process* between reader and writer.

Bhatia's concern here was to summarise previous approaches to the study of discourse, criticise them and lead the way to his definition of genre analysis. This became clear in his criticism of interactional analysis, saying that it fails to pay

114

enough attention to 'the socio-cultural, institutional and organizational constraints and expectations that shape the written genre in particular settings, particularly in the case of highly specific academic and professional genre' (1993:10).

Dudley-Evans & St John are also critical of discourse analysis (1998:89), highlighting the fact that a failing of discourse analysis is that it still, like register analysis, isolates texts from the environment from which they come. It also highlights another inherent problem with the whole movement - its concentration on written text. The implication of the word *discourse*, though intended to include speech discourse, is largely used only in terms of writing and, indeed, largely scientific writing and the world of EST. A further serious problem with discourse analysis approaches has been that of defining the moves and steps that the said discourse is comprised of.

2.12   Business communication - Needs Analysis and Business English

Pickett's idea that in relation to communication in business - who communicates with whom - now needs to be considered. Pickett used a three-way distinction: *business to general public, business to business* and *business to other members of the same business area*. The implication, of course, of this proposition, is that the type of language used in the various situations with a variety of speakers in different roles would be essentially different. This review of the literature has already shown the great variety of factors that can affect language choice, but despite the criticisms by Dudley-Evans & St John noted earlier that Pickett's model is very simplistic, it has been reinforced by later writers looking both at specific genre in Business English, and Business English in general. Barbara & Scott (1996), in an article concerned with *Invitations for Bids*, observed that

> ...texts produced in business situations can be classed as public or
> private. Public texts include leaflets of various kinds, house organs,
> several types of reports etc. These are non-confidential documents
> and their readership is not narrowly specified. Private documents, on
> the other hand, are such as minutes of meetings and reports on staff
> selection interviews that may circulate within the organisation or
> between organisations, but are usually accessible only to a limited
> number of people.

(Barbara & Scott 1996:4)

Examination of other business documents has led to the same conclusion. O'Brien & Jones (1998), in their study of *minutes* in business meetings, noted that

Within the business world we can distinguish between minutes written for internal purposes based on internal meetings (these are usually very specific); those written for internal purposes based on external meetings (these may be more revealing than those written for other purposes, including, for example, expressions of surprise) and those written to be shared externally based on meetings with external bodies (these will usually be at the more formal end).

(O'Brien & Jones 1998:8)

2.13 Needs analysis and Business English: Who communicates with Whom?

The literature on needs analysis is abundant and points to its centrality in ESP (Munby 1978:1, McDonough 1984:29, Kennedy & Bolitho 1984:3, Brindley 1989:63 and Riddell 1991:73). The development of needs analysis as an integral part of course design came with the evolution of more communicative approaches to language teaching. Chomsky's definitions of competence and performance in the mid-60s had brought about a shift away from more structuralist approaches, where needs were seen merely as mastery of grammatical form, to a communicative view of language with satisfactory communication in the terminal situation seen as the goal of language study. This led to what was known as Target Situational Analysis (TSA) - an approach that gathered information on the situations where students would need to use the language, and thus by implication with whom they would need to communicate. An early example of this was the survey conducted by the London Chamber of Commerce (LCCI) which, in a broad study of 593 firms and 11,595 respondents (Stuart & Lee 1972:4), found that listening and speaking skills were considered the most important (49% of respondents). Other examples of these early surveys were ELTDU (1970) and Trim et al. (1973). These early studies were valuable in that they were a valid attempt to find out exactly in which situations business learners needed English. Some (e.g. Trim et al.) even attached relevant functional items along with the situations. Simpler versions of these large scale studies filtered down and were utilised at language school level. Hughes & Knight (1977) described a needs analysis system for business students developed at their school which included information on 'who he speaks to and who he writes to, where

he speaks' (Hughes & Knight 1977:68). Shaw (1982) used what he called an *ad hoc* approach to needs analysis, operating along similar lines but using it as a group-work exercise to get students involved in their own learning.

Interest in TSA peaked with Munby (1978). His model for identifying the needs of language learners, CNP (Communicative Needs Processor), took target situation analysis to its logical limits and though much criticised over the years (e.g. McDonough 1984, Coleman 1988), 'its importance in heralding the dawn of a new age for LSP should not be underestimated' (Riddell 1991:73). The views on language that had inspired TSA began to change and with it so did needs analysis. Needs analysis approaches have always clearly expressed the designers' concept of language framed in terms of need. Thus, needs analysis underwent a process not dissimilar to that of ESP in general - new methodologies came along and the old were not totally discarded, but were kept, along with the new, to help isolate learners' needs all the more accurately, it was hoped. West (1994) described this process in detail and suggested a four-stage evolution taking needs analysis through TSA, deficiency analysis, strategy analysis, means analysis, language audits and computer-based/integrated needs analysis. Thus, whilst there was still interest shown in needs analysis models on who was communicating with whom, the issue became only one part of a larger battery of questions. Holden (1993), for example, in his needs analysis for business people, uses TSA, asks who is communicating with whom and also includes a strategy analysis. The newer definitions of language and therefore needs also highlighted the problems inherent in any needs analysis approach and these will be discussed below.

2.13.1 Problems with Needs Analysis Approaches

In terms of business English and a further understanding of the communication relationships and the language used in these situations, needs analysis approaches have certain limitations In fact, needs analysis approaches can be criticised on at least two grounds: *language* and *intuition*. Firstly, needs analysis approaches fail to adequately address language issues, i.e. they may determine where and to whom a business person speaks or writes, but they largely fail to pinpoint the type of language needed to teach the student to communicate in these situations.

This is a result of the fact that they have been primarily concerned with method and not result. By this it is meant that the literature of needs analysis focuses on a variety of needs analysis *methods*, rather than on the *results* of these methods. Thus models are refined to better understand the needs of learners, to be fed into course design, but the results of the use of these needs analyses are not generally publicised, and the knowledge gained by them has not filtered down to other practitioners in the field. Secondly, virtually all needs analysis models have been based on the intuition of their creators, thus building into any model a dangerous element of subjectivity.

2.13.2 Language and Needs Analysis

The main problem with later needs analysis approaches, as was noted above, is that the work done since the early days of TSA has been more concerned with asking the right questions rather than publishing the answers. The early work done in the 1970s, for example Trim et al. (1973) and Stuart & Lee (1972) were not just interested in presenting questionnaires - they were *surveys* that also presented answers. Trim et al. gave a detailed account of different categories of professions and with whom the practitioners might communicate. For example, they noted that technical staff may need to communicate with colleagues, and so will need language for communication as well as specialised terminology (Trim et al. 1973:68). They also continued by attempting some definition of the kind of language that might be needed in each situation, for example architects and engineers would need to give orders, give explanations and negotiate (Trim et al. 1973:69). However, sentences such as *the language of negotiations*, which abound in needs analysis questionnaires, do not essentially help the teacher, who then has to decide what the language of negotiations is and also how to teach it. Thus, whilst these early attempts at needs analysis helped and guided teachers to a certain extent by suggesting the possible participants of business communication and even suggesting the *type* of language that might be needed, they were unable to go into detail. Later needs analysis models did not even do that - models were presented and the results were kept 'in-house' by their users. A good example of this has been the *Language Audit* of Pilbeam (1979), Berggren (1987), Räsänen (1991) and Lynch, Stevens & Sands (1993). The concept of language audits is ideal for gathering and elucidating information on the very issues that are of concern here - who talks to who, why and for how long. Once again, however, results have been firmly kept in-house by the language institutions concerned. Moreover, all of these approaches have been subject to a much greater flaw - that of *intuition*.

2.14   Perceptions and intuition

Brindley (1989:65) reported on a survey he carried out in 1984 asking one hundred ESL teachers what they thought were 'student needs'. He summarised the answers under three headings:

1. *Language proficiency view of needs*, where teachers saw need as the gap between current and a desired proficiency level, though this assumes that there is a target proficiency level that is recognised by all teachers.

2. *Psychological-humanistic*, which emphasised *affective* needs. Needs were here seen as a gap between current and a desired psychological state; confidence and strategy building were seen as very important.

3. *Specific purposes view*, aligning course content with learners' occupational or academic goals.

Nelson (1992) reported on a similar but more modest survey carried out amongst a small group of business language teachers at the Kielikanava Language Centre, Turku, Finland, asking them what they thought were Business English student needs. With the teachers being in an ESP situation it might be expected that the specific purposes view mentioned above would be the main approach adopted by the teachers, yet the *Kielikanava survey* proved otherwise. It took place in an informal setting in a teacher training session, in which the teachers first completed a questionnaire and were then asked to discuss and explain their comments. The teachers were all experienced, with a minimum of two years ESP teaching in companies in and around the Turku area in south-west Finland. The questionnaire asked them to consider their own students and to try and analyse their language learning needs under the headings *target situations, needs, wants,* and *constraints.* Finally, they were asked what would be essential content of materials in relation to these categories. Although there were a wide range of answers, all the teachers (except one) put forward linguistic or grammatical items as needs - mastery of prepositions, verbs or just a general need for *grammar.* However, fluency, appropriacy and confidence were all mentioned, though seen as slightly less important. In the discussion that followed the completion of the questionnaire, it became apparent that the teachers had very wide views on student needs, especially in

terms of target situations. The teachers tended to favour one or the other situation, some seeing telephoning as very important, others not. Thus the concept of need was found to be a very *relative* one, depending on the individual teacher's own views.

This problem of defining exactly what needs are has also been a point of debate in the literature, as Brindley pointed out 'teachers' approaches to 'needs' will be heavily influenced by their practical experience as well as by their personal philosophy' (Brindley 1989:65). Chambers (1980:27) pinpointed the problem by noting that 'whoever determines needs largely determines which needs are determined'.

The results of the small survey mentioned above (Nelson 1992) shows teacher *perceptions* of student needs rather than *actual* student needs. For example, in terms of target situations, *telephoning* was considered an important need for students by some teachers. However, the same survey done with different teachers might well have thrown up a completely different result. What this small survey served to highlight, therefore, was that the previous experience and predilections of the teacher/researcher can clearly influence the data-gathering process. Items can be included or excluded on a questionnaire depending on how important they are considered by the writer.

Work in the 1990s on needs analysis tried to address the problems related to identifying language needs and intuition and attempts were also made to address the language issue in needs analysis.

2.14.1 An attempt to overcome the question of intuition in needs analysis

The question of intuition in needs analysis questionnaire design is difficult to overcome. However, Nelson (1997) has attempted to at least minimise the effects of it by using a 'pre-questionnaire' questionnaire. The pre-questionnaire was used in an Oxford University Press project to create an electronic needs analysis system for both Business and general English to be situated on their World Wide Web site. In order to try and avoid the intuition problem, Nelson carried out a survey to determine just what questions it would be useful to have in the final needs analysis questionnaires. The survey sent questionnaires world-wide via the internet, not only to teachers, but also to potential student users of this needs analysis service - 89 students and 45 teachers replied. This was quite a revolutionary step as some writers, e.g. Chambers

(1980:29), regarded students as an actual *constraint* to the teaching process. Although other writers such as McDonough (1984) preferred to see pragmatic issues as 'options', there seems to have always been a profound mistrust by needs analysis writers of students' ability to specify their own needs. The respondents were asked a variety of questions concerning needs analysis. The pre-questionnaire answers confirmed to a certain extent the intuition of the writer of the questionnaire, i.e. most questions were seen as relevant - but differences were found between the students' and the teachers' answers. Further, several issues were raised by both the teachers and the students that affected the final design of the needs analysis system created that had not been expected by the original 'intuitive' design, for example, some question formats were changed owing to answers received.

2.14.2 Language and Needs Surveys

In the 1990s there were several needs analysis-type surveys, though the methodology had moved on considerably since the early days of TSA. Van Hest & Oud-de Glas (1990) carried out a survey of surveys into foreign language needs in industry, mostly in continental Europe but also to a lesser extent in the UK and US. They found surveys to be relatively abundant, but lacking in statistical analysis - sampling, validity and reliability checks were rarely carried out to verify the results of the data gathered - and response rates were found to be dangerously low (1990:12-13). More recent surveys, however, can be seen to satisfactorily address the questions raised in this section, on business communication in general, and on specific genres of Business English. Barbara et al. (1996) surveyed business communication in Brazil, sending out 1,347 questionnaires and from replies gained used 214 as the basis of their data. They found that reports, memos and meetings were the most common business genres that their respondents participated in. It was also found that industrial and large organisations used English the most and 72% used English to conduct business internally or externally. Louhiala-Salminen (1996) studied the development of written correspondence in Finnish companies. She found that written skills were given most importance by respondents (51%) and that the fax was the most important medium of delivering the message. It was also found that the language used in correspondence was seen to have changed; it was less formal, more to the point and more speech-like (1996:49-50). Thus, it can be seen that knowledge of the communication patterns of business people are starting to become more widely available.

2.15 Discussion

At the beginning of this section two central question were implied: with whom do business people communicate, and what language do they use to do it? It might appear that after a review of the literature of needs analysis the answers to these questions are still unanswered. It is still not known in any systematic way who different groups of business people communicate with. Perhaps because of the very complexity of business, this would be a very difficult and ultimately fruitless task, as communication partners vary so widely from job to job. However, needs analysis has shown us by the very complexity of its design that business people do communicate with a variety of people on a daily basis. It may be useful, therefore, to see Pickett's categories simply as umbrella terms and teachers and researchers can use a more focused needs analysis approach to determine the details.

In terms of language use, Pickett's three-way distinction has been studied mostly with regard to language used business to business - both inside and outside needs analysis work. For example, Nelson (1997) enquired about the communication partners of business students. Nelson asked the business people questions concerning contact with *colleagues, clients, business contacts* and *suppliers* in a very simplistic approach to this question. Interestingly, three out of the four questions related to business to business communication. Studies outside the business to business paradigm have been carried out by, for example, Ventola (1983, 1987) and Kalaja (1992) - work done on service encounters, and research on the discourse of advertising (Cook 1992), which must be seen as a key interface between business and the public. The whole of this review of the literature bears witness to the fact that the central thrust of research has thus been business to business communication.

Empirical studies have not told the whole story of Business English. As has been noted in the literature, Business English has grown up via its materials and its teachers, rather than by its research (St John 1996, Dudley-Evans & St John 1996). As this study will later attempt to empirically determine how successful Business English materials have been on a lexical level, it is now necessary to look at more intuitive attempts to define Business English through its materials, and examine research that has already been carried out into the accuracy of both Business English and EFL materials in general.

2.16   Business English Materials

Business English materials have been summarised in Robinson (1991), Dudley-Evans & St John (1996), St John (1996), Johnson (1993), Brieger (1997) and Flinders (1998a) - and Nelson (1994 a,b) has created a large computer database of these materials for on-line reference. Therefore, instead of offering a simple description of the materials available, this section will concentrate on methodological issues concerned with Business English materials. This will largely concern the debate that has continued in ESP over the level of specificity necessary in ESP - and in this case Business English - materials. This section will also consider attempts to categorise the materials by different authors and then go on to critically review the accuracy of the materials by discussing them in relation to research done both inside and outside the field of Business English.

2.16.1 General or Special English?

At the beginning of this review of the literature, the development of ESP over the last thirty to forty years was presented. During this same period there has been a concurrent development in the materials used in teaching. The methodologies of past years, from register and discourse analysis in the sixties and early seventies, on to functional/notional and communicative approaches, have given rise to a great variety of materials. Arguably, the very term ESP has implied that there are specific areas of English or *Englishes* tied to an occupation or study area. This has been confirmed to an extent by the concentration there has been on some form of special needs analysis as the starting point of ESP courses as noted in the previous section. For most writers if it is not the starting point then it seems to be at least an indispensable element. Yet despite this apparent agreement that some form of needs analysis must be done, it was noted that there have been more divergent views on exactly what those needs might be, and how they are turned from *needs* to *means* - i.e. how those needs can be met.

Accordingly, there has been dissension on whether or not subject-specific material should be used to teach students operating in a certain professional area. This matter was raised by Arthur (1983) in a survey review of Business English materials. She noted that because the term Business English is rather 'nebulous' (1983:167), there had been disagreement over what form the materials should take. She asked if materials should offer general English in a business context taking account of a

'restricted register' of English or if they should be more concerned with discourse patterns and functions. This seems to have been a burning question in the early 1980s. Hutchinson & Waters (1980:181) stated 'there is no justification for subject specific ESP materials'. Although their purpose in writing this statement was not as drastic as it first appears - they do not deny the motivational elements of subject specific materials - they represent a school of thought that has focused on the underlying competences of language and how they may best be acquired, rather than focusing so closely on the specific language itself. This underlying competence, it is argued, can be acquired more from general English materials than concentration on a specific linguistic area.

By contrast Pickett's concepts of *ergolect* and *poetics* tend to lead in the opposite direction - there is a special language that needs teaching, and by implication, materials should reflect this. Thus, the learning of Business English is at least partly a matter of acquiring the formulaic patterns that most transactions consist of:

> [the student] ... already knows the routines and transactions to which Business English will refer, since these are almost behavioural universals. His task will, therefore, be the more narrowly linguistic one of acquiring the expressions.

> (Pickett 1988:90)

He continued in a later article, 'it is the words that are unfamiliar, not the situations' (Pickett 1989:6). This was obviously pointing to a different notion of competence to that expressed by Hutchinson & Waters. Whilst Hutchinson & Waters realised that there can in some senses be special 'Englishes', they argued that in terms of learning to use them, it is a more general approach that is needed. They suggested that if lessons concentrate purely on linguistic items, there can be no real communication. They are, therefore, not concerned with the surface structures themselves, as Pickett seems to be, but the acquisition of the underlying competences needed to cope with typical situations.

Mountford (1988) agreed with some aspects of Hutchinson & Waters' views in that he realised the problems encountered with 'authentic' materials. However, he criticised ESP materials development, saying that there had been an over-

preoccupation with writing 'special' material. His experiences of teaching in Thailand led him to see certain constraints on the use of ESP materials in the classroom. These included *institutional factors*, such as time and money, *teacher factors*, such as training and differing levels of their competence, and *learner factors*, which he believed are often not given as much consideration as they should be. He criticised the approach where

> ... the relevance and appropriacy of teaching materials must derive
> from the language of the target situation, whether or not there is
> any evidence that the student's interest in his or her area of study or
> work as a motivating purpose will automatically carry over into the
> ESP classroom.

(Mountford 1988:83)

These issues have been in the background of the development of materials for Business English since their beginnings in the early 1970s and, it must be said, still continue today. Ayers & Van Huyssteen (1996) in their review of *Business Opportunities* (Hollett 1994) commented on the tension between materials designed for very specific areas, i.e. what they would consider 'real' ESP materials, and what are basically general English course materials with something of a business context added on. In the case of *Business Opportunities* they say that 'it seems that a grammatical syllabus has been drawn up, and a list of 'business situations' 'matched' to those structures' (1996:74). They concluded the review by saying that 'for a book to be truly ESP, there needs to be a more in-depth coverage of the communicative events which occur in a particular context and the language covered has to be determined by those events through a detailed linguistic analysis' (1996:75). Whilst this may or may not be true, teachers - the end-users of these books - have come down firmly on the side of the *Business Opportunities* approach (if it can be called an approach).

Flinders (1998a) commented on a short survey of Business English teachers and the ideas about the materials they use. *Business Opportunities* (Hollett 1994) and *Business Objectives* (Hollett 1991) were both at the top of the list of the most-used books along with several other course books that adopt a similar style - *Business Class* (Cotton & Robbins 1993)and *New International Business English* (Jones &

Alexander 1996), for example. The survey carried out for this thesis also found these books to be in the top five sold in 1996. However, whether this popularity is an endorsement of the methodology used by the books or is simply due to the effective marketing of the publishers it is not possible to say.

The generality of Business English course books was also noted by Robinson (1991) and she suggested three reasons for this: the role of Business English as a mediating language between public and business, the wide range of students who may be termed 'Business English' students and the 'open door' policy of many language schools which leads to very heterogenous groups of students who need to be accommodated. Materials, she noted, must not be so specific that they would alienate certain members of a given group (Robinson 1991:98).

The tension between materials' specificity and usefulness had been discussed earlier by Pilbeam (1987), who questioned whether published materials could be used at all on ESP courses and especially on Business English courses. As a Business English trainer of many years' experience, Pilbeam recalled the early days of teaching where 'each case was special' (1987:119) with the result that materials had to be designed in haste with a resultant loss in both quality and creativity. Published materials at that time were not seen as sufficiently relevant for 'specialist' Business English courses. The standard and amount of materials, however, has risen since then and Pilbeam presented eight criteria by which he believed, if successfully adhered to, Business English published materials could readily be used in the classroom. Even so, he also stated that 'published ESP materials must always be a compromise' (1987:119).

The debate on the specificity of ESP teaching materials has continued. As Pilbeam had already noticed back in 1987, the amount and quality of Business English materials has grown all the time and Business English nowadays represents the single biggest growth area in ESP. It will be seen in the following sections that along with this growth, there have been some attempts to incorporate research into the materials (Dow 1999). However, the starting points of this thesis have been the facts that a) there has not been enough research, and b) there has not been enough crossover from research to classroom/materials. This thesis accepts the points made by Hutchinson & Waters - the skills and strategies of learning are central to a successful learning outcome. However, their focus on the generality of language, rather than on

the specific lexis of a discipline, needs to be put into perspective. An ESP course that relies solely on area-specific terminology would probably be both too limited and also potentially very mind-numbing for students. However, as the term ESP does imply a specificity of purpose, the key lexis of a given discipline must play a central role in the teaching process. This thesis has attempted to discover the lacunae in teaching approach and materials of Business English so that it can be integrated into Business English materials and courses of the future. The lexis does not, and should not, represent the *only* element of an ESP for business course - but without Business English lexis at the heart of the course, the specificity and arguably the effectiveness of the course will be diminished. The ideas of Ayers & Van Huyssteen (1996) are, therefore, also taken into account by this researcher.

After this discussion of materials at a general level, it is useful to now look more closely at exactly what kinds of materials have been produced in the Business English market. Business English materials have become increasingly abundant over the last decade, and there have accordingly been attempts made to categorise them. By looking at these categorisations it should be possible to analyse them more easily.

2.16.2 Categorising Business English materials

Categorisations of Business English materials, although differing in terminology and approach, have tended to make the same distinctions between the materials on the market. Four separate categorisations of materials will be considered here, Johnson (1993), St John (1996), Brieger (1997) and Flinders (1998b).

St John (1996:9-14) gives perhaps the fullest account of Business English materials and puts forward the following description:

1. *Materials for business communication skills*: These are materials that 'focus on the core skills of business activity' (1996:9). This area covers that aspect of communication that is not concerned with specialised knowledge, but the general communication skills that we all need to function in different walks of life. Non-language skills are also included here, for example non-verbal communication and organisational skills. In this section she includes books such as those in the *Longman Business English Skills Series*, for example, *Negotiating* (O'Connor et al. 1992), *Socializing*(Ellis & O' Driscoll 1992), and *Telephoning* (Bruce 1992).

2. *Materials for business contexts*:These are the 'hard-core' ESP materials where the nature of the business forms the interaction. Examples of this are the *Business Management English Series* by Brieger & Comfort, which include books with a relatively high 'business' content such as *Personnel* (Brieger & Comfort 1992a) and *Finance* (Brieger & Comfort 1992b).

3. *Materials for business studies*: Business studies materials have borrowed a lot from actual business courses: Uber-Grosse, (1988) in her article *The Case Study Approach to Teaching Business English* stated that the Harvard Business School first used case studies over seventy years ago and St John notes that this has led to the widespread use of case studies and simulations for training purposes. In terms of teaching Business English, Uber-Grosse says that case studies 'teach language through content, rather than through grammatical or lexical exercises' (1988:131). She says that they typically use authentic materials where the students are presented with a problem to solve. In Business English they have been used quite widely and examples include *Portfolio* (Howe 1987) and *Case Studies in International Management* (Sawyer-Lauçanno 1987).

4. *English materials in a business setting*: Most of the Business English materials available today fall under this category. This category includes 'course books and supplementary materials' (1996:12-13). Examples of these in wide use are *Business Opportunities* (Hollett 1994), *Business Objectives* (Hollett 1991) and *Insights into Business* (Lannon et al. 1993). Examples of supplementary materials given by St John include *In at the Deep End* (Hollet et al. 1989).

St John summarises the categories in the following diagram (1996:9):
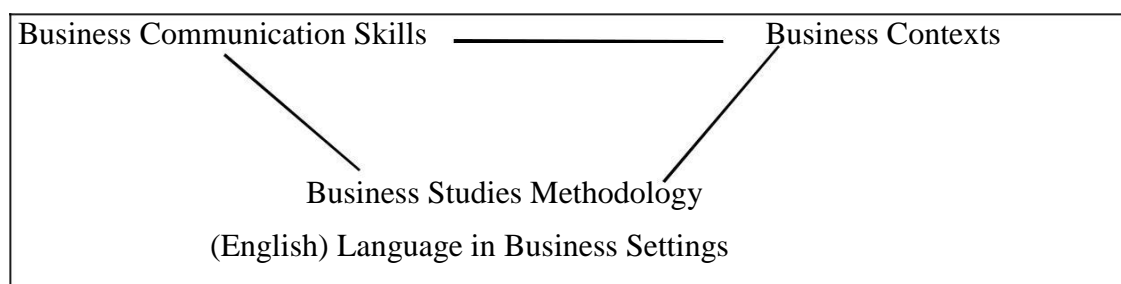
Figure 10: Business English categories of materials - St John (1996:9)

Johnson (1993) takes a slightly different approach to categorising teaching materials. She follows what is basically a chronological approach, starting with the early approach of looking at specialist lexis and ending up with the latest books concerning business skills. Her categories are as follows:

1. *Focus on specialist lexis*: Johnson (1993:205) notes that early course books presented specialist vocabulary to students and focused on 'randomly selected structures and vocabulary and there was no consideration of how the learner might apply the language in real-life'. More recently, however, with the emergence of the *Lexical Approach* in the late 1980s and 1990s, there has been a re-birth of lexis as a central theme of Business English materials.

2. *Focus on Gambits*: Johnson defines gambits as 'fixed expressions that can be used in meetings, for example, to put one's point of view, agree or disagree' (1993:205). Almost all Business English books have used this approach in one form or another - but books such as *The Language of Meetings* (Goodale 1987) exemplify the approach.

3. *The Case Study Approach*: This was a sub-section of St John's categories (*Materials for Business Studies*) but Johnson gives it special mention in its own right. As we saw from St John above, this idea has been borrowed from pure business teaching and is a method whereby students are presented with a hypothetical life-like business situation that they must resolve. In terms of Business English teaching, the language skills needed to resolve the issues is the main focus of the activity.

4. *Focus on Business Skills*: This is a focus on the communication skills needed in a business environment, for example, socialising, entertaining and presentation skills (1993:205). Johnson gives a long list of materials using this approach.

When designing a course in Business English, specialists such as Mark Ellis and Christine Johnson (1994) suggest a few specific steps to consider, in contrast to General English courses, such as:

1) Needs analysis: what do students need to know in order to face the requirements of their future job environment?

2) Assessment of level: using written tests, we can see what level of language students have at the beginning of the course.

3) Syllabus: set courses, like the ones taught in colleges, should have fixed objectives and syllabus.

4) Course objectives: should be defined in relation to the needs analysis findings; in the case of pre-experience learners they can be worded in terms of their course of study or in terms of required language improvement (command of structures, functions etc.)

5) Time: in the case of college language training, time is limited so the course should be structured according to the duration (number of weeks, semesters etc.).

6) Learner expectations: in the case of Business English, learners are likely to be more goal-orientated and to expect success.

Flinders (1998b) also attempts to categorise Business English materials. He suggests that there has been a shift from 1980 to the present day in that there has been a move from using authentic materials to using ready-made published materials. He continues by saying that the 1990s saw the rise of what he calls the *media mix* - so that in the classroom today, students get a mixture of books, photocopies, audio and video, PC disks, CD ROMs and use of the Internet. He presents definitions of Business English materials by suggesting five main course components:

1. Language knowledge

2. Communication skill

3. Professional context (sub-divided into companies, business areas and countries)

4. Cross-cultural area

5. Management skill

This short section has given an overview of the wide range of Business English materials available at present and their development over the last twenty to thirty years. Attention now turns to the validity of the materials summarised above and an analysis of how well they reflect the world that they are supposed to give linguistic insight into.

2.17 Analysis of the validity of Business English materials in relation to intuition

The influence of intuition on all the approaches and methods within ESP is a recurring theme of this work. It has been noted especially within needs analysis but also in genre, discourse and register analysis. Use of a researcher's intuition in many ways is inevitable - if a given factor is not known about, then hypotheses need to be created in order to explain it and intuition can often play a key role in formulating ideas. This is a normal and valuable part of scientific thought and practice. However, when intuition plays an important part not only in the creation of ideas but in the fabric of the results themselves, one starts to get on to more shaky ground. Materials writers in ESP and indeed Business English have used their intuition to create models of language for students that purport to be Business English. Yet under more rigorous examination some of these materials have been found to be lacking in one form or another. Furthermore, there is no firm definition of just what Business English actually is. Therefore Business English materials, more than anything else, represent what the writers of the materials believe Business English to be via their intuition.

Powell (1996) attacked this use of intuition in Business English materials, arguing that 'the list of instances where the materials writers intuition has proved false is almost endless' (1996:5). He especially criticised the language of textbooks used for teaching meetings, presentations, graphs and telephoning, claiming that all of them present an unrealistic picture of the language actually used. However, Powell, in criticising the use of intuition by other writers, was still using his own intuition to do so. Therefore, it is necessary to examine actual research that has been done in order to critically evaluate Business English materials writing as a whole in relation to this question of intuition.

Factual indications of the presence of faulty intuition were seen in Nelson (1997) in the *Oxford University Press* needs analysis survey noted earlier. Nelson was interested in looking at the question of intuition with regard to course design and wanted to see if the teachers' ideas of what students wanted matched what the students themselves said they wanted. Identical1 questionnaires were sent to teachers and students asking them to state their preferences on their business language needs and the format of the final needs analysis questionnaire. Key differences were noted.

Students wanted the results of the language questionnaire to be given to them in terms of functions and notions, whereas the teachers predicted that students would want the results shown in terms of the situations and tasks where they would need the language.

Teachers consistently made mistakes in judging the value of target situations to the students -for example, students saw specialist vocabulary to be twice as important for them than the teachers predicted they would. The Oxford University Press study has not been subjected to statistical validation and can only point to possible trends and not make any definitive statements about intuition. However, when combined with other research it does seem to be pointing in the same direction. Although most of the work on the differences between real-life language and EFL/TESOL language has been carried out outside the field of Business English, it can still be seen as very relevant to the issue here, as what little work there has been done in Business English has come to very similar conclusions. Comparative studies into materials and real-life have covered a variety of items in ESP/ESL research both in the UK and in America. These have included use of grammatical items (Kennedy 1987, Holmes 1988), refutation (Pickard 1992), service encounters (Scotton & Bernsten 1988, Ventola 1987), direction giving (Scotton & Bernsten 1988), complaints (Boxer & Pickering 1995), intonation patterns (Cauldwell & Hewings 1996) and lexis (Ljung 1990).

2.17.1 Studies of intuition outside Business English

Holmes (1988) examined the use of *doubt* and *certainty* in four well - known ESL textbooks using a combination of two corpora to compare findings to an examination of the books. Her results showed that whilst in some cases, doubt and certainty - in fact the use of epistemic modals - was adequately covered, 'some textbooks were positively misleading' (Holmes 1988:40). She noted that other books give information of 'variable quality' (1988:40). Interestingly, she also dismisses earlier attempts of analysis of this issue on the grounds that the research had not been corpus-based, but along rationalist, i.e. intuitive lines. Kennedy (1987) looked at *quantification* - more specifically the use of *approximation* - and how it is used by native speakers. Two corpora and the Oxford Concise Dictionary were consulted and

compared to input from teachers who were asked to give their own intuitive input on the subject. The results showed that the intuition of the teachers gave the largest range of types of approximation terms, but that on its own was not enough. The vast amount of intuitive information needed ordering and

> ... the frequency data which the computer-based examination of these types in large corpora now makes possible were also necessary to give the descriptive information pedagogical value.
>
> (Kennedy 1987:282)

Ma (1993a), in his review of the literature of small corpora concordancing, gave further examples of work done in this field citing Pickard (1992), who noted that the language of refutation used in textbooks was not actually used in real-life. Scotton & Bernsten (1988) considered two language situations - *asking for directions* and *service* encounters - and compared them to how these situations were presented in TESOL teaching materials. They noted that 'Most textbook direction-giving dialogues contain only three parts' (1988:373) and that 'interactional demands on the direction-seeker are not normally considered in the TESOL classroom' (1988:373). The textbooks also lacked all the fillers and non-fluencies of actual English discourse. In terms of the service encounters they found that in the real-life encounters, the native speaker actors tended to use the 'bald imperative' *can* in requests, whereas the non-native speakers tended to use more overtly polite phrases such as *would you please?*. This more direct way of making requests, they said, should be taken into account when making materials and also in teaching. Mason (1989), in a small-scale study of service encounters at a chemist's shop in the UK, found the service encounters to be quite different than she had expected and noted the lack of use of the phrase *Here youare* beloved of EFL textbooks. She also found:

> The use of 'dead' as an intensifier is quite commonly heard in certain areas of Britain, but apart from its use in the instruction of drivers ('Drive dead slow'), does not seem to have found its way into grammar books or ELT textbooks because it is generally deemed to be 'incorrect'.
>
> (Mason 1989:90)

Ventola (1987), also researching service encounters notes that in her opinion

> The textbook dialogues did not appear to be very well equipped to
> teach students the many ways in which linguistic patterns vary
> when language is used to realize social activity.

(Ventola 1987:232)

The lack of reality and the reliance on over-polite discourse strategies are themes that will be returned to as these complaints are widespread concerning published materials. A third theme is highlighted by Boxer & Pickering (1995) in their survey of *complaints* and how they are presented in EFL materials. They took seven EFL textbooks, four from the US and three from the UK, and studied them to see how the language of complaining was presented. Their main finding was that the textbooks again oversimplified the real-life situation and presented, for the most part, only examples of *direct* complaints. Boxer & Pickering stress the need for students to also be aware of *indirect complaints*, as they have a 'rapport-inspiring function in social conversation' (1995:45). In their conclusion they warn:

> One of the dangers of relying on native-speaker intuition for the
> creation of language textbooks is that we wrongly emphasize
> explicit rather than tacit knowledge of how we speak.

(Boxer & Pickering 1995:5)

Thus the third major criticism of materials can be seen to be the over-emphasis of overt uses of language at the expense of the implicit - the direct over the indirect. This, too, will be returned to later when discussing Business English materials.

Another study looking at spoken language, this time at *intonation rules* and how they are presented in ELT textbooks (Cauldwell & Hewings 1996), again noted the over-simplification and, indeed, erroneous information given. Suggesting a *discourse approach* to the teaching of pronunciation, they showed how intonation patterns used by native speakers when giving lists and asking questions differed intrinsically from the over-simplified patterns presented in most textbooks. They gave as one example from textbooks that when asking *yes/no questions*, a speaker will end the sentence with raised intonation. They gave real-life examples that showed this is not always true, and basing their ideas on the work of David Brazil, they suggested that 'falling tones in questions indicate that the speaker is 'finding out', rising tone

134

indicates that the speaker is 'making sure'' (1996:332). They criticised the rules presented in the books on three grounds: that they present only a limited part of the language, they fail to show how rules interrelate, and that the rules fail to show why the tendencies expressed in them exist and why speakers deviate from them (1996:333).

Research has also been carried out comparing real-life lexis and that found in EFL textbooks. Ljung (1990), created a one million-word corpus of TEFL textbooks used in Swedish schools and compared it to several corpora, notably COBUILD. The methods and approach used will be discussed later in more detail, but here it is important to note that he found discrepancies between the 'real' vocabulary found in the natural language corpora and the materials used for teaching it. A frequency count showed that 204 words out of the top 1,000 were not shared by the two corpora, indicating a significant difference in emphasis, notably between concentration on concrete terms in the EFL corpus to more abstract terms in COBUILD. In his conclusion, he noted that

> ... there is reason to be critical of the TEFL texts on two major
> counts, i.e. the low general level of lexical sophistication and the
> absence of a clear increase in vocabulary difficulty as we move
> from the early to the later school years.

(Ljung 1990:44-45)

He went on to note that the materials do not adequately prepare the students for the tasks of the real world. All these examples go to show that materials writers intuition is not a sufficient basis alone on which to write materials and it will be seen in the next section that similar problems to those noted here have also been found in Business English materials.

2.17.2 Studies of intuition in Business English

As understood by the researcher the best-known study into the differences between business English materials and real-life language was carried out by Williams (1988), in her functional analysis of the language of meetings and the materials used for teaching them. Her study began because she was unconvinced that 'the language taught by the textbooks reflects the language that is commonly used in meetings, nor that the language taught is of any particular use to students when they

participate in meetings' (1988:45). In this small scale study of three one-hour meetings between native speakers of English in Hong Kong, she found a significant gap between the 'real' language of the meetings she recorded and the materials she analysed that are used in teaching English for meetings.

> Of the exponents taught by courses to realize functions, there was virtually no correspondence with the forms actually used in meetings. Of 135 exponents taught to realize 12 functions, 7 (5.2 per cent) were in fact used. Of the 7 used, one was said by the textbooks to be rude.
>
> (Williams 1988:51)

She also noted that when selecting language exponents it appeared that writers did so by using 'introspection or a kind of educated hunch, rather than empirical research' (1988:46). Thus, it can be seen that Williams' findings very closely match the work of Scotton & Bernsten, Ventola, Boxer & Pickering and Cauldwell & Hewings in noting a lack of reality in the materials, an emphasis on over-polite forms of the language and a preoccupation in focusing on the explicit forms of the language as opposed to the implicit. This study, whilst potentially very significant, was too small for any generalisable findings - a fact Williams herself noted - yet the results 'do suggest that a more wide-ranging comparison between language taught and language used could provide some interesting insights' (1988:53). Indeed, other work done in this area serves only to strengthen Williams' distrust of Business English materials.

Shields (1994), in a similar study, looked at the use of *agreement* and *disagreement* in business meetings and in textbooks and again found significant differences. He found that Business English textbooks tended to teach agreeing and disagreeing in formulaic and explicit terms, e.g. *I agree* or *I think you're wrong*. From the meetings Shields attended , he found participants much more likely to express disagreement by use of a longer pause before speech or a phrase such as *yesbut*.

Yli-Jokipii (1994), in her study of *requests* in business correspondence from different cultures, compared the presentation of requests in real-life correspondence with textbooks from both the UK and the US. The same themes were again noted:

The textbooks provide *less variation and sophistication* than real-life calls for the British being more monotonous in their choices than the Americans. In fact, the British real-life and the corresponding instructional material occasionally represented the two extreme ends in the frequencies of the choices and the investigation. The American instructional material showed a tendency to avoid the conventional and formulaic ways of requesting, an aspiration affecting even flexible choices. The *real-life situations seemed to call for greater implicitness* than the instructional material is able, or chooses, to pursue. For example, the *textbooks prefer explicit devices* to indicate the action in the request, whereas the real life writers employ more covert means such as the passive, circumstantial, or evasive orientation. The discrepancies between instructional material and real-life practice are wider in this respect in the British data than the American.

(Yli-Jokipii 1994:249 - *my italics*)

She does say that the US textbooks were meant for native speakers and that the UK ones were for learners (1994:251), thus the samples represent examples of text written for very different target audiences, making any comparison a little unfair on the UK authors. However, her findings match precisely those of the other studies mentioned so far. Similarly, in another study of business correspondence, Maier (1992) noted in respect to materials published to help in business writing that

...these books focus solely on issues of form, ignoring the often more crucial matters of style and content. A survey of books on business correspondence revealed a similarly disturbing lack of attention to such issues, yielding several volumes of 'model letters' from which a user may choose.

(Maier 1992:189)

Ma (1993b) studied the difference between a corpus of 50 business letters and published materials for its teaching and also noted several differences, for example, use of the PS section of letters was not covered in the materials, but widely used in real-life. In terms of business writing materials one possible reason for discrepancies

between real-life and materials is suggested by the work of Louhiala-Salminen (1996). She notes the situation of permanent change in Business English and, in a questionnaire and interview-based survey of Finnish business people, she described the feeling of teachers facing the rapid technological shift from the 'business letter' to faxes and email:

> It seemed to me that we, i.e. educators, students as well as the business people themselves, were all slightly lost, not knowing where we stood, when the basis of our concept of communication, The Letter, had suddenly almost disappeared, and we did not have anything to compensate the 'store of phrases' which had been a suitable resource to draw on in most writing situations.
>
> (Louhiala-Salminen 1996:38)

Her findings showed that the fax is now the dominant medium of business correspondence and that written skills are just as needed as spoken skills (1996:49). Even a detailed study of all Business English published materials fails to find adequate and detailed work on how to write faxes; thus, reality is so far not displayed within available materials.

The key problems found in Business English materials presented above can be summarised as follows:

1. Materials present an oversimplified and unreal picture of the business world.

2. The language found in the textbooks differs from that used in actual business.

3. There is a concentration on politeness and pleasantness that is not matched by real-world experience.

4. There is a concentration on the explicit forms of language use to the detriment of implicit forms.

5. The language, both structure and lexis, found in Business English materials, is entirely based on the intuition and experience of their authors. There are exceptions - *Key Words in Business* (Mascull 1996) for example, is based on the COBUILD corpus of business texts - though this is only written text. Many course books today also use authentic business texts but these are again limited and chosen for inclusion by the authors.

It should be stressed here that the intention of the previous section was to *highlight* shortcomings in the materials. Thus, the negative aspects of the materials have been stressed. Recent writers, it should be noted, however, have been less critical of Business English materials. The materials under examination in the previous section are from the 1960s to 1980s (with the exception of Louhiala-Salminen 1996), and it is clear that both ESP and Business English materials have had time to develop and grow since then. Dudley-Evans & St John go so far as to say that

> We would suggest that the discrepancy between the textbooks and actual data is much less than it was at the time of Williams' original investigation ... and that published textbooks are now based on a good mix of sound teaching experience and informed understanding of how different texts work in business communication.

(Dudley-Evans & St John 1996:40)

Dow (1999) concurs with this idea in the conclusion to his article on negotiating and non-native speakers and presents a picture of Business English materials that is, if not entirely rosy, certainly a positive one. He believes that 'Discourse, genre and lexico-grammatical research does genuinely appear to be informing best classroom practice' (1999:98) and this is also being reflected in some materials. Business English materials thus have certain faults and limitations in terms of their accuracy and their oversimplification of the complex language of business. Conversely, it can be said that they are considerably better than they were ten years ago. In order to improve further, Business English materials need to receive more information directly from language research - side lining the use of intuition. The final section of this chapter will now summarise all the key themes presented so far and suggest where Business English might benefit most from further research.

2.18 The Review of the Literature: Summary and Conclusions

This review of the literature of teaching Business English has ranged from early register analysis studies, through discourse and genre to needs analysis and the evaluation of Business English materials. It has highlighted the importance of the needs of the students pursuing management course and teachers who are teaching Business English. It has presented a picture of an area that is at present at an

important stage of its development. By this it is meant that for too long, development in Business English product and practice has been at the whim of the intuition of its practitioners. This is now changing, and empirical work in this field has slowly been accumulating and at time of writing is starting to gather momentum. Being materials-driven has had certain benefits for its practitioners, such as the practicality and teacher-friendliness of its materials (Dudley-Evans & St John 1996:40), but it has been seen that intuition alone can never be enough. Intuition is a valuable servant but a dangerous master. This last section uses four distinct but overlapping dichotomies to summarise this review of the literature: micro- vs macro-level knowledge, single vs multi-disciplinary knowledge, intuitive vs empirical knowledge and research knowledge vs classroom practice. It will show what has been achieved and what still needs to be achieved in a search for knowledge of what Business English is.

2.18.1 Macro- vs micro-level knowledge

It is perhaps the nature of all good research that the target of its study is examined in minute detail so as to incrementally add to our knowledge of the world. This approach to research has underpinned most of the literature reviewed here. Early register analysis work concentrated on certain grammatical items or lexis in a given register, mathematics (Kirkham 1978), or medical (Wingard 1981), for example. Under the heading of discourse analysis, research was carried out into, for example, cohesion in business letters (Johns 1980), or conjuncts in business news stories (Morrow 1989). Turn-taking rules in technical (Lenz 1987) and business meetings (Micheau & Billmyer 1987) were also studied. The overall effect of this state of affairs has led to limitations. In terms of Business English teachers and work in the classroom, the studies have come in such small 'units' that it has been difficult to gain an overall view of the state of Business English as it stands. The field is littered in a sense with 'gems' of micro-level information, but these gems seem to be strewn at random waiting to be found, rather than arranged in any systematic or easily accessible manner. Furthermore, it requires a vast accumulation of micro-level knowledge before it can start affecting the classroom on the macro-level.

What is needed, it is argued here, is research that can present a picture of how effectively Business English both at micro- *and* macro-level can be understood and taught.. Ljung (1990) went part of the way there in his study of TEFL textbooks in comparison to the 'real-life' language found in various corpora. Ljung was able to

present an overall picture of the lexis found in over thirty textbooks and draw conclusions from this about the books at a macro-level. Yet Ljung concentrated only on the differences between the textbooks and real-life language and only at the single word unit level. Therefore, similar methodology will be used in this thesis not only to look at materials, but also to study how Business English differs from general English, thus defining it at a macro-level. However, the literature has also shown us that language should not be seen in isolation of its context. These contexts represent the micro-level genres of which Business English is composed. Thus, macro-level knowledge of Business English will be gained in this work by collation of large amounts of micro-level knowledge. In doing this, this thesis will take advantage of previous methodologies from register to genre analysis and take a multi-disciplinary, rather than single-discipline approach.

2.18.2 Single vs multi-disciplinary knowledge

The various methodologies discussed in the review of the literature were all found to be both useful and to possess shortcomings. Register analysis in its early state divorced linguistic features from their context and studied language only at the level of the sentence - the approach was unable to say why language occurred where and when it did. There was also an almost total concentration on written language. Discourse analysis shifted attention away from the sentence level and studies on discourse strategies also took spoken language into account - but language was still to a large extent seen away from its social context. Genre analysis has been able to join language, social context and communicative purpose together but has run into problems of definition and prescriptiveness. Again it has focused mainly on written language. It is argued here that any linguistic study of Business English should draw from the positive aspects of all these previous approaches. The study of lexis proposed in this thesis will thus utilise aspects of register and discourse analysis and use the concept of genre to orchestrate and give order to the work. Additionally it will take into account both written and spoken language. In this way language can be studied in detail whilst still being firmly placed in its social and communicative context.

2.18.3 Intuitive vs empirical knowledge

This dynamic has been noted throughout this review of the literature, though it has been especially prevalent in needs analysis and materials development. The dichotomy has two implications. Firstly, empirical research is needed to replace the intuitive approach of most Business English practitioners. Secondly, the empirical data collected must be large enough to offer a representative picture of the language it is studying. The small size of research data and inability of the results of these works to be generalised have been noted throughout this review. In order to create a data bank of sufficient size, the use of computer-based technology and corpus linguistic methodology is necessitated. It has been noted during the review that many writers have suggested the need for this approach, for example, Cowan (1974), Pickett (1986b) and Yang (1986). It is, however, not suggested that intuition be done away with entirely, nor would it necessarily lead to a better study if it were. However, the validity of informed choices made on the interpretation of empirical data is of much greater value than when choice of language is made entirely intuitively. One further positive aspect in regard to the use of corpora and computer technology is that they can facilitate work discussed in the final dichotomy that of research knowledge and classroom practice.

2.18.4 Research knowledge vs classroom practice

It was noted that Dow (1999), for example, believed that research knowledge is taking place and that Business English, as a result of this, has improved to a great extent. However, the transfer has been slow and the research design of most of the studies looked as if no there is room for transfer of results into the classroom. Most studies end with a comment or paragraph by the author saying that the results are important and should be of use to teachers. Yet little in concrete terms is done in order for this to happen. The field of Business English is one where the crossover of research to materials needs to happen much more than it does at present. This entails firstly more studies being undertaken, and secondly, at the same time these studies having an in-built element that takes the results into the classroom.

2.18.5 Research Gap and afterword towards a methodology

The teaching of Business English has had a fairly long history in India and it has become increasingly research-led. Business English as English in use in business

represents a domain of social and economic life, with its own subject matter, interpersonal relations, and choice of media and channel of communication. It thus deserves attention as an independent field of interdisciplinary study. From this understanding, the teaching of Business English in India, and presumably in similar situations elsewhere like a developing state like Assam, derives its necessity and vitality because several management institutes are coming up slowly and gradually. At the micro-level of implementation, Business English practitioners draw on ESP for tenets of teaching and methods of discovering learner needs, developing and selecting materials. They are further informed by studies of how business professionals use English in the workplace. Integrating and applying the insights into Business English from these complementary perspectives, we should feel more confident in our endeavor to educate students of English who aspire to business expertise.

To summarize, research findings show that a host of similar challenging problems exist in different management colleges in India. This study tries to seek alternative measures to overcome them. The level of students varies and tasks and assignments to suit different levels can be given to assess the ability of the students of a particular level. In the initial years when communicative English is introduced to them as in management colleges of Assam the students come to the class with different mind sets. It is seen that students need not necessarily understand all that the teacher teaches in the classrooms. Mismatch at the learning process level is evident in such situations. Oral English teaching is also to be based on the limitations of the learners. The beginners will have to be given adequate support through scaffolding. Multiple Intelligence theory states that children should be evaluated by what they can do, not by what they cannot do.

The management institutions of the state run short of qualified teaching staff in core subjects as well as in ESP and Communicative English. It is necessary for teachers to pursue a particular teaching strategy, which in her personal conviction must be appropriate and effective in the given situation. It is not only desirable to have a strategy but also necessary to explain to the learners how this strategy can lead the students to the targeted goals. It is probable that the learners often fail to fathom why they learn the content assigned to them. If the purpose is explained to them, they may be motivated to learn it with interest. In such a scenario recourse to e-learning

can ease the situation to some extent. This can also bridge the gap between urban and rural students in accessing latest knowledge and information.

It also shows that English for neo millennial managers does not only remain as a subject but also an interdisciplinary aspect to improve the social status of their lives in both personal and professional fields. Integration of English as a subject into the management curricula thus needs to develop the humanistic aspects in academic field and develop their personality. Learning proper English would give them a good grasp on the current usage of business language which would turn them into culturally informative and socially responsible managers.

The current study is similar to others from the standpoint of conducting Needs Analysis to understand the existing gaps in the teaching learning process. But it differs from the studies cited above in certain aspects as mentioned below:

1. The current research focuses on needs of learners from various angles like language skills; syllabus design, cognitive and affective factors, and above all making English learning a positive learning experience.

2. Similar studies mostly focus on either academic needs or professional needs but this research explores both the needs not only from teachers' viewpoints but also from the learners' viewpoints.

3. It tries to find out the existing lacunas in teaching and learning process, methods and resources that remain as barriers to realize the actual linguistic needs.

4. Additionally, this study tries to provide suggestive measures to overcome the barriers identified so that management students can achieve proper communication skills to apply in real-life situations.

The above discussion, it is hoped, has synthesised the key issues raised in the literature reviewed in this chapter. It has shown that much work has been done and much is still left to do. Many aspects of business language have been studied with regard to a variety of important factors. Yet, despite all the research there is a scope of further research to conduct a need analysis on the teacher effectiveness in teaching English as a second language at the secondary level schools in the Kamrup district of Assam.

The researcher has explored English for Specific Purposes (ESP) comprehensively and thoroughly starting from its history and development and the researcher attempted to give better understandings towards this area of English. English for Specific Purposes has developed out of the need to provide specific courses for students who had to learn English more as a means to an end rather than for the sake of learning English itself. In this case ESP is based largely on the goals and requirements that students have because when students have little or no basic knowledge in English, then teaching it for a specific purpose would be almost impossible. All in all, ESP can be simply deduced as the use of specific variety of English in a specific context to meet specific needs of the learner. The guiding principle proposed for ESP by Hutchinson and Waters (1987: 8) "Tell me what you need English for and I will tell you what English you need" is in perfect accord with the above statement along with the history and development of ESP. Based on the history and development of ESP specifically in reference to teaching of Business English in the management institutes of Assam, it can be observed that the learners' needs of English play an important role in developing and designing the learning materials to fulfill their specific needs.

2.19   Concluding Remarks

To summarize, research findings show that a host of similar challenging problems exist in different management colleges in Assam. This study tries to seek alternative measures to overcome them. The level of students varies and tasks and assignments to suit different levels can be given to assess the ability of the students of a particular level. In the initial years when communicative English is introduced to them as in management course the students come to the class with different mind sets. It is seen that students need not necessarily understand all that the teacher teaches in the classrooms. Mismatch at the learning process level is evident in such situations. Oral English teaching is also to be based on the limitations of the learners. The beginners will have to be given adequate support through scaffolding. Multiple Intelligence theory states that children should be evaluated by what they can do, not by what they cannot do. The management institutions of Assam run short of well-trained teaching staff in ESP and Business English. It is necessary for teachers to pursue a particular teaching strategy, which in her personal conviction must be appropriate and effective in the given situation. It is not only desirable to have a

strategy but also necessary to explain to the learners how this strategy can lead the students to the targeted goals. It is probable that the learners often fail to fathom why they learn the content assigned to them. If the purpose is explained to them, they may be motivated to learn it with interest. In such a scenario recourse to e-learning can ease the situation to some extent. This can also bridge the gap between urban and rural students in accessing latest knowledge and information.

No research has been conducted till now in management colleges of Assam so far on these aspects. Therefore the current research can examine various aspects of a needs based approach in the teaching and learning process of English for management purposes. Its results and implications will no doubt be of use to policy makers, teachers and also for students. Restructuring curriculum on the basis of these suggestions will produce new managers for the new generation. In a learner-centered curriculum, key decisions about what, how and when etc. could be decided on consultation with the learner. Learning-centeredness is empowering the learner decide what he wants to learn. Usually a student develops this ability at the end of a course. It does not mean abdicating the responsibility of the teacher to the student. Nunan, (1995) finds that a learner-centered curriculum will encourage learners to move towards autonomy at the end of the pedagogical continuum. This is what ESP/EBP curriculum focuses upon. Over the past decade increasing attention has been focused on the importance of communication skills for management students in India but not on the gaps in the implementation of the designed syllabus thus seeking measures to minimize the gap to help students achieve skills to transfer it in real world situations. This literature review thus provides an insight into the certain theoretical foundations related to the research and discusses relevant teaching-learning theories and recent researches done in this area.

Chapter Three

Methodology

3.1   Rationale

This chapter presents the methods and procedures that the researcher followed to conduct the English language needs assessment study of the management students so that appropriate teaching methodologies and courses could be designed in future, keeping in mind the needs and competency levels of the diverse student population in Indian classrooms. It also enquires into the language skills acquisition patterns that correspond to the academic and professional needs of managers. It seeks the right medium through which these skills can be acquired and subsequently implemented in the real world. The methodology followed was a questionnaire-based survey among students and teachers. The students were observed in a natural context, i.e. in the English language classrooms of different management colleges of Assam. Assam is one of the seven states of North East India. Dispur is the capital of Assam. The official language of the state is Assamese. Like all states in India, Assam is a multilingual state. Apart from the Assamese language, Bengali, Hindi, Bhojpuri and Nepali languages are also used by different communities.

The state has introduced the Three Language Formula in its educational system. English is introduced in the Assamese medium schools at Class I. English is studied as a compulsory subject up to the Matriculation (High School Leaving Certificate) level. Thereafter, English is studied for two years in the +2 stage and three years at the under-graduate level. In other words, English is studied as a core subject for eleven years.

In this study an attempt is made to depict the Business English teaching conditions of the management institutes of Assam. The researcher wants to mention here that The Board of Secondary Education, Assam (SEBA) is the academic authority of the secondary schools of Assam apart from Central Board of Secondary Education (CBSE). It also conducts the final examination of HSLC of Class X. The curriculum and textbooks of English followed in the secondary level are prepared by SCERT (State Council of Education Research and Training) and NCERT. It also conducts English teaching trainings to teachers of secondary level. The Sarva Shiksha

Abhijan (SSA) Assam, too, prepares textbooks and these are prescribed for use up to class VIII since the introduction of the Bill of Compulsory Education for all children up to 14 years of age.

There is a general belief among the people that most of the provincialised and non-provincialised Assamese medium schools fail to provide quality education; especially the English language attainment level is very low. The students from Assamese medium schools are 'scared' of English. Reasons are varied and the most significant reason is non-exposure of the English language. Moreover, English language is taught by the teachers as a subject .They fail to understand that it is a subject which has to be learnt. Because of their inability to speak fluent English, a good number of students from Assam show poor performance in interviews in job recruitment drive. They are not able to communicate well in day-to-day transactions where English is required. And in this situation when these students go for undergraduate courses like B.Com, BBA, BBM, and post-graduate courses like PGDBM, PGDM and MBA it becomes a daunting task for the teachers as well as a great challenge for the students as well.

English has become the medium of all relevant social interaction. The ability to use English effectively is considered an absolute essential. It is only recently that Business English or Business Communication so has gained importance in the management institutes of Assam.

Children start learning English from a very early age, 4 or 5, in kindergarten and continue in primary school, then in secondary and high-school with the first and another (second) language. The most studied language is English, on the one hand, because it is obviously the emerging to be the international language and, on the other hand, because there is a need for employees with good English skills on the Indian job market as more and more international companies are now operating in our country. It is natural then that this concern for the development of English language abilities has been extended to the academic environment as well. No matter what college or faculty one attends, a practice course in English language is usually included in the curriculum.

The majority of private and state-owned companies require knowledge of English language, as a major asset of their future employees. So, it can be seen very

clearly that learning English language, especially in India has become increasingly important to all categories of people, no matter their age or qualification.

However it needs to be mentioned here that the teaching of Business English in the management institutes of Assam is in a chaotic state. Students are taught English for about 4-5 periods a week for one semester baring a few institutes which takes it to the second semester .In Assam Institute of Management follows a trimester pattern and Written Analysis and Communication is spread over three trimesters in the first year of the Post Graduate Diploma in Management which is a two year programme. In many institutes Business English is considered to be a non- credit paper so the students as well as the faculty concerned do not give much importance to this particular subject. In some deficit colleges the course is self-sustained by the colleges itself without any funds from the government.

It cannot be denied that there are a few management institutes in Assam which are concentrating on a holistic approach as far as language teaching and learning is concerned. Teachers use audio-visual aids and state of the art infrastructure. A functional language laboratory and a skill based curriculum is developed and provided to the students to develop people skills along with hard skills. Teachers update themselves with latest trends in English for Specific Purposes (ESP). They leverage students' achievement in communication skills so that they are job ready.

However, same is not the case with most of the management courses provided by various universities and institutes. The irony is that after finishing the course they hardly know anything about Business English. By the time they pass out of the university, it becomes difficult for them to fetch jobs which demands extremely good communication skills. Besides, they do not know the simplest structures of English. Their employability is at stake due to their lack of competency as far as communicating in English is concerned.

A careful observer laments that the standards of English in the management institutes are fast deteriorating. Who is responsible for this sorry state? The policy framers? The curriculum designer? The teachers? The students? The fault however lies with the system which emphasizes only on a passing of the examination.

The present study is an attempt to understand the challenges of teaching Business English in the management institutes of Assam and the needs of the teachers

and learners. Attempts will be made by the researcher to communicate and engage in informal talks with employed graduates to know their views on Business English.

In the light of this careful observation, it is possible to assess, the conditions under which English has been taught and learnt in the institutes. This chapter presents the methods and procedures that the researcher followed to understand the challenges faced by teachers who teach Business English/Business Communication / Managerial Communication / Written English and Oral Communication and to conduct the Business English language needs of management students. The researcher tried to find out the appropriate teaching methodologies and courses that could be designed in future, keeping in mind the needs and competency levels of the diverse student population in Indian classrooms. It also enquires into the language skills acquisition patterns that correspond to the academic and professional needs of management students. It seeks the right medium through which these skills can be acquired and subsequently implemented in the real world. The methodology followed was a questionnaire-based survey among students and teachers. The students were observed in a natural context, i.e. in the English language classrooms of different management colleges of Assam.

The responses of the teachers and students were elicited from a questionnaire survey conducted during a period of 15 months. The researcher personally visited the management institutes and some questionnaires were received online from various regions of the state. The questionnaire survey conducted in different management institutes of Assam and also management courses provided by Gauhati University, Tezpur University, Dibrugarh University, Assam University, Assam Institute of Management, NERIM, GIMT, AIMT, Assam down town University, Don Bosco University so on and so forth are included in this study to ascertain the ground level realities of language learning and teaching experiences. The chapter begins with the description of the research subjects (students and teachers) and research instruments and concludes with a description of the methods and procedures that were followed to analyse the data.

Independent variables related to research questions as curriculum design, academic and profession related needs in language learning context were taken into consideration.

The implicit logic behind taking these variables are whatever related literature available with the researcher has been found to review and to examine the challenges teachers and students encounter in the teaching and learning process the variables considered plays a vital role and cannot be ignored to address the issue of non-effectiveness in the process of teaching Business English. The relevance of the independent variables to the present study is vital to improve upon the limitations to suit the objectives of the present study.

3.2   Sample of Colleges:

The students participants in this study are 305 students enrolled in the 2-year MBA/PGDM/PGDBM program and 3-year BBA /BBM programme at various management institutes in Assam from whom the data were collected. They are selected randomly from their classes in 20 significant colleges and are assumed to represent a group of students in Assam who have had approximately ten years of formal English learning. The instrument includes questions that gather demographic information such as their age, learning experience, needs, fulfilment etc. There are as many as 23 prominent management colleges spread across the state of Assam most of them concentrated in and around the capital city Guwahati alone, which gives post-graduate degree courses like MBA, PGDM, PGDBM and undergraduate courses like BBA/BBM. The colleges visited included the oldest to the most recent management colleges in the state. Stratified random sampling was used to select the sample colleges within the whole population. Out of the 23institutes, 20 colleges were selected. The colleges selected were situated in all the northern, eastern, western and southern parts of the state. It included universities, government institutions and private (self-financing) institutions to make it representative and give credibility to the study.

It is common knowledge that students with a major in economics or business should study business language and vocabulary, whereas students with a major in chemistry, history or any other science should have a course in general English (or another foreign language) with the necessary adaptations to the specific language of their major area.

The department of business administration provides English language courses for the students in most of the management institutes of Assam, so the major focus of

the study is teaching business language and communication and the needs of the Business English learners. The researcher is going to refer to the structure of these courses and the challenges encountered while designing the syllabus and the content of the courses.

The curriculum for students in business administration or management comprises only one semester of Business English in undergraduate level i.e., BBA/BBM in Assam. As far as MBA is concerned the courses varies. In Dibrugarh University there is one paper as Managerial Skill Development in 2nd semester, where there are topics like Dos and Don'ts of Business writing. Commercial letters; Writing Business reports, Oral Communication presentations of reports, public speaking, and negotiations are listed. In Gauhati University a non-credit course is available under the name Written and Oral Communication. These courses take place once every week for MBA. There is a credit paper for BBA which is conducted 4 hours a week. In Tezpur University there is one Managerial Communication where along with Business English soft skills are also a part of the course.

It included universities, government institutions and private (self-financing) institutions affiliated to the universities like Gauhati University, Dibrugarh University, Assam University, Mysore University, etc as per their year of establishment (before 1990, 1990-2000 and 2001-2010), to make it representative and give credibility to the study. The management students in colleges of Assam affiliated to Gauhati University follows a syllabus comprising of the Effective English and Business Communication course at the undergraduate level that is in the 1st semester and Written English and Oral Communication (Elective Paper) at the MBA level. In most cases, it is either a one or two semester course, comprising of both theory and practical classes. Having said that most of the institutes claim to have a language laboratory for practical sessions to handle all the LSRW skills, however the researcher found that the claims were not true in many cases as the laboratories were not functional. The teachers were not trained to use the softwares appropriately and effectively. The authority concerned also gave a deaf ear to the teachers and students' needs. In Tezpur University the name of the course is Managerial Communication for MBA students. In Assam Institute of Management (AIM) a premium management institute of Assam gives a Post Graduate Diploma in Management (PGDM).It is 2 years full time degree course to the management students. The pattern is trimester

system in AIM. It follows the line of IIMs as far as the English course content is concerned. Here Business English comes under the course Written Analysis and Communication (WAC).It is spread across three trimesters. The first trimester covers grammar, second trimester business communication, and third trimester focuses on case analysis. Certain Master's programs provides non-credit course like Assam University and Gauhati University.

The student population represents the total number of students admitted in the college who have Communicative/Business English as their compulsory/elective subject. Number of students selected for the study represents the total number of students from each college who participated in the questionnaire survey. The questionnaires were distributed in theory classes of 40-60 students per availability of classes. The students who were absent or abstained differed from college to college. There are 3146(Approx.) number of students pursuing management courses in the following institutes.

List of Institutes and Universities which provide Bachelor of Business Administration/Bachelor of Business Management course/Post Graduate Diploma in Business Management/Masters in Business Administration

1. Assam Institute of Management

2. Assam University

3. Asian Institute of Management and Technology (AIMT)

4. Assam down town University

5. Bongaigaon College

6. Commerce College, Kokrajhar

7. Dibrugarh University

8. Don Bosco Institute of Management

9. Dispur College Gauhati University, Guwahati

10. Gauhati University

11. Gauhati Commerce College

12. Girijananda Chowdhury Institute of Management and Technology

13. Kaziranga University

14. Krishna Kanta Handique State Open University

15. Keshab Chandra Das Commerce College

16. Lalit Chandra Bharali College

17. Lakhimpur Commerce College

18. North Eastern Regional Institute of Management

19. Nagaon Gopinath Dev Goswami Commerce College

20. NIS Academy, Dibrugarh Distance Mode

21. NEF College of Management Technology, Guwahati

22. Royal School of Business

23. Tezpur University

3.3   Student Sample

Maximum respondents belonged to Assam which has been divided into four regions, Eastern Assam, Northern Assam, Southern Assam and Western Assam. There were a few numbers of students who had their secondary and higher secondary education from other states like from other states like Andhra Pradesh, Orissa, Jharkhand, West Bengal , Rajasthan , Uttar Pradesh. The demographic detail also included the area that the students belonged to; whether urban 131(42.9%), semi-urban 97(31.8%) or rural 77(25.2%).

Table 2: Course and Area

CATEGORY	SEBA		CBSE		Total	
	Count	%	Count	%	Count	%
Rural	72	23.6	5	1.6	77	25.2
Urban	55	18.0	75	24.6	130	42.6
Semi-Urban	85	27.9	13	4.3	98	32.1
Total	212	69.5	93	30.5	305	100.0
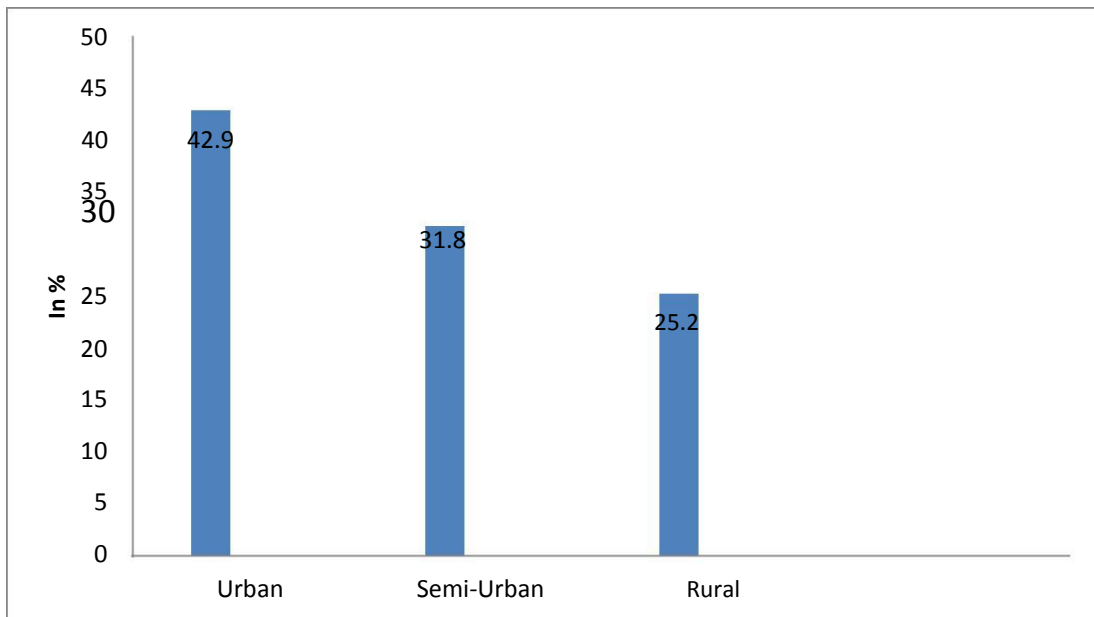
Figure 11: **Distribution of the Student Sample According to Urban, Semi-Urban and Rural Areas in Percentage.**

The students belonged to the age group of 18-23. The students get admitted into these colleges on the basis of their scores in XIIth Board Exams for undergraduate level and common entrance test like CAT, MAT, AIMA, ATMA at the at the national level for Post Graduate courses, and therefore the students belong to a heterogeneous group belonging to different geographical locations mostly within the country. However in many private management institutions the common entrance test is not the criteria if the student can pay a huge tuition fee. This way the classes are a mixed ability classrooms which stand as a challenge for the teacher to cope with the students' academic background and current demands which needs to be fulfilled. The sample included students from 1st, 2nd, semesters BBA courses and MBA courses. However, the semesters for Post Graduate level varies from institutes to institutes. Further details of the respondents are presented in graphic representations. Out of a total number of 305, maximum numbers of respondents were from 1st and 2[nd]semester. The details of matriculation boards from which the respondents have undergone Higher Secondary Education helped to differentiate the English language proficiency level of the students. The matriculation boards from which the respondents passed their Higher Secondary Examination were:

1.   212(69.5%)students passed the Board of Secondary Education (AHSEC): the board under the Government of Assam, where English is introduced at the primary stage from Class-1 onwards. The medium of instruction is Assamese in rural colleges and also in vernacular medium schools, which is the official language of the state, and English is taught as a second language.

2.   93 (30.4%) students passed the Central Board of Secondary Education (CBSE): An all-India board where English is the medium of instruction and two other Indian languages, the regional language of the state concerned as well as Hindi, the national language, are taught as second and third languages.
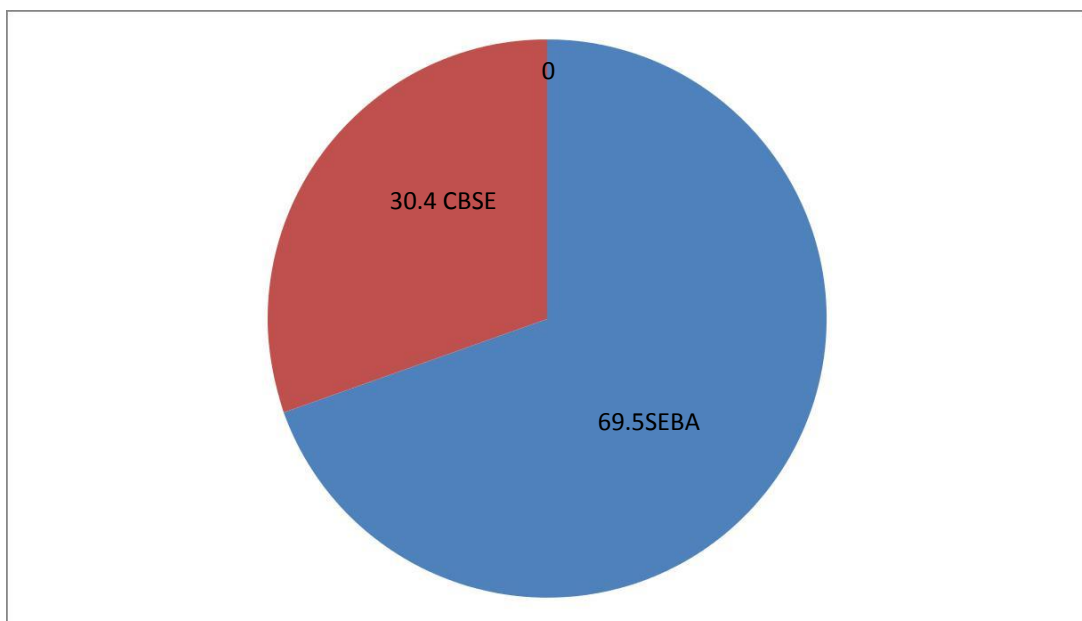
Figure   12: English Language Learning Background of Respondents in Percentage

3.4   Teacher Sample

The teachers handling the Business English/Communicative English classes of different management institutes of Assam were contacted for questionnaire survey personally by the researcher. The teachers were thus requested to fill in the questionnaires. The number of respondents stands at 39. The respondents included teachers from different management institutes of Assam.

The teachers were teaching the Communicative English and Business English courses of first and second year students in different management institutes. They

belonged to different age groups ranging from 25 to 60 and had minimum of 1 year and maximum of 30 years of teaching experience. As in any mixed ability class, the composition of the teachers was also mixed, having diverse areas of interests and specializations.

3.5   Instruments of the Study

The researcher made use of two questionnaires (Appendix I & Appendix II) as research instruments through which both quantitative and qualitative data were collected. This instrument was used to achieve the purpose and objectives of the study. According to Nunan (1995) the first-step towards making language learning learner-centeredness is to make the learners aware of the goals, the contents, the learning programs and the pedagogical materials. He states that there is evidence that interest and motivation are enhanced when the purpose and rationale of instruction is made explicit to both learners and teachers. The researcher also conducted face to face interview with the students and the teachers as well. The researcher also observed the classroom situations and casually collected information from the respondents and authority concerned.

3.6   Students' Questionnaire Survey

The quantitative data collected from the student questionnaire used for the study was designed to satisfy three main objectives. The objective of the questionnaire was to identify the lacunas in the existing syllabus design, and also to identify the students' academic and professional needs in the language learning context. It had a total of 30 items in addition to the demographic details such as: the semester they belonged to, their branches of study, their language learning backgrounds, the state they belonged to, the area they belonged to, etc. see (Appendix-1). Firstly, it tried to identify the English learning experience of students and thereby the lacunas/gaps in the existing syllabus design and other related issues, in classroom settings (Section1 items 1-11).

Secondly, the questionnaire aimed to obtain the existing gaps in students' academic needs by considering the frequency of desired needs and the frequency in which it is available in colleges/universities (items Section II items12-21). Finally, it aimed to elicit information regarding the existing gaps in professional needs by

considering the frequency of desired needs and the frequency in which it is available in colleges/universities (items Section III items 22-29).

The qualitative data was collected from Item 30.It was from an open ended question.

"How you would like English to be taught in your college?

3.7 Teachers' Questionnaire Survey

The questionnaire survey was conducted among the teachers handling the Business/Communicative English classes of different management colleges of Assam. This questionnaire (Appendix-II) aimed to collect both quantitative and qualitative data and also a structured interview regarding the teaching practices that were being followed among teachers of management colleges.

The objectives of the questionnaire were to collect information regarding the existing syllabus design and how far it is being put into practice and then to identify different needs (academic and professional) of language learners in management context. The assessment process, teaching pedagogy, materials and also teacher beliefs and attitude was focused in the questionnaire to gather necessary data.

The introductory section that is the **Part One** collected both the personal and professional details of the teachers. It included their educational qualifications and number of years of experience in teaching English and whether any specializes training in teaching Business English.

Part Two had six sections. In **Section A** six statements were given where teachers were asked to tick the appropriate answers in the blank spaces provided after the statements by choosing an option from the scale. The statements intended to find out the aims and objectives of the Business English course Q. No. (1-6).

Section B consisted of seven statements related to the course content. They were asked to mark their views on a Likert scale of 1. Strongly agree, 2. Agree and 3. Don't know 4.Strongly Disagree 5.Disagree.Q.No.(7-13).

Section C provided eight questions on Assessment statements where teachers were asked to give their opinions. They were asked to mark their views on a Likert scale of 1. Strongly agree, 2. Agree and 3. Don't know 4.Strongly Disagree 5.Disagree.Q. No. (14-21).

Section D included eight questions on Materials. They were asked to mark their views on a Likert scale of 1. Strongly agree, 2. Agree and 3. Don't know 4.Strongly Disagree 5.Disagree .Q.No. (22-28).

Section E included seventeen statements on Teaching Methods. They were asked to mark their views on a Likert scale of1.Always 2.Sometimes 3.Rarely 4.Often 5.Not at all. Q. No. (29-45), barring Question Number 36 which required dichotomous response from the participants in the form of Yes/No/Why.

Section F included eleven statements on Teacher Beliefs and Attitude. They were asked to mark their views on a Likert scale of 1. Strongly agree, 2. Agree and 3. Don't know 4.Strongly Disagree 5.Disagree .Q. No. (46-56).

Section G also required dichotomous response from the participants in the form of Yes/No/Why.

Section H interrogated the teachers to seek answers regarding the needs of students of their college /institutes in learning Communicative English and Business English courses. Hence the answers were qualitatively analysed by the researcher.

The questionnaire aimed to know how far teachers could conduct those activities in the classroom context. The different needs identified. It took the opinion of teachers to ascertain how far the needs were considered important from their view point. Question like 'List three major needs of students of your college, as perceived by you, in learning English for Management purposes was verbally asked by the researcher to the teachers and they were also asked to share their views on the overall experience in teaching Business English.

3.8   Validating the Students' and Teachers' Questionnaires

A pilot test was conducted at Assam Institute of Management, Guwahati, among students of 1st and 2nd trimester Post Graduate Diploma in Management (PGDM) students. Certain questions needed modification as the students could not make out the exact meaning of the sentences. Students were not ready to give negative responses in the presence of their English teachers. They were interested to know how the skills could be developed. In the third section though all the statements had a positive response, the comments differed. The question based on the open ended question in the fourth section was to identify the needs of students from teachers'

viewpoints. This question identified various needs of learners and thus supported the research questions.

The teacher interacted with the students to understand and clarify the problems they faced in filling up the questionnaire.

The research findings after the pilot study conducted were:

1. The teacher's personal assistance was necessary in making the students fill in the questionnaire.

2. Some students were reluctant to respond to the open-ended question.

3. Students were to be assured that their roll number or their names were not asked for and so their responses would remain confidential.

4. The students needed to be rightly oriented to fill the questionnaire.

5. Some students were interested to know how and when the ideas and suggestions mentioned in the questionnaire would be implemented.

The teachers' questionnaire was piloted among three teachers of Asian Institute of Management, Guwahati. They belonged to different age groups and had different levels of teaching experience. One of the faculty members was a Lecturer with 2 years of teaching experience in the existing syllabus, another faculty had about four years of teaching experience in the same college and another lady professor was a fresher. The teachers raised certain doubts while filling in the questionnaire. Their views/doubts were taken into consideration before finalizing the questionnaire. This helped to gather three different viewpoints to bring necessary modifications to the questionnaires. Regarding Part II Section B of the questionnaire they had high opinion and wished that some of the latest methodologies of teaching should be incorporated into the syllabus. Some were of the opinion that the objectives of the syllabus were well defined but it needed to be executed precisely. Regarding Section C and Section D the teachers were not sure about what kind of assessment and materials would suit best however the teachers had a positive mind set and they were enthusiastic teachers.

3.9 Administration of the Research Instruments

The researcher personally visited and conducted the survey. A letter from the Head of the Department of the researcher seeking permission to conduct field work was addressed to the head of each institution, showing the purpose of the visit and details of the research program. It was conducted in the academic year of 2013-2015. Administration of the questionnaires was conducted by the researcher over a period of 15 months. At the selected research sites the researcher got the permission to conduct the survey in the classroom atmosphere. She gave clear cut instructions as soon as the questionnaires were distributed to fill in. After the questionnaire was distributed the researcher kept moving around the classroom to facilitate the students to appropriately fill in the questionnaire and also encouraged them to clear doubts if they had any.

In many cases, when the questionnaires were returned the researcher on the spot checked the blank cases and asked them to fill in some of question which many had avoided to fill in. Some students who were not interested to fill in data were asked to abstain from filling in the questionnaire. It differed from college to college. Finally, it was administered to 305 students which is 20% of the total population of 3146 (Approximate) students in 23 management institutes.

The teachers' questionnaire survey was administered to the teachers handling the Business English/Communicative English/Managerial Communication / WAC / W&OC classes of different management institutes of Assam. The occasion came when the teachers were free during the lunch break or some college activity .This was an ideal opportunity not only to obtain the responses to the questionnaire distributed among them but to interact with many of them on the items contained there in .A structured interview was also conducted by the researcher to gather as much information as possible about the teaching and learning process of Business English in the management institutes. This way qualitative data was collected.

3.10 Validity of the Research Instruments

Content validity for the survey instruments was established through a review by a panel of experts. The panel of experts consisted of faculty experienced in teaching Communicative and Business English courses, along with faculty from the Department of ELE, EFLU, Shillong, who had research experience of utilizing questionnaires as research tools. They were asked to examine the clarity and suitability of the questionnaires (see Appendix –I&II), intended for both students and teachers.

3.11 Reliability of the Research Instruments

Out of the total 30 items in the Students' Questionnaire, the first 11 items (Section -1) were intended to assess students' views on diverse issues related to syllabus-design, language skills development and need for a learner-centered curriculum. Item 30 (Section - 4), the last item, was an open ended question regarding students' personal choice of English teaching methods that they would like to be available in their colleges/institutes. These eleven items, along with the items in the teachers' questionnaire, were checked for their clarity and suitability for inclusion in the questionnaires by the panel of experts mentioned above.

The questionnaire intended for students consisted of a total of 30 items. Out of these, Items 12- 21 (Section -2), were intended to assess students' academic needs (S2 -1 needs) and to what extent these needs were being fulfilled (S2 - 2 extent of fulfilment) by their colleges/institutes.

Similarly, in items 22-29 (Section -3), the professional needs (S3-1 needs) and their extent of fulfilment (S3 -2 extent of fulfilment) were assessed.

The reliability statistics of all the items except Item 30 were tested through Cronbach's alpha. The Cronbach's alpha value has been mentioned against each part for better interpretation.

Table 3: Reliability data through Cronbach's Alpha (Teachers)

CATEGORIES	CRONBACH ALPHA		CRONBACH ALPHA
	Part a	Part b	
Aims and Objectives	.716	.774	.801
Syllabus/Course Content	.748	.671	.837
Assessment	.778	.663	.761
Materials	.952	.843	.940
Methods	.759	.646	.812
Teacher beliefs and Attitude	.725	.516	.671
ALL ITEMS(Total)	.930		

Table 4 :   Reliability Data of Section -2 (S2) (Academic Needs) through Cronbach's Alpha (Students)

CATEGORIES	CRONBACH ALPHA		CRONBACH ALPHA
	Part a	Part b	
Academic and Professional Needs	.602	.607	.633
Need(12 a-29a)	.668	.787	.832
Fulfilment (12b-29b)	.723	.758	.837

It can be seen above that, the Cronbach's alpha values of all the items are in the range 0.633 and above, and thus confirm to the accepted level of item reliability (George & Mallery, 2003). It may be noted that the scales assessing the extent of fulfilment exhibit better alpha size compared to the respective needs scales. The items in the professional needs scale were found to have greater alpha coefficients compared to those in academic needs scale.

The reliability coefficient of the Students' Questionnaire was found to be 0.633 for Academic and Professional Needs,Need (12 a-29a) is 0.832 and Fulfilment 0.837 (12b-29b).

The reliability coefficient of the Teachers Questionnaire was found to be 0.930(All Items).

3.12   Tools Used

The study involved the collection of data through the following tools.

Closed questionnaire and one open ended question in both students and teachers questionnaire

Structured Interview

Observation

Informal discussion

3.13   Data Analysis

Both students and teachers participated in the questionnaire survey. Changes occurred in terms of sample size in collecting data from students. Certain questionnaires which were blank or the demographic variables not clearly mentioned

were discarded. Observation and focused interviews as research tools recorded certain macro and micro details on the available infrastructure, learning assignments, grading system and the level of satisfaction in learning English among students. It also tried to understand the rapport between teachers and students, the professional development and research aptitude mentality among the teachers in their respective fields. It also considered the views of some administrators and policy-makers regarding the importance of English in management studies. The issue of conformability is dealt by providing a clear picture of how data were collected, how research sites were selected and how conclusions were drawn throughout the enquiry.

The student questionnaires were distributed personally in English language classes and the objectives explained to the respondents. While recording their responses, a close watch was kept on them jointly by the subject teacher and the researcher and notes recorded about their approach to various issues posed to them. Most of the English teachers were very cooperative and assisted the researcher to get feedback without inhibitions. Most of the respondents appeared to be serious about the problems posed to them as it directly impacted their future career options. Each group took a few hours to complete the questionnaires and oral responses. This method was applied to avoid the pitfall of mechanical responses from the subjects which affect the reliability of the data (Long, 2005). Some students met the researcher outside the class in the absence of the language teacher as because they hesitated to speak or open up their minds freely, in front of their teachers or peers. They discussed their problems of hesitation, stage fear, lack of English fluency or poor writing skills seeking measures to overcome them. Most of them were students from vernacular medium or students from neighbouring states. This has been planned to ascertain the degree of their understanding of the issues raised and elicit responses as reliable as possible Stratified random sampling was used to select the management colleges within the whole population. The purpose to select a variety of colleges under these criteria was to make the data more varied, enabling to draw generalized statements, ensuring transferability to other contexts and settings. Transferability which refers to the extent, to which the findings from a study can be applied to other settings and contexts, can be applied in this research by providing readers with materials to determine how closely their situations match and how far the findings of this study can be transferred to their setting or context.

The study made use of 305 questionnaires to collect information from management students of the state. The sample included students from 1st 2_{nd}, 3rd and 4th semesters/trimesters from different colleges and universities of Assam. Out of a total number of 305, maximum number of respondents were from 1st and 2_{nd} semester. There were 11 questions in Section I of the students' questionnaire. The questions were framed to conduct a needs analysis of the current English syllabus of the various management colleges of Assam. The major focus of this section of the questionnaire was on the prevailing syllabus and students' perception of their syllabus. Five point Likert scale was used to collect the information ranging from disagree to agree. The scoring of the section is based on summating all the items for each individual to get a raw score for a particular individual. The group data was analysed using the descriptive measures for frequencies and percentages.

Section II of the questionnaire was designed to understand the academic needs of the students, related to their English language learning. This section also has 10 questions. In this section, two aspects, such as needs and needs fulfilment have been investigated. It has 5 point Likert scale where 1 refers to Never and 5 refers to Always. Each individual's score is summated for their academic needs and their fulfilment, separately. The higher the score, the higher is the need and the need fulfilment. The lower the score, lower is the need and the need fulfilment. The group data was analysed using the descriptive measures for frequencies and percentages.

Section III of the questionnaire was designed to investigate the professional needs of the students. The response pattern and scoring this section is similar to Section II. Section IV of the questionnaire was an open-ended question regarding students' opinion on how they wished English to be taught in their colleges. Qualitative method is used to analyse data for this particular section.

Apart from the students' questionnaire the researcher also made use of a questionnaire for teachers to assess the English language needs of students from teachers' point of view. There are two Parts in the questionnaire .Part I was designed to know the general background study of the teachers like, gender, age, marital status, details of educational qualification showing experience, subjects at the degree level and PG level, Management Professional Qualification, training course attended, Business English teaching course attended and strength of English classrooms.

Part II in the questionnaire contained six sections. The Part II, Section A assesses the aims and objectives of the syllabus, Section B finds out the relevance of the course contents in the syllabus. Section C comprises of assessment Section D contains Materials, Section E assesses current teaching methods being practiced by the teachers in their classrooms and finally Section F included eleven statements on teacher beliefs .and attitude. For each individual the scores were summated to get a raw score and for the group the frequencies and percentages were calculated.

All the sections assess teachers' perceptions on the improvements required in the current English teaching practices being followed in the classrooms. Most of the sections follow a five point rating scale that varies from Strongly Agree to Disagree. Section E (Methods) follows a five point rating scale that varies from Always to Not at all barring Question Number 36 and Section G which required dichotomous response from the participants in the form of Yes/No. Here, the score for an individual is summated across the items. Section H contains an open ended question on the needs of students in learning Communicative English and Business English courses.

The questions intend to assess the general needs of teachers that would aid in English language teaching in classrooms. The questionnaire assesses the teachers' perceptions on their students' needs in learning Communicative English and Business English course. The common needs have been identified and reported in the thesis. The strength of quantitative research lies in its ability to quantify generalized variables and measure factors in terms of amount, intensity or frequency. In contrast, qualitative research attempts to achieve a deeper, holistic understanding of the phenomenon being studied from a wider perspective. A questionnaire-based survey is used to easily obtain information from a large number of participants being studied in order to understand their beliefs. It is essential to ensure the trustworthiness of the data on which the findings of the research are based and hence the issues of validity and reliability are to be addressed. Reliability is the degree of consistency that an instrument or data collection procedure demonstrates, while validity is the quality of data collection procedure that enables it to measure what it is intended to measure (Best and Kahn, 1998). The issues of validity and reliability in quantitative research correspond to the criteria of truthfulness, reliability to internal validity, dependability to reliability, and conformability to objectivity (Denzin, 1970). The data for the study covering a large number of participants have been collected using a variety of

methods such as questionnaires, observation and interviews, (for triangulation method) over a period of fifteen months (time triangulation). It has, therefore, considered the diversity to be applied generally by creating a multisite design and maximizing variation in the purposely selected samples.

3.14   Conclusion

The group data of all the sections were analysed based on the frequencies and percentages. A schematic representation in the form of bar graphs and pie diagrams is produced for all the sections.SPSS16.0 software was used. To find out reliability of the questionnaires Cronbach Alpha was run by with the help of SPSS 16.0.T-test, paired test, ANOVA and f-test was also conducted to find any significant differences between the variables. The researcher presents the methods and procedures followed to understand the challenges faced by teachers who teach Business English/Business Communication / Managerial Communication / Written English and Oral Communication and to understand the Business English language needs of management students. The researcher tried to find out the appropriate teaching methodologies and courses that could be designed in future, keeping in mind the needs and competency levels of the diverse student population in Indian classrooms particularly in the B-schools of Assam. It also enquires into the language skills acquisition patterns that correspond to the academic and professional needs of management students.

Chapter Four

Analysis of the Findings and Discussion

4.1   Introduction

This chapter presents the research findings on the needs analysis conducted through a questionnaire survey among students and teachers of management colleges in Assam. Independent variables related to the research questions such as curriculum design, academic and profession related needs in language learning context were taken into consideration. These variables were selected for data analysis which has been described in detail. The responses of students' questionnaire (both quantitative and qualitative) are calculated on SPSS 16.0 software. The quantitative data was collected from Items 1-29 and the qualitative data from question number 30 which is an open ended question. The teachers' questionnaire was also collected through both quantitative and qualitative data from a structured interview. The findings relating to the research questions are discussed in detail. The quantitative data analysis is followed by the qualitative data analysis of both students' and teachers' questionnaire. (See Appendices I and II for details).

4.2   Results of the Students' Questionnaires

Students' Views of the First Research Question (Data Drawn from Section I (Items 1 – 11)

Which aspects of the present English language course in management colleges of Indian state of Assam need to be modified or revised to meet the management student's communicative needs to apply it in real life situations?

Out of the total 29 items in the students' questionnaire, the first 11 Items (Section -1) were intended to assess students' views on diverse issues related to syllabus-design, language skills development and need for a learner-centered curriculum. The results are analyzed quantitatively as reported below.

Table 5: **Frequencies of Academic Needs as Reported by the Students in Percentages**

Items	Disagree		Disagree to some extent		No idea		Agree to some extent		Agree	
	f	%	f	%	F	%	f	%	f	%
1	22	7.2	83	27.2	10	3.3	65	21.3	125	41.0
2	44	14.4	55	18.0	34	11.1	95	31.1	77	25.2
3	60	19.7	57	18.7	26	8.5	86	28.2	76	24.9
4	43	14.1	72	23.6	15	4.9	45	14.8	130	42.6
5	78	25.6	120	39.3	9	3.0	49	16.1	49	16.1
6	44	14.4	66	21.6	16	5.2	82	26.9	97	31.8
7	23	7.5	84	27.5	33	10.8	60	19.7	105	34.4
8	53	17.4	27	8.9	16	5.2	48	15.7	161	52.8
9	53	17.4	31	10.2	71	23.3	47	15.4	103	33.8
10	29	9.5	23	7.5	53	17.4	80	26.2	120	39.3
11	23	7.5	10	3.3	9	3.0	44	14.4	219	71.8

4.3 Syllabus Design and Other Related Issues

In the first section of the questionnaire, out of the eleven items **1, 2 and 3 attempted** to find out the lacunae existing in syllabus design from the students' point of view:

1) 41 % of the students felt that the syllabus is too overcrowded to be completed within one semester.

2) 25.2 % of students agree that they needed individual attention in understanding the unfamiliar concepts included in the syllabus, 31.1% agree to some extent.

3) An average of 24.9% agrees that the goals and objectives of the course have not been achieved even after completion of the syllabus before the term-end examinations. 28.2% agree to some extent that the goals and objectives of the course have not been achieved even after completion of the syllabus, 8.5% have no idea while 18.7% disagree to the statement and 19.7% disagree. The key gap identified from Section 1 (Items, 1, 2 and 3) is Item 1 - the syllabus is overcrowded to be completed within one semester.
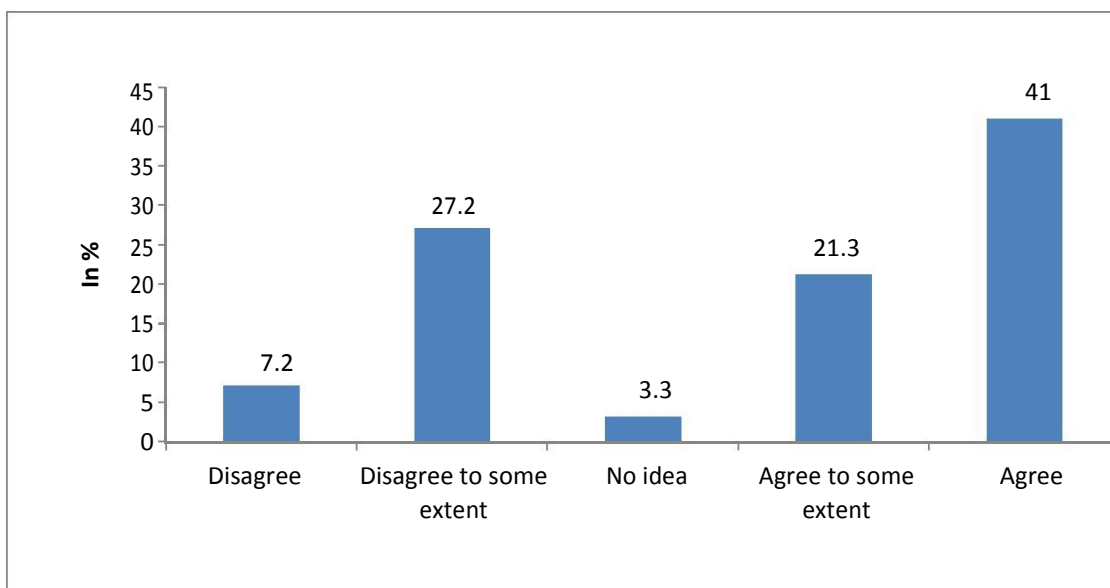
Figure 13 : **English syllabus is overloaded to be completed in the time-duration provided**

Data from respondents reveal that the group which thought that the syllabus was over crowded believed that too much stress was given on grammar. Teacher hardly considered any class activities due to time constraints. Teachers could not give individual attention to understand the unfamiliar concepts included in the syllabus as the teachers had to follow certain lesson plans. It was of little help as students who have undergone their schooling in the vernacular medium (mostly Assamese and Bengali) found the syllabus meaningless as it did not include real life issues. They are of the opinion that they hesitate to speak in English fearing mispronunciation due to mother tongue interference and lack of adequate practice in speaking English. In schools they had little oral English practice. Maximum students opted for a skill based lighter syllabus. This shows that the students find the syllabus overcrowded as it does not give scope to cope up with the language tasks and real life scenario which are not provided in the management classroom. This statement 'English syllabus is overloaded to be completed in the time-duration provided' seeks to look into the previous language learning background of respondents. Needs analysis through written questionnaires or formal discussions may be conducted and the syllabus modified to make it flexible to suit the needs of the learners. (Long, 2002; Jasso, 2005).

As per the data collected from the students' questionnaire survey the opportunity for improving Listening , Speaking , Reading and Writing skills in

171

language classes were examined in Items 4,5,6 and 7. Out of the four skills, exposure to speaking skills were most neglected.25.6% disagreed and 39.3 % marked disagreed to some extent since they were of the view that they were not given enough practice in speaking skills. They do not think that their speaking skills improved and 3% were not sure. They had no idea whether their speaking skills improved or not. They were not completely happy in the progress. It may explore that students are shy in speaking English. Teachers should emphasize in cultivating English speaking environment. Students also disagreed that teachers use audio visual aids for the teaching of Business English. It may explore that there is deficiency of audio visual aids in colleges for teaching Business English. This was followed by writing skills. One of the important goals of the Communicative English course is to equip the students with proper communication skills for effective usage in everyday situations and also to manage future workplace situations. Students disagreed that they were given enough practice in writing technical documents. Students mentioned that they gained little practice in drafting technical documents as 34.4% agreed and 19.7% agreed to some extent and 27.5% disagreed to some extent and 10.8% had no idea regarding confidence in handling technical documents. The students were somewhat satisfied for improvement found in their listening skills abilities, 42.6 % agreed that their listening skills improved considerably since they are keen to listen to English songs and watch English programmes in television .Some also give credit to their Business English classes. 14.8% agreed to some extent that there was a slight improvement in their listening skills but for this they do not want to give credit to the Business English course. Students reported that neither guidance nor any activities were conducted to improve reading skills. Among Items 4, 5, 6, and 7, Item 5- need of speaking skills, Item 7-need of writing skills, Item 4-need of listening skills and Item 6-need for proper practice in reading skills, maximum students opted for the need for proper practice in speaking skills, as given below .
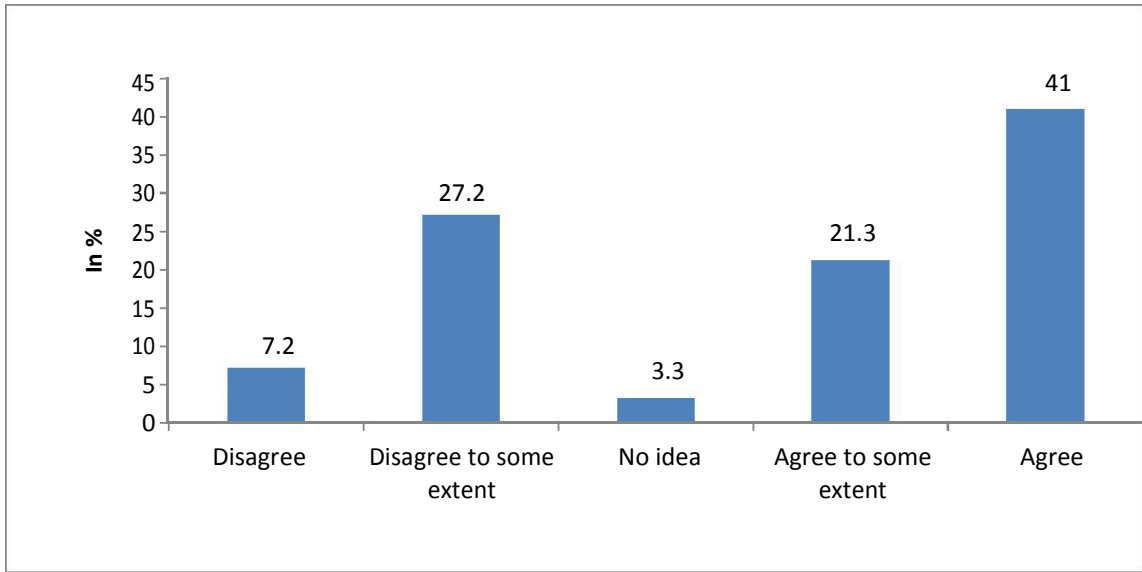
Figure 14 : Extent to which the need for speaking skills was fulfilled
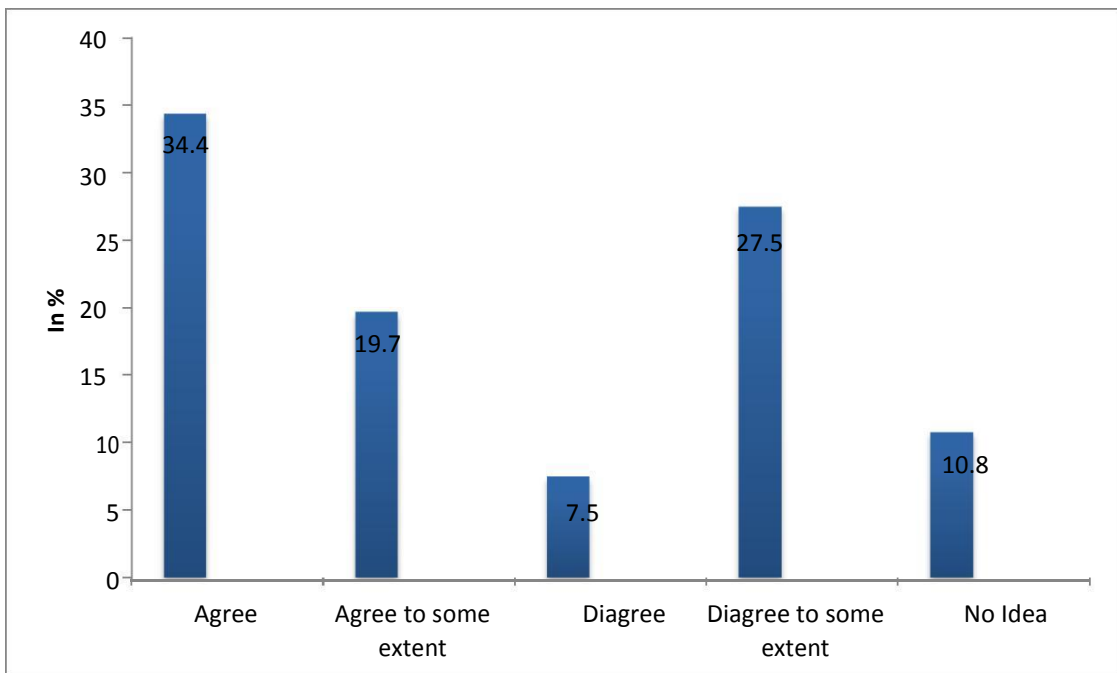
Figure 15: Extent to which the need for written skills were fulfilled

It was found that the majority of students were not satisfied with the kind of practice they were given in writing technical documents. 34.4% marked agree and 19.7% agree to some extent that they were given enough practice in writing technical/business documents and they mentioned that they needed practice in writing technical/business documents. While 7.5% disagreed to the statement and 27.5% disagreed to some extent.10.8% had no idea, this actually showed that they were not

sure about the writing assignments given to them as precise instructions were not given to them. Written assignments were obsolete and it was not based on real life situations. As writing business documents is one of the key aspects for future job prospects of managers they were looking for some logical and practical written assignments which would help them in near future. Hence management students would benefit much if they are exposed to business report writing. Among the eleven questions this scored as one of the major need along with Item 5 which is enough practice in speaking skills and confidence gained in speaking English after attending Business English classes. The reason is perhaps due to globalization clients may be from any part of the world which include countries like USA and UK with whom India has a trade friendship. Most of the students are not exposed to written communications except personal / business letter-writing formats.

Items 8, 9 and 10 were how far students preferred theory classes, language lab classes, the need of a learner-centered curriculum and relevance of English language respectively.

The importance for lab classes were given due importance in comparison to theory classes.

The need for continuation of language lab classes throughout management education was\highly sought after.

Most of the students desired a learner centered curriculum.
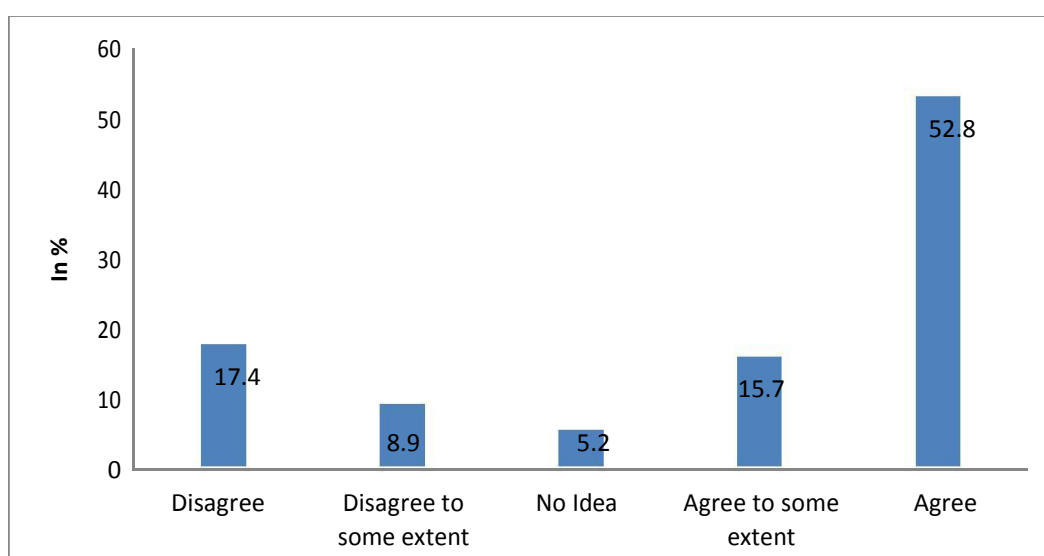
Figure 16 : Need of theory classes in English.

Item 8 probes the preference of the students for theory classes. In response to the statement that theory classes in English are not necessary for management students around 97 students i.e. 52.8% agreed with this proposition. The data shows that the students understood the benefit of theory classes .But they were more in favour of getting practical exposure to learn English skills throughout the semester in the language laboratory. The study reveals that the students are interested in theory class when they get an opportunity to apply in real life situations. Team activities can be promoted in the classrooms and students enjoy it if properly implemented. It also provides opportunities for developing leadership skills, team spirit and cooperation. Role-plays, performing skits, puzzles, quizzes, slogan writing, creative writing, mock interviews, group discussions on current topics etc. are examples of useful activities that can help students acquire leadership and communication skills. However time constraint is another bottleneck in achieving the goals of the management students.

Item 9 probes the preference of the students for practical classes. In response to the statement that if the language lab sessions should be continued throughout the management programs, around 116 students (33.8%) agreed with this proposition. The data show that the students understood the benefit of lab classes and were in favour of getting practical exposure to learn English skills throughout the semester in the language laboratory. However it is found that most of the colleges do not have language labs. Many management institutes claim to have one on paper, however it is really hard to find a functional language laboratory. Sometimes it can be really frustrating for the students. Even more some labs have obsolete softwares and incidentally properly trained teachers to handle language laboratory are not to be found or not effective due to lack of exposure. Ironically 23.3% students had no idea about a language laboratory as it never existed or it was never functional.

The study reveals that the students are more interested in laboratory activities than in theory classes. Team activities can be also promoted in the labs and students enjoy it if properly implemented. It also provides opportunities for developing leadership skills, negotiations skills decision making skills, team spirit and cooperation. Role-plays, performing skits, puzzles, quizzes, slogan writing, creative writing, mock interviews, group discussions on current topics etc. are examples of

useful lab activities that can help students acquire leadership and communication skills without a computer system or internet connection. Among the statements Item 8 (preference for the need of theory or lab classes), Item 9 (need of language lab activities throughout the semesters) Item 10 (need of a learner centered curriculum), statement whether English is relevant in a professional course like management, maximum students opted for Item 11(English is relevant in a professional course like management.) – by marking agreed that came up to 71.8%. 33.8% needed interactive sessions in language lab throughout the semesters, and statement 10 – 39.3% showed the need of a learner centered curriculum.

It is necessary to set achievable goals for students and encourage the students in self-directed approach to learning. The teacher's role is to make the relevance of a task clear to the students and provide a suitable environment to solve a problem at his/her own pace. Methods of instruction are to cater to the varying groups of learners, not the 'fit for all' mode, Michael Long, (2002), being followed now. Item 10 English classes need to be learner-centered, 38% believed that teacher preparation should include learning as much about the learners' professional field as the teacher can: research before the course; careful planning of the language and problems that are likely to come up in a lesson; strategies to deal with vocabulary problems that can't be solved during the lesson; and a commitment to teach empathetically, actively considering learners' needs in terms of their backgrounds. The teachers' should know the learners' specialisation in order to be more prepared next time. Teachers need to be confident that they have the skills that will help their learners, such as knowledge of how to make learning successful, how to make language memorable, and how to motivate learners. In other words, a Business English teacher with strong methodology but limited subject knowledge may be more effective than a subject specialist with no knowledge of methodology (although of course a subject specialist with strong methodology would be even better.
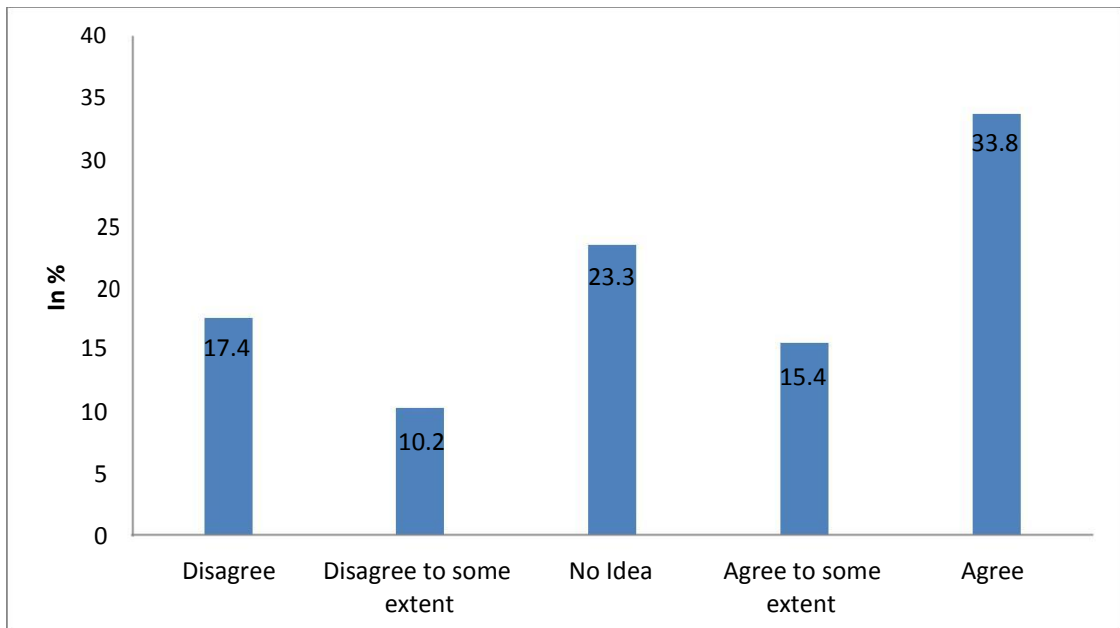
Figure 17 : Need of language laboratory

From Item 11 the researcher wanted to find out if English is relevant in a professional course like management.71.8 % students felt that English is highly relevant in a professional course. 14.4% agreed to some extent. The ability to speak and write in English is considered very important by the recruiters at the time of recruitment. The expectations of corporate world in this regard are high. Companies want people who can basically read and understand written words in the form of instructions, reports, letters, memos, notices and other any form of official documents. The ability to express formal communication in oral as well as in written form is equally considered important by the prospective employers. As one moves higher in the vertical direction in the organizational hierarchy, it becomes naturally necessary for an employee to be good presenter, negotiator, and convener of meetings. The mastery over English will help a person to conduct his duties efficiently.

One of the important deficiencies found by the employers and recruiters in candidates for different jobs are the lack of oral as well as written communication skills. Many candidates don't know how to answer to the point at the time of the interview and can't frame a simple formal letter or report. It becomes a handicap for the candidates who have good domain knowledge. Interviewers will be in dilemma when they encounter such candidates who have technical expertise, but poor communicational skills in English. Left with no other choice they may take the candidate, but will make sure that they are groomed and trained properly.

Table 6: **Frequencies of Professional Needs and their Fulfilment as Reported by the Students in Percentages**

Statement	Never		Seldom		No Idea		Occasionally		Always	
	f	%	f	%	f	%	f	%	f	%
12a	22	7.2	31	10.2	26	8.5	149	48.9	77	25.2
12 b	53	17.4	39	12.8	46	15.1	98	32.1	69	22.6
13 a	23	7.5	27	8.9	30	9.8	83	27.2	142	46.6
13b	37	12.1	52	17.0	52	17.0	101	33.1	63	20.7
14a	12	3.9	17	5.6	28	9.2	79	25.9	169	55.4
14b	45	14.8	47	15.4	52	17.0	104	34.1	57	18.7
15a	20	6.6	16	5.2	21	6.9	85	27.9	163	53.4
15b	65	21.3	58	19.0	52	17.0	73	23.9	57	18.7
16a	11	3.6	13	4.3	40	13.1	99	32.5	142	46.6
16b	32	10.5	51	16.7	48	15.7	115	37.7	59	19.3
17a	18	5.9	12	3.9	21	6.9	64	21.0	190	62.3
17b	81	26.6	26	8.5	40	13.1	102	33.4	56	18.4
18a	-	-	3	1.0	13	4.3	78	25.6	211	69.2
18b	22	7.2	47	15.4	56	18.4	116	38.0	64	21.0
19a	18	5.9	26	8.5	34	11.1	101	33.1	126	41.3
19b	42	13.8	46	15.1	43	14.1	118	38.7	56	18.4
20a	4	1.3	13	4.3	25	8.2	79	25.9	184	60.3
20b	23	7.5	39	12.8	32	10.5	126	41.3	126	41.3
21a	12	3.9	16	5.2	46	15.1	63	20.7	168	55.1
21b	30	9.8	54	17.7	59	19.3	111	36.4	51	16.7
22a	19	6.2	22	7.2	30	9.8	108	35.4	126	41.3
22b	46	15.1	55	18.0	42	13.8	118	38.7	44	14.4
23a	22	7.2	20	6.6	27	8.9	109	35.7	127	41.6
23b	44	14.4	33	10.8	62	20.3	116	38.0	50	16.4
24a	13	4.3	23	7.5	42	13.8	117	38.4	110	36.1
24b	96	31.5	47	15.4	71	23.3	63	20.7	28	9.2
25a	10	3.3	24	7.9	33	10.8	99	32.5	139	45.6

Table 6 (Continued)

25b	45	14.8	58	19.0	44	14.4	109	35.7	49	16.1
26a	19	6.2	22	7.2	73	23.9	110	36.1	81	26.6
26b	55	18.0	48	15.7	69	22.6	95	31.1	38	12.5
26a	25	8.2	23	7.5	22	7.2	77	25.2	158	51.8
26b	55	18.0	48	15.7	69	22.6	95	31.1	38	12.5
27a	25	8.2	23	7.5	22	7.2	77	25.2	158	51.8
27b	111	36.4	51	16.7	37	12.1	62	20.3	44	14.4
28a	14	4.6	15	4.9	51	16.7	103	33.8	122	40.0
28b	59	19.3	53	17.4	76	24.9	78	25.6	39	12.8
29a	6	2.0	12	3.9	28	9.2	84	27.5	175	57.4
29b	34	11.1	39	12.8	56	18.4	114	37.4	62	20.3

4.4 Students' Views of the Second Research Question (Data Drawn from Section II and III Items (12 – 29)

Academic Needs

Items 12-29 were provided two different Likert scale columns where students had to rate their preference for academic and professional needs in the first column. This was calculated on a five point scale. Out of the total 18 items which were related to their needs **Items 12-21** were identified as their academic needs. Here students had to mention how far they considered Business English necessary for them. The prioritization has been made on the basis of their scores in Likert scale i.e. 1- N**ever** 2- **Seldom** 3- N**o idea** 4- **Occasionally** & 5- **Always.** The academic needs were based on needs of identifying previous knowledge of English, their language learning background, guidance and motivation, need of learner autonomy, personality development sessions, understanding and enjoying language lab activities, constructive feedback. In the academic needs context the results, in order of priority, as responded by the participants are mentioned below. The ratings for the academic needs as on the Likert scale show the priority of needs as mentioned below. The preferred academic needs as of students per the quantitative data are:

1. (Item -18)-Need of orientation for personality development

2. (Item 17)- Need of freedom in doing writing assignments

3. (Item 20)- Need of opportunities to participate in team activities

4. (Item 14)- Need to understand &enjoy activities in the language lab.

5. (Item 21)- Need of assessment of activities and need to give constructive feedback (both positive and negative feedback) to students and help them identify what students have already learnt and what they need to learn

6. (Item -15)- Provision for learning resources. Need of understanding and enjoying activities conducted in lab

7. (Item12) - Proper guidance in doing tasks and assignments

8. (Item 13)- Need of consideration of previous knowledge of English

9. (Item16)- Need of conducting oral tests

10. (Item 19)- Need of conducting role plays and skits

Among items 12-21, the graphic representation of Item 18- need of personality development and Item 17- need of freedom and options in doing tasks and assignments are graphically represented to support the second research question.

Item -18 - Need of Personality Development

Item 18 of this questionnaire survey aims at exploring the needs and provision of personality development sessions provided in the management colleges of Assam. The graphs below clearly show the gaps identified. This need has rightly been advocated by more than 80% of the respondents. Figure 20 shows the importance of the need, as Likert Scale (5) Always, is highest whereas when asked about how far the orientation necessary for the fulfilment of this need in the respective institutes is being provided, only a small percentage, 21.0%, agreed fully. This highlights that only few students get opportunities for personality development as shown in Figure 20. Majority of the students were either unaware that the given tasks and assignments were targeted towards improving their personality or, were unsure as to how to answer this particular statement. The reason why this lack of surety prevails among students is may be because, the current teaching methodologies practiced by language teachers do not directly spell out anything regarding personality development in students.
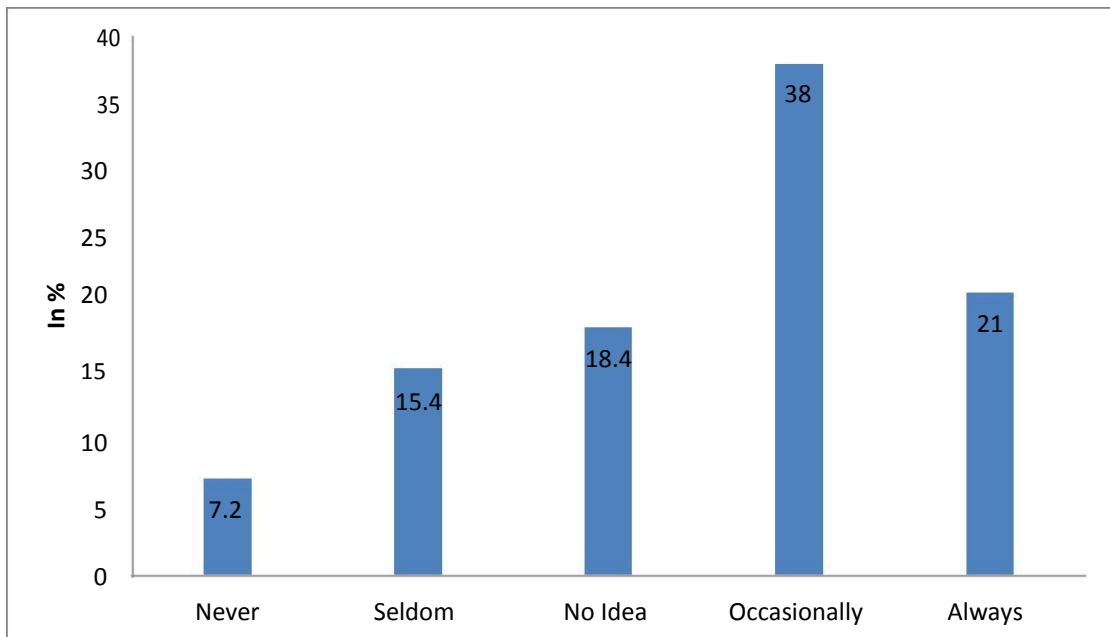
Figure 18: **Extent to which Personality Development Sessions are being provided in the Colleges. (Item 18 b).**

Item 17 - Need of Freedom and Options in Doing Tasks and Assignments

This item has been designed to know whether learner autonomy has been followed in the management colleges of Assam. More than 60% of the respondents supported the need of this proposition as revealed in the following Figure 21 (Item - 17b). When it was enquired how far learner autonomy had been considered in their English classrooms, 4 (Occasionally) had been chosen by the maximum group 33.4% respondents choose from Item -17. Only 18.4% of respondents opted for scale 5 (Always) and the rest opted for other scales.

Item 17 b shows that uniformity in assigning tasks does not render effective English language skills in the context of classroom teaching in mixed ability classes. The option to choose from multiple tasks to suit the level of the learner will motivate even weak students to avail an opportunity to practice language skills and receive feedback at a comfortable pace, allowing the gradual building of confidence needed for public interaction (McKay, 2007). Choice in doing assignments should be provided to make the learners autonomous (Nunan, 1995).
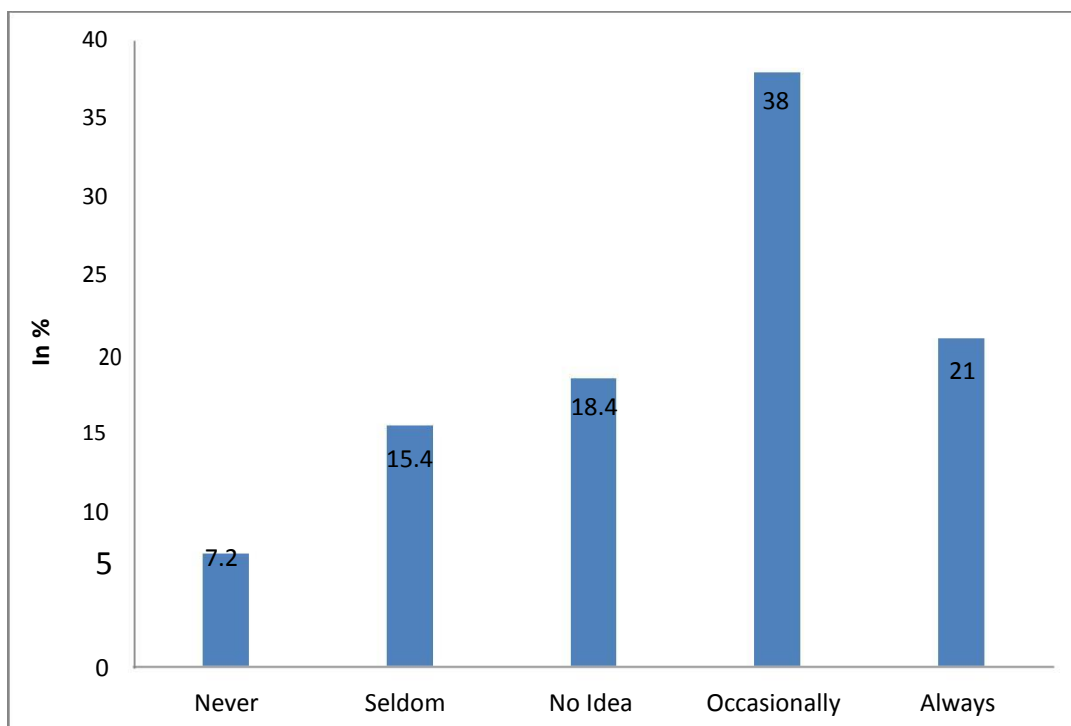
Figure 19: **Extent to which Learner Autonomy is being provided in Doing Tasks and Assignments (Item 17 b)**

Qualitative data was drawn from students through the questionnaire with the help of an open ended question given at the end, Section 4, Item 30, **How you would like English to be taught in your college/institute/university?**

The responses were qualitatively analysed which revealed the students' preferred methods related to curriculum design.

Curriculum/Syllabus Design

Interactive sessions – Students reported this as an effective method of ELT.

Tasks similar to real-life situations - Students reported this as an urgent need.

LSRW skills – Students reported that they needed more practice in these skills, especially in speaking skills.

Life skills/ Interpersonal skills- Students reported that they wanted language activities related to these skills.

4.5   Need of Modifications in Syllabus Design

When designing courses for Communicative English, it is necessary to confirm that the English teachers have reliable information on their learners' needs so that what is taught how it is taught and what is tested, matches the learners' needs as

closely as possible. (Nunan, 1988a). The most important need identified from these responses is personality development sessions followed by the need of interactive sessions in activities conducted. The need of learning LSRW skills appropriately to use it in everyday contexts also has been mentioned by maximum students.

Students' Views on *the academic and professional needs in the language learning context*

The qualitative data collated from Item 30 - *How you would like English to be taught in your college.'* of the students' questionnaire was analyzed to draw certain conclusions on how far the academic and professional needs had been fulfilled in the language learning context.

Data was drawn from students through the questionnaire with the help of an open-ended question, given at the end, Section 4, Item 30. The responses were qualitatively analyzed which revealed the students' preferred needs related to academic and professional needs. The needs interpreted as academic and professional from the responses of open ended question are mentioned as per the maximum responses towards each need identified The areas where maximum students wanted improvement are as follows:

Personality development – 69.2% reported that they wanted the English classes to assist them in improving their personality.

Interview skills –60.3% reported that they wanted improvement in this skill.

Provision of adequate learning resources -53.4 % reported that they wanted more help from their faculty and the administrators on this aspect.

Positive learning environment - 9.5% reported that they wanted more help from their faculty and the administrators on this aspect.

Learner autonomy – 62.3% reported that they wanted more autonomy.

Assessment patterns and Constructive feedback - 55.1 % reported that they wanted better assessment patterns and wanted more constructive feedback from their teachers.

Spoken English -39.3% reported that they were not given enough inputs on improvement in this skill.

The need of students need to be given freedom and variety of options in doing written assignments and students need to be oriented to take responsibility of their personality development has been stressed as the most needed academic need followed by learning Business English skills and exposure to job situations as the most preferred professional need. Practical exposure towards learning BE was considered to be a vital need of the management students.

4.6 Need of Skills Development Activities (Academic Needs)

Activity-oriented teaching like role-plays and conversation practices in pairs or with peers are rarely conducted or properly assessed. They expressed the need of pre-presentation practices before oral/written assessments as it is not provided in most colleges. The need for resources in the language classrooms were also mentioned, as also the need of authentic texts, published materials etc. and technology integrated resources of which maximum students expressed their needs for the latter. This shows that students of this generation are digitally literate and so selecting materials and designing activities for them need to be based on online resources available. This has been supported by data collected in response to Item 14 - need of understanding and enjoying activities conducted, Item 17 - need of learner autonomy, Item 19 - role plays to be conducted and Item 20 - opportunities to participate in different team activities like group discussions and meetings in the language lab. Thus the most important academic needs identified were the need of proper instruction of activities conducted followed by constructive feedback.

4.7 Need of Appropriate Teaching Patterns (Professional Needs)

Most students who participated in this study admitted that there is some improvement in their personality after undergoing the English course but they do not feel it was adequate enough to meet the challenges of their future professional career in a highly competitive milieu. This has been supported by the quantitative data collected from the Item 21, Item 22, Item 23, Item 26 and Item 27.

Table 7: Academic Group of Rural, Urban and Semi-Urban

Category	Moderate Academic needs		High Academic needs		Total	
	Count	%	Count	%	Count	%
Rural	34	11.1	43	14.1	77	25.2
Urban	51	16.7	79	25.9	130	42.6
Semi-Urban	32	10.5	66	21.6	98	32.1
Total	117	38.4	188	61.6	305	100.0

The above table shows that the low group is absent in obtaining scores i.e. up to 33.3 per cent. The researcher found that the low score obtained is 11 and high score obtained is 55.The Academic needs scores is converted to 100 percent i.e. (Obtained academic need scores/55)*100

1. 1 to 33.3 Low
2. 33.4 to 66.6 = Moderate group
3. 66.7 to 100.0 = High

Table 8: Professional Need

Category	Low Professional Need		Medium Professional Need		Total	
	Count	%	Count	%	Count	%
Rural			77	25.2	77	25.2
Urban	2	.7	128	42.0	130	42.6
Semi-Urban	3	1.0	95	31.1	98	32.1
Total	5	1.6	300	98.4	305	100.0

It has been found that there is no high professional need among rural, urban and semi urban. This shows that the expectations of the students is limited to low and medium. Only 42% from the urban background have medium professional need as compared to rural which is only 25.2%.

Table 9 : Professional Fulfilment

Category	Low Professional Fulfilment		Moderate Professional Fulfilment		Total	
	Count	%	Count	%	Count	%
Rural	20	6.6	57	18.7	77	25.2
Urban	26	8.5	104	34.1	130	42.6
Semi-Urban	22	7.2	76	24.9	98	32.1
Total	68	22.3	237	77.7	305	100.0

The purposes of this study were to delineate the needs of the students and how far the teachers are near in fulfilling those needs. The characteristics of effective English teachers in terms of subject matter knowledge, pedagogical knowledge, and socio-affective skills, perceived teachers and students, and to stimulate further discussion of the topic both in and outside of Assam. For these purposes, a questionnaire was prepared and it was found that there was no high professional fulfilment among the students irrespective of different backgrounds. English teachers are different from those perceived by the students. The study found that the teachers' characteristics including being knowledgeable of world events and knowing students and teaching them in ways which they learn best were missing somewhere. The characteristics of the teachers including knowing the subject well and encouraging students to learn independently received lower ratings from student respondents.

Table 10:Academic Group of SEBA and CBSE

Category	Moderate Academic Needs		High Academic Needs		Total	
	Count	%	Count	%	Count	%
SEBA	72	23.6	140	45.9	212	69.5
CBSE	45	14.8	48	15.7	93	30.5
Total	117	38.4	188	61.6	305	100.0

The teachers should not forget that they should build a climate for learning. The students from SEBA have 23.6% moderate academic needs and 45.9% high academic needs and students from CBSE have 14.8% moderate academic needs and 15.7% high academic needs. We can see here that there is no low academic need. It

suggests that the students' academic needs are moderate and high. As we know that teaching ESP is aimed at developing students' skills of professional communication in English depending on the area of their professional field. It means that such teaching should be connected to students' particular specialization. Therefore, English for specific purpose includes specialized programmes which are designed to develop the communicative use of English in a specialized field of management, science, work or technology.

Students learn English for specific purposes and the purpose of ESP is to prepare a specialist able to use a foreign language as the main communications means in communicating and cooperating with foreign partners in the professional field and real-life situations. It was found that professional fulfilment could not reach the higher level though the professional need was 69.5% in SEBA group and 30.5% in CBSE group.

Table 11: Professional Need of SEBA and CBSE

Category	Low Professional Need		Medium Professional Need		Total	
	Count	%	Count	%	Count	%
SEBA	3	1.0	209	68.5	212	69.5
CBSE	2	.7	91	29.8	93	30.5
Total	5	1.6	300	98.4	305	100.0

Table 12: Professional Fulfilment of SEBA and CBSE

Category	Low Professional Fulfilment		Moderate Professional Fulfilment		Total	
	Count	%	Count	%	Count	%
SEBA	47	15.4	165	54.1	212	69.5
CBSE	21	6.9	72	23.6	93	30.5
Total	68	22.3	237	77.7	305	100.0

An independent samples t-test was conducted to compare academic needs, professional needs and professional fulfilment. There was a significant difference in score for professional need where the significant level is at P<=0.05. and that is .045.The above table shows that there is significant difference between the student of SEBA and CBSE courses in terms of Academic needs. The mean and SD of SEBA student is 71.63±11.49 and CBSE is 67.88. ± 12.89.The t= 2.528, df=303.

Table 13: t-Test between SEBA and CBSE Students

	Course	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Academic need score	SEBA	212	71.6295	11.48605	2.528	303	.012*
	CBSE	93	67.8788	12.88255			
Professional need score	SEBA	212	50.3611	7.03519	-2.014	303	.045*
	CBSE	93	52.0949	6.65667			
Professional fulfilment score	SEBA	212	40.0033	7.91229	-.526	303	.600
	CBSE	93	40.5339	8.57296			

*Significant level is at P<=0.05

The above table shows that there is significant difference between the student of SEBA and CBSE courses in terms of Academic needs. The mean and SD of SEBA student is 71.63±11.49 and CBSE is 67.88. ± 12.89. The t=2.528, df=303. Since the Significant level is at P<=0.05 there was significant difference i.e. .012 and.045.

Table 14 : ANOVA test of students from different areas

Category		N	Mean	Std. Deviation	Df	F	Sig.
Academic need	Rural	77	70.4604	10.83369	2	.204	.816
	Urban	130	70.9371	12.86642	302		
	Semi-Urban	98	69.9072	11.87571			
	Total	305	70.4858	12.03268	304		
Professional need	Rural	77	50.8912	7.38670	2	2.427	.090
	Urban	130	51.7666	6.44599	302		
	Semi-Urban	98	49.7255	7.16128			
	Total	305	50.8898	6.95715	304		
Professional fulfilment	Rural	77	38.6296	7.94837	2	2.260	.106
	Urban	130	41.0981	8.45990	302		
	Semi-Urban	98	40.1337	7.63913	304		
	Total	305	40.1651	8.10890			

The above f-test table calculated the p-value (sig) at 95% or <0.05

The above table calculated the p-value (sig) at 95% or <0.05. There was no significant difference in academic, professional need and professional fulfilment from students of different backgrounds which was found in the ANOVA test. The one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of three or more independent (unrelated) groups. The researcher has also a paired t-test to compare professional needs and professional fulfilment. There was a significant difference in score for professional need and professional fulfilment. The significant level is at $P<0.01$ (99%) and the score is at .000 so it is significant. The mean and SD of professional needs is 50.8±6.9 and professional fulfilment is 40.1. ± 8.1. The t=18.7, df=304

Table 15 : Paired t-test

Category	Mean	N	Std. Deviation	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
Professional need	50.8898	305	6.95715	10.72470	9.97207	18.782	304	.000**
Professional fulfilment	40.1651	305	8.10890					

**Significant level is at P<0.01 (99%)

Table 16 : Paired t-test (SEBA)

Category	Mean	N	Std. Deviation	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Professional need	50.3611	212	7.03519	10.35784	10.05453	14.999	211	.000**
Professional fulfilment	40.0033	212	7.91229					

**Significant level is at P<0.01 (99%)

The researcher piloted another paired t-test for SEBA group to find any significant difference between professional need and professional fulfilment. It was found in the test that there was a significant difference in score for professional need and professional fulfilment. The significant level is at P<0.01 (99%) and the score is at .000 so it is significant. The mean and SD of professional needs is 50.36±7.0 and professional fulfilment is 40.0 ± 7.9 The t=14.9, df=211.

Table 17 : Paired   t-test (CBSC)

Category	Mean	N	Std. Deviation	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Professional need	52.0949	93	6.65667	11.56099	9.78357	11.396	92	.000**
Professional fulfilment	40.5339	93	8.57296					

**Significant level is at P<0.01 (99%)

The researcher channelled another paired t-test for CBSE group to find any significant difference between professional need and professional fulfilment. It was found in the t-test that there was a significant difference in score for professional need and professional fulfilment. The significant level is at $P<0.01$ (99%) and the score is at .000 so it is significant. The mean and SD of professional needs is 52.0±6.6 and professional fulfilment is 40.5 ± 8.5 and t=11.3, df=92.

Table 18 : Experience year and different categories

Category	Upto 5 years		6 - 10 years		15 and above		Total	
	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation	Mean	Std Deviation
A. Aims and Objectives	20.31	4.46	16.22	5.67	19.53	6.64	19.03	5.85
B. Syllabus/Course Content	23.38	5.11	22.00	6.10	19.18	7.46	21.23	6.57
C. Assessment	30.77	4.19	31.78	3.19	25.94	5.63	28.90	5.30
D. Materials	24.00	8.66	19.22	7.89	14.59	8.85	18.79	9.33
E. Methods	65.38	6.65	55.33	9.63	51.53	7.68	57.03	9.82
F. Teacher Belief and Attitude	43.62	3.43	43.00	6.56	40.88	6.55	42.28	5.69

The researcher divided the 6 categories into three segments with regards to the teachers' teaching experience. It was found in the study that up to 5 years the mean and SD of Aims and Objectives is 20.31±4.46. The mean and SD of Syllabus/Course Content is 23.38±5.11 .The mean and SD of Assessment is 30.77±4.19, the mean and SD of Materials is 24±8.66. The mean and SD of Methods and Teacher Belief and Attitude is 65.38±6.65 and 43.62±3.43 respectively. From 6-10 years the mean and SD of Aims and Objectives is 16.22±5.67. The mean and SD of Syllabus/Course Content is 22.00±6.10, Assessment 31.78±3.19, Materials 19.22±7.89, Methods 55.33±9.63 and finally the mean and SD of Teacher Belief and Attitude is 43.00±6.56.From 15 and above the mean and SD of Aims and Objectives is 19.53 ±6.64. The mean and SD of Syllabus/Course Content is 19.18±7.46 .The mean and SD of Assessment is 25.94±5.63, the mean and SD of Materials is 14.59±8.85. The mean of Methods and Teacher Belief and Attitude is 51.53± 7.68 and 40.88 ±6.55 respectively. The total highest mean score and SD was found to be of Methods 57.03±9.82 .The experience group 11-14 was not available.

The researcher steered another paired t-test for different experience groups to find any significant difference among Aims and Objectives, Syllabus/Course, Assessment, Materials, Methods and Teacher Belief and Attitude. It was found in the test that there was a significant difference in Methods for the experience group between 6-10 years. The mean and SD of Methods is 65.38±6.653. The t=2.905, df=20. The significant value is calculated as the p-value (sig) at 95% or <0.05.Since the Significant level is at P<=0.05 there was significant difference in score for Methods, experience ranging from 6-10 years i.e. .009. No two teachers are alike, and any teacher with classroom teaching experience will agree that their style of teaching is uniquely their own, moreover we cannot deny the fact that we are in the anti-method or post method era. An effective teaching style engages students in the learning process and helps them develop critical thinking skills. Traditional teaching styles have evolved with the advent of differentiated instruction, prompting teachers to adjust their styles toward students' learning needs. Of late teachers have become more of facilitators than teachers to promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization. We are aware that it is not the teacher's job to entertain students, it is vital to engage and involve them in the learning process. Selecting a style that addresses the needs of diverse students at different learning levels begins with a personal inventory — a self-evaluation — of the teacher's strengths and weaknesses. As they develop their teaching styles and integrate them with effective classroom management skills, teachers will learn what works best for their personalities and curriculum.

The researcher also found that there was a significant difference among Assessment, Materials, Methods for the experience group above 15 years. The mean and SD of Assessment is 30.77±4.186. The t=2.589, df=28. The significant value is calculated as the p-value (sig) at 95% or <0.05.Since the Significant level is at P<=0.05 there was significant difference in score for Assessment (.015). It was also registered that there was a significant difference in Materials in the experience group of 6-10 and 15 years and above. The mean and SD of Materials is 24.00 ±8.660. The t=2.914, df=28. The significant value is calculated as the p-value (sig) at 95% or <0.05.Since the Significant level is at P<=0.05 there was significant difference in score for Materials (.007). Teachers should make sure whatever material they choose should be within the resource that appropriately relates to the learning objective. Most

textbooks and workbooks have already been designed to align with certain educational standards and are therefore very reliable in regards to addressing classroom goals. Still, it is important to be sure to choose material within the textbooks that matches the specific learning objective. Materials often control the instruction, since teachers and learners tend to rely heavily on them. Materials those are appropriate for a particular class need to have an underlying instructional philosophy, approach, method and technique which suit the students and their needs. They should have correct, natural, current and standard English. Teachers need to look for good materials, both commercial and non-commercial, all the time. They also need to be aware of commercialism and copyright issues concerning materials.

It was also registered that there was a significant difference in Methods in the experience group of 6-10 and 15 years and above. The mean and SD of Methods is 65.38 ± 6.653. The t=5.181, df =28. The significant value is calculated as the p-value (sig) at 99% or <0.01.Since the Significant level is at P<0.01 there was significant difference in score for Methods(.000).The researcher also administered a t-test between experience groups 6-10 and 15 years and above. It was found that there was a significant difference in Assessment in the experience group of 6-10 years and 15 years and above. The mean and SD of Assessment in experience group 6-10 years is 31.78 ± 3.193. The t=2.859, df=24. The significant value is calculated as the p-value (sig) at 95% or <0.05.Since the Significant level is at P<=0.05 there was significant difference in score for Assessment (.009). The mean and SD of Assessment in experience group 15 years and above is 25.94 ± 5.629. The t=2.859, df=24. The significant value is calculated as the p-value (sig) at 95% or <0.05.Since the significant level is at P<=0.05 there was significant difference in score for Assessment (.009). A comparison of frequency and percentage of students' dissatisfaction between Academic needs and that in Professional needs reveals that the gap between students' expectations and fulfilment was greater in case of latter than that in the former. Therefore, circumstances in the English teaching-learning scenario that calls for right action to address the problems were more acutely felt in case of learners' professional needs as compared to that of their academic needs.

4.8 Need of Modifications in Syllabus Design

When designing courses for Communicative English it is necessary to confirm that the English teachers have reliable information on their learners' needs so that what is taught, how it is taught and what is tested, matches the learners' needs as closely as possible. (Nunan, 1988a). The most important need identified from these responses is personality development sessions followed by the need of interactive sessions in activities conducted. The need of learning LSRW skills appropriately to use it in everyday contexts also has been mentioned by maximum students.

4.9 Need of Skills Development Activities (Academic Needs)

Activity-oriented teaching like role-plays and conversation practices in pairs or with peers are rarely conducted or properly assessed. They expressed the need of pre-presentation practices before oral/written assessments as it is not provided in most colleges. The need for resources in the language classrooms were also mentioned, as also the need of authentic texts, published materials etc. and technology integrated resources of which maximum students expressed their needs for the latter. This shows that students of this generation are digitally literate and so selecting materials and designing activities for them need to be based on online resources available. This has been supported by data collected in response to Item 14 - need of understanding and enjoying activities which are administered, Item 17 - need of learner autonomy, Item 19 - role plays to be conducted and Item 20 - opportunities to participate in different team activities like group discussions and meetings in the language lab. Thus, the most important academic needs identified were the need of speaking skills of followed by need of writing activities.

Table 19 : t-Test Group Statistics

Category	Exper_grp	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
A. Aims and Objectives	Upto 5 years	13	20.31	4.461	1.891	20	.073
	6 - 10 years	9	16.22	5.674			
B. Syllabus/Course Content	Upto 5 years	13	23.38	5.108	.578	20	.570
	6 - 10 years	9	22.00	6.103			
C. Assessment	Upto 5 years	13	30.77	4.186	-.609	20	.549
	6 - 10 years	9	31.78	3.193			
D. Materials	Upto 5 years	13	24.00	8.660	1.318	20	.202
	6 - 10 years	9	19.22	7.886			
E. Methods	Upto 5 years	13	65.38	6.653	2.905	20	**.009***
	6 - 10 years	9	55.33	9.631			
F. Teacher Belief and Attitude	Upto 5 years	13	43.62	3.429	.288	20	.776
	6 - 10 years	9	43.00	6.557			

Table 20: t-Test Group Statistics

Category	Exper_grp	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
A. Aims and Objectives	Upto 5 years	13	20.31	4.461	.364	28	.719
	15 and above	17	19.53	6.644			
B. Syllabus/Course Content	Upto 5 years	13	23.38	5.108	1.742	28	.092
	15 and above	17	19.18	7.460			
C. Assessment	Upto 5 years	13	30.77	4.186	2.589	28	**.015***
	15 and above	17	25.94	5.629			

Table 20 (Continued)

Category	Exper_grp	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
D. Materials	Upto 5 years	13	24.00	8.660	2.914	28	**.007***
	15 and above	17	14.59	8.846			
E. Methods	Upto 5 years	13	65.38	6.653	5.181	28	**.000****
	15 and above	17	51.53	7.682			
F. Teacher Belief and Attitude	Upto 5 years	13	43.62	3.429	1.365	28	.183
	15 and above	17	40.88	6.547			

*Significant level is at   P<0.05 and **P<0.01

Table 21 : t-Test Group Statistics

Category	Exper_grp	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
A. Aims and Objectives	6 - 10 years	9	16.22	5.674	-1.266	24	.218
	15 and above	17	19.53	6.644			
B. Syllabus/Course Content	6 - 10 years	9	22.00	6.103	.973	24	.340
	15 and above	17	19.18	7.460			
C. Assessment	6 - 10 years	9	31.78	3.193	2.859	24	**.009***
	15 and above	17	25.94	5.629			
D. Materials	6 - 10 years	9	19.22	7.886	1.317	24	.200
	15 and above	17	14.59	8.846			
E. Methods	6 - 10 years	9	55.33	9.631	1.101	24	.282
	15 and above	17	51.53	7.682			
F. Teacher Belief and Attitude	6 - 10 years	9	43.00	6.557	.784	24	.441
	15 and above	17	40.88	6.547			

4.10 Results and Analysis of the Teachers' Questionnaire

As in students' questionnaire, the quantitative data analysis in the teachers' questionnaire is followed by qualitative data analysis based upon the three research questions and discusses the two variables - syllabus design and students' academic and professional needs in terms of materials ,methods and assessment teachers' beliefs and attitude and how far are they effective in the language learning context.
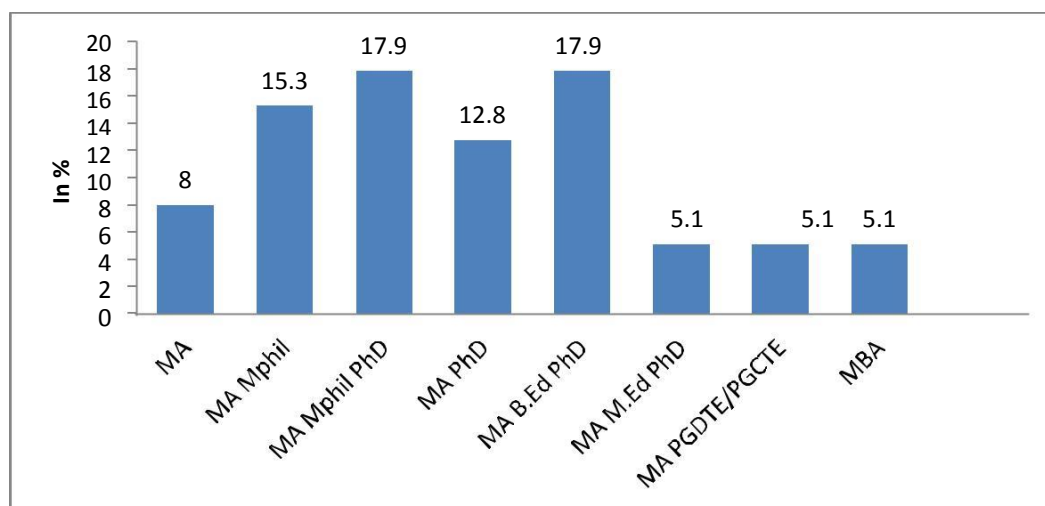
Figure 20: Teachers Qualifications (Part I Question No 5)

Teachers' Views on the Second Part of the Research Question (Data Drawn from Part II A of the Questionnaire)

The aims and objectives of Syllabus Design and Students' Communicative Needs

Six Items from (Item 1-6) were mentioned enquiring how well defined are the aims and objectives of the Business English course and if it needed any modification. It also enquired if the objectives of the Business English course pay attention to things that benefit the students in their professional contexts like developing corporate finance vocabulary and intercultural skills. It was found that 46.2% teachers strongly disagreed with the clarity of the objectives of the Business English syllabus. However 33.3% teachers strongly disagreed to any modification to the syllabus. This may be due to the fact that the teachers did not want to experiment with anything new. 46.2 % teachers believed that the syllabus was not of much help in as far as professional contexts were concerned. In developing corporate finance vocabulary 48.7% teachers believed that the syllabus was not of much help and according to 30.8% it did not help in improving intercultural skills.

On being enquired whether the designed syllabus facilitates in improving critical thinking abilities, self-esteem and research awareness among teachers, most of the teachers did not have any problem with the syllabus as such which indicates that there is nothing wrong with the syllabus design, but the problem probably lies with the execution of it. 43.6% teachers think that the tools that they use to teach Business English in the classroom are the right ones and 38.5% agree that the tools are being properly used.

A few teachers conduct the activities as needed in a learner centered syllabus in their classes. Even in Part II B Syllabus/Course Content (7-13) the variables measured were, to find out, to what extent activities like: Grammar and vocabulary building, group discussions, reading practices, business communication, conducting paper presentations, and technology assisted language learning were conducted by the teachers in the classrooms. The result was below satisfactory.

An analysis of the objective data collected from this section indicates that teachers lack proper training in conducting technology related activities in language classrooms. Many teachers need training in using relevant software for language learning and to facilitate interactive activities that would develop students' vocabulary, personality, like leadership skills, negotiations skills, persuasive skills, team activities. The researcher found that 51.3% strongly disagree that the course content of the Business English course help the students to prepare minutes, reports, proposals, agenda, notice etc and interpersonal skills.

4.11 Activity Based English Language Teaching

The results shows that technology related teaching activities along with personality development sessions are very much necessary and those should be implemented by giving proper training to the faculty and language instructors of the colleges.

4.12 Teachers' Views on the Part II Section C (Assessment)of the Research Question (Data Drawn from Section C of the Questionnaire)

The result from the Item numbers 14-21 (Figure 23) show that the assessment of the students is not done properly. The table below shows the frequencies of using assessments like Self-Assessment, Comprehensive Continuous Evaluation, Formative Assessment, Summative Assessment, Task Based Assessment, External Examinations, Academic Assessment and Personality Assessment by the teachers in Percentages.
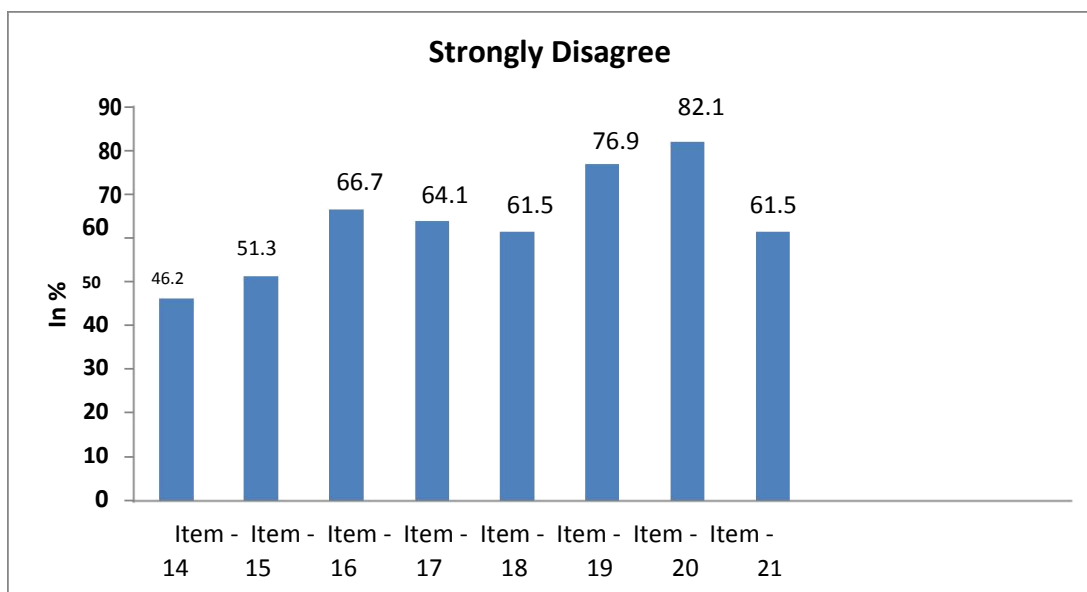
Figure 21: Need of Changes in Teaching Methodologies, Materials, Professional Development Programs and Teaching Resources as Reported by Teachers (Data Drawn from Section D & E of the Questionnaire).Part II Section D&E.

The researcher enquired about the academic needs and professional needs of the management students in the language learning context. This section was based on the needs in terms of teaching materials, methodologies and teaching resources in language learning context. In this section the participating teachers have been asked to respond to ideas relating to the interactive nature of the materials, whether the teachers incorporate authentic materials in teaching or not. The teachers have been asked to respond to ideas relating to the use of English in the Indian context. The researcher also asked whether the teaching materials incorporate electronic media like emails, video-conferencing, CALL etc. The teachers were also enquired if the teaching materials incorporate print media like newspapers, magazines, company advertising materials and whether the materials are relevant or not.

The teachers were asked to respond to ideas relating to needs of students. The statements are based on necessary modifications needed to gain technical and interpersonal skills. The respondents were asked to choose Strongly Agree, Agree, Don't Know, Strongly Disagree and Disagree. Analyses of the seven significant responses related to the materials used are shown below with help of a bar graph.
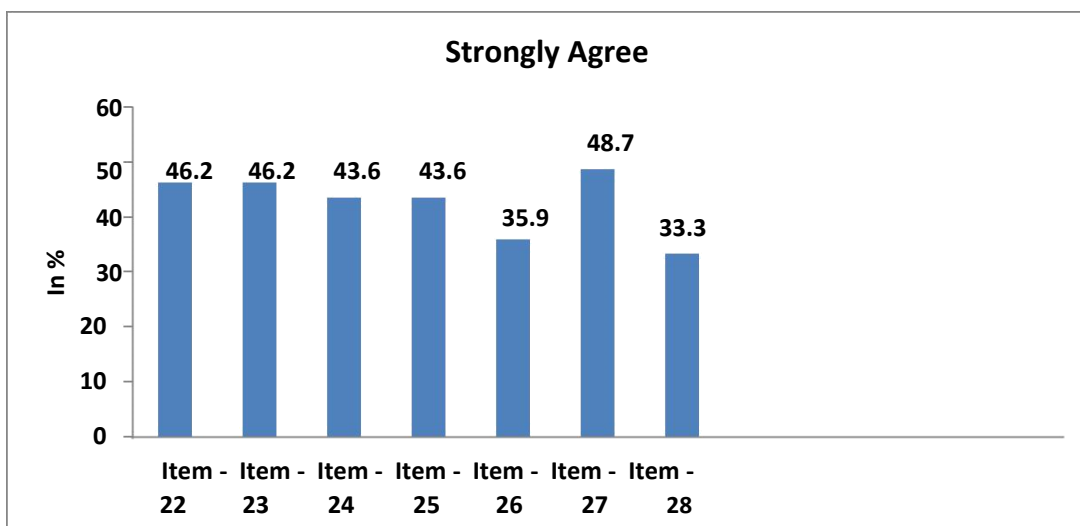
Figure 22 : Responses related to the materials

On being enquired about Methods of teaching and teaching pedagogy which was scored on five point scale Always =5 Sometimes=4 Rarely=3 Often =2 Not at all=1 it was found that 66.7% believed in the traditional method of teaching and only 48.7% use modern method of teaching . When asked if the teachers used audio-lingual and direct method to enhance students' fluency only 28.2% answered in affirmative. Application of electronic technology like interactive whiteboard, CALL Language laboratory in the classroom while teaching Business English to the management students/trainees was 43.6% which was contradictory to the other related responses. Role –Play, Pair work and group work could not be done effectively due to time constraints and more students in one classroom. 69.2% teachers said that there was no language laboratory in the institutes which actually should be an integral part of any management institute. 17.9% claimed that language laboratory existed, however 12.8% teachers said that the language laboratory is not functional. Therefore any language lab teaching resources like LSRW learning skill softwares were not available through which the learning could have been better. 56.4% teachers claimed that literary quiz, evening entertainment and teaching resources like charts, magazines, articles etc, to teach Business English in the classroom were used by to enhance the learning and to give the students practical exposure. 43.6% teachers used computers to teach Business English in the classroom.62% teachers believed that LSRW skills were important and 38% felt the need to teach these skills often. However teachers also felt that among the four basic language skills, listening activity has been the most neglected area, due to the misconception fostered by many that this skill is imbibed with mental maturity. Figure 24 shows the need for teaching the LSRW Skills.
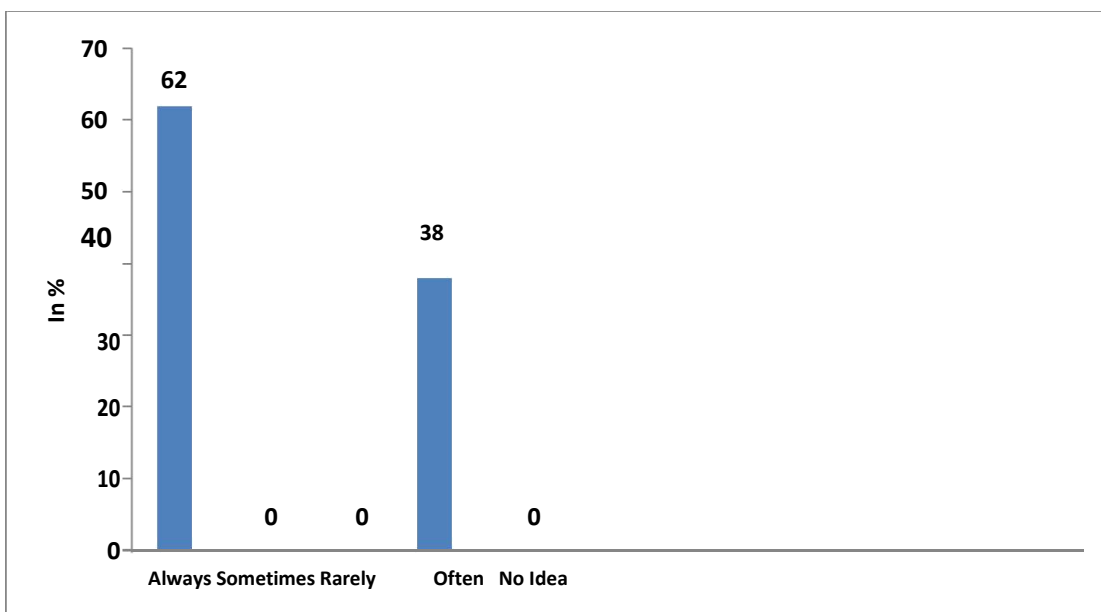
Figure 23: Need of teaching LSRW Skills

4.13   Teachers views on the areas that need changes (Professional Development Programmes, Teaching Resources and Attitude and Beliefs) which constituted the last part of the Questionnaire Part II Section F.

69.2% teachers Strongly Agree and 23% Agree that Pre-service training at university helps a teacher a lot to teach Business English .Only 3% teachers think that Pre-service training at university is not important.71% Strongly Agree and 15.3% Agree that In-service training helps a teacher a lot to teach Business English the rest of them Disagree. 69.2% teachers Strongly Agree that independent workshops and seminars help a teacher a lot to teach Business English and 15.3% Agree that independent workshops and seminars help a teacher. All most all of them agree that reading professional books on language teaching helps a teacher a lot to teach Business English and that their own personal reflections helps them a lot to teach Business English.59% teachers are not very satisfied with the English proficiency their pupils have achieved so far through their English lessons. It was found by the researcher that 89.7% teachers feel the need for teaching speaking skills .43.6% are not satisfied at all with the kind of remuneration they are given. Only 38.5% strongly believed that the work load is more for the English teacher.46.2% teachers are satisfied since the students are keen to learn Business English as it would help them to fetch job in the future.

On the students' attitude towards learning Business English 48.7% teachers claimed that the sole motive of the students is to pass the examination so in a way it can be said that motivation to teach as well as learn is missing.

When interviewed by the researcher on a proposal for effective teacher training, 76% gave affirmative answers and rest of the respondents disagreed. This shows that the objectives and goals of the syllabus cannot be achieved without properly training the teachers in the new and innovative concepts. The teachers felt that the training programmes have nothing new to offer and it has become obsolete. The training programmes had nothing regarding teaching Business English.

Thus, it is seen that due to the various administrative and teaching related constraints the teachers are unable to bring much constructive changes to the learning process. The academic needs as mentioned by teachers as indicated from the above responses and personal interview are prioritized as follows by the researcher:

1. Need for interaction with syllabus designers and experts from the field of ELT.
2. Need for effective teachers-training programmes and professional development workshops.
3. Need of extension of language courses to further semesters in the management program.
4. Need of creating a positive learning environment and including activities based on intrapersonal and interpersonal skills.

On the proposal for providing a practice oriented language course to meet global standards, all teachers (100 %) agreed to it. (At present Business English is taught formally only in the first year of the management course in Assam). Similarly, a vast majority of students are in favour of this proposal as revealed in Item 11 of the students' questionnaire.

Teachers needed training in conducting and assessing language tasks to develop certain skills in students, especially to match the workplace communication needs.The need of training for teachers in latest teaching methodologies (academic needs) and technologies (professional needs) has been highlighted. On the suggestion on the need of training in latest teaching technologies and conducting cognitive

learning techniques like problem-solving skills, fulfilling societal needs and students' self-realization should be included in the curriculum. Most teachers felt the need to revise the curriculum for English to accommodate the above needs. The above are the needs identified from the quantitative data collected in relation to the third research question from the teachers' questionnaire.

4.14 Discussion on the Results Related to Qualitative Data Analysis of the Research Questions from Teachers' Perspectives

The qualitative data collected from Section H and a structured interview summarizes the comments of teachers on syllabus design, academic and professional needs where the teachers had to agree or disagree on training in latest language teaching technologies, motivation skills etc. On being asked by the researcher to list three major needs of students in learning communicative English and Business English courses.

Teachers' response to the question (*What are the needs of the management students in the perception of teachers?*) that supports the research question is summarized as follows:

Teachers should be provided with internet facilities and learning resources with appropriate training to conduct such activities.

English language training should be extended throughout the management course.

The activities should be designed to develop both intrapersonal and interpersonal skills.

Students need right level of motivation and scope for personality development.

To select and conduct activities to develop Business English/Managerial skills.

Training for teachers and proper orientation in implementing the different modules of the   syllabus is highly essential.

4.15 Teachers' Views on the Second Research Question

What are the academic needs and professional needs of the management students in the language learning context?

The data indicates that almost 80% of the teachers stressed the need for providing well-equipped language laboratories with relevant software and modern communication systems as the top priority to impart effective training to students in basic language skills.

Lack of motivation among students to attend English language classes has been mentioned as the most difficult problem faced by the teachers as reported by about 60% of the participating teachers. Many students of private management colleges are not interested to attend Business English classes as they feel that they can manage without attending it and yet score good marks. Moreover some students are of the view that Business English is like a barrier as they need to concentrate more on the other major subjects like Accounting, Managerial Economics, Quantitative Aptitude, Principles of management etc.

Some of the reasons mentioned for the above are core subjects' pressure, absence of well-equipped language labs and class rooms, lack of training to teachers in imparting activity-based teaching using latest technology, odd timings of English classes in the college timetable and constraints in completing the syllabus in time etc.

Regarding the responsibility of teachers to motivate the students to develop their personality and make them better achievers, the students supported it strongly. It was seen that some teachers are not willing to take the extra effort to motivate the students in developing their personality by creating the right learning environment as they themselves were de-motivated and exhausted due to reasons mentioned above. And also the student –teacher ratio is not proportionate which makes teaching difficult in large classes. Above all students now have more distractions like social media which makes the teaching –learning process ineffective and inefficient.

The evaluation process of both theory and practical classes also de-motivate the students. Often repeated questions at semester-end examinations and liberal evaluation process, both in theory and practical assignments, discourage the students from acquiring adequate English language skills.

The next important need in their perception is the need for activity-based teaching and provision for relevant study materials. The need for activity-based teaching and provision for relevant study materials. The lessons should not be limited to exercises or task conducted from examination point of view but rather it should develop certain skills so that learners can use it in social contexts.

4.16 Teachers' Views on the Third Research Question regarding the effectiveness of the English language syllabus in meeting the academic needs and professional needs of the students

The collated data of teachers' responses that support the third research question is mentioned below as per their order of preference:

The awareness about the importance of communicating in English dawns on the students only when they reach the final year, when they have to face job interviews. By then it is too late to compensate the loss of vital time early in the course.

The collated data indicates that majority of the teachers stressed the need for providing well-equipped language laboratories with relevant software and modern communication systems as the top priority to impart effective training to students in basic language skills.

The priority should be the provision for imparting training to students in basic skills such as listening, speaking, reading and writing, especially writing for which the allotted time as per timetable in most colleges is quite inadequate. Teachers do not feel the need of teaching listening skills because of time constraints. Teachers are also held up with too much paper works.

The need for soft skills training, personality development, phonetics practice, exposure to the corporate world, business communication, training in public relations, well-equipped classrooms for theory classes, motivating the students etc. have also been mentioned as crucial needs.

To conclude, we can say that teachers' classroom instruction directly affects students' motivation level and teachers' own motivation levels are affected by the students' responses in the classroom, be it verbal or non-verbal. According to Hutchinson and Waters (1987), the best methodology for identifying the needs of particular group of learners is to use such methods as

questionnaires, follow-up-interviews, and collection of authentic texts. Researchers also propose that teachers should outline correct learner expectations and attitudes about how languages are learnt and also explain the reasoning behind classroom methods. The gap among teachers and learners can be thus minimized. (Horwitz, 1985; Kern, 1995; Peacock, 1999; Carter, 1999; Barkhusein, 1998; Mohamed, 2006).

The difference in terms of students and those of the teachers views related to the research questions has been evident in certain areas which can be minimized only if teachers conduct needs analysis to understand learner expectations and attitudes. They also need to research upon the suitable classroom methods to produce effective results. The diversity of the needs of English language learners has long been acknowledged (Tarone and Yule, 1989). Teachers have to make endless efforts to choose and apply the best teaching methods to meet various needs of learners. Learning -centered approach to lessons, materials and syllabus design advocates the involvement of learners in contributing to this design. Learners should be invited to express their views on their needs for learning the language and their preferred learning styles (Nunan, 1988a). Based on the findings of the study, the researcher conducted certain classroom experiments by designing activities based on a learner centered curriculum, at the Assam Institute of Management and Asian Institute of Management and Technology, Guwahati Assam. Given below is a Business Simulation Game which can be conducted in management classroom. (Also see Appendix III)

4.17 Business Simulation Games

These can be categorized in two main groups in-context games and out-of-context games .In-context means the game simulates real life as nearly as possible. This group includes sale and negotiation role plays, problem solving discussions or simulated meetings set in a modern business environment. Out of context games are those which practice the target skills in unreal or unlikely situations. Games in this group may require the participants imagine that they are on the moon or living in Ancient Egypt at the time of Pharaohs. Games are designed to train management students in interpersonal skills for example co-operation, listening, leadership. One of the principle values of these games is that the participants become so involved that

they forget their fear of speaking English. This helps to maximize student talking time in the BE classroom.

Innovative methods in language teaching may sometimes be slightly difficult for less experienced teachers. Case studies are a relatively new type of task-based activities for Business English students. They have been used in language courses for some time now. It seems, however, that their full teaching potential has not been used yet. Teachers seem to be uncertain of how to use cases in class. The researcher presents the main pedagogical aspects of using case studies in Business English courses. It gives a short description of the structure of typical mini-cases included in recently published course-books of Business English. It discusses the basic principles and techniques of using the case study method in class. The main aim of the researcher is to present the advantages of the case study method as a new tool of developing learners' linguistic and non-linguistic competence. Cases offer valuable teaching material that needs to be fully exploited. Suggestions given in teacher's books can be supplemented by various innovative tasks aimed at developing the productive skills of speaking and writing. Cases are motivating for Business English learners since they give them the authority to decide what to do to solve a real-life business problem (learners are in the role of managers). Learners can present their point of view, discuss its advantages and suggest a course of action. They have a chance to compete and to demonstrate their analytical and managerial skills. Doing the cases learners use language naturally. In the case study method language is a tool to solving a problem, it is a means of communicating in typical business situations. If teachers learn how to use cases more extensively in the future, they will certainly make the teaching process more effective and student centered.

The effectiveness of language teaching depends, among others, on teaching materials. Students and teachers need materials that can improve the language acquisition process and offer more opportunities to develop the productive language skills of speaking and writing. These skills, as opposed to the receptive skills of reading and listening comprehension, are more difficult to acquire and require much more practice and time. In her book on Business English teaching Donna (2000) stresses the fact that if students believe that in a language course they do tasks relevant for their future professional communication they are more motivated to learn. Case studies were first used in law to evidence verdicts given by judges and to teach

law students. In the 30s of the 20th century cases were introduced in psychiatry. Case reports were written to document diseases and to consult the cases with other specialists. Today, all medical specialties use case reports for didactic and research purposes. Case studies started to be used in business in 1967 when Strauss and Glazer created their 'grounded theory'. In the mid-70s of the 20th century they were introduced in business schools. Harvard Business School has been using this method intensively to teach future managers how to solve real-life problems. Today, the case study method is widely used as a teaching and researching tool in medicine, psychology, anthropology, sociology, economics, management, finance and other sciences where the presentation and analysis of a real problem is of relevance in teaching and researching. The researcher presents the case study method as an interesting and motivating teaching material that can be widely used in teaching Business English to adult learners.

Teaching Business English to adult students requires increasingly effective teaching materials. Case studies used in a language class give opportunities to extensively practice speaking and writing skills based on materials that are challenging and relevant for business students. One of the possible methodologies of doing cases in language teaching includes the following steps: • reading the case, • discussing the situation in the company, • analyzing and discussing the quantitative data, • filling up information gaps and putting forward hypotheses, • discussing weaknesses and threats, • presenting company goals, • presenting alternative solutions of the problem, • discussing the solutions, comparing them and choosing the best one, • presenting plan B, • preparing an action plan, assigning tasks and setting the deadlines. The first step includes reading, the other ones develop speaking skills – students present their opinions, criticize, present their point and negotiate. Usually they work in teams and each team competes which other teams trying to offer the best solution to the problem. Students like doing case studies because then they are the decision-makers. They are not told what to say. They are the managers and the teacher is just an observer, mediator and facilitator. The case study method also provides an opportunity to develop writing competence. For instance one group of students may be asked to take the minutes of the meeting called to solve the problem or to write an agenda of the meeting. When the discussion at the meeting finishes and the final decision is taken, all students are requested to use the information in a written form. It may be a letter, a memorandum, a list of points, a mind map, an action plan, a report,

an e-mail or a note – any kind of business writing which best suits the situation. To do that they need instruction from their teacher on the layout, style and appropriate tone. Many teachers shy away from using case studies in the classroom situation for many reasons. First of all, they may feel that they will be engulfed in the content aspect of the case study and lose face before their students. Secondly, they may not be comfortable with the role shift in their teaching - from teacher to facilitator. Finally, teachers who are used to a transmission style of teaching may feel that teaching is not really happening if they use simulations or case studies.

However, the advantages of case studies are numerous. Some of them are set out below:

1. To develop critical thinking and reflective learning in the learner.

2. To improve the student's organisational skills - as case studies are sometimes very dense in information, the key is to condense this information into logical sections and organise them so that a clear picture of the problem/issue can be understood

3. To enhance communication skills - case studies can be used to improve the student's written and oral communication. Non-verbal communication skills are also practised by using case studies

4. To train managerial communication skills such as holding a meeting, negotiating a contract, giving a presentation etc. Case studies force students into real-life situations to require them to get involved in managerial communication.

5. To encourage collaborative learning and team-working skills in the language learner.

4.18   The Case Study Classroom

The researcher has divided this section into three parts:

1. **Case study introduction** - deals with the preparation of the case study with a decision objective to make and the introduction of a problem solving analysis.

2. **Case study class -** here the class is divided into sections to include meetings, presentations of findings and discussion of recommendations.

3. **Debriefing the class -** the teacher gives feedback on language mistakes, managerial skills and the meeting documents and support materials used.

1.   **Case Study Introduction**

It is extremely important that the case studies are well prepared in advance so that each student knows what his role is. It is not sufficient just to give the case study to the student and hope that they will understand how to use it. This is the mistake made by many teachers unfamiliar with the case study method. There are many ways of introducing the case study to your students.

Here is a list of steps that should be completed during the case study introduction class.

1) Read the case thoroughly with your students. Here you can deal with any lexical or grammatical issues. The teacher may also like to ask his/her students to represent the background information in a visual form. Use the blackboard or flipchart to get a clear picture of the company background. The main information has to be extracted from the case study, which will then be used later for further analysis.

2) Provide the students with some input on how they should analyse the case study. The problem solving analysis below is an example of how to get the students to analyse the case critically.

a) Read the case several times.

b) Define the main issues/problems and come up with a decision objective.

c) Set out the firm's objectives.

d) Identify options open to the firm.

e) Draw up some criteria to evaluate the options chosen.

f) Select the best option.

g) Decide on how the option should be implemented.

h) Draw up an action plan to implement the solution chosen.

3) Pre-teach the language required to discuss the case study. There are many publications on the market for teaching meeting skills, presentation skills or negotiation skills. It is important to select the skill you would like to focus on and teach the specific language. If we take meetings as an example, we could do some of the following:

Refer students to web sites to read up on the skill being practised. A web search will reveal any number of interesting sites.

If students have access to libraries, then they can read up on meeting skills in one of the many communication books on the market

Brainstorm some key concepts of meetings such as type of meetings, people at a meeting, verbs, etc

Move on to the language of meetings - provide the students with useful language input for both the chairperson and the participants such as the language of contradicting and disagreeing, interrupting, taking the floor etc.

Familiarise the students with the documents of meeting - the form and content of agendas, minutes and memos. This should provide the student with more language input such as *matters arising out of the last meeting, absentees, etc.*

Divide the class into small groups. You can either ask them to form the groups themselves or you can form the groups based on your class lists.

2.   Case Study Class

Students should be divided into two small groups to discuss different aspects of the same case study. Therefore, it is a good idea to find a case study that has two distinct parts. You must remind the students that they do not have all the information they need to solve the case but based on the information available, they can make recommendations and come to preliminary decisions. You can also inform your students that in real life situation in business, we do not have all the facts required to solve a problem. It is always better for the teacher to give handouts of the case prior to the class and ask the students to go through the case before the class.

In a one hour session, the class time is divided into three slots:

Meeting (20 minutes) - Groups (Group A and Group B) meet to discuss their part of the case study.

Presentation (15 minutes per group) - Group A present their findings to the other group and vice versa.

Discussion (15 minutes) - all students come together to discuss the findings and make recommendations.

Writing the case (10 minutes)- all students write the case starting with Decision Objective, problems, assumptions, analysis, findings and discussion, recommendations and conclusion.

Meeting (20 minutes)

Students are divided into two groups (Group A and Group B) to discuss their part of the case study. A chairperson is selected to lead the meeting and an agenda is drawn up. Students can be asked to prepare the agenda in advance and ensure everyone has a copy or they can write their agenda on the flipchart. Students discuss and provide recommendations, which they then represent graphically on transparencies or on the flipchart/chalkboard. The teacher should impress on the students that their visuals should be clear, concise and coherent and long sentences are unacceptable. The students should then prepare their presentation. The facilitator should ensure that the chairperson does not monopolise the presentation but lets the other students have equal speaking time.

Presentation (15 minutes)

The findings of Group A are presented to Group B and vice versa. This should take approximately 15 minutes for each group including questions. Students must take detailed notes in order to participate actively in the third part of the lesson. Students will need to clarify the issues their group did not deal with by asking questions and repeating. This section should be treated as information exchange and the facilitator should prevent further discussion of the points presented. In order to include active participation of all students in this section, you could ask the students to share the presentation speaking time equally.

Discussion (15 minutes)

A discussion of both parts ensues whereby the students compare and contrast the various findings and suggestions made. Everyone should be encouraged to participate and a consensus should be reached on the main points raised in the presentation. This further elaboration of the items on the agenda will facilitate the writing of the detailed minutes, which should be prepared as homework.

Finally, the facilitator asks the students to prepare the minutes for the following week. The minutes are prepared in groups of three so that the students can consolidate their ideas on paper.

The transparencies and the agendas are collected by the facilitator for analysis and correction.

3.   Debriefing Class

All case study classes need to be debriefed to include the language, the skills (in this case, meeting and presentation skills) and the support documents and written communication (the transparencies, the agenda and minutes). The researcher discusses these elements in more detail.

Language: there are various ways to address the mistakes made. You can create exercises from the mistakes or you can simply go through the major mistakes and explain the correct form.

Managerial Skills: as regards the meeting and presentation skills, the teacher should provide feedback on how to improve these skills. The feedback should include rapport building, body language, eye contact, etc

Written Communication: Having corrected the written work which resulted from the case study interaction, you can also look at such issues as the difference between spoken and written language and style switching. You will be also able to provide targeted feedback on the written documents ?visuals, agendas and minutes.

The researcher gave two assignments .The aim of the first assignment was a case study, based on a case *Amul: Diversifying for Growth* and the next case was *Reaching customers through direct selling: An Amway case study.*

The content integration emerged in two ways. First, the case was discussed in a group discussion session, written tasks to be done individually and, then an oral presentation was assigned as a group task. The tasks were creative and therefore challenging by nature.

The aim of the second assignment 'Know your neighbour'. It was to test the students' awareness of other cultures from personal and professional perspectives. When studying marketing, this could be a great way of helping students break the ice in their first classes. Get them to survey each other on a wide range of topics, as it will get them talking in English and using it proactively. Options to choose the job areas in which they needed to introspect gave an insight into their own strengths and areas of interest, which they gained by reflection. Using technology appropriately was one of the tasks to be completed within the given timeframe. Students surfed the net, especially wikis, to get first hand information of the places of virtual visit. The teacher indicated that the students who accessed more information within the shortest duration would get better grades and, so, students had to revise their findings on the country with supporting details that truly improved their research aptitude. The

activities experimented were based on Multiple Intelligence Theory (Gardener, 1983) as a learning strategy. The written feedbacks received from the students elicited some interesting observations and were perceived to be highly encouraging. Students claimed that skills that they never thought they possessed came to the fore during the course of the experiment. Some students discovered musical, artistic, literary, mathematical and other new-found skills and abilities. Some students took initiatives in getting the task completed on time, which reflected their inherent leadership skills. In addition, students developed self-confidence and motivation to finish the task increased significantly. They also showed responsible behaviour and independent thinking as they took active roles in shaping their own learning experiences.

4.19 Summary of the findings

Based on the study, the findings were the following:

1) The goals and objectives of the present syllabus are only being partially fulfilled. This is because the outcome has to encourage sustainable lifelong learning unfortunately this still remains a challenge. The researcher found that the involvement of the students in the learning process was very low. The teachers did not engage the students at all. With a variety of options in technology the classroom is potentially ripe for opportunities to do something that includes reading from hand out to working with a partner on creating web-based materials, and then listening to a podcast before working on the development of an oral presentation. This way student will be encouraged to perform in complex environments. Task designs need to be multi –skilled and multi-layered and have a strong structure with total involvement.

2) There is deficient acquisition of English language skills among students for proper application in the workplace context and also in real- life situations, and hence necessary measures need to be taken. Respecting how the learners may be developing their own internal mapping of the syllabus is required too, and perhaps best achieved through intervening at selected points to clear misunderstandings. All students should be allowed sufficient time to learn within their preferred learning styles.

3) Teachers are not getting adequate training in the latest language teaching methods so that effective classroom teaching becomes a norm rather than an exception.

Chapter Five

Conclusion

5.1   Introduction

In this chapter the results are compared with the findings of other studies in the literature and are analyzed according to the research objectives. Based on the results and discussions, the conclusions have been drawn and recommendations given at the end. The study was initially conceived with seven basic objectives in mind:

1) To examine the existing English syllabus currently taught in the management colleges of Assam and to ascertain how far they meet the students' communicative needs.

2) To identify the academic and professional needs of management students and teachers respectively at different management colleges in the Indian state of Assam.

3) To determine Indian business management faculty members' perceptions on the importance of Business English course.

4) To determine Indian business management faculty members' perceptions on the students' possession of the important topics of Business English course.

5) To identify the faculty reasons behind students not exhibiting the required level of interest in Business English classes.

6) To analyze what the faculty community of business management institutions feels about the number of semesters this course should be taught as in India, Business English is a course taught in one semester and in few cases, in two semesters.

7) To propose modifications and revisions in the existing curricula so that the communication needs of different learner groups are fulfilled.

Findings of certain other studies relating to the objectives of the present study are discussed below to provide a clear picture of the need for undertaking such a study.

5.2   Syllabus Design and Students' Communicative Needs

Different studies on the teacher effectiveness in teaching Business English and the importance on needs analysis in ESP curriculum have already been conducted.

But not much has been done on the teaching pedagogy and materials used specially in Assam. The syllabus is not well executed and the cause and effect has been discussed by the researcher in detail in all the chapters. The findings of these studies have focused on the challenges of teaching Business English and the needs analysis based on either learner analysis or task analysis (e.g. Hutchinson & Waters,1987; Nunan,1988a; Nunan,1988b;Nunan, 1995; Strevens,1997; Dudley Evans and St. John,1998; Richterich,1983;Ongsakul, 1984;Wittayapirak and Preechapanit, 1992; Michael Long,2005). The learner and the task become the two most critical factors while designing questionnaires and interviews for needs analysis survey, as per these researchers. The present study additionally focuses on the goals, contents and resources and materials provided in the existing syllabus and puts emphasis on the communicative needs in a learner-centered curriculum to enable students for real life challenges in language contexts.

Lack of communication skills and lack of English language proficiency has been a major concern in many studies conducted (Canale, & Swain, 1980; Duit, 1995; Hymes, 1972; Inyoung Shin,2008;Rayan 2007, Rahim, 2005; Pawanchik, 2006).The need of writing and reading skills hasbeen emphasized in studies conducted by (e.g. Jackson et.al. 2006; Pritchard, & Nasr,2004; Stapa,S.H., & Mohd Jais, 2005; Tong, 2003, Tan, H. 1999) The need to develop oral and written communication skills and other work-specific communication skills such as informal discussions, public speeches and interviews etc. have been the major focus on studies conducted by (Tong,2003; Splitt,1993; Curry, Sherry and Tunney, 2003; and Kwok, 2004). Kaur, S., &Thiyagarajah,(1999) have emphasized the inseparable relationship of reading and writing skills. A study by Dlaska (1999) focuses on the currently practiced course of engineering students to examine how far the teaching methods of the four skills (LSRW) cater to the communicative needs of the engineering students. This can also be considered for management students since Business English and Technical English both comes under ESP.

Other studies lead by (e.g. Reimer, 2002; Mohanty, 2009; Prema and Venkataraman, 2007;Rayan,2008; Sibat, 2005; Sageev, and Romanowski, 2001) have proposed the need of developing effective communication skills in students as that has been desired by organizations conducting campus interviews.

5.3 Students' Academic Needs and Professional Needs in the Management Studies Context

Findings of different studies based on students' academic needs in a language learning context, revealed that the students' frequency or ability of using the English language was low, irrespective of the types of workplace or levels of study. Many students face or feel fear or anxiety due to lack of proficiency in target language (e.g. Aviv, Gardener R, Rayan 2008,McCroskey & Baldwin, 1984). Learner autonomy and affective learning strategies to optimize language learning had been piloted especially in task based learning to cater to different academic needs. This has been stressed in many other studies conducted (Hurd, S.2008; Duit,1995; Ellis, (2003); El-Okda,1991;Carter, 1999;Berger McCroskey and Baldwin, 1984).The need of guidance and motivation ,especially for first year management students has been stressed by different scholars.

Nunan (1988a) states that for a needs analysis, information will need to be collected, not only on why learners want to learn the target language, but also about such things as societal expectations and constraints and resources available for implementing the syllabus. The present study models on this and likewise considers the previous level of English language competence and socio cultural backgrounds of students. Fulfilment of various academic needs in language learning context, such as guidance and motivation, learner autonomy, mode of instruction, previous language learning background etc. are also examined from students views. Different studies related to the study of professional needs of language learners limit their findings to the need of students' exposure to various genres that leads to expanding their vocabulary for professional courses (Bhatia, 1983; 1997; 1999; Ambigaphaty & Aniswal, 2005;Reimer, 2002; Swales 1990). Other studies have suggested the need of ESP practitioners to collaborate with subject matter experts from specific professional areas such as business or industry related subjects to better execute the communication tasks expected from students(Kaur, S., & Hua, L. 2006; Jiajing, 2007; Mehisto, 2007).

The language related needs of management students of India conducted by various organizations has put their main focus on business communication. The need of business communication skills, especially writing skills is stressed. However the researcher found that in Assam main focus was on speaking skills. Lack of

appropriate vocabulary for workplace needs create problems as the text books do not satisfy the students' needs (Hui, Z. 2007; Chen, Y.2006;Cheung, D. & Lai P. C, 1997).Need of technology in language learning context has been focused by (Asmari, 2010; Atai, 2009; Bottino, 2004; Shin 2007; Siemens, 2004; Topolovac et al, 2008;Vallance, 1997). This study, in addition to the above factors stresses the need of integrating technology in doing tasks, projects and assignments so that students get exposure to communication skills as in professional context which would prepare them for workplace needs. This study thus focuses on the technological needs of digital age learners in language learning context. The need of technology integrated language learning is stressed for digital age language learners.

Different aspects of teachers' needs in language teaching context are explored. The studies conducted on how teachers conduct examinations and assessment has also been considered (Wellington, 2002; West, 2002). The present study, along with focusing on the teachers' needs from all these angles, it further researches on methodologies and procedures to effectively meet the challenges teachers face in mixed-ability classes and large classes (Tomlinson, 2001; Tsui, 2003). Above all it considers the teachers' needs to keep them updated with teaching methodologies, especially in needs analysis techniques, curriculum design and assessment patterns. Time constraints and de-motivated students also stand as a bottleneck for the teachers in delivering effective lectures or activities. They should thereby gain proficiency in designing tasks to enrich students with different life skills. This would essentially help them to meet the demands of language learners in the digital era. In addition to above factors, the learners' needs, from teachers' view points and also teachers' needs to make the language teaching a positive experience has also been explored.

This study thus yielded certain results for a proper assessment of the English syllabi currently in force in the undergraduate and post graduate management programs of the state. It also attempts to find out how language skills along with life-skills and people skills can be learnt effectively by management students for proper utilization by them in real life situations.

On the basis of the first-hand teaching experience gained by working closely with students from different management colleges of Assam for six years, and by conducting field study for over a year, this researcher could contextualize the following results from this study. The discussions are based on the findings related to

the information collected from both quantitative and qualitative data. It has been collected from the questionnaire survey conducted among management college students and teachers of different management colleges of Assam. The findings from the data are discussed under the three research questions. The notable findings from the students' and teachers' questionnaires that support each research question are discussed below. Accordingly recommendations on the basis of the shortcomings to improve the teaching of ESP in Assam are discussed. The variables for discussion are (1) Syllabus design and related issues and (2) Students' needs - academic and professional.

5.4   Discussion on the Students' Questionnaire (Students' Views on the First Research Question)

Syllabus Design and Students' Communicative Needs

The needs related to modification of the existing syllabus are skills related to life skills development, interactive sessions, personality development sessions and learner autonomy. The supportive statements related to the syllabus design and related issues are discussed below:

Needs Related to Life-skills Development (Goals)

Team activities are to be promoted to inculcate team spirit and leadership qualities.

Different task-based activities for skills development should be conducted. This will help tackle any adverse situation in future.

Training in decision-making skills, problem-solving abilities, linguistic proficiency, fluency in thinking and expressing etc. are essential to managers for success.

Interactive Sessions (Content)

The requirement of interactive sessions like role-plays, group discussions etc. has been stressed by a few respondents. The need for proper interaction between teachers and students has been mentioned.

Activities in English classes should be as interesting and as challenging as playing games.

Theory classes should be replaced with interactive lab classes.

English should be taught by taking learners needs into consideration.

Students' opinions regarding syllabus design are also to be taken into account in English classes.

These opinions of students indicate their preference for interactive classes full of activities rather than passive listening as mute spectators to text-based lecturing.

ICT Resources and Materials (resources and materials used, technology involved etc.)

In many cases equipment available are not properly used for lack of trained personnel o rlack of interest.

Audio-visual aids leave a more lasting impression on learners than written documents

Use of modern technology for teaching can motivate students.

Digital language labs with internet facilities are essential for increasing language skills.

5.4.1 Students' Views on the Second Research Question concerning the academic and professional needs of the management students at different management colleges in Assam

Academic Needs

Students needed proper guidance to enhance English grammar and vocabulary so that they can be fluent in speaking English.

Teachers need to consider the requirements of learners coming from different language backgrounds.

Students must be assigned self-study articles and reading materials should be available in plenty.

Teaching should be student-oriented and lectures should be interactive and intelligible.

Individual attention in communicating in classroom situations to discuss answers/solutions properly has been stressed.

Personality Development Sessions

English courses should aim at developing self-esteem and self confidence level.

Good reading materials are to be provided to the students.

There is a requirement of qualified and experienced teachers who can motivate the students.

Feedback is necessary to improve the acquisition of language skills.

Professional Needs

Activities to improve English fluency should be imparted to develop confidence in communicating effectively in real life situations.

English classes must include the managerial aspects of language learning (vocabulary, documentation, business vocabulary) along with guidance in developing one's personality, for better job prospects.

English course should concentrate on imparting Business English training to handle any future situation.

Group discussions on current affairs enhance leadership

qualities. More oral tests are to be conducted.

Practical application of language skills is needed.

Individual competitions like debate; elocution etc. should be conducted in the classes.

Soft-skills training are to be imparted till 8th semester.

5.4.2 Students' Views on the Third Research Question

Does the English language syllabus in the management colleges meet students' academic and professional *needs?*

The opinions from students' views in areas where their academic and professional needs are not met are discussed below:

Fulfilment of Academic Needs

Group/individual presentations are to be arranged in the class as every student does not get opportunity to take part in the presentations.

Students should get choices to do projects and assignments.

Co-operation between teachers and students has been stressed.

A task-based approach with variety of options in doing assignments should be given as students have different language learning backgrounds.

Reading materials of students' choice should be made available.

Remedial teaching for below-average students has been suggested.

Fulfilment of Professional Needs

Ability to deal with future professional situations is to be built up.

Need of ample practice in designing documents on computers including format-designing principles, standardization, etc.

Technical English knowledge is required for interpreting data, draft memos etc.

Communication with business professionals needed for practical exposure.

In lab sessions more Group discussions, record writing, summarizing, and graphical data analysis are to be practiced.

Business English vocabulary needs to be practiced in oral communication too.

5.5   Discussion on the Teachers' Questionnaire

5.5.1   Teachers' Views on the First Research Question

Which aspects of the present English language course (goals, content, materials used, technology involved etc.) in management colleges of Indian state of Assam need to be modified to meet the management students communicative needs to apply it in real life situations?

Interactive sessions for developing communication

skills Exposure to job related skills

Practice in grammar and basic LSRW skills

Usage of relevant software for developing language skills

Internet integrated language activities

5.5.2 Teachers' Views on the Second Research Question on the subject of academic and professional needs of the management students at different management colleges Assam

Needs of Changes in--

    a)   Teaching methodologies (individual attention, challenges of mixed ability classes)

    b)   Teaching resources (identifying learning styles, using relevant software etc

    c)   Professional development programs to train management students (training in latest visual aids, designing activities for the language labs, integrating technology etc.

5.5.3 Teachers' Views on the Third Research Question

The gathered data thus identifies the academic and professional needs that are not being met in the language learning context as

    a)   Provision for latest ICT integrated learning resources

    b)   Training in interview skills

    c)   Exposure in job related skills

    d)   Practice in developing soft skills

    e)   Practice in group discussions etc

    f)   Business English skills especially speaking skills using latest technology

5.6 Conclusion

The findings of the study indicate that management students need not only linguistic competence in English, but also certain life skills and managerial skills related to language learning that need to be included into the syllabus to handle real-life situations on completion of their management course. This study thus probed the fulfilment of ELT related goals with reference to the context of management studies in Assam. The existing syllabus of Business English course fulfils the goals and objectives only partially and the following needs are to be addressed immediately to improve the quality of ELT in the management programs.

The researcher drew the following conclusions from the findings of the study and theoretical propositions of the related literature:

1. One of the major goals of the Business English course is to equip the students with proper communication skills for effective usage in everyday situations and also to manage future workplace situations. The analysis of the data collected from students reveal that this goal has been achieved only partially because few colleges wants to experiment on Project Based Learning (PBL) or anything related to the industry .The teaching and learning practices are to be reoriented to improve the outcome.

2. The course on Business English prescribed for the students is not quite ambitious. It does not aim at exposing the students to actual work-place environment. The colleges must give leadership trainings. Sadly, the course mostly consists of grammar and business communication, exposure to various English speaking accents, creative activities, project reports etc. are missing or not executed effectively. Since the activities have not been specified in the syllabus, teachers rarely prepare their own teaching materials to attain these goals.

3. The students who have undergone the corporate readiness lab in any semester are expected to be exposed to workplace situations, at least through simulations if not in real terms and get initiated into the corporate culture. Though the objectives are praiseworthy, the implementation suffers from various roadblocks due to lack of teacher training and proper infrastructure.

4. Needs assessment of the students with regard to their schooling background, previous language competency, language learning capability, bridge course etc. should be taken up before the beginning of the course. Needs analysis through written questionnaires or formal discussions may be conducted and the syllabus modified to make it flexible to suit the needs of the learners. Ultimately, the teachers have to be curriculum designers. (Berwick,1989).

5. The absence of linguistic competency assessment before the beginning of a language training program disadvantages students who have no exposure to basic language skills. The basic language skills such as listening, speaking, reading and writing should be practiced in classrooms and teachers have to provide personal attention in developing these skills in a systematic way (Krashen, 1992). This can be attempted in the lab classes where time constraints do not stand in the way. Therefore, appropriate measures from this point should be taken into consideration.

6. Choice in doing assignments should be provided to make the learners autonomous (Nunan, 1995). Students need guidance and constructive feedback so that they could evaluate the activities they involve in, by themselves. This can be done through self-evaluation or peer evaluation. Teachers can adopt measures as per available classroom conditions to evaluate the activities and finalize the results. Teachers should adopt an on-going assessment strategy. This step could increase the motivational levels of the students to achieve the targeted goals of learning.

7. The findings reveal that students are in urgent need of soft-skills training for personality development, training in interview-skills, intra and interpersonal communication etc. This would help them to develop their self-esteem and attend job interviews and communication tasks related to project training. English teachers can take the lead to manage these centres. "The teachers should learn to be facilitators, not instructors and help learners take responsibility for their own learning." (Larsen and Freeman, 2000, p.53). This shall suit different learning needs of students if the teachers follow interactive, supportive and co-operative teaching techniques.

8. The teachers' proficiency in handling such sessions would highly rely on the training and orientation they receive from experts. This would improve the employability and humanistic faculties of future managers. Teachers need to practice differentiated instruction to suit varying learning styles of students (Tomlinson, 2001). The teachers may be trained in pre-service/in-service situations to design suitable lessons/tasks/activities/learning resources and materials to suit this purpose (Hubbard & Levy, 2006 cited in Asmari, p.4).This shall suit

different learning needs of students if the teachers follow interactive, supportive and co-operative teaching techniques.

9. The management colleges of Assam follow the traditional mode of assessment that conducts written examinations during each semester at the college level and at the end of each semester by the University. The assessment of tasks and activities, supposed to be taking place in the lab classes, which carry half of the credits in English subject, suffers from several frailties due to the inbuilt failures of the prevailing assessment mechanism. As no feedback is taken systematically, corrective methods of teaching are not employed often and thereby individual attention is hampered.

10. The need for individual attention and learner autonomy has been rightly stressed by students during the survey. Learner autonomy, which is the key to cater to a mixed-ability class (Tarone & Yule, 1989), is not being addressed now. Most students do not get proper guidance to complete the assignments given to them in the classes nor get adequate feedback as a result of which they are unable to rectify the errors.

11. The teacher can create positive learning experiences once the teacher is trained to select suitable materials and design lessons and worksheets as per the needs of the learners. Teachers should promote students to reflect on their strengths and weaknesses. The teacher can design group tasks and conduct peer assessment and hence use appropriate learning resources on these lines. Group activities can be conducted with a variety of practice exercises in selected areas of grammar, vocabulary, reading and writing (Tickoo,2003).

12. English classes should include tasks that involve technology related activities like emails, chats, online discussions, power point presentations, video conferencing, and use of internet. The need of acquisition of good communication skills is international in nature. Therefore, the present English course in management syllabus needs to develop a set of generic skills along with managerial skills forming the part of graduating managers' academic and professional development (Bottino, 2004; Topolovac, Marinovic & Pavlic, 2008).

5.7   Recommendations

On the basis of the recent research findings, the researcher has the following recommendations to researchers, ESP teachers, curriculum designers, college administrators and policy makers. According to the researcher the integration of technology into a standing curriculum within a business school might prove challenging. The students might not be overly impressed with the efforts by the teachers who want to use technology in whatever way possible in a Business English classroom and at times may feel bored because their concentration is more on the other core subjects. Faced with the realities of poor resourcing and continued workload pressures, there is also a possibility that the teachers themselves questions the worth of taking on a blended approach. Critically, the researcher began to wonder if blending works best in educational settings that have well-resourced or even minor levels of technology. At present, the researcher also felt difficult commercial imperatives seemingly limit what we can do to further integrate new technologies.

1. The English syllabus in should include tasks that reinforce the achievement of generic skills/life skills/people skills like leadership skills, teamwork, critical thinking and problem-solving abilities along with effective communication skills. Seminars – participatory, student focused activities should be enhanced. To develop professional competence the awareness of social and cultural aspects related to the business managers' workplace can be exercised in the classroom by selecting authentic materials. Event management skills also can help the students to inculcate the habit of team work , which would leverage the leadership skills of the students. Project Based Learning (PBL) should be encouraged and experimented. The teachers of English can take the lead in organizing such interactive sessions and work on it successfully in follow-up sessions. Such exercises are useful to strengthen the communicative competence of students. When they face real life situations in future, they would be able to handle it with ease.

2. If the students are provided facilities and guidance in developing Business English skills with proper orientation and practice they can develop a broad perspective to face future work place needs. Exposure to corporate culture, start-ups, interaction with experts from business and industry,

management experts, academicians specializing in various fields, can empower management students to be better communicators in their work places. The teachers of English can take the lead in organizing such interactive sessions and work on it successfully and conduct follow-up sessions if necessary.

3. The researcher recommends the ESP teachers to give ample practice to students in lab classes to give power point presentations, report writing, project report preparation individually and in groups. Online submissions, with face to face consultations and additional interactions on line can be very effective. Software relating to corporate etiquettes, communication, documentation, presentations, interview sessions, or selected movies with related themes etc. should be made available in the language laboratories and students should be able to access it in their own time. Blended learning should be encouraged.

4. Group discussions on different facets of corporate culture, current affairs, managerial topics, case studies, debates, elocutions, extempore talks relating to corporate/business topics, slogan/poster writing competitions, write ups for commercial advertisements, simulated Board Meetings can be organized by students so that they will be in touch with corporate environment. These activities would be of help in promoting oral communication and workplace communication skills. Downloading podcasts of lessons and entertainment, recording podcasts as part of online learning, listening in class as part of a lesson can change the learning experience to great heights.

5. The researcher recommends a continuous evaluation system that gives scope for improvement. In management context, portfolios or e-portfolios of assignments conducted need to be maintained. The fairness of the assessment can be maintained by reducing the number of questions on the assessment, making the feedback process simpler.

6. Professional development of the teachers of English is one of the most neglected aspects in management colleges of Assam. There is the need to establish a Resource Centre at the university level for imparting training in

language teaching by integrating technology. Each college should have an Academic Staff College to conduct regular refresher courses and update the teachers with latest in business. It is better for teachers new to language teaching to appear a pre-test based on communication skills before they get absorbed for teaching Communicative English. Teachers need to be trained in syllabus design, material production and formative assessment systems in Communicative and Business English aspects so that they can apply these in classrooms.

7. It is recommended that other researchers conduct additional needs analysis studies to find out the English language needs of students in different school stages. In addition, the researcher recommends other researchers to conduct needs analysis studies of other subjects also, so that the teaching learning system in India gets strengthened in the process.

- Needs analysis: what do students need to know in order to face the requirements of their future job environment?

- Assessment of level: using written tests, we can see what level of language students have at the beginning of the course.

- Syllabus: set courses, like the ones taught in colleges, should have fixed objectives and syllabus.

- Course objectives: should be defined in relation to the needs analysis findings; in the case of pre-experience learners they can be worded in terms of their course of study or in terms of required language improvement (command of structures, functions etc.)

- Time: in the case of college language training, time is limited so the course should be structured according to the duration (number of weeks, semesters etc.).

- Learner expectations: in the case of Business English, learners are likely to be more goal-orientated and to expect success.

- Evaluation of progress: written or oral examination, dependent on particular circumstances.

These steps were very helpful in the elaboration of the Written Analysis and Communication course in Assam Institute of Management. After assessing the students' needs, the conclusion was that the content of this course should be the same for all the students no matter their major specialization.

The following guidelines are recommended to those who have a Business English course similarly designed and who would wish to revise based on the present study:

A clear distinction between a Business English course and an English speaking course needs to be maintained.

A basic understanding and level of students' expertise over English needs to be ensured before offering a course on Business English.

A balance between the delivery of oral and written components of communication skills needs to sustained, thus providing students with equal opportunity to speak and write.

The study has revealed that though the course is focused on written skills, students' possession of written skills is comparatively lower.

Analyze the need and receptivity of the Business English course and then, as the study suggests, spread the course out to various semesters. The number of semesters this course should be offered depends upon the need of the students. What needs to be more importantly ensured is that it challenges and creates learning opportunities to a heterogeneous batch.

The course, which is highly contemporary by nature, needs a continual assessment and revision. These revisions should only be made after proper discussion with faculty across the disciplines to ensure that the course meets the needs of the students and simultaneously prepares them for right kind of oral and written communication skills for their future.

How the Business English course should be structured?

The Business English teachers at the initial stage should cover theoretical aspects of the course, such as: characteristics and needs of Business English learners, Business English teaching methodology and the basic principles of Business English teaching and learning. The practical component provides trainees with the opportunity to plan and present activities, lessons and projects on Business English. These

practical sessions are to be observed by an experienced teacher who provides constructive feedback and helps the students/trainees to develop Business English learning skills.

The range of materials and media available to Business English teachers has widened progressively. There is a sense both that Business English has come of age; and that - in terms of the internet, DVD video, *et al.* - we are about to experience a further, even greater explosion in the quantity and range of materials available to us. Parallel to the growth in range of media has been the consolidation of the ELT publishing industry. Pearson Education in particular currently enjoys such relatively large financial resources that it can probably create conditions of internal competition. Whereas the concept of the Business English course book used to be a somewhat monolithic one, we now have titles targeting not only pre-service and in-service learners, but also students with managerial and non-managerial, vocational, and clerical backgrounds.

Business English Teachers Need Materials to Cover Four Main Areas:

1) General language knowledge (Business English grammar—or, more accurately, grammar in a Business context).

2) Professional communication skills (for presentations, meetings, telephoning, etc.).

3) Specialist language knowledge (the specialist lexis of a given professional activity and/or Business sector).

4) General communication skills (for survival and for professional socializing).

To this scheme, the teachers can anticipate the addition of a further parameter that would facilitate intercultural communication skills and possibly even learner training materials in a Business context. Effective learning is an increasingly important concern of Business English.It is perhaps surprising that this last dimension is only just beginning to appear in most Business English materials, and even then with a greater debt to general EFL than to management training. Teaching Business English in management institutes and universities is a fast growing area.

The five main headings under which effective Business English can be learnt are as follows:

1) Course books
2) Communication skills
3) Resource books
4) Software

Future Developments

The world of Business English publications is rushing forward with the rest, within a short there shall be further significant developments in the range and scope of materials available to Business English teachers. There will also be a massive increase in the quantity and quality of web-based materials. Intercultural communication will be embraced by writers and will become a mainstream component of the Business English repertoire, rather as professional communication skills did from the mid-nineties on; and one very welcome development (in part a by product of the previous point) will be that materials will have a less anglo-centric flavour, both linguistically and culturally. It is exciting to anticipate the emergence of some kind of intercultural syllabus in the next five years. Research into the features of authentic business language and of 'International English' will inform writers and teachers and eventually percolate into course books and other materials. Learner training will develop a professional identity, at least during working hours. More writers will learn or remember how much time we spend at work, and how fascinating the world of business can actually be. Finally, it will be good to see more Business English readers. Although we may be bewildered by the increasing choice available to language learners, we should be pleased that an increasing range of needs and learning styles are being catered for.

There will be a time, that not only will the boundary between book and virtual material break down, but the personal computer will break down the boundary between writers and teachers, to the point where considerably more teachers will be writing and sharing their materials. For the time being, the trick for teachers is to broker the match between the book and the particular needs and learning profile of a given learner or group of learners.

If English is to be taught meaningfully in Business Schools, the following Steps can be taken up:

Teachers at all levels should be trained in modern language teaching methodologies. Teachers have had no formal training in teaching Business English. The following points can be taken into consideration so as to improve teachers training at all levels.

1. Each training institute must be equipped with at least one English language teaching specialist and teaching materials. The specialist should be well trained preferably in native English speaking environments and have experience in business discourse.

2. Both pre-service and in-service training courses should be offered at all training institutions.

3. Regular courses, short courses and refreshers should be organized at business schools.

4. A team of supervisors should be recruited from among the ELT specialists. They should be trained in how to supervise English language teaching in our situations.

5. Teaching materials like the textbooks, teachers guide, supplementary readers and grammar composition books are not free from weakness and short coming. This weakness and shortcoming should be reduced.

6. Lack of training of teachers in teaching Business English pose as a threat in delivering Business English classes effectively because teachers have had no formal training in teaching Business English.

7. The main purpose of examination in English is to test student's achievements in the use of basic language skills (listening, speaking, reading and writing) in the meaningful contexts. To realize this goal, the types of tests and examinations shown in the exercises of the text books should be given to the students.

8. The motivation level of university students is another challenge in teaching English for Business Purposes (EBP), because "university students do not invest as much time in learning English as they do in learning their specialist subjects. One of the reasons is that they do not see English playing a

significant role to major in a certain discipline." (Metsheng, 2009) Moreover, student body reaction to EAP classes is quite complex. While learning a language at university level is generally seen as an obstacle to their majors (that causes the lack of motivation to learn), most students are also aware of the fact that they will need English to have a better career after college. Unfortunately, most justify their insincerity towards learning the language claiming that they will invest time in learning English after college.

Concluding Remarks

Overall, the researcher found that there was some dichotomy between the perceived important needs of communication skills for students and their fulfilment amongst them. The skills which were considered to be more important were less on the scale while the skills which were considered to be comparatively less important by the faculty were high on the scale.

Possession of spoken communication skills was found to be lower than the possession of same components in the written skills. It can be thus concluded that the students across the Assam and North-East are weak in possession of spoken skills. This is despite the fact that most of the delivery of the Business English course is pre-dominated by written skills alone. This gap needs to be further addressed through research. Deliberations whether or not spoken skills can be taught have already begun. The study also identifies that the business management teaching community feels that the course of Business English should be taught in either two or four semesters as opposed to the course being presently taught in one semester in most B-schools. The faculty also opined that the Business English classes are not taken very seriously by students, the most important reasons, as felt by faculty were that it takes a lot of time to improve upon it and that it is more important for students to concentrate upon their specialization. A few other very important reasons that emerged were that the Business English classes very often transform into English speaking classes in most B-schools and the course fails in appropriately challenging the heterogeneous batch of students. This appears to be a very significant feedback for the business communication course instructors across B-schools. Research has already started debating whether English usage should or should not be included in a Business English course (Plutsky &Wilson, 1996).

5.8   Implications of the study

The study would have some far-fetched implications for Business English instructors. The findings could help Business English instructors to identify strengths, weaknesses and opportunities towards a continuous improvement of Business English education. Secondly, teacher effectiveness in teaching English as a second language at the secondary level schools in Assam needs to be checked. Thirdly, since the respondents are from across Assam's business management institutions, the findings would enable the Business English instructors in India to customize their curricula towards improvement, according to the demand.

Questionnaire

Introduction

To introduce myself, I am a Research Scholar at the English and Foreign Languages University (EFLU), Shillong Campus. My research topic is "Teaching Business English in the Management Institutes of Assam: Challenges and Prospects". I would like to research on English teachers' perceptions about English language education at management institutes of Asssam. The following questionnaire is designed to obtain information on the challenges of teaching Business English in the management institutes. The purpose of this study is to identify the challenges and propose some suggestions to overcome the challenges. The questionnaire would seek out information on your experience as a teacher of Business English and your beliefs and opinions on the course of Business English. This study would concentrate on the nature of training you had to teach Business English.

I would appreciate it very much if you could kindly spare some time for the questions included in this questionnaire. The obtained results will be used only for research purposes and the privacy of your responses will be fully respected. I am sure the data collected from this questionnaire will be much appreciated not only by researchers of English language education in the management institutes but also by teachers who are very much interested in teaching English to their pupils.

When you answer the questions, your very first impressions will be most appreciated. Please try not to spend more than ten minutes or so to respond to all the questions. If you find it necessary to qualify your responses, please feel free to add your comments in open spaces available. The researcher would appreciate your cooperation very much.

Preliminary Questions about You and Your Institute

Part I

1.   Name of the respondent:

2.   Gender:

3.   Age:

4.   Marital status:

5.   Qualification:

6.   Details of educational qualification showing experience passed:

7.   Subjects at the degree level:

8.   Subjects at the PG level:

9.   Professional Qualification:

10.   Details of past experience:

11.   Experience in present institution:

12.   Training Course attended:

13.   Teaching experience:

14.   Any Business English teaching course attended?

15.   Name of the management institute in which you teach Business English:

16.   I have taught English for about (   ) year/s.

17.   My English classes have about ( ) pupils on average.

Part II Strongly Agree=5, Agree=4, Don't Know=3, Strongly Disagree=2 ,Disagree=1

A.   Aims and Objectives (Tick your appropriate answer)

1.   The objectives of the Business English course are well defined.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

2.   The objectives of the Business English course needs modification.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

3. The objectives of the Business English course pay attention to things that benefit the students in their professional contexts.

   a) Strongly Agree   b) Agree   c) Don't Know

   d) Strongly Disagree   e) Disagree.

4. The objectives of the Business English course help the students in developing corporate finance vocabulary.

   a) Strongly Agree   b) Agree   c) Don't Know

   d) Strongly Disagree   e) Disagree.

5. The objectives of the Business English course develop intercultural skills.

   a) Strongly Agree   b) Agree   c) Don't Know

   d) Strongly Disagree   e) Disagree.

6. English should be taught as a language for its utility and not for any purpose?
   a) Strongly Agree b) Agree c) Don't Know d) Strongly

   Disagree e) Disagree.

B.   Syllabus/Course Content

7. The syllabus of the Business English course is highly relevant.

   a) Strongly Agree   b) Agree   c) Don't Know

   d) Strongly Disagree   e) Disagree.

8. The syllabus of the Business English is literature oriented.

   a) Strongly Agree   b) Agree   c) Don't Know

   d) Strongly Disagree   e) Disagree.

9. The syllabus of the Business English skill oriented.

   a) Strongly Agree   b) Agree   c) Don't Know

   d) Strongly Disagree   e) Disagree.

10. The course content of the Business English course helps the students to improve their negotiation skills.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

11. The course content of the Business English course helps the students to improve their presentation skills.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

12. The course content of the Business English course helps the students to improve their persuasive skills.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

13. The course content of the Business English course help the students to prepare minutes, reports, proposals, agenda, notice etc.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

C.   **Assessment**

14. There is a scope for Self Assessment in the Business English course.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

15. There is a scope for Comprehensive Continuous Evaluation in the Business English course.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

16. There is a scope for Formative assessment in the Business English course.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

17. There is a scope for Summative in the Business English course.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

18. There is a scope for Task Based Assessment in the Business English course.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

19. There is a scope for External Examination in the Business English course.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

20. There is a scope for Academic Assessment in the Business English course.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

21. There is a scope for Personality Assessment in the Business English course.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

D.   Materials

22. The teaching materials of the Business English course are interactive in nature.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

23. The teaching materials incorporate authentic materials either written or spoken.

a) Strongly Agree b) Agree c) Don't Know d) Strongly

Disagree e) Disagree.

24. The teaching materials incorporate electronic media like emails, video-conferencing, CALL etc.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

25. The teaching materials incorporate print media like newspapers, magazines, company advertising materials.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

26. The teaching materials are relevant in content.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

27. Supplementary materials are available in the Business English course.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

28. The quality of materials used in teaching Business English is good.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree.

E.   Methods   Always   =5 Sometimes=4   Rarely=3 Often =2 Not at all=1

29. Do you apply the traditional method of teaching in the classroom while teaching Business English to the management students/trainees.?

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

30. Do you apply the modern method of teaching in the classroom while teaching Business English to the management students/trainees.?

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

31 To avoid outmoded techniques and methods, I try to combine the techniques of the audio-lingual and direct method to enhance students' fluency.

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

32. Do you apply the electronic technology like interactive whiteboard, CALL Language laboratory in the classroom while teaching Business English to the management students/trainees.?

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

33. Do you employ Role play as a learning activity in teaching English as a second language to the non-native speaker in the classroom?

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

34. Do you employ Pair Work as a learning activity in teaching English as a second language to the non-native speaker in the classroom?

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

35. Do you employ Group Work as a learning activity in teaching English as a second language to the non-native speaker in the classroom?

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

36. Is there any language lab?

a) Yes   b) No

If Yes, is the language lab functional?

a) Yes   b) No

37. Do you use teaching resources like literary quiz and evening entertainment?
a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

38. Do you make use of teaching resources like charts, magazines, articles etc, to teach business English in the classroom?

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

39. Do you make use of computers to teach Business English in the classroom?

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

40. Do you feel the need for teaching the Listening Skills?

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

41. Do you feel the need for teaching the Speaking Skills?

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

42. Do you feel the need for teaching the Reading Skills

a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

43. Do you feel the need for teaching the Writing Skills?

 a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

44. Do you think that the tools that you use to teach Business English in the classroom are the right ones?

 a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

45. Do you agree that the tools are being properly used?

 a) Always   b) Sometimes   c) Rarely   d) Often   e) Not at all

F.   Teacher Beliefs and Attitude

Strongly Agree=5, Agree=4, Don't Know=3, Strongly Disagree=2 ,Disagree=1

46. Pre-service training at university helps a teacher a lot to teach Business English

 a) Strongly Agree   b) Agree   c) Don't Know d) Strongly Disagree   e) Disagree.

47. In-service training helps a teacher a lot to teach Business English.

 a) Strongly Agree   b) Agree   c) Don't Know   d) Strongly Disagree   e) Disagree.

48. Independent workshops and seminars help a teacher a lot to teach Business English

 a) Strongly Agree   b) Agree c) Don't Know d) Strongly Disagree   e) Disagree.

49. Reading professional books on language teaching helps a teacher a lot to teach Business English.

 a) Strongly Agree   b) Agree   c) Don't Know   d) Strongly Disagree   e) Disagree.

50. Own personal reflections help a teacher a lot to teach Business English.

 a) Strongly Agree   b) Agree   c) Don't Know   d) Strongly Disagree   e) Disagree.

51. How far are you satisfied with the English proficiency your pupils have achieved so far through your English lessons? Quite satisfied =5 Fairly satisfied=4 Cannot tell for sure=3 Not very satisfied =2 Not satisfied at all.=1

 a) Quite satisfied   b) Fairly satisfied   c) Cannot tell for sure
 d) Not very satisfied   e) Not satisfied at all.

52. You are satisfied with the kind of remuneration you are given.

 a) Quite satisfied   b) Fairly satisfied   c) Cannot tell for sure
 d) Not very satisfied e) Not satisfied at all.

53. How many English periods do you take per day?

a) ONE   b) TWO   c) THREE   d) FOUR   e) FIVE or more

54. Do you believe that the work load is more for the English teacher?

a) Strongly Agree   b) Agree   c) Cant' say

d) Strongly Disagree   e) Disagree

55. You are satisfied since the students are keen to learn Business English as it would help them to fetch job in the future.

a) Strongly Agree   b) Agree   c) Don't Know

d) Strongly Disagree   e) Disagree

56. Comment on the students' attitude towards learning Business English.

a)Attitude is positive   b)Attitude is negative

c)Sole motive is to pass the Business English examination

d) Can't say

G.   Please give your valuable comments on the following statements

1	Teaching of English skills should be spread across the semesters as a practice oriented course throughout the management curricula to match global standards.	Yes/No Why?
2	Training in latest teaching technologies is neglected for English teachers in Assam.	Yes/No Why?
3	The method of conducting English lab sessions differs in quality from college to college and teacher to teacher.	Yes/No Why?
4	The motivation to learn English skills highly rely on the mode of assessment and thus needs to be restructured.	Yes/No Why?
5	Lack of uniformity in salary structure for English teachers in management colleges discourages professional development.	Yes/No Why?
6	The English curricula for technical students should be extended to further semesters and designed as English for Specific Purposes (ESP) and English for Occupational Purposes (EOP).	Yes/No Why?

H. **List three major needs of students of your college in learning Communicative English and Business English courses.**

1 ………………………………………………………………………………..

2) ..………………………………………………………………………………

3) …..………………………………………………………………………….

<div align="center">

Thank you

</div>

STUDENTS' QUESTIONNAIRE

Questionnaire No….

Dear Student,

To introduce myself, I am **Rashmi Rekha Borah** a Research Scholar, Dept of English Language Education in The English and Foreign Languages University (EFLU), Shillong Campus under the supervision of Prof. T.K.Bamon.

My research topic is ***Teaching Business English in the Management Institutes of Assam: Challenges and Prospects.*** Here are a few questions which require honest answer. Please answer by marking with a tick ( ). This questionnaire is designed to collect information regarding the effectiveness of teaching Business/Communicative/Professional English Course as a needs-based approach to English language teaching for management purposes. This survey tries to find the specific needs of the management students have in learning Business English. When you answer the questions, your very first impressions will be most appreciated. If you find it necessary to qualify your responses, please feel free to add your comments in open spaces available. The researcher would appreciate your cooperation very much.

I.   Items (1-11) Tick any one from the five options (1-2-3-4-5) given below (Disagree to Agree)

II.   Items (12-20) and

III.   Items (21-29) - Tick any one option from the given columns (1-2-3-4-5) (Never toAlways)

IV.   Item 30.How would you like English to be taught in your college/institute/university?

1. **Name of the college……………………………………….… 2 Semester / Trimester……………… 3.HSLC Board………….4.Higher Secondary Board………………… Native Place ……….…………… 6.Urban/Semi Urban/Rural………..………**

Items	Contents	Disagree	Disagree to some extent	No Idea	Agree to some extent	Agree
1	English syllabus is overloaded to be completed in the time-duration provided.	1	2	3	4	5
2	I need to be assisted individually to understand the new concepts included in the syllabus.	1	2	3	4	5
3	Goals and objectives of the course, as understood by me, are not achieved even after course completion.	1	2	3	4	5
4	I was given enough practice in listening skills through the audio visual mode.	1	2	3	4	5
5	I gained confidence in speaking English fluently after attending English classes.	1	2	3	4	5
6	The institution/teacher is supportive and provide us with a wide range of books, journals, magazines and fiction in English.	1	2	3	4	5
7	I was given enough practice in writing technical documents.	1	2	3	4	5
8	Theory classes in English are not necessary for us.	1	2	3	4	5
9	Language lab sessions should be continued throughout the management course.	1	2	3	4	5
10	English classes need to be learner -centered.	1	2	3	4	5
11	English is relevant in a professional course like management.	1	2	3	4	5

Items	Contents	How frequently I need it (1.never.2.seldom 3.no idea 4.occasionally 5.always)	How far college fulfills this need (1.never.2.seldom 3.no idea 4.occasionally 5.always)
12	Proper guidance to our assignments according to our capabilities.	1 2 3 4 5	1 2 3 4 5
13	Our previous background/ knowledge of English to be considered while doing tasks and assignments.	1 2 3 4 5	1 2 3 4 5
14	I need to understand & enjoy doing activities/tasks in the language lab.		
15	I need to be given learning materials, software and resources in language labs.	1 2 3 4 5	1 2 3 4 5
16	Oral tests need to be properly instructed and assessed.	1 2 3 4 5	1 2 3 4 5
17	Students need to be given freedom and variety of options in doing written assignments.	1 2 3 4 5	1 2 3 4 5
18	Students need to be oriented to take responsibility of their personality development.	1 2 3 4 5	1 2 3 4 5
19	Role-plays /skits are to be conducted in the language lab.	1 2 3 4 5	1 2 3 4 5
20	Opportunity to participate in different team activities like group discussions / job interviews / case studies mock meetings etc in the language lab.	1 2 3 4 5	1 2 3 4 5
21	The assessment of activities need to give constructive feedback (both positive and negative feedback) to students and help them identify what students have already learnt and what they need to learn.	1 2 3 4 5	1 2 3 4 5
22	Interactive sessions with industrial/ corporate experts at regular intervals.	1 2 3 4 5	1 2 3 4 5
23	Proper practice in drafting /	1 2 3 4 5	1 2 3 4 5

	writing project related documents.		
24	To be given opportunity to understand the culture and customs of other states / countries	1 2 3 4 5	1 2 3 4 5
25	Read and respond to documents & materials to gain enough Business English vocabulary.	1 2 3 4 5	1 2 3 4 5
26	Analyze and write notes / summarize numerical and graphical data.	1 2 3 4 5	1 2 3 4 5
27	Use internet for language learning in classrooms.	1 2 3 4 5	1 2 3 4 5
28	Critically evaluate data /information to take decisions. (Decision making skills).	1 2 3 4 5	1 2 3 4 5
29	Develop the ability/skill to take initiatives in group activities (Leadership skills).	1 2 3 4 5	1 2 3 4 5

IV. 30. How would you like English to be taught in your college/institute/university?

(Mention number of hours, skills, readings, exercises, or resources etc you need)