

SYNOPSIS OF THE THESIS

Exploring English Language Teaching and Learning Issues in Professional Students in Management Colleges

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1. INTRODUCTION

The most significant event of the 20th century in Indian history is freedom from the British rule and one of the most significant takeaways from the British rule is this wonderful language ‘English’. English in India originated as a result of the need to carry trade relationships through East India Company. But Britishers wanted Indians to learn English which was only enough for them to carry the clerical jobs. But soon it was used by the Indian authors and poets to depict the conflicts, sufferings and obsessions around them. Way back in the 19th century, the ‘English Education Act 1835’ triggered the overflowing importance of English education across the country and it continues till date. English, in the first half of the 20th century was used to picture the glory of our beloved country and took up colonial and nationalistic themes to stir nationalism. The second half. used English as a means of utterance of individual experiences of thrill and joy of freedom and pain or suffering of partition. Thus, there was a genuine change in the focus of the themes and subjects which can be categorized under pre independence and post - independence.

Another change was marked at the outset of the 21st century. This century has seen enormous changes in the field of education like many other fields. The demand for the English language has been apparently carried over from the previous century in an increasing order of importance and English Language Teaching is now being interpreted as an indispensable 21st century skills in India. Be it being creative in writing skills or fluency in spoken skills, the present generation is not in a mood to risk their career for the poor proficiency level in English. The outreaching number of the coaching institutes claiming to offer English courses which can make anyone fluent in a limited period of time and the huge enrolments in such institutes at least establish the realization of the importance of English. However, the failure to bring a remarkable change in

most of the cases, backbites the real situation of many such institutions. The first two decades of the 21st century have witnessed enormous changes owing to technological developments. These technological advancements preceded by the economic liberalization introduced in the year 1991 paved wide ways for the business relationship between India and the globe. Language remains to be at the core of the matter while establishing any relationship and so is in business. Thus, English now came into the core of all the businesses and other related practices. The aspirants for working in the MNCs grew exponentially. ELT started to take a communicative approach in the schools unlike the Grammar Translation and Direct methods used earlier. The wave of change swept over to higher education as well. The management colleges started to include English as one of the main papers in the curriculum. However, there was little attention towards the tools and techniques used for teaching this subject initially. Also, the teachers who taught this paper in the management colleges of Bihar, were not necessarily a person from the field of English. Anyone, who could speak good English, was deemed appropriate for dealing with this paper. Another bitter truth was that even if the person who taught English language in the management college, had studied English as a major subject throughout, they were mostly from the field of literature and had little interest in language teaching.

Later with the technology being rampant everywhere, language teaching also was intervened which resulted into some changes in ELT pertinent in terms of the approaches and methodologies. With varied complexity level however, English is taught from KG to PG. Irrespective of the fact the students across the globe have commonly accepted this fact that they feel hesitant in using English and Bihar is no exception. As there is no denial to the fact that English has become an important part of their professional life which undoubtedly influences the personal life to a great extent. Today, when the entire globe is facing disruptions in the wake of

COVID 19 and life has come to a stagnancy for most of the sectors, ELT sector has an important role to play as learning knows no lockdown and language has to be at the core of learning. For the first time in human history the learning domain is expanding more and more as the world has shrunk due to pandemic. This was difficult to be imagined without a common link language. This research work is designed to look into the areas of learning difficulties and some of the reasons for the lack of confidence in the listening, speaking, reading and writing of English. The entire thesis is divided into five chapters. The research study consists of both qualitative as well as quantitative study.

The first chapter attempts to focus on the term ELT and brings out the history of English Language Teaching in different ages along with a special emphasis on ELT in India. The chapter includes the relevance of English Language teaching for management students, the relevance of English Language Teaching for teachers, the relevance of English Language Teaching for employability and the motivation of the researcher to pursue the study.

The second chapter does a comprehensive review of the available literature. The studies include the research works taken up in both India and in some other countries. Various methods, techniques, and approaches of teaching the English Language are studied at length and a gap was tried to be found out. Finally, a conceptual framework was developed.

The third chapter states the research methodology, research problems, research objectives, research hypothesis and various stages of research. It also talks about the method of data collection, sample size and population.

In the fourth chapter detailed analysis of the tests is presented, with the help of Descriptive Statistics, ANOVA and T Test. There were altogether 415 students and 25 teachers altogether

over whom the questionnaire was administered. They were from ten different management colleges of Bihar.

In the fifth chapter major finding were discussed in the context of the four language skills. The discussion is followed with a set of recommendations made for the teachers and the management institutes which have a major role to play in influencing the learning outcome of the students.

The current study attempted to fix up the learning difficulties by finding out the teaching methodologies being used in the English classrooms. The study reflects that not only the students, but the teachers too need to undergo similar training before being able to impart the training. A nine- step formula which can help the teachers develop proficiency in English with fun:

1. English Language Teaching through Literature
2. English Language Teaching through Storytelling
3. English Language Teaching through Activities
4. English Language Teaching through Games
5. English Language Teaching through Cricket Commentary
6. English Language Teaching through News Reporting
7. English Language Teaching through Social Media
8. English Language Teaching through ICT
9. English Language Teaching through Music

2. RESEARCH MOTIVATIONS

. The ever-growing importance of English language in the job market and its direct linkage as one of the most sought-after employability skills, could not much influence the way it is treated in the management colleges as the major emphasis of the teachers and students remain on the technical papers instead of English. Also, the pedagogy or approach used for teaching English varies among management institute.

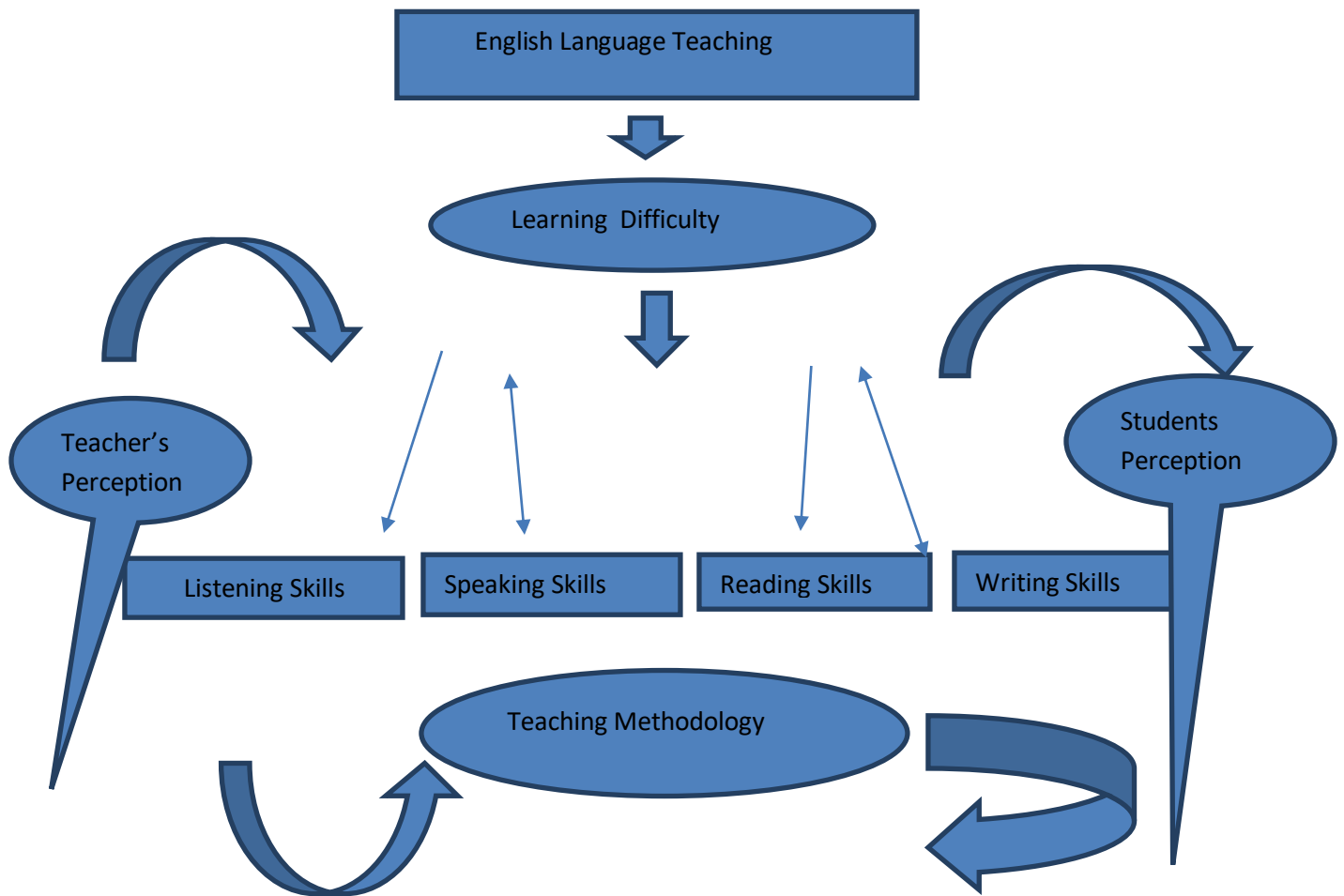
English has been an important language for the students to be employed, for their sustainability in the industry as well as for career growth. The researcher has experienced that the students struggle a lot to get the placement because of the lack of proficiency in English and find difficulty in answering questions of the interviewers. This motivated the researcher to understand the difficulties in acquiring LSRW skills. There has been a common tendency of mocking the students of Bihar for the distinctiveness in conversation especially in English. Being born and brought up in Bihar the researcher always wanted to do something about it. To offer any solution to a problem the first step is to identify the area of difficulty. After gaining an experience of teaching the English language in many reputed management colleges of Bihar, the researcher learned that the students enrolled in the management college were keen to develop their English language proficiency but found it challenging to inculcate the LSRW skills. This motivated the researcher to pursue the same as a topic of research and was fortunate in getting an opportunity with ICFAI university which allowed her to explore the area of her interest unlike many other universities.

3. REVIEW OF LITERATURE

At a school stage, as mentioned by Thompson and Write, the four main aims of teaching English are to understand spoken English, to speak English, to understand written English and to write English. This suggests that for any individual to understand spoken English, listening skill has to be developed'. The listening skills can make positive impact over speaking skills. To understand the written skills, one has to improve the reading skills and this again can positively affect the reading skills. In the given scenario, this become the matter of prime importance that the four skills namely listening skills, speaking skills, reading skills and writing skills of a student should be honed properly. Having said that another matter of concern comes to the level of difficulties faced in acquiring these skills and thus pointing out the specific learning difficulties faced in acquiring these four skills are more important than any other thing. The review of the literature has been taken up to set up a strong foundation in this regard and through the present study the specific learning difficulties will be studied

so that the thoughts of the teachers and that of the students are aligned accordingly to work in the direction of the problem.

Conceptual Theoretical Model



As evident from the conceptual framework above, the study is taken under the broad umbrella of English Language Teaching to study the learning difficulties faced by the students and the perception of the teachers of the learning difficulties. The outcome of the study is to discuss the various teaching methodologies and bring out the discussion on the relationship of teaching methodology with the performance in the language learning classrooms.

English Language Teaching: The inception of Communicative Language Teaching and the advent of technology seemed to have affected the learning and teaching of English positively and there have been some hopeful signs of modifications and modernization, not just in teaching and learning but also in the use of English.

LSRW Skills: While we learn a language, we need four skills for complete communication. While we are in the process of learning our native language, we usually learn to listen first, then to speak, reading thereafter and writing at the end finally. These are called the four "language skills". In the globalized world, LSRW skills are the keys to succeed in the professional world as these skills help to develop good relationship Professionals having strong command on communication skills are considered assets for any organization.

Listening skills are important to be developed and the learners should be given practice in listening to the sounds of the language to be able to recognize them, to distinguish between them to mark stress and recognize and use the right intonation in sentences.

Speaking Skills: The most sought after skills out of the four is speaking skill and right from facing interviews to doing the job and earning promotions, the role of speaking skills is a significant contributing factor to success. Thus, the students should be able to express themselves fluently and appropriately in social and professional contexts.

Reading Skills are crucial to be developed as it helps in creating content comprehension and the ability to read efficiently can enable the students to guess the contextual meanings of words and grasp the overall message of the text to draw inferences, etc.

Writing Skills are productive skills which helps the learner be equipped with the academic routine work like note taking etc.

Learning Difficulty: English in India is used as a second language and even if the language is the first language, acquiring all the four skills remains to be a challenging task due to the

intricacies like rules of Grammar, various exceptions, punctuation, pronunciation etc. The learning difficulties faced by the learners in acquiring the four skill i.e. LSRW and to check the extent to which they face difficulty in learning English to carry out the routine academic activities was intended to be studied.

Teaching Methodology Teaching and learning process involves a continuous interaction between the teacher and the student. The art and science of teaching is to be utilized in order to motivate, inspire, demand, and correct each of their students. A study of the teaching methodology adapted in the ELT classroom could throw some light in finding out the reasons of the lack of English language proficiency despite being taught from KG to PG.

Teachers' Perception and Students Perception: Although English language is taught from the primary classes in schools itself, the inability to command a mastery over this language raises some serious pondering over the classroom practices and also the areas of learning difficulties. Apparently, a perception of both students and teachers in terms of the learning difficulties faced by the learners will be studied to check if there are some differences in the both.

Richards, J., & Rodgers, T. (2001: 16) says that "the study of approaches and methods provides teachers with a view of how the field of language teaching has evolved." It will also aim at providing help to the English teachers teaching in the management colleges of Bihar to be familiar with the approaches underlying their classroom practices that might be beneficial for achieving their objectives as well as help them to track personal development and self-improvement. As the study aims to investigate the teaching methodology used in the Communicative English classes, it becomes the matter of prime importance that we learn a clear cut distinction between the related terms namely 'approach', method, and 'technique'. Can these be used interchangeably? Are these words synonymous? An approach can be defined as a principled model of language teaching/ learning, based on theories and language acquisition. As

mentioned by Anthony (1963) “an approach to language teaching is something that reflects a certain model or research paradigm – a theory, if you like. This is the broadest out of the three terms.” “Approach, as mentioned, is a set of correlative assumptions dealing with the nature of language (i.e. linguistic) and the nature of language teaching and learning. It describes the nature of the subject matter to be taught; it is more theoretical and forms the basis of any method formulated; an approach is enigmatic.” Richard and Rodgers (1986) consider the method as an umbrella term for approaches, designs and procedures. For Prabhu (1990) the method is both a classroom activity as well as the theory that informs them. For most of us, the method is classroom techniques which can be generalized across a variety of contexts. A technique is a classroom device or activity and thus is the narrowest term of the three. Some techniques are extensively used in various methods. For example, imitation and repetition. On the other hand, some techniques are confined to a specific method. For example, the use of Cuisenaire rod in the Silent way. A method, is a set of procedures. It is a system that spells out how to teach a language. Method never contradicts the principles of the approach on which it is based. A method is more specific than approaches as they are more procedural but less specific than technique. One method can be compatible with one or at times with two approaches. A method is an overall plan for the orderly presentation of language material. A collection of teaching procedures that apply a particular approach is called methodology.

The quote from Shakespeare’s Hamlet deserves a mention for its conceptual relevance as he says “Though this be madness, yet there is a method in it”. Wide variety of approaches and methodologies have been in practice from the previous century and many of them are still used. For example, the Grammar Translation Method, where the teacher explains the rule in the first language and the texts are then translated to the target language. Its main focus is on the written

form of the language and more formal registers. Oral or communicative works are minimal. The Direct Method emphasized oral communication and avoids the use of the first language of the learners. It encourages the teaching of English in the target language instead of the use of the first language for the sake of convenience. The governing idea of the Audio – lingualism is that “language is a set of habits and involves a lot of teachers led drilling, learning by heart and repetition” (Rivers, 1980). It focuses more on grammar and as the classroom procedures are mostly speech-based, learning the speech forms of language is of utmost importance.

Aina, J. K., Ogundele, A. G., & Olanipekun, S. S. (2013) in their descriptive research sampled 120 students from a college of education to study the relationship between proficiency in English language and academic performance among students of science and technical education. It was found that a correlation between proficiency in English language and academic performance of students in science and technical education exists. The study concluded that the proficiency in English language is strongly related to students’ academic performance in science and technical education. The study recommended that English language should be considered most vital and the students in secondary school should be imparted proper counselling to take English language seriously. Recommendations were also made to the colleges to encourage the students to improve on their communication skills in any academic setting and qualified teachers and language laboratory should be ensured in the academic institutions to hone the communication skills.

Al-Rawi, I. (2013) in his study lists lecture method, discussion and dialogue method, practical demonstration, group learning, problem solving method, online teaching methods etc. and finds that traditional teaching methods have become not so effective due to the current advancement in technology. Strengths and weaknesses of various methodologies are also mentioned.

The study by **Clokje, T. L., & Fourie, E. (2016)** establishes the role of communication education in employability. It is done through employers of graduates view communication, identifying communication

skills that employers view as relevant, and establishing whether these skills are included in communication courses. To achieve these aims, local businesses were surveyed, and the results were compared with communication course descriptors. The research shows, consistent with worldwide trends, that local employers value communication competencies highly when recruiting new graduates, and specific communication skills required in an industry reflect course content.

Rational of the study

At a school stage, as mentioned by Thompson and Write, the four main aims of teaching English are to understand spoken English, to speak English, to understand written English and to write English. This suggests that for any individual to understand spoken English, listening skill has to be developed'. The listening skills can make positive impact over speaking skills. To understand the written skills, one has to improve the reading skills and this again can positively affect the reading skills. In the given scenario, this become the matter of prime importance that the four skills namely listening skills, speaking skills, reading skills and writing skills of a student should be honed properly. Having said that another matter of concern comes to the level of difficulties faced in acquiring these skills and thus pointing out the specific learning difficulties faced in acquiring these four skills are more important than any other thing. The review of the literature has been taken up to set up a strong foundation in this regard and through the present study the specific learning difficulties will be studied so that the thoughts of the teachers and that of the students are aligned accordingly to work in the direction of the problem.

David Gradol "The Future of English"(1996) mentions that "a more sensitive approach will be needed in the future which recognizes that English is not a universal panacea for the social, economic and political ills, and that teaching methods and materials and educational policies need to be adapted for the local context." The indications of the study show that English will continue to enjoy the status of being special in a multilingual society and it will be probably the only language to appear in the language mix in all the parts of the country. In another book

English Next India, (Gradol, 2010) the author argues that “India has to keep pace with global development of English or it may lose its edge over other developing countries. As per him, the shortage of English language teaching in schools is a major hurdle in the spread of a language. The reports reveal that “the Indian universities fall far short of rival countries in the quality of teaching and research, and “poor English is one of the causes”. This gives a serious worry. As per the survey taken up by the Aspiring Mind (a company assessing students’ employability) with 55,000 students in the year 2011, less than 3% of them were employable directly without any further training and 78% of them struggled in English.

In the purview of the present research, some of the conclusions and recommendations are drawn by a study taken up by iValue Consulting Private Limited to assist the UK English service providers on the mandate of British High Commission which is mentioned here for its close relevance to the topic under discussion i.e. to underline the scope of the present study. The conclusions drawn at first direct towards the number of organisations in the ELT market, (domestic and international) while a huge scope left for new and existing UK service providers to enter and expand their services in India. Following questions form the base of the analysis:

- The growing importance of English language in India
- The proficiency level of the masses in English language
- The operational and functional environment within the ELT market in India

There is no denying the fact that the study of language lays the foundation of all other learning. It’s the language that distinct humans from all other creatures. Language is the medium to communicate with others and English is a powerful vehicle of communication. It serves as a link language for a multilingual society and global village. The acceptance of English as a global linguistic mediator is not debatable and it holds a place of status in our country, even after

seventy two years since independence No other language has come up to replace English, either as a medium of communication or as an official language. Over the years, it has emerged as a language of choice for commerce, economic growth and social mobility. Fluency in the English language remains one of the major expectations, especially in the conversations. With the world becoming the global village owing to the advent of technology and economic liberalisation which opened doors of trade relationship for the multinational companies, the demand of English seems to be increasing in all classes of the society. Today, the need for English is readily accepted in almost all walks of life. For a job aspirant, English plays the role of a catalyst which enhances the prospects of an individual during the process of interview. No matter which industry one likes to pursue his career in, the ability to communicate well remains one of the major and at times an indispensable part of the skill set. The universities have now realised the growing importance of this language and have included one paper of English in various names like Technical English, Communicative English, Managerial English, Communication Skills, Business Communication etc. in all the programs being run. For a school going child, the importance of English remains equally important as most of the subjects being taught in the schools are in English only. Thus, English is not confined to the role of being a subject, it rather plays a more important role in being the medium of instruction and text. Amongst other major roles, today English has a role to enhance the status in society also. More and more people are joining social media every day. Today young or old, male or female, employed or unemployed, everyone can be seen spending some time on social media. Many of the home -makers who stay back at home after their kids have left for school and husbands for office, spend a major chunk of their time on social media and try to connect with their relatives and old friends. While doing so they look for the photographs of their loved ones, like it and post comments. They also wish to update their status

and express their feelings, but in the lack of proper language proficiency, they find hesitant in doing so.

Problems of Teaching English as a Second Language in India

In India, classes of mixed ability groups are found in every small town or village. In most of the rural parts of India, the learning-teaching process is done mostly in the vernacular language and Bihar is no exception. The teachers teaching in a rural atmosphere hardly provide students the opportunity to learn English. Sometimes the number of students i.e. the strength of the class turns to be a major challenge if we consider the learning outcome. The teacher can be seen struggling with the students who quite often grab an opportunity to communicate with the class-mate in the language of his comfort. Now the question arises that can language proficiency be developed silently? How can we expect the child to be proficient in English language when he hardly gets an opportunity to use even the limited vocabulary he has learned in due course of time? Thus, the teaching of English needs to undergo a drastic change to reap benefits for the learners in schools and colleges. English in India is either a second language or the third language for those who have a local language, Hindi and then English. In a place like Patna, students from different rural and semi-urban places come to pursue their higher education and the students of Patna have a tendency to move out to other places for the preparation of competitive exams like Engineering, Medical, SSC, UPSC etc. For those remaining in Patna and belonging to Patna, the situation is comparatively better as they have been to English medium schools and their parents are mostly educated. However, when it comes to the exposure and confidence of public speaking the scene remains almost similar to those of the students from the semi urban and rural areas. From a group of forty students enrolled in a class, on an average ten to twenty percent of the students are at par with the standards and rest of them keep struggling with it. Teachers are ultimately compelled to

adopt Bilingual method is adopted in language classes. The slow learners might seem to be benefitted to some extent but the problem does not lessen. English has both communicative and educative value which makes it one of the “rich languages” of the world. Today, English acquires a superseding position in every sphere of life. In the fields of developments in the world it contributes significantly and has reached a position of strong presence across the world. Knowing English has several advantages in personal and professional life and this makes it a vibrant language which is used by people all over the world. English is spoken and understood by around 50% of the world population. English is a global language today and is globally accepted for its distinguished power of expression and its extensive literature.

Timothy J. Scrase states “English is not only important in getting a better job, it is everywhere in social interaction. If you can’t speak it then you are a nobody”. This clearly indicates that English occupies a place of pride in our country. People belonging not only to a different language groups but also to the same speech community make use of English in their inter-personal communication.

2.6.1 Business English Certificates: Cambridge English Language Assessment offers wide range of examination meeting the requirement of each learner. For the students of management, the exam which best suits is Business English Certificate which is designed to help the students and professionals develop the ability to communicate effectively and confidently at international workplace. It proves to employers that their prospective employees have the required level of proficiency in English language skills to succeed. These qualifications are accepted by many leading employers and organisations across the globe. They open doors to job market as they are a mark of excellence and are based on authentic situations and real-life business scenarios. Business English Certificates are rigorous and thorough tests of English at CEFR Levels B1, B2 and C1. All four skills of language – reading, writing, listening and speaking are covered in it. The content of the exams includes everyday work and business tasks, to ensure that the

employees can use English confidently. Thus, after reviewing few studies, which included both Indian and foreign studies, as there were a large number of studies on English Language Teaching (ELT) conducted in various professional fields across the continents, some studies articles and research works taken up in Bihar were also reviewed. Amongst the studies taken up in Bihar, the researchers in past have confined to the schools and the samples mostly included school students, school-teachers, school heads, organizational heads and executives, teacher trainees, etc. So far, no study had been carried out on the real status of English language teaching in the management colleges of Bihar. The present study differs from the above studies in terms of the geographical area of research the sample collected for research and the aspect of the difficulties being looked at by the researcher. This study looks into the factors which influence the learning of English language and the existing gaps which prevail with respect to the same.

Summary of Research Articles on Factors of English Language Teaching				
SL No	Articles Topic	Article Details	Author	Linkage with research-finding
1	English as a Global Language	‘English as a Global Language’ (2 nd edition)	David Crystal	Importance Of English language
2	From Unity to Diversity: Twenty-Five years of Language Teaching Methodology	Larsen-Freeman, D. (2012). From Unity to Diversity: Twenty-Five Years of Language-Teaching Methodology. In English teaching forum (Vol. 50, No. 2, pp. 28-38).	Diane Larson Freeman	Language teaching, language learning,
3.	The Role of English Language and LSRW in Employability	Research Journal Of English (RJOE) Vol-4, Issue-4, 2019	Aparanjani Uppe	Listening Skills Reading Skills Writing Skills Speaking Skills

4.	Authentic Pedagogy and Student Performance	Paper from American Journal Of Education, August 1996	Fred M. Newmann, Helen M. Marks and Adam Gamoran	Relationship between pedagogy and students' performance
5.	Beyond the Curriculum: A Chinese Example of Issues constraining effective English Language Teaching	Paper from Teachers of English to Speakers of Other Languages, Inc. (TESOL 2011)	Minglin Li and Richard Baldauf	New curricula or curriculum policies alone cannot suffice the purpose of bring the desired changes in language learning
6.	A Study of the Materials and Methodology Used to Teach English in Colleges of Engineering	Ph.D. Thesis of EFLU	Ajit Kumar Pradhan	Need Analysis Design Materials
7	Academic Demands Related to Listening Skills	Powers, D. E. (1986). Academic demands related to listening skills. Language testing, 3(1), 1-38	Donald E. Powers	Reading Skills Listening Skills
8.	English for Specific Purposes: Podcast for Listening Skills	Kavaliauskienė, G., & Anusienė, L. (2011). English for specific purposes: Podcasts for listening skills. Coactivity: Philology, Educology/Santalka: Filologija, Edukologija, 17(2), 28-37.	Galina Kavaliauskienė and Lilija Anusienė	Authenticity of listening materials
9	A Study on Teaching Pedagogies Among MBA School Faculty	Uthra, V. (2014). A Study on Teaching Pedagogies among Mba-School Faculty. International Journal of Business and Administration Research Review, 2(3), 77-85.	Uthra.V	Customized modules for students
10	A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar	Chang, S. C. (2011). A contrastive study of grammar translation method and communicative approach in teaching English grammar. English language teaching, 4(2), 13.	Shih-Chuan Chang	Blend of the traditional and modern methods of teaching English

11.	Bihar Curriculum Framework pronounces the need of English (BCF 2008 cited in British Council 2016 report)	(BCF 2008 cited in British Council 2016 report)	British Council	Social attitude positive towards English
12	“Bihar’s Education System in Shambles”	Mishra, S. K. (2016). Bihar’s education system in Shambles: Building history with the rubbles of my fading memory. Available at SSRN 2801725.	Sudhanshu K Mishra	Need to improve the classroom practices
13	British Council (2016) Social Attitudes towards the English Language in Bihar.	BLISS 2016	British Council Report 2016	Positive attitude towards learning of English language

4. RESEARCH GAP

Most of the literature reviewed for the study has are either from outside India or from outside Bihar. The studies taken up so far in Bihar are confined to school education. The inclination towards pursuing a management course and learning of the English language has been established through the studies mentioned above. It has also been established that learning of English language is an indispensable part of seeking a good career today and the learners find it difficult to gain a proficiency in this language as it is treated as either second or third language in most of the parts of our country. While trying to attain any pre-destined goal, it becomes a matter of prime importance to find out the areas of difficulty and plan accordingly. There is no such study taken up so far in the management colleges of Bihar to find out the learning difficulties as perceived by the teachers and learners of Bihar. The studies so far have also not attempted to find out the most difficult area in terms of LSRW skills.

There have been talks about a paradigm shift from teacher centric classroom to learner -centric classroom. The present research tends to pave way for ‘Learning Centric Classroom’ by finding out the difficulties faced by the teachers and learners of English language.

4.1 Research Problem

There is no denial of the fact that English has become the part and parcel of every days' professional life. When a student pursuing MBA is asked to make a choice for placement between a local house and a multinational company the response unanimously is in favour of the later. They also assert to the importance of English as one of the skills of employability specially when someone pursues a career in the global market. However, the cold remark to make a self-appraisal to assess their own level of English appears quite repulsive to the desire of getting placed with a multinational company as English is the language of international communication.

This cold response consequently commands to the raised interest in enhancing the quality of teaching and learning of English language. Teaching and learning of English at various institutions across the world is not a matter of recent change. In fact, a much was done during the last quarter of the 20th century. The first decade of the 21st century witnessed enormous changes owing to the technological advancements. Thus, the teaching and learning of the previous century especially in the manner and methodology became redundant in the 21st century. Now there arise some consequential problems for the English language teaching and learning fraternity:

1. While we have come close to the end of the second decade of the 21st century, the teachers who are teaching this generation are those who were the learners of the 20th century. This leaves a huge gap as the technological advancements did not spare any field including education and for those who are reluctant to the changes, the situation appears quite challenging.
2. As technology has both positive and negative impacts, the learners have enough of distractions in comparison to the learners of the previous century.

3. While the positive impacts benefit the urban learners, many are deprived of the learning made possible beyond the classrooms and the textbooks.
4. It is not only the learners who vary in their levels, but also the teachers who can be segregated on various parameters like: Knowledge, classroom management, change readiness, computer literacy, being techno savvy etc.
5. Many teachers who passed out of the degree colleges and underwent traditional form of education and teach the students of management, treat this subject as any other subject where passing the exam remains major concern.

Ultimately, some are considered successful and some may not. Improving the quality of the students and teaching methodologies to ensure the positive result and learning outcome amongst the students remains a matter of challenge for the teachers who teach Communication Skills to the management students. Today, English language not only has a significant role in the academic success of students, especially in higher and technical education, but also plays a prime part of stake in their placements. The inclusion of Communicative English in almost all the courses of professional studies is probably the outcome of this enhanced importance of English language .

5. RESEARCH OBJECTIVES

The objectives of this research study are as follows:

The basic aim of the research will be to find out the learning difficulties which learners face in terms of the English language. It will explore various dimensions of the ELT practices in the classrooms of management colleges in Bihar with following objectives :

1. To examine the ELT methodology among management students in the colleges of Bihar.
2. To study the perception of Management students on learning difficulty in English.
3. To examine the teachers' perception of the learning difficulties faced by the students of management colleges in Bihar.

6. RESEARCH HYPOTHESES

Hypothesis: Based on the objectives, following hypothesis were formulated and tested.

H1: There is a significant difference in the perception of students based on affiliation.

H1.1: There is a significant difference in the perception of students on Teaching Methodology based on their affiliation.

H1.2: There is a significant difference in the perception of students on Learning Difficulty in Listening based on their affiliation.

H1.3: There is a significant difference in the perception of students on Learning Difficulty in Speaking based on their affiliation.

H1.4: There is a significant difference in the perception of students on Learning Difficulty in Reading based on their affiliation.

H1.5 There is a significant difference in the perception of students on Learning Difficulty in Writing based on their affiliation.

H1.6 There is a significant difference in the perception of students on Teaching Methodology based on their Gender.

H1.7 There is a significant difference in the perception of students on Learning Difficulty in Listening based on their Gender.

H1.8 There is a significant difference in the perception of students on Learning Difficulty in Speaking based on their Gender.

H1.9 There is a significant difference in the perception of students on Learning Difficulty in Reading based on their Gender.

H1.10 There is a significant difference in the perception of students on Learning Difficulty in Writing based on their Gender.

H1.11 There is a significant difference in the perception of students on Teaching Methodology based on their Age.

H1.12 There is a significant difference in the perception of students on Learning Difficulty in Listening based on their Age.

H1.13 There is a significant difference in the perception of students on Learning Difficulty in Speaking based on their Age.

H1.14 There is a significant difference in the perception of students on Learning Difficulty in Reading based on their Age.

H1.15 There is a significant difference in the perception of students on Learning Difficulty in Writing based on their Age.

7. SCOPE OF THE RESEARCH

- The study covers four major districts of Bihar namely Patna, Muzaffarpur, Darbhanga and Madhubani considering the maximum number of management institutes being in these districts and feasibility of data collection.
- The study covers the learning difficulty of the students in learning English.

- The study covers the teachers' perception of the difficulties faced by the students in learning English.
- The study did not cover the challenges faced by the teachers of English in teaching.
- The study recorded the views of the teachers of other subjects to note the impact of English language proficiency on the learning of other major subjects.

8. RESEARCH METHODOLOGY

Research design: This research is descriptive in nature which aims at getting familiarity with the teaching methodologies used in the management colleges of Bihar, learning difficulties faced by the learners and the perception of the teachers about the learning difficulties. To create a research design for the study, appropriate measures and models are considered as per requirement of the research work. Since present research work is based on primary data, which are collected from the students and the teachers of management colleges of Bihar, with the help of structured questionnaire by a field based survey method and the purpose is to describe the current scenario, a descriptive research design has been used for this research. Under descriptive research design the sub type adopted for this purpose is- a Cross Sectional Design.

Cross Sectional Study: A cross-sectional study is an observational one. This means that researchers record information about their subjects without manipulating the study environment. The defining feature of cross-sectional study is that it can compare different population groups at a single point of time. It is like taking a snapshot of the population at a particular point of time. By considering the objectives of the study, cross-sectional design has been found most appropriate. The objective of this study is to find out the learning difficulty in English amongst the students of the management colleges of Bihar, for which the data was collected from one sample respondents enrolled in different management

colleges of Bihar in the year 2017. All the respondents were surveyed just once and thus the design adopted for the study is Single Cross -Sectional Design.

Data Collection method: Survey method with the help of tools like questionnaire prepared on five -point Likert Scale was used for the students and teachers. Interviews were conducted for the teachers teaching English and other subjects. Focus Group Discussion was conducted for the teachers of other subjects. Altogether 25 teachers participated in the Focus Group Discussion which was conducted in four parts.

Population: As drawn from the internet sources like indiaeducation.net, shiksha.com, collegedunia.com etc. there are around 25-30 leading colleges in Bihar which offer management program. However, regular classes were not held at all of them. Some of them merely run as the study centres. Maximum of them are situated in Patna and some of them are located in the districts like Gaya, Muzaffarpur, Darbhanga and Madhubani etc. It was estimated that approx. 5000 students are enrolled in the management courses in Bihar.

Sample Design:

For determining the sample size a pilot study has been conducted initially and the following formula has been applied to determine appropriate sample size.

The study precision rate of 5% and Confidence level of 95% was considered. The formula for determining the sample size (Kothari, 2004) is:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 \cdot (N - 1) + z^2 \cdot p \cdot q}$$

Where,

n = sample size
N = population size

z = standard variate at given confidence level. The value of z for confidence level of 95%
 e = precision or acceptable error. The value of e is taken as .05 for this study.
 p = sample proportion and $q = p - 1$.

For this study the sample design was as follows:

Simple Random Sampling technique is used to collect the data from teachers and students of the management colleges.

1. Margin of Error – 5 %
2. Confidence Level - 95%
3. Population size – 5000
4. Sample Size for Final Study -415

Sample size: Sample size required for this research has been determined by the following formula. Variable multiplied by 7-10 (Hair et al). In the questionnaire there were 35 items altogether which if multiplied by 10 makes 350. However, the sample size for the present study was 415. Another reference was pf the Morgan’s Sample size Table. As per Krejcie and Morgan (1970), a sample size of 357 is more than sufficient to represent a population of 5000.

Sample size calculator was also used to get a confirmation for the calculation of the sample size. Total Population size was 5000 approx. with a Margin of Error = 5 and Confidence Level = 95%. Sample size 357 is sufficient enough to study the population size of 5000. Even for the population above 100000, 384 is mentioned to be the adequate sample size. However, the sample in this study is 415 for students. In case of the teachers entire census has been studied which was around 25 teachers. Convenience sampling is used to collect data. Literature support of similar study “A study of the materials and methodology used to teach English in colleges of

Engineering”, a thesis submitted to The English and Foreign Language University, Hyderabad by Ajit Kumar Pradhan conducted a similar study in Odisha where five colleges were selected.

9. RESEARCH DATA ANALYSIS FRAMEWORK

The analysis of the data and interpretations drawn there after has been presented in a sequential manner. Questionnaires, interviews, field notes and classroom observations were the main sources of data collection. The questionnaires were prepared to record the views of the students. The data were analyzed both quantitatively and qualitatively. The average mean was found out for the questionnaire. The means were compared through T Test and ANOVA in SPSS. The data gathered through interviews, observations and field notes were analyzed qualitatively. The same has been put in a tabular form. The main objective behind investigating the ELT classrooms, was to find out the major challenges and the learning difficulties in English language which the learners face. The questionnaires were distributed and the analysis was done with the help of Descriptive Statistics, T Test and ANOVA. There were altogether 415 students over which the questionnaire was administered. These students were from ten different management colleges of Bihar. The data was analyzed through Descriptive Statistics and a detailed discussion of the Mean and Mode was presented. ANOVA and T Test was applied to compare the means and find out the skill which was taken to be most difficult by the student and the teachers.

10. FINDINGS AND CONCLUSIONS: The summary and the most important finding of this research are as below:

Summary of T Test for Study Variables

T Test Analysis for Study Variables				
Demographical Variable	Study Variable	T value	Sig. (P Value)	Summary of findings
Students' affiliation to govt. or private	Teaching Methodology	47.946	.000	p value is .000 which is less than 0.05 hence students' affiliation has significant

management institute				impact on the opinion on Teaching methodology.
Students' affiliation to govt. or private management institute	Learning Difficulty in Listening	45.231	.000	p value is .000 which is less than 0.05 hence students' affiliation has significant impact on the opinion on Learning Difficulty in Listening.
Students' affiliation to govt. or private management institute	Learning Difficulty in Speaking	34.585	.000	p value is .000 which is less than 0.05 hence students' affiliation has significant impact on the opinion on Learning Difficulty in Speaking.
Students' affiliation to govt. or private management institute	Learning Difficulty in Reading	10.975	.000	p value is .000 which is less than 0.05 hence students' affiliation has significant impact on the opinion on Learning Difficulty in Reading.
Students' affiliation to govt. or private management institute	Learning Difficulty in Writing	24.812	.000	p value is .000 which is less than 0.05 hence students' affiliation has significant impact on the opinion on Learning Difficulty in Writing Skill.
Gender	Teaching Methodology	1.201	.231	p value is .231 which is more than 0.05 hence gender of the students has no significant impact on the opinion of Teaching methodology.
Gender	Learning Difficulty in Listening	-2.662	.008	p value is .000 which is less than 0.05 hence gender of the students has significant impact on the opinion of Learning Difficulty in Listening
Gender	Learning Difficulty in Speaking	.045	.964	p value is .964 which is much more than 0.05 hence gender of the students has no significant impact on the opinion of Learning Difficulty in Speaking.
Gender	Learning Difficulty in Reading	4.380	.000	p value is .000 which is less than 0.05 hence gender of the students has significant

				impact on the opinion of Learning Difficulty in Reading.
Gender	Learning Difficulty in Writing	.721	.472	p value is .472 which is much more than 0.05 hence gender of the students has no significant impact on the opinion of Learning Difficulty in Writing.

Summary of ANOVA Test for Study Variables

ANOVA Analysis for Study Variables				
Demographical Variable	Study Variable	F Score	Sig. (P Value)	Summary of findings
Age Group	Teaching Methodology	41.224	.000	p value is .000 which is less than 0.05 hence students' age group has significant impact on the opinion on Teaching methodology.
Age Group	Learning Difficulty in Listening	13.609	.000	p value is .000 which is less than 0.05 hence students' age group has significant impact on the opinion on Learning Difficulty in Listening.
Age Group	Learning Difficulty in Speaking	6.728	.001	p value is .001 which is less than 0.05 hence students' age group has significant impact on the opinion on Learning Difficulty in Speaking
Age Group	Learning Difficulty in Reading	3.321	.037	p value is .037 which is less than 0.05 hence students' age group has significant impact on the opinion on Learning Difficulty in Reading.
Age Group	Learning Difficulty in Writing	4.351	.013	p value is .013 which is less than 0.05 hence students' age group has no significant impact on the opinion on Learning Difficulty in Writing

Most of the management institutes in Bihar offer ELT courses as a mandatory subject in the management programs and the students studying in these colleges mostly had a positive attitude

towards the learning of this language as they strongly felt that English is an indispensable part of their career prospects. So the first hurdle that is the attitude towards learning is overcome as they recorded their self- motivation towards learning

The present study has highlighted the major areas of learning difficulties faced by the students with respect to the LSRW skills and the adequate use of teaching methodology which improves the learner's zeal towards learning while developing their proficiency of language.

Thus, the study variables identified were, Teaching Methodology, Learning Difficulty in Listening, Learning Difficulty in Speaking, Learning Difficulty in Reading and Learning Difficulty in Writing. The study used both quantitative and qualitative techniques to find out the best results. Although the teachers and their methodology adapted in the classroom can be the real game changers, it is the students who undergo many challenges like getting a job after facing interviews (which are necessarily carried in English only across the globe) , doing the routine work or getting promotions due to their lack of proficiency in English. Thus, finding out the area of learning difficulties faced by the students was the main intent of the study as any solution can be suggested only after the determination of the problems. Learning Difficulties in LSRW skills and the use of Teaching Methodology were measured on the demographic variables and analysed using statistical tools. The views of the English teachers were also recorded through questionnaire and interview. To strengthen the research, views of the teachers of other subjects were also recorded through Focus Group Discussion.

The first classification of the respondents was done on the basis of the students' affiliation to the type of management institute:

- i. Government

ii. Private

The analysis revealed that Teaching Methodology is significant meaning that there is a significant difference in opinion existing among the students on teaching methodology used by the teachers of government and private management students which means that the students of private management institute are satisfied with the teaching methodology being adopted by their teachers. They agreed to the fact that their teachers go beyond the 'Chalk and Talk' method and ensure practical components to enhance their English language proficiency. While the students from government management colleges opined that their teachers still use traditional methods of teaching which prove to be obsolete and not of much use in making any difference in their language proficiency. One reason for doing that may be the change readiness of the teachers serving in private institutions to prove themselves and grow further on the success ladder as regular students' feedback is an important. While the teachers of the government institutions do not have much to do with their career enhancement on the basis of the students' feedback.

Based on the students' affiliation, Learning Difficulty in Listening was also found significant. The students of government colleges recorded their views on the difficulties they face in listening skills. Bihar is a state where many regional languages like Maithili, Magahi, Bhojpuri, Angika, Bajjika are spoken specially in the rural and semi urban areas. It is from the family only where the learners pick up the language first. So the environment is which the child is born and brought up marks a difference in their ability to pick up the language. Listening is the first skill out of the LSRW skills and it has an impact over all the other skills. It is only after the child is sent to school when he gets exposed to Hindi, unless Hindi is a language being spoken at home. There are hardly few families where English is spoken in day

to day conversation. Students only have to depend on their schools and colleges to get exposed to and listen to English. The real picture of the government schools has been much in the talk and exposed by media time to time. Even the subject English is taught in Hindi which further lessens the opportunity of the students to listen to something in English. Situation of the private institute is however better, but the institutes focusing on the language proficiency and committed to support with an English learning environment, can be counted on the fingertips. Another significant value was marked by the variables 'Learning Difficulty in Speaking' and 'Learning Difficulty in Reading' Again the students of government institutes showed higher level of difficulty in the Speaking and Reading Skills. Speaking is the most sought-after skill out of these four skills. Not only the students, the parents too can be seen luring for ensuring the fluency in English language for their students. Reading is an important skill for the overall growth of the intellect and intelligence. However, more than a skill it depends upon the interest of the students to make a choice of reading. Students quite often try to inculcate this habit of reading newspaper or books but quit as they come across difficult words. The students should in fact try to be selective in their reading piece. If the text and the context is not of interest, there are chances that they lose the motivation towards reading.

The last variable i.e. 'Learning Difficulty in Writing' is also significant. The mean score also reflects that the students of private colleges are more comfortable than the students of government institutes. A student can take up the writing assignment and has not much of the peer pressure or other fear of being compared or mocked unlike other skills, so they can develop this skill as a self- paced- learners through regular practice and under the supervision of someone eligible to give feedback and make corrections. This goes without saying that it is a productive skill and the directly proportionate receptive skill for writing is reading which needs to be practiced much to further beautify the writing skills.

Analysing another demographic variable ‘gender’ with the five study variables, it was found that ‘Teaching Methodology’, ‘Learning Difficulty in Speaking’ and ‘Learning Difficulty in Writing’ are not significant. It is noteworthy here that both these skills which are not significant are productive skills. The receptive skills Listening, and Reading were found significant.

Based on the age group, the students recorded that there is no significant difference of opinion in Teaching Methodology and Learning Difficulties in LSRW skills based on the age group of the learners. The most important finding of this research are as below:

5.2.1 Students’ Perception

Looking at the mean scores calculated for the various learning difficulties above in the tables, few inferences are as below:

- Based on the age group, students face major difficulty in Speaking Skills.
- On the basis of gender, students face approximately same level of learning difficulty which is highest for Speaking Skills.
- As per the affiliation of the institute in which the student is enrolled, the highest level of difficulty is recorded for Speaking Skills Govt. Colleges.
- The students of govt. management institutes face more difficulty than that of private institutes mostly in all the four skills.

5.2.2 Teachers’ Perception

1. As per the teachers’ perception, the students face maximum difficulty in writing and least difficulty in Reading Skill.
2. There is a mismatch between the perception of the teachers and the perception of the students in terms of the maximum level of difficulty faced.

A simple mean to mean comparison suggests that the perception of teacher and the perception of students match on the point of least difficult area, however the same vary for the most difficult skill out of LSRW to be acquired.

5.3 Observations recorded from the classrooms, interviews and Focus Group Discussion

There were some serious challenges which the teachers and students were facing.

- i. There is a common observation regarding the importance given to this subject. Most of the management institutes give lesser importance to ELT papers in comparison to other technical papers.
- ii. This results into a weak orientation amongst the teachers and learners which causes disinterest in the learners initially.
- iii. The teaching methodology used in the subject was mostly similar to the other theoretical subjects.
- iv. Later once the students realize after they face challenges in giving presentations, solving case studies and writing projects reports which are the most frequent activities for a management graduate.
- v. Present prescribed syllabus mostly covered the theoretical concepts and had very less amount of practical concepts. This caused the monotony in the teaching and learning process affecting the interest and learning very less emphasis is put over to improve the LSRW skills.

Students in the colleges of Bihar come from the remote villages. The urban students with an average or above average financial condition mostly tend to other cities and states of India. Students studying in the management colleges of Bihar come from various rural and semi urban areas and have diverse linguistic backgrounds and

specific mindset. A review of the syllabus revealed that, there exists a huge gap between what industry requires and academia produces. Also, the teachers who teach English language in these colleges have studied English literature mostly. Thus, while teaching they cannot many a times connect to the problems faced by the learners and thus the entire process of teaching and learning lacks the very essence of language teaching. In the limited hour allotted to each class, emphasis is put more over the syllabus completion than the language skill development. Also, their teaching methodology varies in many aspects. There is no mandatory teacher training which a language teacher teaching in Bihar has to undergo. A teacher who has studied English literature throughout and is least interested in language teaching is seen under pressure to teach language. In some cases, even a teacher who has never studied English decides to pursue a career in English language teaching and are found running coaching institutes claiming to inculcate fluency in any students miraculously in a stipulated time period; or works as an English teacher after the dreams of pursuing a particular career is shattered through the failure in the much cherished competitive examination.

A proper and mandatory ELT training and certification is required to be given a 'hands on experience' to the budding ELT experts. A rigorous training course of ELT should include 80% of practical components and only 20% of theoretical approach. These sessions should be imparted to those who have earned certain credentials in English language apart from possessing a passionate desire to help their students do well in their career with the help of an excellent communication skills. The said course should not be done in a hurry, it should rather aim at the development of the

ability which can be enough for a teacher or trainer to influence the ability of the learner.

a. Case Study

The present study tried to extrapolate the research by conducting a pre-test and post - test of the learners to assess the learners. Questions of Business English Certificate Preliminary of Cambridge English Language Assessments (now known as Cambridge Assessments) were given to the learners from the colleges of Muzaffapur and Patna. The Cambridge English exams are designed in a way which helps the professionals develop language ability and communication skill and are accepted by many employers and organisations. These are aligned to the CEFR level and thus act as a benchmark to open doors of employability worldwide. In the year 2013, the first authorised exam centre of Cambridge English in Bihar started in Muzaffapur. There was hardly any preparation centre of these exams. In the initial stage, there was a lot of reluctance amongst the learners to take this exams as they felt there is no use of spending money on earning a certificate for English, however they were willing to pay for the English language training. Thus, initially there were very few takers of the exam, later few management colleges Business English Certificate (Preliminary), mandatory for their students. The BEC P tests all four language skills (LSRW), grammar and vocabulary. The tasks assigned in these exam are related to real work. The first batch appeared in the year 2014 when the result was not so encouraging and most of the students failed to score the minimum marks. The specific details of the BEC P are given below:

Name of the Test: Business English Certificate, Preliminary

Organised By: Cambridge English Language Assessment

Components Assessed: Listening, Speaking, Reading and Writing

Format: Listening Audio and question paper sent by Cambridge English, Reading and Writing: Question paper sent by Cambridge English, Speaking Exam: In paired format where two certified examiners sit together in the role of interlocutor and assessor and there is a face to face questions are asked to a pair of candidates.

Duration: Listening: 40 Minutes, Reading and Writing: 90 Minutes, Speaking: 15 Minutes

Students who appeared in the BEC Preliminary exam offered by their college, did not undergo any specific training by the trained teachers of Cambridge English before the pre-test except very few usual English classes where they were taught on the format of the various components of the exam like LSRW skills and Grammar and Vocabulary mostly. The expected learning outcome of all the four skills are defined through the ‘Can Do’ statements as researched by Association of Language Testers of Europe (ALTE). Each level of language ability is described with example from routine life to focus on what a language learner can typically do at each CEFR level. Cambridge English uses ALTE framework to ensure its exams reflect real-life language skills.

5.4 Suggestions

1. There needs to be more focused approach by the teachers in the classroom, to enhance all the four LSRW skills with more organised way to enhance the most sought after skill i.e. Speaking Skills through some engaging activities.
2. Use of visual aids to motivate and supporting the learners with visual clues about the text and the context can be helpful to enhance all four skills

3. Teaching the learners understand the context can make half the work done to boost up LSRW skills
4. Pre teaching assignments with one skill target at a time is advisable to break the ice and bring familiarity with the content.
5. Reading skills like skimming, scanning, reading for gist, reading for information etc. should be properly explained to the students before assigning a particular task.
6. Students prefer to work in pair and group. Such activities should be encouraged within the frame of the content.
7. Peer correction can make a positive environment and can inject healthy competition.
8. Activities which can stimulate learners' writing and speaking ideas can be made an indispensable part of the teaching and learning activities. For eg. Blog writing, Twitterature etc.
9. Student should be given a writing or spoken model beforehand to help them frame their work with the help of a ready reckoner.
10. The management institute should necessarily have ICT equipped classrooms with audio visual equipment to give more language exposure to the students in audio form instead of just the written words of textbooks.
11. A dedicated Language Laboratory and regular slot on the timetable with an experienced and trained faculty member can make the change visible very fast.
12. Regular training of the faculty members for the modern and engaging ICT tools like Kahhot, Answer Garden, FlipGrid, Padlet, Podcast, Moodle, Slido, Vevox Quizzazz and many more breaks the monotony of the classroom and keeps the flow of learning smooth and engaging. Proper arrangements of infrastructural requirements and training needs should be addressed by the institutes.

13. The students should do a self- analysis assessment and accordingly use their available resources as back up exercises to come up to the required level
14. The learners and teachers of English should work in tandem, to first establish the area of problem and then come up with adequate solution with the help of customised and tailor made course structure instead of offering the same course material to all the students of various levels.
15. Mechanism to gauge the progress should be devised by both teachers and students for a constructive feedback and self- paced progress.

Students in the colleges of Bihar come from remote villages. The urban students with an average or above average financial condition mostly tend to migrate to other cities and states of India. Students studying in the management colleges of Bihar come from various rural and semi urban areas and have diverse linguistic backgrounds and a specific mindset. A review of the syllabus revealed that, there exists a huge gap between what industrial requires and academia produces.

Also, the teachers who teach English language in these colleges have studied English literature mostly. Thus, while teaching they cannot many a times connect to the problems faced by the learners and thus the entire process of teaching and learning lacks the very essence of language teaching. In the limited hour allotted to each class, the emphasis is put more over the syllabus completion than the language skill development. Also, their teaching methodology varies in many aspects. There is no mandatory teacher training which a language teacher teaching in Bihar has to undergo. A teacher who has studied English literature throughout and is least interested in language teaching is seen under pressure to teach language. In some cases, even a teacher who has never studied English decides to pursue a career in English language

teaching and are found running coaching institutes claiming to inculcate fluency in any students miraculously in a stipulated time period; or works as an English teacher after the dreams of pursuing a particular career is shattered through the failure in the much cherished competitive examination.

A proper and mandatory ELT training and certification is required to be given a 'hands on experience' to the budding ELT experts. A rigorous training course of ELT should include 80% of practical components and only 20% of the theoretical approach. These sessions should be imparted to those who have earned certain credentials in English language apart from possessing a passionate desire to help their students do well in their career with the help of an excellent communication skills. The said course should not be done in a hurry, it should rather aim at the development of the ability which can be enough for a teacher or trainer to influence the ability of the learner.

Placement Implications: This would be a redundancy to say that English Communication Skills have become one of the important factors for the enhancement of the job prospects and success at the workplace. The research work implies the ways in which the same can be taken with utter seriousness and helping the learners grab the placement opportunities in future.

11. RESEARCH CONTRIBUTIONS

A nine-step formula is recommended which can help the teachers develop proficiency in English with fun:

- 1. English Language Teaching through Literature:** Value of literature in language teaching is asserted as literature being an agent to language enhancement. Students horizons can be broadened through literature by the ability to use the language

proficiently and making them aware of the various cultures. The retention of interest of a learner, depends a lot on the text and context and this approach of ELT through literature can serve to both by offering a wide range of source to practice LSRW skills.

- 2. English Language Teaching through Storytelling:** Use of stories for language development purposes, has been in practice and has emerged as an effective teaching strategy since the passage of time. It not only strengthens the knowledge and imagination; the learner's language proficiency and critical thinking has a remarkable positive impact.
- 3. English Language Teaching through Activities:** Age appropriate activities designed to engage the learners can be a game changer in the entire teaching and learning process as it makes the teaching and learning process an enjoyable one.
- 4. English Language Teaching through Games:** As an icebreaker, games can be a wonderful kickstart which the learners love to be engaged with. The enhanced enthusiasm level helps the students be more engaged and participative.
- 5. English Language Teaching through Cricket Commentary:** Cricket in India is loved most of the students. Imitation remains a common trait amongst the students of all age groups. Listening to cricket commentaries and imitating the same can be a regular phenomenon.
- 6. English Language Teaching through News Reporting:** The speed with which a news anchor reports any event spontaneously can be given as a model task to the learners which they will find interesting to imitate. This helps the learners try and speak impromptu.
- 7. English Language Teaching through Social Media**

The new generation is undeniably using social media. It has a great pedagogical value as concluded by some previous studies. You Tube, Twitter, Blogs, WhatsApp, Forums,

Facebook etc are being widely used for formal and informal learning and have become a preferred tool for learning English.

8. English Language Teaching through ICT

Integrating ICT in the ELT classrooms is not a very recent trend. However, a paradigm shift was witnessed during the pandemic days when the educational institutes which were still dependent only in the traditional type of teaching and learning process, had to compulsorily accept the change and prepare accordingly.

9. English Language Teaching through Music

Music affects the mood of the learner and the learning can happen in a better way if the learner is in positive mood. As per the Chinese philosopher Confucius “Music produces a kind of pleasure which human nature cannot do without. Music acts as an amazing tool to stimulate learning, improve memory and change the mood of the learner.

Recommendations to Management Institutes Management institutes should treat ELT as a top priority and a gateway to their placement tracks. The study found that although English is taught right from KG to PG and taken special care in the management institutes, many students find it challenging to frame correct and fluent sentences while speaking and writing. The research problems moved around the challenges faced by the learners pertaining to the lack of English language proficiency and their perception towards the teaching methodologies adopted in the classrooms of management colleges in Bihar . This study investigated into the classrooms of the management colleges of Bihar and found out the instructional strategies adopted by the teachers of English while teaching Communicative English. The actual classroom practices, instructional strategies applied and the perception of the students on the use of the particular tool and

technique being used by the teacher to deliver the course in a stipulated timeframe were closely observed. Few important recommendations are:

- i. The management institutes should look into both the infrastructural requirements and the teachers' competency in the interest of the students.
- ii. The potential of the teachers should be commensurate to the requirements of the students.
- iii. Flexibility should be given to the teachers to devise their own ways and mechanism to bring out best from the students.
- iv. To inculcate the language proficiency, language laboratory and the lab courses should be incorporated.
- v. English should be made mandatory for all the semesters instead of the existing system of just one or two semesters in most of the institutes.
- vi. ELT should be a mandatory subject throughout the completion of their UG or PG program. In the first year the objective should be to introduce a training for 200 hours and then offer the students to take any Business English Certification of global repute.
- vii. An equal weightage to both their and practical should be given in the first year in the assessments while two classes and three language lab sessions should be provided to all the students.
- viii. In the second year the weightage to practical should be increased and theory should be kept minimal.
- ix. Equal weightage like technical subjects in the credit-based system should be given to the subject in the university examination.

Recommendations to Teachers: Even the worst syllabus can also be filled in with life by a great teacher. Although, the intervention of the subject teacher during syllabus formation is very important, a teacher can bridge the gap between the shortfalls of a syllabus and the requirement of the learners. Based on the observations during the research, following recommendations are made:

1. Familiarization with the text and context is crucial. Every class needs some special preparation for both learners and teachers to stay intact throughout.
2. Staying connected with the subject helps the teachers find out innovative activities, prepare case studies, learn the needs and demands of the students; feasibility of the content and recovering time constrains.
3. The teachers should keep in contact with the faculty members of other departments (both technical and nontechnical) to understand the future scopes of the study to design relevant course content. Also, the teacher too should be well trained in imparting English language training to the budding professionals who are to be prepared for global acceptability.

12. LIMITATIONS OF THE RESEARCH

Some of the major limitations of this study are:

- i. It is a perception study of the Learning Process and is not linked to the outcomes.
- ii. Linkage between Pedagogy and Perception of difficulty was not studied.
- iii. Social background and family background of the students were not considered.
- iv. Links to theories of learning were not established.
- vi. This study was taken up only with the management students where few management institutes participate.

13. SCOPE OF FUTURE WORK

The present research can be helpful for the members of teaching and learning fraternity as there has been a common observation that the teachers, learners, people of management and the prospective employers, all treat the English language proficiency as an integral part of success. Thus, this research work can throw much light on many of the related aspects which can be a major scope for further research:

- This study did not include the challenges faced by the teachers which can be a major scope for future research.
- This research was confined to English Language Teaching, however other subjects can also be researched to study the effectiveness of the teaching methodology and the learning difficulties.
- This study took up only the management students as the respondents. Similar studies can be taken up for the students of other courses like ELT for Law graduates, ELT for Engineers, etc.
- The future research can be done to examine the influences or impact of teaching methodology on LSRW skills to see the extent to which independent variables have their impact on dependent measures.

CONCLUSION

The study explored the teaching methodologies being adopted in the ELT classrooms of the management colleges and attempted to investigate into the learning difficulties faced by the learners. One of the surprising revelations from this research was the mismatch between the student's belief of their learning difficulties and the teachers' perception of the same. Until the area of the problem is identified, the solutions will be challenging or in fact a far cry to find out. The attitudes of both learners and teachers however, was found

to be very positive towards the learning of English language. The findings suggest that the students have to be more focused towards enhancing their English language skills right from the beginning and seek adequate help wherever required. There can be a variety of learners in a classroom and their learning style might vary. Thus, the teachers should plan their lessons accordingly. A well devised mechanism to gauge the learning progress during the course and learning outcome at the end of the course can enhance the quality. The students can be thus segregated on the basis of their English language proficiency and this can also help the teachers plan their further course of action to make the students better than their best. Management institutes can incorporate a global assessment for their students. The companies coming for campus placement to such management institutes can easily filter the candidates to meet their requirement and save much time and energy. This will attract the prospective employers to conduct campus placements and enhance job opportunities. A change in the existing teaching methodology, if it is not so instrumental in attaining desired result can be tried. Every single hour dedicated to the learning of the English language for specific and academic purposes like Business English can be split into creative and innovative activities. As COVID 19 has brought the world to a halt and yet the process of teaching and learning is uninterrupted, the role of ELT has grown leaps and bounds. Today, many online portals have been opened for the teachers and learners to access freely. Most of the study materials developed during this period and available online otherwise also, is in English. Even to reap the maximum benefit out of the freely accessible resources, a learner of any domain has to gain certain level of proficiency.

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