CHAPTER- 5
CONCLUSION
5.1. Introduction:

Communication is at the centre of anything and everything we doing in our life. Effective communication can connect the people; it also helps to built up the relations. Relations have great importance at business. Business communication is in existence from long time and it has developed day by day with the development in technology. Relation is the base of business and it grows day by day. Each one of us is business person, business started with the intention of profit and each one of us seeks for the profit through the efforts we put in. Profit is a kind of earning; without we earn enough; we cannot live our life happily and comfortably. Communication in general and business communication is the need of human-being at different scale.

However, it would be face to face oral communication, communication via electronic instruments which is faster than written paper even then, written paper communication skill in existence. Communication skills and especially business communication skills are needed to be developed among college going students. If one can make the survey of communication skills developed among commerce and management graduate students; one will find many of them are unable to give proper self introduction and also unable to write ten simple correct sentences. One easily will be notice missing of grammar, spell construction of sentences in their write up.

In fact, the subject ‘Business Communication’ they have studied at first year of commerce and management. Then question arises, why? Students are unable to communicate? Is syllabus not matching with their needs? Is it a fault of student? Is it a fault of the concern subject teacher? Who should be held responsible for?
Invention always starts with need. In fact, teachers do put a lot of efforts from their side; along with the hard-work of teacher there is a need to use an appropriate methods and classroom interaction techniques to develop the language skills among their students for effective business communication and communication in general.

5.2. Major Findings of the Study:

Researcher was keen to find out whether there is any relation between classroom interaction techniques and the development of language skills. Teacher has to use many techniques for the betterment of students on learning. Every teacher is a manager of his class. As researcher himself is a teacher he wanted to focus more light on the development of language skills. The selected six classroom interaction techniques- questioning, narration, illustration, role-play, classroom management and presentation and all the four skills of language are considered for the present study.

a) Findings Based On Students Perception:

1. Communication teachers are making good use of questioning, narration, classroom management and presentation techniques and making an average use of illustration and role-play techniques while teaching the subject- ‘Business Communication’.

2. The development of language skills amongst students of commerce and management is good but it is much more among the students of commerce than the students of management.

3. All classroom interaction techniques help for the development of language skills but these techniques helps more for developing speaking and writing skills as compare to reading and listening skills.
4. Commerce college communication teachers are making use of questioning, narration, role-play, classroom management and presentation techniques at higher scale whereas only illustration techniques is been used at higher scale by management college communication teachers.

5. In use of all selected six classroom interaction techniques and the development of language skills experimental group has better perception and better achievement than non-experimental group.

6. There is a higher degree correlation between all selected six interaction techniques and the skills of the language.

b) Findings Based On Teachers Perception:

1. The communication teachers find the most difficult is the bigger class-size and vernacular-medium students while teaching the subject ‘Business Communication’.

2. The students’ faces the problem of poor vocabulary, grammar and competence due to vernacular-medium while doing oral and written communication.

3. The communication teachers the most liked classroom interaction technique is questioning.

4. The communication teachers the most liked language skills is Speaking.

5. The communication teachers the most liked content of business communication is business letters.

6. The communication teachers prefers ‘conversation activity’ for developing speaking skills, prefers giving ‘simple situations to draft letters’ for developing writing skills, prefers ‘conducting group discussion’ for developing listening skills, and prefers ‘reading comprehension activity’ for developing reading skills.
5.3. Conclusions:

5.3.1. Students Perception- Non-Experimental Data:

5.3.1.1. Classroom Interaction Techniques:

a) Use of Questioning Techniques:

Communication teachers have given preference in questioning techniques for asking questions with proper speed, pause and pronunciation, followed by teacher uses questions to encourage students and not to threaten them and asks grammatically correct questions. It reflects the idea of the students that communication teacher need to distribute the questions more properly among students and need to ask more thought provoking questions to them. All the five questioning techniques are rated above three out of five; therefore questioning technique used by communication teacher is good.

b) Use of Narration Techniques:

Communication teachers have given preference in narration techniques to narrating with an average speed and clarity of voice followed by uses narration to introduce different situations in a lesson and provides information regarding the formal aspects. It also reflects that communication teacher need to make more use of appropriate intonation, modulation of the speech and maintains logical sequences properly while narrating the content. All the five narration techniques are rated more than three out of five. It means narration techniques used by communication teacher is good.

c) Use of Illustration Techniques:

Communication teachers have given preference in illustration techniques for the use of appropriate figures of speech, followed by the
use of power point presentation and the use of appropriate charts to summarize the lesson. It reflects the idea of the students that in the classroom communication teacher need to make more use of pictures to make the difficult lesson easy and also make more use of audio-video aids to teach subject effectively as mean score is between 2.00 to 2.99 which is an average. It means illustration techniques used by communication teacher is okay.

d) Use of Role-play Techniques:

Communication teachers have given preference in role-play techniques to justify his role-play for better understanding of students, followed by tried to remove learning difficulties of students and uses role-play to teach communication effectively. It also reflects the idea of the students that communication teacher need to create more background to motivate students before using the role-play and also needed to discuss the message of the role-play after the act of role-play. All the five role-play techniques are rated above three out of five therefore; the use of role-play techniques by communication teacher is good.

e) Use of Classroom Management Techniques:

Communication teachers have given preference in classroom management techniques for well preparation to teach communication lessons (mean score 4.14), followed by teaches to the point and summarizes every lesson at the end of his/her lecture (mean score 3.68), encourages collective leadership in the class (mean score 3.59), restructures the classroom situations whenever it is necessary (mean score 3.53) and establishes and maintains group morale (mean score 3.32). In short, the classroom management techniques used by communication teacher is good.
f) Use of Presentation Techniques:

Communication teachers have given preference in presentation techniques for an appropriate use of body language followed by communication teachers presentation is meaningful and easy to understand and also selects proper diction and uses simple language for giving presentation. The mean score of these three techniques is above four therefore these presentation techniques are used excellently. It also reflects that communication teacher gives quality presentation and maintains an average speed while making presentation. The mean score for this two presentation techniques is near four out of five. In short, the presentation techniques used by communication teacher is very good.

5.3.1.2. Development of Language (LSRW) Skills:

a) Speaking Skills:

Communication teacher conducts various kinds of activities for the development of speaking skills among their students. Communication teacher encourages students to speak in English language (mean score 4.04) is high scale rated activity followed by communication teacher speaks with proper English intonation pattern (mean score 4.02), communication teacher helps us in building self-confidence (mean score 3.95), communication teacher provides students various situations like making an enquiry giving reply to an enquiry (mean score 3.59), communication teacher gives guidance to students to deliver a speech like welcome, introduction of speaker, vote of thanks etc. (mean score 3.54), communication teacher prepares students to respond to any speaker in various situations (mean score 3.48), communication teacher teaches different speech sounds (means score 3.46), communication teacher conducts group discussion/debates (mean score 3.21), communication teacher conducts individual presentation session in the class (means score 3.12). All the above nine activities are conducted in a good manner by
the communication teacher and very low scale rated activity is
communication teacher prepares students for dialogue (conversation)
(mean score 2.95). It means that communication teacher needs to
conduct more conversation sessions for developing speaking skills among
their students. Overall, communication teachers are making good use of
speaking skills.

b) Writing Skills:

Communication teacher conducts various kinds of activities for
developing writing skills among their students. The higher rated scale
activity is communication teacher constructs a very proper sentence in
simple language (means score 4.2), followed by communication teacher
chooses an appropriate tense and spellings while drafting (mean score
3.85), communication teacher gives proper tips of writing unfavorable
letters like complaint, adjustment and obtaining payment letters (mean
score 3.64), communication teacher does correction of letters and gives
appropriate feed-back to his students (mean score 3.61), communication
teacher helps students to draft (formal business situations) routine letters
like enquiry, reply to enquiry, placing an order, memos etc. (mean score
3.46), communication teacher helps students in selecting proper diction
(words) to fit in the context (mean score 3.35), communication teacher
gives different situations to students to draft an application letter (mean
score 3.33), communication teacher gives brain-storming sessions to
develop writing skills (mean score 3.23), communication teacher gives
vocabulary enhancing exercise like synonyms, antonyms, homonyms etc
so as to develop writing skills (mean score 3.09). And, a very low scale
rated writing activity is communication teacher encourages students to
use dictionary (mean score 3.07). It reflects that teachers need to
encourage his students to make more use of dictionary. All the ten
writing skills activities are rated above three out of five; therefore, development of writing skills among students is good.

c) Reading Skills:

Communication teacher conducts various kinds of activities to develop reading skills among their students. Communication teachers loud reading helps students to understand intonation (ups and down in speech) (mean score 3.77) is rated at higher scale activity followed by communication teacher motivates students to read text-book, reference books and reference material (mean score 3.66), communication teachers loud reading helps students to understand correct pronunciation of words (mean score 3.63), communication teacher gives the list of reference books to students (mean score 3.5), communication teacher uses quality books to read (mean score 3.46), communication teacher conducting reading sessions are meaningful practices (mean score 3.22), communication teacher gives equal opportunity to everyone to read in the class (mean score 3.15), communication teacher gives practice of reading (mean score 3.09). All the above eight activities are conducted in a good manner by the communication teachers whereas low rated scale activity is communication teacher provides various articles, drafts for comprehensive reading (mean score 2.93), and communication teacher helps students to do silent reading (mean score 2.95). It means that communication teacher needs to make more use of low rated scale activity so as to develop reading skills of their students.

d) Listening Skills:

Communication teacher conducts various kinds of activities for developing listening skills among their students- the higher rated scale activity is communication teacher allows students to interact with him/her during the session and that helps to develop their listening skills (mean
score 3.98), followed by communication teacher gives listening opportunity to his students many times throughout the session while lecturing, narrating and describing etc. mean score 3.95), communication teachers’ presentation in the class helps students to develop their listening skills (mean score 3.78) and communication teacher’s general conversation in the class also helps students to develop their listening skills (mean score 3.78), communication teacher allows his students to interact with him during the session that helps to develop their listening skills (mean score 3.53), communication teacher conducting group discussion helps students to develop their listening skills (mean score 3.48), communication teachers’ reading of draft also helps students to develop their listening skills (mean score 3.38), communication teacher teaches pronunciation, pitch and accent as a part of speech and that helps students to develop their listening skills (mean score 3.26). All the eight activities are conducted in a good manner by the communication teachers whereas low rated scale activity is communication teacher plays recorded conversations and that helps students to develop their listening skills (mean score 2.66), and communication teacher gives listening comprehension tests and that helps students to develop their listening skills. It means that communication teacher needs to make more use of low rated scale activity so as to develop listening skills of their students.

In short, communication teacher has given first priority to writing skills, second priority to speaking skills, third priority to listening skills and last priority to reading skills. Actually, all the four skills of language are interlinked with each other; development of one is depending on another. It is fact, that at degree colleges teacher don’t conduct reading sessions in general and students also are not a keen listener. Both these skills- reading and listening are not that much valued by teachers and students. Teacher and student both are giving more importance to speaking and writing skills then also many of the students of first year
degree of commerce and management do not have a flow of talk and make numerous mistakes like pronunciations, spellings, tenses and sentence construction while doing oral and written communication.

5.3.2. Commerce Colleges:

5.3.2.1. Use of Classroom Interaction Techniques by Communication Teachers of Commerce Colleges:

1. Siddharth College:

Communication teachers are making the good use of presentation techniques (mean score 18.16) questioning techniques (mean score 17.32) narration techniques (mean score 17.4), classroom management techniques (17.06) and role-play techniques (mean score 15.56); whereas illustration techniques (mean score 13.28) is used on an average. It means Siddharth College commerce faculty, business communication teachers need to make more use of illustration techniques to make their teaching more effective.

2. Ruparel College:

Presentation techniques (mean score 21.7) classroom management techniques (mean score 21.2), narration techniques (20.68), questioning techniques (20.9) are used excellent and communication teachers are making the good use of role-play techniques (19.68), and illustration techniques (mean score 17.64). Communication teachers of Ruparel College are making a very good use of classroom interaction techniques.

3. K.J. Somaiya College:

Communication teachers are making an excellent use of presentation techniques (mean score 22.18) narration techniques (mean score 20.78) and making good use of questioning techniques (mean score
20.34), classroom management techniques (mean score 19.16) and role-play (mean score 15.68) whereas illustration techniques (mean score 12.16) is been used an average by communication teachers. It means that K.J. Somaiya College business communication teachers need to make more use of illustration techniques to make their teaching more effective.

4. Kirti College:

Communication teachers are making good use of presentation techniques (mean score 19.26) questioning techniques (mean score 19.1), narration techniques (mean score 18.82), and classroom management techniques (mean score 17.28) whereas illustration techniques (mean score 14.5) and role-play techniques (14.26) are used on an average by communication teachers of commerce faculty, Kirti College. It means that Kirti College, commerce faculty, business communication teachers need to make more use of illustration and role-play techniques to make their teaching more effective.

5. S.N.D.T. College:

Communication teachers are making good use presentation techniques (mean score 20.48), questioning techniques (mean score 20.08), narration techniques (18.98), and classroom management techniques (mean score 18.44) whereas role-play techniques (mean score 15.48) and illustration techniques (mean score 12.6) are used on an average by the communication teachers of commerce faculty, SNDT College. It means that SNDT College, commerce faculty, business communication teachers need to make more use of role-play and illustration techniques to make their teaching more effective.

In short, out of the five selected commerce colleges’ in four colleges, business communication teachers are using illustration
techniques on an average and in two colleges’ business communication teachers are using illustration and role-play techniques on an average. It means that commerce college business communication teachers are using an appropriate presentation, questioning, narration and classroom management techniques and need to make more use of illustration and role-play techniques to make their teaching more effective. It also should be noted that communication teachers are making the use of all the selected six classroom interaction techniques at different scale.

5.3.2.2. Development of Language Skills among the Students of Commerce Colleges:

1. Siddharth College:
   Speaking skills (mean score 36.6), writing skills (mean score 36.4), reading skills (mean score 30.88) and listening skills (mean score 31.1) are developed well among the students of commerce faculty. It also should be noted that speaking and writing skills are developed more than reading and listening skills. The developments of language skills are good.

2. Ruparel College:
   Listening skills (mean score 39.94), speaking skills (mean score 39.14), writing skills (mean score 38.76) and reading skills (mean score 37.2) are developed good among the students. It also should be noted that there is not a much variation between the mean scores of the ‘LSRW’ skills. It means that all the four skills of the language are equally developing among the students. The development of language skills is good.
3. K.J. Somaiya College:

Writing skills (mean score 37.96) is developed at higher scale followed by speaking skills (mean score 37.82), listening skills (mean score 36.92) and reading skills (mean score 35.76). There is not a much variation among the mean score of the development of language skills among the students. It means that all the four skills of the language are equally developed among the students. The development of language skills is good.

4. Kirti College:

Speaking skills (mean score 34.28) is developed at higher scale followed by reading skills (mean score 34.14), writing skills (mean score 34.12) and listening skills (mean score 33.48). There is not a much variation among the mean score of the development of language skills among the students. It means that all the four skills of the language are equally developed among the students. The development of language skills is good.

5. SNDT College:

Writing skills (mean score 39.62) is developed at higher scale followed by speaking skills (mean score 38.68), listening skills (mean score 35.76) and reading skills (mean score 33.94). Communication teachers need to put more efforts for the development of reading and listening skills among their students. The development of language skills is good.

In short, there is a good development of language skills (LSRW) among the students of commerce due to an appropriate use of selected six classroom interaction techniques while teaching the subject ‘Business Communication’.
5.3.3. Management Colleges:

5.3.3.1. Use of Classroom Interaction Techniques by Communication Teachers of Management Colleges:

1. Siddharth College:

Presentation techniques (mean score 19.62) is used at higher scale, followed by the questioning techniques (mean score 18.46), classroom management techniques (mean score 17.96), narration techniques (mean score 17.54), role-play techniques (mean score 17.42) and techniques used at very lower scale is illustration (mean score 15.58). Communication teachers are making good use of all selected six interaction techniques.

2. Ruparel College:

Presentation techniques (mean score 21.8) is used at higher scale followed by questioning techniques (mean score 20.78), classroom management techniques (mean score 20.54), narration techniques (mean score 19.48), illustration techniques (19.24) and role-play techniques (mean score 18.38). There is not a much variation between the classroom interaction techniques used by communication teachers. Use of questioning techniques is excellent and use of classroom management, narration, illustration and role-play is good. Communication teachers are making very good use of all selected six interaction techniques.

3. K.J. Somaiya College:

Presentation techniques (mean score 19.34) is used at higher scale followed by narration techniques (mean score 19.02), questioning techniques (mean score 17.6), classroom management techniques (mean score 16.46) are used well whereas illustration techniques (mean score 13.08) and role-play techniques (mean score 13.04) are used on an average. It means that while teaching the subject ‘Business
Communication’ teachers need to make more use of illustration and role-play techniques to make his teaching more effective for the development of language skills among the students.

4. Aacharya College:

Presentation techniques (mean score 20.06) is used at higher scale followed by classroom management techniques (mean score 19.98) questioning techniques (mean score 19.82), narration techniques (mean score 19.06), illustration techniques (mean score 18.84) and role-play (mean score 18.54). There is not a much variation between the mean score of the techniques. Communication teachers have made good use of all the selected six interaction techniques.

5. SNDT’S M.N. College:

Presentation techniques (mean score 16.04) is used at higher scale followed by narration techniques (mean score 14.92), questioning techniques (mean score 14.62), classroom management techniques (mean score 14.42), illustration techniques (mean score 13.38) and the techniques used at very lower scale is role-play (mean score 11.2). While teaching the subject ‘Business Communication’, communication teachers have made an average use of all selected six interaction techniques. It means that communication teachers need to make maximum use of all the selected six classroom interaction techniques to make his/her teaching effective for the development of language skills (LSRW) among the students.

In short, out of the five management colleges, three colleges-Siddharth, Ruparel and Aacharya College, management faculty, communication teachers are making good use of all selected six classroom interaction techniques whereas K.J. Somaiya, management faculty, communication teachers need to make maximum use of
illustration and role-play techniques and SNDT\'s M.N. College, communication teachers are using all the techniques on an average except presentation which is been used well so they need to make maximum use of all six selected interaction techniques while teaching the subject ‘Business Communication’ which will help their students to develop their language (LSRW) skills.

5.3.3.2. Development of Language Skills among the Students of Management Colleges:

1. Siddharth College:

Speaking skills (mean score 35.00) is rated at higher scale followed by listening skills (mean score 34.8), writing skills (mean score 33.96) and reading skills (mean score 32.94). There is not a much variation among the means scores of language skills. The development of language (LSRW) skills among the students is good.

2. Ruparel College:

Listening skills (mean score 39.18) rated at higher scale followed by reading skills (mean score 38.58), speaking skills (mean score 38.3) and writing skills (mean score 37.74). The mean score of all the four skills is almost the same; it means that there is a equal development of language skills among the students of management, Ruparel college. The development of all four skills of language is very good.

3. K.J.S. College:

Writing skills (mean score 32.14) is rated at higher scale followed by speaking skills (mean score 31.18), reading skills (mean score 30.56) and listening skills is rated at low (mean score 30.6). There are not a much variations among the mean score of all the four skills of language. All the four skills are equally developed among the students. The mean
score of all four skills is just above the average mean score therefore, while teaching the subject ‘Business Communication’; teachers need to make maximum use of interaction techniques so as to develop (LSRW) language skills among their students.

4. Aacharya College:

Speaking skills (mean score 38.02) is rated at higher scale, followed by listening skills (mean score 36.8), writing skills (mean score 35.24) and reading skills (mean score 35.16). The development of all four skills of language among students is good.

5. SNDT’S M.N. College:

Listening skills (mean score 28.38) is rated at higher scale followed by speaking skills (mean score 24.76), reading skills (mean score 24.32) and writing skills (mean score 22.3). The development of all four skills of language is an average therefore, while teaching the subject ‘Business Communication’ teacher need to make maximum use of selected six interaction techniques so as to develop language (LSRW) skills among the students.

In short, out of five colleges of management, two colleges have rated speaking skills and another two colleges have rated listening skills at higher scale and only one college have rated writing skills at higher scale. It is also observed that in three colleges, development of language skills among students is good whereas one college mean score is just above average score and last one college mean score is an average. Therefore, while teaching the subject ‘Business Communication’, teacher of that particular colleges need to make maximum use of selected six classroom interaction techniques so as to develop language skills among their students.
5.3.4. The Mean Score Comparison between Commerce and Management:

5.3.4.1. The Mean Score Comparison of Use of Classroom Interaction Techniques:

Questioning techniques- (commerce mean score 19.55 and management mean score 18.26), narration techniques- (commerce mean score 19.33 and management mean score 18), illustration techniques- (commerce mean score 14.04 and management mean score 16.02), role-play techniques- (commerce mean score 16.13 and management mean score 15.72), classroom management techniques- (commerce mean score 18.63 and management mean score 17.87) and presentation techniques- (commerce mean score 20.36 and management mean score 19.37). It is very clear that the mean score of use of classroom interaction techniques used by commerce faculty, communication teacher is higher and much better than the mean score of use of classroom interaction techniques used by the management faculty, communication teacher; except the illustration techniques which is been used at higher scale by the communication teacher of management faculty.

5.3.4.2. The Mean Score Comparison of Development of Language (LSRW) Skills:

Speaking skills (commerce mean score 37.3 and management mean score 33.45), writing skills (commerce mean score 37.37 and management mean score 32.28), reading skills (commerce mean score 34.38 and management mean score 32.31), listening skills (commerce mean score 35.44 and management mean score 33.95). The development of language skills (LSRW) is much better and higher among the students of commerce than the students of management.
5.3.5. Total Use of Classroom Interaction Techniques:

Communication teachers are making the use of presentation techniques (mean score 19.86) at higher scale, followed by questioning techniques (mean score 18.9), narration techniques (mean score 18.67), classroom management techniques (mean score 18.25). Communication teachers are making good use of presentation, questioning, narration and classroom management techniques while teaching the subject business communication. The communication teachers are making the use of role-play techniques and illustration techniques (mean score 15.00) at a very lower scale which is an average. Therefore, communication teachers need to make maximum use of illustration and role-play techniques to make their teaching more effective of the subject ‘Business Communication’ so as to develop language skills (LSRW) among their students. At the same, if communication teachers make maximum use of presentation, questioning, narration and classroom management techniques then result will be good to better i.e. excellent. In short, communication teachers need to make use of all selected six techniques at very higher scales then they can get the result, excellent use of interaction techniques. If, all the interaction techniques are used at excellent then the development of language skills among students will be the best.

5.3.6. Total Development of Language Skills:

The development of speaking skills (mean score 35.38) is at higher scale, followed by writing skills (mean score 34.82), listening skills (mean score 34.7), and reading skills (mean score 33.35). There is not a much variation among the development of skills. Almost all the four skills (LSRW) are developed equally. The development of language skills among students is good.
In short, if communication teachers make more use of interaction techniques then there will be an excellent development of language (LSRW) skills.

5.3.7. Correlation between Classroom Interaction Techniques and Language Skills:

There is a high degree correlation between classroom interaction techniques and the development of language skills.

5.3.8. Comparison between Non-Experimental and Experimental Data:

Data Analysis ‘t’ test ‘Group Statistics’ Table No. 4.21. It is seen that experimental students have rated more for communication teachers in use of selected six classroom interaction techniques.

Data Analysis ‘t’ Test Group Statistics Table No. 4.22. It is seen that experimental students’ development of language skills (LSRW) is much better than non-experimental.

In short, in all the selected interaction techniques and development of language skills among students, experimental group has better perception and better achievement than non-experimental group. It means, if, there is an appropriate and apt use of selected interaction techniques by communication teacher, there will be an excellent development of language skills among the students while learning the subject ‘Business Communication’.

5.4. Teachers Perception:

While teaching, the subject ‘Business Communication’ for commerce and management students of first year degree of B.Com and B.M.S.:

The communication teachers were given the questionnaire with multiply choice options. The questionnaires were framed to check their attitude, the activities they conduct in classroom, their liking, and
difficulties they face while teaching the subject ‘Business Communication’. Teachers were told to choose one alternative or they can tick as many as they want. The questionnaire was given to both male and female communication teachers.

**Difficulty while Teaching Business Communication:**

60% teachers are to the opinion that the bigger class-size and vernacular medium students are the problem while 30% teachers are to the opinion that non-availability of teaching resources and 25% teacher says below average intellectual level of the students is the difficulty for them while teaching the subject ‘Business Communication’.

**Activities for Developing Listening Skills:**

80% teachers prefer conducting group discussion, 75% teachers prefer narration, 60% teachers prefer presentation and 45% teachers prefer description for the development of listening skills among their students while teaching the subject ‘Business Communication’.

**Activities for Developing Speaking Skills:**

80% teachers prefer conversation, 65% prefers conducting individual presentation, 50% teachers prefer enquiry and reply to it and another 50% teachers prefer giving speeches on different and relevant topics for the development of speaking skills among their students.

**Activities for Developing Reading Skills:**

70% teachers prefer activity of reading comprehension, another 70% teachers prefer activity of reading of text-book and newspapers, 50% prefers the activity of reading different kind of letters and 25% teachers prefer sending students to library hours for the development of reading skills while teaching the subject ‘Business Communication’.

**Activities for Developing Writing Skills:**

80% teachers prefer giving simple situations to draft letters, 60% teachers prefer giving relevant topics to enhance, 55% teachers prefer
giving vocabulary developing exercise and another 50% teachers prefer giving exercise for use of tenses and sentence construction for the development of writing skills among their students while teaching the subject ‘Business Communication’.

**More Liked Language Skills:**

70% teachers like speaking skills, 50% teachers like both listening and writing skills and 45% teachers like reading skills. In fact, speaking skills is in a great demand then writing and listening and very less percentage of teachers like reading skills. It means that number of readers is reducing day by day. For the development of any subject knowledge there is a need of the development of all four (LSRW) skills of language.

**More Liked Content of Business Communication:**

75% teachers liking business letter, 50% liking business theory and business reports and only 30% teachers like the situation of business dealings. For the effective business communication, all the contents should be given equal importance. Low rated contents needed to be taken care of and highly preferred contents should be delivered in a systematic manner so as each student should get the benefit of it.

**Difficulty Faced by Students While doing Oral and Written Communication:**

70% teachers have observed that their students face the problem of poor vocabulary and grammar, 65% teachers are to the opinion that their students are lacking in competence due to vernacular medium and 55% teachers are saying students have lack of confidence. The lowest rated problem of students’ is lack of confidence and highest rated problem of students’ is poor vocabulary and grammar. Both the problems should be seriously taken into consideration because without vocabulary, grammar
and confidence one cannot give his best performance. Students shouldn’t look at their medium as a problem, with the good stock of vocabulary, good knowledge of grammar and confidence; they can make impossible possible.

**More Liked Classroom Interaction Techniques:**

70% teachers like questioning, followed by 55% teachers like role-play and presentation, 40% teacher like illustration, 30% likes classroom management and only 25% teachers like narration. The less percent liked techniques need to be used at higher scale which will help the teacher to make his/her teaching more effective and naturally there will be an excellent development of language (LSRW) skills among students. The only questioning technique is liked at higher scale it means all other remaining five techniques- role-play, presentation, illustration, classroom management and narration are not given the equal weight age as it is given to questioning. Therefore, communication teachers need to make more use of other five techniques at par with the questioning. If so then, communication teachers teaching the subject ‘Business Communication’ will be more effective and there will be natural and reasonable development of language skills among their students.

**5.5. Conclusion:**

In fact, the syllabus of the subject ‘Business Communication’ is well designed by the experts of University of Mumbai. The experts have given the equal weight-age to all four skills of the language. The SNDT Women’s University has the same syllabus for the subject ‘Business Communication’. The business diction, terms, letters and drafts on various situations are explained properly with relevant examples. Then the maximum responsibility lies on the teacher who deals with the subject.
Almost all the classroom interaction techniques are used by the communication teachers while teaching the subject ‘Business Communication’ to make their teaching more effective and also there is a development of language skills among students’ commerce as well as management. The most preferred technique used by the communication teachers’ is questioning. The communication teachers need to make more and maximum use of role-play and illustration techniques (as per the requirement of the content). Commerce college teachers are using interaction techniques at higher scale and development of language skills amongst commerce student is much better compare to the management. It cannot be ignored that the management students must have higher level expectations from their communication teacher that’s why they have rated less compare to the students of commerce. The experimental data has an excellent result in use of interaction techniques and development of language skills. It means if interaction techniques are used perfectly by English teachers then their teaching of the subject will be more effective and development of language skills amongst students will be much better.

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

There is positive relationship between the selected six classroom interaction techniques and four skills of language. But, still some of the techniques used don’t focus more on reading and listening skills. To improve their students’ business communication skills communication teacher must select proper techniques of interaction, which can help them to improve the quality of communication skills.

In short, all the English subject teachers of various institutes must think positively about these six universal techniques of classroom
interaction. The researcher did the similar kind of research in the year 2006 on junior college English teachers and in that it is been found that junior college English teachers are using illustration and role-play techniques at an average scale. Therefore, English teachers teaching to at any level must make maximum use of role-play and illustration techniques which will help them to develop language skills (LSRW) among their students.

5.6. Suggestions for the Communication Teachers to Improve Their Teaching:

For improving illustration techniques, following things should be practiced-

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

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

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

For improving reading skills of their students following activities needed to be conducted-

1. Making the provision of library hours in ‘Time-table’.
2. Providing the list of syllabus books and reference books.
3. Giving practice of reading (silent as well as aloud).
4. Providing various study material like articles, drafts for comprehensive reading.
5. Loud reading helps them to correct their pronunciation, accents and intonation.

For improving listening skills of their students following activities needed to be conducted-

1. Arranging experts lecture on subject as well as subject related topics.
2. Encouraging students to ask questions during the lecture session.
3. Conducting a loud reading session.
4. Conducting oral interaction sessions like conversation, group discussion, debate and interview.
5. Playing audio/video recorded conversation.
6. Conducting listening comprehension tests.
7. Providing them listening opportunity throughout the session while lecturing, narrating and describing etc.

5.7. Suggestions for the Further Studies:

1. Experimental research can be done on the same topic at different level that is primary, secondary, higher secondary and post-graduate.
2. A study can be conducted especially on ‘illustration’ and ‘role-play technique’ of classroom interaction.
3. A study of any other subject can be made by using the same classroom interaction techniques.
4. The subject related skills can be considered for the further studies.
5. A study can be conducted especially on ‘reading’ and ‘listening’ skills.