

Teaching Business English for the Students of Engineering / Business Administration in India: A Study

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Abstract

The endeavor of the article is to discuss on teaching Business Communication for the students of Business Administration/Engineering in India. Undeniably, teaching Business Communication is an incongruent experience. Business English consists of writing business letters, memos, agendas, notices, advertisements, circulars, technical reports, project reports, review writing etc, which is required to get success in their career. The students of engineering also learn semantic elements as part of academics such as phonetics, word stress, intonation, the barriers of communication, dyadic communication, proverbs, reading skills, proverbs, listening, recorded speeches, movie dialogues and idioms and phrases. The objective behind the design of such type of curriculum is to generate considerable interest in students to read theory part. Teaching communicative English in lecturing method helps the students of engineering in understanding the academic syllabus. The teachers have been using various tools such as power point presentations, sophisticated and requisite information from the digital sources to attract the students of engineering. Hence, this paper focuses on the requirements such as English language and the course of actions which are essential for the teachers as well as to the students, in the teaching learning process of Business Communication.

Keywords: Business English teaching (BET), Business English (BE), laboratory sessions for professional students, teaching-learning process, feedback, necessity of English language.

1. Introduction

“Silence can speak and so can the eyes, but nothing substitutes the enunciation of thoughts and emotions with words”. (Oscar Salomon Cisneros, Modern Day Proverbs, 2010-11).

Business English is noteworthy in the existing world. Neither verbal communication nor gestures should be used to exchange a few words with people. Non-verbal communication can substitute oral communication. But in above quotation, verbal communication, exclusively verbal pronunciation can't be substituted by silent communication, non-verbal communication from beginning to end actions. In general, the two types of communication are equally significant to enjoy an effective communication. Thus, it is important to characterize correspondence and business correspondence in this manner, and the contrast between these two is plainly known. To characterize correspondence, it is a two way cycle, sending and answering, simply switch over thoughts and

dividing data among sender and receiver. According to Scott, “Administrative Communication is a course of action which involves the transmission and exact replication of ideas make certain by feedback for the purpose of eliciting actions which will accomplish organizational goals”. (R. C. Bhatia, p. 3)

According to Berlo’s SMCR model of communication (2008-13) will be appropriate to demonstrate the procedure of communication and how it is connected and communicated. The SMCR method, “presumes enormous background of behavioral science. This model illustrates the four basic concepts - 1. Sources, 2. Messages, 3. Channels and 4. Receivers. All these concepts are interrelated”. (R. C. Batia, 2009, p. 134)

The above model epitomizes the correspondence measure, how the encoder sends and decoder acknowledges the message. The source establishes the core of the data. The message contains the body of the correspondence. The shadow of the language knowledge performs as a mechanism and beneficiary make sense of create surveillance. The communication progress leads to excellent communication and poor communication.

Brilliant correspondence depends on the powerful correspondence of the communicator. Poor correspondence prompts separate of correspondence. Subsequently, the image tangled the strategy for correspondence and how correspondence ought to be passed on through its parts. The paper manages Business communication and English language going about as a creation to keep up business association in corporate world. Hence, Business correspondence has gotten a subject to be instructed in schools and colleges to improve its significance, by this implies, utilizing it in advancing monetary situation of any country.

Reliably Business correspondence comprises of 1. Business letters. 2. Guiding of Congregations, 3. Procedures, 4. Minutes of meetings, 5. Task proposal, 6. Venture report and hypothesis part of correspondence like, Obstructions of Correspondence, Vis-à-vis correspondence, etc. While the meaning of Business English arrangements with the parts of English and they follow:

i. Discourses:

- Word building (Prefixes & Suffixes)
- Synonyms & Antonyms
- Parts of Speech
- Idioms & Phrases
- Proverbs
- Tenses
- Common Errors
- Reading comprehension (reading for pleasure)
- Listening dialogues & passages (laboratory session)
- Pronunciation (laboratory session), Just a Minute (one minute talk) & words of great men, making them to practice key elements of phonetics on regular basis.
- Extempore (activities) and organised speeches.

ii. Soft skills:

1. Interviews (theory)
2. Presentations (theory Demonstrations, Power points, Seminars and Symposiums)

iii. English language training activity:

1. **Movie Talk** (projected an English movie, narrates the incident, accident, dreams and can motivate students to write/speak on the movie recently released.

Examples: Review on Movies, Review on novels and Review on the meetings, seminars, cultural events and music concerts.

2. Business English Teaching

The allocated course outline is alienated into three components, 1. Discourse, 2. Soft skills, and 3. English language teaching. The most important items of discourses are imparted through the methodology chalk-talk. The students are directed to work on coursework like submitting worksheets on language structure practices or doing practices in class room. It would be sense to discuss one

model, students submitted tasks on parts of speech, and they ought to download questions/tests from the web and should compose answers. The Business English Students can attempt seriously model tests available on ESL and IELTS. The work is assessed as far as their persistent effort appropriately to complete these activities. Justified up-and-comers score most noteworthy evaluation. In class room practices, downloaded questions or self-inquiries would be used to assess their ability in doing/finishing practices quickly. The four activities will be practiced thoroughly in the class room. Reading exercises is intended to develop interest in students. A few stories would be put on act (showing apparatus power point show) and were proposed to peruse them to foster their lexical abilities subsequently improving their English language through new words and topics. These practices enhance pleasure among the students of Business Administrations.

The multiple-choice questions help the learners in attaining the ability of speed-reading while choosing accurate answers to the questions. In listening sessions, students are trained and counseled to follow native speakers' accents. Indians are familiar with British accents through teaching Phonetics - vowels, consonants, monophthongs, diphthongs, phonemic words, word stress and intonation. We recite the lessons and pronounce the words by allowing them instantaneously to spell new vocabulary. If students go wrong in understanding word accent and stress, we teach them or show them the answers. In this way, students can improve their presentation capability as well as spoken skills.

The succeeding component is Soft skills such as interview skills and presentation skills which are demonstrated for the benefit of students. The last part is English language training activity in which some movies are projected and students are asked to review them.

3. Business English Laboratory Sessions

- i. Listening and pronunciation - Phonetics
- ii. Speaking and writing skills (Listening to speeches, passages and dialogues)
- iii. Vocabulary: As English teacher implements the curriculum by oblique methodology by using LCD projector and speakers. If students had been trained thoroughly by utilizing latest multi-media software, learning will be a cake walk for them.

Everybody would be given a proper attention and individual head telephone, to ensure better understanding. Laboratory classes would instigate a lot. But the particular scheme is conducted in classrooms since there is no option. Predominantly, listening and speaking skills must be trained only through English language multimedia software to have high impact.

4. English Language Teaching

The instructor takes different tasks, "diagnostician, planner, manager and provider" (Parrott, 2010, p. 94) in teaching-learning process. How a teacher performs as a diagnostician at the primary level? She/he plays the role of diagnostician and the instructor sends the information and the student receives the message. Later the duty of a teacher is to deal with classes to satisfy the needs of students. In addition to this, the teacher has to respond to the feedback of students. Genuine feedback helps the teacher to understand the students in better way.

Responsibilities of a Business English Teacher:

- To identify the requests, benefits, language complexity and favorite the learning techniques of the students of engineering.
- To encourage the students for collective responsibility.
- To make sure that students have perceptible short and long-term learning objectives.
- To evaluate the knowledge growth of the students as total.
- To give confidence to accept the accountability.
- To make sure that the students are ready to accept the challenges.
- To motivate the students to prepare the language teaching material.
- To improve the English language learning material". (Parrott, 2010, p. 94)

Subsequently, the teacher is clearly proceeding as a diagnostician, organizer, chief and supplier as per circumstances suitably and correspondingly. From time to time, it comes into sight between the mentor and learner. The interaction of assessment comprises of negative imprints for wrong spellings, syntactic errors and unseemly answers.

The appropriate response to the survey is; to shape the understudy and help him/her to improve score in end tests. The nonstop appraisal marks, test imprints and task marks are measurably

dissected correspondingly to make the eventual outcomes of students. The above tests disclose their efficiency in studying the syllabus-based topics and other reference works based on the subject and presenting their ideas in examination point of view. The assignments, quizzes, and assessment test for pre-tests and final consolidated marks will be considered for the finalization of the marks of the subject. The enrichment in every phase and finally how they score in the course of improvement proves the net result of students.

5. Feedback

“Like success, failure is many things to many people. With Positive Mental Attitude, failure is a learning experience, a rung on the ladder, a plateau at which to get your thoughts in order and prepare to try again”. (W. Clement Stone, 2011-13)

The Common errors are very simple to correct. Tolerance from both sides is highly valued. Negative comments are strengthened by converting them into positive factors by one’s mind-set. Failure is a learning experience, learn, and rise up the ladder to achieve the goal. Feedback is an important factor in English language teaching techniques. A positive reply will intimidate you to proceed further because sustaining the same position is not easy. Altering roles may well bring good prospects. At last, lenience towards English language is obligatory to give feedback.

6. Need of Business English

1. Expertise in language is fundamental to all disciplines so to master any core subject.
2. The two forms of communication viz. spoken and written predominant the industry world.
3. Presentations captivate audience to plan for action.
4. English language brought soft skills into luminosity.
5. Corporate world needs linguists and communication skills’ experts to develop monetary wealth globally.
6. In present scenario, English is calamitous need to the needy of English language in society.

7. Conclusion

Currently business communication associated with business English has become elixir of life and attained worldwide recognition. Any literate in the world who knows English could communicate to the other person in any part of the world. In business domain, communication is the only instrument to conduct meetings and conferences. It is impracticable to have any business activity without communication. This proposed thought has become an aphorism in this materialistic world. Therefore, to be proficient in business communication along with other subjects, students select business administration classes. Many a times, forcibly they have to clear the paper of Business Communication. In the course of business communication, they learn how to haggle, deal with dealers, maintain relationship with people and eventually develop positive approach by using polite expressions. It is a good opportunity to English teachers to take the subject with more components of English language. Since the subject is subjugated with more elements of English language it can be called Business English. The Discourses, Soft skills and English language activities are authoritative and constructive by using teaching and learning materials.

8. Recommendations

Initially, the title Business English can be better than Business Communication because the title misguides people. Business English consists of LSRW skills whereas Business Communication most probably deals just with business correspondences in written form.

Secondly, English laboratory sessions would be excellent for students of Business English to gain knowledge of phonetics and to listen to speeches and passages while having lessons in theory classes since Business Communication is a subject.

Thirdly, every skill independently contemplates and manages time.

Finally, the hierarchy might afford the background study of communication skills to students. For instance, if listening skills are taught first, students can learn the rest of the skills later.

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