Exploring English Language Teaching and Learning issues in professional students in Management Colleges

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BY

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THESIS COMPLETION CERTIFICATE

This is to certify that the Thesis entitled on **'Exploring English Language Teaching and Learning issues in professional students in Management Colleges'** submitted by Nutan Kumari, in partial fulfilment of the requirements for the award of the Degree of Doctor of Philosophy is an original work carried out by her under my guidance. It is certified that the work has not been submitted anywhere else for the award of any other degree or diploma of this or any other University. We also certify that she complied with the Plagiarism Guidelines of the University.

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Date: 18th of October 2020

Place: Patna

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ABSTRACT

The most significant event of the 20th century in the 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 relationship 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 categorised under pre independence and post -independence. Another change was marked at the outset of the 21st century. The demand for English language has been apparently carried over from the previous century in an increasing order of importance and ELT 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. 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 the technological developments. These technological advancements preceded by the economic liberalisation 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 communicative approach in the schools unlike the Grammar Translation and Direct methods used earlier. The wave of change swept over to the higher education as well. The management colleges started to include English as one of the main papers in the curriculum.

Today, when the entire globe is facing disruptions in the wake of COVID-19 and life has come to 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 shrank due to pandemic. This was difficult to be imagined without a common link language. The need for an effective communication skill in English is one of the most sought after skills in the business world. The management graduates have to necessarily find out ways in which they should not be deprived of this important skill. Thus, a lot is owed by the teachers. This research work is designed to look into the methodologies being used in the management colleges and the areas of learning difficulties faced by the students in the listening, speaking, reading and writing of English. The study is focussed around following three objectives: to examine the ELT methodology among management students in the colleges of Bihar , to study the perception of learning difficulty and learning English among management students, to examine the teachers' perception of the learning difficulties faced by the students of management colleges in Bihar.

The entire thesis is divided into five chapters. The research study consists of both qualitative as well as quantitative study and the fifth chapter discussed the finding in the context of the four language skills. The discussion is followed by 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 and ends with a nine- step solution for making English language teaching and learning fun filled.

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LIST OF ABBREVIATIONS

ALTE: Association of Language Testers of Europe

ANOVA**:** Analysis of variances

BEC P: Business English Certificate Preliminary

BLISS: Bihar Language Initiative of Secondary Schools

CBI: Content Based Instruction

CEFR: Common European Framework of Reference

CLIL Content and Language Integrated Learning.

ELT: English Language Teaching

ESP: English for Specific Purposes

ICT: Information & Communication Technology

LDL: Learning Difficulty in Listening

LDS: Learning Difficulty in Speaking

LDR: Learning Difficulty in Reading

LDW: Learning Difficulty in Writing

LDOS: Learning Difficulty in Other Subjects

LSRW: Listening Speaking Reading Writing

UK: United Kingdom

TM: Teaching Methodology

CHAPTER 1: INTRODUCTION

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1.1Overview:

Man is a sensible animal and the ability of reasoning makes man the most distinct species of the universe. This ability of reasoning enables men to learn speedily. Learning is a lifelong process and it determines the basis of the quality of life one is likely to live. Change is the driving force and today learning has become as natural as breathing. All the wonders which we find around us today are the result of learning. Learning remains at the core of progress and it can be considered to be a standalone factor in our endeavours to continue to excel.

One of the first things we do in life is learning a language. The first language which we learn is our mother tongue or the native language. As the child is exposed to the mother tongue right from the birth, learning of this language goes almost effortlessly and naturally. When a child is born, the only ability or language skill he is blessed with is Listening Skill. An infant can be noted being cautious for any sound and trying to locate the direction from which the sound is coming through careful listening. The next ability which a child acquires is the ability to pronounce some words and speak in small chunks of words and phrases. Then the child, with the help of formal training by elders or teachers starts identifying the letters of alphabet and finally he learns to write and later develops the writing skill. Thus, the journey from 'mother tongue to another tongue' i.e. from regional dialect to English does not rely on chance alone.

Talking in the purview of the topic under research, English is an integral part of the Indian curriculum for decades now. It has a major role to play in finding job placements in renowned companies. India and English language have come so long together that they are inseparable now. English has become the second language to many educated Indians and it acts as a connecting language to help people communicate with those who speak different

languages in other states. The influence of English grew persistent even after the independence of India from British rule in 1947.

Today, the English language plays a vital role in higher education, media and administration of private and government organizations and has become a powerful agent for change in India (Graddol, 2010). In India, and so in Bihar, for most of the people, English is either a second language or the third language. Although, English in the education system of India, and in Bihar for that reason is introduced at very primary level in schools. A student starts learning the language both as a subject or an important language or a medium which cannot be done away right from the beginning. It has been more than 150 years that English was introduced in India by the Britishers. Initially, the Britishers encouraged the Indians to continue with their native culture and their traditional education. They were scared, that modern education would enable the Indians to challenge the British rule. Their encouragement of classical learning for the educational policy was opposed by the missionaries like Charles Grant (1746-1823) who wanted Indians to learn English. People like Raja Ram Mohan Roy who realised the importance and superiority of English advocated for English in academic, scientific and other international reasons for Indians. The motives of Lord Macaulay's minutes in spreading teaching of English in India were just "to create a group of Indians who would be the interpreters between their rulers and the ruled." An official resolution endorsing Macaulay's minutes regarding modern education through the English medium was passed. However, teaching of English in a systematic way started from the declaration of Wood's Dispatch of 1854, which has been called the 'Magna Carta' of Indian education. In Wood's Dispatch it was declared:

"The English language is to be the medium of instruction in the higher branches, and the Vernacular in the lower. English is to be taught where there is demand for it, but it is not to be substituted for the vernacular languages of the country.''

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English gradually spread wider in India and gained strong roots in the educational system. In 1857 and just after, universities at Bombay, Calcutta and Madras, Punjab and Allahabad were setup. The foundation of these universities marked a new era in the history of Indian education. This resulted in the spread of schools and colleges, which ultimately caused increase of a greater number of Indians who achieved mastery in the English language.

English as a language is taught in almost all the educational institutions of Bihar from KG to PG. Despite studying English for more than ten years, the confidence level in using English as a medium of expression remains challenging for many and so has been evident in Bihar. The major reasons for this may be the lack of proper practice and the environment in which the students grow as English is either a second or a third language which a learner gets exposed to in India. This brings in a very specific concern for the teachers of English language as even if the curriculum has all the requisite components, the efficiency of the teacher and the methodology adopted in the classroom teaching plays a major role.

The age of information and technology remains colourless without technical communication. With the businesses becoming diverse and result oriented the professional world is facing new challenges. One of the major such challenges is communications every day. The success in the competitive world cannot rely on a single factor. The hard skills acquired in the classrooms and laboratories require communication and soft skills to complete the package of being job ready. Teachers are often found struggling in retaining the interest level of students. Most of the time they are driven by time constraints and hesitate in adopting any new way of imparting training of the English language. However, if by employing some strategies of storytelling, recalling, vocabulary expansion, implicit connotations, intonation, contextual meanings etc. the students get exposed to various genres of text and context.

The necessity of English language skills in workplace hasn't changed a bit (Clement, A., & Murugavel, T. 2018) Studies have shown that the role of English as the influencing factor

during interviews and at workplace is quite vital. Poor English communication skills can hamper the attempts of finding a good job and thus there is a need for in-house English training for improvement of skills. The previous studies have also found that speaking has been considered the most important skill in workplace and it is commonly accepted fact that the students needed to improve their speaking skills, the real classroom situation in the management colleges of Bihar presented a contrast where hardly any session dedicated to hone the speaking skills was offered. The paper Business Communication which is however a mandatory part of the curriculum in all the management colleges, stressed more upon the writing skills like business letters, emails, report writing etc and also basic grammar in few cases. To acquire good communication skills or to excel in communication skills and to enhance the prospects of being successful at workplace, one has to acquire expertise in all the four skills. In the given situation the role of the teacher becomes very diverse as it is the teacher who performs various roles while dealing with the students and in shaping the future of the students (Archana, S., & Rani, K. U., 2017). Some of those roles are as below:
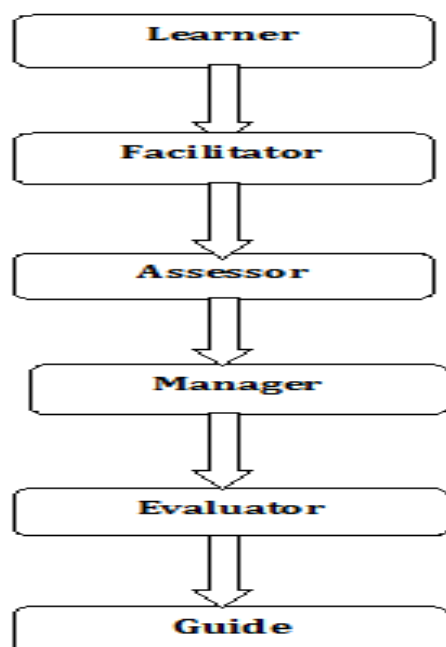
Fig 1.1 Source: (Archana, S., & Rani, K. U., 2017)

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The role of the management institutes does not merely stay confined in imparting infrastructural facilities, it also has to devise mechanism through which the teachers can aptly switch to the roles mentioned above . Providing platforms to showcase the communicative ability of the students, the management institutes conduct various inhouse and intercollege activities like club activities, public speaking, extempore, quiz etc.

1.2 Relevance of English Language teaching (ELT) for Management Students

Even in a multi-lingual country like India, English has emerged as a language of the workplace over the years. Management graduates are expected to possess excellent communication skills in English even for entry level jobs. It is for this reason that good communication skills are one of the pre- requisites in the interview process. Owing to this the management institutions necessarily include a paper dedicated to enhance the communication and linguistics skills of the management graduates. The medium of instruction in Indian business schools and management institutes is English. All the subjects are taught in English only and thus the failure to learn English may adversely affect their performance in other technical papers as well. It thus becomes the matter of prime importance that the students of management learn English as it directly connects them to the path of employment because job interviews are mostly conducted in English.

Thus, Business Schools students are badly packed with different subjects and find it challenging to dedicate time to develop language skills. The packed schedule of the MBA and BBA programmes leaves no room for developing their language skills. The failure to communicate effectively impacts the smooth functioning of the organization and thus steps should be taken to develop the English language skills of these graduates so that their professional growth is not hampered. A part of the unemployment problem originates from

the mismatch between the skill requirements of the market and the skill base of the job seekers' (Graddol , 2009, p.106).

In most of the management colleges of Bihar, English is taught only in the first semester. It is known under various names like Business Communication, Communication Skills, Managerial Communication, Manager Like Quality, Technical English etc. Whatever be the name, the main objective of this course is to improve the communication skills of students in all the four skills (LSRW) which is taught by a teacher who has studied English literature in UG and PG and carried research in some area of literature as until the end of 20th century, there was hardly any college in Bihar which offered UG and PG degree in Communicative English . As per a report of Hindustan Times (Mar 05, 2005), Functional English started to gain much popularity two years after it was added in the year 2003 in CBSE class XI. Here it is noteworthy that "Travels", the first English book written by an Indian was authored by a Bihari named Dean Mahomed. Also, the land of Bihar is proud to have produced the celebrated author of Animal Farm i.e. George Orwell. There is hardly any teacher who has studied Business Communication or has been exposed to the terms like CLT (Communicative Language Teaching), ESP (English for Specific Purpose) EAP (English for Academic Purpose or EOP (English for Occupational Purpose) as most of them are not trained in ELT methodologies. Research in ELT methodologies is a recent phenomenon in India. Although in Bihar too, British Council and Cambridge English Language Assessments have organised conferences and workshops on new methodologies of language teaching, the reality of classrooms do not present a much different picture due to various reasons:

1) Untrained ELT professors

2) Various levels of learners in the same class

3) Strength of students (40- 50 per class)

4) Insufficient time slot for syllabus completion

5) Major emphasis on written exams (traditional method in India)

6) Lack of backing from the senior authorities

7) Under estimation or over estimation of English as a subject

8) Outdated syllabus design

9) Lack of infrastructure

10) Reluctance of teachers in changing the teaching methodology to meet the needs of learners

Even today, when technology has sprawled across all the domains of knowledge, traditional methods of teaching are still followed by many English professors in management colleges in Bihar. Under the pressure of syllabus completion, English professors rush to complete the recommended syllabus within three months and prefer written assessments at the end of the semester. This method of assessment spoils the very essence of learning a language and makes the sessions bland and futile. As a result, many students do not show much progress in improving English Communication Skills which are required to make them employable. Even in the colleges, where they have a language lab, students are given the practice of group discussions to share their ideas or listen to some conversation to improve their proficiency and fluency .In spite of these efforts, during the placement interviews, they face challenges in bagging a lucrative offer mostly due to their inability to communicate in English language.

1.3 Relevance of English Language teaching (ELT) for Teachers

Berlinda Mandasari (2018) mentions that students from management program learned English better when their feelings were involved in learning English. Keeping this concept as the backdrop the role of a teacher takes varied shifts so as to keep the interest of the learners high and make them feel involved in the process of learning. In this regard, the teacher has to swap roles and assume himself to be a leaner first to empathise with their students and stay updated, then a facilitator who does not only act like a sage on the stage but also as a 'guide

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by the side' and finally an evaluator who assesses more for the areas of enhancing competence instead of looking for the weaknesses. A teacher plays diverse roles in the process of language learning. If all these above roles are performed aptly by a teacher, she becomes an ideal model and guide in shaping the future of the learners.

1.4 Relevance of English Language Teaching (ELT) for Employability

The role of English in business world is quite evident. To handle international business, English language skills play a vital role (M. Pandey & P. Pandey, 2014). Poor language skills can cause a lot of confusion in business deals and hence companies in India choose candidates with higher level of proficiency in English. 'Aspiring Minds, an education, employment and training assessment company, finds that 25% of the engineering students do not have English comprehension skills. 55000 engineering graduates were examined, and it was found that more than 25% engineers do not possess the English comprehension skills to understand engineering school curriculum. This has direct implications on the fact mentioned above that poor comprehension and proficiency level of English may cause adversely influence the learning outcome of other subjects as well. These all factors directly relate to the poor performance in the job interviews and influence the prospects of employability.

1.5 Motivation for Researcher

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 institutes. 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. Also, after gaining an experience of teaching 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 understand the difficulties in acquiring LSRW skills. There has been a common tendency of mocking the students of Bihar for the uniqueness in conversation specially in English. Being born and brought up in Bihar, this is another area which has reinforced the researcher to do something about it.

1.6 Scope of Study

The scope of the study is to examine the ELT methodology among management students in the colleges of Bihar. It also strives to examine the perception of learning difficulty and learning English among management students. Furthermore it aimed at examining the teachers' perception of the learning difficulties faced by the students of management colleges in Bihar.

Till the 16th century, English was spoken mostly in England, Southern Scotland, and small areas of Wales and Ireland. Today, one in seven in this world speak English either as a native language or as a second language. English has now become the lingua franca of a greater part of the world. It is the major language of international trade and commerce, and the language widely used by the tourists of the entire world. Today, no language can be compared to English as far as its status as international language is concerned. More and more people are becoming interested in learning this language as they find that knowledge of English is like a passport for advanced knowledge, bright career prospects and helps to communicate with the

entire world. Today, in this age of IT and globalization, English remains to expand its domains everywhere. The availability of the IT devices to the remotest part of villages, recent technological advancements which influence everybody's life in some or the other way and the desire to stay connected with others even in the faraway lands requires a language and English takes its toll everywhere . For the students of management courses and so for many other domains of professional courses it directly connects to the job opportunities and thus decides the quality of life one might live.

Education is a tool to address several individuals, social, economic, political and crime related ills. Over the years remarkable progress in different aspects of elementary education including infrastructure and buildings, teachers' recruitment and school enrolments have been witnessed in Bihar. The wave of change could be realised in almost all the domains. However, the poor ratio of the passing percentage and student learning outcomes remain constantly low. A review of the literature, experience of the researcher and information disseminated through electronic, print, and social media has highlighted gaps between the methodology of teaching required and the same delivered.

English is the language of international communication and has been widely referred to as a "global language". This commands for the raised interest in the teaching and learning of English language. Across the globe numerous teachers teach English and various institutions offer the English language in different programmes they run. They all have different views and strategies regarding the methods and approaches adopted in the process of teaching and learning of English. 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.

The importance of the English language in the academic and professional world can not be denied in the ever changing scenario today. Today, the English language not only has a

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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 . During the campus placements one of the common feedback which is received from the HR personnel has been in terms of the communication skills of the management graduates . Although English as a subject is taught right from the beginning in almost all the schools in Bihar , the ability to listen and comprehend to English and read and be able to compose correct sentences and serve to their professional requirememnts with respect to the English language proficiency appears challenging. Ironically the learners in higher general or technical education are generally aware of their future professional goals. So in higher education, they aspire to learn English to do well in their academic and prospective jobs. The present chapter brings forward the problems related to the lack of English language proficiency. It explores the teaching methodologies adopted in the classrooms of management colleges of Bihar and the learning difficulties of the students.

The views of English teachers about language and language learning vary to some extent. As every single teacher develops his or her teaching style over a course of time, the same lesson can be executed differently on a group of the students. In case of language teaching the variations are much apparent. Teachers of different age groups who might have taken up the profession of teaching at whatever age, tend to learn the basic norms of teaching only by themselves while they took their first job of teaching. Many realise the changes required at a particular level to improve the learning outcome of their students further, however, many might be reluctant to bring in any change in their existing style as they hardly find any problem in their teaching style. A lot also depends upon the priorities set by either the teachers or the learners. Teachers of English want their students to speak English with fluency and accuracy both so that the message can be delivered effectively to its desired receiver. As for the styles, there are number of them depending upon the purpose and

objective of the teacher and the learner. For example, the students need to learn the difference between a formal public speaking and an informal telephonic conversation. Some believe in teacher-centred approach such as the grammar translation approach while others believe in the learner-centred approach such as the communicative approach and their classrooms are more focussed and organised in a modern way unlike the traditional ones. Those who believe in teacher centric approach, consider the classroom as a place where they should impart knowledge and where students should learn grammatical rules; and thus, plan their lesson accordingly. On the other hand, the teachers going for learner- centric approach, consider the classroom as a place where students come to learn and interact using the target language and can ensure enhanced level of learning. They, thus go to their classes equipped with different tools and activities. Richards, J. & Rodgers, T. (2001:27) say that "different philosophies at the level of approach may be reflected in the use of different kinds of activities and in different uses for particular activity type." This reveals that the actual classroom practices and behaviours depends on the underlying approaches to the teaching of English and such difference in approaches and the practices derived may result into the success or failure of English language learning and teaching.

The course components, 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 is being investigated. The researcher has an experience of being associated with the placement cell of many management colleges of Bihar. The performance of the students during the campus placements and the feedbacks received from the HR personnel, challenges faced during the classroom teaching and the conversations with the colleagues insisted the researcher to investigate into the reasons relating to the influencing factors of English language proficiency amongst the students.

1.7 Statement of Aim and Objectives

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Research works taken up in ELT so far have proved the importance of teachers' beliefs in shaping teachers' characteristic patterns of instructional behaviour, Thompson, (1992:64). This study investigates and analyses individual English teachers teaching in Bihar, their approaches to teaching of Communicative English and the classroom practices carried on by them. Through this an attempt is being made to underline the fact that why even after getting 10+2+3 years of education and irrespective of studying English from KG to PG, the students fail to gain the desired level of proficiency in English. With a varied degree although, the problem lies with most of the students enrolled in the management colleges of Bihar. While some of the students can frame sentences and showcase their language efficiency in written form, others would fumble in framing correct sentences in English during their conversations in class or interviews.

The main objectives of the study are to find out the following:

1. To examine the ELT methodology among management students in the colleges of Bihar.

2. To study the perception of learning difficulty and learning English among management students.

3. To examine the teachers' perception of the learning difficulties faced by the students of management colleges in Bihar

1.8 Significance of the Study

The study is significant to the teachers in understanding the various teaching methodologies which can be used for the management students. The study has also provided an insight into

the preference of the teaching methodology and the learning difficulties faced in developing LSRW skills which can help the teachers to apply the useful teaching methodology to be adapted for the students that can increase their learning interest. The study will also bring into light the differences of teacher's perception of learning difficulties and students' perception of the same. The study is equally significant for the learners and management institutes to understand the importance of English in employability and will be benefitted by the conclusions and the recommendations made . An investigation into the classrooms is done through the questionnaire, interviews, observations etc and is analysed to reach some conclusion. An attempt has been made to underline the challenges faced by the teachers and learners of English and some recommendations have been drawn which aim at providing much understanding of classroom work as well as the whole learning process that might lead to improvement of the teaching and learning of Communicative English in the management colleges of Bihar.

Richards, J., & Rodgers, T. (2001: 16) say that "the study of approaches and methods provides teachers with a view of how the field of language teaching has evolved." It also aims 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 aimed 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?

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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 method as an umbrella term for approaches, designs, and procedures. For Prabhu (1990), method is both a classroom activity as well as the theory that informs them. For most of us, 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 varieties of approaches and methodologies have been in practice from the previous century and many of them are still

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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 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. One of the components of a methodology or a description of a suggested stage in a lesson is PPP i.e. 'Presentation, Practice and Production'. This also emphasizes grammatical accuracy and is teacher dominated like the other three mentioned above.

From the late 1970s, The Communicative Approach began to gain support. It recognises that "language is for communication and that we learn it best through naturalistic acquisition processes which means the process similar to the one adopted for learning a native language" (Widdowson1970). Here the classroom is learner-centric, and the conveying of meaning is considered to be more important the accuracy of sentences. It takes the methodologies like Task -Based Learning and Content and Language Integrated Learning. In Task Based Learning, students perform tasks like problem solving, information sharing, filing in information on a map from instructions etc. Here, learning of language happens naturalistically in due course of time. On the other hand, Content and Language Integrated Learning highlights the use of English for the teaching of other subjects or specific content. Teachers use content which is useful to learn. It began with CBI (Content Based Instruction), which was taken ahead with CLIL (Content and Language Integrated Learning).

Some of the major constraints in introducing communicative language teaching are addressed in many studies. In a study taken up in Indonesia Musthafa (2001) described the constraints in introducing CLT and identified major challenges which the teachers experienced in utilizing the CLT approach in their classrooms. Some of them are given below:

- Teacher's lack of confidence and communicative materials,

- Time constraints,

- Out-dated exam system, etc.

Due to the reasons mentioned above, he says that communicative language teaching had not succeeded in helping students become more competent in using English for real-life purposes.

Another study taken up by Pit & Roth (2004) identified various difficulties in implementing CLT in Cambodia. He mentions some of the problems like:

- Class sizes,

- Student resistance,

- Teacher's incompetence

Above all, he opines that government funding is one of the major the hurdles therein In Cambodia, French was above English in status at tertiary level because the French government was significant in providing financial assistance to higher education there.

Kam & Wong (2004) believed that the integration of modern technology to be another challenge in the ELT classrooms. Irrespective of the genuine inclination towards change, traditional practices still prevail in English language teaching. One main reason for this can

be the lack of change readiness amongst the teachers to use modern technology in their classrooms. One of the reasons may be their lack of experience and training, but primarily because of their mind-set of not wanting to change. Thus, to achieve a desired outcome in the ELT field, a change of technology may not suffice the purpose; mind-set needs to be changed in fact.

This also brings out the fact that as often complained by the students and learners, infrastructural constrains alone cannot be blamed for the implementation of a specific teaching methodology in Communicative English classrooms. In summary, due to the local contexts and other reasons obstacles have to be overcome and change readiness has to initiate from the teachers and then the automatic shift to the learners.

According to Nasscom's Perspective 2020 study, "industry is facing a shortage of employable talent. On an average company invests 16 weeks to train one employee in areas such as technical skills, soft skills, and company orientation, the reports suggest. The training provided to employees include not only technical but also those focused on imparting soft skills like leadership quality, team building, interpersonal skills etc." (Business standard, 6)

This brings a serious concern and needs retrospective pondering over the fact that who is to be blamed for the situation which has occurred now and is the future safe for the aspiring management graduates who dream to be placed with a multinational company more than anything else.

While most of the above-mentioned studies depict the picture of outside India, a close look at the status of ELT market in India can complement the above study and the scope of the study. David Gradol in "The Future of English" 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

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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 the multilingual society and it will be probably the only language to appear in the language mix in all the parts of the country. In one of his other book *English Next India,* he 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. His 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 i Value Consulting Private Limited to assist the UK English service providers on the mandate of British High Commission which are mentioned here for its close relevance to the topic under discussion i.e. to underline the scope of the present study.

There is no denying the fact that the study of language lays the foundation of all other learning. It's the language which makes us a distinct creature from all others in the universe. 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. One of the top expectations of the parents remains to be the fluency in the English language, 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 programmes 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.

1.9. Problems of Teaching English as a Second Language in India

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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 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 teachers teaching in these big classrooms can easily be seen giving instructions like:

"Don't make noise"

"Maintain pin dropped silence"

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, 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 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

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standards and rest of them keep struggling with it. Teachers are ultimately compelled to adopt Bilingual method for 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. The main factors for this unparalleled growth can be traced as:

- the growth of the British Empire across the world in the 19th century

- the rise of the United States as the foremost economic power of the 20th century.

- the unprecedented use of technology in almost all the fields the 21st century

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.

The growing importance of English language in India

English has been playing a crucial role in India and is being recognized as a cherished life skill and employability skill for various reasons. English language is considered to be the language of the professional world. In India it is used as secondary official language and is frequently used in national, commercial and political communication. The advent of technology has strengthened the status of English yet further. Today use of technology is evident in almost all the domains of knowledge and learning and so is the case with English

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language. Language remains an indispensable part in most of the situations of communication and almost all the transactions of business for that reason. Like many other countries, in India too, that language remains to be English at least for the transactions of the business. Recent few years have witnessed a great hike in the percentage of Indians migrating to other countries. Students aspiring to pursue their higher education from abroad and the efforts to seek job opportunities outside India have also become a matter of status symbol for many of the Indians. Apart from gaining the requisite qualifications and skills, proficiency in English language remains one of the most sought after skills for the students.

Proficiency level of the masses in English language:

As per a global survey taken up by EF Education, published in The Economist, October 2012 out of fifty- four countries surveyed , India holds the rank of 14 under the English proficiency index in the third category level of" moderate proficiency" with countries above " high" and "very high" level of proficiency. The survey opens various dimensions to the topic under discussion. The English language proficiency level acquired by the Indians in the past few years shows an increasing interest amongst Indians to acquire a certain level of proficiency for various reasons. Amongst various factors influencing the increasing interest towards English language amongst the Indians, the enhanced job opportunities in the global market is one which remains at the top of the list. Desire to live a luxurious lifestyle and strengthening the financial situation of the family by earning more and more remains entrenched in almost every sensible individual. This desire gets wings through a proper means of learning. Earning through a job or a business requires certain skill sets and the ability to communicate well is one very important such skill. Probably the rank which India gets in terms of language proficiency, as declared by the survey mentioned above, reveals that Indians have now accepted the so- called 'alien tongue' whole heartedly. Once English was criticised and

blamed for its association with the Britishers and today the figures speak a lot in contrary. It takes a serious pondering whether the education system remains influenced merely by teachers and learners or there are some more factors that influence the ecology of education system. The political system and government policies undoubtedly hold a commanding position in the prevailing education system. A state wise figure depicting the status of teaching English (whether compulsory or optional) was studied and analysed . The tables taken from Ministry of Human Resource Development, Govt. of India,1997-98 and Ministry of Human Resource Development, Govt. of India. 2002-2003 2005-2006 show that Bihar was the only state during the year 1997-1998 where English was not taught as a subject to the primary classes and even in the secondary classes it was optional. This is a common knowledge that people tend to take an easier way to achieve something and if they have not studied a subject in past, there are fewer chances that a student opts for that in senior classes unless they are guided by some aware senior.

The students taught during that period through the Bihar state government schools have turned to be the parents and teachers of today who play a vital role in transferring the English language skills as language is acquired and there has to be a mother tongue intervention in the accent of the students. The status of English taught as compulsory/optional subject in school education in the year 2002-2003 and 2005-2006 makes it evident that although Hindi was compulsory from classes one to twelve in the year 2002-2003, English was compulsory only after class five i.e. classes six to twelve. English was optional however from classes one to five. In the years 2004-05 and 2005-06 also the situation was same.   Consequently, an entire generation in Bihar was robbed off a vital skill which is in a way influencing the next generation as well. The two tables (as mentioned in the annexure II) are sufficient enough to describe one of the major hurdles which affected the English language teaching and learning scenario in Bihar. As per the table, the emphasis on English education in Bihar was minimal

during in the last few years of the 20th century and first few years of the 21st century. The teachers who are teaching toady were the students somewhere around that period. There were very few English medium schools in true sense in the small towns and villages of Bihar unlike today. So, most of the students had to rely on the government schools those days.

Operational and functional environment within the ELT market in India and Bihar

The mushrooming growth of the ELT centres are probably the outcome of the fact that ELT training market falls under the unregulated market in India. ELT market comes under the 'skill development' and no serious guidelines by the Indian government for starting an ELT centre exists in India. Thus, no minimum quality requirement in terms of teaching faculties, required certifications, infrastructural guidelines, legal bindings, or fee structure limitations exist. Communicative English for the students of management courses relates directly to the brighter prospects of job opportunities. There has been a common phenomenon of joining an English language coaching centre amongst the students of all the courses and management graduates are no exception. Without a proper investigation of the ELT coaching centre when a student drops in, he not only spends a hefty amount but a long time period as well with the continuous assurances of being better in the coming few days and acquiring fluency in the language. To the utter surprise of the researcher, most of the ELT institutes are run by the people who are from a non-English background. From the commercial point of view, these coaching owners are earning a lot by implementing various strategies like attractive advertisements and earning some success for their students through teaching the complex rules of grammar and the art of parroting. However, the real assessments come at the time when the students are unable to crack good jobs just because of the lack of required level of proficiency. This study will look into the factors which influence the learning of English language and the existing gaps which prevail with respect to the same.

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Thesis outline

Chapter 1 introduces the term ELT and explores the history of English Language Teaching from 15[th]century to today 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, relevance of English Language Teaching for employability and the motivation of the researcher.

Chapter 2 covers the comprehensive review of available literature. The studies include the research works taken up in both India and in some other countries. It studied English Language Teaching approaches, methods and techniques. -Grammar-Translation method, Direct Method, Audio lingual method, Communicative Language Teaching etc. and finally a conceptual framework was developed.

Chapter 3 states the research methodology, research problems, research objectives, questionnaires and various stages of research. It also talks about the method of data collection, sample size and population.

Chapter 4 presents a detailed analysis of the tests, with the help of Descriptive Statistics. The analysis showed that there was a variation in the level of difficulties faced by the learners out of LSRW skills. Mean, median, mode was used as a basis to establish the variation in the learning difficulties.

Chapter 5 covers the major finding 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. A working model named LEAP (Learning English At Pace) was also introduced to show how an organised and stepwise learning on the ladder of English Language Teaching can bring changes in the students.

1.10 Summary of the chapter

The chapter begins with an overview and detailed description of the relevance of English Language Teaching for management students, challenges faced by the students, teachers and the issues of employability. It further draws attention towards the motivation of the researcher, scope of the study and then tries to establish the root cause towards by bringing in the table which shows how English had been neglected in the education system of Bihar which caused a complete generation to stay deprived of learning this language .

Chapter 2: Review of Literature

CHAPTER 2: REVIEW OF LITERATURE

2.1 Introduction

A comprehensive review of literature is an essential part of any investigation. It gives an idea about the work done in the field and assists in the explanation of the study in hand. It provides a basis for theoretical framework and an insight into the methods and procedure. It gives a basis for elucidation of the findings by identifying the underlying gaps and helps the researcher with some information about the status of knowledge in the area of the particular study. Literature related to the subject in question was searched using different types of e-resources, books, periodicals, dissertation, conference proceedings etc. These sources were scanned to help narrow down the problems encountered as well as strict a new line of approach to the existing problems. The investigator could not collect much information on the problem in hands, i.e. on the subject of the teaching methodology in Communicative English classes, especially in terms of the geographical boundaries set up (Bihar). However, a rigorous follow up with the students, teachers, head of the institutions and members of the placement team could throw much light over the areas which the present research should be exploring at in the benefit of the academia and industry. Need to design and deliver language courses to meet the specific needs of different groups of learners has always been much felt. It is for this reason that English courses are being offered to the students of various professions like medical, engineering mass communication etc. The courses designed for such specific purposes are tailored to meet the specific professional and/or academic needs.

Being well connected to the teaching and learning fraternity of entire Bihar, the responses of the required sample was always prompt. Thus, it was perceived that apart from finding the facts written in the books and those available online, the views of all the stakeholders of the teaching and learning process mattered most for the purpose. The opinion which was to some extent common in most of the responses was that there seemed to be certain gap between what the students are learning in the Communicative English class-rooms and what is required in the industry for proper placement. The researcher talked to numerous teachers and found that there is a need to go to the grass root of the problem instead of concentrating only to the problem which was apparent.

Language is the method through which humans communicate, either through written or spoken form which consists of the use of words in a structured and conventional way. Language is thus a system of words or signs which is used by us humans to share our thoughts and express our feelings with others. Thus, it is a system of communication and a medium for interaction with self and others which is based on aural and oral system. Many languages become extinct due to the reasons like changing societal needs, destruction of old customs or fascination towards elegance. For e.g. Ancient Greek slowly turned to Modern Greek and Latin evolved into modern Italian. This infers that more and more use of language.

Dr Z N Patil, an internationally acclaimed scholar and noted author of English language and literature, while discussing his teaching philosophy in the golden jubilee and the international conference of English Language Teachers Association of India (October 2019) and sharing his observation of teaching English as a second/foreign language in India mentioned that many teachers instead of being a mentor are 'tormentors' because of their monotonous and monologic teaching method which fails to inject liveliness and interest in their lessons. The tools for tormenting used by such teachers as he mentions are: the text and the test. The materials in the textbooks are dull, uninteresting, and irrelevant to everyday life.

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Tests are designed to expose the ignorance of the students, rather than to reveal what they know. In short, the situation is not much different from what it was half a century ago.

2.2 English Language Teaching: Across the Globe

Hutchinson and Waters used the picture of a tree to illustrate their idea of ELT. In the given picture, General English is depicted to be studied only for exam purpose, thus we can say that ESP is learning or teaching English for some other purposes, e.g. work or study. Together they come under the category of professional purposes and academic purposes. Outside Bihar, many secondary schools teach General English with a purpose to prepare their students for a particular exam. Recently it also started in Bihar with the Cambridge English Assessment centres opening in few localities; however the takers are not much. A student willing to use English in their future profession or higher academic studies abroad, they ought to meet some particular requirements. Therefore, all our universities and colleges deal with ESP. The English Language Teaching for management students comes under ESP category.

Figure 2.1: ELT Tree
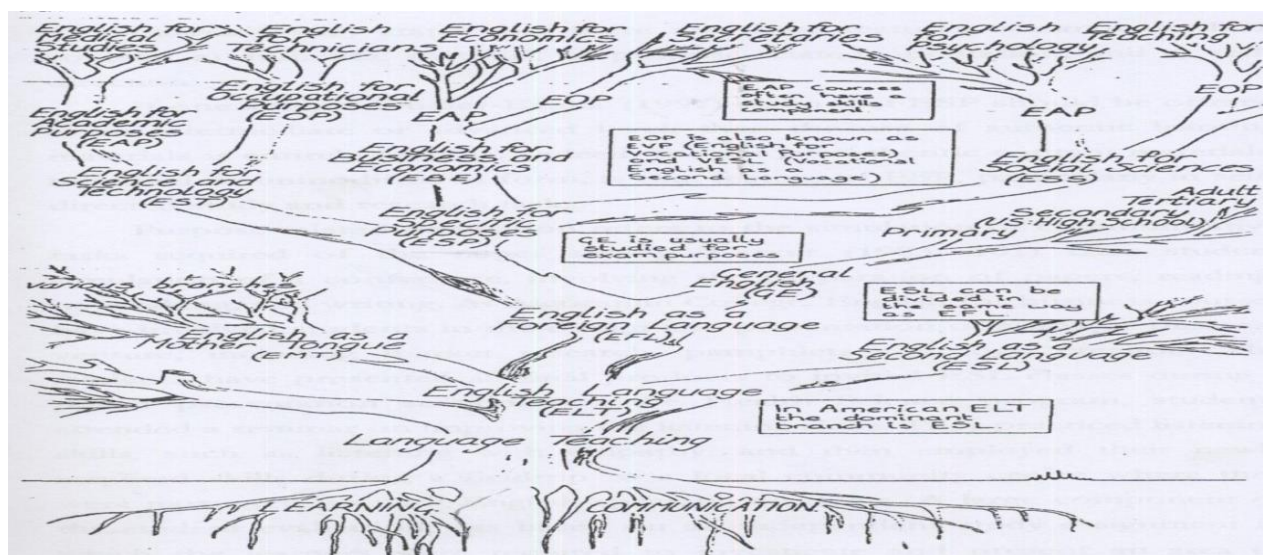
Source :(Hutchinson and Waters 1987, p. 17)

During the Renaissance, the formal study of the grammars of Greek and Latin came into practice with the invention of the printing press which made mass production possible. It was noted that the grammar of the classical texts in Latin was different from that of the Latin being used as a *lingua franca*. Consequently, many differences developed between the Classical Latin described in the Renaissance grammars and the Latin which was used for routine purposes. This was the time when Latin was developing as a *lingua franca.* Now Classical Latin was no more being spoken and numerous European vernaculars came in use. Thus, the Renaissance concern with Classical Latin may have been the cause of the fall of Latin as a *lingua franca* in Western Europe. European vernaculars had gained status and usefulness and thus people found it important to learn the language of another region. This caused a shift in the focus in language study from analysis in 17th century to utility in the present century.

Jan Comenius, a Czech, who probably owns the status of being the most famous language teacher of 17th century, mentioned the following techniques in his publications of teaching techniques:

Use of imitation preferred to rules of Grammar to teach a language.

- Use of repetition by students

- Use of a limited vocabulary in the beginning.

- Help them practice reading and speaking.

- Teaching language through pictures

Comenius made an inductive approach to learning a foreign language. Its goal was to teach utility instead of analysis of the language. This view had influence then; however, at the outset of the 19th century the study of the Grammar of Classical Latin once again started throughout Europe. The grammar-translation approach became firmly rooted, as a method for teaching Latin and other modern languages.

Direct Method considers the goal of language instruction as the ability 'to use' not 'to analyse. This was established as a feasible substitute by the end of the 19th century.

According to a German philosopher-scientist Alexander Von Humboldt *"A language cannot be taught. One can only create conditions for learning to take place."*

Creating conditions for learning means creating an environment where a learner has no other option or way in which learning can be skipped. To create such an environment, the creativity and patience of the teacher needs consistency and perseverance. Now this requires various techniques, approaches and methods to be observed minutely. These three terms are not synonymous at least in terms of language teaching.

Anthony (1963) mentions "An *approach* to language teaching is something that reflects a certain model or research paradigm- a theory, if you like. This term is the broadest of the three. A *method,* on the other hand, is a set of procedures, i.e., a system that spells out rather precisely how to teach a language. Methods are more specific than approaches but less specific than techniques. Methods are typically compatible with one (or sometimes two) approaches. A *technique* is a classroom device or activity and thus represents the narrowest term of the three concepts. Some techniques are widely used and found in many methods (e.g., imitation and repetition); however, some techniques are specific to or characteristic of a given method (e.g., using cuisinaire rods = the Silent Way)**.**

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.

English Language Teaching

Learning Difficulty

Teacher's Perception

Students Perception

Listening Skills

Speaking Skills

Reading Skills

Writing Skills

Teaching Methodology
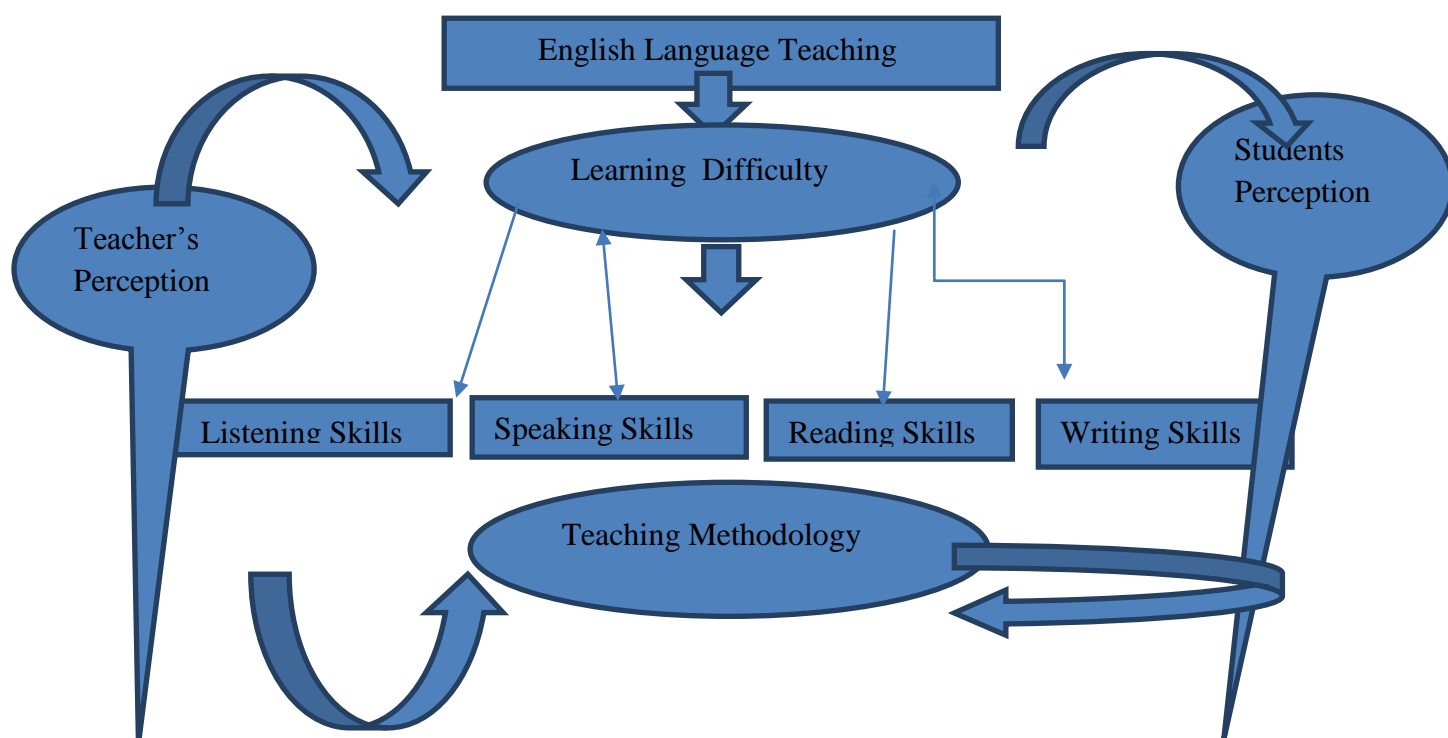
Figure 2.2 Conceptual Framework

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.

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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 aso 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.

Figure 2.3 Timeline of Teaching Methods

Source: https://blog.tjtaylor.net/method-communicative/

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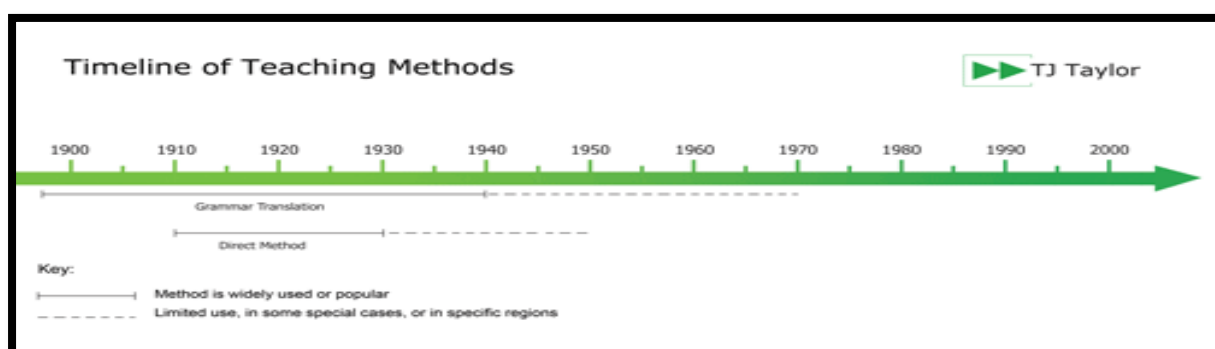
"Celce-Murcia, M. (ed.) (1991) talks about the nine approaches altogether which came into existence during the last quarter of the 20thcentury,

1. **Grammar-Translation Approach**: Grammar Translation Approach started being used to teach classical languages and continues to the modern language teaching where the medium of instruction the native language of the learner with minimal use of the target language. Here the main focus is on grammatical explanation, i.e., the form and inflection of words. The teachers offer the reading of difficult classical texts at a tender and early stage of learning. One of the most common exercises is the translation of the sentences from the target language to the mother tongue and vice versa. The limitation of this approach is felt when a learner is unable to use this language for communication purposes despite the exhaustive practice of the Grammar rules and translation exercises as even the teacher is not required to speak in the target language

2. **Direct Approach**: The Direct approach emerged as a response to the failure of grammar-translation approach in producing efficient learners. The use of native language was not permitted, and the teacher was not required to know the mother tongue of the student. The teachers start the lessons with dialogs or anecdotes in a conversational style with the help of actions and pictures are to make it clearer. Grammar is learned inductively and reading for pleasure remains the main objective of the literary texts not for grammatical analysis.

3. **Reading Approach:** Reading was taken to be the most valuable and usable skills in any foreign language. It emerged as a reaction to the limitations of the direct approach. In this approach the teaching of Grammar was confined to the purpose of reading comprehension whereas based on the frequency and utility, vocabulary is controlled at first and then expanded. The only language skill stressed was reading

comprehension. Method of translation was used as a frequent classroom procedure however the teacher may not have the proficiency in spoken in the target language.

4. **Audio lingualism (U.S.):** As the Reading Approach did not stress over speaking and listening skills, Audio lingualism came into practice and became dominant in USA between 1940s to 1960s. It borrows a lot from the direct approach and adds features from structural linguistics and Behavioural Psychology. In this approach the lessons begin with dialogues. It assumes that language is a habit formation and thus the techniques of mimicry and memorization are used to reinforce language proficiency. Grammatical structures and rules are taught inductively. A special emphasis over pronunciation is given right from the beginning and the skills are sequenced. To avoid the complexity in the initial stages the vocabulary remains limited in the beginning but a great amount of effort is put in to prevent errors amongst the learners. Language is often manipulated without regard to meaning or context. The onus of being proficient in the structures, vocabulary, etc. falls on the teacher so that the activities and materials are handled carefully.

5. **Situational Approach (Britain):** It arose as a reaction to the Reading Approach which has less emphasis on speaking and listening skills; this approach was dominant in Britain between 1940 to 1960. It took a lot from the direct approach but includes features from Firthian Linguistics and language pedagogy. It considers spoken language as the main language skill. There is an oral practice of the language material before it is presented in written. The teaching of reading and writing is done once an oral base in vocabulary and grammatical forms is constructed. The medium of instruction in the classroom should be only the target language. Useful and general lexical items are presented with utmost efforts. Grammatical structures are marked in

the increasing order of complexity. Situations like at the airport, at the admission office, at the bank etc are introduced to inculcate the practical skills.

6. **Cognitive Approach:** It came up as a reaction to the behaviourist characteristics of the audio- lingual approach This approach considers language learning as a process in which the goal is rule acquisition, not the formation of habit. Learners take the responsibility for their learning and so the mode of instruction is individualized for the sake of individual learning. Grammar was suggested to be taught deductively which the rules to be taught first followed by the practice and/or inductively where rules may be stated once the practice is over or left as unspoken to be understood later as an assignment or back up exercise for the students to be conducted by them. The approach also does not stress much on pronunciation and it considers that perfection in anything is being overambitious and unrealistic. Equal weightage is given to all the four skills (LSRW). At intermediate and advance level proper instruction is given for vocabulary development. During the process of learning errors are an indispensable part which should be taken as an opportunity, it should be used constructively and as there is a learning potential of the errors as well, it should be exhausted carefully. The teacher should have adequate language proficiency in the target language and can also analyse the target language.

7. **Affective-Humanistic Approach:** It is a language which makes us distinct from all other creations of God. We are ultimately human beings and a language teacher has to deal with humans. Both Audio linguaglism and Cognitive Approaches had lacked affective and humanistic considerations. In the Affective Humanistic Approach respect for the teachers and learners and the feelings are highly stressed as a prime concern. This approach considers second language learning as a self- realization experience and thus the environment of the class is more important than the teaching

methods and materials used. Pair learning, group learning, peer support, interaction are used as practical components to induce an atmosphere of learning in the classroom. The role of the teacher stands as a facilitator and not for spoon feeding. The teacher has to be a proficient user of the target language as he/she might need to use translation hugely during the initial stage of learning to make the learner feel comfortable.

8. **Comprehension-Based Approach:** Few language methodologists derived to the assumption that acquiring proficiency in the second language or the foreign language is the same as the first language acquisition. Cognitive Approach emerged as an outcome of such research in first language acquisition. This approach takes listening comprehension as the most basic skill which allows the spontaneous development of the other three skills speaking, reading, and writing. It is advisable that learners should begin by listening to meaningful texts and respond nonverbally with adequate gestures and postures before they are asked to produce any language component. Only after the learner is ready to speak he should be asked to produce any spoken sound as it is important for the better pronunciation. When a learner is forced to speak immediately, the quality of pronunciation degrades. Meaningful inputs which are a step ahead of their level are provided to make adequate progress. Learning of rules helps merely in making the learners aware of what they do but it does not in any way help them inculcate the spontaneous use of the target language. Non corrective technique i.e. the correction of the error is considered to be futile and unproductive and comprehension level of the speaker and the listener is of prime importance. In case of the teachers who are non- native speakers, adequate audio and visual materials should be made available to give inputs to the learners.

9. **Communicative Approach:** *The* anthropological linguists (Hymes,1972) and Firthian linguists (e.g., Halliday, 1973), viewed language primarily as a system for communication and in line with this it was assumed that the main objective of teaching a language is to inculcate the ability to communicate in the target language. It is not only the linguistic structure but the semantic notions and also the social functions which constitute the content of a language course. Activities like role play in social contexts with the help of small groups or pairs engage the learners to adjust their level in social contexts to use the target language. The skill (LSRW) integrated materials and activities used in the classroom reflect the real-life situation and insist the learners to use the language with enhanced confidence. The role of the teacher is again as a felicitator who can encourage communication flow and correct the errors as and when required. The fluency and accuracy of the target language is the prerequisite amongst the teachers.

Ashari Habibah (1994), has conducted study on "An investigation of the beliefs and practices of Malaysian teachers of English as a second language." The present study tried to investigate how teachers' beliefs affected their instructional practices. Their beliefs were regarded as tools. The study aimed at determining their beliefs about language teaching, examining the effect of those on their teaching and factors responsible for inhibition of the translation of beliefs into practice.

Main findings of the study

(i) The teachers' beliefs were developed through professional and personal experiences.

(ii) Translation of beliefs into practices was limited to area like writing grammar.

(iii) Their beliefs were not based on any formal theories of language teaching

(iv) Teachers have to examine their beliefs.

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2.3 ELT in India: An Introduction

Gandhiji while appreciating the importance of a foreign language especially English says: "I don't want my house to be walled in all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. I would have our young men and women with literary tastes to learn as much of English and other world languages as they like and expect them to give the benefits of their learning to India and to the world". Very soon the foreign language status of English in India was replaced with the status of a second language. Prof. V.V. Yardi mentions a distinction between a 'foreign' and a 'second' language status as: "English as a foreign language refers to a situation where it is taught for certain specific purposes viz reading scientific works, translation, communication at certain levels and for certain purposes only. English as a 'second' language refers to a situation where English is used widely for purposes of administration, education and as a common link-language". Prof. Yardi further adds: "in India until recently, English was a 'second' language. It is now in the process of acquiring the status of a compulsory 'third' language".

Proficiency in English language relates to be instrumental in enhancing job prospects. English was identified as a significant link language serving national and international drives. Hindi in 'Deonagari' script was acknowledged as the official language of the Union and English got the position of the 'subsidiary' official language. Either of the two languages out of Hindi or English could be used for parliament proceedings as decided. The increasing importance of English, resulted in an enhanced status of the language in many states in India by making it a compulsory language in their educational scene" English in India is what it is because of its functions which are controlled by its socio-cultural setting and by its interaction with the major Indian languages. This approach to English in India is designed to show how the lexico-grammatical systems of a language get shaped and reshaped by its

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functions. There is, therefore, no feel that English in India is or will be less effective or less efficient as a system of communication, but there is every reason to say that it has and will continue to have a marked Indian flavour".-Verma

Unlike other domains of knowledge, like in Physics or chemistry where progress maintains a pace until some major discovery requires a theoretical revision (Kuhn), the field of second (or foreign) language teaching undergo many changes and shifts over the years. Lack of clarity amongst the language teachers about the professional requirements and the range of methodological options they can choose from, might be the reasons behind the frequent changes taking place. Teaching language can be done in many ways. Even the most used and advised method may be applied differently (Chaudron 1988; Halliday 1997) depending on various factors like

 i.   whether it is being applied within a second or a foreign language environment,

 ii.   with a large group or to an individual,

 iii.   to teach children or adolescents or adults

The arrival of the East India Company necessitated the introduction of English. East India Company was formed to conduct trade with India and other countries in the east. Initially, the Britishers tried to learn Indian languages to communicate with Indians. For this purpose, they started special colleges and took the help of the translators. But as their political power increased, the English traders gave more importance to English. During the colonial period English was considered to be a tool in the hands of Britishers to get the Indians adopt their culture and help the colonizers carry their clerical works. The educational policies of Lord Macaulay helped English gain roots in India. Britishers, however, did not want to promote the European type of Education in India. They were scared, that western education would make the Indians aware of their potential and they might challenge the British rule and only out of political necessity they tended to promote the education of Indians. People like

Rajaram Mohan Roy came forward to advocate for English education during those days. He wrote to Lord Amherst when a proposal by General Committee of public instruction for funding a Sanskrit college in Calcutta was put forward, he wrote to Lord Amherst that English should ne preferred over Indian Languages for academic and scientific reasons. Most of the Indians during that time aspired to pursue their education in English medium and, therefore, they did not agree to the idea of keeping vernaculars or Indian languages as the medium of education. Lord Macaulay who was appointed as the president of the committee in 1834, pointed out to the effective demand for English and argued that "since indigenous languages were inadequate and chaotic, and indigenous arts and literature were petty futile things, only 'Western' education with English as the sole medium would deliver the good." Macaulay's motives in spreading English in India were just to identify a group of people from India who would be the interpreters between them and Indians. He aimed at creating a class of persons, who were Indian in blood and colour but English in taste, in opinions, morals and intellect. Macaulay's recommendations got the approval of Lord Bentick and English Education Act was passed in 1835. Although an official resolution endorsing Macaulay's policy of modern education through English medium got the approval, the systematic teaching of English started from the declaration of Wood's Dispatch of1854, which has been called the 'Magna Carta' of Indian education. Since then, English in India never had a look back and it consistently kept on attaining new heights in terms of its status of acceptance.

It was then that English gradually spread wider in India and gained roots in the educational system. In 1857 and just after, five universities at Bombay, Calcutta and Madras Punjab and at Allahabad were setup. The establishment of these universities marked a new era in the history of Indian education. This resulted into the spread of schools and colleges, which

ultimately resulted in the increase of more number of Indians who achieved mastery in English language.

English has been made the official language of many countries. Its importance in the field of education is also very high. Today, the English Language Teaching (ELT) has become one of the major growth industries across the globe in recent past. When India got the independence, the Indian government had to frame its policy towards English. It was decided that English in India which was once treated as the language of the colonizers during the British Raj slowly got accepted to the higher class of the Indian society during the post-independence period. This language of industrialization and modernization has now become the language of globalization. Scrase mentions: "English is recognized as an important global or international language, essential for professional employment and significantly, a key component of the cultural capital of middle-class Indians". Officially, in India, English is considered as an assistant language. (M Vijaylakshmi 2014). But, in fact it is the most important and commonly spoken language today after Hindi in India. It is probably the most read and written language in India. Those who know English will always have a tendency to show that they know English. English symbolizes in Indians minds, better education, better culture and higher intellect.

 With this as a backdrop, the theory given by Noam Chomsky, probably the best known linguist of 20th century deserves a special mention in terms of language learning. He claims that language learning is an innate faculty which means that we are born with a set of rules, which he names as 'Universal Grammar',

M.Vijayalakshmi (2014) concludes that English has been considered as a major foreign language in India since independence. With globalization being rampant, English gets recognised as a global language, not just a language of the USA or the UK. Earlier English was taken as a major foreign language in India, Indians are more likely to have experienced

benefits of having more competence of English than before. These beneficial changes have brought about change in the status of English from that of a foreign language to a global language. In the field of English Language Teaching (ELT) India has grown leaps and bounds because of the contributions from dedicated researchers and m the field of applied linguists. With an objective to incorporate minimum three languages in10+2 years of schooling, the Three-Language formula emerged in the education system of India. Central Advisory Board on Education (CABE) which is the oldest statutory body on education in India began its discussion on the introduction of languages in school education in 1940's. This continued to be a major concern in their discussions until 1960.The CABE devised the three-language formula in its 23[rd]meeting held in 1956 with a view to removing inequalities among the languages of India. In the conference held in 1957 CABE reflected " English should be taught as a compulsory language both at the secondary and the university stages, students acquire adequate knowledge of English so as to be able to receive education through this language at the university level and "English should not be introduced earlier than class V. The precise point at which English should be started at the middle stage was left to each Individual state to decide."

It recommended the three -language formula which was simplified and approved by the Conference of Chief Ministers held in 1961 as follows:

- The regional language or the mother-tongue when the latter is different from the regional language.

- Hindi or any other Indian language in Hindi speaking areas, and

  English or any other modern European language.

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.

English has attained the status of a global language and India, where more than 22 major languages are spoken is the third largest English-speaking country after the US and UK.

In India, it is increasingly being accepted as one of the most important language and has now become a ladder for upward social mobility. In the global and economic context it has become 'a window to the world'. Eventually, the demand for learning this language is also growing and a large number of English coaching centres and English-medium schools are mushrooming in our country. This increasing popularity of English language in India is remarked by Timothy J. Scrase: "English is an international language. You feel humiliated if you can't speak English. People think you are dumb." This establishes the 'much sought after' importance of English language.

Researchers, in past have mentioned that one specific method of language teaching and learning may not remain effective for a long time (Kumaravadivelu 1994). Every single method takes some objectives and concerns which have sustained over time. Prior to the 20[th]century, ELT methodology mostly had following two types of approaches:

The first type of approach focused on *using* a language (i.e., speaking and understanding), the other type stressed on analysing a language (i.e., learning the grammatical rules). The classical languages, (Greek and Latin) were used as *lingua franca*. Learning at higher level was given only in Greek and Latin all over Europe. These languages were used widely in philosophy or religion, politics, and business. As a result, the educated elite became fluent speakers, readers, and writers of these classical languages. Now, this can be assumed that the teachers used direct approaches to convey the form and meaning of the language they were teaching and that they used aural-oral techniques with no language text books.

After going through an extensive amount of literature it was felt that the last quarter of the 20th century and the beginning of the 21st century were of utmost importance in terms of the observation required for the study of various language teaching methods and make a comparative analysis to find the existing gap in which the present research can be oriented. In this context the first literature which was explored was "From Unity to Diversity: Twenty-Five years of Language Teaching Methodology by Diane Larson Freeman (1987) which depicts the methodology through a triangle where all the angles represent a particular area of the field. The first angle represents the questions like 'what is the nature of the language learning process', 'who is the learner' and 'what factors influence the learner'. The second angle moves around the subject matter being taught and explores the nature of the language/ culture. The third angle consists of language teaching as a process and the role of the language teacher as the agent of the process of teaching and learning.

Figure 2.4 Language teaching and Learning Triangle

Language Teaching/ Teacher

Language Learning/ Learner   Language/ Culture
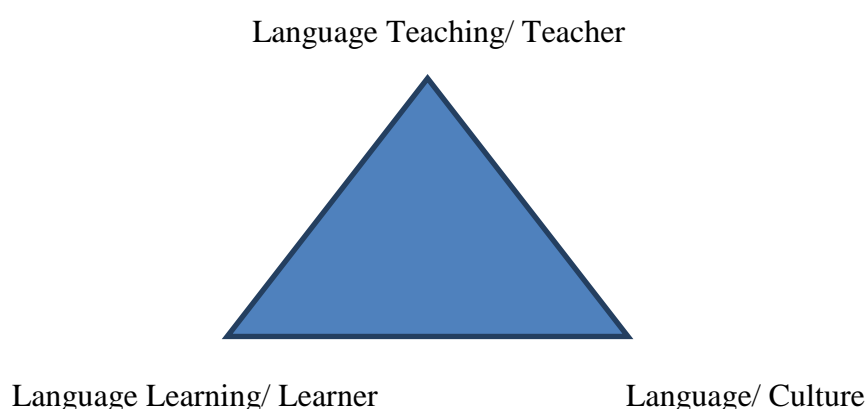
Source: Larsen-Freeman, Diane, *English Teaching Forum*, v50 n2 p28-38 201

The above study of 1987 began with the observation of an EFL classroom of 1962 when the prevailing thought was that language was learned through habit formation. Noam Chomsky (1959) opposed this view and mentioned that language could not be learnt through habit formation, and if such were the case, the words like 'eated' and 'sleeped' could not have been coined by the little children. These erroneous newly coined words showed that children did

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not learn merely by repeating, they were rather implementing the rules of grammar and thus some innate ability were required to learn a language. Thus, the errors were made in a systematic way and language learning was taken to be a cognitive process where learners were responsible for their learning as they had the sole responsibility of adopting the right strategy of learning to ensure success. This also projects that until 1987 learners were held responsible solely for the process of learning. Chomsky brought a bit of change in it by denying the fact that language learning is all about habit formation. Schmidt (1983) advocates the role of imitation and memorization in the process of language learning. Hatch (1983) believes that non-linguistic process like the interaction between native and non- native speaker can be crucial in the process of language learning.

After the analysis of the twenty- five years of the language teaching methodology, the book which caught the attention of the researcher was David Graddol's (1997) "Future of English" which is divided into five main sections. The first section gives an account of how English could reach to the present status in the world. In the second section, the techniques of forecasting are explained and examined. The underlying patterns in the linguistic change are identified and describe the strategies adopted by the big corporations to cope up with the unpredictable future. Section three examines the future trends which could shape the social and economic world. Section four mentions of the impacts of those trends which were already visible in language and communication in routine life. The last section comprises of the implications of English language and outlines ways in which we might reach a better understanding of the status of English language in 21st century. It further argues for the reassessment of the role played by British ELT goods and service providers in promoting the global brand image of Britain. The press release shared during the launch of the English 2000 Project of British Council in 1995 estimated that by 2000 over one million people will be learning English. Graddol addresses the questions like:

"How many will be speaking English in the year 2050?

"What role will it play in their lives? Will they enjoy it?

How will the demand of English influence the economic globalisation"?

"Will the emergence of 'world regions' affect the status of English as lingua franca?

"How will English help the economic modernisation of the newly industrialised countries "?

"Is internet the electronic flagship of the global English"?

"Will the growth of global satellite TV like CNN and M TV help in spreading US English"

"Will the growth of English help in making many other languages become extinct?"

"Will English language prove to be a vital resource in benefitting Britain in the coming century and give it an advantage over other European competitors." ?

Aina, J. K., Ogundele, A. G., & Olanipekun, S. S. (2013) in their descriptive research sampled120 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

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current advancement in technology. Strengths and weaknesses of various methodologies are also mentioned.

The study by **Clokie, 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.

Mohamad Kamal Hasanain, (1984) conducted study on the communicative teaching of English as foreign language to secondary school Arab students in Kuwait. This study refers to the analysis of the relevance of the communicative syllabus "Crescent English Course" to Arab learners and language teachers in Kuwait. (42) The thesis concludes with speculations on the meaning and use of the term 'Communication'. Does the syllabus design include the rationale, the definition, and various kinds of communication? It also studies the desirability and possibility of teaching the communicative aspect of English as a foreign language to Arab students.

Alvarado, Ann S. (1990), This study deals with a qualitative analysis of students' level of participation on the tasks which were done earlier. The basic research question was how students judged active by their teachers turned passive when paired together. The investigator also had the questions like whether changing patterns affected the level of participation as active and passive speakers and whether passive speakers participated more with active or passive partners. The results showed that students will verbally be active indeed when

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dominated by managing conversations, giving information, and making decisions more than their passive partners. Moreover, speakers manifested distinct discourse styles by examining similar patterns of participation regardless of the speaking style of their partners the task type or the language. The results also showed that two-way tasks produce balanced conversations and suggest directions for future ESL research and classroom procedures.

Roebke, Jenny Muller's (1990), study on "A descriptive and observational study of curriculum change in English: Teacher perceptions and students attitudes and behaviours aimed at finding the process and effects of curricular change with the context of a particular classroom from the perspective of the teacher and students who experienced the change. The study was taken on grade seventh English teachers who classified the entire curriculum and approach to instruction on the basis of the ten years of experience of using a traditional methods of teaching English. A process oriented, workshop approach was implemented. The teacher has mentioned the importance of innovation and help from colleagues and the principal, conflicts between innovation and the total context of the school and feelings of isolation from the English teachers in the school district. The teacher could prove her ability to implement the innovation because of her commitment, sense of profound difference between the innovations and traditional approach.

Sriussadaporn Nongnuch, (1990) conducted a study on four syllabi for teaching the speaking and understanding of English: offered as an Elective course to grades nine-twelve students in Thailand. This objective of this study was to design four syllabi for teaching spoken English and help the learners in the understanding of English. The syllabus describes elective courses to be offered to grade nine to twelve students in Thailand. Taba's Curriculum Development model was applied to design it.

Main findings of the study-Students carried an experience of four to eleven years and they all understood the importance of learning English. Group learning activities were found quite

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interesting and exciting by the students. Teachers mostly believed that listening and speaking are important as far as communication is concerned.

Reyes-Borilla and Moria Alejendra (1991), conducted study on "The effects of the Natural Approach on English oral communication skills in third-grade learning disabled students." The study was done to find out and establish the instructional effects of the Natural Approach on the English oral communication skills of third-grade learning disabled students. It found out that instructional methodology was helpful in making the learning- disabled students learn. For eg. the Natural Approach Treatment (NAT) and the Audio-lingual Approach Treatment (AAT) showed significant instructional strengths for the acquisition of English as a second language in learning disabled students. Students under NAT treatment showed a significant difference in the Analogy Subtest by age group.

Casey, James L. (1991), conducted study on A survey of ESL teaching methodologies being used in American intensive English programs, Ed. D. University of Southern California. The study focussed on four questions. All the four questions and their major findings are as below:

1. **Teaching methodologies most widely used for English as a second language in American intensive English programmes for adults:** AAIEP (American Association of Intensive English Programme) institutions used as average of 6.94 methods and UCIEP (University and College Intensive English Programs used 6.77 The notional-functional approach (which really passes any method that integrates grammatical and functional approach and is also known as "Communicative Language Teaching") is widely used for the basic and intermediate English language programme for lower levels. The content-based method is the most widely used for adult students.

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2. **Relationship between students' English language proficiency levels and ESL teaching methodology: S**ignificant negative relationship i.e.(p=<.01) for all three language proficiency levels in the Audio-lingual method and the intermediate and advanced level in the Total Physical Response method were found. Highly significant positive relationships for the intermediate and advanced levels were found in the Content-Based method

3. **Relationship exist (if any) between class size and ESL teaching methodology:** There were no significant relationships found between class size and ESL Teaching Methodology

4. **Relationship (if any) between ESL teaching institutions' memberships in national interview programme professional associations and ESL teaching methodologies used by these institutions?** Highly significant negative relationships exist for 10 members for the use of the Audio-lingual method at the basic intermediate levels and for the use of Total physical Response method at the advanced level; however, no such relationships exist for the UCIEP members.

Gang Zhou (2015) in "Approaches to Language Teaching and Learning" concluded one method cannot fit in every teaching situation. Different methodologies of teaching should be adopted in different teaching situation. Thus, it becomes imperative to study various methodologies and invent strategies in which the particular methodology can be adapted in a given teaching situation. However, the use of authentic materials in language teaching remains important in the process of language learning. Researchers support the use of adequate materials motivate to the learners, create interest and provide exposure to real life situations. It also helps the learners in learning a particular language successfully, because they can easily connect with the language in real life. Guariento & Morely (2001) believe that authentic materials help to motivate learners. In addition, Hyland (2003, p. 94) states that one

of the most important advantages of using authentic materials, is that it enhances learners' motivation and influences their learning process. The other part of the story reflects that some researchers discourage the use of authentic materials, because they feel that culturally biased and complex structure might frustrate the learners. This negative view, is down toned by the advantages of using authentic materials in teaching and they are still a vital approach which is suggested to be adopted by EFL teachers to support their learners' language learning process. This is proven by a number of researchers such as (Thanajaro, 2000; Kilickaya, 2004; Otte, 2006). Furthermore, the results of the study carried out by Baniabdelrahman (2006) prove that using authentic materials in teaching English to EFL learners is "more effective than using non-authentic materials.

Gross, Parcicia Ann (1992), conducted study on "actions and perceptions of students and teachers when engaging toward a whole language instructional mode in secondary level English classrooms. The main purpose of the study was to find out the changes in the actions and perceptions of secondary level students and teachers while shifting from a traditional approach towards a whole language instructional mode. To begin the study, first of all, the researcher recorded the classroom teaching practices of both the teachers. Then, two surveys were conducted which were related to "actual" and "preferred" classroom climate. The respondents expressed their views and preferences about learning environment. The researcher studied about co-operative learning, whole language theory and classroom control. There after the teachers were given training and they experimented accordingly and tried to bring changes by using interactive methods instead of traditional teaching method. At the end of the day both the teachers noted and discussed the changes noticed in their students and the positive signs of improvement. Classes on alternative days were observed by the researchers during the process to find that there were remarkable change in actions and perception of students and teachers and the level of participation and enthusiasm of the

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students, group work for the active participation was also important and the students could learn at ease and with higher self -esteem .with the help of cooperative learning .

Turner, Marsha Rose (1992), has conducted study on. English teachers in the classroom: How can research inform practice? The educational researchers noted that the finding of the research were hardly applied by the teachers in the classrooms and this is almost an untapped area as nobody has so far written about the research practice gap from the perspective of the teachers. The study showed the views which can be listed as bellow

- To take a decision related to the classroom practices, most of the teachers rely on their own experiences, while few teachers knew about research finding relevant to their field.

- There were teachers who opined that researchers were not familiar with the classroom contexts.

- Class strength of 30 and more, uncontrollable behaviour of the students and lack of cooperation from administrators were some of the constraints which hurdled the teachers' practice

McPherson, B. (1998) writes in a Business Communication Quarterly, 61,68-79 that although Communication Skills have with common consent been accepted as an important factor for success in business, the negligence of the students towards the subject and the fact that it can influence their careers in an unexpected manner have to be injected in them right from the beginning. The working professionals have to spend much time in meetings, making interaction with the international clients and employees, making presentations, using multimedia technology. Thus, it is quite evident that they can in no way afford to skip this important skill which directly connects with their day to day working, routine instructions, gain enhanced career prospects etc. Thus, it is high time that a more practical way has to be

adopted to make these students aware of the importance of these skills might motivate students to prepare more carefully for their communication lives in the workplace.

Christian, Cheryl Lynn (1994), has conducted study on Teacher's role in classroom discussions: An analysis of three related discussions. The study focuses light on how discussions were planned and undertaken in the secondary English classrooms and how an experienced teacher formed a community of discussants. It was observed through the three discussions that the teacher motivated the students to initiate topic, express their views in the first discussion. In the second discussion the teacher encouraged them to exchange their views on the concerned topic in a coherent fashion. The teacher modelled how to raise the level of discussion in the last one. It was indicated from the study how effectively teacher can plan, design and implement discussion activities by forming class as social community and by creating intellectual environment.

Mohd. Asraf, Ratnawali (1995), has conducted study on "The attitudes of non-native ESL teachers towards a notional/functional syllabus". The study seeks to find out the relevance of notional-functional approach in a second or foreign language situation. The research was done to find out the secondary teachers attitudes towards this approach. The study showed that teachers had laid great importance to grammar and many of them opined that communicative competence will not enable the student to be skilled in using language. The chi-square was applied to show that teacher's previous experience and formal training might have led them to their views towards the syllabus. It included syllabus issues like the integration of language skills, the organization of the syllabus according to themes and functions, emphasis on accuracy in students' compositions. But these results were not enough to conclude about teacher's attitudes.

Hassel Ruth (1995), has conducted study on Co-operative learning in EFL classroom in a

Mexican University. Co-operative learning method of teaching EFL was implemented in a Mexican University for one year. It was implemented on four teachers and their students. The Programme was decided in five section of English from I to III. It included class observations, teacher and students' interviews, comparison of research and non-research students' performance on a writing task. In spite of some failure, co-operative learning method worked well and achieved expected changes. It became a part of routine classwork. Students were divided in groups and group work was carried out. It helped them in expressing their experiences. Students' listening comprehension was improved. Teachers worked as a monitor, planner and executer. It helped for teacher-student communication. Communication between teacher and student became more open. Students felt relaxed and teachers work became easy and less tiresome. Co-operative learning method was helpful to the teachers also. Teachers became free and work-oriented and result-oriented. They often engaged meetings and used to take joint decisions.

Kadepurkar Harshwardhan (1996), has conducted study on 'A preliminary evaluation of teachers' perceptions of the impact of the new curriculum of English.' The study mainly focused on understanding teachers' perceptions of various aspects of the new curriculum of English for std IX and X. The research aimed at

(1) Identifying the strength and weaknesses of the new curriculum of English as perceived by teachers.

(2) Informing policy decisions at board level.

(3) Providing further interim evaluation as the project becomes operational.

Main findings of the study

(1) The curriculum of English in Maharashtra is not based on a particular methodology, though it is gradually becoming learner centred.

(2) Teachers and learners in teacher centred classes will take their own time to switch over to

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some new techniques such as pair and group work.

(3) Awareness of change among the teachers created by in service training programme.

(4) Teachers have tried to understand the implications of new approach. Teaching was becoming learner centred.

(5) Pair and group work proved to be beneficial.

(6) Teachers had realized the importance of using English in their classrooms, restricting the use of first language. All the above conclusions showed that a change in teaching procedures was being occurred as a result of training.

Souamini P.A. (1984), has conducted study on Course design based on Communicative Approach for English language teaching in regional medium high schools. A course based on Communicative Approach for English language teaching was designed for this study. The sample selected for this study was students of IX to X from regional medium high school. Science content was used for the study. The researcher has also used English proficiency tests I, II, science pre-test, post-test and questionnaires were used for the study. The parallel group experimental design was also employed.

Main findings of the study

As Communicative Approach was used, the achievement in pre-test and post-test of science group showed significant improvement. Following were the educational implications of the study.

(i) If Communicative Approach is used for teaching English, it will be helpful for the students to achieve receptive and productive knowledge.

(ii) For proper development of communicative skills suitable communicative tasks/activities should be provided.

Paliwal, A.K. (1996), has conducted study on 'Developing communicative competence in

written English among secondary school learners of Rajasthan'. (An experimental study). The study aimed at finding out the communicative needs of the learners of secondary schools, in written English and develop their competence in the same. The study was an effort to develop secondary school learners' communicative competence and to compare the efficacy of the TLT (Traditional Language Teaching) and CLT (Communicative Language Teaching) approaches in developing learners' communicative competence in written English in social context. The study makes it clear that CLT is more effective in developing the skill of producing socially appropriate expressions in the learners. The researcher used normative survey method and pre-test-post-test experimental method for the study.

Specific Objectives of the Study

(i) To develop students' communicative competence in written English.

(ii) To find out students' communicative needs in social context which motivate them to Communicate through written English.

(iii) To develop new strategies for developing students' communicative competence in written English.

(iv) To study the comparative efficacy of the two teaching approaches (the traditional and Communicative Approach) for developing communicative competence in written English.

Main findings of the study

(i) The students who were taught by CLT and TLT approaches scored significantly higher than the students who were not given any special experimental treatment.

(ii) The presentation of the language and its items in life like and social context helped the learners in learning linguistic appropriacy.

(iii) Informal atmosphere facilitated learning in the classroom.

(iv) A lot of exposure to 'real' language helped the learners to be linguistically accurate, socially appropriate and communicatively competent.

(v) Diagnostic testing and CLT both proved to be useful for finding out learners' communicative needs and written communication.

Sinha Rupa (1998), has conducted study on 'The effects of language on performance: A study of the factors affecting the learning transfer process in the study of English in standards VI and VII.' The research has mainly focused on observing the effects of language on the performance of students. So, the objective was to study the performance of the students of the experimental group and the control group. The sample selected for the study was 1825 students from English medium schools in Pune city.

Main findings of the study

(i) There was a significant difference in the performance of the students of the experimental and control group.

(ii) The teachers had faced following problems while teaching English.

(A) Children were weak in grammar, expression and vocabulary.

(B) Lack of interest in reading and writing.

(C) Mother tongue influence on pronunciations.

(D) Inadequate time, large number of students and ample correction.

Marje B.P. (2003), has conducted study on 'Developing communicative competence in English among Marathi medium students at higher secondary stage'. The study aimed at analysing the syllabus at Higher Secondary stage and identifying the communication skills in the light of objectives of teaching English in the new pattern. The researcher conducted this research in order to find out the students' strengths and weaknesses in the particular competence (skill) and to develop communicative competence in writing skill. The method

adopted for this research was experimental method. The researcher considered the merits and demerits of all the three experimental designs and selected pre-test-post-test equivalent groups design.

Main findings of the study

Major findings were related to different competencies like summarizing, note-making, responding to advertisements, competence in drafting and interpreting telegraphic message etc.

These findings were as follows-

(i) Informative passages with the help of transparencies, drilling, pictures, multiple choice exercise were quite effective to improve summarizing.

(ii) Group work motivated learners to think.

(iii) Substitution tables, role playing, demonstration in generating and extending ideas, charts etc

created interest among them and helped them to express on their own.

(4) Tape recorder, group discussion, group drilling helped them for note-making.

(5) Newspapers and magazines, T.V. and radio advertisements, group work, exercises like analysis of advertisements, tenses, simulation, and individual drilling helped the students for accurate advertising.

(6) The presentation of the language and its items in life like situations and social context, real telegrams, pair work, providing exercises in abbreviations in telegraphic messages, graded exercises (pre communicative activities) etc created interest among students for learning telegrams and helped to develop skill of drafting and interpreting telegraphic messages.

(7) A lot of exposure to 'real' language helped the learners to be linguistically accurate, socially appropriate and communicatively competent. As far as conclusion related to

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retention of competencies is concerned, it was found that competencies developed were retained. Students had not missed significant parts related to competencies in written English.

Khainar S.A. (1999), conducted a study of specially designed course materials as an adequate means for bringing about changes in English language teaching situation in India. The study aimed at designing course material for bringing about change in teaching learning situation of English language. The study had following objectives

(1) To find out the level of teachers understanding of Communicative Approach.

(2) To find out whether the teachers themselves are convinced about the importance of language teaching vis-à-vis literature teaching.

(3) To find the ELT class at +2 level has fully or partially turned into a learner centred class.

(4) To see whether the pair work and group work has become regular feature of ELT class at +2 levels.

Main findings of the study

(1) It was noticed that 50% or more of the classroom time was consumed by the teachers themselves.

(2) The speaking interaction within the class was restricted to questions and answers.

(3) Majority of teaching time was consumed by literary texts taught with conventional methodology.

(4) No audio-visual aids were used in the class other than the blackboard and the chalk.

(5) The teacher taught the new texts with same conventional methodology and was not willing to modify the same.

(6) The typical ELT (English Language Teaching) class is teacher centred. There was no group work or pair work in the class.

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(7) In evaluation the teacher recommended the questions that could not evaluate the communicative ability of students.

Out of the varieties of English, Indian English is also one variety. The Indian English writing is an indispensable part of the syllabus in the universities of India offering various UG and PG programmes in English literature. Not only in India, today Indian English literature is a part of the syllabus in many universities of the world.

 "Indianisation of English" involves adaptations of existing features of British English and the use of transferred mother-tongue items where British English is 'deficient'. It is a linguistic variety with its own grammatical, lexical and phonological norms. It has developed its own varietal characteristics through the interaction of Indian languages and social behaviours with those of English.

2.4 English Language Teaching in Bihar

British Council (2016) *English in education: Bihar state profile - India*. British Council: New Delhi presented the status of Bihar in various dimensions. The economic status of the state ranked it as the second poorest state in India, with 33.74 percent of the population living below the poverty line. Significant differences between urban centres and rural areas were noted. As for technology is concerned it was found that the demand for power was often not met by supply and over two thirds of the population do not have access to electricity. Very limited access to computers or laptops were found national and state initiatives in developing information technology, was found to be mainly for governance purposes. However, remarkable increases over the last decade in use of and access to mobile phones was noted. The occupational trend of the state showed noting percentage (around 75%) involved in agriculture and almost 98 per cent of the state classed as rural. In urban centres such as Patna, steep economic growth in service industries including banking and insurance, trade,

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hotels and restaurants and communications. Hindi and Urdu are the state official languages wide range of local languages like Maithili, Bhojpuri, Maghi, Angika etc are spoken across the state. The demographic trends of Bihar indicated that it is the 12th largest state of India by area and the third largest by population (104 million, 2011) with46 per cent of the population below eighteen.

Bihar Curriculum Framework pronounces the need of English

"We have to acknowledge, whether we like it or not, that English plays an important role in the domains of education, administration, business and political relations, judiciary, industry etc and is therefore a passport to social mobility, higher education and better job opportunities (BCF, 2008; cited in British Council, 2016a, p. 2). Bihar School Examination Board connects English to the equality of opportunity amongst rich, elite, upper middle class, poor and under privileged so that no one has to suffer discrimination for not knowing a language. This speaks aloud the social attitude towards English in Bihar.

This implies that English not only connects us with better job opportunities in various fields, it has an important role to play in the lifestyle also. In such a scenario it becomes imperative that steps are taken to improve the English language proficiency of the students and help them enhance their jobs prospects in the respective field of education and allow upward social mobility.

There is no denying the fact that role of a teacher stands most vital in the entire teaching and learning process. Be it primary education or secondary or higher education for that reason, teachers take a central position in the life of a learner. An attempt was made to understand the level of teaching and learning process

Smita Anand (2015) mentions that there is a mismatch between the overall scenario of higher education of Bihar and that of India. There has always been evidences which prove

that the need and expectations of the employment sector do not meet the education imparted at university and college level. The quality of higher education in Bihar is poor, owing to which a large number of young population is compelled to migrate to other states to pursue higher education. There are about 14,000 colleges under the purview of UGC , only 4,529 colleges satisfy some minimum standard of education . Thus, as assessed by UGC established NAAC, around 61% of the total number of colleges are without proper assessment and there is no clear picture about the quality of these colleges. The study checked the perception of the students about the quality of education raised question about the higher education institutions in Bihar. The analysis showed that 51% of the respondents gave their view in favour of 'Very Poor' quality of education and 29% said it is 'Poor'. 14% found it average while only 6% found it good. There was not even a single respondent who found the higher education of Bihar under 'Excellent 'category. The same study recorded an 80% response in favour of dissatisfaction towards curriculum and 85% denied to the availability of library and reading rooms. 90% of the respondents accepted that there were no Placement Cells and almost 95% felt that Placement Cells are of no use, it is one's own capacity which can help us in getting placed ultimately. With these above mentioned figures it is not surprising to note that 87% of the respondents were desirous to move out for pursuing higher education. The same study later mentions that there is a good inclination towards pursuing' Management Studies' (15%) next only to Engineering (17%). This higher rate of migration in a way indicates towards some lacuna in the teaching practices adopted in the classrooms of Bihar.

Another literature in the context of the study which was explored was **Teacher Performance in Bihar: Implications for Teacher Education,** a study by Shalini Sinha and Rukmini **(2016)**. The study was undertaken in the low -income group in Bihar is a project under World Bank and Govt. of Bihar collaborative initiative. It has developed benchmarks against which teachers' performance were assessed. The main objective was to review and

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improve the quality of pre-service training and continuous professional development of the teachers. The tracked areas of the teacher performance standards are

(i)   teacher subject knowledge;

(ii)   classroom teaching; and

(iii)   time on task.

Enhancing Teacher Effectiveness in Bihar: A World Bank Project to support the Government of Bihar (approved in 2015) mentions "Bihar has a way to go to overcome the challenges in improving the quality of education. National assessments have shown that Bihar stands second from the bottom in the list of states in students' learning achievement both in Languages and Mathematics."

Sudhanshu K Mishra (2016) shares his experience in his article "Bihar's Education System in Shambles" as how the lack of proficiency in English limits the job market of Bihari students and also that an average Bihari graduate cannot write a quality essay on common topics in English. The government policies name the government run welfare programmes as aimless and shameless. He cites an example of Mid- Day Meal which was aimed at encouraging the students to go to schools and seek knowledge which ultimately engaged the students and teachers to come to the school to prepare and seek the guaranteed mid - day meal. As per a report (Priya Ranjan and Nishith Prakash, 2012) 30% of the students in class VI cannot read a paragraph taken from a class II textbook. Having read such alarming situation, the researcher had a strong impulse to investigate into the reasons behind this upsetting and distressing situation. Bihar is the home to the oldest universities of the India (Nalanda University). The state has produced the names from its soil which earned global fame. The writer of the first book written by an Indian in English was originally from Bihar.

It was "Travels of Dean Mahomed, a travel narrative by Sake Dean Mahomed which was published in 1793 in England.

British Council (2016) *Social Attitudes towards the English Language in Bihar.* BLISS (Bihar Language Initiative if Secondary School) presented the status of education system and the place of English within it in Bihar. The attitude towards learning of English amongst the people of Bihar can be perceived from the BLISS report which mentions that 98% respondents agreed that they should learn English and merely one to five percent of them felt that their English is excellent. Although the research was taken up in the secondary schools, taking this report and feedback as the backdrop the present research has a very strong foundation as the quality of students in the higher education relies much on the intake from the schools.

2.5 Association of Language Testers of Europe

British Council's CPD book (Mathew 2013) recommends to theorise from the classroom practices and then articulate it in their own words instead of pursuing the theory first and practice later approach. Teaching English with the traditional methods to the management student could not bridge the gap of the academia and the industry. The traditional methodology failed to help the students improve their communicative skills which are the core requirement of their employability skill. Thus, in line with Mathew's recommendations, the right methodology to be used will be the one which can instil outcome in terms of the language proficiency of the students.

Job interviews, across the globe are conducted in English. While looking for an employment opportunity, a management graduate has to exhibit certain level of English language

proficiency during interview. Members of ALTE (Association of Language Testers of Europe 1992-2002) have produced some 'Can Do' statements with an aim to establish a framework of key levels of language performance. It acts as a tool for those involved in teaching and learning of a language and can act as a checklist of what is expected from a learner at a specific level. It can also help carry an activity-based language audit which can be helpful in English language teaching and training and in the process of recruitment too. They offer effortlessly understandable descriptions of performance, to be used in by language trainers in English language training and in formulating job descriptions by the recruiters while specifying language requirements for new posts. Through about 400 statements, organised into three general areas of interest of most language learners:

    i.   Social and Tourist
   ii.   Work
  iii.   Study

ALTE is a five-level framework:

ALTE Level 5 (Good User): The learners at this level can:

- deal with academic or cognitively demanding materials

- use language to good effect sometimes at an advance level than that of an average native speaker.

ALTE Level 4 (Competent User): The learners at this level has

- ability to communicate and deal with the unfamiliar topics appropriately

ALTE Level 3 (Independent User): The learners at this level have the

- capacity to achieve most goals

- express oneself on a range of topics.

ALTE Level 2 (Threshold User): The learners at this level have

- an ability to express oneself in a limited way in familiar situations and

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- can deal in a general way with non-routine information.

ALTE Level 1 (Waystage User): At this level a learner

- has an ability to deal with simple, straightforward information and

- begins to express in familiar contexts.

ALTE Breakthrough Level: a basic ability to communicate and exchange information in a simple way.

2.6 Common European Framework of Reference

The Common European Framework of Reference (CEFR) is an international standard for describing language ability. On a six -point scale starting from A1 i.e. Beginners level to C2 i.e. Proficient User, it describes the language ability of an individual which makes it easy for the teacher and learner of English to make a difference in the level. This is also helpful for the employers and educational institutions to compare qualifications and decide accordingly. The CEFR is divided in three broad levels

Basic User: A1 Breakthrough level and A2 Way stage level

Independent User B1   Threshold Level   B2   Vantage Level

Proficient User C1 Effective Operational Proficiency   Level   C2 Mastery Level

Figure 2.5 CEFR Scale

Source: https://www.cambridgeenglish.org/exams-and-tests/cefr/
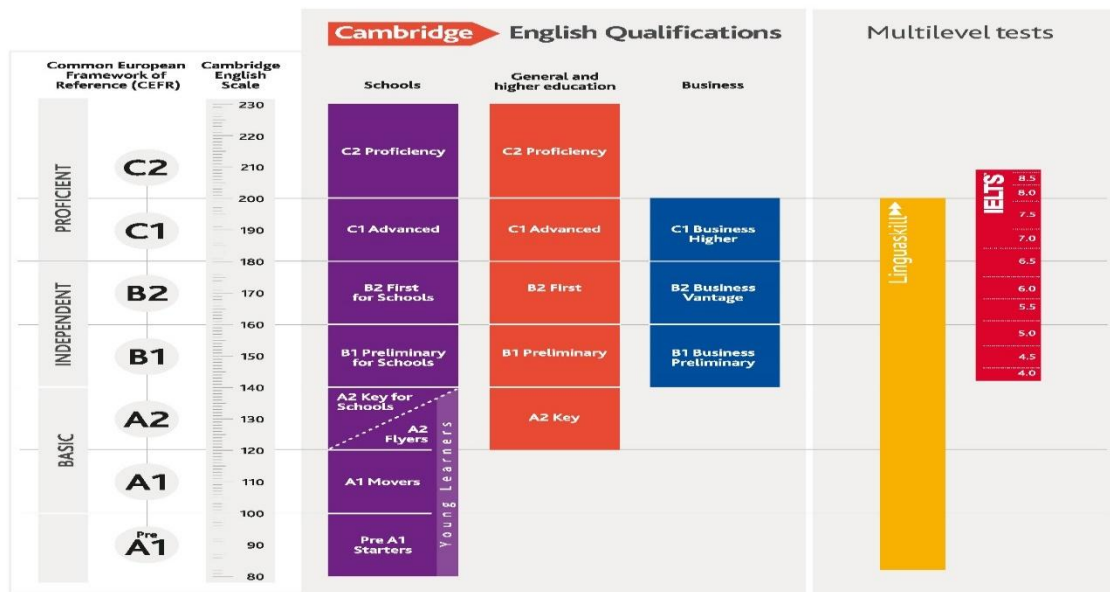
The CEFR has been very impactful as it is based on the notion of communicative approach –
the ability to operate the target language effectively. In the form of the 'Can Do' descriptors,
the ability focuses on the communicative approach and make it a very practical approach as it
looks at what an individual can do instead of assessing the specific linguistic knowledge.
Today the CEFR scale is used for varied purposes like:

Designing syllabus

Creating assessments

Evaluating language learning needs

Self- Assessment

Teacher Training Programmes

2.7 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

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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. Business English (Preliminary B1) the first level of BEC is a qualification shows that the learner has mastered the basics of business English. Business English (Vantage B2) helps in applying for new jobs, getting promotion in present job. Business English (Higher C1) gives the practical language skills needed to operate confidently and effectively at a senior level in global business.

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. However, there were hardly any studies which were taken up in Bihar. 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.

The exhaustive literature review carried for the better understanding of the topic under discussion brought forward the following points:

1. Most of the research works taken so far were conducted to analyse the various ways in which English can be effectively taught to influence the proficiency of the learners

2. Attitudes, preferences and perceptions of the teachers and students about the methodologies used in the classrooms were discussed to find the better out of the best methodologies being used.

3. Learner centric activity- oriented programs to develop language skills gave better results than the traditional methods.

4. The role of a teacher as a facilitator was more welcome than that of dictator in the classroom.

5. There were hardly some studies which mentioned the teachers' competency and the problems faced by the teachers in teaching English.

6. There are very few studies, which analysed the problems of the students in acquiring language skills.

7. Listening, Speaking, Reading and Writing (LSRW) are the most common variables found in English Language Teaching

8. In this context it is important to identify the various pedagogies used by faculty members of various

9. Management colleges use various pedagogy methods which are listed below.

o Class- Room Learning

o Self-Study

o Case Study Method

o Project Reports

o Summer Internship

o Performance Evaluation

o Classroom Participations

o Assignments

o Case – Studies

o Project Reports

o Presentations

o Mid – Term Tests

o Work Shops

o Seminar

o Teaching Aids like LCD, Projectors and Video

o Mentoring

o Working in groups.

The table below mentions a summary of literature survey and the main study variables
derived.

Table 2.1 Study Variables found from Literature Review

S/No	Topic of the Article	Details of the article	Authors	Study Variable/ Factors for English language teaching and learning	Linkage with research findings
1	From Unity to Diversity: Twenty Five years of Language Teaching Methodology	*English Teaching Forum*, v50 n2 p28-38 2012	Diane Larson Freeman	Teaching Methodology, Teacher, Learner, Subjects matter	English Language Teaching methodology depicted through a triangle which consists of teacher,

					learner and the subjects matter
2	The Role of English Language and LSRW in Employability	Research Journal Of English (RJOE) Vol-4, Issue-4, 2019	*Aparanjani Uppe et.al.*	The four language skills	Importance of language skills for employability
3	A Study of the Materials and Methodology Used to Teach English in Colleges of Engineering	Ph.D. Thesis Submitted to EFLU, Hyderabad, July 2015	AjitKumar Pradhan	Learning difficulties in LSRW skills	Learning difficulties in LSRW skills
4	Changing Chalk and Talk: The Reform of Teaching Methods in Vietnamese Higher Education	Independent Study Project Paper, (pg-28) submitted at The George Washington University, Spring 2009	Jessica Thompson	Teaching Methods	Need to reform teaching methods
5	From " Chalk and Talk" to Guide on the Side" : A cross cultural analysis of pedagogy that drives customised teaching for personalised learning	*European Journal of Education,* Eur J Educ. 2019;54:233–249	*M R Sarkar Arani et.al.*	Teaching Methodology (Chalk and Talk Method)	To check the teaching methodology
6	"That's it for today": Academic lecture closings and the impact of class size	English for Specific Purposes, Volume 31, Issue 4 October 2012, Pages 234-248	Stephanie W Cheng	Teaching Methodology (Informal Lecture)	Informal lectures keeps the classroom environment conducive
7	Role-play in English Language Teaching	Asian Social Sciences, Vol 5 No 10,2009	Feng Liu & Yun Ding	Teaching Methodology (Role Play)	Role play as an effective teaching methodology
8	Use Of ICT in English Language Teaching and Learning		N.Shalini Jayanthi, R. Vijay Kumar	ICT	Integrating ICT in language classroom
9.	Observing Pair-Work Task in an	*International Journal of*	Achmad, Diana;	Teaching Methodology (Pair	Assigning pair work in the

	English Speaking Class	*Instruction*, v7 n1 p151-164 Jan 2014	Yusuf, YunisrinaQ ismullah	Work)	ELT classroom
10.	Encourage Learners in the Large Class to Speak English in Group Work	*English Language Teaching*, v2 n3 p219-224 Sep 2009	Meng, Fanshao	Teaching Methodology (Group Work)	Assigning pair work in the ELT classroom
11	Note to self: make assignments meaningful	SIGSE 07 Proceedings of the 38th technical symposium on Computer Science education March 2007 Pages 459–463	L Layman et.al.	Assignment	Assignment as an important tool
12	Teacher's Pedagogical Knowledge and Learner's Success in EFL Contexts	ELT Voices-India, Volume 2 Issue 6	December 2012	Maasoumeh Azma	Teaching Methodology	Teacher's pedagogical knowledge would influence students' success in English classes
13	A Study on Teaching Pedagogies Among MBA School Faculty	International Journal of Business and Administration Research Review, Vol.2, Issue.3, Jan-March, 2014. Page78	Uthra.V	Class Room Learning, Case Study Method, Project Reports, Summer Internship, Classroom Participations, Assignments, Project Reports, Presentations, Teaching Aids like LCD, Projectors and Video , group work	Various teaching methods used in MBA schools
14	Bihar Curriculum Framework pronounces the need of English	(BCF 2008 cited in British Council 2016 report)	British Council	Social attitude towards English,	Importance/ Need to learn English
15	"Bihar's	Bihar's	S K Mishra	The pathetic	Need to

	Education System in Shambles"	education system in Shambles: Building history with the rubbles of my fading memory. *Available at SSRN 2801725.*		education system of Bihar right from primary to higher	enhance skills of the students
16	An Investigation into CALL in English Language Teaching through Language Laboratory	IOSR Journal Of Humanities And Social Science (IOSR-JHSS) ISSN: 2279-0837, ISBN: 2279-0845.Volume 6, Issue 6 (Jan. - Feb. 2013), PP 08-14	Kazi Dawood Hafiz	Students preference to Language Laboratory session in comparison to traditional classroom sessions	Language Lab as an important tool
17	Teaching English through English: Proficiency, Pedagogy and Performance	RELC Journal, Volume: 48 issue: 1, page(s): 7-30	Jack C. Richards	Specialised language skills needed for teacher to teach English	Special training for the teachers of English language
18	Critical Pedagogy and English Studies in India	The English and Foreign Languages University Shillong Campus	Arzuman Ara	Importance of pedagogy in teaching English	Teaching methodology
19	Traditional vs. Modern Teaching Methods: Advantages and Disadvantages of Each	Masaryk University Faculty of Arts Department of English and American Studies	Bc. Viera Boumová	Use of traditional vs modern teaching methods	Students preference to modern teaching methods

2.5 Research Gap

Most of the studies mentioned above 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

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pursuing 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 matter of prime importance to find out the areas of difficulty and plan accordingly. But, 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. 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 learners of English language and finding out the gap in between the students' learning difficulty and teachers' perception of the students' learning difficulty.

2.6 Summary

The literature reviewed included studies from outside India, different parts of India and finally works of Bihar. The main factors derived from the literature review were listening, speaking, reading and writing. Finally, a conceptual framework was prepared. As there were hardly few studies which were taken up in the state of Bihar with the topic under discussion so the first gap identified was lack of such studies taken up in Bihar. Secondly, the studies taken up in India and abroad took either the teacher or the learner in most of the cases.

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Chapter 3

RESEARCH METHODOLOGY

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Overview: In this chapter research methodology is presented through discussion on the sections like Research Problem, Research Objective, Hypothesis, Pilot Study, Scope of the Research, Research Design, Data Collection, Sampling Design, Population and Sampling Frame. Methodology, for any study, is the most important aspects which should be systematic presentation of the approach of a particular study. As the study aims to investigate into the English Language Teaching (ELT) classrooms of the management colleges of Bihar, to find out the teaching methodologies adopted by the teachers of English and the learning difficulties faced by the students in acquiring Listening, Speaking, Reading and Writing (LSRW) skills; actual classroom practices, instructional strategies applied, students' opinion about learning difficulties in LSRW and teachers' perception on the learning difficulties faced by the students was studied through a questionnaire prepared separately for the students and teachers . Descriptive survey method was used for this study.

Research Methodology

Literature Review ➡ Research Problem ➡ Research Objective ➡ Hypothesis

Pilot Study ⬅ Scope of the Research ⬅ Research Design

Data Collection ➡ Sampling Design ➡ Population ➡ Sampling frame

Data Analysis
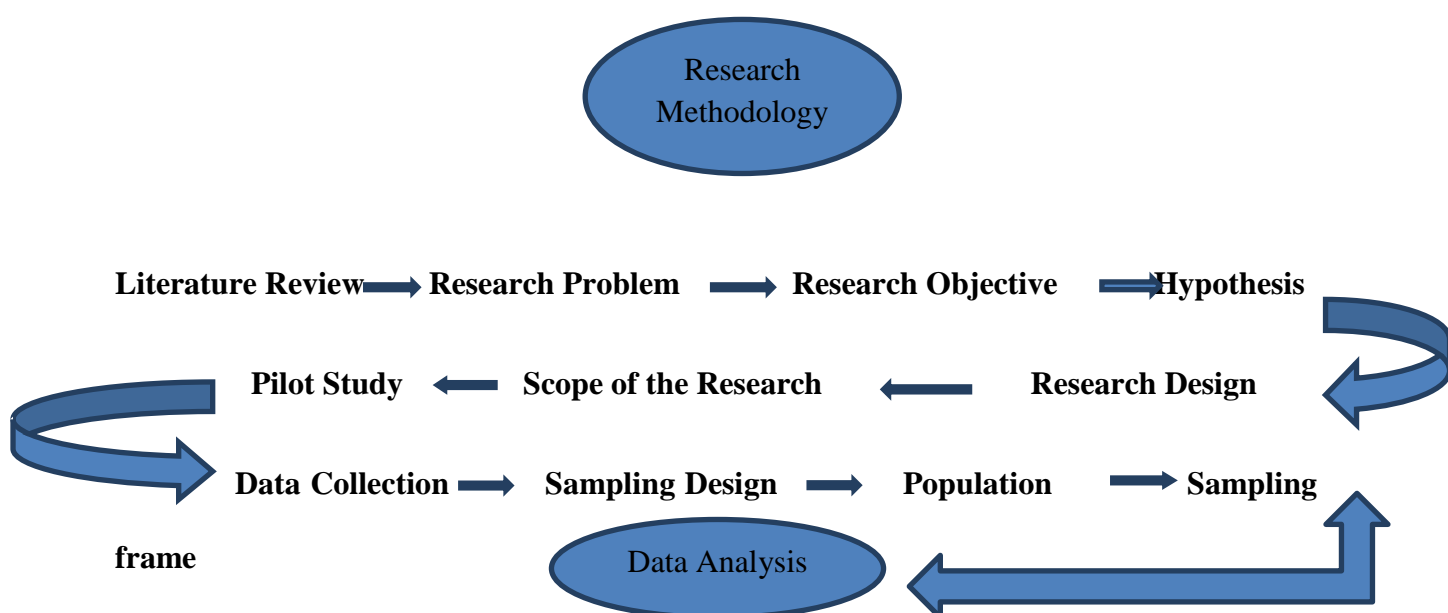
Fig. 3.1 Research Methodology Cycle

3.2 Study Variables found from Literature Review

The study begins with the literature review and the methodology relies upon the extensive literature review carried to find out the study variables.

3. 3 Research Problem

As English language proficiency depends on all the four skills i.e. LSRW, this study intends to explore the most difficult areas out of the four skills namely LSRW skills. 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 specially in the manner and methodology became redundant in the 21st century. Now there arises 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 20thcentury. 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. During the campus placements one of the common feedback which is received   from the HR personnel has been in terms of the communication skills of the managdement graduates . Although English as a subject is

taught right from the begining in almost all the schools in Bihar , the ability to listen and comprehend to English and read and be able to compose correct sentences and serve to their professional requirememnts with respect to the English lanfguage proficiency appears challenging. Ironically the learners in higher general or technical education are generally aware of their future professional goals. So in higher education they aspire to learn English to do well in their academic and prospective jobs.

3.4 Research Objective

The basic aim of the research will be to find out the reasons behind the challenges which the learners face in terms of acquiring Englsih language proficiency. It will explore various dimensions of the English Language Teaching practices in the classrooms of management colleges in Bihar with below objectives .

The objectives of this research study are as follows:

1. To examine the ELT methodology among management students in the colleges of Bihar.

2. To study the perception of learning difficulty and learning English among management students

3. To examine the teachers' perception of the learning difficulties faced by the students of management colleges in Bihar.

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

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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

H7 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

H9 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

H13   There is a significant difference in the perception of students on Learning Difficulty in Speaking based on their Age

H14 There is a significant difference in the perception of students on Learning Difficulty in Reading based on their Age

H15 There is a significant difference in the perception of students on Learning Difficulty in Writing based on their Age

3.5 Research Design

"Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance." :*Kerlinger (1979)*

Curiosity, in my view, is the mother of all the information and knowledge and research. Even in a layman's understanding, research implies to a search and 'research for knowledge. The curiosity to explore the reasons as to mismatch between the potential and performance of the students in the use of English language which affects the career prospects further for a management graduate, motivated her to take up this research. Thus, 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.

3.5.1 Descriptive Research-

The objective of the descriptive design is to "portray an accurate profile of a person, event or situation" **(Robson, 1993).** Zikmund (2000) elucidates descriptive research as, when research problem is known but the researcher is not fully aware of situation. When a particular phenomenon of the nature is under study, it is understandable that research is needed to describe it, to explain its properties and inner relationship **(Huczynski and Buchanan, 1991)**. According to Zikmund (2000), descriptive research will answer who, what, where and how questions and not give any explanation for the cause of the findings.

- ✓ **Reasons for applying Descriptive Research Design-**

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 Single Cross Sectional Design*.

- **Cross Sectional Study**

A cross-sectional study (also known as a cross-sectional analysis, prevalence study) is a type of observational study that involves the analysis of data collected from a population, or a representative subset, at one specific point in time that is, cross-sectional data. Cross-Sectional studies are snapshots of the frequency and characteristics of a condition in a population at a particular point of time. Its simple aim is to describe the relationship between the variables as it exists in the population without any regard to the cause of relationship. (Sahu & Singh, 2012). 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.

3.6 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.

3.7 Pilot Study

A trial run before the major study was conducted. To conduct the pilot study, the questionnaires were distributed to students enrolled in the management institutes and teachers teaching them. The feedback received was helpful in making the questionnaire better understandable and reducing to the objectives of the study. Changes and corrections were made. Pilot study was carried out with 60 students and 25 teachers. The pilot study helped in understanding practical difficulties that would occur during the data collection process. For checking the reliability, analysis was made on the using Cronbach alpha test and was found that, the instrument had a reliability score of 0.88 which shows a very good internal consistency as suggested by the rule of thumb of George and Mallery (2003) . ($\geq$ .9 is

excellent, $\geq$ .8- is suggested to be good , $\geq$ .7 is accepted,$\geq$ .6 is questionable, $\geq$is considered to be poor and below that is unacceptable. This was noted that questionnaire should be short and precise to retain the interest of the respondents. Questions related to family income appeared to bring discomfort and was thus removed. Questionnaire was distributed to the teachers and the students of the management colleges. The student responsents found few words which were difficult for them to comprehend. Also, many found the questionnairre very lengthy , so the questions were reduced and the changes suggested by the superviosr and the research board were incorporated . The technical words and jargons were replaced with the substitute words which could be easily comprehended by all. Reliability check was done through chronbach alpha . The findings here revealed that the learners find speaking skills the most difficult out of the four skills. They also found writing skills difficult next only to the speaking skills .

3.8 Data Collection Method: The secondary data for the study was collected from various sources like**,** books, journals, magazines, Patna Management Association and some online sources like India Education, B School Career etc. It was evident from there that most of the management colleges of Bihar are situated in Patna. Being the state capital, Patna has the best of the institutions but as this could not present a complete picture of Bihar, and for a better understanding of the overall scenario the colleges from Muzaffapur, Darbhanga and Madhubani were also taken for the survey. Primary data was collected through questionnaire and personal interview. There are hardly some colleges which offer UGC recognised degree in the other cities during the year this study was taken using the survey method. 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.

3.8.1 Data Collection Tools

Different research instruments which have been used in this study are as follows:

3.8.1.1 Questionnaire

Based on the extensive literature review done and after referring to many such studies taken in various other parts of India, the researcher could narrow down her inquisitiveness to formulate research objectives. These objectives became the basis of framing the questions. For every objective, few questions were framed. To bring clarity and keep the answers segregated for each of the objectives, the questionnaire was divided into various sections. To investigate the teaching methodology being used in the English Language classroom, learning difficulties being faced by the learners and learning difficulties of students perceived by the teachers, the variables were found and placed accordingly in the questionnaire. The questionnaire was distributed amongst the teachers and students. Proper explanation was offered to the respondents in case of any such requirements.

3.8.1.2 Interviews

In order to add credibility and close the loop of the teaching and learning process within management institutes following were interviewed:

i.   Head of the Institutions/ Directors/ Principals

ii.   Placement Offices

These interviews with the HOIs/ Directors/ Principals were conducted for the purpose of recording their views in terms of their concern towards English language proficiency of their students. They all opined that the level of English a student has, is sure to affect their career prospects. They however agreed on the fact that although importance of English cannot be neglected, the main focus of the curriculum remains on the other major subjects. With the placement officers too, the same format was followed. On special request few placement officers also revealed that in every second rejection during the campus placement, lack of

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English language proficiency played a vital role. Thus, these interviews formed a strong base over which the foundation of the results and finding could be laid upon.

3.8.1.3 Focus Group Discussion

For the teachers of other subjects, a focus group discussion was conducted in three turns. Altogether, 25 teachers participated who unanimously agreed over the importance of English and that the lack of proficiency in English might affect the learning of other subjects adversely. They opined that as all the subjects are taught in English in a management college, it is a matter of prime importance that they work towards gaining a better level of proficiency of this language.

3.8.1.1 Research Questionnaire: Two separate questionnaires were prepared for the students and the teachers. The studies taken so far as a part of literature review, mostly concentrated on the teachers' views, however the learner remains the ultimate beneficiary from the entire process.

a. Students Questionnaire: The students' questionnaire was divided into three parts. The first part was aimed at recording the general particulars and demographical details like the college they are studying, its affiliation, age, gender and whether they consider learning English as an important part of the management course. The second part of the questionnaire was prepared in alignment with objective one i.e. to find out the teaching methodology used in the classrooms, and objective 2 i.e. to find out the students' perception of the learning difficulties faced by the learners of English. Part III includes one open-ended question

seeking suggestions for improving teaching and learning of English in colleges and universities.

b. Teachers' Questionnaire: The teachers' questionnaire was also divided into three parts. The first part was aimed at recording the general particulars and demographical details like the college they are teaching, its affiliation, their age, gender and whether they consider learning English as an important part of the management course. The second part of the questionnaire was prepared in alignment with objective one i.e. to crosscheck the teaching methodology used in the classrooms, and objective 3 i.e. to find out the teachers' perception of the learning difficulties faced by the learners of English. Part III includes one open ended question seeking suggestion for improving teaching and learning of English in colleges and universities.

Initial Screening of the Questionnaire:

Questionnaire was sent to around 500 students but only432 responses were received back by the researcher . Out of it 415 questionnaires were found perfectly filled in and error free which was considered to be analysed.

3.9 Population and Sampling:

Individuals who are eligible to be a part of the research as a respondent are referred to as population. Students enrolled in the management institutes were eligible as respondents for this study. 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 Muzaffarpur, Darbhanga and Madhubani etc. Only the colleges where regular classes are held were considered for this study as investigating the actual classroom practices was one of the main objectives. It was estimated that approx. 5000

students are enrolled in the management courses in Bihar. Students were approached for the

responses to be collected. The target respondents were grouped into two major types:

i. Students of private management institutes

ii. Students of government management institutes

Other segments for a representation from varied mix of students' groups were

a. Gender: Male /Female
b. Age (18-20, 21-23, 24-26, >27 years)
c. Districts: Patna, Muzaffarpur, Darbhanga, Madhubani

Table 3.1 List of Colleges of the Students Respondants

Name of the Institution	Private/Government	Type of Respondant	Mode	Total No
Amity University Patna	Private	Student	Questionnaire	40
Vaishali Institite of Management, Muzaffarpur	Private	Student	Questionnaire	20
L N Mishra College of Business Management , Muzaffarpur	Private	Student	Questionnaire	40
Sandip University, Madhubani	Private	Student	Questionnaire	40
Institute of Business management Darbhanga	Private	Student	Questionnaire	34
A.N. College , Patna	Govenment	Student	Questionnaire	40
L N Mithila University	Govenment	Student	Questionnaire	40
J.D. Women's College, Patna	Govenment	Student	Questionnaire	40
Lalit Narayan Mithila Institute of Economic Development & Social Changes	Govenment	Student	Questionnaire	40
College of Commerce, Arts and Sciences	Govenment	Student	Questionnaire	40
Total No of Students				415

Table 3.2 List of Colleges of the Teacher Respondants

Name of the Institution	Private/Government	Type of Respondant	Mode	Total No
Amity University Patna	Private	Teachers	Questionnaire	2
Vaishali Institite of Management, Muzaffarpur	Private	Teachers	Questionnaire	2

L N Mishra College of Business Management , Muzaffarpur	Private	Teachers	Questionnaire	2
Sandip University, Madhubani	Private	Teachers	Questionnaire	2
Institute of Business management Darbhanga	Private	Teachers	Questionnaire	2
A.N. College , Patna	Govenment	Teachers	Questionnaire	2
L N Mithila University	Govenment	Teachers	Questionnaire	2
J.D. Women's College, Patna	Govenment	Teachers	Questionnaire	3
Lalit Narayan Mithila Institute of Economic Development &Social Changes	Govenment	Teachers	Questionnaire	2
College of Commerce, Arts and Sciences	Govenment	Teachers	Questionnaire	3
Others		Teachers	Questionnaire	3
Total No of Teachers		Teachers		25

Source : Primary Data

3.9.1 Sample Design:

Sampling is the process of selecting observations (a sample) to provide an adequate description and inferences of the population. A group of members of a population is extracted in this process to make a sample. If the size of population is quite big and it is not feasible to study that big size, sampling is done, in assumption that the selected sample is the best possible representative of population. The inferences drawn out of the study is generalised for the whole population. Population is any group of members meeting a pre-set criteria specified for a particular research. It can be either homogenous (if all the units have similar characteristics) or heterogeneous (when the units of the population have varied characteristics like age, gender income group etc. Every member of a sample is called participant or respondent. As the result and inferences are generalised for the population on the basis of the study taken up with a representative sample, it is important that the characteristics found in the sample participants should be similar to those of the population participants.

3.9.2 Sampling Procedure

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The next important point is how to select the sample and the answer to this question defines the sampling process. The two methods of choosing the sample are:

- Probability sampling method and

- Non -Probability sampling method.

Every item in the Probability sampling methods has an equal chance or probability of being chosen as a sample whereas, Non-probability sampling method does not provide every item in the universe with a known chance of being included in the sample. Both Probability and Non-Probability sampling procedure has been used for this research. Stratified Sampling for doing stratum wise (students and teachers/) study was used, which is a probability sampling method. Convenience sampling has been used for taking feedback from respondents which is a non-probability sampling method

3.10   Sampling Frame

In probability sampling, the stratified random sampling has been found appropriate for the purpose to reach the respondents (students of management colleges). Initially the population (students) has been categorized into two distinct strata as; the Government colleges and Private colleges. In total 5 Government and 5 Private management colleges have been selected and on the basis of simple random sampling the respondents have been reached. The sampling frame (List of students) of each of the colleges has been collected from the respective authorities of such colleges and the simple random sampling has been performed.

The survey was carried amongst the students enrolled in management course in the management colleges of Bihar. Five management colleges from Patna, two from Muzaffarpur, two from Darbhanga and one from Madhubani district were selected. An equal number of government and private colleges were randomly selected to carry the research. The population for the study includes the UG and PG level management students.

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For the other population i.e. teachers of English, census method was applied as there were only 25 full time teachers altogether in the ten selected colleges. An interview was conducted with the teachers of other subjects (total 20) to understand whether the learning of other subjects is affected due to the lack of adequate communication skills

3.10.1 Sample size Determination: 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:

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

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. 4. Sample Size for Final Study -415

3.10.2 Sample Size Calculation: Some approaches were used for the sample size calculation:

Approaches used for sample size calculation are as below:

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Sample size refers to the number of units drawn from a given population for collecting the data. As per Krejcie and Morgan (1970), a sample size of 357 is more than sufficient to represent a population of 5000.

Table 3.3 Morgan's Sample Size Table

Table for Determining Sample Size of a Known Population									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384
Note: N is Population Size; S is Sample Size						Source: Krejcie & Morgan, 1970			

Source: Educational and Psychological Measurement, 1970, 30, 607-610.

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 = 5and Confidence Level = 95%. Sample size 357 is sufficient to study the population size of 5000. Even for the population above 100000, 384 is mentioned to be the adequate sample size. However, the

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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.

Fig. 3.2 Sample Size Calculator
Source :https://www.surveysystem.com/sscalc.htm

Another sample size calculator was also used for a reconfirmation which is shown in the figure below. This shows 385 or more measurements/surveys are needed to have a confidence level of 95% that the real value is within ±5% of the measured/surveyed value.

The 'rule of thumb' (Roscoe 1975) for determining the sample size declares that sample size larger than 30 and smaller than 500 are appropriate for most of the studies. Some statistical experts are of the view that a data range between 5-10 times the number of items used in the scale (Hair, Black, Babin and Anderson, 2010).

i.   Variable multiplied by 7-10 (Hair et al(2010). 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.

ii. 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.

3.11 Analysis :

Data has been presented with the help of bar graph, pie charts, line graphs etc. The analysis was carried out using SPSS (using Independent sample T Test and ANOVA) and Excel. Both descriptive as well as inferential statistics was carried out.

3.12.1 Descriptive Analysis

Mean, Median, Mode and Standard deviation was found to analyse the data and present the findings.

• **Mean (Average)**: The sum of all the data entries divided by the number of entries.

Population Mean	Sample Mean
$\mu = \dfrac{\sum_{i=1}^{N} x_i}{N}$	$\overline{X} = \dfrac{\sum_{i=1}^{n} x_i}{n}$
N = number of items in the population	n = number of items in the sample

Figure 3.3 Formula of Mean

Source : https://www.onlinemathlearning.com/population-mean.html

Median: The value that lies in the middle of the data when the data set is ordered. If the data set has an odd number of entries, then the median is the middle data entry. If the data has an

even number of entries, then the median is obtained by adding the two numbers in the middle and dividing result by two.

$$\text{Median Formula} = \left\{ \frac{(n+1)}{2} \right\}$$

Fig. 3.4: Median Formula Source : https://www.wallstreetmojo.com/median-formula/

Mode: The data entry that occurs with the greatest frequency is Mode. A data set may have one mode, more than one mode, or no mode. If no entry is repeated the data set has no mode.

The **standard deviation** measures variability and consistency of the sample or population. In most real-world applications, consistency is a great advantage. In statistical data analysis, mostly the less variation is considered better.

Calculation	Formula	Notes
Population Standard Deviation	$\sigma = \sqrt{\dfrac{\Sigma\,(X_i - \mu)^2}{N}}$	μ = population average X = individual values in population N = count of values in population
Sample Variance	$s^2 = \dfrac{\Sigma\,(x_i - \bar{x})^2}{(n-1)}$	$\bar{X}$ = sample average x = individual values in sample n = count of individual values in sample
Sample Standard Deviation	$s = \sqrt{\dfrac{\Sigma\,(x_i - \bar{x})^2}{(n-1)}}$	$\bar{X}$ = sample average x = individual values in sample n = count of individual values in sample

Figure 3.5 Standard Deviation

Source: https://sixsigmastudyguide.com/standard-deviation/

3.11.2 Inferential Analysis

Independent Sample T-test T-test refers to an analysis that determines whether the mean of two groups differ significantly. T-test is applied when there are means of two groups to be compared. As for the demographic variables Gender only male and female respondents were found, Independent Sample T Test was aptly applied. Also, for the responses in the types of affiliation only government and private institutions were recorded, the same tool was used for that too.

ANOVA Analysis of variance (ANOVA) is an extremely important method which tells whether three or more populations are statistically different from each other. Like T Test, ANOVA also compares the means and looks at the spread of the distributions (variance) however it determines the statistical significance differently. For the demographic variable 'Age' which had four categories of responses, ANOVA was applied.

3.11.3 Plan of Analysis:

Tables will be used for analysis of the collected data. The data is neatly presented with the help of statistical tools such as ANOVA and T Test, graphs and pie charts. Percentages and averages will also be used to represent data clearly and effectively.

3.12 Summary

The chapter began with the statement of the research problem and research objective. A brief about the research questionnaire, stages of the research and the process of questionnaire followed thereafter. This section further mentions the data collection method, sampling design, population and sample size which is decided on the basis of Sample Size Table and Sample Size Calculator. Details of the pilot study and various tools used for the collection of data like questionnaire, interview and focus group discussion is also mentioned in some detail to reveal the actual research journey.

Chapter 4

DATA ANALYSIS AND INTERPRETATION

CHAPTER 4: DATA ANALYSIS AND INTERPPRETATION

Overview: The previous chapter discussed the various tools and techniques used for the data collection. In this chapter, the analysis of the data and interpretations drawn thereafter has been presented in a sequential manner. Questionnaire, interviews, field notes and classroom observations were the main sources of data collection. Questionnaire was prepared to record the views of the students. The data was analyzed both quantitatively and qualitatively. The average mean was found out for the questionnaire. The means were compared through Independent Sample 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.

Table 4.1: Summary of the data collection method

Type of data	Respondent
Questionnaire	Students and English Teachers of management institutes
Interviews	Teachers of other subjects
Classroom Observation	Learner, Teacher and Researcher
Field notes taken during educational events, workshops, seminars, conferences and job fairs	Students and Teachers

Source: Survey Questionnaire used by the Research

4.1 Analysis of Students Questionnaire

The main objective behind investigating into 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 first section of the questionnaire was to find out the demographical details like age gender and other general information like the affiliation of the college and importance of English in their view. The second section was designed to find out various teaching methodologies used in the ELT classrooms and the learning difficulties faced by the learners in developing listening, speaking, reading and writing skills. The data was analyzed through Descriptive Statistics, T Test and ANOVA and a detailed discussion was presented.

Demographic profile of respondents

The table below shows the demographical details of the sample surveyed. In the first part of the questionnaire, questions were framed to find out some general particulars and demographical details of the learner. Affiliation to the type of institute, age group, gender and students' opinion towards need to learn English were taken under demographical category.

Simple Percentage Analysis for Q1 (Student's affiliation), Q2, (Age) Q3 (Gender) and Q4 (View on need to learn English)

Table 4.2 Summary of the demographic profile frequency(students)

Demographic Variables	Option	Frequency	Percent
Affiliation of your institution	Government	185	44.6
	Private	230	55.4

Age group	18 to 20	223	53.7
	21 to 23	131	31.6
	24 to 26	61	14.7
	27 and above	0	0.0
Gender	Male	180	43.4
	Female	235	56.6
Need to learn English	Yes	355	85.5
	No	0	0.0
	To some extent	60	14.5
	Can't say	0	0.0
Total		415	100.0

Source: Computed from Primary Data

I. <u>Affiliations of the Students</u>

Table 4.2.1 Affiliation of the institute to which the respondents belonged

Affiliation	No of respondents from each category	Percentage Count
Govt	185	44.6%
Private	230	55.4.0%
Total	**415**	**100.0%**

Source: Survey Finding

The above table shows that out of 415 sample of students, 185 (44.6%) are from government affiliated institutions and 230 (55.4%) students belong to the private management institutions. The same has been shown below in the figure 4.1
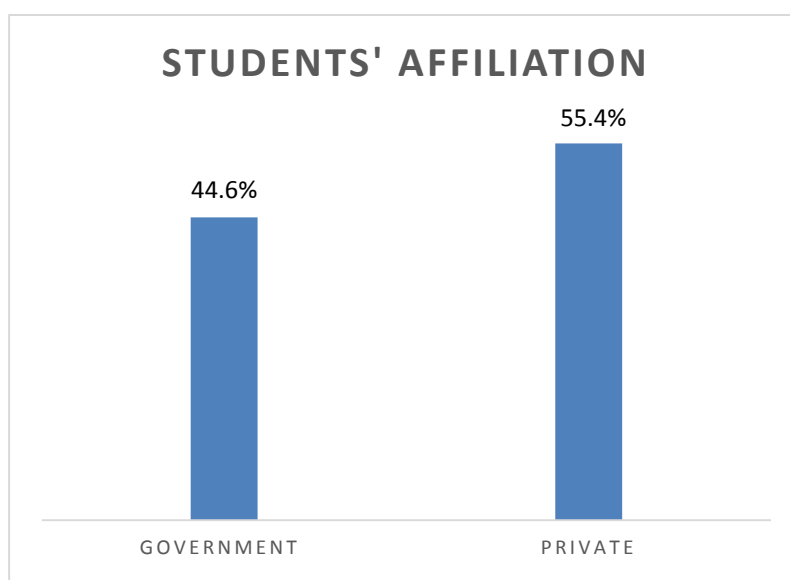
Figure 4.1 Affiliation of the institute to which the respondents belonged

II. <u>**Age of the respondents**</u>

Table 4.2.2 Age group to which the respondents belonged

Age Group	No of respondents from each category	Percentage Count
18-20 years	233	53.7%
21-23 years	131	31.6.0%
24-26 years	61	14.7%
Total	**415**	**100.0%**

The table above shows that 223 students (53.7%) student respondents belong to the age group of 18 to 20, 131 (31.6%) from 21 to 23 years and only 61 students (14.7%) from 24 to 26 years of age. The same has been shown below in the figure 4.2
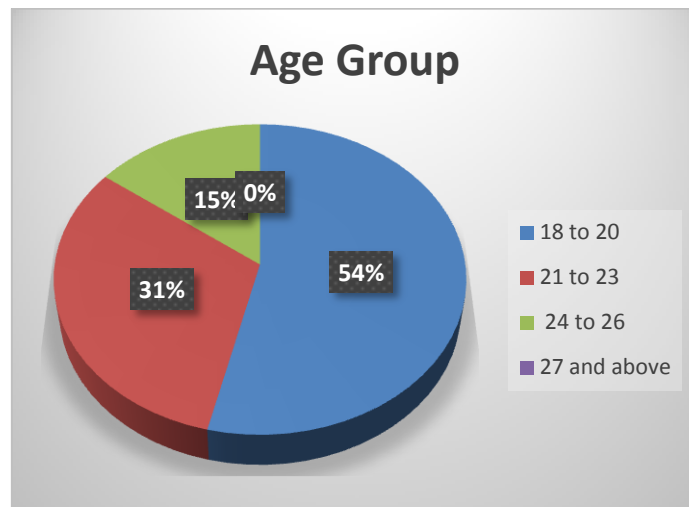
Figure 4.2 Age group of the students

III. Gender of the Respondents:

Table 4.2.3   Gender of the students

Gender	No of respondents from each category	Percentage Count
Male	180	43.4%
Female	235	56.6.0%
Total	**415**	**100.0%**

The 56.62% of the stratified randomly selected respondents were females while remaining 43.37% were males. The same has been shown below in the figure 4.3
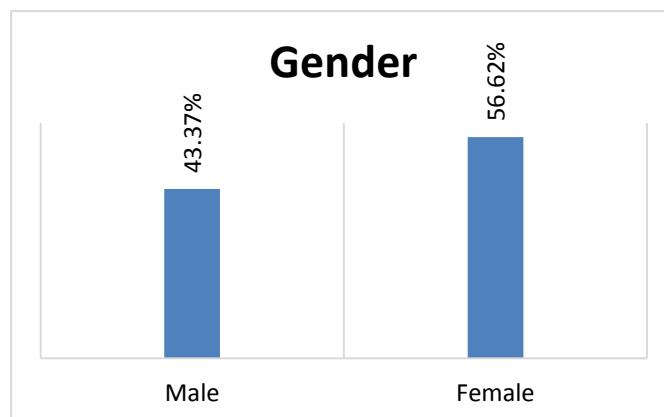
Figure 4.3 Gender of the students

iv**. Need to learn English: To check the attitude towards learning English a question was asked to the students: "Do you think that you need to learn English as a part of your management course?"**

Table 4.2.4 Students' opinion on need to learn English

Importance of English	No of respondents from each category	Percentage Count
Yes	355	85.5%
No	00	00%
To some	60	14.5%
Can't Say	00	00 %
Total	**415**	**100%**

The next question was aimed at finding out weather the management graduates consider it important to learn English as it is an important factor in the process of learning. The same has been shown below in the figure 4.4

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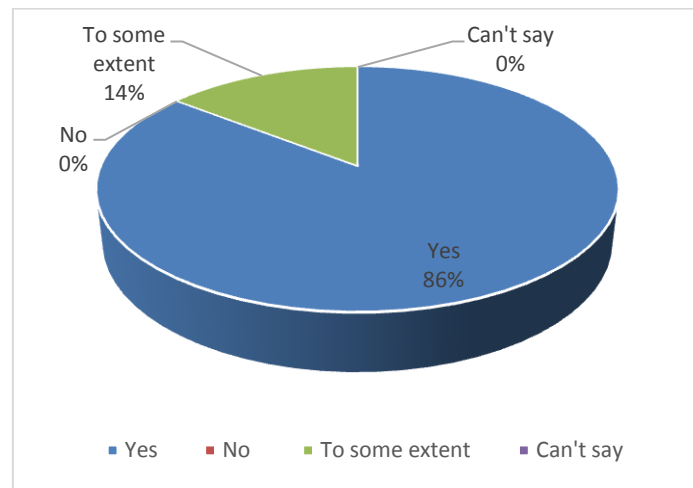
Figure 4.4 Students' opinion towards Need to learn English

From the figure 4.4, it is evident that most of the students have a positive attitude towards learning English. The result was quite encouraging as 86% of the respondents believed that learning English is an important factor for their success in professional life. Here, it is important to mention that even the remaining 14% did not deny to the importance of English and recorded their response as 'To some extent' and there were no responses recorded either in the total disagreement of the importance of language or responding as ' Can't say' which means that the students pursuing management are fully aware of the importance of English .

Objective 1: To examine the ELT methodology among management students in the colleges of Bihar.

Following ten variables were selected based on the literature review and feedback received from the students and teachers of management colleges.

Table 4.3 Variables of Teaching Methodologies

Teaching Methodology	Descriptors
TM1	**Formal lecture i.e. Chalk and Talk**
TM2	**Informal lecture**
TM3	**Language laboratory**.
TM4	**Project work**
TM5	**Pair work**
TM6	**Group work**
TM7	**Role plays**
TM8	**Assignments**
TM9	**ITC** (i. e computer/ Projector Mobile Apps etc.)
TM10	**Modern Teaching Methodology**.

Source: Literature survey and feedback received from the teachers

The table above depicts the variables of teaching methodology received from the teachers teaching English in various management colleges of Bihar, various literature reviewed during the course of study, insight and experience of the researcher.

Table 4.4 Descriptive Statistics of the Study Variable: Teaching Methodologies

	TM 1	*TM 2*	*TM 3*	*TM 4*	*TM 5*	*TM 6*	*TM 7*	*TM 8*	*TM 9*	*TM1 0*	*TM factor*
Mean	2.5	3.8	2.2	4.0	3.4	3.4	3.0	3.0	2.5	3.2	3.1
Median	2	4	3	4	4	4	4	3	2	4	3.5
Mode	2	5	1	4	5	5	4	2	2	4	4.3
Standard Deviation	0.9	1.1	1.1	1.0	1.6	1.6	1.5	1.4	1.0	1.4	1.0
Minimum	1	2	1	2	1	1	1	1	1	1	1.3
Maximum	5	5	4	5	5	5	5	5	4	5	4.4

The table above infers that TM4 ' Project Work' had the highest mean score (*M=4.0, SD-1,)* followed by TM2 ' Informal Lecture (*M=3.8, SD=1.1), TM5* Pair Work and TM6 Group Work(*M=3.4, SD=1.6)* , TM10 Modern Teaching Methodology (*M=3.2, SD=1.4),* TM7 Role Plays *(M=3.0, SD=1.5),* TM8 Assignment *(M=3.0, SD=1.4)* , TM1 Chalk and Talk Method*(*M=2.5, SD=0.1), TM9 ITC (*M=2.5, SD=1.0)* and the least mean score was for TM3 i.e. Language Laboratory *(M=2.2,SD=1.1.* Simple percentage analysis was also done to check the use of teaching methodology which is shown in the figure 4.5 below:
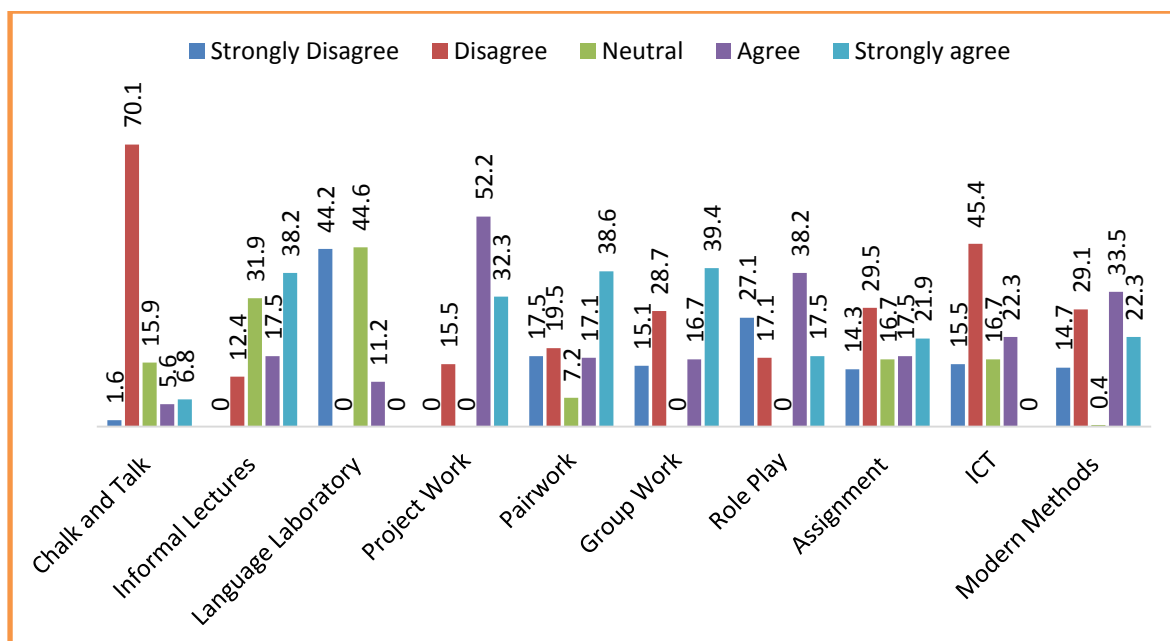
*Figures in percentage

Figure 4.5 Graphical representation of the teaching methodology used in the Management Institutes

The responses recorded by the learners revealed that about 70% of the students strongly disagreed with the statement which said that their teachers used 'Chalk and Talk' or formal lecture method where they could not freely interrupt during the classroom lecture. In response to the next question that if the teachers use informal lecture where they are permitted to ask questions 31% preferred to stay neutral and 38% showed strong agreement in their consent towards the informal lectures being used by their English teachers and only 12% recorded the views of disagreement .

When asked about the language laboratory period in the timetable the surprising revelation of the learners was quantified as only 11% of the learners agreed that there is a language laboratory period weekly. In response to the question if Project works were given by the teachers 52% gave their consent in favour of agreement and 32% in favour of strong agreement that the teachers gave them Project works. Only 15% opined that their teacher did not give project works.

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For Pair Work, Group Work and Role Play the percentage was very encouraging which means that the teachers often encourage such practices in their English language classes.

It was found out that the teachers are not in regular practice of giving assignments to the students. Another surprising revelation was in the reluctance shown in the integration of ICT. It was found that 45% of the students disagreed to the question whether their teachers use ICT in the teaching of English language. More than 55% of the students said that their teachers used modern methods of teaching English.

Table 4.5: INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS BASED ON AFFILIATION

Independent Sample t-test is made with an objective to find the difference of opinion existing among the students based on the affiliation of the students (government management institute/ private management institute) and study variables namely Teaching methodology, Learning Difficulty in Listening, Learning Difficulty in Speaking, Learning Difficulty in Reading and Learning Difficulty in Writing.

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

TM: Teaching Methodology,

LDL: Learning Difficulty in Listening

LDS: Learning Difficulty in Speaking,

LDR: Learning Difficulty in Reading,

LDW Learning Difficulty in Writing

Group Statistics					
	Std_aff	N	Mean	Std. Deviation	Std. Error Mean
TM	Govt.	185	2.0497	.43428	.03193
	Private	230	3.9265	.34342	.02264

		N	Mean	Std. Deviation	Std. Error Mean
LDL	Govt.	185	4.4973	.32976	.02424
	Private	230	1.6835	.86886	.05729
LDS	Govt.	185	4.6130	.62157	.04570
	Private	230	2.3000	.74053	.04883
LDR	Govt.	185	2.6703	.90243	.06635
	Private	230	1.8400	.55111	.03634
LDW	Govt.	185	3.7665	.71198	.05235
	Private	230	2.0209	.71289	.04701

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TM	Equal variances assumed	34.920	.000	-49.163	413	.000	-1.87679	.03818	-1.95183	-1.80175
	Equal variances not assumed			-47.946	345.432	.000	-1.87679	.03914	-1.95378	-1.79980
LDL	Equal variances assumed	313.714	.000	41.691	413	.000	2.81382	.06749	2.68115	2.94649
	Equal variances not assumed			45.231	306.145	.000	2.81382	.06221	2.69141	2.93623

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LDS	Equal variances assumed	12.311	.000	33.939	413	.000	2.31297	.06815	2.17901	2.44694
	Equal variances not assumed			34.585	412.236	.000	2.31297	.06688	2.18151	2.44444
LDR	Equal variances assumed	81.117	.000	11.535	413	.000	.83027	.07198	.68878	.97176
	Equal variances not assumed			10.975	289.983	.000	.83027	.07565	.68138	.97916
LD W	Equal variances assumed	.328	.567	24.808	413	.000	1.74562	.07036	1.60730	1.88393
	Equal variances not assumed			24.812	394.357	.000	1.74562	.07035	1.60730	1.88393

Table 4.5.1: INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON TEACHING MEHODOLOGY BASED ON THEIR AFFILIATION

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

Study Variable	Students' affiliation	N	Mean	Std. Deviation	Std. Error Mean	T-Value	Sig.
Teaching Methodology	Govt.	185	2.04	.434	.031	-47.946	0.000
	Private	230	3.92	.343	.022		

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From the above table it is clear that mean of Teaching methodology used in govt. colleges (*M=2.04, SD=.43)*is lower than the private colleges *(3.92, SD=.34)* and the difference is statistically significant at 5% level (*t-value* = -47.946, *sig*=.000). Hence, we reject the null hypothesis and accept the alternative hypothesis and state that, students of private management institutes are more satisfied than those of government management colleges in terms of the use of teaching methodology in the English classes.

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

TABLE 4.5.2 INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN LISTENING BASED ON AFFILIATION

Study Variable	Students' affiliation	N	Mean	Std. Deviation	Std Error Mean	T-Value	Sig.
Learning Difficulty in Listening	Govt.	185	4.49	.32	.024	45.231	.000
	Private	230	1.68	.86	.057		

The above table reflects that mean of Teaching methodology used in government colleges (*M=4.49*, SD=.32) is higher than the private colleges*(1.68, SD=.86)* and the difference is statistically significant at 5% level (*t-value* = -45.231, *sig*=.000). Hence, we reject the null hypothesis and accept the alternative hypothesis and state that, students of government management institutes face more difficulty in listening skills than those of government management colleges.

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

Table 4.5.3 INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN SPEAKING BASED ON AFFILIATION

Study Variable	Students' affiliation	N	Mean	Std. Deviation	Std. Error Mean	T-Value	Sig.
Learning Difficulty in Speaking	Govt.	185	4.61	.621	.045	34.585	.000
	Private	230	2.30	.740	.048		

From the table above we get to know that the mean score of Learning Difficulty in Speaking in govt. colleges *(M=4.61,SD =.62)*is much higher than those of the private college *(M=2.30, SD=.74)* and the difference is statistically significant at 5% The level of difficulty faced by the students of government colleges in speaking skills is almost double than that of the private college. Hence, we reject the null hypothesis and accept the alternative hypothesis and state that, students of government management institutes face more difficulty in speaking skills than those of government management colleges.

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

Table 4.5.4 INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN READING BASED ON AFFILIATION

Study Variable	Students' affiliation	N	Mean	Std. Deviation	Std. Error Mean	T-Value	Sig.
Learning	Govt.	185	2.67	.902	.066	10.975	.000

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| Difficulty in Reading | Private | 230 | 1.84 | .551 | .036 | | |

As evident from the table, the mean of Learning Difficulty in Reading in government colleges (*M=2.67,SD=.90)* is higher than that of private college (*M=1.84, SD=2.67)* and the difference is statistically significant at 5% The level of difficulty faced by the students of government colleges in Reading Skills is almost double than that of the private college. Hence, we reject the null hypothesis and accept the alternative hypothesis and state that, students of government management institutes face more difficulty in speaking skills than those of government management colleges.

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

Table 4.5.5 INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN WRITING BASED ON AFFILIATION

Study Variable	Students' affiliation	N	Mean	Std. Deviation	Std. Error Mean	T Value	Sig.
Learning Difficulty in Writing	Govt.	185	3.76	.711	.523	24.812	.000
	Private	230	2.02	.712	.047		

The table above shows that the mean score of students enrolled in government colleges (*M=3.76, SD =.711)* is again higher than that of the private colleges (*M=2.02, SD=.712) and* the difference is statistically significant at 5% The level of difficulty faced by the students of

government colleges in Writing Skills is almost double than that of the private college. Hence, we reject the null hypothesis and accept the alternative hypothesis and state that, students of government management institutes face more difficulty in Writing Skills than those of government management colleges.

INDEPENDENT SAMPLE T TEST: GENDER AND STUDY VARIABLES

Independent Sample t-test was applied with an objective to find the difference of opinion existing among the students based on Gender on the Variables considered for the study namely Teaching Methodology, Learning Difficulty in Listening, Learning Difficulty in Speaking, Learning Difficulty in Reading and Learning Difficulty in Writing .

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

Table 4.6 : INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS BASED ON GENDER					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Teaching Methodology	Male	180	3.1628	1.29075	.09621
	Female	235	3.0340	.72486	.04728
Learning Difficulty in Listening	Male	180	2.7022	1.67859	.12511
	Female	235	3.1183	1.43621	.09369
Learning Difficulty in Speaking	Male	180	3.3344	1.34303	.10010
	Female	235	3.3285	1.34342	.08764
Learning Difficulty in Reading	Male	180	2.4056	.70858	.05281
	Female	235	2.0604	.89648	.05848
Learning Difficulty in Writing	Male	180	2.8444	1.12335	.08373
	Female	235	2.7643	1.12383	.07331

Study Variables		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Teaching Methodology	Equal variances assumed	261.173	.000	1.287	413	.199	.128	.10002	-.067	.325
	Equal variances not assumed			1.201	264.133	.231	.128	.10720	-.082	.339
Learning Difficulty in Listening	Equal variances assumed	26.267	.000	-2.717	413	.007	-.416	.15312	-.717	-.115
	Equal variances not assumed			-2.662	351.484	.008	-.416	.15630	-.723	-.108
Learning Difficulty in Speaking	Equal variances assumed	1.671	.197	.045	413	.964	.005	.13305	-.255	.267
	Equal variances not assumed			.045	385.363	.964	.005	.13304	-.255	.267
Learning Difficulty in Reading	Equal variances assumed	24.837	.000	4.247	413	.000	.345	.08126	.18540	.504
	Equal variances not assumed			4.380	412.580	.000	.345	.078	.190	.500
Learning Difficulty in Writing	Equal variances assumed	2.825	.094	.721	413	.472	.080	.11129	-.13859	.29896
	Equal variances not assumed			.721	385.388	.472	.08019	.11129	-.13862	29900

Table 4.6.1: INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON TEACHING MEHODOLOGY BASED ON THEIR GENDER

Study Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	T Value	Sig.
Teaching Methodology	Male	180	3.1628	1.29075	.09621	1.201	.231
	Female	235	3.0340	.72486	.04728		

Independent Sample T Test between gender and study variables was applied. It was found from the table that the significant value is more than 0.05% and $t= 1.287$.Hence, we accept the null hypothesis and conclude that there is no significant difference in opinion on Teaching Methodology based on gender of the students.

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

TABLE 4.6.2 INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN LISTENING BASED ON GENDER

Study Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	t value	Sig.
Learning Difficulty in Listening	Male	180	2.70	1.67	.125	2.662	.008
	Female	235	3.11	1.43	.093		

Independent Sample T Test between gender and Learning Difficulty in Listening revealed that the significant value is less than 0.05% and $t= 2.662$. Hence, we accept the alternate hypothesis stating that there is a significant difference of opinion on Learning Difficulty in Listening based on gender of the students.

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

TABLE 4.6.3 INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN SPEAKING BASED ON GENDER

Study Variables	Gender	N	Mean	Std. Deviation	Std. Error Mean	t value	sig
Learning Difficulty in Speaking	Male	180	3.33	1.34	.100	0.45	.964
	Female	235	3.32	1.34	.087		

From the table above we note that the significant value is more than 0.05, thus the null hypothesis is accepted and it is concluded that there is no significant difference of opinion on learning difficulty in speaking based on gender of the students.

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

TABLE 4.6.4 INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN READING BASED ON GENDER

Study Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	t value	Sig.
Learning Difficulty in Reading	Male	180	2.40	1.67	.708	4.380	.000
	Female	235	2.06	1.43	.896		

From the table above we find the mean score of Male (*M=2.40, SD= .70*) and Female (*M= 2.06, SD= 4.38*) and the difference is statically significant at 5% level(*t value= 4.380, sig=000).* Hence, we reject the null hypothesis and accept the alternate hypothesis stating that there is a significant difference of opinion on learning difficulty in reading based on gender of the students.

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

TABLE 4.6.5 INDEPENDENT SAMPLE T TEST TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN WRITING BASED ON GENDER

Study Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	t value	sig
Learning Difficulty in Writing	Male	180	2.844	1.12	.083	.721	.472
	Female	235	2.76	1.12	.073		

The table above shows that the p value is more than 0.05, we accept the null hypothesis stating that there is no significant difference of opinion on learning difficulty in writing based on gender of the students.

ONE WAY ANOVA: AGE GROUP AND STUDY VARIABLES

ANOVA (Analysis of Variance) test is conducted with an objective to find the difference in opinion existing among the students based on age group on the study variables namely Teaching Methodology, Learning Difficulty in Listening, Learning Difficulty in Speaking, Learning Difficulty in Reading and Learning Difficulty in Writing .It was found from the analysis of variance that significant difference of opinion exists among the respondents belonging to different age group on Teaching Methodology, Learning Difficulty in Listening and Learning Difficulty in Speaking.

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

Table 4.7 ANALYSIS OF VARIANCE TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS BASED ON AGE

Descriptive						95% Confidence Interval for Mean			
Age group		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Teaching Methodology	18-20	223	3.4700	.93478	.06260	3.3466	3.5933	1.50	4.40
	21-23	131	2.6947	1.04310	.09114	2.5144	2.8750	1.30	4.00
	24-26	61	2.5492	.53092	.06798	2.4132	2.6852	2.20	3.80
	Total	415	3.0899	1.01064	.04961	2.9922r4	3.1874	1.30	4.40
Learning Difficulty in Listening	18-20	223	2.6664	1.35908	.09101	2.4870	2.8457	1.20	4.80
	21-23	131	2.9985	1.82706	.15963	2.6827	3.3143	1.00	4.80
	24-26	61	3.8000	1.28062	.16397	3.4720	4.1280	1.00	4.60
	Total	415	2.9378	1.55780	.07647	2.7875	3.0881	1.00	4.80

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min	Max
Learning Difficulty in Speaking	18-20	223	3.2637	.88250	.05910	3.1472	3.3801	2.60	5.00
	21-23	131	3.1817	1.83646	.16045	2.8642	3.4991	1.20	5.00
	24-26	61	3.8984	1.35579	.17359	3.5511	4.2456	1.20	5.00
	Total	415	3.3311	1.34163	.06586	3.2016	3.4605	1.20	5.00
Learning Difficulty in Reading	18-20	223	2.2987	.51914	.03476	2.2301	2.3672	1.20	3.20
	21-23	131	2.0626	1.09687	.09583	1.8730	2.2522	1.00	3.60
	24-26	61	2.2033	1.07424	.13754	1.9282	2.4784	1.00	4.00
	Total	415	2.2101	.83706	.04109	2.1294	2.2909	1.00	4.00
Learning Difficulty in Writing	18-20	223	2.7982	.72360	.04846	2.7027	2.8937	2.20	4.20
	21-23	131	2.6382	1.54165	.13469	2.3717	2.9046	1.00	4.20
	24-26	61	3.1475	1.19772	.15335	2.8408	3.4543	1.00	4.20
	Total	415	2.7990	1.12297	.05512	2.6907	2.9074	1.00	4.20

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ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Teaching Methodology	Between Groups	70.510	2	35.255	41.224	.000
	Within Groups	352.347	412	.855		
	Total	422.857	414			
Learning Difficulty in Listening	Between Groups	62.259	2	31.129	13.609	.000
	Within Groups	942.417	412	2.287		
	Total	1004.676	414			
Learning Difficulty in Speaking	Between Groups	23.567	2	11.784	6.728	.001
	Within Groups	721.622	412	1.752		
	Total	745.189	414			
Learning Difficulty in Reading	Between Groups	4.602	2	2.301	3.321	.037
	Within Groups	285.476	412	.693		
	Total	290.077	414			

Learning Difficulty in Writing	Between Groups	10.799	2	5.400	4.351	.013
	Within Groups	511.281	412	1.241		
	Total	522.080	414			

Table 4.7.1: ANALYSIS OF VARIANCE TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON TEACHING METHODOLOGY BASED ON THEIR AGE

Study Variable	Age Group	N	Mean	Std. Deviation	Std Error Mean	F-Value	Sig
Teaching Methodology	18-20 years	223	3.4700	.93478	.06260	41.224	.000
	21-23 years	131	2.6947	1.04310	.09114		
	24-26 years	61	2.5492	.53092	.06798		
	Total	415	3.0899	1.01064	.04961		

With regard to Teaching Methodology respondents under 18 to 20 years of age group had highest mean score (*M=3.47, SD=.93)* followed by respondents in the age group between 21-23 years (*M=2.69, SD=1.04)* and 24-26 years (*M=2.69, SD=1.04).* The difference was significant at 5% level (*F*=41.224; *Sig*=0.05) and hence the null hypothesis is rejected and the alternative hypothesis is accepted and concluded that there is a significant difference of opinion among the 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

TABLE 4.7.2: ANALYSIS OF VARIANCE TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN LISTENING BASED ON AGE

Study Variable	Age Group	N	Mean	Std. Deviation	Std Error Mean	F-Value	Sig.
Learning Difficulty in Listening	18-20 years	223	2.66	1.35	.06260	13.609	.000
	21-23 years	131	2.99	1.82	.09114		
	24-26 years	61	3.80	1.28	.06798		
	Total	415	2.93	1.55	.04961		

In Learning Difficulty in Listening age group of 24-26 years (*M=3.80,SD=1.28, F=13.60)* *had the higher score* followed by the age group of 21-23 years(M=2.99,SD=1.82) and least being of 18-20 years (2.66, SD=1.35). The difference was significant at 5% level (*F*=13.609; *Sig*=.000) and hence the null hypothesis is rejected and the alternative hypothesis is accepted and concluded that there is a significant difference of opinion among the 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

TABLE 4.7.3: ANALYSIS OF VARIANCE TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN SPEAKING BASED ON AGE

Study Variable	Age Group	N	Mean	Std. Deviation	Std Error Mean	F Value	Sig.
Learning Difficulty in	18-20 years	223	3.26	.93478	.06260	6.728	0.001

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Speaking	21-23 years	131	3.18	1.04310	.09114		
	24-26 years	61	3.89	.53092	.06798		
	Total	415	3.33	1.01064	.04961		

With respect to Learning Difficulty in Speaking highest score was marked by the age group of 24-26 years (M=3.89, SD=.530) followed by 18-20 years (M=3.26, SD=.934), and 21-23 years (*M=3.18, SD=.091)*. The difference was significant at 5% level (*F*=6.728; *Sig*=.001) and hence the null hypothesis is rejected and the alternative hypothesis is accepted and thus concluded that there is a significant difference of opinion among the 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

TABLE 4.7.4 : ANALYSIS OF VARIANCE TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN READING BASED ON AGE

Study Variable	Age Group	N	Mean	Std. Deviation	Std Error Mean	F Value	Sig.
Learning Difficulty in Reading	18-20 years	223	2.29	.519	.034	3.321	.037
	21-23 years	131	2.06	1.09	.095		
	24-26 years	61	2.20	1.07	.137		
	Total	415	2.21	.83	.041		

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With respect to Learning Difficulty in Reading, the age group 18-20 years has the highest mean score (*M= 2.29, SD=.519, F=3.32) followed by 24-26 years (*M=2.20, SD=1.07) and 21-23 years (*M=2.29, SD=.519). The* difference was significant at 5% level (*F=3.321; Sig=*.037) and hence the null hypothesis is rejected and the alternative hypothesis is accepted and thus concluded that there is a significant difference of opinion among the 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

TABLE 4.7.5: ANALYSIS OF VARIANCE TO EXAMINE THE DIFFERENCE IN PERCEPTION OF STUDENTS ON LEARNING DIFFICULTY IN WRITING BASED ON AGE

Study Variable	Age Group	N	Mean	Std. Deviation	Std Error Mean		
Learning Difficulty in Writing	18-20 years	223	2.79	.723	.048		
	21-23 years	131	2.63	1.54	.134	F value	Sig.
	24-26 years	61	3.14	1.19	.153	4.351	.013
	Total	415	2.21	.83	.041		

With respect to Learning Difficulty in Writing,24-26 years of age group scored the highest mean (*M=3.14, SD=1.19, F=4.35) followed by* 18-20 years (*M=2.79, SD=.723), and 21-23 years (*M=2.63, SD=1.54). The difference was significant at 5% level (*F=4.351; Sig=*..013) and hence the null hypothesis is rejected and the alternative hypothesis is accepted and thus

concluded that there is a significant difference of opinion among the students on Learning Difficulty in Writing based on their age.

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

- As revealed from the summary of the mean scores (*M=3.33, SD=1.34)* based on the age group, students face major difficulty in Speaking Skills.

- On the basis of gender, male (M=*3.33, SD=1.84)* and female (*M=3.32, SD=1.84)* students face approximately same level of learning difficulty which is highest for Speaking Skills.

- Considering the affiliation of the institute in which the student is enrolled, the highest level of difficulty is recorded for Speaking Skills Govt. Colleges (*M=4.6130*). Also, the students of govt. management institutes face more difficulty than that of private institutes.

Table 4.8: Overall Mean score of Learning Difficulty in Listening

Descriptive	*LDL1*	*LDL2*	*LDL3*	*LDL4*	*LDL5*	*LDL Factor*
Mean	2.8	3.0	2.8	3.1	3.0	2.9
Median	3	3	3	3	3	3
Mode	1	1	4	5	1	1.2
Standard Deviation	1.6	1.7	1.1	1.8	1.7	1.6
Minimum	1	1	1	1	1	1
Maximum	5	5	4	5	5	4.8

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Table 4.9: Overall mean score of Learning Difficulty in Speaking

	LDS1	LDS2	LDS3	LDS4	LDS5	LDS Factor
Mean	3.2	3.2	3.4	3.4	3.4	3.3*
Median	3	3	3	3	3	3
Mode	3	5	3	2	3	5
Standard Deviation	1.4	1.5	1.4	1.3	1.4	1.3
Minimum	1	1	1	2	1	1.2
Maximum	5	5	5	5	5	5

Table 4.10: Overall mean score of Learning Difficulty in Reading

	LDR1	LDR2	LDR3	LDR4	LDR5	LDR Factor
Mean	2.1	2.8	1.4	2.7	2.0	2.2*
Median	1	3	1	3	2	2.2
Mode	1	3	1	4	2	2.2
Standard Deviation	1.3	1.2	0.5	1.1	0.8	0.8
Minimum	1	1	1	1	1	1
Maximum	5	5	2	5	4	4

Table 4.11: Overall mean score of Learning Difficulty in Writing

	LDW1	LDW2	LDW3	LDW4	LDW5	LDW Factor
Mean	3.1	3.0	3.0	2.2	2.8	2.8
Median	4	4	2	1	3	2.6
Mode	4	4	2	1	4	4.2
Standard Deviation	1.2	1.3	1.5	1.4	1.1	1.1
Minimum	1	1	1	1	1	1
Maximum	4	4	5	4	4	4.2

The calculated mean score reflects that the students find maximum difficulty in Speaking Skills (*M=3.3)* and least difficulty in Reading Skills. (*M=2.2*). The highest Mode score (4.2) is for Learning Difficulty in Writing, which infers maximum number of students have given their consent for Writing Skills as the most difficult skill out of the four.

Table 4.12 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 management institute	Teaching Methodology	47.946	.000	p value is .000 which is less than 0.05 hence **students' affiliation has significant 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	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**

institute				**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.**

Source: T Test analysis output

Table 4.13 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**

4.2 Analysis of Teachers' Questionnaire

Simple Percentage of Teachers Demographic Details

Age and gender were the two demographical categories taken during the survey. The age of the teachers was divided into four categories.

I.   **Age distribution of teachers**
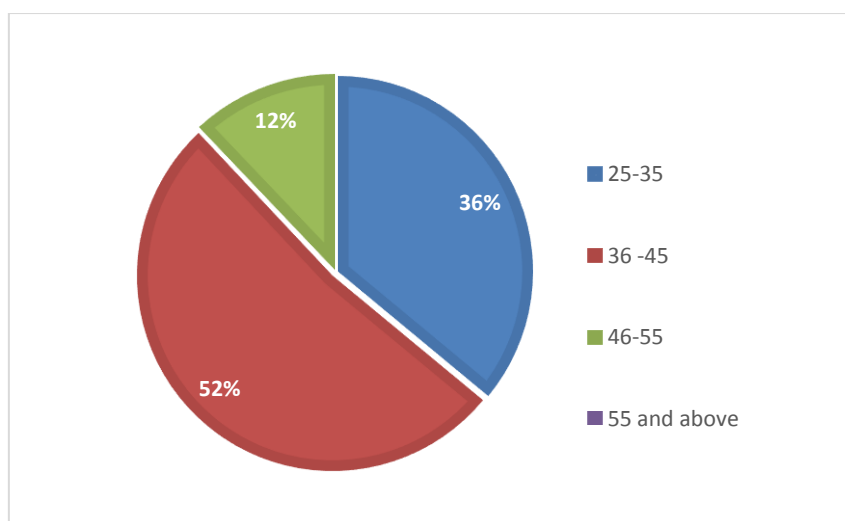
Fig. 4.6 Age Distribution of teachers

Maximum percentage (52%) of teachers belonged to 36to 45 years of age while 36% teachers were from the age group of 25 to 35and 12% of the respondents were in the age group of 46 to 55. No respondent was recorded to be above 55 years of age

II.   Gender distribution of teachers
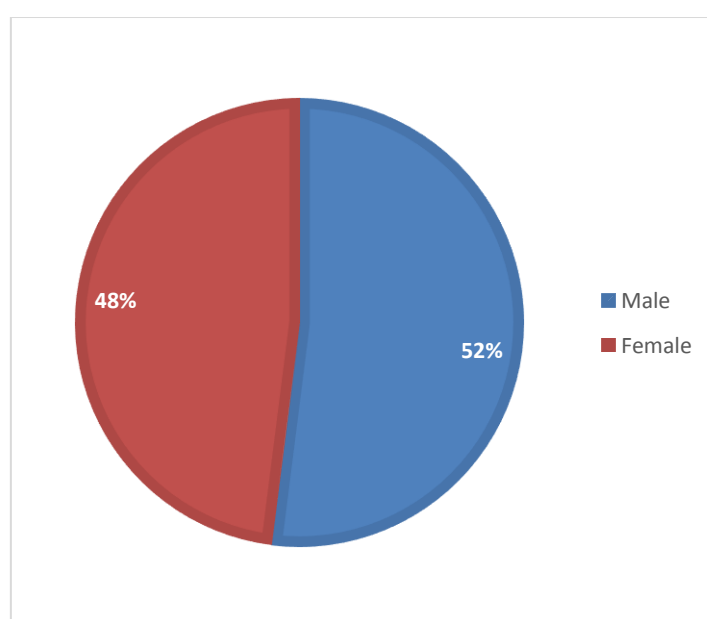
Fig. 4.7Gender Distribution of Teachers

Out of the teachers surveyed 52% of the teachers were male and 48% were female

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Table 4.14: Overall Mean score of Teaching Methodology

	TM 1	TM 2	TM 3	TM 4	TM 5	TM 6	TM 7	TM 8	TM 9	TM1 0	TM Factor
Mean	1.6	4.8	3.4	4.6	4.7	3.9	4.3	4.6	3.4	3.2	3.9
Median	1	5	4	5	5	4	4	5	2	4	4.1
Mode	1	5	5	5	5	5	4	5	2	2	4.4
Standard Deviation	0.7	0.4	1.5	0.5	0.5	1.2	0.5	0.5	1.5	1.5	0.6
Minimum	1	4	1	4	4	2	4	4	2	1	3
Maximum	4	5	5	5	5	5	5	5	5	5	4.5

Looking at the mean scores above, it can be interpreted that the teachers teaching English in the management institutes of Bihar go much beyond the 'Chalk and Talk Method' and use various interactive and engaging methods like informal lectures, Role Play, Project Work, Pair Work, Group Work , Assignments and use ICT and other modern teaching methods to teach.

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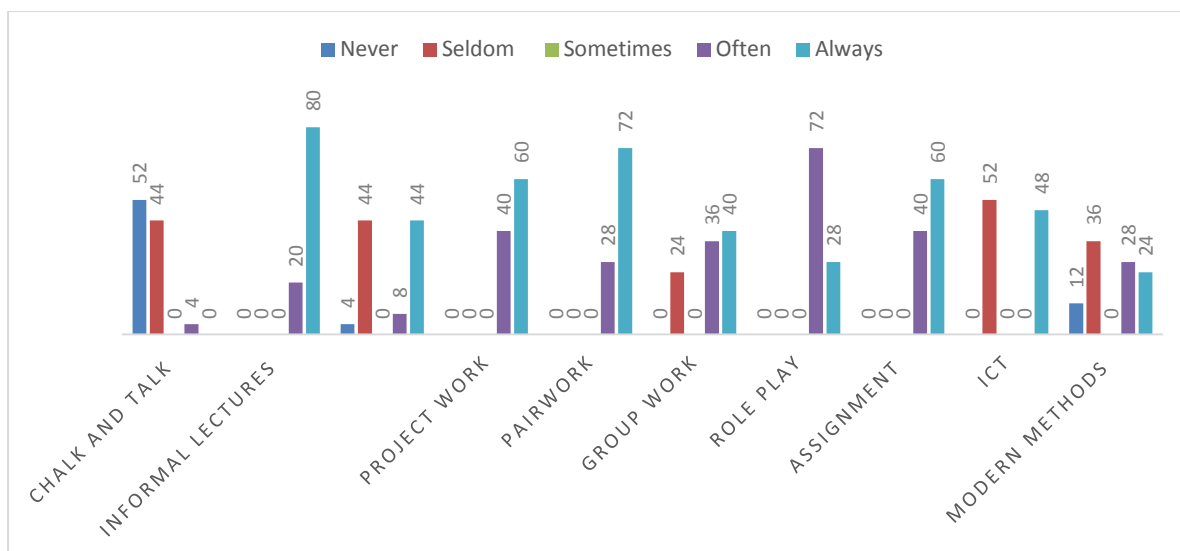
Figure 4.8 Graphical representation of the teaching methodology: Teacher's View

The responses recorded by the teachers discovered that only 4% of the teachers showed agreement to the Chalk and Talk Method and marked that they always used Chalk and Talk while the score recorded in the use of Informal lectures in which they allowed the students to ask questions was as high as 80%.

The reply to the question about the use of language laboratory revealed that 44% of the teachers seldom used the language lab and an equal percentage was marked to "Never".

One more fact which can be analyzed through this question and the question during the face interview was that there were hardly a language lab in the government affiliated college.

In response to the question if Project works were given by the teachers 60% teachers remarked in favour of 'Always' .

Rest 40% gave their consent in favour of 'often'. Pair Work, Group Work, Role Play and Assignments gained a higher percentage on positive side of the use as classroom activities .as revealed by the teachers. Use and integration of ICT in the ELT classes again showed a clear cut distinction where 52% teachers agrees that they seldom use ICT in their classes while 48% remarked that they always used ICT in ELT classroom while.

Here again the further analysis can be added as to the teachers teaching in the private colleges were more disposed to the integration of ICT in their classroom teaching.

For the use of methods the teachers revealed that a blend of traditional and modern methods were used by them in the ELT classrooms.

Table 4.15: Overall Mean score of Learning Difficulty in Listening

	LDL1	LDL2	LDL3	LDL4	LDL5	LD Factor
Mean	3.4	3.0	2.2	2.5	2.8	2.8
Median	4	3	2	2	3	2.8
Mode	2	4	2	2	2	3.8
Standard Deviation	1.4	1.2	0.9	0.8	0.9	0.8
Minimum	2	1	1	2	2	1.8
Maximum	5	4	4	5	4	4.2

Table 4.16: Overall Mean score of Learning Difficulty in Speaking

	LDS1	LDS2	LDS3	LDS4	LDS5	LDS Factor
Mean	2.0	1.3	2.0	2.8	2.1	2.0
Median	2	1	2	3	2	2
Mode	2	1	2	3	2	1.8
Standard Deviation	0.5	0.7	0.5	0.8	0.4	0.5
Minimum	1	1	1	2	2	1.6
Maximum	4	4	4	5	4	4.2

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Table 4.17: Overall Mean score of Learning Difficulty in Reading

	LDR1	LDR2	LDR3	LDR4	LDR5	LDR Factor
Mean	1.8	1.5	1.4	1.5	1.6	1.6
Median	2	1	1	1	1	1.2
Mode	2	1	1	1	1	1.2
Standard Deviation	0.7	0.7	0.9	0.9	0.8	0.7
Minimum	1	1	1	1	1	1
Maximum	4	4	4	4	4	4

Table 4.18: Overall Mean score of Learning Difficulty in Writing

	LDW1	LDW2	LDW3	LDW4	LDW5	LDW Factor
Mean	4.5	3.5	3.1	3.6	3.9	3.7
Median	5	4	4	4	4	4
Mode	5	2	4	5	3	2.8
Standard Deviation	0.7	1.2	1.0	1.2	0.9	0.9
Minimum	3	2	2	2	3	2.6
Maximum	5	5	4	5	5	4.8

If we compare the mean score of all the factors, we find that as per the teachers' perception, the students face maximum difficulty in writing (*M=3.7, SD=0.9*) and least difficulty in Reading Skill (*M=1.6, SD=0.7*)

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.

4.3 Focus Group Discussion

There is a positive connection between the English language proficiency and academic achievements (Winson and Komba 2012) .Thus the views of the teachers of other subjects also mattered in the purview of this study . A focus group discussion was conducted with the teachers of other subjects to note their response for the questions written above. Out of 25 teachers, there was a unanimous view over the question that if the knowledge or proficiency of English ever affected their performance in the respective subjects they teach.

The major questions asked to the respondents are as below:

- Is it important for the management students to improve their English?
- Do you feel that your students need to improve their English further?
- What problems do you face because of the poor proficiency of English?
- What is the level of the students in your class?
- What are the other challenges your learners face due to their lack of proficiency?
- Which is the most problematic area which the students face due to poor English?
- What suggestions will you give to change the scenario?

Some of the common answers given by them are noted below:

- "It is very important for them to improve their English as all the subjects they study here are in English only. "

- "Even if I clarify their doubts, they come up with horrible answers sometimes and their answers create lot many doubts in my mind"

- "I have found that many a times the school students have better English than these college students"

- "Although they are excited to solve the cases during the case study sessions, I find them struggling with the comprehension of the case instead of pondering over the concept to be applied for a particular case"

- "It becomes very difficult to help them in English instead of the technical subjects where I need to meet the deadlines of the syllabus completion."

- "The way they write in the answer sheets is although satisfactory, but they hardly participate in the class discussion"

- I doubt that they read anything other than their textbook. They hardly put in effort to improve their English.

- "I would prefer filtering students on their effective communication skills and good English instead of anything else as we are answerable for their placements ultimately."

- "Yes, definitely the level of proficiency in English enhances the career prospects of a management graduate. It helps them improve their personality and presentation style. This in turn increases their confidence level, giving him or her sense of satisfaction and contentment in life. "

- "Yes, I do think that the level of proficiency in English language has an impact on the understanding of other subject which I teach to the business management students because my proficiency in English helps me a lot in understanding the concepts, theories and business models in a better way. In fact, the world today has become a 'Global Village' and English is undoubtedly the most important language of

communication among the business leaders and most of the books are also written in English. So, if we have a proficiency in the language, obviously we have an upper edge over others."

- These were some of the most common agreements to which the teachers teaching various subjects in the management colleges reached to while participating in a discussion conducted specially for the purpose of this research work.

- Almost all of them agreed that they need to improve their English more than anything else if they really wanted to grab good job opportunities.

4.4 Case Study

The quantitative interpretation brought through the analysis of the data, highlighted some of the important areas of learning difficulties in English language proficiency out of the four skills. The specific areas where the students faced maximum difficulties can be addressed through proper English language training of the learners. There are very high chances of improvement in the learner's ability to use the language if inadequate teaching methodology is applied and proper training is imparted. 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 exam 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

Following students appeared in the BEC Preliminary exam offered by their college. Here, it would be important to point out that these students 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. The following table discusses the same in some detail:

Table No. 4.19 'Can Do' Summary of BEC Preliminary Exam

Listening and Speaking	Reading and Writing
Can follow a simple presentation/ demonstration	Can understand the general meaning of non-routine letters within own work area.
Can deal with predictable request from a visitor	Can understand short reports of a predictable nature
Can offer advice to clients within job area on simple matters	Can makes notes on routine matters such as taking/placing orders
Can state routine requirements (e.g. asking for typing to be done)	Can write straight forward, routine letters of a factual nature.

Source: https://www.cambridgeenglish.org/

Following students appeared in the BEC P examination as a part of the pre test survey.

Table No 4.20 Result of students appeared in BEC Preliminary Pre Test

Candidate Number	Last Name	First Name	Result	Score
1	KUMAR	AMAR	Council of Europe Level A2	50/100
2	SINGH	AMARJEET	Council of Europe Level A2	47/100
3	KUMAR	ROHAN	Pass	73/100
4	KAZMI	MODASSIR	Pass	65/100
5	ANAND	ABHINAV	Pass	78/100
6	PANDEY	SAURABH KUMAR	Council of Europe Level A2	64/100
7	KUMAR	AMAR	Council of Europe Level A2	57/100

8	IRFAN	MD.	Council of Europe Level A2	42/100
9	KUMARI	AHNA	Council of Europe Level A2	51/100
10		AASHI	Pass with Merit	80/100
11	PRIYA	SEEMA	Council of Europe Level A2	44/100
12	RANJAN	SNEHA	Pass	66/100
13	SHIKHA	DEEP	Council of Europe Level A2	55/100
14	HUSSAIN	MD. SADDAM	Fail	27/100
15		VIJAYA	Council of Europe Level A2	60/100
16		AMANDEEP	Pass	73/100
17	JAISWAL	RAKSHIT	Pass	73/100
18	KUMAR	AMAN	Council of Europe Level A2	40/100
19	KUMAR	SUNNY	Council of Europe Level A2	64/100
20	KUMAR	SACHIN	Council of Europe Level A2	50/100
21	SINGH	BIPUL KUMAR	Council of Europe Level A2	60/100
22	ANAND	ABHISHEK	Pass	77/100
23	SHEKHAR	SANDEEP	Pass	69/100
24	KUMAR	RAHUL	Council of Europe Level A2	45/100
25	KUMAR	SATYAM	Council of Europe Level A2	44/100
26	AHMED	MUZTABA	Council of Europe Level A2	42/100
27	YAQUBI	MD. MIKAIL	Council of Europe Level A2	47/100
28	RAJ	NISHANT	Council of Europe Level A2	56/100
29	VERMA	AAYUSHI	Pass	75/100
30	SHREEN	SANA	Pass	75/100

From the table above it is evident that majority of the students (18 students out of 30 i.e. 60%) could score A2 level which is below the BEC P level (B1). Also 11 students passed the test with the required pass marks. Only one student each came under the category of Fail and Pass with Merit. There was no student who came under the category of Pass with Distinction. This was then decided to impart proper training with adequate number of hours to each of these learners to bring some change in them. It is suggested that approximate 200 guided learning hours are required for a language learner to proceed from one level of CEFR to another. A set of 25 teachers of different colleges of Bihar were trained by Cambridge English BEC certified trainer who in turn trained the students who appeared in the exam earlier .The students were given an opportunity to appear in the exam again. This time the result showed a progressive figure.

Table No 4.21 Result of students appeared in BEC Preliminary Post Test

Candidate Number	Last Name	First Name	Result	Score
1	KUMAR	AMAR	Pass	65/100
2	SINGH	AMARJEET	Council of Europe Level A2	44/100
3	KUMAR	ROHAN	Pass with Merit	81/100
4	KAZMI	MODASSIR	Pass	69/100
5	ANAND	ABHINAV	Pass	77/100
6	PANDEY	SAURABH KUMAR	Pass	69/100
7	KUMAR	AMAR	Pass	66/100
8	IRFAN	MD.	Council of Europe Level A2	49/100
9	KUMARI	AHNA	Council of Europe Level A2	50/100
10		AASHI	Pass with Merit	84/100
11	PRIYA	SEEMA	Council of Europe Level A2	44/100
12	RANJAN	SNEHA	Pass	74/100

13	SHIKHA	DEEP	Pass	65/100
14	HUSSAIN	MD. SADDAM	Fail	29/100
15		VIJAYA	Pass	66/100
16		AMANDEEP	Pass	76/100
17	JAISWAL	RAKSHIT	Pass	77/100
18	KUMAR	AMAN	Council of Europe Level A2	49/100
19	KUMAR	SUNNY	Pass	68/100
20	KUMAR	SACHIN	Council of Europe Level A2	58/100
21	SINGH	BIPUL KUMAR	Council of Europe Level A2	60/100
22	ANAND	ABHISHEK	Pass	79/100
23	SHEKHAR	SANDEEP	Pass	69/100
24	KUMAR	RAHUL	Council of Europe Level A2	55/100
25	KUMAR	SATYAM	Council of Europe Level A2	44/100
26	AHMED	MUZTABA	Council of Europe Level A2	42/100
27	YAQUBI	MD. MIKAIL	Council of Europe Level A2	44/100
28	RAJ	NISHANT	Pass	65/100
29	VERMA	AAYUSHI	Pass	78/100
30	SHREEN	SANA	PassWith Distinction	90/100

The most encouraging figure which is at once notable is the number of pass students which reached to 16out of 30 this time. Majority of the students scored better marks than the previous one, although they could not manage to secure an elevation in the category of their marks. Some of the success and failure stories based on their score and result are mentioned below:

Result Category 1: Fail

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Number of students in Pre -Test: 1

Number of Students in Post Test:1

Case 1: Md. Saddam Hussain, who could score only two marks more, in the second attempt of BEC P, feels that he has no interest in improving his English and he did it simply because he was asked to do so. He also finds it challenging to develop the English language proficiency and the reason he gives for this is lack of opportunities to use English in the day to day life. His father runs a business and he has to look after that business of his father in which he does not need the use of English in dealing with the customers.

Result Category 2: Council of Europe Level A2

Number of students in Pre -Test: 18
Number of Students in Post Test:11

Case 2: Rahul Kumar who scored 45 marks in the pre test and 55 in the post test, could not make it to the required category even after scoring 10 marks more this time. His opinion about the teaching methodology used during the practice session was satisfactory except that he felt more sessions were required for him. He also told that a student should learn at their own pace instead of being totally dependent on the classroom teaching. In his view, hesitation, lack of proper guidance and infrastructural limitations were some of the major hurdles for not making through the right level.

Case 3: Amar Kumar failed to secure the requisite score to be successful in the BEC P exam in the first attempt. He said that the English which is taught in the classrooms was not sufficient to help them appear in such exams which assess all the four skill. In the classroom teaching the major focus remains over writing and reading skills. The learners hardly get practices of relevant texts for listening and speaking skills. He says "When I joined the practice session before my second attempt, I was happy to get opportunities of speaking through pair work which helped me a lot to understand the format and structure of the speaking assessments of BEC Preliminary. For listening practice, our teacher played audio

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CDs which again gave us an exposure of listening to texts from a different accent and pronunciation which we are used to"

Case 4: Nishant Raj, who could not make it to the required level in the pre- test spoke that he took a rigorous practice for speaking and writing as he faced maximum level of difficulty in those skills. Mentioning about the teaching methodology he opined that even the regular English language classes for the management students should follow the BEC Preliminary pattern as it can make the students job ready. He appreciated the teaching methodology used in the BEC practice sessions after which he had gained much confidence. He also mentioned that the use of language laboratory played a vital role in preparing all the four language skills as he had no pressure of peer and hesitation there. In the post -test he got upgraded to Pass category.

Result Category 3: Pass

Number of students in Pre -Test: 11
Number of Students in Post Test:15
Case 5 Mr. Sneha Ranjan who had merely managed to be in the category of Pass by securing 66 marks, scored better marks this time, however his category of result remained the same. His experience of participating in the training sessions conducted for BEC practice was quite expatiating. He mentioned that the use of tools and techniques like role play, language laboratory, group discussion, assignments and projects etc proved to be paving his way for the road towards success. He spoke at the utility of such teaching learning tools at length and said that earlier he preferred not to speak or participate in the classroom activities. But with the unique format of BEC Preliminary test, he noticed a spontaneous flow of language on being insisted a little by his teachers.

Case 6: Ayushi Verma, who was in Pass category in the pre- test could score only 3 marks more in the post test and failed to upgrade the category of her result. She however could retain her category and scored better than before. She mentioned that the training sessions

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conducted specially for the BEC Preliminary exam were indeed engaging and very fruitful in honing the language ability. She had managed to score well in the pre- test, so she became a bit casual and later skipped few sessions, as she mentions. She later realised that she could have easily upgraded her result category, had she attended all the training sessions.

Case 7: Abhishek Anand, who was is pass category in the pre-test missed to upgrade his category with only one mark. During the post- test, his attention span wandered during the listening of the audio due to which he missed on some major answers. This caused poor marks in listening in comparison to the last chance.

Result Category 4: Pass with Merit
Number of students in Pre -Test: 1
Number of Students in Post Test:2

Case 8: Aashi, the only candidate who managed to secure the Pass With Merit Category, retained her position and expressed that although the training session of the BEC practice was useful, I referred to some business magazines and English news channels to get used to some business and management jargons used frequently in a work environment . She also expressed her satisfaction for the use of a variety of teaching methodology and relevant text and the context which helped them connect and attempt to the question

Case 9: Rohan Kumar was one of those very few students, who could score better marks and upgrade his category to Pass with Merit from being simply Pass. He was excited with his elevation to the next level and mentioned that the engaging classrooms of BEC preliminary when the teachers went beyond chalk and talk and gave us ample opportunities to use our language ability was a game changer. Once he got exposed to the format and structure of the test, he was better prepared, and the practice sessions made a cheese topping to his existing ability. The use of ICT tools and help extended by the teachers after the classroom could make him more confident and achieve the success.

Result Category 5: Pass with Distinction

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Number of students in Pre -Test: 0

Number of Students in Post Test:1

Case 10: Sana Sareen who showcased her exemplary performance by securing 90 marks and being the only student to come under the category of Pass with Distinction, was excited with her upgradation. She said that both traditional and modern teaching methods should be blended aptly to get the best out of a leaner. She told that she was determinant of scoring better marks this time as she was aware of the pattern, time limit and other details of this exam. She praised the teaching methodology used in the practice session and felt that the same should be continued in the usual English classes which can be helpful in making them better than their best.

4.5 Summary

In this chapter, the data collected through questionnaire, interviews, field notes, case studies and classroom observations were analyzed and interpretations were drawn thereafter. Two separate questionnaires were prepared to record the views of both teachers and students. The data was analyzed both quantitatively and qualitatively. The average mean was found out for the questionnaire and was presented in tabular form while the data gathered through interviews, observations and field notes were analyzed qualitatively and was discussed in a paragraph form.

CHAPTER 5

RESULT DISCUSSION AND CONCLUSION

CHAPTER 5: RESULT DISCUSSION AND CONCLUSION

5.1 Overview

In the previous chapter, there were many inferences drawn with the help of Descriptive Statistics, T Test and ANOVA applied and the analysis of the response recorded through the Questionnaires, Interviews of the teachers and the Focus Group Discussion conducted specially for the purpose of recording the views of the teachers of other subjects. In the present chapter a conclusive gist of the study undertaken in the management colleges of Bihar will be provided along with some finding, implications and recommendations. The study included both students and teachers and the findings suggest that the management institutes should set up apt infrastructure, library and language lab to create scientifically organised and learning centric teaching environment instead of teacher centric or learner centric classrooms. The success of ELT programmes relies strongly on the teaching methodology and communicative environment of the particular institute. A thorough glance through the syllabus of all the management colleges followed by a discussion with the ELT experts and corporate professionals, brought up a common remark which was about the mismatch between the syllabus and the industry requirement. The resources for the apt teaching methodology was found lacking in most of the colleges. At the colleges where the syllabus

was found to be appropriate, the teaching methodology applied by the teachers appeared to fail in serving to the very purpose of making the students proficient in English language. There were very few colleges where the assessment system was based on the practical components of the syllabus and for most of the institutes treated it as any other theory subject in which the students have the scope of passing and even scoring well without much ado to bring it in the practice. The conversation with the teachers, placement officers and the directors of the colleges revealed some facts about the job opportunities were not commensurate with the number of the students and their performance in the internal examination.

5.2 Result and Discussion

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 Leaning 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

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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 intend 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. This means 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. This can be thus inferred 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.

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Students quite often try to inculcate this habit f 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, i.e. Listening and Reading skills 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 findings based on the quantitative study of the current 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 realise 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 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, 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 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.

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.

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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 Quizzezz 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.

5.5 Recommendation

Business English Certification should be made mandatory for all the management students depending upon their levels. For its very purpose of serving universally, English Language Teaching should be tailored to meet the specific requirement of the learners so that the learners come out with flying colours by gaining proficiency in the language and not just pass the exam. Accordingly, customised modules with the need based working hours for guidance should be decided instead of offering one common syllabus to all the enrolled students. The international standards like CEFR and the associations which offer fair assessments of linguistic ability like ALTE should be applied right from the beginning in the educational institutes. Students of the management colleges of Bihar, who come from diverse rural background and some from urban or semi urban areas require different treatment altogether. Immediately after their enrolment in the management courses, they can be segregated in three categories who can be prepared for Business English Certificate Preliminary, Vantage or Higher. An internal assessment based on international standards or globally accepted standards can be offered by the teacher to decide their existing level of English language proficiency. In the English classes, these learners should join their respective category of class being run simultaneously. This serves the learners with something which they 'need' instead of something which the institute has readymade to offer. In a common circumstance, it usually takes on an average 200 guided learning hours to step up from one level of Common European Framework of Reference (CEFR) to the next level. For example, a student at B1 level in CEFR, will need an approximate of 200 hours to move ahead from one level to other. Business English Certificate is conducted by Cambridge Assessment (which was earlier known as Cambridge English Language Assessment). These exams also offer a free test to

check the learner's current level of English and further choose the appropriate level of the Business English certificate which has three levels: Preliminary B1, Vantage B2 and Higher C1. As these exams are globally accepted by the leading employers and educational institutions, they prepare the learners to communicate effectively and confidently at workplace in their own country as well as abroad. The required number of hours (mostly 200 hours) can be divided and appropriate slots should be given in the time-table itself. As the starting level of BEC is B1, it should be assured through the 'Can Do' statements of ALTE that every student is minimum at A2 level. Only after the learner successfully completes the given time frame with the adequate study materials, he can proceed further for the next level of BEC. During the practice session, tools and techniques can remain same as above, the complexity level of the teaching materials can enhance.

As reflected from the study, not only the students but the teachers too need to undergo similar training before being able to impart the training. 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. Student's 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 Story telling:** 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 very famous amongst the youngsters. 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, Face book 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 dependant 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.

5.5.1 Recommendations to Management Institutes

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 sentecnes 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 theory 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.

5.5.2 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.

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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

4. Finally, the teacher too should be well trained in imparting English language training to the budding professionals who are to be prepared for global acceptability.

5.6 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.

5.7 Comparison of Finding with Existing Literature

Existing literatures have been taken in other parts of the country and world, no such works were found to be taken in the management institutes of Bihar. The study titled BLISS (Bihar Language Initiative of Secondary School) too moved around the schools only. The present work is an amalgamation of the responses recorded through the questionnaires, interviews taken, observations and experiences of the English teachers shared during the conferences of ELTAI and other bodies.

Contribution of the Present Study to the Existing Literature

The findings suggested that students prefer communicative methods of language teaching which has been proved earlier by many researchers in other parts of the country. Learners' needs should be taken in account to ensure better learning outcomes.

Table 5.1 Comparison of Finding with Existing Literature

Article Topic	Article Detail	Author/s	Article Findings	My Research Findings
Authentic Pedagogy and Student Performance	Paper from American Journal Of Education	Fred M. Newmann, Helen M. Marks and Adam Gamoran, 1996	The paper talks about the authentic academic achievements and specific standards for pedagogy and student performance in all the subjects in general. This article established a relationship between the pedagogical tools implemented and learning outcomes attained	The teaching methodology adopted in the classroom influences the satisfaction level of the students and the learning proficiency.
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)	MINGLIN LI and RICHARD BALDAUF, 2011	It recognizes the fact that new curricula or curriculum policies alone cannot suffice the purpose of bringing the desired changes in language learning. Investigating the context and constraining factors is the need of the hour. This study is confined to school education. Mine will be exploring the higher education	The research investigates into classroom practices and highlights the shift from the traditional grammar translation method to Communicative Language Teaching, preferred by the learners
The Teaching of The English Listening Skills	Ph.D. Thesis	Abdulkarim Fadhl Mahmood,2 007	The study recommends the methods, strategies and techniques of improving listening through activities like short conversations, discussions, debates and language games. The main focus of this study is listening skills.	The research takes all the four skills LSRW into consideration and investigates the learning difficulties faced by the learners.
Beliefs about Language Learning: Current Knowledge, Pedagogical Implicatio	Research article	Eva Bernat, Inna Gvozdenko, 2005	The study talks about the belief, attitude and meta cognitive knowledge that students bring with them, difficulties faced in language learning, and students' expectations about teaching methodologies and achievements as important contributing factors in	My research too is working in similar line and will consider the individual differences in learning process.

			language learning. The study is confined to belief system and does not include the role of any tools or techniques	
Verbal Behavior	Book by Harvard University Press	B.F Skinner,1957	Skinner accounted for language development by means of environmental influence. He argued that children learn language based on behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child grasps the communicative value of words and phrases.	This research investigates the teaching methodology being practiced in ELT classrooms if management colleges of Bihar and the learning difficulties faced by the learners and finds out that the learners prefer the communicative approach.
Approach, Method and Technique	Paper	Edward M Anthony	The use of Approach, Method and Technique has been arranged in hierarchical order. Techniques carry out a method which is consistent with the approach.	Language proficiency of a learner largely depends on approach, method and techniques adopted by the teacher.
Language Teaching Analysis	Paper	W F Mackey	A model for conceptualizing the methods and techniques in language teaching: The selection, gradation, presentation and repetition	Proper selection, gradation, presentation and repetition technique is hardly considered in a class
Taxonomy of language teaching techniques	Paper	Crooks & Chandron	One lesson an consist a number of techniques like teacher centred, learner centred, production centred, comprehension centred and some clustering together to form a task.	Such organised efforts were found missing due to the lack of proper ELT training .
A Lesson in	Paper	Rhea Handa *Scripps*	The paper has highlighted gaps in school instruction	Creativity and innovation has

Learning: Improving Learning Outcomes in India Via Pedagogical Innovation		*College*	and has shown the dire need for innovations in pedagogy and curriculum to improve student learning. This paper assesses the long-term impact of one such pedagogy, called Teaching at the Right Level (or TaRL), in the districts of five states of India via an ordered model and linear regressions.	to be a continuous process, not a one time activity, for bringing positive changes.
Assessing the Effects of ICT on Learning Outcomes	Edited Book	Massimo Loi Ola Berge	The book checks the impact of ICT on learning outcomes .	Incorporating ICT in language learning has shown positive signs . However, the teachers were found to be reluctant in the frequent use of ICT prior to COVID 19 situation.

5.8 Limitation of Research

Some of the major limitations of this study are:

i. This study has been done only in the four districts of Bihar namely Patna, Muzaffarpur, Darbhanga and Madhubani which is a major limitation of this research.

ii. Also, few management institutes did not participate due to some restricting internal policies.

iii. This study was taken up only with the management students and only the management graduates have been included as the respondents.

iv.   The study is confined to English language proficiency skills only which may not be a standalone factor for success at workplace.

5.9 Scope of Future Research

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 Commerce graduates, ELT for Hospitality industry, ELT for Engineers, ELT for journalists etc.
- A comparative study can be taken up between Patna and other districts of Bihar
- 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.

5.10 Conclusion

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The study, with the help of questionnaire, Focus Group Discussion, Interviews and Case Studies, explored the teaching methodologies being adopted in the ELT classrooms of the management colleges and attempted to investigate the learning difficulties faced by the learners. Through the case studies, it was evident that there were positive changes among the learner's result and the tools and techniques adopted by the trained teacher were preferred more. The analysis of the data made many disclosures. One of the surprising revelations from this research was the mismatch between the students' belief of their learning difficulties and the teachers' perception of the same. Until the areas of the problems are identified, the solutions will be challenging or in fact a far cry to find out. The attitudes of both learners and teachers however, were found to be very positive towards the learning of English language. The findings suggest that the students have to be more focussed on 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, 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 based on 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. There are many language assessments offered by Cambridge, Pearson etc which measure the language proficiency of the students on the basis of their requirements. These help the learners know their actual level and improve further. Management institutes can incorporate any such tests for their students. The companies coming for campus placement to such management institutes can easily filter the candidates to meet their requirements and save much time and energy. This will attract 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 the desired results 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 a certain level of proficiency.

5.11 Summary

This research came to an end during the period of lockdown called for COVID 19. The period which saw an unprecedented digital push and the role of ELT and ICT had shifted to a yet crucial stage. It is captivating to note the smooth and swift flow of information and knowledge during this period which could be beyond imagination without this common link language. As suggested from the findings of this research, the teachers and learners of English should enhance all the four skills of English communication skills and devise ways of brushing up the speaking skills of the learners. The role of English stands yet taller and the classrooms (whether online or offline) have a greater responsibility on the shoulders to make the positive change visible.

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APPENDICES

QUESTIONNAIRE (Students)

"Exploring English Language Teaching and Learning issues in professional students in Management Colleges"

<p align="center">Part I</p>

Dear Students,

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This questionnaire is prepared for the research activity related to Ph.D. program under ICFAI University Jharkhand. The researcher assures you that the analysis/ response/ opinion will be kept highly confidential. Your response will be of great help. Kindly fill it and send back to <u>nutan.chy@gmail.com</u> .

<u>General Particulars</u>

Name: (optional)
_____

Name   of   the   college/ University_____

1. What is the type of affiliation of your institution.

   i. Government   ii. Private

   In case of others please specify _____

2. What is your age ?

   i. 18 to 20   ii 21 to 23   iii. 24 to 26   iv. 27 and above

3. Gender

i. Male   ii. Female   iii. Others

4. Do you think that you need to learn English as a part of your management course?

   i.   Yes
   ii. No
   iii. To some extent
   iv. Can't say

<div align="center">

Part II

</div>

5. Teaching methodology used in Communicative English classroom

Given below is a set of teaching methods which can be followed in a class. Look back at your English classes and indicate the teaching methods which are followed in your English class. Please indicate your preference by putting a tick .

Please indicate your level of agreement with each of the following on a five point scale

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

S/no	Methods	1 SD	2 D	3 Neutral	4 A	5 SA
5.1	**Formal lecture i.e. Chalk and Talk** (during which students are not expected to interrupt or ask questions) is conducted by my English					

	teacher .					
5.2	**Informal lecture** (during which students are permitted to ask questions) is conducted by my English teacher.					
5.3	There is a **language laboratory** period every week in our class schedule.					
5.4	The teacher gives us ' **Project work'** to teach Communicative English					
5.5	**Pair work**(working with another student) is encouraged to overcome hesitation in my college					
5.6	**Group work** is assigned to encourage collaborative learning					
5.7	**Role plays** are conducted in the classes to give a practical exposure to English language learning .					
5.8	**Assignments** are given regularly to measure the progress of English language proficiency.					
5.9	Teaching is done through the use of **ICT** (i.e. computer/ projector etc) in Communicative English classes					
5.10	I use modern methodologies in the Communicative English classes.					

Express the level of difficulties you face in using English to carry out the activities listed below by ticking in the appropriate box.

> **6. Learning difficulties in listening activities**

S. No	Activities	1 SD	2 D	3 NAD	4 A	5 SA
6.1	I face difficulty in listening to lecture in English to take notes					
6.2	I face difficulty in listening to class discussion and understand the context.					
6.3	I face difficulty in listening to and understanding other's views during field work					
6.4	I face difficulty in listening to CDs or recorded audio/video music or movies.					
6.5	Lectures in English are difficult to understand					

7. Learning Difficulties in Speaking Activities

S. No	Activities	1 SD	2 D	3 NAD	4 A	5 SA
7.1	I face difficulty in asking question in classroom or outside					
7.2	I face difficulty in making presentation in the class.					
7.3	I face difficulty in participating in answering the questions during job interviews .					
7.4	I face difficulty in interacting with foreigners and people from other language group.					

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S. No	Activities					
7.5	I face difficulty in answering questions in English					

8. Learning difficulties in Reading activities

S. No	Activities	1 SD	2 D	3 NAD	4 A	5 SA
8.1	I face problem in reading the prescribed English textbook.					
8.2	I face difficulty in reading books, journals, articles newspapers etc.					
8.3	I face difficulty in reading the test and examination questions .					
8.4	I face difficulty in reading from web sources					
8.5	I face difficulty in understanding the notes given in English					

9. Learning difficulties in Writing activities

S. No	Activities	1 SD	2 D	3 NAD	4 A	5 SA
9.1.	I face difficulty in writing project reports					
9.2	I face difficulty in my correspondence with bank for various purposes					
9.3	I face problem in writing business letters/ emails					

S. No	Skill	1	2	3	4	5
9.4	I face problem in writing on social networking sites like Facebook and Twitter					
9.5	I face difficulty in preparing my notes in English.					

10. Learning difficulties in other subjects

S. No	Skill	1	2	3	4	5
10.1	I face difficulty in understanding the lecture of all the subjects delivered in English.					
10.2	I face difficulty in taking lecture notes of all the subjects dictated in English .					
10.3	I face difficulty in asking questions in English in any other subjects.					
10.4	I face difficulty in answering questions of any subject in English.					
10.5	I face difficulty in participating in class discussion in other subjects.					

Part III

11. What suggestions would you like to give for better learning and teaching of English in your college/ universities?

_____

Date: Signature of the respondent

Place:

Thank you for your valuable time!

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QUESTIONNAIRE (Teachers)

"**Exploring English Language Teaching and Learning issues in professional students in Management Colleges**"

Questionnaire for Teachers

Dear Teachers,

This questionnaire is prepared for the research activity related to Ph.D. program under ICFAI

University Jharkhand. The researcher assures you that the analysis/ response/ opinion will be

kept highly confidential. Your response will be of great help. Kindly fill it and send back to

nutan.chy@gmail.com.

Part I

__General Particulars:__

Name: (optional) _____

Name of the college/ University_____

    1. Affiliation i. Government   ii. Private
    In case of others please specify _____

    2. Age: i. 25 to 35   ii 36 to 45   iii. 46 to 55   iv. 55 and above
    3. Gender

i. Male   ii. Female   iii. Others

    4. Do you think that the students need to learn English as a part of their management course?
      v. Yes
      vi. No
      vii. To some extent

    Give reasons for your choice:
    _____
    _____
    _____

    5. Teaching methodology used in Communicative English classroom

Given below is a set of teaching methods which can be followed in a class. Indicate the teaching methods which you adopt in your English class. Please indicate your preference by putting a tick.

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S/no	Methods	Never	Seldom	Sometimes	Often	Always
5.1	**Formal lecture i.e. Chalk and Talk** (during which students are not expected to interrupt or ask questions) is conducted by me .					
5.2	**Informal lecture** (during which students are permitted to ask questions) is conducted by me .					
5.3	I take my students to the **language laboratory** every week .					
5.4	I give them **'Project work'** to teach Communicative English					
5.5	**Pairwork**(working with another student) is encouraged to overcome hesitation in my class					
5.6	**Group work** is assigned to encourage collaborative learning in yclass .					
5.7	**Role plays** are conducted in the classes to give a practical exposure to English language learning					
5.8	**Assignments** are given regularly to measure the progress of English language proficiency .					
5.9	Teaching is done through the use of **technology** (i.e computer/ projector etc) in Communicative English classes					
5.10	I am satisfied with the teaching methodology adopted in Communicative English classes.					

Express the level of difficulties your students face in using English to carry out the activities listed below by ticking in the appropriate box.

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6. Learning difficulties in listening activities

S. No	Activities	Never	Seldom	Neutral	Sometimes	Always
6.1	My students face difficulty in listening to lecture in English to take notes					
6.2	My students face difficulty in listening to class discussion and understand the context.					
6.3	My students face difficulty in listening to and understanding other's views during field work					
6.4	My students face difficulty in listening to CDs or recorded audio/video music or movies .					
6.5	My students' face difficulty in understanding lectures in English.					

10. Learning Difficulties in Speaking Activities

S. No	Activities	Never	Seldom	Neutral	Someti mes	Always
7.1	My students face difficulty in asking and answering question in classroom or outside					
7.2	My students face difficulty in making presentation in the class.					
7.3	My students face difficulty in answering the questions during job interviews .					
7.4	My students face problem in interacting with foreigners and people from other language group.					

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7.5	My students face difficulty in answering questions in English					

11. Learning difficulties in Reading activities

S. No	Activities	Never	Seldom	Neutral	Sometimes	Always
8.1	My students face problem in reading the prescribed English textbook.					
8.2	My students face difficulty in reading books, journals, articles newspapers etc.					
8.3	My students face difficulty in reading the test and examination questions.					
8.4	My students face difficulty in reading from web sources					
8.5	My students face difficulty in understanding the notes given in English					

12. Learning difficulties in Writing activities

S. No	Activities	Never	Seldom	Neutral	Sometimes	Always
9.1.	My students face difficulty in writing project reports					
9.2	My students face difficulty in my correspondence with bank for various purposes					

S. No	Skill					
9.3	My students face problems in writing business letters/ emails					
9.4	My students face problems in writing on social networking sites like Facebook and Twitter					
9.5	My students face difficulty in preparing notes in English.					

13. Learning difficulties in other subjects

S. No	Skill	Never	Seldom	Can't Say	Some times	Always
10.1	My students face difficulty in understanding the lecture of all the subjects delivered in English.					
10.2	My students face difficulty in taking lecture notes of all the subjects dictated in English.					
10.3	My students face difficulty in asking questions in English in any class.					
10.4	My students face difficulty in answering questions of any subject in English .					

14. What suggestions would you like to give for better learning and teaching of English in your college/ universities?

Date: Signature of the respondent

Place:

Thank you for your valuable time!

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Annexure

Table 1.1 State-wise Teaching of English (Compulsory and Optional) in India (1997-1998)		
States/UTs	**Classes in which Teaching of English is**	
	Compulsory	**Optional**
Andhra Pradesh	V to XII	-
Arunachal Pradesh	I to XII	-
Assam	V to XII	NA
Bihar	-	VI to XII
Goa	V to XII	-
Gujarat	V to IX	X to XII
Haryana	VI to XII	-
Himachal Pradesh	IV to XII	-
Jammu & Kashmir	VI to XII	I to V
Karnataka	V to X	XI to XII
Kerala	IV Onwards	-
Madhya Pradesh	VI to X	XI to XII
Maharashtra	All classes of English medium schools V to XII of other schools	-
Manipur	III to XII	-
Meghalaya	I to XII	-
Mizoram	III to XII	-
Nagaland	I to XII	-
Orissa	III to X	XI to XII
Punjab	VI to XII	-
Rajasthan	VI to XII	-
Sikkim	I to XII	-
Tamil Nadu	III to XII	-
Tripura	III to XII	-
Uttar Pradesh	VI to VIII	IX to XII
West Bengal	VI to XII	-
Andaman & Nicobar Islands	I to XII	-
Chandigarh	III to XII	-
Dadra & Nagar Haveli	V to IX	X to XII
Daman & Diu	V to IX	X to XII
Delhi	VI to VIII	I to V, IX to XII
Lakshadweep	IV to XII	-
Pondicherry	I to XII	-

Table 1.2 State-wise Classes in Which Hindi/English Taught as Compulsory/Optional Subject in School Education in India (2002-2003 to 2005-2006)								
	2002-03 and 2003-04				2004-05 and 2005-06			
	Classes in which Teaching of Hindi is		Classes in which Teaching of English is		Classes in which Teaching of Hindi is		Classes in which Teaching of English is	
States /UTs	Compulsory	Optional	Compulsory	Optional	Compulsory	Optional	Compulsory	Optional
Andhra Pradesh	VI to X	XI to XII	V to XII	-	VI to X	XI to XII	V to X	XI-XII
Arunachal Pradesh	I to X	XI to XII	I to XII	#VALUE!	I to X	XI to XII	I to XII	-
Assam	V to VII	VIII to XII	V to XII	-	V to VII	VIII to X	III to XII (2004-05) V to XII (2005-06)	-
Bihar	I to XII	-	VI to XII	I to V	I to XII	-	VI to XII	I to V
Chhattisgarh	I to X	XI to XII	I to X	XI to XII	I to X	-	I to X	XI to XII
Goa	V to X	XI to XII	III to XII	-	V to X	XI to XII	III to XII (2004-05) I to XII (2005-06)	-
Gujarat	V to IX	X to XII	V to IX	X to XII	V to IX	I to IV &X to XII	V to IX	I to IV & X to XII
Haryana	I to XII	-	VI to XII	-	I to XII	-	VI to XII	-

Himachal Pradesh	I to X	XI to XII	IV to XII	-	I to X	XI to XII	I to XII	-
Jammu & Kashmir	I to X	I to XII	VI to XII	I to V	-	I to XII	I to XII	-
Jharkhand	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Karnataka	V to X	XI to XII	V to X	XI to XII	IV to X	XI to XII	V to X	XI to XII
Kerala	V to XII	-	IV to XII	-	V to XII	-	III to XII	-
Madhya Pradesh	I to XII	-	I to XII	-	I to XII	-	I to XII	-
Maharashtra	All classes of Hindi medium schools. In other schools, it is compulsory for classes V to VII	VIII to XII	I to XII	#VALUE!	V to VII	VIII to XII	I to VII	-
Manipur	Ill to VIII	IX to XII	III to XII	-	III to VIII	IX to XII	III to XII	-
Meghalaya	V to VIII	-	I to XII	-	V to VIII	IX to XII	I to XII	-
Mizoram	V to VIII	IX to XII	VIII to XII	-	V to VIII	IX to XII	V to XII	-
Nagaland	III to VIII	IX to XII	I to XII	-	I to VIII	IX to XII	Pre Primaryt o XII	-
Orissa	VI to VIII	IX to XII	III to X	XI to XII	VI to VIII	IX to XII	III to X	XI to XII
Punjab	IV to X	XI to XII	VI to XII	-	IV to X	XI to XII	VI to XII	-

Rajasthan	I to XII	-	VI to XII	-	I to VIII	IX to XII	I to VIII	IX to XIII
Sikkim	I to VIII	IX to XII	I to XII	-	I to VIII	IX to XII	I to XII	-
Tamil Nadu	-	I to XII	III to XII	-	-	I to XII	I to XII	-
Tripura	I to XII	VI to VIII	I to XII	-	I to XII		I to X	XI to XII
Uttar Pradesh	I to XII	-	VI to VIII	IX to XII	I to XII	-	VI to VIII	IX to XII
Uttranchal	I to XII	-	III to VIII	IX to XII	I to XII	-	III to VIII	IX to XII
West Bengal	First language when mother tongue is Hindi	As third language in classes VI to VIII	V to XII	-	First language when mother tongue is Hindi	As third language in classes VI to VIII	2nd Language in Classes V to XII	-
Andaman & Nicobar Islands	I to X	IX to XII	I to XII	-	I to XII	-	I to XII	-
Chandigarh	Ill to VIII ether First language or Second language	I, II, IX to XII	III to XII	-	III to VIII ether First language or Second language	I, II, IX to XII	III to X	XI to XII
Dadra & Nagar Haveli	V to IX	X to XII	V to IX	X to XII	IV to VII	VIII to XII	V to X	X to XII
Daman & Diu	III to IX	X to XII	V to IX	X to XII	III to XII	-	V to XII	-
Delhi	I to VIII	IX to XII	VI to X	I to V,	I to X	XI to XII	VI to X	XI to

			XI to XII					XII
Laksh adwee p	I-X (English Medium) V to X (Malyala m Medium)	XI to XII	I to XII (Englis h Mediu m) IV to X (Malyal am Mediu m)	-	IV-X (Kerala Syllabus) I to VIII (CBSE Syllabus)	XI to XII (Kerala Syllabus) IX to XII (CBSE Syllabus)	I to XII* III to X$	-
Pondi cherry	-	I-XII	I-XII	-	-	I-XII	I-XII	-

Source : Ministry of Human Resource Development, Govt. of India. 2002-2003 To 2005-2006

LIST OF MANAGEMENT COLLEGES IN BIHAR

Sl. No	Name of the Institution	Location	Accreditation	Accepted Exam
1	Indian Institute of Management	Bodh Gaya	MHRD	CAT
2	Chandragupta Institute of Management	Patna	AICTE	CAT
3	ISM	Danapur, Patna	AICTE	CAT
4	Amity University	Patna	UGC	CAT
5	Indian Institute of Business Management	Patna	AICTE	CAT
6	Birla Institute of Technology	Patna	UGC	
7	Tilka Manjhi Bhagalpur University	Bhagalpur	AICTE	
8	Baishali Institute of Business and Rural Management	Muzaffarpur	AICTE	CAT
9	L N Mishra Institute of Economic Development and Social Changes	Patna	AICTE	MAT
10	Sandip University	Madhubani	UGC	
11	Aryabhatt Knowledge University	Patna	UGC	
12	Gopal Narain Singh University	Sasaram	NCTE	CAT
13	CIMAGE	Patna	AICTE	CAT
14	L N Mishra Collage of Business Management	Muzaffarpur	AICTE	CAT
15	Dr. Rajendra Prasad Agriculture University	Pusa,Samastipur	ICAR	
16	L N Mithila University	Darbhanga	UGC	
17	Gaya Collage	Gaya	AICTE	MAT
18	College of Commerce Arts & Science	Patna		CAT
19	A N Collage	Patna	UGC	CMAT
20	Magadh University	Gaya	AICTE	
21	Patna Women's College	Patna		
22	Chanakya National Law University	Patna		
23	Patna University	Patna		

24	Nalanda Open University	Patna	UGC	
25	MILLIA Institute of Technology	Purnia	AICTE	
26	R P Sharma Institute of Technology	Patna	AICTE	
27	Dr C Bh Raman University	Patna	AICTE	
28	J D Women's College	Patna		
29	Bhuwneshwari Dayal College	Patna	AICTE	
30	B S College	Danapur, Patna	AICTE	CAT
31	Sachchidanand Sinha College	Aurangabad	AICTE	CAT
32	Sri Guru Gobind Singh College	Patna Saheb		
33	B R Ambedkar University	Muzaffarpur		
34	MMH Arabic and Persian University	Patna	UGC	
35	Nalanda Collage	Bihar Sharif	AICTE	CAT
36	Admerit College	Patna	AICTE	
37	College of Basic Science and Humanities	Pusa,Samastipur	ICAR	
38	Directorate of Distance Education	Patna		
39	DDE, BRABU	Muzaffarpur	UGC	
40	Mahatma Gandhi Central Uni	Motihari	UGC	CUCET
41	Nalanda Uni.	Nalanda	UGC	
42	FDDI	Patna		FDDI AIST
43	K K University	Nalanda	NCTE	
44	Purnia University	Purnia	UGC	
45	DMI	Patna		
46	Patliputra University	Patna	UGC	

Source : Patna Management Association

PUBLICATIONS AND PRESENTATIONS

List of Publications

1. A paper titled "Issues and Challenges of Integrating ICT in English Language Teaching (ELT): A Case of Selected Districts of Bihar published in a special edition of Elsevier SSRN through the International Conference on Business Management , Innovation and Sustainability held in Dubai (Nutan Kumari, Dr. Rashmi Shekhar)

2. Published paper titled A study of Pedagogy and Students Learning Outcome in English Communication Skills Classes in the management Colleges Of Bihar" in Asian Journal of Technology & Management Research Volume 09: Issue 01ISSN 22490892 (Nutan Kumari, Dr Pallavi Kumari)

List of Presentation in conferences

1. English Language Teaching in Management Colleges Of Bihar presented at 14th International Conference of English Language Teachers' Association of India held on and from 9th October 2019 to 12th October 2019. (Nutan Kumari, Dr Pallavi Kumari)

2. Presented a paper titled "Impact of Pedagogy on Language Development" at IIT Patna on Mother Tongue Day (Nutan Kumari)