CHAPTER-1
INTRODUCTION
1.1. Concept of Communication:

The word ‘communication’ is derived from the Latin word *communis*, meaning ‘common’. When we communicate with others we try to establish ‘commonness’ with others. We try to share information, an idea or a concept in our interaction or interface with the other person. Communication is thus a process of achieving understanding between people. Communication is thus a network of interactions and naturally the sender and the receiver keep on changing their roles.

Robert Anderson in his book ‘Professional Selling’ has defined “Communication is interchange of thoughts, opinions or information, by speech, writing or signs.”1

George Vardhaman in his book ‘Effective Communication’ has defined ‘Effective communication is purposive interchange resulting in workable understanding and agreement between the sender and receiver of a message.’2

Urmila Rai and S.M. Rai in their book ‘Effective Communication’ has described communication as:

“Communication is a way to express thoughts, ideas among human beings. In today’s business world communication is very necessary for enhancement of our business/industries worldwide. Without communication an organization cannot function at all. We need to develop and improve our skills of communication in order to accomplish our goals.”3

So it is required to learn business communication to implement it in an efficient way. Business communication needs different skills like speaking, writing, reading & listening. So there is importance to study different interaction techniques to develop these skills, implemented in the classroom.
1.1.1. Process Of Communication:

Communication is a two way process. In other words, communication cannot be done by a single individual. Sender and receiver are the two points of communication. Communication is an interaction between two or more than two persons.

In the book, ‘Effective Communication’ Urmila Rai and S.M. Rai have defined communication as “Communication involves exchange of thoughts between two parties.”

In order to transfer an idea, we must use symbols (words, signs, pictures, sounds) which stand for the idea. The symbols must be understood by the person or persons with whom we intend to communicate. Both must assign the same meaning to the symbols used; otherwise, there is miscommunication. Unless there is a common understanding of the symbols, it is not possible to communicate.

Conscious or intended communication has a purpose. We communicate because we want to make someone do something or take some action, or think or feel in a certain way. The source (or sender or transmitter: Tx for short) initiates the process of communication. The source has to be clear about the purpose (or objective or goal) of the communication, and also about the intended audience (or receiver, Rx for short). The source has to put the message (or content) to be conveyed into words or other symbols which can be understood by the intended receiver; the process of putting the idea into symbols is called encoding; it requires the selection of suitable symbols which can represent the idea, be understood by the audience and to capable of transmission by the selected or available medium.
1.1.2. Attributes of Effective Communication:

Communication is unintentional as well as intentional. Every aspect of our behavior conveys something about us; and what we speak and write is accompanied by other related behavior.

Communication is a dynamic process it grows and develops; even if the same two persons exchange the same ideas again. Every time we consciously engaged in an act of communication, we bring to it all our previous experience, feeling, thoughts, attitudes which have been formed by other communication events. Unexpected responses and reactions, misinterpretation and misunderstanding occur because each one brings a different background to each communication event.

Urmila Rai and S.M.Rai have explained the attributes of communication in the book of ‘Essentials of Business Communication’ as follows:

“Communication is systemic. Every component of the process is affected by some other component. If a wrong medium is chosen, a particular message may fail to have the intended result; if the goal is not clear, the message will be confused. Disturbance at any stage in the communication process affects the entire process. Communication is both interaction and transaction.”

In the days before the telephone, the letter was the only method of sending messages. Today, in spite of the telephone and other electronic media, the letter is still an important method of communication. The letter maintains the personal touch, serves as a record, and a means of keeping other parties informed by sending copies.

Modern media of transmission like fax and e-mail have high speed and can transmit the written word instantaneously. Messages are now
more informal and conversational or a follow-up of an earlier message sent by telephone, e-mail or fax.

Letters are written for getting and giving quotations, making and answering enquiries, contacting potential customers, persuading potential customers to buy, making and answering complaints, making credit enquiries, collecting dues, and maintaining relations with various members of the public.

Maintaining customer relations and handling problems requires some very skilful letter writing. Good companies take every opportunity to write letters to customers in order to create and maintain goodwill.

The qualities of good letter writing are explained by Urmila Rai and S.M. Rai in their book, 'Effective Communication' as “for writing good letters you need knowledge of language and must cultivate a clear, concise style of writing. You must also have knowledge of the working procedures, policies and aims of your organizations. As a person, you must be sincere, confident, self-respecting and friendly.”

1.1.3. Verbal and Non-Verbal Communication:

In general, for the communication, we use words is verbal and for the communication we use sign and symbols is non-verbal communication.

Urmila Rai and S.M. Rai, in their book of ‘Effective Communication’ have differentiated verbal and non-verbal communication as follows-

“Communication through words is called verbal communication. We use verbal communication for most purposes. Verbal communication may be spoken or written. Communication through other symbols is called non-verbal communication. We communicate by exchanging symbols to describe our ideas and experience. Language is a
common symbol system which we use for sharing our experience with others we can also use other symbols like pictures, colours, signs and sounds to communicate. We do communicate a number of things by our facial expressions, movements, clothing, and so on, whether we speak or not.”

Body language traits are voice, space, time, energy, apparel, appearance, silence, facial expression, eye contact, gestures, and posture.

We also communicate through two channels:

a) External- outward and inward.

b) Internal- downward, upward and horizontal.

For the fast and mass communication we use notice-board, hoardings, bill boards, newspapers, magazines, radio, film, television and internet.

1.1.4. Cs of Good Communication:

The letters are the main tools and means of communication and communication via letter writing either formal or informal should be complete and perfect in all ways.

The qualities of good letter are given in the book of ‘English Language Communication Skills’ by Urmila Rai and S.M.Rai is as follows:

“The qualities which are essential for a good letter are collectively called the Cs of communication because most of them begin with the letter C. The main qualities are correctness, clarity, conciseness, consistency and courtesy. Other related qualities are completeness, coherence, compactness, confidence, consideration, friendliness, directness and vigour.”
Correctness – A letter must be correct in every respect: In spelling, grammar and use of language, in appearance and form of layout, in the information it conveys, in tone formality and style. Correctness depends on completeness. A letter is complete when it presents all the ideas and information required for the particular situation.

Clarity- The message of the letter must be clear at the first reading. Today’s information explosion takes up so much of everyone’s time; people appreciate a letter that takes very little time to read and understand. Clearly written messages avoid misunderstanding and save time. Write to express, not to impress.

Conciseness- Conciseness means expressing much in a few words; in business writing it means keeping to the point, using as few words as possible without sacrificing clarity or courtesy. It does not necessarily mean being brief; it means making every word count.

Consistency- Inconsistency in scientific writing confuses the reader. Besides, it suggests that your scientific work and reasoning is also inconsistent. Be consistent in the use of numbers, units of measure, technical terms, abbreviations, hyphens, grammar, spelling, punctuation and capitalization. American and English spelling vary. Hyphenation, punctuation and capitalization do not have absolutely fixed rules. Whatever you decide on, be consistent throughout the document.

Courtesy- Courtesy is consideration for other people’s feelings. It is seen in an individual’s behavior with others. A well-mannered and courteous person shows consideration and thought for others. In a letter, the style, the manner and the choice of words reflect the courtesy of the writer. Use the courtesy words please, thank you and sorry as the situation requires. Express appropriate feeling according to the situation. Make the other person feel comfortable. Be attentive and prompt in responding. Let the tone, the choice of words and the style of the message reflect your consideration for the feelings and needs of the
reader. A courteous letter has the best chance of getting a favourable response. Seeing the situation as the reader sees it, and taking care of his/her needs, is courtesy. You must have an awareness of how the words sound to the reader.

1.1.5. Language Skills:

Language is an expression of human activity.

The word ‘English’ is the name of both of a language and of a nationality and is linked with the name of a country, England; but there is the important difference that since England is not a political entity (as a part of Great Britain or the United Kingdom), “English” corresponds only to the genetic situation.

There is no copyright in the use of English and England cannot demand users in other countries that they pay royalties of obeisance as though the language carried British patent.

English has become one of the most important world languages. The rapidly growing interest in English cut-across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in important areas of the world.

The uses to which English is put are as various as the people and societies that use it. The particular purpose, the conduct of “business” actually calls into being one extreme and remotely related form of English, Pidgin, and has given it its very name.

Dr. Samuel Johnson says that “Language is the dress of thought” and it has become common place to quote this in support of the view that thought is behind all languages and that language is primarily used to “dress up and send thoughts on their way; give substance for thoughts.” Language, we are often told, exists for the expression of thoughts or ideas.
The uses of language are as follows:

1. To dissipate superfluous nervous energy.
2. To direct motion in others, both men and animals.
3. To communicate idea.
4. As a means of expression.
5. For the purpose of record.
6. To set matter in motion (as in charms and incantations).
7. As an instrument of thinking.
8. To give delight merely as sound.

Language can be considered to operate three types of organization and on two separate planes: vocabulary and grammar on one plane, means of transmission on the other plane. The part that usually seems most obvious, even most important, is word-stock also known as the “vocabulary”. We may think of this as our total collection of names for things; the names of actions, objectives, qualities, and so on.

Everyone should revise his language habits, from time to time, in accordance with changing life and custom. As mentioned earlier, language is an expression of human activity, and because human activity is constantly changing, language also changes along with it.

Language means the words and way of speaking, writing, usually connected with a particular group of people. It is a manner of the style of speaking or writing. It implies the method of using symbols like words giving expression to facts and feelings. Human speech, the speech of a particular nation, the speaker or writer can adopt but should speak or write on the level of listeners or readers. This alone will make the message pleasing and interesting. An individual listener is interested in listening anything which satisfies his purpose and desire. It is the style of writing or speaking.

In communication, every communicator must know the significance of language which is essential for effective communication.
**Grammar**: Words are so predominant in language, and a dictionary is so much regarded as the entire register of a language, that we are sometimes tempted to think that there is nothing else to consider. Grammar has done three things; it has arranged the words in a particular order, making clear who did the saying and who the arriving. It has contributed tense by the alternation of say to said, and number by the addition of “s” to “girl.” Thirdly, grammar as added some additional words: the, that, and had. This third point raises a difficulty. We have already said that first dimension of language as “vocabulary”, the stock of words, now, it is being suggested that grammar also consists in part of words. At first sight, it may be confusing to find the same words, “words”, applied to the part of grammar as well as the whole of the vocabulary. English has, in fact, two kinds of words, lexical words and grammatical words, and this basic distinction is important to learn.

**Vocabulary**: Knowing the meaning of a word knows how to use it. It must lead us to take warning in one important respect. Vocabulary is the ‘open end’ of language. We spend our lives enlarging our knowledge of words. The more we can do to enlarge that knowledge, the more we can attain the satisfaction of knowing precisely what we are enjoying and of being able to share that knowledge with those around us. But, words are thought of to be rather as tools than as metals and ornaments. Enlarged vocabulary is equally a ridiculous acquisition without the corresponding knowledge of how the words we have learnt are in fact used and of where they serve a useful purpose.

When building a vocabulary fit to express all our thoughts, hopes and emotions, we need to remember that words are symbols, standing for things. If we did not have words, we should be condemned to carrying around large bundles of things instead, like the professors.

When you improve your vocabulary, it will be larger and broader, but it will also have greater depth and precision enabling us to use the
word-symbol which most closely calls up the things symbolized. It will enable you to express purposefully facts, ideas, feelings and experiences. A word fittingly chosen is like an electric switch; something that turns on the light.

Our stock of words is enlarged when experiences are woven into our lives. Our writing is effective, vivid and interesting when we put this stuff of our lives into it.

**Semantics:** The word “semantics” has been defined as “the study of the meanings of speech forms, especially of the development and changes in meanings of words and word group.” In other words it is a systematic study of meanings of the words.

The science of semantic is the science of meaning. It may be noted that “semantic” is not related to phonetics which deals with the science of sounds. Communication is symbolic using of certain arbitrary symbols that give meaning to the words. Meaning to a message is transferred by way of symbolic transfer. Arbitrary words are only a map that describes a territory but not a real territory itself. It is because of the fact that the words should be interpreted. The difficult process in communication is a symbolic transfer of meanings. It is purely a personal process.

1.1.6. **English Language- Advantage India:**

English language today has got the status of an international language. It is because English is the language of library, science, technology, trade, commerce and industry. In India, English is used as the office language. It is also called as a link language. English is the medium of instruction of various schools and colleges. It is used as a means of communication.

In the book of ‘The Vintage Book of Indian Writing 1947-1997, Salman Rushdie and Elizabeth West has described the importance of English in India as follows:
‘English is the most powerful medium of communication in the world: should we not then rejoice at the artists’ mastery of it, and at their growing influence?”

The genesis of English language is India can be traced to the early 1600’s when the East India Company entered the Indian shores and established its settlement in Kolkata, Mumbai and Chennai. The study of English language in India was officially imposed by Macaulay in 1835 with the vested objective of strengthening the domination of British Empire over the Indian masses. Thus, when India gained its independence from the British Empire in August, 1947 many believed that Indians would not anymore be interested in learning this alien language of the colonizers. Surprisingly, and to the distinctive advantage of India, English language not only survived but it flourished like never before, turning India into one of the largest pool of English speaking people in the world and accelerating the integration of India with the world economy.

The eighth schedule of the Indian Constitution recognizes twenty two languages. English has been given the special status of an ‘additional official’ language in India by the Official Language Amendment Act of 1967. English is regarded as a ‘prestige’ language in India and even now it is the most widely used in the fields of business communication, legal proceedings, military, media and administration. Those aspiring for higher education and high ranking careers in business and government continue to require fluency in English apart from other job related competencies.

In the book of ‘What’s This Business? Off-shoring, Outsourcing and the Global Services Revolution’, the writer Paul Davies has narrated the situation of Indian economy today and tomorrow as follows:

“India is a developing economic powerhouse in the global economy. The World Bank is predicting it will be the fourth
largest economy in the world before the year 2050. By any standards, India and its one billion people will be the country of the twenty first century.”

Today India stands at a threshold where it has to not only integrate further with the world economy, but also, and more importantly, achieve an all inclusive growth for its entire population. With the objective of meeting these aspirations and transforming India into knowledge society was set up the National Knowledge Commission, a high level advisory body to the Prime Minister of India.

The knowledge commission of government of India has put the importance and necessity of English language on their website http://www.knowledgecommission.gov.in as follows:

The Commission has once again reiterated the significance of linguistic capabilities and English language proficiency in the twenty first century marketplace, and observed that “command over the English language is perhaps the most important determinant of access to higher education, employment possibilities and social opportunities.”

It is ironical that though India has one of the largest pools of English speaking people in the world, the language is still not accessible to the common people of the country. The Commission further recommends “…that the time has come for us to teach our people, ordinary people, English as a language in schools. And we are convinced that action in this sphere, starting now, would help us build an inclusive society and transforming India into a knowledge society.

1.1.7. Relationship between Language Teaching and Literature Teaching:

A few years ago, there was a decisive swing against the teaching of literature in English as a foreign language. Modern linguistic emphasized
the primary of the spoken language. This made many thinkers distrust the written form of language. Literature was thought of as static and complicated kind of language which was quite different from the utterances of daily communication. Therefore, it was reserved only for the most advanced level of study. Even at that level, it was said that critical terms would not be studied satisfactorily. Similarly, in some cases literature was seen as an undersigned collection of cultural connotation. Only functional kind of English without any implication of cultural imperialism was needed. A more neutral language relevant to the demands of particular uses such as for business, advertisement, travel or tourism was needed. As a result, majority of thinkers believed that it was unnecessary to introduce literature to our students. Development of language skills was considered as the main aim in teaching English and so the study of literature was supposed to be nothing but waste of time. That is why, as Christopher Brumfit, in his book, ‘Literature and Language Teaching’ has said, “recent approaches to language teaching have ignored literature teaching.”

However, keeping literature away from the syllabus has produced unease among the learners. Most of the experts in the field of foreign language teaching agree that literature should constitute an essential part of the modern language teaching course. In the same way, it is true that many learners want and love literary texts. They also wish to become more familiar with social and cultural life of the people of the country in which the target language is used. In addition, from the teacher’s point of view, literature provides material with some emotional colour. Thus literature is useful for both the learner and the teacher.

It is a fact that language teaching and literature teaching are closely related. In fact, they are not two separate activities. Both are complementary processes. One needs sensitivity; to language for literary appreciation and literary works are repositories of authentic language use.
The study of the following points will bring out the nature of the relationship of teaching language and literature.

1. A literary text is real language in context. Readers can respond to it directly. It offers a context in which discussion of content leads on naturally to examination of language. Literary texts provide examples of language resources and the reader is put an active interactional role in making sense of this language.

2. It is difficult to make a linguistic distinction between literature and other kinds of language. If this is the case, there is no ‘a priori’ reason for banishing literature from the language curriculum.

3. Language and literature may appear to be separate from the point of view of the teacher. However, they do not necessarily appear so to the learner. For the learner literature is also language.

4. Literature, indeed, is a potentially useful aid to the language teacher. This is because enjoyment plays an important role in any learning process and many learners enjoy reading literature.

5. If a student is taught language and literature by the same person, it is possible for the lessons to be mutually reinforcing. Literature can be used to identify difficulties experienced by students in reading.

6. A major problem of language teaching in the classroom is the creation of an authentic situation for language. A language classroom is generally isolated from the context of events and situations which provide natural language. In the case of literature, language creates its own context. The actual situation of the reader becomes immaterial as he plays the role of an onlooker. He looks on the events created by language. These events create a context of situation for the language of the book.

7. Reading is the most autonomous ability in language work and literature is a rich and widely appealing source for material for reading. It is also easily and cheaply available.
1.1.8. English for Specific Purposes (ESP):

    English for specific purposes (ESP) has been now a separate branch of English Language Teaching (ELT). It is considered as a very active movement which has influenced the general activities of applied linguistics. It has developed its own approaches, materials and methodology.

    A few years ago, (around three decades), language teaching was based on objectives prepared on theoretical data. The language needs of the learners were fixed. They were determined by institutions. However, in recent years, the needs of the learners are taken into account. The analyses of language needs of professionals and university students, thus, have paved the way to the concept of ESP, i.e. English for Specific Purposes.

    ESP is the one branch of ELT which is associated with the terms, ‘Need Analysis’ (=analysis of learners need). As its name shows, ESP deals with those courses where the syllabus and materials are determined according to the communication needs of the learners. In this sense, it is opposite to EGP, another branch of ELT (English for General Purposes). In simple words, in the field in the realm of ESP, English is studied for ‘specific’ purposes. The specific purposes here include academic purposes and occupational purposes. For example, English for science students, English for technicians or businessmen, English for medical students, English for economics, English for secretaries, English for business communication.

    Development of ESP- ESP has undergone some important phases of development that are as follows:

1. Register Analysis: This phrase took place mainly in 1960’s and early 1970’s. Its aim was to identify grammatical and lexical features of the registers like English of Electrical Engineering or of Biology. Teaching materials took these linguistic elements as their syllabus.
2. Discourse Analysis: In the register analysis step, ESP has focused on language at the sentence level. Later on, ESP shifted its attention to the discourse level or rhetorical level. Here, it was studied how sentence were combined into discourse to produce meaning.

3. Target Situation Analysis: Here nothing new was added to the knowledge about ESP. But language analysis was related to learners’ reasons for learning. The purpose of ESP courses here was to enable learners to function adequately in a target situation. The target situation means the situation in which the learners will use the language.

4. Skills and Strategies: Here, ESP considered not the language itself but the thinking processes that underlie language use, for example- reading skills and other skills of the language.

5. Learning Centre Approach: The first four steps focus on description of language use. But now days the main concern of ESP is with language learning. Only description of a language may not help the learners to learn it. So emphasis needs to be on the processes of language learning which is done at this recent stage of ESP.

1.1.9. Language of Business Writing:

Modern business language is simple, easy to understand, friendly and courteous. Personal relations with customers can be cultivated by writing friendly letters in a natural and informal style. Old fashioned business language is not suitable for modern business methods and practice.

Letters convey messages; letters must also build goodwill and create positive and pleasant feelings in the reader. Whatever the message of the letter may be, the writer must try to get a favourable emotional response from the reader. A large amount of written material reaches the desk of every business executive; there is a great deal of competition for the reader’s attention and interest. The brief contact with the reader
which a letter makes must be pleasant and memorable. The manner in which a company’s letters are written contributes a great deal of its public image.

1.1.10. Fundamentals of Classroom Interaction:

Interaction has been the catch word in educational psychology for several decades and research has gone into all conceivable perspectives of the phenomenon that lies at the very centre of all classroom practices. Interaction is a factor very fundamental to the structure and practices of classrooms at all levels of education. It is also a factor that controls the working of all classroom techniques through which the teacher organizes his teaching. There is no approach to classroom teaching which in some way or the other place a high premium on classroom interaction as a principal medium for the realization of learning.

Interaction essentially is some kind of exchange between two or more individuals with an overt or covert purpose on hand. The exchange may be verbal or non-verbal, short or prolonged, resulting in a positive or negative experience. Interaction can be unidirectional or bidirectional with only one individual providing the stimulus situation and other functioning as a passive listener or recipient or it can be with two or more individuals as in the latter case, both providing the stimulus and actively responding to the stimuli. In both the cases interaction takes place at different degrees to be defined with reference to the attitude of the recipient.

In other words interaction is a stimulus-response situation with some degree of verbal or non-verbal exchange that would result in positive or negative feeling in the individuals who function as the agent of the interaction. Learning and interaction are mutually definable since all learning situations have some element of interaction involved as well as all interactional situations result in some degree of learning in its
broadest definition. Interaction is a creative and productive factor as even elementary forms of interaction of elements involved in the interactional situation.

The notion of interaction, therefore, is most relevant to the classroom. The classroom is a miniature society which functions with definite directions and a purpose. The classroom has definite structure that has much to do with the realization of classroom interaction. The notion of interaction is intrinsic to the functioning of the classroom. Interaction when applied to the structure and functioning of the classroom would mean any definable exchange that happens between two or more learners or between the learner and the teacher.

1.1.11. Universal Interaction Techniques:

A technique is a specific and well defined act, device or stimulus employed by the teacher to initiate some form of classroom activity. From the moment he enters the classroom until he leaves it, the teacher does activity in general and acts in particular that are both definable and indefinable. Classroom techniques are well defined acts by the teacher having a definite direction defined with reference to the overall objective of the lesson in general and to the specific objective of the step of a lesson in particular.

The most outstanding global techniques are: 1. Questioning, 2. Narration, 3. Illustration, 4. Role-play, 5. Classroom-management and 6. Presentation. These six universal techniques have such a pervasive nature that all kinds of classrooms employ these and these have become the backbone of classroom teaching. The teacher of English have to use these techniques both for providing information on aspects of English language as well as for developing in the students the various skills of English language. Apart from these universal skills, a teacher uses
various skills which can fulfill the requirement of the content. Each and every action of the teacher in the classroom is a technique.

1. Questioning for instance is so comprehensive and pervasive that there is hardly any teaching unit, teaching step or situation to which this technique cannot be applied to one form to other.

2. Narration functions as a global technique in all aspects of both language-specific and content-specific teaching. Narration is used in the context of English language teaching as any form of exposition used as a classroom technique to present to the class a quantum of information pertaining a theory or practice.

3. Illustration similarly is so global in its structure that a very large variety of practices emanate from this single technique.

4. Role-play constitutes another dynamic technique that lies at the core of communicative language teaching.

5. Classroom management technique constitutes provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur.

6. Presentation is a single interactional situation and involves numerous interactional acts.

All these classroom techniques have comprehensive potential.

1.1.12. Difference between Classroom Communication and Classroom Interaction:

Communication is most fundamental as a psychological factor in the development of personality. The learner in the classroom is placed in that situation in order to achieve maximum interaction and thereby achieve communication with other members of the community. This communication with the teacher and the peer group is the feeding ground for acquisition of information, skills and change in behavior. The whole
process is psychological because therein individuals interact, new forms of behavior pattern are realized and the atmosphere contributes significantly to the development of the learner’s personality.

Language is communication. It is verbal communication. For the development of second language the teacher needs to create interactional situations which become communicative context. A communicative act is defined with reference to the speaker, listener and the message that is communicated. These three components made a communicative act unique in several ways. The success of such an act depends on the disposition of the speaker and the listener and the unity of the message that is communicated. The teacher in the classroom can have control over these three components of communication. Classroom interaction is again the feeding ground for the realization of such communicative acts whereby effective learning of the language will take place. In the context of the classroom and interactional situation is conceived of a broader than a communicative act. Interactional situations can therefore contribute the background of acts of communication in which to learn the language.

1.1.13. Types of Communication:

1) Verbal (spoken as well as written) 2) Non-verbal (Body Language)

K.K. Sereno and E.M. Badken, in their book ‘Trans-Per Understanding Human Communication’ have narrated the importance of non-verbal communication; it refers to “all external stimuli other than spoken or written words and including body motion, characteristics of appearance, characteristics of voice and use of space and distancing.”

Knapp and Mark, in their book, ‘Non-verbal Communication in Human Interaction’ have written the Sigmund Freud’s observation on the importance of body language in oral communication. It is as follows:
“He that has eyes to see and ears to hear may convince himself that no mortal can keep a secret. If his lips are silent he chats with his fingertips; betrayal oozes out of him at every pore.”

It may appear to be an exaggeration but it is the exaggeration of a vital truth.

In ibid, it is given the percentage-wise use of verbal and non-verbal communication: According to Birdwhistell, 35% of the message is carried verbally, while 65% is conveyed non-verbally.

Albert Mehrabian, in his book, ‘Silent Messages’, has analyzed the impact of a message as: 7% verbal, 38% vocal and 55% non-verbal.

Thus, non-verbal communication is equally important to the verbal communication or it is much more than non-verbal communication.

1.1.14. Importance of Communication:

Communication is at the centre of anything and everything we doing in our life. Where there is no communication, there is no growth and where there is effective communication there is a tremendous growth. Social advancement has to be matched with the development of efficient techniques of communication to sustain the tempo of growth. In modern professional organizations of great deal of importance is therefore attached to devising and maintaining an efficient system of communication. Researches in this area have shown that 70% to 80% of the total working time of a professional is spent on communication. In India where other languages are also used for this purpose, out of the total time spent on communication, 64.14% is on communicating in English as against 27.22% in Hindi and 8.64% is in regional language. Thus the role of English in the professional world is still dominant and we have therefore focused our attention on the conventions of communication in English followed in India.
1.1.15. Barriers in Communication:

Communication is not always successful. There may be some fault in communication system which may present the message from reaching. These barriers (external and internal) to communication are noise, classroom size, gender, social-economical, racial, status block, self-centered attitude, group identification, self image, ego, age, resistance to change, closed mind, poor communication skills, lack of interest, emotional blocks, prejudice mind, impatience, personal anxiety, state of health, absence of a common frame of reference, badly encoded messages, disturbance in the transmission channel, poor retention (especially in face to face communication), inattention by the receiver, un-clarified assumptions, mistrust between the sender and the receiver, premature evaluation of the message, different perceptions of reality, semantic difficulties, vagueness about the objectives to be achieved, misinterpretation of the message, clash of attitudinal nuances of the sender and the receiver, psycho-physical factors, and selection of wrong variety of language.

1.1.16. Importance of Business Communication:

Today’s world is a world of trade, commerce and industry. In business very commonly used language is English. To succeed in one should be very much good in communication. In business the English language is used as a vehicle for the exchange of information and instructions, and you need to develop certain basic skills to participate successfully in this exchange. As information passes from person to person, from department to department or from level to level within an organization, it may need to be reproduced in an abbreviated or summarized form. Summarizing is the essence of the task in business.

The main concern in business communication is, on the one hand, between management and employees and, on the other, between people in
the organization and outside public. It involves the provision and passing on of information, messages and instructions which enable a company, or any other organization, to function efficiently, and its employees as well as other target audiences to be properly informed about developments.

Communication at the workplace is not, and should never be, an end in itself. Used properly, it can play an important part in ensuring the efficiency and success of any organization. A variety of methods can be employed, spoken and written, direct and indirect. These need not be very sophisticated or expensive. The mix of methods will depend mainly on the size and structure of the organization, with some of the more sophisticated methods likely to be of value in larger organizations. The effective business communication must be clear, concise and easily understood, presented with objectivity, in a manageable form to avoid being rejected, regular and systematic, as relevant, local and timely as possible, open to questions being asked and answered.

Good business communication is a two-way process which requires a flow of information horizontally and vertically. It requires the communication to try and ensure that the message is understood. It also requires the communicator to listen to and take account of the response or reaction to the communication.

In business, a great deal of communication is oral and written. In the book of 'Business Communication Today', Sushil Bahl has given research findings of time spent on talking and writing by managerial and supervisory level employee. It is as follows:

"Research has shown that an average of 65-75 per cent of managerial time is spent on talking and writing to others. While at the supervisory level this may be as low as 25 per cent, the figure rises to 90 per cent in the case of top management. These figures are so high as to constitute the
foundation of managerial work- irrespective of whether the people concerned are marketers, accountants, manufacturing people or planners."

1.1.17. Structure of Business Letter:

Structure means arrangement of parts. Elements of a business letter should be properly arranged. It is the physical appearance of a letter. The letter is analogous to salesman. It is representative of its sender. Improper and unpleasant look fails to capture the attention of its reader. The traditions of trade have already set out the forms in consonance with occasions. Even then, the factors like, relevance, look, dignity, space, time, clarity, brevity etc., should be aptly used.

Reddy and others in their book, ‘Essentials of Business Communication’ have described the importance of structure of business letter as “physical appearance of a business letter has a purpose of providing a good get up; it attracts the attention and it is like an attractive dress of a person.”

Therefore, the structure of business letter should be proper, clean, neat and attractive.

1.1.18. Essentials of a Good Business Letter:

The letter writing as a method of written communication is still important. The progress in science and technology is well seen in telecommunication methods. The words uttered in talk may go out of memory sooner or later; but, anything expressed in writing will continue to be a binding force. That is why the letter is still a significant method for message to be conveyed. With the rapid changes in scientific and socio-economic fields, the styles in communication and types of messages have become different. Business letter is scribe’s ambassador or corporate messenger in words. A letter may make or mar the writer’s
future stay in business. It may build up a good image in the minds of readers and public in general. Reading all the past correspondence may give us the real events and their course. This background gives a dependable picture to the writer to write only the relevant in his letter. Business correspondence has a specific part in a deal. It must achieve the purpose.

1.1.19. Creating a Learning Environment:

Good and healthy climate is very much important and needed for learning. For that a teacher has to create a learning environment. The created environment is needed to be developed and well maintained.

Shirley L Bull and Jonathan Solity has explained the importance of making use of different environment factors together in their book, ‘Classroom Management: Principle to Practice’. It is as follows:

“The effects of different environment factors may not be easy to disentangle within a busy classroom. However, we can view the environment as comprising three components: physical, social and educational. By separating these out, the teacher can organize and manage each so that together they provide for effective management of children’s learning and behavior in class.”

Creating a learning environment means careful planning for the start of the college or school. The learning environment must be envisioned in both physical space and cognitive space. The physical space of classroom is managed as the teacher prepares the classroom for the student. Cognitive space is based upon the expectation teachers set for the students in the classroom and the process of creating motivational climate. Effective teachers create and implement classroom management practices that cultivate and engaging environment for their student.
An essential part of organizing the classroom involves developing a climate in which teacher encourages students to do their best and to be excited about what are they learning.

When a teacher create structure and order as well as a learning environment in which student feel the excitement of learning and success, then the classroom can truly said to be well managed.

Maintaining effective management involves keeping an eye out for when student appear to be stuck, when they need help, when they need redirection, when they need correction and when they need encouragement.

Teacher must also check for understanding both publicly and privately. Maintaining a classroom management system requires the teacher to anticipate student’s actions and responses in order to be preventive rather than reactive.

Activities planned for these classrooms are placed to ensure that students’ have enough to do that assignments reflect on awareness of student attention spans and interests and that downtime is minimized between assignments or activities. The orientation of the classroom must be purposeful with a variety of things to be done and ways to get these things done.

1.2. Need of the Study:

No research is done on the topic classroom interaction techniques used by communication teacher in relation to improve ‘LSRW’ skills even though these skills are essence for every student of all the streams and all professionals. ‘Business Communication’ is a subject taught at first year of B.Com and B.M.S. Students must understand communication skills thoroughly at school level and make themselves ready for higher education. But unfortunately at first year of degree many get stuck due to lack of communication. English is the first step
towards business communication so it’s very important to know English thoroughly. Students’ those who take admission in college of commerce and management come from mix medium. The students’ of vernacular knows rules of grammar and few techniques so they pass the exam, but their use of tenses, sentence construction, spelling in writing in various situation and pronunciation, accents, expression while speaking are wrong. They also don’t have the flow of speech. Even they are not a good listener and reader of the language. Students from English medium schools have the flow of speech but many of the times they don’t communicate correctly either in spoken or written. Till higher secondary their base and understanding of English language is not proper. College is the place where students can improve their spoken and written skills of language. So communication teacher must focus on the fourfold skills of a language that are listening, speaking, reading, and writing. The students at degree level are not able to speak in English and write correct English. Not only this but also they don’t listen and read with proper pronunciation and accents.

Teaching is an art: It said that teaching is an art and teaching qualities are inborn qualities. Each teacher uses his own methodologies and techniques of teaching even though that is not highly interactive. Teacher must use highly interactive techniques for teaching communication skills at college level. It is true that communication teacher uses many techniques of teaching.

The researcher has selected six high and universal techniques of classroom interaction for the present study that are – questioning, illustration, role-play, narration, presentation and classroom management. To find, at what ratio, communication teacher uses these classroom interaction techniques of teaching at first year of commerce and management degree and its relation to the development of language skills (LSRW).
1.3. Statement of the Problem:
“A study of classroom interaction techniques to develop speaking, writing, reading and listening skills for business communication at first year degree of commerce and management”.

1.4 Definitions of the Terms:
1. Classroom-
‘Classroom is a place where teaching-learning takes place.’

In Lara-house Illustrated International Encyclopedia and Dictionary classroom is defined as:
“A room or place especially in a school or colleges in which students are taught.”

2. Interaction-
‘Interaction is a transaction between two or more than two parties.’

On website: mtholoyoke.edu/lits/cist/vidconf/glossary, it is defined as:
“The active engagement of student in their own learning.”

In Dictionary of Social Sciences, interaction is defined as:
“Stimulating and responding of persons to one another.”, and

“The non-additives of the separate effects of the variables comprising a set which is acting on a dependent variable.”

3. Technique-
‘Technique is a particular trick stratagem or contrivance used to accomplish an immediate objective.’
In Dictionary of Social Sciences, technique is defined as:

“Set of operations used in measurement or experimental manipulation”,

“Set of operations for achieving a goal”,

“A process derived from theory used in planning.”

4. Develop-
‘Develop means to build up or expand or to make stronger or more effective’

In Dictionary of Social Sciences, develop is defined as:

“Sequence of systematic changes”,

“Increase in differentiation, complexity or integration.”

5. Language-
‘Language is a means of communication.’

On the website: http://www.brainyquote.com/words/la/language, language is defined as:

“Any means of conveying or communicating ideas; specifically, human speech; the expression of ideas by the voice; sounds, expressive of thought, articulated by the organs of the throat and mouth”,

“The expression of ideas by writing or any other instrumentality”,

“The forms of speech or the methods of expressing ideas, peculiar to a particular nation”,

“The characteristic mode of arranging words, peculiar to an individual speaker or writer; manner of expression; style.”
6. Skills-
‘Skill is an art of doing something.’

In Lara-house Illustrated International Encyclopedia and Dictionary skill is defined as:
“The ability to do something well.”

On website: www.en.wikipedia.org/wiki/skill, skill is defined as:
“A skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills.”

7. Business-
‘Business is an activity of trade and commerce.’

In Oxford Reference Dictionary, business is defined as:
“A person’s regular occupation or profession”,

“A thing or things needing to be dealt with.”

On the website: http://www.businessdictionary.com/definition/business, business is defined as:
“Economic system in which goods and services are exchanged for one another or money, on the basis of their perceived worth; every business requires some form of investment and a sufficient number of customers to whom its output can be sold at profit on a consistent basis.”

8. Communication-
‘Communication is an interaction between two or more than two persons.’
In Dictionary of Social Sciences, it is defined as:
“Transfer of information from one person to group to another whether intentional or not”,

“The theory of the origination, sending, receiving and interpreting of messages.”31

In Lara-house Illustrated International Encyclopedia and Dictionary, communication is defined as:
“A sending, giving or exchanging of information, ideas.”32

9. Degree-
‘The qualification that one gets after completing the course.’

In online Macmillan Dictionary, degree is defined as:
“An award conferred by a college or university signifying that the recipient has satisfactorily completed a course of study.”33

10. Commerce-
‘Commerce is that part of business which is concerned with the exchange of goods and services.’
In Oxford Reference Dictionary, commerce is defined as:
“Buying and selling, all forms of trading, including banking, insurance.”34

11. Management-
‘Management is the skill of managing the things or situation.’

In online Macmillan Dictionary, management is defined as:
“The control and operation of a business or organization.”35
In Oxford Reference Dictionary, management is defined as:
“The administration of business concerns or public undertakings; persons engaged in this.”

12. Questioning-
‘Questioning is asking question to someone.’

Catechist has defined questioning as:
“A method of oral instruction involving question and answer techniques.”

In Oxford Reference Dictionary, questioning is defined as:
“A sentence so worded or expressed as to seek information.”

13. Narration-
‘The art of narrating a story or events.’

On the website: www.en.wiktionary.org/wiki/narration, narration is defined as:
“The act of recounting or relating in order the particulars of some action, occurrence, or affair; a narrating; that which is narrated or recounted; an orderly recital of the details and particulars of some transaction or event, or of a series of transactions or events; a story or narrative.”

In Oxford Reference Dictionary, narration is defined as:
“A spoken or written account of connected events in order of happening.”
14. **Illustration**-

‘The act of clarifying or explaining elucidation.’

In Oxford Reference Dictionary, illustration is defined as:

“A picture or drawing in a book”,

“An explanatory example.”

15. **Role-play**-

‘Playing the role of some other character or professional.’

In online Macmillan Dictionary, role-play is defined as:

“An activity in which you pretend to be someone else, especially in order to learn new skills or attitudes.”

On the website: www.linguaneluropa.org/plus/en/glossary.php, role-play is defined as:

“A learning activity in which, you assume a role to practice a variety of language skills.”

On the website: www.globeenglishconsultants.com/index.php, role-play is defined as:

“A practice activity which involves students acting out a given role; e.g. playing an angry customer returning an item to a shop or being a patient in a doctor’s waiting room; it may be controlled and structured, or more or less improvised.”

16. **Classroom Management** –

‘Classroom management is planning, organizing, conducting and controlling the class in a well-manner.’
On the website: www.en.wikipedia.org/wiki/classroommanagement, classroom management is defined as:

“Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students; the term also implies the prevention of disruptive behavior.”\textsuperscript{45}

On the website: www.macmillandictionaries.com/glossaries/definitions, classroom management is defined as:

“The process of setting up an activity in class, monitoring it, and following it up; different activities require very different types of classroom management.”\textsuperscript{46}

17. Presentation-
‘The art of presenting something.’

In online Macmillan Dictionary, presentation is defined as:

“The way in which something is shown, arranged, explained etc.”\textsuperscript{47}

On website: www.en.wikipedia.org/wiki/presentation, presentation is defined as:

“Presentation is the practice of showing and explaining the content of a topic to an audience or learner; a presentation program, such as Microsoft PowerPoint, is often used to generate the presentation content.”\textsuperscript{48}

18. College-
‘The institution which offers various degree programs.’
On the website: wordnetweb.princeton.edu/perl/webwn, college is defined as:

“An institution of higher education created to educate and grant degrees; often a part of a university.”

In Oxford Reference Dictionary, college is defined as:

“An establishment for higher or professional education.”

19. **Mumbai**

‘Mumbai is a cosmopolitan city, which is the combination of Greater Mumbai and suburbs of Mumbai.’

On the website: www.en.wikipedia.org/wiki/Greater Mumbai, Mumbai is defined as:

‘Mumbai (Marathi), formerly called ‘Bombay’, is the capital of the Indian state of Maharashtra; Mumbai, the most populous city in India, is the second most populous city in the world, with a population of approximately 14 million.’

### 1.5. Aims of the Study:

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

### 1.6. Objectives of the Study:

1. To study the quality of the following classroom interaction techniques used by communication teachers at first year degree of commerce and management.
   
   b) Questioning
   
   c) Narration
   
   d) Illustration
e) Role-play  
f) Class-room Management  
g) Presentation  

2. To study the quality of following language skills used by communication teacher at first year degree of commerce and management.  
a) Speaking  
b) Writing  
c) Reading  
d) Listening. 

3. To study the communication teachers’ use of classroom interaction techniques and the development of language skills among the students of first year degree of commerce. 

4. To study the communication teachers use of classroom interaction techniques and the development of Language skills among the students of first year degree of management. 

5. To do comparison between commerce and management colleges. 

6. To study the total use of classroom interaction techniques. 

7. To study the total development of language skills. 

8. To find out relationship between classroom interaction techniques used by communication teachers and the development of language skills at first year degree of commerce and management.
9. To do comparison between experimental and non-experimental groups.

10. To study the overall approach of communication teacher and activities communication teacher conducts to teach the subject ‘Business Communication’.

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

1.7. Hypothesis:

There is no significant relationship between classroom interaction techniques and the skills of language.

1. There is no significant relationship between questioning technique and the speaking skills.

2. There is no significant relationship between questioning technique and the writing skills.

3. There is no significant relationship between questioning technique and the reading skills.

4. There is no significant relationship between questioning technique and the listening skills.

5. There is no significant relationship between questioning technique and all the language skills.

6. There is no significant relationship between narration technique and the speaking skills.

7. There is no significant relationship between narration technique and the writing skills.

8. There is no significant relationship between narration technique and the reading skills.
9. There is no significant relationship between narration technique and the listening skills.
10. There is no significant relationship between narration technique and all the language skills.
11. There is no significant relationship between illustration technique and the speaking skills.
12. There is no significant relationship between illustration technique and the writing skills.
13. There is no significant relationship between illustration technique and the reading skills.
14. There is no significant relationship between illustration technique and the listening skills.
15. There is no significant relationship between illustration technique and all the language skills.
16. There is no significant relationship between role-play technique and the speaking skills.
17. There is no significant relationship between role-play technique and the writing skills.
18. There is no significant relationship between role-play technique and the reading skills.
19. There is no significant relationship between role-play technique and the listening skills.
20. There is no significant relationship between role-play technique and all the language skills.
21. There is no significant relationship between classroom management technique and the speaking skills.
22. There is no significant relationship between classroom management technique and the writing skills.
23. There is no significant relationship between classroom management technique and the reading skills.
24. There is no significant relationship between classroom management technique and the listening skills.
25. There is no significant relationship between classroom management technique and all the language skills.
26. There is no significant relationship between presentation technique and the speaking skills.
27. There is no significant relationship between presentation technique and the writing skills.
28. There is no significant relationship between presentation technique and the reading skills.
29. There is no significant relationship between presentation technique and the listening skills.
30. There is no significant relationship between presentation technique and all the language skills.
31. There is no significant relationship between selected classroom interaction techniques and all the language skills.

1.8. Variables of the Study:

Variables:
A) Independent Variables: six selected interactions techniques- Questioning, Narration, Illustration, Role-play, Classroom management and Presentation.
B) Dependent Variables: All four skills of language- Speaking, Writing, Reading and Listening.

Sample- ten colleges (five commerce and five management)
Each college = Fifty students.
Total- 500 Students
Professors- two from each college
Total= 20.
**Tools**: the five point opinionnaire scales on classroom interaction techniques (thirty questions) and development of (LSRW) language skills (forty questions) total seventy questions to the students at first year degree of commerce and management and questionnaire twelve multiply choice questions on classroom interaction techniques and development of (LSRW) language skills for the professors those who are teaching the subject ‘Business Communication’.

**Technique of Analysis:**
Mean
Standard Deviation
Graphical Presentation (Bar Graphs)
Correlation (r).

1.9. **Limitation of the Study:**

a) Interaction techniques are many but in present study the focus is on the following six interaction techniques: questioning, narration, illustration, role-play, classroom-management and presentation.

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

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

1.10. **Delimitations of the Study:**

a) The study is limited to first year commerce and management degree senior colleges, States of Maharashtra.

b) The study is limited to Greater Mumbai and the suburbs of Mumbai.
1.11. Significance of the Study:

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

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

With the rapid industrialization and economic growth in the country and globe there has been an enormous increase in the number and size of professional organizations. As communication plays a vital role in the smooth functioning of an organization, the need to impart communication skills has assumed greater importance. A realization of this need by some universities has led to the introduction of courses such as oral and written communication, executive communication, management communication, communication skills, business communication, technical communication etc.

1.12. Conclusion:

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

The findings of study will enable communication teachers and the department of higher education, State Government of Maharashtra to know the effective interaction techniques of teaching and at what ratio communication teachers make use of selected universal techniques at colleges and at what level language skills are developed also that can be implemented for lower and higher classes to teach communication effectively.
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