



# Module Requirement Across The Faculty To Develop English Language Teaching

## KEYWORDS

Pregnancy induced hypertension, maternal outcome, fetal outcome, IUGR.

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### ABSTRACT

To meet the expectation of education in the global context many interdisciplinary departments are established by the universities and colleges in India. However there is not much focus in the developing the materials for English teaching and learning purposes. This study discloses the possibilities of a course to be failure and need in English language learning module for business communication teachers. The material developed could help novice and experienced teachers. The study also identifies that teachers of Business English are not from English graduates. It may seek one to question within that how effective the teaching and learning process could happen and how do the teachers develop materials for the business English learners.

### Introduction

In India for the past 20 years various inter disciplinary departments are established to meet the global challenges in various domains. According to 'India Today' (June 17th, 2015) reports that there is an increase in students availing admission for arts and science colleges and their first choice is to be commerce. In Commerce and other streams such as Computer science, Physics, Chemistry and etc., English is taught as a subject for academic and occupational purpose. It is felt that syllabus on English courses and teaching do not meet the expectation of the learners or teachers in inter disciplinary departments. The main objective of these courses is to provide a wide range of subject knowledge through the English as a medium of institutional instruction. This study with reference to teachers of Business Management enquires the challenges faced by the business English teachers in teaching across the discipline

Communication skills play a major role that an individual needs to develop for a successful academic career and to seek a better opportunity in the business world. Business Communication consists of both productive and receptive skills of learning. Du-Babcock, (2006) states that the role of teaching Business Communication has changed in three dimensions such as: stability (more appropriate way to communicate), change (fragmented multidisciplinary environment). At present Business Communication is going through different stages of learning and adapting to the changes of business environment.

This study enquires the teachers of Business Communication by the following:

Business Communication teachers often focus on developing technical skills rather than the language components that are involved in Business Communication. This is due to their educational background, unawareness on materials development and inappropriate training to teach Business Communication.

The nature of materials in language learning is to support and enhance the performance of language learning for the real time situation. A well-developed material helps teachers to structure and frame a methodology for learning. According to Brown (1994) material development is viewed as a systematic description of technique and adopted in

classrooms for language learning. Later material development is said as anything which is used by the learners and teachers to facilitate language learning (Tomlinson, B. 2011). It shows that materials for a course designed in second language acquisition or learning always facilitate the process of learning or acquiring.

### Methodology

The study proposes to identify the strengths, weaknesses, and opportunities of teaching Business Communication. Teachers' participation in this study is the volunteers who are interested in providing the information required for this study. The survey has been conducted among 30 teachers and it has helped to know the profile of the faculties of Business Administration from various colleges and universities in Chennai, Tamil Nadu. A questionnaire was administered among the teachers and the items were divided to get information on the below following points:

### Teacher's Profile

#### Classroom size

**Table: 1 shows the high frequency of common and demographic variables in teacher's profile**

S. no	Item	Responses	Total responses (30)	Percentage (100%)
1.	Age	30 - 39	18	60
2.	Sex	Female	22	7
3.	Education- al Back- ground	M.Phil	23	76.7
4.	Post-grad- uate in	English/Com- merce	15/15	50.0/50.0
5.	Teaching experience	5 years 5- 10 years	10/10	33.3/ 33.3
6.	Number of students in your classroom	60 and above students	18	60.0

The table 1 shows the demographic variables of the study. The responses of the respondents are converted into percentage (%) for further analysis. In understanding of teachers profile, survey reports that the teachers are adult males and females. They are predominantly between the age of 30 and 39. Among the participants of the study, 23 have pursued Master of Philosophy. 50% of the respondents

Commerce post graduates, equivalent degree holders, and others have graduated in English. The analysis states that high frequencies of teaching experience are of two categories — teachers with 1- 5 and 5 -10 year of experience. In this study, participants have reported that the average number of learners in a classroom is 60 and above.

**Table: 2 Cross table showing the high frequency of subjects handled by teachers**

Post-graduate in	Classes handled by Teachers in their institution				
	English	Business Communication	Commerce	Business management	Soft skills
Commerce	0	2	9	0	0
English	14	0	0	0	1
Business management	0	0	0	2	0
Economics	0	0	0	0	0
Others	0	0	1	0	1
Total	14	2	10	2	2

The cross table 2 shows the high frequency of situations where Business Communication course is taught by teachers with the educational specialization in Commerce and Business Administration. On the contrary, teachers specialized in English teach only General English and Soft Skills to the learners pursuing Business Administration.

Through the data analysed, it is identified that teachers teaching Business Communication skills are not from the English language teaching background. However, they are teachers of Commerce, Economics and Accountancy. Nevertheless, they are aware that the same learning materials cannot help all the learners to develop business communication skills and different materials should be given according to the needs of learners.

### Conclusion

The analysed data shows that there is a huge demand for teachers of English to be trained to upgrade their effectiveness of teaching at interdisciplinary departments. According to the Universities the minimum qualification of Business Communication teachers is good academic record with at least 55% of marks or an equivalent CGPA at the Master's Degree level in their relevant subject from an Indian University, or an equivalent degree from a foreign University. Besides, fulfilling the above qualifications, candidates should have cleared the National Eligibility test (NET) or (SET). The criteria and norms by the universities lead to think about the recruitment of Business English teachers in affiliated colleges and universities

Is Business Communication part of teacher's academics?

Are the teachers trained by universities or colleges to teach Business English?

Does the central/state Universities in Tamil Nadu offers any

graduation or diploma course for Business English teaching?

Do the universities/colleges conduct workshop or conference for business English teachers?

The goal of this research is to study the educational background of teachers of Business Communication and their educational background. The study analysis could help researchers to understand various domains and the need of English for specific purpose. At present it is also recommended that Indian education system should focus on developing materials for interdisciplinary departments. This could help novice and experienced teachers to develop the business communication learning among the learners. The study also reveals that average number of students in a classroom is above 60. It is an opportunity for researchers to identify the suitable materials for language learning and develop a module that could be used by interdisciplinary teachers to teach Business Communication.

### Reference

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