CHAPTER - TWO

REVIEW OF RELATED LITERATURE
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Chapter - Two

Review of Related Literature

2.1 Introduction:

This chapter deals with the theoretical bases of English Language Teaching, development of communicative approach, ESP, Materials Production and the situation of the teaching of English at the under graduate level.

2.2 Theoretical basis of English Language Teaching:

In the last couple of decades of 20th century, the language teachers and the applied linguists have started paying attention to the terms "Communicative" and "Communication". In a way they have started emphasizing the point that in the study of language, the top priority should be given to the purpose that language performs which is "Communication". In the old days, for learning any foreign language, the best way was grammar translation method. But that method had more drawbacks than advantages. It lacked the simple basic requirement of formal system which is essential for learning any language. If we are trying to look at the other perspective, it would be
naive to the mastery of effective communication at the cost of grammatical system. In this system the erodition of communication continues to take place up to that extent that the speaker end up communicating nothing but only a mouthful of abuses or ambiguous sentences.

Instead, what we are more likely to obtain is a proper balance between the aims and objectives of language learning and its means.

2.3 Articles by IPA:

The years of 1870s and 1880s were full of agony and agitation for the simple reason that the traditional grammar translation method had wounded the soul of communication. Had the International Phonetic Association not intervened in this problem, then this wounded soul might have met with its tragic and untimely death. But in the year 1880 the IPA published six articles for language teaching. They are summarised as under:

(I) Spoken language of every day life is important, so, oral work should be emphasized,

(II) Sounds and pronunciations should always be checked and considered from the very beginning,
(III) Easy natural and interesting texts with proper grading should be prepared,

(IV) Grammar should be taught inductively,

(V) The use of L1 in the classroom should be avoided,

(VI) Writing should be graded.

American structuralist, Bloomfield considered linguistic structures as very important part of any good speech. In his book, "Linguistic Analysis of English" he stated:

(1) Language is primarily a speech, so oral work should be at the centre of the class.

(2) Language is what its native speakers say and not what some one thinks and say.

(3) Different languages have different systems.

(4) Language is a habit.
The teacher should practically teach the grammar instead of talking about the theoretical aspect of the grammar.

The government of USA was very much impressed by this book and invited a penal of experts to discuss, study and find solution for the language problems. This penal consisted of the elite linguists like: Bloomfield, C.C.Froes, Robert Lado etc. who were given the responsibility to check the effectiveness of English as a language which was plummeting down. They had to make the changes from the grassroot level and had to design short-term, crash courses to teach language easily, quickly and effectively.

Emphasis of this study was laid on the spoken form of language. This movement was a kind of departure from the traditional grammar. In the leaderships of C.C. Fries in 1949 and Robert Lado in 1957, some institutions were formed in order to change and amend the present communicative scenario.

2.4 Communicative approach to Language Teaching:

This segment chiefly discusses the principles of Communicative Language Teaching as formulated by linguists. It also focuses on the functions of language, linguistics and communicative categories, language acquisition and language learning.
In the book "Communication in the Classroom" Keith Morrow (1981) discusses the principles of communicative methodology. By the term 'methodology' she means the general objectives of a course and a method that will be realised by carrying out a set of procedures. She has formulated five principles to advocate her argument.

**Principle One : Know what you are doing :**

This means learning how to do something. Focus of every lesson should be performing at some juncture. The starting point and the end point of every lesson should be an operation of some kind by which the students can benefited the most. At the end of every lesson the learner should be able to see "something" which he could not do 'earlier' could do 'now'. This "something" is communicatively useful.

**Principle Two : The whole is more important than some of the Parts :**

Communication is a process which is dynamic and developing phenomenon in more sense than one. This is the reason why to analyse the different components of communication in isolated form is like six blind men analysing the elephant in six different ways. In a way what is important in the case of communication is to work in the whole and that whole should be contextualised.
Principle Three : Processes are as important as the forms :

Keith Marrow believes that "A method which aims to develop the ability of the students to communicate in a foreign language will aim to replicate as far as possible the processes of communication, so that practice of the forms of the target language can take place within a communicative framework".

Principle Four : To learn it, do it :

This simple doctrine advises that if you are thirsty, you have to drink the water and if you are hungry you have to eat in order to feed your self. Learning procedure is also as simple as this that if one wants to learn something, one has to take the responsibility of learning on his/her own. In this process he/she can take the help and advise of the guide/teacher but the learner has to try on his/her own in order to learn.

Principle Five : A mistakes is not always a mistake :

When the teacher tries to erode the definition of conventional classroom and provides the students with abounding opportunities to communicate, the mistakes are but natural to occur. These mistakes are not to be and can not be solved
through drilling. Rather in such cases the teacher must go back to the basic principles in deciding "how" the goal shall get fulfilled rather than "when". Then students might find it difficult to locate the "mistakes" but the process should be flexible on both the parts.

2.5 English For Specific Purposes:

H. G. Widdowson in "Teaching Language as Communication" (1984, Oxford) states: "The learner has means to express the most fundamental elements of propositional content and can perform some of the most urgent social functions of Language". This is to say that the speaker has to use the language in order to carry-out and fulfil many functions. From this, the concept of ESP came into existence.

Munby (1982) is of the opinion that: "ESP Courses are those where the syllabus and the materials are determined in all essentials by the prior analysis of the communication needs of the learner, rather than by non-learner centred criteria such as the teacher's or institution's predetermined preference for General English or for treating English as part of a general education". Such courses should be more centred on the need of the learner. If the learner has to use English only for reading the texts for his study and for the remaining period of time if he is going to deal completely in his mother tongue, then the courses should be formulated keeping such points in view.
As pointed out by Munby, there are two major categories of ESP. They are:

(A) Where the learner has to use English in order to perform his occupational duties, e.g. working in civil aviation or tourist hotel management (appropriately labelled as English for Occupational Purposes - EOP, for short); and

(B) Where the learner needs English for the Educational purposes. This is more often than not is the reason why the learners are learning English. Going in to the details of it further, this subcategory is discipline-based study. For example, agricultural science or chemical engineering (often referred to as English for Academic Purposes - EAP for short).

There are a number of other reasons for the rapidly growing need of the ESP programmes. One of the most significant need is the spread of higher education which is either exclusive or mostly in English. This need opens the flood gates for discussion regarding the need of English in the various branches of study. This is the case with the high demand area of English for Science and Technology (EST), from the pioneering work in Chile (Ewer & Latarre - 1967 & 1967) in the mid 1960s to the projects in Saudi Arabia (Reported by Mountford - 1976 & Chamberlain - 1976) in the mid 1970s.
Through this one point is quite clear that even for the study purposes the needs are going to be different as the faculty changes because the kind of English that is necessary for the Science and Technology students might prove to be rather useless for the English Literature students.

One more reason can be noted down for the growing demand of the ESP programmes and the obvious reason is to carry out the job oriented functions. Such courses are mainly going to hinge around the need of the learner regarding his job more than actually learning the language syntactically because then the general English or general literary English will become irrelevant sooner than later. In other words the courses of English for the Air hostess programmes are going to be totally useless or highly irrelevant for those who are working in the post-office.

In spite of all these considerably notable activities in the field of ESP, when it comes to forming communicative syllabus design it lacks rigorous system for making it appropriate as well as contextual.

2.5.1 ESP Classification :

Strevens (1977, a.) has classified the ESP programmes into many sub-categories. Strevens has proposed a taxonomy of ESP
courses. Strevens has made it clear through the distinction between EST (English for Science and Technology) and the other courses of ESP (English for Specific Purposes). The rationale behind this distinction between EST & ESP courses has not been voiced by Strevens in any of his preceding or succeeding writing.

The fact that EST (and Non-EST) can appear in the subdivisions of either the educational or occupational categories, depending for example on whether the participant needs English to study engineering science or to do his job as an engineer, suggest that it is an exponent of a category rather than a category in itself.

With this discussion, given below is the classification regarding the various ESP courses into several domains to advocate the classification.
Chart 2.1: Types of ESP (Strevens, 1977,a.)
On the basis of the figure several questions arise. Such as:

2.5.2 What is the purpose for which English is required? Is it occupational or educational?

2.5.3 If occupational, will it be pre-experienced or post-experienced ESP?

2.5.4 If educational, will it be discipline-based or school subject ESP?

2.5.5 If discipline-based, will it be pre-study of in-study ESP?

2.5.6 If School subject, will it be independent or integrated ESP?

These questions need some explanations. Examples of English for Occupational Purposes are: English for air traffic controllers, hotel employees, international banking, civil engineering, doctors in general practice etc. This can be understood in a better way though an example that if an Indian is learning English for working in an industry at the same time that he is being instructed in the job itself is an example of
pre-experience ESP; where as if the Japanese doctor learning English in order to communicate with his patients in surgery is an example of the post-experience ESP.

The examples of English for educational purposes are English for studying medicine, engineering, economics, general science etc. If a Turkish student in the preparatory department of the Middle East Technical University, who is studying English before going on to study engineering in English, is an example of pre-study, discipline - based ESP. A Mexican student in the faculty of veterinary science at the National University of Mexico, who is studying English in order to read books and articles on his subject that are written in English, is an example of in-study, discipline - based ESP.

Independent subject of ESP may occur where the English syllabus, though separate from the other subjects in the curriculum, aims to service the study of one or more of those courses (Isaacs, ed., 1968) written in Tanzania to facilitate the transfer from studying in the L1 to studying in English in the first year of secondary education.

Integrated school subject of ESP is exemplified by the Singapore Primary Pilot Project (described by Newberry in ELT Documents, no.4, 1974) which closely combines the learning of English with the parallel learning of mathematics and elementary
science, something similar to which was attempted in the mid 1960s in parts of East Africa (the Peak Course).

Through this discussion one thing has been established so far and that is the type of purpose in terms of ESP classification. Below is given the extensive and exhaustive information regarding the occupational and educational readings.

2.6 Occupational Purpose:

In order to understand the type of quality requirement for a particular profession, one has to make special attempts because it is not easy to confine the type of work and the qualification in to an airtight compartment. This confinement is not possible because of the advancement of science and technology and so it would not surprise anybody if a worker handles the productive machinery in the absence of skilled worker, despite having no qualification pertaining to that machinery.

However, one may consider the following classification regarding the occupational framework. In this framework specific occupation, central duty of that occupation, other types of duties are given. The type of worker is given on the vertical axis with the field of work on the horizontal axis.
<table>
<thead>
<tr>
<th>Type of Work</th>
<th>(A) Manual worker/skilled/unskilled</th>
<th>(B) Clerical officer/administrative assistant</th>
<th>(C) Technical officer/technical representative</th>
<th>(D) Manager/Senior administrator</th>
<th>(E) Officer</th>
<th>(F) Artist/Sportsman</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>(II)</td>
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<td>(V)</td>
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</tr>
</tbody>
</table>

Chart 2.2: Occupational Framework
This classification may be helpful to give some examples of the occupational classification for specific occupations. It should be noted that the question mark on the horizontal axis allows for a field of work which can not be subsumed as an exponent of one of the categories (i) to (vii) to be treated as a field in itself and listed at (viii). Below is given some examples of the occupational classification for specific occupations:

For example:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garage mechanic / Air stewardess / Restaurant employee</td>
<td>(A) in (vii)</td>
</tr>
<tr>
<td>Travel agency clerk / Directors secretary</td>
<td>(B) in (i)</td>
</tr>
<tr>
<td>Airport announcer / Immigration officer</td>
<td>(B) in (ii)</td>
</tr>
<tr>
<td>Local authority inspector / Air traffic controller</td>
<td>(C) in (ii)</td>
</tr>
<tr>
<td>Sales Manager / Company Director / International banker</td>
<td>(D) in (i)</td>
</tr>
<tr>
<td>News Editor / College Principal / Senior Diplomat</td>
<td>(D) in (iii)</td>
</tr>
<tr>
<td>Teacher / Doctor / Nursing Sister / Broadcaster</td>
<td>(C) in (iii)</td>
</tr>
<tr>
<td>Occupation</td>
<td>Code</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Nuclear physicist / Research Chemist / Civil Engineer</td>
<td>(E)</td>
</tr>
<tr>
<td>Air force navigator / Naval rating</td>
<td>(F)</td>
</tr>
<tr>
<td>Detective Inspector / Police constable</td>
<td>(F)</td>
</tr>
<tr>
<td>Music director / Actor / Singer / Footballer</td>
<td>(G)</td>
</tr>
<tr>
<td>Factory foreman / Travelling Salesman</td>
<td>(C)</td>
</tr>
<tr>
<td>Nurse / Compositor</td>
<td>(A)</td>
</tr>
<tr>
<td>Inland revenue accountant /</td>
<td></td>
</tr>
<tr>
<td>Local government councillor</td>
<td>(E)</td>
</tr>
</tbody>
</table>

(Chart 2.3 occupational classification for specific occupations)

This occupational classification specifically points out the specific occupation and central duty in such a way as to help in the determination of the social relationship between the participants.
2.7 Educational Purpose:

As far as educational purpose is concerned, English has to perform more specific functions. The need and importance of English as a subject and as a medium of instruction may vary from subject to subject and discipline to discipline. Strevens (1977, a.) has made the distinctions for the educational purpose, according to:

(i) **Specific Discipline**: The specific discipline or subject for which English is required.

(ii) **Central area of study**: The central area of study in which the participant will be engaged.

(iii) **Other areas of study**: Identification of the other areas of study for which English is needed.

There can be an overlap between the language skills and micro-functions required for one discipline or area of study and those involved with another, where the two have stylistic features in common. The exact nature and extent of overlap can be verified through discourse analysis of the areas concerned. If we are classifying the general academic field, then it is possible for us to form separate programmes for separate courses. But
if it is within the same field then it becomes very difficult to
from such courses. In other words, if the branches of education
are on the vertical axis, then the separate programmes are easily
formed. But if the branches of education are on the horizontal
axis then it requires special efforts in order to form programmes
because then, there is going to be a thin line between the
disciplines.

Thus ESP classification has received a lot of attention in
ELT Literature. It has made it possible to understand the
specific needs and language functions in a better manner.

2.8 Business English:

With the growing transactions between various countries
and as English has been accepted as the life blood for
international dealings, 'Business English' has drawn the attention
of many scholars throughout the world. Although we cannot
deny the fact that there is a certain amount of vocabulary that
we can describe as special business vocabulary, very often what
is called Business English is simply 'English used in business
contexts', not a special language.

Andrew Fenner in "International Business (English)
Language" has labelled IBL as a 'neutral and pragmatic means
of communication' among non-native users of the language.
According to EFL Gazette (Nov. 1990),

"Much Business English Teaching concentrates on common skills: meeting, telephoning and social skills in a business context."

The Oxford Companion to the English Language describes Business English as:

"The register of English appropriate to commerce and industry, and the name for training courses in business usage, especially if offered to foreign learners."

"Language International" (1990) extensively discusses Business English in the following manner.

"In a European context, IBL is a sort of English that a NORWEGIAN would use when trying to communicate with an ITALIAN in BELGIUM. In other words, it is a 'LINGUA FRANKA' used between those for whom English is not their native language in which any sort of communication is possible. Its grammar and syntax vary, being modelled on those of the language of the person speaking in each case."
In their book "International Business English" Leo Jones and Richard Alexander note:

"Business English is not a special language, it is simply English used in business situations. If there is a special language of business, it tends to consist of the specialized terms used by, say freight forwarders or arbitrage dealers."

According to Himstreet (1982) "...in the information age... it is essential that you develop business communication skills. In a California study, 59 office authorities were asked what can schools do to meet future office needs? The response given most frequently was teach business English".

Thus, it can be said on the basis of the above discussion, that the concept of Business English has been properly defined by various experts. Now it is up to the policy makers and decision takers to pay attention to the pedagogic aspect of Business English and design adequate learning tasks for the teaching of Business English.

2.9 Materials Production:

This sub topic includes definitions of 'task', components of a task, characteristics of a 'task' and various principles of materials production.
2.9.1 What is a task?

Various experts have defined the term 'task' in various ways. Willing (1988) defines it as:

"A task is a piece of work undertaken for oneself or for others freely, or for some reward. Thus, example of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airtime reservations, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking hotel reservations, writing a cheque, finding a street destination and helping someone across a road. In other words by 'task' is meant the hundred and one things people do in every day life, at work and play and in between."

The above definition describes the sort of things that non-linguists would tell if they are asked about the task. The second thing to notice about this definition is that some of the examples may not involve language in it. For example, one can paint a fence without talking. Finally, the task may perform the function of a subsidiary component of a larger task. For example, the task of weighing a patient may be a sub component of the task giving a medical examination.
Given below is one more definition of a 'task' which has been taken from "Dictionary of Applied Linguistics" (Ed. by Richards and et. al 1986)

"... an activity or action which is carried out as a result of processing or undertaking language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires The teacher to specify what will be regarded as successful completion of the task. The use of variety of different kinds of tasks in language teaching is said to make language teaching more communicative. ...since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake". (Ed. by Richards and et. al 1986).

In the above definition, we see that the authors take a pedagogical perspective. Tasks are defined in terms of what the learner will do in the classroom rather than in the outside world. This distinction between 'pedagogic' tasks and 'real world' tasks is very important.

In general, what we shall consider the communicative task as a piece of classroom work, which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on
meaning rather than on form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

2.9.2 Components of a task:

Any task will have implicitly or explicitly a goal and roles for teachers and learners. In analytic terms, tasks will contain some form of input data, which might be verbal (for example, a dialogue or reading passage), nonverbal (for example, picture sequence) and an activity which is someway derived from the input and which sets out what the learners are to do in relation to the input.

(Chart 2.4: Framework for analysing Communicative Tasks)
Characteristics of the task:

**Goal**: Exchanging personal information.

**Input**: Information on daily time table.

**Activity**: 1. Reading the diary

2. Asking and answering questions about one's activities during the week.

**Teacher's role**: Monitor and facilitator.

**Learner's role**: Conversational partner.

**Setting**: Classroom pair work.

2.9.3 Various Principles of Materials production:

(i) Among the various principles of materials production, the essential point is that the material should be of general interest.
(ii) While preparing the materials, the Sociolinguistic background of the teachers and learners must be taken care of, along with this, the economic background of the students should also be taken into consideration.

(iii) The material should be prepared keeping in view the competence of the teachers who are going to teach it. If the material is good but the teacher is incompetent then the goal of delivering the best to the students will not get fulfilled.

(iv) Before preparing the material, the need of the students must be investigated. This need can be classified into long term and short term, and the material should be prepared accordingly.

(v) The objectives behind teaching a text / or teaching material should be clearly stated. For example at the end of an academic year the students will / must know how to:

— Identify the main point from the text,

— Identify the structure of an argument,

— Identify how an argument is supported through:
♦ Exemplification

♦ Reason

♦ Concession etc.

— Moreover the learners must be able to communicate in English orally,

— It must enable the learners to understand English spoken by the Indian people,

— It must allow the readers to read the professional books as well as books for pleasure.

— It should also enable the learners to write independently.

(vi) The material should be rich in such a way that people can exploit it in various ways.

(vii) All the activities such as grammar task or filling in the blanks in a business letter or exercises must derive from the text itself so that they may look natural as well as not pose any problems to the learners.
(viii) The activities must be of such type which can contextualise the language rather than use the words or the sentences in isolation.

(ix) All the classroom activities must promote interaction between teacher and student, student and student and more importantly between the student and the text.

(x) While preparing the teaching material for the students, it should be remembered that the material which is prepared is not too lengthy because in such case the students might loose their interest.

(xi) Some of the activities should emphasize upon the fluency in the language.

(xii) Some of the activities should have an accuracy focus in them.

(xiii) At the time of preparing the material, it would be advisable to prepare teaching notes for the teachers. This will help the teacher and also to those who are preparing material, because the objectives in preparing this material will get fulfilled.
Teaching material should contain:

♦ Illustrative sentences deriving from the text itself,

♦ Explanation of form and meaning,

♦ Follow-up activities designed to establish understanding,

♦ Activities designed to check that the learning has taken place in the real sense of the term.

There are some misconceptions about language teaching:

♦ A quiet classroom is a good classroom,

♦ Students learn only when the teachers teach,

♦ It would require hard work to learn English.

But at the time of preparing new material it should also be taken into consideration that:

♦ The process of communication can lead to better understanding among the students,

♦ Through pair work and group work students can learn faster, without any difficulty.
When it comes to evaluation, instead of terminal or annual examination, a constant and consistent evaluation should take place.

2.10 Teaching of English at UG level:

The students of the faculty of Business studies i.e. Commerce faculty in the Sardar Patel University have to study one paper called English in each of the three years. This is a compulsory paper in all F.Y.B.Com., S.Y.B.Com., and T.Y.B.Com. years.

The students during these three years get the education of English for two hours and fifteen minutes per week, i.e. three lectures per week, each of forty-five minutes. The students will appear for two internal examinations (each of 45 marks, divided by 3 = 30 marks) and one external examination (of 70 marks) which would make total evaluation of 100 marks.

Looking specifically at the syllabus of F.Y.B.Com., it aims to achieve the following objectives:

♦ To develop the skill of independent reading with comprehension and
To develop the skill of writing various kinds of business letters.

2.10.1 Existing syllabus and list of reference books for the students at F.Y.B.Com. Level:

The syllabus of English-I for the students of Sardar Patel University reads as under:

1. A text to be prescribed (A novel / Short stories)
2. Vocabulary - List of words.
3. The tenses,

- Present tense,
- Progressive Present tense,
- Perfect Present tense,
- Past tense,
- Progressive Past tense,
Perfect Past tense,

Future tense.

4. Modal Auxiliaries.

5. Conditionals.

6. The Layout of a business letter.

7. Inquiry letters and Replies to inquiry letters

(i) Concerning Catalogues,

(ii) Prices,

(iii) Quotations,

(iv) Samples,

(v) Demonstration, Discount,

(vi) Credit, Mode of Delivery,

(vii) Package,
(viii) Concession

(ix) Terms of Sale,

(x) Mode of payment,

(xi) Transportation.

8. Placing of Orders :

(i) Concerning trial order,

(ii) Routine order,

(iii) Report Order

(iv) Postponing the order,

(v) Reserving the right to reject the goods,

(vi) Request for changes in the order already placed,

(vii) Order with conditions attached,

(viii) Cancellation of order.
9. Execution of orders:

(i) Concerning execution of order,

(ii) Delay in the execution of order,

(iii) Request for extension of time in delivery,

(iv) Partial execution of order,

(v) Declining the order,

(vi) Offering substitute goods,

(vii) Cancellation of order.

10. List of reference books:

(i) Modern Business Letter by L.Gertside (The English Language Book Society)

(ii) Complete Commercial Correspondence by Rhoda Aspi Doctor and Aspi H. Doctor (A. R. Sheth & Co., Bombay)

(iii) Comprehensive Business Communication by Saroj Karnik, P. P. Mehta and P. V. Kulkarni (Orient Longmans, Bombay)
2.10.2 Revision of the syllabus at F.Y.B.Com. Level:

The syllabus prescribed for the students at F.Y.B.Com. level is not skill based. The students have to read and have to reproduce same material in the examination. But surprisingly, any guidelines for testing and evaluation for the teachers have not been mentioned here.

A close examination of the syllabus of English - I at F.Y.B.Com level shows that:
(i) There is much scope for revision,

(ii) The focus on genuine interaction and communication has been neglected,

(iii) The present syllabus neither focuses on any specific skill not motivates the students to read the original textbook.

(iv) The Investigator on the basis of tryout with the students find out that the syllabus which is taught at present is far from interesting.

(v) Even the grammar part has more to do with the understanding of the terms rather than using them practically. So the student may be able to say what is a modal auxiliary but the may not be able to use that modal auxiliary into the actual sentence.

2.11 Conclusion:

Having discussed some crucial topics like ESP, Business English and Materials Production, it has become easier for the Investigator to discuss the research methodology. Discussion about the research methodology, design of the tools and study will follow in the next chapter.