
Research Papers



“A study of Classroom Interaction Techniques to Develop Speaking, Writing, Reading & Listening Skills for Business Communication”

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Abstract

The proposed research is based on the conditions prevalent in FIRST YEAR B.Com./B.M.S. concerning the interaction techniques used in relation to improve speaking, writing, reading and listening skills for Business Communication. A selection of appropriate technique is very much important in view of classroom interaction techniques. Every teacher is a manager. While teaching he has to manage many things. His concern is not only with the methodology and techniques but also he is highly responsible for classroom interaction.

A good teacher is a good manager. To manage class he has to use various techniques of interaction i.e. teaching. Teacher's interaction is his teaching. A lot of student's do face many problems of learning communication it is because of inappropriate selection of methods and techniques of teaching. A teacher of communication must use many techniques of teaching to make his teaching interesting and fun. Due to that students will get the exact benefit and teacher will get satisfaction that he is serving his purpose of teaching. Communication teacher must use more techniques of teaching so that their interaction with students will be easy and common. We personally more concern about vernacular medium students. They do face a lot of problems of learning communication. It is not like this that communication teacher don't do more things. Of course they teach compulsory subject where classroom are full with more numbers. Student's from all different schools and medium come together. They have a big scare of communicating with others. For communication English is necessary. English being an international language they do feel it is not there cup of tea. To make them learn English naturally and simply, communication teacher must use

different techniques of teaching. For the present study, six universal techniques of teaching to develop (LSRW) language skills for Business Communication are taken into an account:

1. Questioning
2. Illustration
3. Role-play
4. Narration
5. Presentation
6. Classroom management

The research design was try-out and final data collection from students of all F.Y B.Com/F.Y.B.M.S. colleges in Mumbai.

1. Before administrating the tool to the student's of respective Institute, it was given to 30 experts to check the relevancy and validity. Suggestions given by expert are taken into an account and necessary changes are made and then, it was administered to 50 students as a 'TRY-OUT'.
2. A five rating scale (Questionnaire) is made and given to 100 student's and all 100 have attempted the entire questions. Researcher got 100% response then he administrated the same questionnaire to 500 students of 10 colleges of Mumbai.

Aims of the Study

To study whether there is any relationship between classroom interaction techniques used by communication teacher and the development of language skills for Business Communication.

Objectives of the Study

1. To study the quality of the following classroom interaction techniques used by communication teachers at First Year degree of Commerce and Management.

- a) Questioning
- b) Illustration
- c) Role-play
- d) Narration
- e) Presentation
- f) Class-room Management.

2. To study the development of following language skills amongst the students at First Year degree of Commerce and Management.

- a) Speaking
- b) Writing
- c) Reading
- d) Listening.

3. To find out relationship between classroom interaction techniques used by communication teachers and the development of language skills at First Year degree of Commerce and Management.

4. To suggest suitable measures to improve the classroom interaction techniques so as to develop the language skills for Business Communication.

HYPOTHESIS:

There is no significant relationship between classroom interaction techniques and the language skills (LSRW).

Variables of the Study

Variables:

A)Independent Variables: six selected interactions techniques- Questioning, Illustration, Role-play, Narration, Presentation and Classroom management.

B)Dependent Variables: All four skills of language- Speaking, Writing, Reading and Listening.

Sample- ten colleges (five commerce + five management)

Each college = Fifty students.

Total- 500 Students

Professors- two from each college

Total= 20.

Experimental samples= fifty students from Commerce Stream.

Tools- the five point opinionnaire scales on "Classroom Interaction techniques (thirty questions) and Development of (LSRW) Language Skills (forty questions) total seventy questions to the students at First Year degree of Commerce and Management and questionnaire (twelve questions) on "Classroom Interaction techniques and Development of (LSRW) Language Skills for the Professors those who are teaching the subject Business Communication.

Technique of Analysis:

1. Mean
2. Median
3. Mode
4. Standard Deviation
5. Correlation®.

Limitation of the Study

a. Interaction techniques are many but in present study the focus is on the following six interaction techniques: Questioning, Illustration, Role-play, Narration, Presentation and Classroom Management.

b. For development of language skills, the study is focusing on the perception of students and teachers. Other participants of the management like principal, managing body and parents are not considered.

c. Students background with regards to medium of instruction, gender is not considered.

DELIMITATIONS OF THE STUDY:

a) The study is limited to First Year Commerce and Management degree Senior Colleges, States of Maharashtra.

b) The study is limited to Greater Mumbai and the suburbs of Mumbai.

Significance of the Study:

The present study focuses on the six interaction techniques used by communication teacher in relation to the development of language skills hence it will be easier for the communication teacher to select appropriate and high interactive technique according to the need of contents and students, which will help them to develop language skills among students.

The Questionnaire itself will create awareness among faculty regarding different

interaction techniques and guidance for the developing language skills for Business Communication that can be used at degree colleges. The most of communication teachers are unaware of history of the English language teaching, knowing our common background gives us the sense of direction, a way of knowing where we came from and how and why we got and where we are, away gaining inside about where and how a current theories and practices arose, a way of giving credits to some unfairly forgotten writers and teachers who advance our professions.

Before a decade, the Government of Maharashtra has made English subject compulsory from standard first. The decision itself indicates the need and importance of English. Today, students of Colleges, face many problems while communicating in English language because teachers were/are not using high interactive techniques. Language can be learnt naturally. Earlier English subject was there from standard fifth now English is been taught from standard 1st ,it doesn't mean this generation will be perfect in speaking and writing and understanding subject completely, when they will come to degree college. It is all depend upon teachers and their techniques of teaching communication. Communication is the basic requirement of all professionals. Today is the world of Business and to succeed in business the professionals in and those who want to start their career in corporate should know the business communication very well. With effective business communication the survival in today's world of Information Technology will be easy. In conclusion we can say the Government of Maharashtra has made an appreciable and needful decision of starting English from standard 1st. But even at degree level students are unable to communicate effectively in English. I personally feel that Professor's at degree those who are teaching the subject BUSINESS COMMUNICATION should use various techniques of classroom interaction so that language skills amongst students will develop and when they have the feeling that they can communicate in English language their confidence will develop and they can make their career successful in this world of Business by doing effective business communication.

The findings of study will enable communication teachers and the department of Higher Education, State Government of Maharashtra to know the effective interaction techniques of teaching and at what ratio

communication teachers make use of selected universal techniques at College and at what level language skills are developed also that can be implemented for lower and higher classes to teach communication effectively.

Summary and Conclusion-

Almost all the classroom interaction techniques are used by the communication teachers while teaching the subject Business Communication to make their teaching effectively and also there is a development of language skills among students. The most preferred techniques by the communication teacher are questioning. The communication teacher needs to make more use of role-play and illustration techniques. Commerce College teachers are using interaction techniques at higher scale and development of language skills amongst them is much better compare to the management. The experimental data has an excellent result in use of interaction techniques and development of language skills. It means if interaction techniques are used perfectly by English teachers then their teaching of the subject will be more effective and development of language skills amongst students will be much better.

MAJOR FINDINGS OF THE STUDY:

1. The quality of interaction techniques used in classes is good except illustration and role-play.
2. The development of language skills amongst students is good.
3. Commerce College teachers are using interaction techniques at higher scale compare to Management colleges.
4. The development of language skills is much higher among the students of Commerce compare to Management.
5. There is a higher degree co-relation between all selected six interaction techniques and the skills of the language.
6. Experimental data has much good result than non-experimental data.

CONCLUSIONS DRAWN FROM THE STUDY:

The (r) between interaction techniques (questioning, illustration, role-play, narration, presentation and classroom management techniques) and business communication skills (Speaking, listening, reading, writing) is found positive.

There is positive relationship between interaction

techniques & four skills of communication. But, still some of the techniques used don't focus more on writing & reading skills. To improve their business communication skills they must select proper techniques of interaction, which can help them to improve the quality of communication skills.

In short all the English subject teacher of Institute must think positively about these Six universal techniques of interaction. The researcher did the similar kind of research in the year 2006 on Junior College English teachers and in that it is been found that Jr. College English teachers are using illustration and role-play techniques at an average scale.

SUGGESTIONS FOR IMPROVE COMMUNICATION SKILLS

For improving illustration techniques, following things should be practiced-

1. Make use of pictures and charts.
2. Make use of appropriate gestures, actions and expressions etc.
3. Make use of appropriate figure of speech.
4. Make use of audio-visual aids.

For improving role-play techniques, following things should be practiced-

1. Make selection of the group to enact role-play.
2. Warm up group for enacts.
3. Give proper training to enact.
4. Discuss the message of role-play.
5. Share student's experiences after the role-play.
6. Counsel students for role-play and must give equal opportunity to all.

SUGGESTIONS FOR THE FURTHER STUDIES

1. Experimental research can be done on the same topic at different level.
2. A study can be conducted on 'Illustration' and 'Role-play Technique' of interaction.

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