

**A STUDY OF ENGLISH LANGUAGE SKILLS AMONG
THE EMPLOYEES OF CALL CENTRE
AND HOSPITALITY INDUSTRY OF
JAMMU & KASHMIR STATE**

A Thesis
Submitted

In Partial Fulfillment of the Requirements for
the Degree of

DOCTOR OF PHILOSOPHY



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CERTIFICATE

I hereby declare that the work presented in this thesis entitled **A Study of English Language Skills among the Employees of Call Centres and Hospitality Industry of Jammu & Kashmir State** in fulfilment of the requirements for the award of the Degree of Philosophy of Mewar University, Chittorgarh, Rajasthan is an authentic record of my own research work carried out under the supervision of **Dr. Anupam Chakrabarti (Supervisor) and Dr. Khursheed Ahmad Qazi (Co-Supervisor)**.

I also declare that the work embodied in the present thesis is my original work and has not been submitted by me for any other Degree or Diploma in any University/Institution.

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LIST OF ABBREVIATIONS

AMC	ANNUAL MAINTENANCE CONTRACT
BBA	BACHELOR OF BUSINESS ADMINISTRATION
BBC	BRITISH BROADCASTING CORPORATION
BBS	BACHELOR OF BUSINESS STUDIES
BCA	BACHELOR OF COMPUTER APPLICATIONS
BHM	BACHELOR OF HOTEL MANAGEMENT
BMW	BAVARIAN MOTOR WORKS
BPO	BUSINESS PROCESSING OUTSOURCING
CCA	CUSTOMER CARE AGENTS
CEE	CENTRAL AND EASTERN EUROPEAN COUNTRIES
CEFR	COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES
CLAS	CAMBRIDGE LIMERICK AND SHANON

CSR	CUSTOMER SERVICE REPRESENTATIVE
EAOP	ENGLISH FOR ACADEMIC AND PURPOSES
EAP	ENGLISH FOR ACADEMIC PURPOSES
EBE	ENGLISH FOR BUSINESS AND ECONOMICS
EC	EUROPEAN COMMUNITY
EFTA	EUROPEAN FREE TRADE AGREEMENT
ELC	ENGLISH LANGUAGE COMMUNICATION
ELT	ENGLISH FOR LANGUAGE AND TEACHING
EOP	ENGLISH FOR OCCUPATIONAL PURPOSES
ESP	ENGLISH FOR SPECIFIC PURPOSES
ESS	ENGLISH FOR SOCIAL STUDIES
EST	ENGLISH FOR SCIENCE AND TECHNOLOGY
EU	EUROPEAN UNION
GE	GENERAL ENGLISH
HR	HUMAN RESOURCE

IMF	INTERNATIONAL MONETARY FUND
IT	INFORMATION TECHNOLOGY
IVRS	INTERACTIVE VOICE RESPONSE SYSTEM
JKTDC	JAMMU AND KASHMIR TOURISM DEVELOPMENT CORPORATION
L & D	LANGUAGE AND DEVELOPMENT
LIS	LIBRARY AND INFORMATION SCIENCE
MA	MASTER OF ARTS
MNC	MULTI NATIONAL COMPANIES
MTI	MOTHER TONGUE INFLUENCE
NASSCO M	THE NATIONAL ASSOCIATION OF SOFTWARE AND SERVICES COMPANIES
NELLE	NETWORKING ENGLISH LANGUAGE LEARNING IN EUROPE
QA	QUALITY ASSURANCE
TSA	TARGET SITUATION ANALYSIS
UK	UNITED KINGDOM
USA	UNITED STATES OF AMERICA

WTO	WORLD TRADE ORGANIZATION
WTTC	WORLD TRAVEL AND TOURISM COUNCIL

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3. 2016. “J & K Call Centre Industry & English Language: A Brief Study”. *Research Journal of English Language and Literature (RJELAL)*, Vol. 4. Issue2. 2016 (Apr – Jun), (ISSN 2395 – 2636).

CHAPTER 1

INTRODUCTION

The current status of English is unprecedented. Simultaneously, it has a preeminent global role in science, commerce, politics, finance, tourism, sport, and screen entertainment and popular music with no challenger comparable to it, it seems almost untouchable; even in China, the only country with a language that has more native speakers, every school child now studies English and India, set to overtake China in population by 2050, is already trading on an expertise in English inherited from the British Empire and studiously preserved and fostered ever since.

- Nicholas Ostler

English Language spread by leaps and bounds across the world and it crept successfully in all spheres of modern man's life. Currently, it is lauded as the most 'successful' language ever, with 1500 million speakers worldwide¹. In a multi-religious, multilingual and multicultural scenario like ours, it has been serving as a link language and has succeeded in emerging as a strong vehicle of communication used by people for varied purposes which makes it the spine for the growth and development of the nation in all its fields such as education, information technology, business, trade, politics, science, research, etc., due to its uniqueness with respect to its clarity of expression, dynamism, lucidity, flexibility, receptiveness, rhetoric, adaptability, resourcefulness and rich vocabulary. Rosa acknowledges that

¹ Research reveals that today many people wish to improve their English ability in order to be powerful and employable. It is no exaggeration to state that English is the ultimate language of the modern global world for it carries both capitalistic and communicative meaning within itself.

Today's global economy has drastically changed the importance of English. It is the common language of international business and mass communication.

(Rosa, 136)

In the contemporary world, English language plays a vital role in the current global world and India has effectively made use of this potential and acquired today a great name and fame of being one of the largest English using countries in the world attracting multinational companies to outsource this potential at cheaper rates and cost². Good confident Indian English Speakers compete today globally and have wider choice of jobs with lucrative earnings. It is also an instrument of intellectual discourse and social interaction among the elite classes all across the world. Research reveals that in the current world of globalization, a good command of English language has become a prerequisite qualification for majority of jobs and vacancies across the world and those who among us lack these soft skills experience extreme difficulties in finding suitable employment and have bleak chances of excellence and growth in the career ahead³.

In the backdrop of the aforesaid, our country has taken a lead in producing a pool of good English language speakers who have proved their mettle in their various professional careers especially in the BPO's and hospitality industry of the country.

This is one of the reasons why so many call centres are established in India by the

² In modern world of globalized borderless economy, effective communication plays a very crucial role for a smooth successful functioning of any industry. English has today emerged as a language of business and trade and is accepted as a proper standard for communication. It is this variety of communication which ensures a balance between organizational objectives, success and profitability.

³ Since English is the language of the globalized business world, effective and excellent communication and adequate English language competency is essential in any job industry including hotel industry for better guest experience and better efficiency, productivity and profitability. Good communication skills help in strengthening the ties between the guests and the hotel staff which finally proves beneficial to the overall growth of the hotel industry.

foreign countries. The J K State too has now a good number of call centres and its hospitality industry also provides jobs to thousands each year. Pertinently, Communication skills form an important element of both hospitality industry and call centres. Good oral and proper written communication skills are the top skills important to hospitality practitioners at different levels. Call centres and hospital industry employees are exposed to situations where a customer and the service provider do not share their mother tongue but English. Hence, this is where English language skills play an essential role in delivering a quality service encounter and in career excellence and growth. Despite complaints, no substantial research work has been carried out on English Language Skills among the employees of call centres and hospitality industry of Jammu and Kashmir State⁴. The scholar has made an attempt in this research programme to evaluate & explore the needs, problems and deficiencies by seriously investigating many things in these industries other than the call centre interactions or host-guest interactions for compiling the corpus of the proposed dissertation.

Interestingly, a general review of literature shows that remarkable studies have been conducted regarding the actual English communicative needs of the employees working in different work environments and industries across the world particularly in the 21st Century⁵. Brian Paltridge and Sue Starfield in *their Hand book of English*

⁴ Tourism industry constitutes one of the fastest growing sectors and a major revenue earner not only in the J&K state but also all over the India. Like other places, here in the J and K state also, hotel industry constitutes an integral part of its tourism industry which is diverse in nature for it accommodates employees and guests, with diverse linguistic, ethnic and cultural backgrounds. Hotel industry is one of the major employment generating sectors. Here also communication skills form the essential component of the industry.

⁵ English has always been the dominant language in the field of computers, and English language is a very useful and powerful tool for interpreting the world. It seems that English smoothes communication amongst people all over the world, and ability to

for Specific Purposes put forward the key research findings in the field of English for specific purposes. Peter A Master and Donna Brinton in their *New Ways in English for Specific Purposes* opine that English for Specific purposes is such a division of English language teaching that constitutes extensive use of content and task based syllabi, and varying use of grammatical, notional-functional, and rhetorical syllabi. Paula Garcia, Shoba Sharma and Sallie Wilson in their *Work place English As a Second Language Curriculum Guide for Juno Lighting* offer a holistic course in language skills – reading, writing, listening and speaking – for workers at the Juno Lighting plant in Chicago, many of whom are immigrants from Mexico, Guatemala, and other Latin American countries. The curriculum is a guide to lesson planning and topic development. Objectives, vocabulary, language skills, lesson ideas, and suggested materials are included with each unit. *The Implementation of English Language Skills of Thai Students during the Internship in the Hospitality Service Workplaces* investigates the English language skills & Thai students’ use in intercultural communication in hospitality service workplaces. Its aim is to determine which essential language skills are used for exploring how these skills are implemented while giving services to international tourists. The project is designed as an ethnographic case study. Multiple research tools have been used particularly participatory observations of workplace interactions and semi-structured interviews.

J Lockwood in “Developing an English for Specific Purpose Curriculum for Asian Call Centres: How Theory Can Inform Practice” highlights the impact of English communications training programme, content and design for call centre industry. It is a research-based approach to English for specific purpose (ESP) syllabus design and

speaking English improves people’s understanding of the world. For this reason, many people want to speak English and to interpret everything in English, making it thus an ‘international language’.

content. A case study of an ESP curriculum development project commissioned by a large multinational company operating global call centres and back offices in Asia is used for this investigation. There has been concern within this company about the level of English communication skills which their customers are native speakers of English, but their customer services representatives (CSRs) are second language speakers of English. The article outlines the theoretical principles upon which this ESP syllabus was developed and then traces the steps for integrating the findings and tailoring the programme to the needs of this multinational worksite. In the same vein, Kingsley Bolton in his “World Englishes and International Call Centres” talks about Call centres of various kinds which have become fact of life for many people in Europe, North America and other developed economies. Since the early 2000s, however, a significant number of call centres have been outsourced to destinations like India and the Philippines and thereby raising a number of issues relating to language and globalization and the politics of English as an international language.

1.1 FOCUS OF THE RESEARCH

Now this research project primarily focuses on the following:

- I. To examine English language needs of workers in call centres and hospitality industry in J & K so that appropriate language structures could be developed to enable them to perform well in their job specific situations.
- II. To highlight how language is used in both hotels and calls centres and thereby emphasize the language problems encountered by both the hospitality and the call centre operators and executives.

- III. To stress upon the importance of English communication skills – speaking, reading, listening and writing – among the employees of both hospitality industry and Call centres.
- IV. To elucidate the prospects and future of English Language in call centres and hospitality industry especially in J & K State and
- V. To come up with suggestions and recommendations for employees, trainers, course designers and material producers of English for Specific Purposes.

The scholar surveyed the hospitality industry and the existing call centres across the J & K State. A good number of questionnaires other than interviews were prepared for the circulation among call centres and hospitality industry employees for identifying various English language problems and needs of these employees. Further, not only the staff of these industries was seriously monitored / watched while on duty but also their customers and managers. Apart from the analysis of the English Language in these sectors, all the factors that contributed to the language strength of these employees and their growth was looked into. Thus, both qualitative and quantitative research methodologies were employed. In qualitative approach, the scholar relied on all the printed material available and in quantitative method; the scholar relied primarily on interviews and questionnaires. In this way, the information was collected through the responses to these set questionnaires from the various executives / workers / operators and through on-spot observation of the usage of English by these executives and workers in the call centres and hospitality industry. This formed the data for the research Programme. All the other factors such as use of accents, varieties, tones etc. were also considered. This detailed analysis directed to identify the deficiencies / problems and thereby make it possible to

suggest remedial measures so that the situation of these executives or workers in these sectors in the State of Jammu and Kashmir is improved.

This study surely proves a great document of reference for the planners, policy makers and hoteliers who often fail to understand the real ailments of these industries. A survey of some leading call centres and hotels was carried out across the state. Around 30 employees from both the industries i.e., Call Centres & Hospitality were randomly selected for the present study.

For this purpose a select group of leading Call Centres/ BPO's of the state was chosen by the researcher in order to come up with an authentic research work.

1.2. SOME LEADING CALL CENTRE IN J & K STATE

Some of the leading Call Centres / BPO's which were surveyed for the purpose of this study are given as under:-

- Serco Global, Sanik Colony, Jammu.
- Eyogi Solutions, Sector 73, Gandhinagar, Jammu.
- V Serve Global, Canal Road, Jammu.
- JK Info Solutions Pvt Ltd, Gandhinagar, Jammu.
- PC Planet, Rangret, Kashmir.
- S2F Technologies, Qamarwari, Kashmir.
- HR Magnet Technologies Pvt Ltd, Magarmalbagh, Kashmir.
- Ageis Essar, Rangret, Kashmir.

The survey is primarily a questionnaire-based study that attempts to explore how English Language skills are required for the employees for performing their service satisfactorily and up to the expectations of the management and customers of their

concerned organizations. Again for validating the views, informal interviews with the staff were also carried out for coming up with factual findings and genuine recommendations.

Similarly, for identifying the genuine English language needs of the tourism / hospitality industry employees especially front office staff was taken on board. For this purpose a select group of leading hotels of the state was chosen by the researcher in order to come up with an authentic research work.

1.3 SOME LEADING HOTELS IN J & K STATE

Some of the leading Hotels which were surveyed for the purpose of this study are given as under:-

- Fortune Inn Rivera, 9, Gulab Singh Marg Jammu
- K.C. Residency, Vir Marg, Jammu.
- Hotel Ashok, Amar Mahal, Jammu.
- Satyam Hotel, Trikuta Nagar, Jammu.
- Hari Niwas Palace, Jammu.
- From Kashmir valley Hotels surveyed were:
- Vivanta by Taj, Kralsangri, Brein, Kashmir
- Lalit Grand Palace, Kashmir
- The Khyber Himalayan Resort, Gulmarg, Kashmir
- Batra Group of Hotels, Kashmir
- The Grand dragon, old Road Sheynam, Leh
- Hotel Lasermo, Chulung old road, Leh
- Gomang – Boutique Hotel, Upper Changspa road, Leh

- Hotel the Ladakh, Upper Karzoo, Leh

1.4. CONTENTS OF THESIS

This thesis is divided into four chapters excluding an introduction, literature review and a conclusion in order to find out how exactly English language constitutes an essential component of hospitality and call centre industries in the J & K State. After an overview of English Language and globalization in chapter first, the scholar gives an estimate of English for specific purposes in chapter second. The third chapter is devoted to the identification of needs and problems of English language communication skills among Call centres executives or customer care representatives. The fourth chapter gives a detailed description of the English language needs and problems among the employees of the hospitality industry in the J & K state.

CHAPTER 2

REVIEW OF LITERATURE

This research study is an analysis of English language skills among the employees of the call centre and the hospitality industry of the Jammu & Kashmir State. It seriously aims at exploring needs and problems of the English communication strategies / skills used by the employees in these industries. Therefore, in addition to the empirical / field study, the scholar has to evaluate some of the related research materials and literature already available in this field for attaining sufficient background knowledge for his further study. By doing so, the researcher would be able to produce an original and authentic dissertation / research findings for reference of future researchers and readers.

2.1. ENGLISH COMMUNICATION SKILLS & EMPLOYMENT

The contemporary age is an age of unprecedented growth and advancement in almost all fields of human concern. In fact, this feature of our age has given it an extra edge over the rest past eras for what would appear a dream is now a concrete reality. This means times have drastically changed and this change has affected every human activity including the use of language. Today due to globalization and the IT revolution, English language has gained tremendous significance and an important place in almost all business concerns especially outsourcing activities which has opened for our youth more vistas and opportunities to excel. It has been seen that youth equipped with better linguistic competencies especially English are outshining others in almost all fields. In this regard, a good number of studies have been carried

out which fully justify this fact. Bloch and Starks (1999) who conducted a crucial study of various types of English spoken throughout the world found that the main four problems of non-native English speakers in English communication comprise of the following:

- A total lack of understanding between speaker and listener
- Poor or insufficient vocabulary and use of idioms
- Distortion or misunderstanding of the message, and
- Inappropriate formulation of the message.

Bloch and Starks also suggested that in order to overcome these problems, business people need to have sufficient and practical English knowledge and strong communication skills, as well as a greater awareness of what conversation entails. The importance of English communication skills for those looking for employment or career development is well documented. Several studies (such as Boonkit, 2010; Crosling & Ward, 2002; Forey & Lockwood, 2007; Seong, 2007; Sutthawatsunthorn, 2004; Vasavakul, 2006) confirm that English communication skills are considered to be the most significant capability in evaluating / calculating entry-level job candidates and the most important characteristic for all professional success. According to Murphy (2000), effective communication is the life and blood of every association. In all business & commerce activities, the aptitude to communicate efficiently is necessary and hence greatly influences promotion and the growth of an individual. A member of the staff who cannot communicate effectively remains covered in low-end jobs. Moreover, effective communication also aids workers to achieve their goals in a better way. In the customer service field, Harris (2000) highlights the fact that the customer services depend on the ability to communicate

effectively. Also, speaking and listening skills constitute the most important communicative tools among the five main techniques of communication employed in efficient customer service interface, which comprise listening, speaking, writing, reading, and non-verbal expression. Therefore, customer service agents must continue to improve their communication skills in order to be successful in their careers.

In a study of English oral communication skills in an undergraduate business and commerce curriculum, Crosling and Ward (2002) proved that English oral communication skills were crucial in the workplace. Employees in this field required effective communication skills if they wanted to be successful. The employees with the best English oral communication skills were the most valuable. On the other hand, if employees lacked this core skill, they were at a disadvantage. Moreover, in a study investigating the development of English and communication skills for modern engineers conducted by Riemer (2002), the results indicated that English communication skills were essential for any engineer who aspired to carry out his or her professional practice in the international marketplace. The results of the study also proved that to prepare engineers for industrial demand, they should be trained to use all four English language skills, especially listening and speaking, in order to communicate effectively in the global business environment.

Additionally, English communication skills play an important role in the tourist industry. Seong (2007) conducted a study focusing on English for tourism and found that English oral communication skills were the most valuable ones especially for the professionals of this industry. Seong also suggested that learners needed to be actively involved in language learning in order to increase the amount of utterances, their level of understanding of the meaning of a conversation, grammar modification,

negotiation, and providing feedback. Hua and Kuar (2007) conducted a study to analyze English communication needs among Information Technology (IT) graduates. It was found that besides the basic skills of reading and writing, effective English communication skills were all additional skills required in IT jobs. These skills were also important for recruiting personnel, fostering career success, and enhancing the quality of one's life. In addition, there was a need to prepare IT graduates with effective English communication skills in order to compete in the international job market. Hua and Kuar (2007) also added that effective communication skills were vital to business people, especially those who hold managerial positions because managers need to listen, explain, persuade, guide, coach, encourage, facilitate, and direct group members to meet the goals of individuals and their organizations. Effective oral communication enables individuals to be understood. It also helps to create a better understanding between people and foster good relationships among workers in any business context or company.

In the call center context, English oral communication is not only seen as the heart of call center operations, but also as a crucial element for success in this field. The quality of call center professionals will greatly affect the ability of an organization to offer competitive services in the global economy. An improvement in the quality of communication and an increase in the standard of English are both factors that help to maintain and enhance the status of non-native English speaking call center agents to an international level (Forey & Lockwood, 2007). The significance of English communication is further supported by the study conducted by Vasavakul (2006), who used a questionnaire and an interview to gather information in order to design English for Business Purposes training courses with a focus on the needs of employees. The customer-service staff at international banks participated in this

study. The findings showed that speaking and listening were considered to be the most desirable skills and that speaking and listening skills were rated by staff as being more difficult than reading and writing. Similarly, Jaisutthi (2006) also found that English speaking skills were vitally important and played a crucial part in the duties of the front office hotel staff for the main responsibility of the front office staff involves customer service activities – attending and answering the telephone calls and problem solving. Hence, the front staff should have good English speaking skills. This shows that Jaisutthi suggests that if the hotel front office staff members were competent and highly proficient in English, they would be confident in providing good services and thus making a good impression on their guests which would mean a good business.

2.2. EFFECTIVE ORAL COMMUNICATION SKILLS.

In the contemporary business context, English communication skills constitute the most common form of business communication and it undoubtedly plays a significant role in the overall functioning of the organization. Organizations are increasingly interested in hiring people with good or effective speaking skills (Ellen, 2001). Throughout each activity, the employees use words and gestures to convey ideas and impressions to customers, colleagues, and others. Also, effective oral communication by means of speaking usually creates a number of benefits for both speakers and business organizations. For example, effective speaking skills may lead to opportunities such as formal or public speaking, job training activities, job interviews, and other related activities (Boonkit, 2010). According to Glenn (1981), basically, communication is a process of conveying or transmitting messages such as ideas, information, or feelings so that the receiver understands it. Communication is a two-way process of exchanging ideas or information between human beings. The

essential elements in any form of oral communication involve a speaker or sender, the message or speech, and the listener or receiver. To achieve effective oral communication, the type of language used should be clear, simple, appropriate, and interesting. Glenn also divides good or effective oral communication into the following three perspectives: -

Firstly, effective oral communication needs to be conversational and direct. One needs to develop simple, direct, communicative, and extemporaneous speaking skills that can be used on any occasion.

Secondly, effective oral communication consists of having something to say and the ability to say it well. In order to be an effective communicator, one must have knowledge of the subject as well as presentation skills.

Thirdly and lastly, effective oral communication needs to be useful for both the speaker and receiver. The ultimate effect of effective oral communication can be measured by the effect it has on both listeners and receivers (Glenn, 1981). Similarly, communication is considered effective when it achieves the desired reaction or feedback from the recipient. Besides, effective communication is all about conveying messages to other people clearly and unambiguously. It is also about receiving information that others are sending with as little distortion as possible (Murphy, 2000). According to Clark, Tinervia and Zimmer (2000), effective oral communication requires good listening and speaking skills. In effective oral communication, the delivery of the messages of the speaker and his tone of voice is significant. Voice quality is determined by four principal factors: (a) volume, (b) pitch (the degree of highness or lowness of a sound), (c) tone, and (d) tempo (the rate of speed). Moreover, pronunciation (saying words correctly) and enunciation (saying

words clearly and distinctly) are also necessary if one needs to communicate at a high level. In addition, according to Flatley and Lesikar (2005), effective or good oral communication often includes four basic elements. Firstly, good voice quality is the heart of effective oral communication. A message with good voice quality requires pitch, an appropriate delivery speed and volume.

The second element is a good speaking style. A speaking style is the blending of pitch, speed, and volume to form a unique speaking personality. A speaker should also have a good idea and sincere attitude towards his or her own speaking style.

A third quality of effective communication is word choice. The larger the vocabulary that a speaker has, the more word choice they have. A good speaker should be able to select the words that are the most familiar to the listener. Also, the selected words should be appropriate and convey the level of courtesy intended by the speaker.

The fourth quality is adaptation, which means fitting the message to the listener. It includes the quality of word selection, voice, and style. These three qualities may vary when the message is delivered to a different listener, such as a member of a different culture, or whether or not it is a social or a work situation. A speaker should develop good voice quality, an effective speaking style, and select words and tailor messages to suit their listener in order to become an effective communicator (Flatley & Lesikar, 2005). Additionally, according to Marylin (2006), superior English communication skills are a core requisite for obtaining and holding a good job, as well as the potential for promotion. In order to communicate effectively, business people need to use all of the communication tools at their disposal, such as grammar, spelling, pronunciation, and word usage. Additionally, to be considered a good speaker or communicator, an employee needs to have pleasant voice by using proper

phonation (voice and tone), clear articulation, and correct pronunciation. To have smooth, fluent, and clear speech and to have a sincere attitude towards a listener are also considered essential characteristics of a good communicator. Moreover, confidence and a relaxed style are also necessary to impress listeners. Furthermore, English communication skills are viewed as an additional factor in a successful performance at work or a career achievement. In order to communicate efficiently and effectively, it is important for employees to have a good knowledge of their job, to speak clearly and correctly and to create coherent messages. The ability to reiterate to show understanding, to listen to answers, and to pay attention to the needs of speakers or customers are also considered essential elements of effective communication (Runnakit, 2007). According to Lane (2010), oral communication concerns the use of words to create and convey meaning. The words used in oral communication enable the speakers to define, classify, and express beliefs, attitudes, thoughts, and feelings. Effective oral communication also deals with how speakers organize their perceptions and talk about events in the past, present, and future. Therefore, an understanding of words and vocabulary is essential to effective oral communication and it is crucial to understand both the denotative and the connotative meanings of words in order to communicate successfully.

It can be concluded that effective oral communication skills are vital in any workplace context as they are an integral part of working life. These skills can also enhance work performance and increase the value of an employee within a company. Furthermore, these skills can improve both the rate of productivity and the quality of work. Therefore, the ability to communicate effectively is essential if one wants to build a successful career. However effective communication in the workplace has increasingly been recognized as a major problem for employees. A lack of accuracy

in the target language is not the only problem faced by employees; they also experienced difficulty with mastering specific terms and using language appropriately (Runnakit, 2007). In addition, not all foreign business people or non-native English speakers are adequately prepared to handle communication problems, especially when non-native English speakers have either insufficient English knowledge, limited experience with or exposure to English interaction, or lack communicative competence. Hence, speaking English communication is considered to be difficult for non-native English speakers as English is not their mother tongue (Khamkhien, 2010; Myers, Penrase, & Rasberry, 2000).

2.3. ORAL COMMUNICATION STRATEGIES.

The main purpose of oral communication is to successfully transmit an intended message. However, in a situation where the message sender and the message receiver have different native languages, it is difficult for communicators to achieve their communicative goals (Somsai & Intaraprasert, 2011). As a result, communication strategies are often used to deal with these problems, especially when speaking. This is due to the limited knowledge of the communicators or restrictions in their use of language knowledge in a particular setting (Savignon, 1983). Besides, communication strategies are often used to enhance the effectiveness of communication, even if there are no difficulties with oral communication (Bygate, 2002). According to Savignon (1983), communication strategies are techniques used to sustain communication. These strategies include paraphrasing, circumlocution (a roundabout expression or indirect way of speaking), asking for repetition or emphasis, seeking clarification, and avoidance of words, structures, or topics. These strategies are used to meet the demands of ongoing communication. Thus, the effective use of coping strategies is important for communicators in all contexts, and

also distinguishes highly competent communicators from the less competent.

In addition, according to Kirkpatrick (2007), communication strategies are used to ensure collaborative communication among those who have learned English as a second language and consider themselves multilinguals. Additionally, these strategies are aimed to ensure communication among participants as well as serving to save face. The adoption of communicative strategies is also to ensure smooth communication between the speaker and the listener. Kirkpatrick has listed several effective strategies for oral communication. For example, 'a request for repetition and clarification is used when a communicator does not understand the message. Next, 'the strategy of spelling out the words' is used to clarify unfamiliar or unclear words. Also, to ensure the message is clearly understood, the speaker can adopt 'the strategy of making explicit by paraphrasing.' The speaker can also employ 'let it pass' strategies or avoidance strategies in order to continue the conversation when it seems that the message is not clearly understood yet, but will become clear later.

In a study on the English communication strategies employed by first-year medical students conducted by Chanawong (2007), eight types of communication strategies were found. These strategies, ranked from the most to the least used, were (a) literal translation, (b) code switching, (c) self-repair, (d) circumlocution, (e) appeal for assistance (f) generalization or use of an all-purpose word (g) topic avoidance and (h) word coinage. It was also found that the communication strategy that the participants found the most effective was 'circumlocution,' an indirect way of speaking or using many words to describe something simple. In the study of adjusting communication strategies to language proficiency, Ting and Phan (2008) analyzed the typology of communication using an integrated framework comprising psycholinguistic (Faerch & Kasper, 1984), interactional (Tarone, 1980), and discourse (Clennell, 1995)

perspectives. Ting and Phan have outlined the typology of communication strategies that second language (L2) users may use to deal with communication breakdowns to several strategies. The first is the abandon message strategy, when a speaker begins to talk about a concept, but is unable to continue due to a lack of meaning structure, stops mid-utterances and moves on to another idea. The second strategy is topic avoidance, when a speaker does not talk about a concept because he or she does not have the target language item or structure for it. The third strategy, literal translation, refers to when a speaker translates word for word from another language. The fourth is the language switch strategy, when a speaker uses a term from another language without bothering to translate. The fifth strategy, circumlocution, is when a speaker describes the characteristics or elements of an object or action instead of using the appropriate target language structure. The sixth strategy is word coinage, when a speaker makes up new words in order to communicate a desired concept. The seventh strategy is approximation, involves the speaker using a single target language vocabulary item that he or she knows is not correct, but shares enough semantic features in common with the desired item to satisfy the speaker. The appeal for assistance strategy involves a speaker asking for the correct item or structure. The last strategy is lexical repetition, when a speaker repeats words or phrases with a system of tones (e.g. rise, fall, rise-fall) for discourse and topic maintenance, appeal for assistance, request for clarification and to indicate comprehension (Ting & Phan, 2008). Furthermore, in the study of exploring factors affecting the use of oral communication strategies, Huang (2010) concluded that communication strategies can be classified into two types. The first was the avoidance or reduction strategy, which included, for example, topic avoidance, message abandonment, or meaning replacement. The communicator used these strategies to avoid unfamiliar topics, to

avoid solving communication problems, and to reduce or abandon unsuccessful messages. The second type was the achievement or compensatory strategy, which include an appeal for help, code switching, literal translation, first language substitution, generalization, and word coinage. These strategies were used to reach the original goal of communication.

To conclude, communication strategies are useful techniques for coping with difficulties in oral communication, especially for those whose English is as a second or a foreign language. Additionally, communication strategies refer to the devices or techniques employed by communicators either to solve communication problems or to enhance communicative effectiveness. The adoption of such communication strategies is to ensure smooth communication between the speaker and the listener. This is because smooth and collaborative communication is another major communicative goal (Kirkpatrick, 2007).

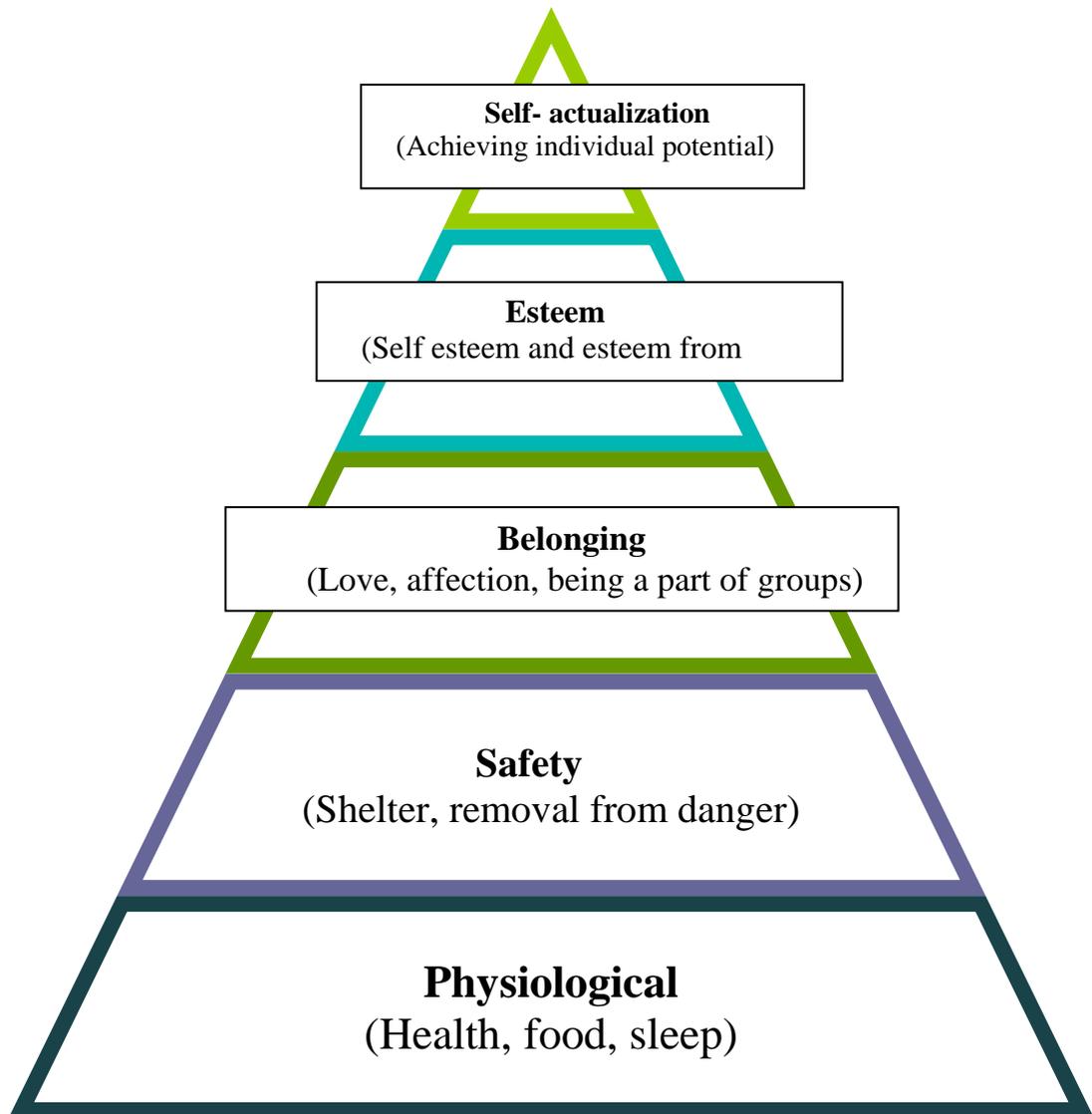
2.4. NEEDS

Since this research is primarily related to the needs of the employees in the call centers and hospitality industry of the J & K State, the scholar here tries to look for the appropriate meaning given to the concept of needs by various scholars. The term 'need' has been variously looked at by researchers. Kavaliauskiene & Uzaliene (2003) believe that needs are important abilities that subjects have not mastered. In the same vein, Hutchison and Waters (1996) remark that language needs are divided into two types: the target needs and learning needs. The target needs deal with the use of language, divided into three subcategories –necessities, lacks and wants.

- a) Necessities are the requirement of English language in target situations which people should know. This helps people to use English to communicate smoothly in target situations.
- b) Lacks are what learners do not know and need improvement in order to function effectively in target situations.
- c) Wants are learners' perception about what they need and what they desire.

Robinson (1991) mentioned that needs are judgments about a topic. The English language required at work is one of the five aspects of English needs. It is a goal-oriented need. Professionals need English language skills because they have to use them for their routine jobs. One must remember that in India Hotel industry is said to grow at 15% a year. Already more than 50 international budget hotel chains are moving into India to stake their turf. Trained man power especially with strong English linguistic competency will be required in this industry. Suzana Ab. Rahim (2011) exposed the need of learners to hospitality real-place requirements in terms of communication skills. It is pertinent that employees (existing and potential), employers and educators have a consensus of what are the competencies that are required to be instilled in learners to prepare them for the hospitality industry. The author has studied and supported the fact that students who are likely to pursue a career in Tourism and Hospitality work force. "Soft" skills, particularly communication skills in English will make students more employable. She conducted that a mismatch exists between the required skills as against the ability. It is imperative to identify and bridge the gap.

Maslow established a hierarchy of needs. Needs range from basic needs to Meta-needs as follows:



Note: - Retrieved from *Maslow's Hierarchy of needs*. Source: <http://changingminds.org/explanations/needs/maslow.htm>

Figure 1. Maslow's Hierarchy of Needs (1943)

- 1) Basic needs consist of Physiological needs (hunger, thirst, and bodily comforts), security needs (the need to be accepted), and esteem needs (the need to achieve, be competent, and gain approval and recognition).

- 2) Meta needs which are in higher position than basic needs include cognitive needs (need to know, understand and explore), aesthetic needs (symmetry, order, and beauty) and self-actualization needs (need to find self – fulfillment and realize one’s potential).

Maslow opines that once lower-level needs are met, humans move on to fulfill other higher level needs.

Referring to needs assessment, there are many theorists who have defined needs assessment in various ways. Michael West created the term of “need analysis” in 1920s when he was trying to establish the best way learners should learn English (Brown, 1987). Ellis and Johnson (1994) add that needs analysis is a method of obtaining a detailed description of learner needs or a group of learner needs. Information can be obtained from a range of different people, such as company staff, trainers and the learners themselves. This will have implications for future training programmes. Moreover, Graves (2000) further stated that needs analysis is a systematic and ongoing process of gathering information about students’ needs and preferences, interpreting the information, and then making course decisions base on the interpretation in order to meet the needs.

According to different scholars, needs analysis is significant in various ways. Robinson (1980) pointed out that one of the chief values of needs analysis is its ability to “demonstrate the teachers interest in the students and to lead to some useful discussion.” Hawkey (1980) suggested that the needs analysis enables the course designers to achieve two things: to produce a detailed profile of what the learners’ needs are and be able to perform better in English within an occupation for which he or she is being trained, and to produce a specification of the language skills,

functions and forms required to carry out the communication described in the needs profile.

Richard *et al.* (1992) mentioned that needs analysis provides three main purposes which are as follows:-

- 1) It provides data that can be used to review and evaluate an existing programme. It helps to design the programme to meet students' needs.
- 2) It identifies general or specific language needs that can be used in developing goals, objectives and the content of a programme.
- 3) It provides a mechanism for obtaining a wider range of input into the content and the design of a language programme.

2.5. PROBLEMS IN USING ENGLISH LANGUAGE

In the J&K state, English serves as one of the most significant means of communication between natives (Kashmiris) and non-natives (usually foreigners) in various fields especially hospitality industry. Doubtlessly, English has today become the universal language for hospitality industry all across the world including the J&K State. For the employees of this industry, etiquettes play a major role; therefore, while speaking, they must be polite especially in English with the guests. This enables them to understand their requests and serve them accordingly. Whether one's job is to take reservations or clean the hotel rooms or serve as hotel guard or hotel taxi driver, knowledge of English and communicating better in this language is very very essential. Kostic Bobanovic, M (2011), stated that communication is an important element of hospitality industry. Good oral and written communication skills are the highly rated skills crucial for hospitality practitioners at different levels. We have seen even in the J & K different levels of staff members come across

different problems while performing their assignments in this industry.

Nawamin Prachanant in “Needs Analysis on English Language Use in Tourism Industry” discusses various problems which the employees of this industry usually come across. The researcher believes that the hotel employees usually face following problems while interacting with the tourists:-

- 1) Unable to comprehend the tourist fully due to their poor vocabulary.
- 2) Usually foreign tourist speaks too fast.
- 3) Unable to learn / understand foreign accents / tones.
- 4) Poor pronunciation.
- 5) In appropriate words and expressions.
- 6) Poor knowledge of grammar.
- 7) Lack of confidence

Similarly, the employees in call centres today require very strong and high competence in English language for while sitting here in state, they have to deal and speak with the customers of various foreign lands such as the United States of America, United Kingdom, Europe, Canada and Australia. The customer care executives (CSRs) in these centres experience and face different problems while dealing with different customers of different origins and backgrounds. None among these can claim 100% accuracy but they have to give their best to the customers of different parts of the world. We have seen some are poor at grammar and some are poor at pronunciation or technical knowhow. This all one way or the other tells upon the overall functioning of the call centres. A good number of studies have been conducted across the world for identifying various problems which the employees of these industries come across. Jane Lockwood in “Call Centre Communication:

Measurement Process in Non – English Speaking Contexts” offers a detailed list of problems which the Customer Service Representatives come across while executing their services in the call centres. The researcher mentions following problems which the employees of these call centres in the J & K come across while dealing with the customers:-

- 1) Poor Knowledge of Grammar
- 2) Insufficient Training
- 3) Poor Voice Quality
- 4) Lack of Helpful Attitude
- 5) Poor Vocabulary
- 6) Poor Knowledge of Handling Calls
- 7) Poor Product Knowledge
- 8) Lack of Intercultural Understanding
- 9) Lack of Proper Technical Exposure

2.6. CONCLUSION

In the contemporary world, English is considered as the international language and due to globalization this language has gained more significance. Now English communication skills are a requirement for success and advancement of various professionals in a workplace. In fact, better and effective oral communication skills can enhance work performance and can increase the value of an employee in a company. The ability to communicate efficiently and effectively is very essential for one’s career advancement and thus business people and learners need to have an excellent command of English oral communication in order to respond to the impact of globalization and modern professional demands. In this regard, several studies, as

we already know, were conducted to investigate the English communication problems and the communication strategies used by non-native English speakers in both business and academic setting. It was found that non-native English speakers encountered a variety of problems with English communication. As a result, communication strategies were often used to deal with such communication problems; especially for non-native English speakers. It is worth noting that communication strategies are not only useful techniques for coping with difficulties in oral communication, but they can also enhance communicative effectiveness, and ensure smooth communication. Consequently, the results of this study will have implications for speakers or learners who need to improve their English proficiency and thus for a business organization, it is important to design an effective English training course for its employees so that these would prove an essential asset for its growth and development.

CHAPTER 3

ENGLISH LANGUAGE IN GLOBALIZATION: AN OVERVIEW

Globalization represents the triumph of a capitalist world economy tied together by a global division of labour.

- Immanuel Wallerstein

The literature stemming from the debate on globalization has grown in the last decade beyond any individual's capability of extracting a workable definition of the concept. In a sense, the meaning of the concept is self-evident, in another, it is vague and obscure as its reaches are wide and constantly shifting. Perhaps, more than any other concept, globalization is the debate about it.

-Cesare Poppi

If you want to take full advantage....there is only one way to do it; learn English.

-David Crystal

The term globalization⁶, first entitled in a publication namely *Towards New Education* in 1952, is a multi faceted wonder which denotes a broad and deep view of human experience in the field of education. It has since then been used in all fields of human areas of interest, be it - business, academics, information technology, humanities, data innovations, management, research, etc., and it acquired its place even in the mainstream press especially in the latter half of the 1980s and then achieved an everlasting place of its own in almost all fields of human interest. It involves transmission of knowledge economic integration, transfer of policies across

⁶ An early description of globalization was penned by the founder of the Bible student movement Charles Taze Russel who coined the term "corporate giants" in 1897, although, research shows, it was not until the 1960s that the term began to be widely used by economists and other social scientists.

borders, cultural stability and discourses of power. It is a universal process, an idea, an insurgency, and “an organization of the worldwide market free from social and political control⁷.”

In order to discuss and understand the true nature and persona of the term globalization⁸ various researchers and scholars have forwarded different definitions of its origin and growth. It has become a very complex and mindboggling concept for the common people of the society to understand the true meaning and nature of the term globalization as the researchers and scholars have very differently and diversely characterized the notion of globalization. For reference, here are some definitions quoted regarding Globalization. Thomas Larsson in his book *The Race to the Top: The Real Story of Globalization* states that globalization: is the procedure of world reduction, of distances getting shorter, things moving closer. It pertains to the increasing ease with which somebody on one side of the world can interact, to mutual benefit, with somebody on the other side of the world. (Larsson, 9)

In the same vein, Kenichi Ohmae remarked in 1992 that Globalization means the onset of the borderless world⁹. (Ohmae, 14)

Anthony McGrew’s elaboration of the concept of Globalization proves that:

Globalization is a process which generates flows and connections, not simply across

⁷ P. V. Nikitin and J. E. Elliott, “Freedom and the Market (An Analysis of the Anti-globalisation Movement from the Perspective of the Theoretical Foundation of the Evaluation of the Dynamics of Capitalism by Palanyi, Hayek and Keynes)”, *The Forum for Social Economics*, Fall 2000, pp. 1-16, p. 14, as cited in G. Gaburro and E. O’Boyle, “Norms for Evaluating Economic Globalization”, *International Journal of Social Economics*, Vol. 30, No. 1/2, 2003, pp. 95- 118, p. 115.

⁸ Inspired numerous competing definitions and interpretations with antecedents dating back to the great movements of trade and empire across Asia and the Indian ocean from the 15th century onwards.

⁹ This quote originally appeared in Kenichi Ohmae’s *The Borderless World: Power and Strategy in the Global Marketplace* (London: HarperCollins, 1992), as cited in RAWOO Netherlands Development Assistance Research Council, “Coping with Globalization: The Need for Research Concerning the Local Response to Globalization in Developing Countries”, Publication No. 20, 2000, p. 14.

nation-states and national territorial boundaries, but between global regions, continents and civilizations. This invites a definition of globalization as: ‘an historical process which engenders a significant shift in the spatial reach of networks and systems of social relations to transcontinental or interregional patterns of human organization, activity and the exercise of power.’¹⁰ (Budak, 327)

Anthony Giddens opines:

Globalization can thus be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa. (Giddens ,64)

For Roland Robertson Globalization:

Refers both to the compression of the world and the intensification of consciousness of the world as a whole. (Robertson, 8)

Albrow remarks in *The Global Age* regarding this much quoted and debated term as:

The historical transformation constituted by the sum of particular forms and instances of... making or being made global

- (i) by the active dissemination of practices, values, technology and other human products throughout the globe
- (ii) when global practices and so on exercise an increasing influence over people’s lives

¹⁰ Anthony G. McGrew, “Global Legal Interaction and Present-Day Patterns of Globalization”, in V. Gessner and A. C. Budak (eds.), *Emerging Legal Certainty: Empirical Studies on the Globalization of Law* (Ashgate: Dartmouth Publishing Company, 1998), p. 327, as cited in V. S. A. Kumar, “A Critical Methodology of Globalization: Politics of the 21st Century?”, *Indiana Journal of Global Legal Studies*, Vol. 10, Issue 2, 2003, pp. 87-111, p. 98.

- (iii) when the globe serves as a focus for, or a premise in shaping, human activities (Albrow ,88)

In the same way, Malcolm Waters states:

Globalization is the direct consequence of the expansion of European culture across the planet via settlement, colonization and cultural replication. It is also bound up intrinsically with the pattern of capitalist development as it has ramified through political and cultural arenas. However, it does not imply that every corner of the planet must become Westernized and capitalist but rather that every set of social arrangements must establish its position in relation to the capitalist West - to use Robertson's term, it must relativize itself. (Waters, 6)

Definitions like the ones specified above make it clear that the notion of Globalization has been talked about variously referring not only to advancement, addition and collaboration, development and stability but also to destabilization, regression and colonialism. Globalization spans a multitude of disciplines, cultures and communities by its nature and uniqueness. This heterogeneousness of the term allows for a mixture of viewpoints – be social, economic or political.

Globalization, in the postmodern age describes the process which enabled cultures, societies and regional economies to become integrated through a worldwide system of political thoughts through transportation, communication, and trade. The term 'Globalization' is closely connected with the term economic globalization¹¹. In fact, at the present even the purchasers / buyers have been sanctioned to figure out the modalities and buy things universally produced. It also refers to the transnational

11. The integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, the spread of technology, and military presence.

distribution of thoughts, languages or accepted cultures through accumulation. Research has also proved that English language played its vital role in the globalization. Nowadays, not a single sphere of life has been skipped from the influence of English language¹². In fact, it is today now language of commerce, management, business, trade, academics, research, IT, etc. With its unprecedented strength and control, it has won the position of universal language, international language and link language, which makes even individuals employable in the contemporary world of globalization.

An impression of the trends of the increase in the English language across the globe reveals its beginnings as the language of “geographic globalization” (Arnold, 2). The last few decades, however, indicate an unique increase in the number of countries and citizens who admit the value of English as an intercontinental language, a lingua franca of our time, and have taken steps to build the necessary surroundings for the language to be taught and learned. This concept leads to the belief that globalization is closely related to the overall development and spread of the English language¹³. McGrew and Held have compared English to a dominant infrastructure – a linguistic one – as essential as any hi-tech system for facilitating the flow of assets, thoughts, and inhabitants across national boundaries. Clyne further maintains that:

English is growing ever so widely . . . through financial, political and planned alliances, through scientific, technological and cultural cooperation, through mass media, through multinational corporations, through enhanced communications, and

¹² English language competence is believed as a very powerful tool need for surviving in the present age of globalization.

¹³ Huppaufl 2004, cited in Coleman, 2006, p. 1.

through the internationalization of professional and personal domains of activity¹⁴.

(As quoted in Coleman, 2)

In this function, English continues to grow higher and higher with every passing day and has been propelled to the status of the principal lingua franca in the world especially in globalization.

Globalization is assumed to have three main pillars and these are namely financial, political, and socio-cultural aspects, are also among the motivating forces behind the “rise of English”, as the process has been described, in the world today. In order to maintain this claim, it is desired now to focus on the relations between the English language and one the recent economic trends around the world, two the recent political developments¹⁵ and the recent socio-cultural developments.

3.1. ECONOMIC GLOBALIZATION AND ENGLISH

According to Castells global economy is further opinioned as: an economy with the capacity to work as a unit in real time on a planetary scale.

(Castells, 259)

Many skeptic scholars of globalization state that what we are experiencing now is an increased stage of internationalization course of action, meaning “an effortless expansion of economic actions across national boundaries.” By comparing, the globalists observe the existing process as “the useful amalgamation of globally detached activities” thus shifting the focus from simply quantitative processes in the

14 Clyne (1984, 1995, cited in Coleman, 2006, p. 2.

15 See for more details Held & McGrew, 2000.

former case to qualitative ones in the second (Dicken, 253). International money-making assimilation was previously

manifested ... through ... trade in goods and services between independent firms and through international movements of portfolio capital.

-(Dicken ,252).

Castells (2000) for the first time in history, points out, when, “capital is managed around the clock in globally integrated financial markets working in real time ...and billion dollars-worth of transactions take place in seconds in the electronic circuits around the globe. This is also supported by the new communicative and innovative technologies leading to universal flows and interrelated networks of trade, capital and finance. The latter largely articulate of a “worldwide organization of finance, construction and trade” (Held & McGrew, 249) and provided the means to a global financial system, rising above nation-states and geo-political boundaries. Multinational companies (MNCs) are the major players in today’s economic processes. The early origins of MNCs date back as early as of the 19th century, and well ahead of 1960, a time considered by the globalists as the commencement of globalization and the term itself (Held & McGrew, 2000; Hirst &Thompson, 2000). The world is being ‘webbed’ by the MNCs and they have installed their centres of manufacture, investment, and trade wherever they find lucrative economic conditions in terms of low-cost raw materials and labour supply, and positive political conditions of feeble nation-state control and labour unions. Most MNCs have their centre of operations in a triangle lying in three continents: North America, Europe and Asia, with three well-established economies such as the USA, UK, and Japan

(Ager, 2003) and few other newly-rising economies like China's, India's¹⁶, and the South-East Asian ones. When these companies set up their centres or enter into the mutual joint ventures with local organization in countries, where English is not the official or native language, English is oftenly implemented as a lingua franca (Gray, 2002) all along with other kinds of infrastructure. Out of 1000 top corporations 566 are located in English speaking countries which justify the use of English as lingua franca (Slowinski 2000). Castells (2000) and other globalist states that in the existing circumstances of the constant flow of wealth, trade, and economics, the old partitions of centre-periphery, and North-South turning into extinction in support of numerous centres and margin and a diversification of North and South themselves, nearly leading to the vanishing of the Third World. The utilization of English in MNCs results in large volumes of business credentials produced in this language, written communication skills and oral training for staff, and extra English classes taught in universities and local schools (Gray,154). Such results will coagulate the relation between the English language and economic power. Such type of a relationship explains that MNCs prefer for English education, particularly higher education in non-English speaking countries, wherever MNCs have stretched out their activity and are regarded as desirable employers for the local population. Slowinski (2000), referring to the development of English in the Central and Eastern European (CEE) countries – included India -- after the end of the Cold War, highlighting the superiority of English is very likely to be one of the hiring measures. This task of the

16 Kachru in *The Spread, Functions, and the Models of Non-native Englishes* (1986) presents the model of the spread of English in three circles consisting of (a) The inner circle, or the traditional basis of English, represented by such countries are the USA, UK, Ireland, Canada, Australia, and New Zealand, where English is the first language; (b) the outer circle, consisting of such countries as India, Singapore, and over 50 other territories in which English is a second language; and (c) the expanding circle in which English is taught and learned as a foreign language, comprising such countries as China, Russia, Japan, etc.

language is acceptable for the reason that English is the corporation of operational language in the non-English speaking country and employees training practices satisfied by it. In view of the fact, that most of the big and dominant MNCs rely on their own scheme of training, whether they take place in the non-English speaking country or at the MNC's headquarter, the capability to take part in this training is dogged by the workers' command of English. Therefore, English is equal to an authorization to employment with these overseas corporations and translates straightly to financial capital. This figurative power (Bourdieu, 1991) inculcated in English provides those who know it with 'linguistic capital', a form of "cultural capital", which can be invested and exchanged for economic and/or other forms of capital (Lyotard, 1984). The capability of English to present its users with financial, educational, and communal capital explains the requirement for and the status that English Language has assumed in India, as the subsequent chapter will demonstrate. MNCs are constantly in search of profitable conditions where they can set up their supplementary; in this view they are highly mobile. A report issued by Silicon.com, defines "true globalization" as the privilege of corporations

. . . deciding how to run their business with less heed to national borders than in the past. It means locating each part of the business where it makes the most sense – whether that is Iceland, India, Wales or indeed somewhere else.

(silicon.com, 2005).

Guided by this spirit of factual globalization, it has been observed that MNCs have developed a practice of closing down the production and services at countries where the nationalities gain power and hamper the control of the labor cost and working conditions. With its comparatively weak nation-state and labor unions, India is

highly accessible and profitable for MNCs and foreign companies. Outsourcing and off shoring has resulted in the birth of a great number of BPO, s and service industries in countries like Philippines and the India. For that motive, the technological help about computer peripherals, information on financial statement, and other additional services often come in “accented English” that draws unusual attitudes from the American customers (Lippi-Green, 1997). On the other hand, intellectual and linguistic barriers lead not only to problems, as Adiga (2004) argues, but also to misinterpretations about business terms (McGee, 2007) and wrecked communication. Even a nation like India, with its well-know ELT base, faces difficulties because “only a small fraction of the two million English-speaking graduates turned out each year by Indian universities who are capable of working in customer-facing operations” (McCue, 2005). Under these conditions, the matter is not only one of ELT education; high-class ELT education believes to be equally important. In this regard, among them “English-speaking India” as the study shows, have a two joint approach: to make English as the first requisite foreign language for all students, at all levels of tutoring, while at the same time enhancing the quality of English language education. Dicken points out that:

All the elements of the production chain in the global economy are regulated within some kind of political structure whose basic unit is the nation-state but which also includes such supranational institutions as the International Monetary Fund or the World Trade Organization, as well as regional economic groupings such as the European Union or the North American Free Trade Agreement.

(Dickens, 255)

The nitty-gritty of the debate between the globalists and skeptics is the problem of whether the nation-state still exists as the prime authority to implement its biased

power over its country and people. Although the skeptics disagree that the nation-state is still present and will carry on to survive in the years to come, the globalists disagree that in a world where EC, OECD and EU work out tremendously, the political influence of that nation will be limited (Keohane, 2000; Krasner, 2000; Mann, 2000; Rosenau, 2000; Strange, 2000), and the nationalities have to regulate themselves according to new realities (Held & McGrew, 2000; Keohane, 2000). In view of the aforementioned facts Crystal states that English is the working or official language of many supra- inter-national organizations and international political gatherings worldwide (Crystal 1997). English is also one of the authorized and functioning languages of the European population, its commissions, and the EU.¹⁷

3.2. ENGLISH LANGUAGE: POLITICS, COLONIALISM AND POST COLONIALISM

As English is only one of the individual working languages of regional associations such as the EU or world organizations such as the United Nations, Crystal (1997) points out that the countries Exporting Petroleum on larger scale speak English as the only official language. Ironically, the countries that have the customary basis of the English language are not the main exporters in the world. English is the primary language of the United Kingdom and Ireland, besides it is the working language of the European Free Trade Agreement (EFTA) but several countries and millions of people do not use it as their first language is not English.

Even meetings with limited membership with applicants who do not speak English and where the events may not be conducted in English, use English to subject their

17 The number of official languages in EU, after the accession of Romania and Bulgaria in 2007, reached 23 (Owen, 2005; Wikipedia: Languages of the European Union).

information for the wider community or to make their official announcements to the world media (Crystal). The preference of English as the language for communal statements is based on the same reasons directing the use of English in the posters by activists against the policies of the World Bank, the WTO and the IMF in conferences held in nations where English is not the first or native language. The explanation for use of English in these circumstances is that the activists are aware that their cause will gain world publicity if articulated in English (Gray, 2002). Ironically they use of the ‘tongue’ of globalization, which is the target of their objections. In addition, political decisions of paramount importance resulting in far-reaching consequences for the world’s peoples are made in English (Phillipson 1992). English should simply be declared as the official world language as it has been influenced by the United Nations and is dominated by the use of English, it should also be renamed as Globalese, to imply that it no longer belong to any language community (Nunberg, 2000). This would eradicate the issues of rights over the language. Individuals who are born with the inheritance of English as their mother tongue would be allowed to avail all the benefits associated with it. Others are deprived by being born in a non-English speaking country, hence, the partition of the world peoples into ‘within the group’ and ‘outside the group’, the ‘we’ versus the ‘others’.¹⁸

During the global expansion of British Empire, English language was supposed to be

18 The concept of the ‘other’ based on linguistic capital is a problematic one. Just like the ‘other’ based on race, religion, gender or any kind of combination of these and other criteria (Said, 1979; Singh, Kell & Pandian, 2002); we must remember that the person or people etherized based on their language have gained the ability to ‘talk back’. This ‘talking back’ or ‘writing back’ (Wallace, 2002, p. 107) uses the English language as a means of mounting resistance in the process of political struggle.

as ‘a sponsor, as well as a sign, of political unity’ (Crystal, 70) connecting England and its colonies. It is of no surprise that English resonates in many nations and for many people with colonialism and its result. Many former British colonies, especially in South Asia and Africa, for the reason after obtaining independence, well thought-out of going back to the use of native languages as a decisive reason for fully de-colonizing of the mind. Even in these conditions, though, English from time to time sustained as the official language for it assists communication between diverse native communities within the country and with other countries¹⁹. English is accepted as “the princess of languages” with intrinsic character that crafts it in better, wealthier, more flexible, more successful and efficient way than any other language in modern times. This strength fills English language with a lasting power and led supremacy over other languages of the world. In the dialogue of the British ambassador at the European Union right away after warning against self-satisfaction at the good affluence of the United Kingdom in having English as its tool in the global economy of the European Union, hurried to state:

It would be wrong to underestimate the advantages which our English language gives us in the construction of Europe.

(UK Parliament, 1999)

But equally hegemonic, the British Foreign Minister, Douglas Hurd, proclaimed that English should become the first foreign language all through the previous countries of the Eastern and Central Europe, the lingua franca of the distorted economic and political conditions, as the royal road to social equality, market economy, and human rights (Phillipson & Skutnabb-Kangas, 138)²⁰.

19 India can also be treated here as a good instance of this tragedy.

20 ES/FL teachers also, often unknowingly, convey the message or simply “passively accept English as an educational necessity that will shape the lives [of the learners] for better” (Lockard, 1999). The result is linguistic and cultural imperialism perpetuated through education.

Widdowson (1997) also admits that English as an international language is not distributed, as a set of established encoded forms . . . but it is spread as a virtual language. If one accepts the notion of spread, as distinct from distribution, then it is difficult to maintain the conspiracy theory that the language itself has powers of suppression, that it is the English language which colonizes, using the English people simply as medium, as a means of transmission. Similarly, if you want to avenge imperial history you do not do it by taking vengeance on the language. If you object to what people are doing with English, your quarrel is with the people not with the language. (Widdowson, 139)

Further, Kaplan (2001) extends the argument and argues: It is unlikely that there is some grand conspiracy among English-speakers to disseminate English world-wide: on the contrary, the spread of English is largely accidental, based in part on the quest for an allegedly better standard of living on the part of receiving populations, and in part on the unconscious press of English on other populations. People talk about the “dominance” of English in certain registers or in certain geographic zones, but the language does not have a will of its own to become dominant, and there is nothing in the natural characteristics of English or of English speakers which would make it inevitable that English should become the world language. On the contrary, it is the actions of English-speakers – including journal editors, reviewers and other gatekeepers in science and technology – which underlie the spread of English. English-speaking scientists have also contributed to this phenomenon. Again, there is nothing insidious about the actions of English speakers; it is simply a matter of more-or-less benevolent self-interest. (Kaplan, 17)

The conclusion of this study shows that the students and faculty of the Department of English at the middle of this study should not be uncertain to use

English as a weapon to attain their educational, profession, and other motivated goals. In that logic, they drop under the class of those who take benefits of the settlements that come with this language. However, Prince Charles in early 1995, for the British Council launched a project the “English 2000”, which purposefully and conscientiously exploits the position of the language. Indeed, Prince Charles publicized the mission’s aim “to exploit the status of English to further British benefits” as one aspect of expanding and maintaining the “position of English as the world foreign language into the next century”. Further, the scheme meant to utilize the fact that “speaking of English will make people open to Britain’s educational achievements, communal values and production aims” (Phillipson and Skutnabb-Kangas 1995: 95). A lot of literature is there to support the suggestion that in the early days the spread of English language in globalized era has been at the stake of smaller restricted languages and societies. Many writers use terms such as “neo-colonialism” “colonialism” and the “immigration of the mind” (Pennycook, 1998; Phillipson, 1992;Thiong’o, 2005), “linguicism 5” (Skutnabb-Kangas & Phillipson, 1994), “linguoracism” (Macedo, Dendrinis & Gounari, 2003), “linguistic imperialism 6” (Phillipson, 1992), “cultural homogenization” (Singh, Kell, & Pandian, 2002), and “cultural imperialism” (Pennycook, 2000). For these Writers, English is to blame for the dislocation of original languages and the abolition of some of them. As such English is also dubbed as the “killer language” and is compared with “white shark in the pond of languages”, which has led to the application for linguistic human rights as well as for a bionetwork of languages (Phillipson & Skutnabb-Kangas, 1995 Tsuda, 1994)? Some admit and associate the rise of English with the financial, political, educational, martial and techno-scientific drive behind it. They do not, however, hold responsible the language for the

suffering of colonialism and lack of transformation in certain parts of the world around. Moritoshi (2001) argues:

Though English may be a necessary, concomitant factor in modernization; it should not be viewed as a sufficient one. How can a language, on its own, assure a society's development? English, or any other language, is no substitute for a viable, coherent plan for modernization, supported by sufficient funding and appropriate and adequate political and economic policies, implemented by a competent government. It is unreasonable therefore to hold English as a language, or the Centre as its perceived 'owners' responsible for the failure of former colonies to develop, particularly when the prevailing social, economic and political contexts in places like India and Africa are far more influential and potentially detrimental to development. (Moritoshi, 4)

Accepting and understanding both sides of the dispute and the power structure of English is the first step towards distracting and subverting it. It is essential to raise people's consciousness of the ideological supremacy of English, its 'unseen operation of power' (Talbot, Atkinson & Atkinson, 2003). Power comprises of domination in the Gramscian description of a socio-cultural leading class judgment by consent in such a way that its rule is estimated and established as "common sense" and "natural" by the lower classes, in contrast to ruling through the use of complete force. Force, however, appear to have been the pre-cursor to other sources of its power, as it is discovered in Fairclough's saying that a language (in our case, English) "is nothing more than a dialect with a navy and an army" (Fairclough's , 21). Realizing the relationship between the English and the power structure of today's society may bring citizens closer to mobilizing resistance of English. However, this is not an effortless process because hegemony is trapped with philosophy, the "structure of thought that is used in society to give meaning and

order to the political and social world in which we live” (McLaren, 2003) and whose influence is almost unavoidable (Eagleton, 1991). It is specifically this acclimatization of power that makes the hegemonic ideas (Giroux, 2001) of English hard to detect. The task of critical educators is to understand the inner workings of hegemony and dogma so as to discover the seeds of domination. In our case, it means, the detection of ways by which the English language is created and how it can be challenged and surmounted through conflict, analysis, and communal action (McLaren, 2003). More distinctively, in the area of teaching English language, a significant mentor is encouraged to take a self-reflexive position by investigating the degree of extent by which he or she questions ordinary suppositions, including personal suppositions, and engages vital pedagogy by investigating how the meticulous approach to education he or she can adopt, if at all, change the status-quo (Pennycook, 1999). In this outline, the critical work of teacher should allow the students to study not only the word, be that in English or in any other verbal communication, but also the world (Freire & Macedo, 2003). The domination of English is closely associated with the role the language acts in accepted society, hi-tech advancement and education .Robins points out:

Globalization is about growing mobility across frontiers – mobility of goods and commodities, mobility of information and communications products and services, and mobility of people. (Robins, 195)

All the essentials of this mobility rely and on the “linguistic infrastructure” provided in huge part by the English language. According to McGrew and Held:

The English language is becoming so dominant that it provides a linguistic infrastructure as powerful as any technological system for transmitting ideas and

culture (Held and McGrew,17).

It is due to this foundation of infrastructure with the English language that the “flow of thoughts and traditions” continues in spite of the different languages that are spoken in different parts of world. Sights like MacDonald, Kentucky Fried Chicken ,Amigos, Dominos and Pizza Hut establishments, stores like Rebook, Nike, and Bentley along with Intercontinental Hotels, as well as bright signs and ad’s on billboards and other intellectual import-exports have been converted into common place beyond the multi-ethnic cities of the world. It has been observed that; they no longer stand out even in countries like India, a beginner to the international stage of development²¹.

Numerous examples point to the remarkable power exercised by the media and information technologies in the new “media-and-technoscapes” (Appadurai, 2000) of today’s world. US-based movies takes lead to the global marketplace, highlighting on their remarkable cutthroat status in this industry, and media corporations universally rely on “the widespread and rising international use of the English language, particularly among the middle and higher classes” (Herman & McChesney , 220).

Broadcasting Corporation with a long and successful tradition in disseminating the news globally are considerate of “historical, cultural, emotional” sensitivities and references when they prepare their news programmes for international audiences

21 Rather ordinary has become the experience of a Westerner walking down a street in Tirana, for instance, only to hear the latest music that has made the charts in the geographically distant USA or closer, in Europe, blaring from the stereo of a BMW, Mercedes Benz, Peugeot, or Hummer, driven by someone dressed just like him.

versus their national audiences²². The BBC presents the news in such a way, that the speakers of English who listen to their news programme know little about Britain, yet they choose to get the news about the current affairs from the BBC. The assumed standard of its news is improved by the fact that the news is identical for viewers in Hong Kong, Middle East, Russia, Chile, Israel, Argentina and Brazil. It is self-evident; that the role played by the English language in the dissemination of news is according to proportions around the world. Although it may seem of a lesser importance, yet the quantity of advertising in English language is an additional reason that has made people around the globe to understand the impact of English on globalization and thus learn the English language²³.

One of the biggest inventions of the Information Technology is, Internet, it plays a very significant role in the communication and social media. Bollag maintains that almost all types of computer languages and software is written in English and more than 300 million clients connect to these resources which are largely composed in English (Bollag, 1). According to statistics (see Table 2), 80% of content available on Internet is in English²⁴. This situation is varying to some extent (Crystal, 1997; Gray, 2002; Wallraff, 2000) as the figure of non-English speaking Internet user's increased. Whenever a piece of information is worthy of circulation, authors/writers

22 See The Global Tongue: English for more details.

23 According to Meinhoff (The Global Tongue: English), because of the programming on German TV, many Germans feel that they need to know English in order to understand the commercials ranging from cars to travel-related services. The advertising may be entirely in English or peppered with English idioms and phrases. The power of advertising is reflected in the fact that even young children may be able to say the English expressions used in TV commercials, although they may have no idea what those expressions mean. Although the Indian language does not belong to the same family as German and English, this has not prevented advertising in English which targets particularly the younger generation, as it is the case with the "What's up?" campaign of the AMC mobile telephone company to add to the use of English spoken in India.

24 For more details Wallraff, 2000.

tends to post it in English and side by side with their own native language. Despite the changing trends, the Internet remains mostly in English language, till the present circumstances. This is logically clear since English is “the language of the latest technology of interacting with humans, expression, and the production of knowledge” (Singh, Kell& Pandian, 83). The data in the below given table illustrates the fact that while the English-speaking population is only 567 million compared to the 5633 million of the non-English speaking population, only 339 million of the latter have access to the Internet compared to the 228 million of the English speaking people.

Language	Internet Access	% of world online population	2003 (est. in million)	Total Population (M)	GDP (\$B)	%age world economy	GDP per capita (K)	Net hosts
English	228	40.2%	270	567	\$13,812	33.4%		
Non-English	339	59.8%	510	5,633	\$27,590	66.6%		
European Languages (non-English)	192.3	33.9%	259.3	1,218	\$12,550	30.3%		

The following table from the Internet World Users by Language gives further information with regard to the ranking of specific languages used in Internet.

Note: Retrieved from (<http://www.gloreach.com/globstats>)

Figure 2 Global internet statistics

Top Ten Languages Used in the Web (Number of Internet Users by Language)					
TOP TEN LANGUAGES IN THE INTERNET	% of all Internet Users	Internet Users by Language	Internet Penetration by Language	Internet Growth for Language (2000 - 2007)	2007 Estimate World Population for the Language
English	28.9 %	326,781,864	28.6 %	138.2 %	1,143,218,916
Chinese	14.7 %	166,001,513	12.3 %	413.9 %	1,351,737,925
Spanish	8.9 %	100,966,903	22.8 %	309.1 %	442,525,601
Japanese	7.6 %	86,300,000	67.1 %	83.3 %	128,646,345
German	5.2 %	58,711,687	61.1 %	112.7 %	96,025,053
French	5.0 %	56,368,344	14.5 %	362.1 %	387,820,873
Portuguese	3.6 %	40,216,760	17.2 %	430.8 %	234,099,347
Korean	3.0 %	34,120,000	45.6 %	79.2 %	74,811,368
Italian	2.7 %	30,763,940	51.7 %	133.1 %	59,546,696
Arabic	2.5 %	28,540,700	8.4 %	931.8 %	340,548,157
TOP TEN LANGUAGES	82.3 %	928,771,711	21.8 %	187.0 %	4,258,980,280
Rest of World Languages	17.7 %	200,155,783	8.6 %	435.5 %	2,315,686,137
WORLD TOTAL	100.0 %	1,128,927,494	17.2 %	212.7 %	6,574,666,417

The percentage of people who use the Internet in English tops the chart at 28.9% leaving those who use the Internet in other languages behind. Thus, the 3 million people

Note: Retrieved from (<http://www.internetworldstats.com/stats7.htm>)

Figure 3 Internet word users by language

The percentage of people who use Internet in English tops the chart at 28.9% leaving far behind those who use the Internet in other languages. Thus, the 3 million people who speak English make up 28.9 % of the Internet users, followed by those who use the Internet in Chinese at 14.7%, in Spanish at 8.9%, and in Arabic at 2.5%. These figures strengthen the fact that the English language has excelled in retaining its supremacy over the Internet. The analysis also shows an inspiring rate of change from 2000-2007 among the Internet languages and revealing trends that may ultimately prove the Wallraff's calculations regarding the quantity of people speaking "global English" compared to other languages. Whereas English users of the Internet have increased by 138.2%, Chinese users have increased by 413.9%, Spanish users by 309.1%, and Arabic users by 931.8%.

3.3. ENGLISH LANGUAGE: A GATEWAY TO KNOWLEDGE

In the contemporary Global age English Language has emerged as a gateway or reservoir to wisdom, knowledge and intellectuality. It has been seen that most of the academic or research related materials are available across the world in English Language. Thus today English is the language of educationalist, science and research. This is even reflected by the fact that English is not only used as the language of instruction in schools, colleges and universities but also very significantly as the language of scholarly communication in diverse forms / conferences / seminars, etc. Bollag points out that the current spread of English is “unprecedented” even by Latin in the role of the scholarly language of Europe for almost two millennia, or Greek in the ancient world, before Latin took over it (Bollag , 1). Baldauf further maintains that the extent of English led to the quick growth of higher education, the expansion of research universities and the use of the computer, for the means of scientific data processing, but gradually more for information retrieval and processing. The interrelationship of all these factors means that the United States (U.S) appeared as the greatest contributor of the information pool and that that contribution was in English. As the major contributor to and user of the system, the United States effectively became the manager of the “information cartel” (Baldauf, 149).

Besides, English has emerged as the one of the major languages of scientific links in Europe and additionally, as an ideal language of scientific / research publications and of other abstracting / reviewing practices. As per the analysis, it was found that 17 globally recognized journals in higher education in Europe and Australasia found out that the majority of authors / writers, 75%, were from the English-speaking nations, and only 35% of the articles written by non-English authors were from European

countries and other parts of the world (Tight, cited in Teichler, 2005). Therefore, majority of the writers use English language and the need of the hour is that the academicians should master the English language if they want to publish their citations / research work findings in these reputed journals, which have the widest readership all over the world.

In addition, Teichler argues that the scientific / research publications which are being published in English Language have led to an “exceptionally unstable information situation” (Teichler , 464). As a matter of the fact, this discrepancy is reflected in the reports and small-scale research on higher education and individual colleges in the UK. On the other hand, research on higher education in Germany, Italy, Spain, France and other European countries remains unidentified globally, with the Netherlands and the Scandinavian countries assuming a place in-between due to the significant percentage of research offered in English.

At present, English language dominance is also obvious in other fields as well. Ashcroft and McIvor point out that the specified journals produced for Library and Information Science (LIS) are written in different languages, but those published / printed in the English language are open to the larger global readership (McIvor, 2). The study reveals that the abstracts of LIS and the articles from peer-reviewed journals which are published on large scale in English Language have acquired highest percentage of readership while as ,it has been observed that the similar search for non-English language articles and peer reviewed Journals have less rate of both Publication and readership.

Further, Bollag quotes a study by Eugene Garfield, creator of the Index of Science Citation, which tracks science journals, according to which 95% of the 925,000

Science based articles circulated in thousands of main periodicals in 1997 were written in English (Bollag, 1). Half of the English language articles originate in English-speaking nations. This draws attention towards the effects that the prevalence of English in the scientific publications / circulations must have a researchers / investigators whose native-tongue is other than English, or whose authority on English does not come up to the standards of the linguistic principles of publishing in the English language. For Crystal (*The Global Tongue: English*), ELT (English Language Teaching) is one of the largest businesses around the Globe in terms of the number of people that are occupied in it at any one time, about 26 million annually. The continuous rise of English has not spared any part of the world. For Truchot English is formally considered as a foreign language in the tutoring curriculum of all the countries of the European Union and in the adjacent countries. In some, such as in the Denmark, Netherlands and Sweden, it is a required subject. “This requirement gives English the social and linguistic status of a second language. ... No other language obtains such a privileged treatment” (Truchot, 71). Labrie and Quell (1997) point out that while in more than half of the European Community (EC) countries, one foreign language is mandatory, with the exception of two English-speaking countries, English has the lead as the first foreign language. These high rates of the spread of English require unified standards of English.

Goethals (1997) points out that NELLE²⁵ devoted most of its force in the establishment of cross-national principles for teaching and learning English, for that type of English which European citizens would need, and for a European worldwide authorization of all foreign language teachers. There were 44 member links of

25 NELLE (Networking English Language Learning in Europe) is a charity founded in 1988 as an informal initiative to prepare for the 1992 European Union. It focused its attention on the position of English as an international language, as a lingua franca, and as a means of communication.

NELLE in 22 European countries in 1997. According to Ammon²⁶ nearly 19 million students were learning English in Schools (vs. professional colleges or universities), about 9 million were learning French, about 3 million German, and immediately 200,000 Spanish in all European Union associated member of states in the latter half of 1980s (Ammon ,209,483). Keeping in mind the essential role played by English in higher education , Truchot points out that English is being taught in most of the European countries, and as on now is the medium of instruction, while as in France, it is only being studied as a foreign language. Universities are in strong interest in attracting International students and they do not want that their National language will become as one of the barriers. On the other hand, with the extension of English in the northern-European countries, Gunnarsson argues that “threat lurks at all three angles of the language selection triangle” (Gunnarsson, 288), because if “all lessons are delivered in English, everything is read and written in English,” then

... students will end up lacking academic language in Swedish. Having learnt their terminology in English, they will lack Swedish terms and expressions to describe what they are doing. It will be difficult for them to discuss their research with their contemporaries and therefore dissemination of their research findings will have to be entrusted to others. The choice of language helps to isolate students and researchers from the community they belong to. (Gunnarsson, 288)

Echoing Gunnarson’s apprehension, Phillipson and Skutnabb-Kangas argue that if a linguistic labour of any diglossic division come out as a feature of any European country, with local official language as a Low language limited to domestic use only and then the English as a High language for status purposes, then capability in English may turn out to be an essential for social performance and rising of social

26 Cited in Van Els, 2006

mobility.

For science and technology the role of English holds true for previous communist countries as well. Hence, Medgyes and Lazlo argue that the assistant of English in Hungary is due to two real-time processes:

- a) a worldwide tendency, which has granted the English language a honored position, and
- b) The chronological changes taking place in Hungary and in the entire Central and Eastern Europe.

With reverence to this second process, Hungary varies from other countries of the region in at least one reason, that is the expansion of English began in advance and as a result has been more gradual there than in the other countries.

McConnell has also studied the use of English in some South-Eastern parts of Asia and has succeeded in realizing its dominance. He recommends dominance includes gathering data on language products (e.g., newspapers, books, hours of radio broadcasts) and on language functions (e.g., learning/studying through English as a medium; learning/studying English as a subject matter by educational level); and that [data], for different socio-political and socio-administrative entities (e.g., countries, provinces, autonomous regions, etc.). (McConnell, 134)

Therefore, he urges that if trends are to be revealed, longitudinal studies are compulsory to study language trends over a period of time. Holistic approach would provide an additional understanding of the language transformation and its dominance internationally. It has been seen that English is less prevalent as a subject, but still it is used in nine of the eighteen countries around the world. In the latter half

of 1980's, over 15,000,000 students in the Anglophone sphere countries of South-Eastern Asia were studying all three levels of English.

3.4. CONCLUSION

The Globalization has emerged as a major linking force between financial, cultural, political, and educational fields. In addition to this English language has been proved as the linguistic infrastructure of the whole global process. English played a dominant role in Internet and the making of knowledge through research publications. This also provides evidence that English is the dominant language of academics, science, and research. The previous point is directly related to the progress and development, which has brought the new trends of globalization in the field of higher education.

On the whole, globalization and English language are now co-related with each other. This language has brought radical changes in almost all spheres of contemporary globalised world where it literally rules and thus its influence and impact cannot be ignored.

CHAPTER 4

ENGLISH FOR SPECIFIC PURPOSES: AN ASSESSMENT

General (language for no purpose) courses at any proficiency level almost always teach too much, e.g., vocabulary, skills, registers or styles some learners do not need, and too little, e.g., omitting lexis and genres that they do. Instead of a one-size-fits-all approach, it is more defensible to view every course as involving specific purposes. – Long

Knowledge of English is necessary for accessing many discourses at a global level from international relations to popular culture to academia. – Mackay

English is now an Asian Language. – Bolton

A thorough study shows that English for Specific Purposes (ESP) is that very branch of English language or study which enables learners to meet their specific needs and requirements²⁷. This makes General English different from ESP for ESP is invariably a focused English learning and teaching approach wherein different types of teaching methods, study materials and learning environments are made use of for attaining the required goals. It has been seen that usually the learners of ESP are adults / students of a particular discipline or branch of study /employees who have already some relation with English and want to learn the particular type of language skills so that they can communicate in an appropriate professional way and thus can perform well

27 ESP is centered on the language appropriate to the field / area / discipline for which it is designed. Therefore, it is tailored as per needs of the users or learners.

in their professional works²⁸. Therefore, an ESP course is purely developed and based on an assessment of purposes and needs and it also checks the categories for which it is needed²⁹.

In ESP context, more stress is laid on the language part rather than on teaching grammar, syntax and other language structures. It covers a wide range of disciplines such as Hospitality management, Business management, Medical sciences, IT, Engineering, Management etc. The ESP stresses that English should be taught as a subject to all these professional course learners as well as their needs. Interestingly, ESP and General English differ not only in the nature of instructions but also in the aims and objectives of learning. In case of General English, teaching all four language skills – writing, speaking, reading and listening – are equally stressed. However, in ESP through a need based analysis, it is identified or detected which type of language skills are mostly needed for the learners, and accordingly a relevant syllabus is designed for them³⁰. For example, an ESP programme might focus on the development of speaking skills among the students / learners who study for Graduation in specialized professional programmes such as BBA, BCA, BSc Nursing, BHM, etc.³¹

28 Learners in the ESP classes are generally aware of the purposes for which they need to use English. Having already oriented education towards a specific field, they see their English training as complementing this orientation and thus remain more focused and target oriented.

29 Research reveals that though the demarcation or distinction between ESP and General English is very thin yet it strongly exists.

30 Following are believed to be ESP's variable characteristics: (i.) ESP is related to or designed for specific purposes. (ii.)ESP may use, in specific teaching situations, a different methodology from that of General English. (iii.)ESP is likely to be designed for all adult learners, either at a tertiary level institution or in a professional work situation. (iv.)ESP is generally designed for intermediate or advanced students. (v.)Most ESP courses assume some basic knowledge of the language systems.

31 An ESP programme also promotes the development of spoken skills in students who study English in order to become the full fledged language trainers.

In fact, ESP analyzers and social scientists need to know the development, definitions and evolution i.e., history / Genesis of ESP and they must also know how an effective need analysis and assessment can be carried out. Researches should be conducted in order to develop ESP programmes through which the special features / characteristics of ESP will be highlighted for our study reveals that English used for Medical purposes may be different from English used for business, commerce, or any other purposes.

4.1. HISTORY

The early origin of English for Specific purposes (ESP)³² during the end of the Second World War was traced out by Hutchinson's and Waters (1987). Since English was accepted as an international language in the present era of new technology driven world, it became very important to learn this language. In the period of 1960's drastic changes occurred in the World markets of the world, which resulted in the rising or evolution of ESP as a new or separate discipline. Teodorescu states:

Nonnative speakers saw it as the new *lingua franca* that responded to their needs of cross cultural communication, business doing, and information sharing (Teodorescu, 67-74)

During the 1960's, changes in the world markets resulted in the evolution of ESP as a separate discipline. According to Hutchinson and Waters:

32 Generally, it is said that there are three major common reasons responsible for emergence of all ESP and they are: a.) the demands of a brave new world b.) a revolution in linguistics as a whole and c.)Focus on the learner.

ESP emerged due to the development of the world's economy, which entailed the progress of technology, the economic power of oil-rich countries, and the increasing amount of overseas students in English-speaking countries (Hutchinson and Waters, 6-7).

Similarly, Johns and Dudley Evans opine:

The international community recognized the importance of learning English not only as a means to achieve the transmission of knowledge and communication but also as a neutral language to be used in international communication

(Johns and Dudley Evans, 301-302)

The first push of ESP came from the register observations of scientific and technical writing. This movement gave special importance to *semi* or *sub-technical* vocabulary. Smoak describes:

The instructors believed job as “to teach the technical vocabulary of a given field or profession (Smoak , 23).

While this detailed work-room of language in special registers place examples on view in order to show how the groups of words making sense were formed. In this regard Dudley-Evans comments:

Introduced the idea of relating language *form* to language *use*, making use of the main criterion for the selection of ESP teaching materials (Dudley-Evans, 22).

This new development in ESP proved the rhetorical functions of language over its form since, as Maleki (2008) clearly explained, discourse analysis ‘focused on the communicative values of discourse rather than the lexical and grammatical properties

of register'³³ and reinforced the area's emphasis on research and analysis of texts. Through a series of sample research papers Johns (2013) in this regard described the shift of emphasis of ESP during this period, going from statistical grammar accounts to a deeper interest in the relation between grammar and rhetoric. However, the main analysis of ESP was primarily concerned with the language and gave no attention to the development of study skills. This, then, during the late 1970's became the focus of EAP.

At the end of the 70s, skill based courses intended to address the learners' specific foreign language needs. For this, the analyses of needs / need analysis had to be carried out. The phase believed in equipping the learners with basic study skills of their real life tasks / jobs. Meanwhile, the learners' purpose for learning the required language became of absolute importance and so did needs analyses (Maleki, 2008). 1970's and 1980's were those decades that saw the combination of the ESP movement. Diverse articles on this field got printed, such as Munby's model for needs analysis and Hutchinson and Waters' influential papers. The latter two writers inquired of many ESP long-held ideas and admitted that ESP students should be led towards promoting the "underlying competence" (Hutchinson and Waters, 70) which must eventually enable them to become independent learners. This concept is closely related to Hutchinson and Waters, concept of learner centered approach which focuses on the process of learning and thus emphasizes the exploitation of the learner's already possessed skills (acquired at work or through academic study), and takes into account students' different learning styles (Dudley-Evans & St. John, 25-26). The controversy of ESP is also witnessed in the decades of 70s and 80s. The analysis of ESP resulted in two main views: that of "narrow-approach" which

33 See, ESP Background, Para. 4

claimed that the focus of the language studies should be on the students' specific area of development and "the wide angle approach" which advocated for the teaching of English through topics beyond students' specialist areas. Another debate of the 70s and 80s was that of skill specificity. Many research studies confirmed of mono skill importance, especially with regard to reading but the community of ESP considered that such "application on one skill is limiting" (Johns & Dudley-Evans, 305)and simultaneously working on several skills would absolutely improve the language learning processes. Johns and Dudley-Evans also pinpointed that in "the late 1970s and 1980s, theoretical work seemed to lag behind materials development" (Johns & Dudley-Evans, 303), this type of research became the new trend of ESP work at that time.

Finally, instructor's specialization was of an issue of concern as well. According to Johns (2013), a study carried out by Tarone and others in 1981 not only maintained the rhetorical-grammar relationship but also introduced the concept of using the area specialist as a content expert consultant. From that moment on, "subject-specialist informants" (Johns, 8) were more commonly involved as part of ESP research. Skill specificity and Content, designing of material, and the mentor as proficient tools were arguments of debate during the 70s and 80s. In addition, an important input to ESP during the 80s, in the view of Johns, was the induction of two key ESP terms: *rhetorical moves and genre analysis*, which maintain to be subject of passionate research, work in ESP (Johns , 11-12). Genre analysis was and maintains to be one of the flourishing areas of study. Paltridge accepts that

Today's definition of *genre* is based on Swales': "a class of communicative events with some shared set of communicative purposes" (Paltridge, 347).

He further states that Delimiting what a discourse community's genre is "establish[es] the constraints on what is generally acceptable in terms of how the text should be written or spoken, what issues it will address, and how it can do this" (Paltridge, 347).

The genres might vary in their rhetorical and linguistic features, but all of them must have a communicative purpose. Such a purpose may change over time and can even vary across cultures – a concept referred to as "genre volatility" (Johns, 11) by Johns. Genres may also be likewise related to other genres, a hard relationship that continues to enhance ESP genre analysis. The concept of *rhetorical moves* is also highly accepted in ESP. These moves contribute to the constitution of a genre and serve an important purpose to subordinate to the overall communicative purpose of the text. In classical genre divisions, a text's moves or "functional components" (Connor, 2) passed down for some traceable rhetorical purpose. Such a distinction is noticeable in the text's separation into significant units through the use of captions, category, designation, and activity, among others. Connor states that although moves can vary in size, they "all contain at least one proposition" (Connor, 6) based on both the general rhetorical objectives of the text and the community's agreements on the form of a text. In the determination of rhetorical changes, index of both the text function and its limitations and divisions are essential.

Throughout the last two decades, the ESP field has developed and enlarged radically³⁴. Hewings (2002), co-editor of the journal *English for Specific Purposes*, examined the issues of this journal for the last twenty years and came up with some attractive recommendations in his article "A History of ESP Through 'English for

34 The unprecedented growth of ESP can now be realized from this very fact that a good number of universities now offer MA in ESP. For instance, Birmingham University and Aston University are the ones which offer this programme in the United Kingdom.

Specific Purposes.” He found that the bigger quantity of studies were carried out outside the U.S.A and the U.K., such as China, Central and South America, and Hong Kong, determines the growing approval of ESP as an academic regulation and distinctive branch of study. A consequent attractive conclusion explained in his article is the specificity towards ESP, which involves EAP and EOP. Then, the subjects observed appear to have been grown to be more EOP oriented and it seems that, they have obtained additional common programme metaphors. The present drift, according to Hewings, is text or communication analysis. This trend proves, as he explains, the “rising realization that to provide believable and successful ESP courses or substance, we need to know a substantial quantity about target situations”³⁵. Educating ESP means, therefore, a deeper information of the background and the texts that occur within it. 1990s and 2000s, these two decades have seen a quick increase in investigations and have continued the development on major ESP topics. According to Johns (2013), the appearance of international journals as well as the noticeable increase in the quantity of international submissions and publications has consolidated the significance and importance of ESP today. Furthermore, the latest emphases known to already established concepts, such as *international rhetorics* and *learner genre awareness*, as well as the more profound and constant study on mass studies, make clear the stable evolution of research in the ESP arena. ESP has proved to be as a separate division of language training now for approximately over the last 40 years. At the beginning, it paid attention to the specific dictionary of technical and scientific texts, but it soon altered its importance towards the symbolic uses of language in specific discourses and situations. Next, the four skills, which were ignored by all earlier methods, were addressed and assessed through the

35 Topics of papers, para. 7

introduction of needs analysis studies. Lastly, Hutchinson and Waters (1987) refined the idea of ESP and recognized the significance of instructing students in the skills and language that they require for achieving their preferred language presentation. It has positively been altering but fruitful way for ESP, and even if several speak that the advancement of this area of language learning has responded mostly to education measures and resources expansion, its main beliefs and hypothesis have been more evidently outlined and created by the passing of time.

4.2. ESP TYPES

Carver (1983) identifies three types of ESP: *English as a Restricted Language*, *English for Academic and Occupational Purposes (EAOP)*, and *English with Specific Topics*. A discussion of each one of the above cited will be presented in the following paras:

4.2.1. ENGLISH AS A RESTRICTED LANGUAGE

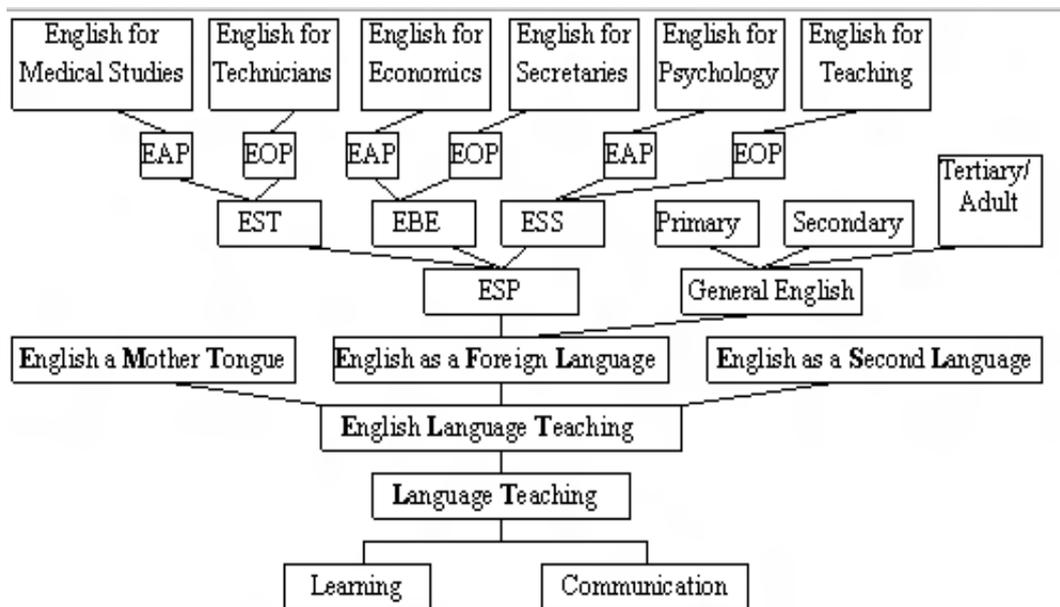
Language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford clearly illustrate the difference between restricted language and language with this statement:

... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situations, or in contexts outside the vocational environment. (Mackay and Mountford, 4-5)

4.2.2. ENGLISH FOR ACADEMIC AND OCCUPATIONAL PURPOSES

The second type of ESP is English for Academic and Occupational Purposes. Carver (1983) indicates that this English should be at the heart of ESP although he refrains from developing it any further. Hutchinson and Waters (1987), on the other hand, have developed a "Tree of ELT" in which the subdivisions of ESP are clearly illustrated. ESP is broken down into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these subject areas is further subdivided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

An example of EOP for the EST branch is "English for Technicians" whereas an example of EAP for the EST branch is "English for Medical Studies."



Note: Retrieved from *English for specific* (Mackay & Mountford)

Figure.4. Simplified Tree of ELT

Hutchinson and Waters (1987) do note that there is not a clear-cut distinction between EAP and EOP on the basis of the considerations that (i) people can work and study simultaneously, and that (ii) the language learnt in a teaching setting for academic purposes can be useful and employed by the learner in the occupational environment when he / she takes up, or returns to, a job. This may explain why EAP and EOP have been categorized under the same type of ESP. The end of both types seems to be similar and that is employment. However, this shall not lead to the conclusion that the means through which the same end is achieved are also identical. They are very different indeed.

4.2.3. ENGLISH WITH SPECIFIC TOPICS

This is the third and final type of ESP³⁶. It differs from other types of ESP in the sense that the focus here shifts from purpose to topic. That is, the focus is on topics that are in agreement with the anticipated future English needs of the learners such as scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. It has been argued, however, that this type should not be viewed as a separate type of ESP but rather an integral component of ESP courses or programmes with a focus on situational language. In short, there are three features common to ESP: (a) authentic materials, (b) purpose-related orientation, and (c) self-direction. These features are indeed useful in attempting to formulate one's own understanding of ESP. Revisiting Dudley-Evan's (1997) claim that ESP should be offered at an intermediate or advanced level, one would conclude that the use of

36 We must remember that even an ESP teacher has to prepare himself for a peculiar approach towards its teaching. He / She should recognize the ways in which his / her teaching skills can be adapted for the teaching of English for Specific Purposes. He / She must play many roles, organize his / her courses properly, set fixed learning objectives, establish a positive learning environment in the classroom and then evaluate students properly.

authentic learning materials is entirely feasible. The use of authentic content materials, modified or unmodified in form, is indeed a feature of ESP, particularly in self-directed study and research tasks. Purpose-related orientation, on the other hand, refers to the simulation of communicative tasks required in the target setting, for example, student simulation of a conference, involving the preparation of papers, reading, note taking, and writing. Finally, self direction is also a characteristic of ESP courses which implies that ESP is concerned with turning learners into users. In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. There must also be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies (Hutchinson and Waters, 1987; Dudley-Evans, 1997 and 1998; Shohamy, 1995; Douglas, 2000).

4.3. BASIC CONCEPTIONS

Five conceptions are considered to be the foundations, essential features or basic principles of ESP. Swale (1990) uses the term 'enduring conceptions' to refer to them. These five conceptions are: authenticity, research-base, language / text, need and learning/methodology. These five conceptions originate from both the real world (the 'target situation' of the ESP) and the ESP pedagogy. It is, therefore, crucial to discuss each of them in an attempt to survey the development and directions of ESP. As a matter of fact, each of the conceptions will identify a focus-based approach to ESP and serves as a contribution to the concept of ESP itself.

4.3.1 AUTHENTICITY

The earliest concept to emerge from the development of ESP was that of authenticity. The first generation of ESP materials that appeared in the mid-1960s

took skills as their principal means of selection (Close, 1992). The underlying concept is that ESP teachers would need to establish the skills priorities of students in order to develop appropriate ESP teaching materials. As Close argues, the conception of authenticity was central to the approach taken to the reading skill. As earlier discussed, the main objective of ESP is usually developing communicative competence. This could only be achieved through an adoption of authentic materials that serve the needs of learners in different fields such as aviation, business, technology, etc.

Some courses prepare learners for various academic programs. Others prepare learners for work in the fields such as law, medicine, engineering, etc. The problem that frequently arises with such ESP courses is the teachers' dependence on published textbooks available. These textbooks rarely include authentic materials in their design. A trained teacher should,

therefore, resort to supplementary material that compensate for the lack of authenticity in textbooks. Skills-based approaches to ESP have enlarged the conception of authenticity in two principal ways. First, authenticity of text was broadened as to include texts other than the ones that are in textbooks, and, at the same time, was narrowed in the sense that in each skill a distinction is made between different types of texts generated by a given skill. Reading, for example, may be subdivided into reading reports, reading technical journals, reading instruction manuals, etc. Secondly, the conception of authenticity was enlarged to include authenticity of task. In effect, this meant designing tasks requiring students to process texts as they would in the real world. In other words, ESP learners were required to use ESP materials which employed the same skills and strategies as would be required in the target situation (Morrow, 1980)

4.3.2 RESEARCH BASE

Halliday, McIntosh and Strevens (1964) were the first scholars who pointed to the importance of, and the need for, a research base for ESP, set out in one of the earliest discussions of ESP. This was a call for a programme of research into ESP registers which was taken up by several early ESP material writers, such as Herbert (1965) or Ewer and Latorre (1969), who analyzed large corpora of specialist texts in order to establish the statistical contours of different registers. The principal limitation of this approach was not its research base but its conception of text as register, restricting the analysis to the word and sentence levels as register was invariably defined in these terms. The procedure adopted for the analysis was twofold. The main structural words and non-structural vocabulary were identified by visual scanning. For the main sentence patterns, a small representative-sample count was made.

4.3.3 LANGUAGE / TEXT

In the 1990s, there have been a number of ESP projects which were triggered by concerns over international safety and security. The first of these was SEASPEAK. It was a practical project in applied linguistics and language engineering. According to Strevens and Johnson (1983), SEASPEAK, which was published in 1987-1988, was the establishment for the first time of an International Maritime English. They explain that other ESP projects were published later as a result of the success of the first project. These projects included AIRSPEAK (1988) and POLICESPEAK (1994), with RAILSPEAK. Each of these projects involved a substantial research phase with linguists and technical specialist's cooperation. The NEWSPEAK research shared the large-scale base of the register-analysis approach but the principal advance was that it was now applied to a more sophisticated, four-level

concept of text: purposes of maritime communication, operational routines, topics of maritime communication, and discourse procedures. Although register analysis remains small scale and restricted to native-speaker encounters, later research demonstrated the gap between ESP material designers intuitions about language and the language actually used in ESP situations (Williams, 1988; Mason, 1989; Lynch and Anderson, 1991; Jones, 1990).

The reaction against register analysis in the early 1970s concentrated on the communicative values of discourse rather than the lexical and grammatical properties of register. The approach was clearly set out by two of its principal advocates, Allen and Widdowson (1974). They specifically argued that one might usefully distinguish two kinds of abilities which an English course at ESP level should aim at developing. The first is the ability to recognize how sentences are used in the performance of various acts of communication, or the ability to understand the rhetorical functioning of language in use. The second is the ability to recognize and manipulate the formal devices which are used to combine sentences to create continuous passages of prose. One might say that the first has to do with rhetorical coherence of discourse and the second with the grammatical cohesion of text.

In practice, however, the discourse-analysis approach tended to concentrate on 'how sentences are used in the performance of acts of communication' and to generate materials based on functions. The main shortcoming of the approach was that its treatment remained fragmentary, identifying the functional units of which discourse was composed at sentence/utterance level but offering limited guidance on how functions and sentences/utterances fit together to form text.

As an offspring of discourse analysis, the genre-analysis approach seeks to see text

as a whole rather than as a collection of isolated units. According to Johnson this is achieved by seeking to identify the overall pattern of a text through a series of phases or 'moves'. The major difference between discourse analysis and genre analysis is this that discourse analysis identifies the functional components of a text while as genre analysis enables the materials of the writer to sequence these functions into a series for capturing the overall structure of such texts.

4.3.4 LEARNING NEEDS

One of the most important aspects that have been addressed frequently in the literature on ESP is learning needs. This should not be a surprise for each and every specific domain would impose its own needs, and it goes without saying that the needs required for a specific field and the methodology for serving these needs on the ground do not work with another field which would definitely dictate its own requirements. All language teaching must be designed for the "specific learning and language use purposes of identified groups of students" (Mackay and Mountford, 6). Thus, a systematic analysis of these specific learning needs and language use purposes (communication needs) is a pre-requisite for making the content of a language programme relevant to the learners needs. The definition of purposes is essentially a decision that should lead to a situation where ESP assumes a valued place in school / university curriculum, particularly if the target population (learners who will be taught ESP) are aware of the ways in which this component of the language teaching programme is likely to help them achieve immediate learning needs and potential professional needs. Such definition should also yield a more systematic approach, among teachers, to syllabus design, methodology of teaching and assessment practices. A general approach that is oriented towards integrating language and the content of students' disciplines of specialization is likely to produce

course content and a methodology of teaching that emphasize the needs of learners and that provide ample opportunities to use the language in meaningful situations.

A question, in the context of needs assessment that is often asked with respect to ESP, concerns who should be involved in the identification of such needs. Obviously, the teachers themselves are the most concerned in this process. But, for the identification / definition of needs to be as reliable as necessary, it seems essential that both the learners and their potential employers need to be given an opportunity to voice their own views in the matter. In this way, we may talk about "real" perceived needs. This is evident in the fact that such analyses are rare, and, if conducted, they are not taken seriously by both parties (i.e, institutions and learners). One reason for this carelessness could be cultural. Compared to the West, people in the Arab World are not used to articulate what they want; if they ever know what they really want. The result would be designing syllabuses and methodologies based on teachers' or employers' intuitions that do not directly address the real needs of the learners.

Before beginning a needs analysis, one must first answer the following crucial question: "Will the students use English at university or in their jobs after graduation?" If the answer is no, then ESP is not a reasonable option for the university's English language programme. The university will have to justify its existence and improve the programme via other means. If the answer is yes, however, then ESP is probably the most intelligent option for the university curriculum. ESP begins with some basic questions to survey what will be needed. Will students use English at university or in their jobs after graduation? In what situations? For what purposes? What language skills will be required (reading, writing, listening or speaking)? What are the significant characteristics of the

language in these situations (lexicon, grammar, spoken scripts, written texts, other characteristics)? What extra linguistic knowledge of academia, specific disciplines, specific vocations, or specific professions is required for successful English usage in these areas?

Needs analysis was firmly established in the mid-1970s as course designers came to see learners' purposes / objectives rather than specialist language as the driving force behind ESP. Early instruments, notably Munby's (1978) model, established needs by investigating the target situation for which learners were being prepared. Munby's model clearly established the place of needs as central to ESP, indeed the necessary starting point in materials or course design. However, his model has been widely criticized for two apparently conflicting reasons: (i) its over-fullness in design, and (ii) what it fails to take into account (that is, socio-political considerations, logistical considerations, administrative considerations, psychopedagogic, and methodological considerations). To counter the shortcomings of target-situation needs analysis, various forms of pedagogic needs have been identified to give more information about the learner and the educational environment. These forms of needs analysis should be seen as complementing target-situation needs analysis and each other, rather than being alternatives. They include deficiency analysis, strategy analysis, and means analysis. Deficiency analysis gives us information about what the learners' learning needs are (i.e., which of their target-situation needs they lack or feel they don't possess). This view of needs analysis gains momentum when we consider that the question of priorities is ignored by standard needs analysis. In discussing learners' perceptions of their needs, deficiency analysis takes into account lacks and wants, as well as objective needs of the learners (Allwright, 1982). Strategy analysis seeks to establish how the learners wish to learn

rather than what they need to learn. By investigating learners' preferred learning styles and strategies, strategy analysis provides a picture of the learner's conception of learning. Means analysis, on the other hand, investigates precisely those considerations that Munby excluded. These relate to the educational environment in which the ESP course is to take place. (Swales, 79-90).

As a result of the attention given to strategy analysis, a new generation of ESP materials was founded. This new generation of materials is based on conceptions of language or conception of need. The concern was with language learning rather than language use. It was no longer simply assumed that describing and exemplifying what people do with language would enable someone to learn it. A truly valid approach to ESP would be based on an understanding of the processes of language learning. Hutchinson and Waters (1987) called this approach the learning-centered approach and stressed the importance of a lively, interesting and relevant teaching / learning style in ESP materials. The first ESP materials to adopt a conscious model of learning were probably those of the Malaysian UMESPP project in the late 1970s, but the approach has received its widest circulation in the papers and materials of Hutchinson and Waters, and, more recently, Waters and Waters (1992).

In the context of a language programme that emphasizes the needs of the learners, anything but a learner / learning-centered syllabus and methodology is bound to create contradictions that will negatively affect student's perceptions of the programme. As advocated in the literature on communicative language teaching, content and teaching-learning procedures must take into account the interests and concerns of the learners, as well as the socio-economic and cultural context in which the language programme is to be implemented. A syllabus normally refers to "what is to be learnt with some indication of the order in which the items should be learnt"

and "the interpretations that it is put to" (Hutchinson and Waters, 81). In this case, the main orientation of such a syllabus is determined by the needs of the learners as discussed above, with an indication of how the content may be most effectively used to cater to these needs. As mentioned earlier, and in conformity with the interdisciplinary approach advocated for an ESP programme, the syllabus will also incorporate aspects of the students' discipline of study which will reinforce their motivation and the usefulness of the language to be learnt. "Learner-learning centered", "task-based", "activity-based" and "problem solving" are all attributes which are generally associated with an effectively communicative-oriented approach. And, as may be deduced from the recent literature on ESP, this orientation is characteristic of special purpose language teaching in general and ESP in particular. Such an approach aims, among other things, at helping learners to develop the skills associated with language learning, as well as skills related to their own discipline of study. Examples of such skills are "information", "mental", "social" and "action" skills. However, in order to make an ESP programme successful, it would not be sufficient to identify learners' needs, and create syllabuses and adopt methodologies that serve these needs; that is not everything. One very important issue in the context of ESP is programme assessment. Assessment involves an evaluation of the learners' ability to communicate effectively using the target language, as well as their ability to participate fully in the target discourse communities which have been initially defined as relevant to their needs. The formative purpose of such assessment is reflected in the possibility for the learners to use it as feedback on how they can improve their performance, and for the teacher on how he / she can adapt his / her teaching to better fit with the needs of the learners. Finally, an ESP programme that aims to meet the ever-changing needs of the learners will include an on-going system

of evaluation, aiming to provide information on how the programme itself can be improved through the introduction of changes that are deemed necessary and as per the requirement of the situation and assignment.

4.3.5 METHODOLOGY

As a result of the attention given to strategy analysis, a new generation of ESP materials was founded. This new generation of materials is based on conceptions of language or conception of need. The concern was with language learning rather than language use. It was no longer simply assumed that describing and exemplifying what people do with language would enable someone to learn it. A truly valid approach to ESP would be based on an understanding of the processes of language learning. Hutchinson and Waters (1987) refer to this approach as the learning-centred approach and stress the importance of a lively, interesting and relevant teaching/learning style in ESP materials. In the context of a language programme that emphasizes the needs of the learners, anything but a learner/learning-centred syllabus and methodology is bound to create contradictions that will negatively affect Student's perceptions of the programme. As advocated in the literature on communicative language teaching, content and teaching-learning procedures must take into account the interests and concerns of the learners, as well as the socio-economic and cultural context in which the language programme is to be implemented. A syllabus normally refers to "what is to be learnt with some indication of the order in which the items should be learnt" and "the interpretations that it is put to" (Hutchinson & Waters, 81). In this case, the main orientation of such a syllabus is determined by the needs of the learners as discussed above, with an indication of how the content may be most effectively used to cater for these needs. As mentioned earlier, and in conformity with the interdisciplinary approach

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However, in order for an ESP programme to be successful, it would not be sufficient to identify learner's needs, and create syllabuses and adopt methodologies that serve these needs; these are not the whole picture. One very important issue in the context of ESP is programme assessment. Assessment involves an evaluation of the learners' ability to communicate effectively using the target language, as well as their ability to participate fully in the target discourse communities which have been initially defined as relevant to their needs. The formative purpose of such assessment is reflected in the possibility for the learners to use it as feedback on how they can improve their performance, and for the teacher on how he or she can adapt his or her teaching to better fit with the needs of the learners.

Finally, an ESP programme that aims to meet the ever-changing needs of the learners will include an on-going system of evaluation, aiming to provide information on how the programme itself can be improved through the introduction of changes that are deemed necessary.

4.4. CONCLUSION

Since the end of World War II, ESP has received much attention from educational institutes, researchers and applied linguists. This attention is justified due to the dominance of English in the fields of economics, politics, media, technology and medicine.

Each of these fields as well as others requires its unique way of teaching based on the needs of their learners. Teaching language in general, and English, in particular, is no longer just a matter of application that serves all needs through any kind of syllabus and methodology. Rather, it is a regulated application that deals with each situation or given discipline independent of the other.

And unless language teachers are trained enough to handle such situations and realize the idiosyncrasies of ESP, fruitful results would never be achieved.

All researchers interested in assessing the progress of ESP as a component of ELT agree that one of the most constraining factors to this progress is the lack of "specialized teacher-training" (Swales, 214).

This situation applies even more emphatically in Saudi Arabia where, to this date, very little attention has been given to the training (pre or in-service) needs of teachers, quite a number of whom have ended up teaching in contexts where they are required to demonstrate skills which are normally available only to practitioners trained to teach ESP³⁷.

In the following two chapters, the researcher will make an attempt to identify

37 In reality ESP is that very specialized branch of study of English language which helps currently one and all to get prepared for modern dynamic job markets or environments in order to reach the aimed targets.

the needs and problems of English language communication skills among the employees of the call centres and hospitality industry of the J & K State. These chapters will also enable us to see what exactly the learners of ESP require or need for becoming professionally strong and resourceful in various job sectors or work environments.

CHAPTER 5

NEEDS AND PROBLEMS OF ENGLISH LANGUAGE SKILLS IN CALL CENTRES

The language of outsourced call centres is well designed study with a clear methodology and detailed analysis of both quantitative and qualitative findings.

- Shelley Staples

Call centre representatives are the company to the customer because they are the only employees your customers have contact with.

- Richard Gerson

Call centres are a booming business in India.

-Mark Landler

The emergence of new innovative technologies and other scientific developments have expanded unprecedentedly the service sector across the world. One such development is the outsourcing of business outlets or the advent of BPO industry³⁸ in the 21st century. It has been proved through various studies that this industry has a huge scope for further growth in future times³⁹. In fact, it is said that this industry would be one of the major employing industries in the times to come for the youth across the world⁴⁰.

38 India, being the cheaper destination for Business Processing Outsourcing industry, has proved a great bone for the United States, the United Kingdom, Europe, Canada, Australia and New Zealand

39 Graddol proves that the potential for growth and the impact on language, business communication and globalization is immense. (For more see Graddol 2006 for a review of global trends in English)

40 It was estimated that by 2015, 15 million jobs would be generated offshore in this industry, and this represents only 10 % of possible jobs. (NASSCOM-McKinsey Report 2005; Tuchman 2004)

The BPO is the leveraging of technology or specialist process of vendors to provide and manage an organization's critical and / or non-critical enterprise processes and applications. The most common examples of BPO are call centres, human resources, accounting and payroll outsourcing. Business outsourcing may involve the use of offshore resources (Sinha & Bright, 1). The call centre culture started with the ideology of outsourcing and offshoring of business by America. It was first in the early seventies that the developed countries like America, for retaining the economic dominance over the developing nation's especially Asian nations like India, China, started establishing their business units / centres particularly in the field of electronics and computers.⁴¹ One of the major reasons was not only the cheaper cost involvement at these newer offshore destinations but also a huge pool of workers' availability especially in Asia. This move led to the trend of outsourcing of the services. The main areas of offshoring were related to IT research and development, Programming, software testing and maintenance, Manufacturing of semiconductors, computers and computer component, Business Process Outsourcing (BPO), IT enabled services which comprise insurance claim processing, medical billing, accounting, book keeping, medical transcription, finance and reading X- rays and Call Centres. In later 1990's the trend of off- shoring of the IT related services shifted from US, UK to developing countries of India, China, and Philippines.

The Indian call centre industry originated in the 1990's with companies such as GE establishing India's first call centre which was followed by a boom in third party outsourcing. Due to the growing value of offshoring contracts, larger companies with sufficient infrastructure and financial resources are able to meet international

41 In order to get high quality workers with wages lower than US workers, the major US electronic companies began to set up affiliates in Asia, Hong Kong, Singapore, for labour intensive works in 1970-1981.

demands. Since then, various arrangements have developed such as global business process outsourcing to third party providers and joint ventures between global north companies and Indian companies (Taylor, 268). This became possible only when India possesses all basic necessities and resources required for a call centre especially a large pool of young English speaking people.

Research reveals that today India has emerged as one of the best choices to outsource to Dell, Sun Microsystems, LG, Ford, GE, and Oracle all have already announced plans to scale up their operations in India. Several foreign airlines and banks have already established business BPO's in India. Currently, India is the biggest destination of the BPO companies across the world. The BPO sector employed 23 lakh workers by 2010. Due to soaring property prices, rising wages, and high attraction rates, companies are trying to move to II tier and III tier cities, thereby creating opportunities for both urban and rural youth for employment. Most of these jobs in these industries obviously require people with strong soft skills. A candidate with good communication skills in English⁴² can have a promising career in these BPO's or Call Centres. This reminds the scholar of Crystal's remark:

English is the mother tongue of millions of people around the world, the second language of millions more in Africa and Asia, and the acknowledged international language of science, technology, business, and diplomacy. About a quarter of the world's population is fluent or competent in English.
(Crystal, 2004)

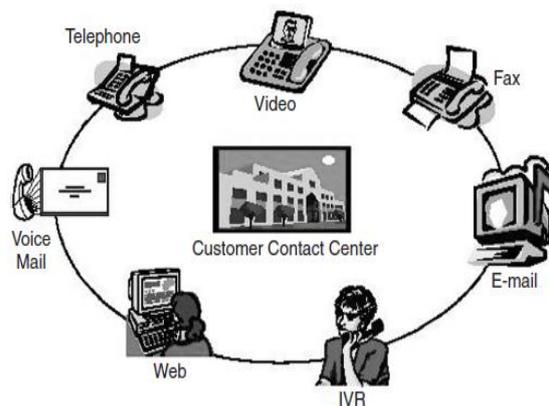
42 The BPO industry which includes offshoring and outsourcing business, is happening in all languages, for example, a number of Spanish speaking call centres have been established in Mexico and Brazil, Japanese and Korean call centres in the northern parts of China such as Dalian, and India and the Philippines serve English speaking destinations such as the USA, UK, Australia and New Zealand.

A Call Centre is a place where through modern means of information technology and gadgets, business communication acts are performed between the customer and the company executives. It means a call centre is actually a communication platform from which business concerns, firms, various multinational companies deliver services to their customers which comprise customer care, web sales, marketing, billing services, database marketing, accounting, transaction, document management, transcription, telesales / telemarketing, tax processing, HR hiring / administration, biotech research, etc. A call centre remains usually open round the clock as calls are expected from different parts of the world. There are usually two types of calls – inbound and outbound. Inbound calling concerns with customer support where the customer calls for queries and outbound calling refers to telesales where the operators themselves contact the clients. Similarly, there are two types of jobs requirements in call centres⁴³ – operational and technical. The employees in the operational sector cater to the demands of the clients and the area workers assist and support the people in the operational zone. The employees have to answer phone calls within a set number of rings and minor negligence can cause huge losses. Usually, the clients who make calls are from USA, Europe and Australia and hence the customer care executives who respond to these calls are supposed to be very strong in Grammar / pronunciation, features such as tones, intonation, stress, vocabulary, etc.

A thorough study reveals that India has proved a major attraction for most of the call centres due to the availability of a large pool of youth with good English language competence. Since J & K constitutes a part of India, a good number of Call Centres have emerged here also as popular centres of employment for the youth of

43 A call centre may be engaged in many different processes in various shifts.

the J&K. In fact, it may very soon emerge as a major player in call centre industry due to its appreciable weather, location, and efficient educated youth who are enthusiastic for employment. These call centres of varied multinational companies from all over the world require people with good speech and strong English language skills for responding to professional careers. Call centres⁴⁴ also upgrade one's professional skills in their various departments such as – training department, quality assurance department, management department, and even an IT department. Since these are all housed under the same roof i.e., within the call centre, it is possible to learn these different skills in these departments quite easily once one joins this industry. Call centres like PC planet, Ageis Essar, S2F Technologies, Voice Com, Eyogi Solutions, and some others are centralized offices located in our State and are operating through an extensive open workspace with the help of call centre agents who use a telephone / headset and a computer which is connected to a telecom switch for conducting purposeful business acts and interactions with customers / consumers or callers. Here is a diagrammatic representation of a call centre



Courtesy: *P.C Planet Call Centre, Rangret, Budgam*

Figure.5 Customer contact centre

44 We must remember that a call centre is a location or a place where customer telephone calls are answered by experienced and highly trained Customer Care Agents (CCA) using a sophisticated computer based software application, which helps the CCA in answering the customer queries.

The call centres⁴⁵ of the J & K state offer services related to both inbound / outbound calls. Inbound calls are made by consumers/customers for getting information about various products or to complain about services or products and ask for help / assistance or guidance. In contrast to this, outbound calls are made by the agents to customers / consumers usually for sales purposes or telemarketing. Call Centers staff is organized into a multi-tier support system for more efficient handling of calls. These services are provided largely to the native English speakers. These provide wide range of growth opportunities for the non-native English speakers who can after earning great proficiency and accuracy levels in English Speech, pronunciation, etc. prove great assets for these centres. Research shows that attractiveness for the call centre jobs can best be seen in job fairs where call centres are highly dominant among other companies while recruiting people.

5.1. CALL CENTRES IN J & K & COMMON PROBLEMS OF CSRs

The concept of Call Centre in our state started in 2009 with its first base operation at the IT Park Rangret, Srinagar. This was truly a great step towards better economic development of the Jammu & Kashmir state. By now many private call centres have popped up within the state. According to Dara Singh Bali, system executive IT department J&K Government:

At present, at least 20 private call centres are registered with the Jammu and Kashmir Information Technology Department.

(Personal Interview)

45 A Call Centre is a central contact point or a contact source for all types of customer interactions like telephone contacts, email based contacts, IVRS (Interactive Voice based Response System), etc, which aid a customer in receiving information regarding a product / service and even in resolving his problems on the same.

This interview with Dara Singh Bali led the researcher to realize how quick the emergence of call centres has taken place in the State. It also made the researcher to move further and see what type of needs and problems the workers of these centres experience particularly in terms of English language competence or skills for in today's aggressive world, English is the dialect of the worldwide working environment⁴⁶.

It is pertinent to mention here that the call centre customer services representatives are bound to talk to the western English speaking customers that too mostly Americans. Though these possess good English language competence yet they fail to build a proper 'rapport' with these customers due to unfamiliarity with the western cultural milieu on the phone. Hence, the work turns very challenging with every call and customer for them for being second language speakers of English (Non-native speakers). In this regard, Vijay Bhatia and Stephen Bremner in *The Routledge Handbook of Language and Professional Communication* have produced a good number of write ups concerning professional communication including call centres. The world reputed contributors have paid due attention to the communication needs and problems of the professionals.

During the research, the scholar went very close to the call centre's workstation i.e., the work operations of these centres and found how the executives / CSRs deal with the customers while receiving calls. Since this study proves that communication in English constitutes the major key factor of any organization

46 In the modern multilingual working environment, all correspondence is done in English, for example, standard working strategies, manuals, and even declarations are all made in English.

especially these call centres⁴⁷. When it comes to effective and purposeful communication, there these call centre representatives / executives / agents or employees do experience a good number of problems or obstacles⁴⁸ exactly like the employees in other countries' call centres. It was found by the researcher that the common problems which these executives come across are:

1. Absence of Proper Training
2. Lack of Confidence / Shy to Speak
3. Weak Oral English Proficiency
4. Absence of Precision of the dialect
5. Accuracy in English Language
6. Poor Pronunciation
7. Poor Sentence Formations
8. Poor Recruitment Methods
9. Less Chances of Growth
10. Regular Call Drops
11. Dialect Variations
12. Lack of Proper Infrastructure
13. Lack Good Writing Skills
14. Poor Listening Skills
15. Erroneous Grammatical Expressions

47 Call centre is the common term for a telephone based human service operation. It is acquainted with tele-service, in which, the customers and service agents are remotely placed from each other. Hence, the employees must listen carefully and communicate clearly with customers around the world.

48 This has led to tremendous need for workforce highly equipped with English language communication skills and competence.

16. Need of Effective ESP Training
17. Deficiency of Proper Politeness etiquettes.
18. Lack of Concentration
19. Unfamiliar Accents
20. Limited Vocabulary
21. Failure to comprehend
22. Unknown Idioms / Expressions
23. Absence of Reading Habits
24. Poor Cross-cultural Knowledge

Various studies have already been conducted outside the State of J & K for identifying the communication skill problems among customer services executives (especially those who are originally non-native speakers of English language) of BPO / business/ call centres while using English communication. In this regard, Bloch and Starks (1999) led an investigation of the different sorts of English that are talked all through the world. From this study, it was found that the fundamental four issues of non-local English speakers in English correspondence were (a) an aggregate absence of comprehension amongst speaker and audience (b) poor or deficient vocabulary and utilization of phrase, (c) mutilation or misconception of the message, and (d) wrong plan of the message. Bloch and Starks also proposed that for overcoming these issues, businessmen need adequate and handy English information and relational abilities.

Similarly, Forey and Lockwood (2007) carried out a study for examining the call writings of client administration agents in Philippines. The discoveries uncovered that the primary issues for the non-local English representatives were syntactic information or English elocution. The issues were likewise identified with a major

lack to comprehend a perplexing content, non-familiarity with the culture, and an absence of attention to the nation and the way of the life of their clients. This study also proves that the primary issues for the non-local English workers were linguistic learning or English articulation. Troubles with correspondence or correspondence breakdowns in English communications may not be identified with simply discrete linguistic elements or the accent of the speakers. The issue is by all accounts more about open skill and trust in talking than some other variable. Taking into account the aforementioned stated studies identifying issues with English oral correspondence, the fundamental issues can be summed up as under:

- (a) Elocution (b) Syntax (c) Vocabulary (d) Listening appreciation
- (e) English inflections (f) Familiarity (g) Social mindfulness and
- (h) Fearlessness.

Michelle McIntyre submitted an integrated studies project entitled *Call Centres in India: Offshoring, Language and Globalization* to Athabasca University in April, 2013 wherein the researcher thoroughly examines the role that the English language plays in call centres in India and the problems Indian workers come across while using this language at their workstations. The researcher also shows how call centres have been increasing at a fast pace during the last few years. Further, it proves that this service industry has become a major player in the overall economic growth of our country too. In fact, 80% of call centres in India cater to the international market which means according to the researcher that English language has become the basic tool for performing purposeful business interactions with foreign customers especially Americans. In this research project, the researcher reveals that this way English language has opened doors to a global workforce where

corporations are able to capitalize with more employment opportunities for the population.

In the same vein, William Resch in *The Communication Challenges of Offshoring to India* discusses in detail communication challenges in offshore call centres. The survey highlights several challenges which can be divided into two basic categories and they are:

1. Base language skills such as grammar, vocabulary, punctuation / accent and comprehension.
2. High level communication proficiency in soft skills areas such as empathizing with customers, building rapport, active listening, and cross-cultural management skills.

In an international Call centre⁴⁹, it is essential for employees to have a high level of English proficiency, especially communication skills. It is already strongly confirmed by Forey and Lockwood (2007) that non-native English speakers working as agents in call centres experience problems ranging from an inability to explain products and services clearly, lack of lexicogrammatical choices in the soft skills and a lack of intellectual understanding of what the customer really means. This all puts pressure on the HR development; training and quality assurance (QA) processes in the local call centres for improving services. These QA problems may be attributed to weak English language communication skills of the CSRs on the telephones.

49 I'm terrified of going live on the phones as you never know who exactly you're going to get! It could be a really aggressive young American who hates that she's talking to a foreigner or it could be a sweet old man who just can't hear what you're saying.... I mean you have to be quick to profile your customer, listen carefully, work the screens and be polite and caring and all that... and not take more than 3 minutes.... At the beginning, I just couldn't meet the quality targets and lots of people I started with have left, the pressure is just too much. (Newly hired Texman CSR –female, mid 20's, 2003)

A good number of studies have been done on English business discourse studies problems related to customer service interaction in an international workplace or centre. However, there has been no such study carried out on the use of the oral English communication and difficulties experienced by the J&K call centre customer service executives working in international call centres. Therefore, this study on call centres gains importance for being the first of its kind here in the state of J and K which is evolving as one of the leading key players in call centre industry especially due to its appreciable location, ability to connect to different time zones worldwide, ability to work in English language regardless of mother tongue and its people who are educated and highly enthusiastic for employment. This study is now designed to investigate the English communication skill problems of J&K call centre⁵⁰ employees / customer care executives working in various call centres across the state. Consequently, the results / findings of this study will prove helpful to both the call centres and the aspirants who wish to join these centres. It will also enable the stalk holders to design an effective English training course for their employees i.e., CSRs.

5.2. METHODOLOGY

For getting the first hand information and practical view of the needs and problems of the call centre executives of the state, the researcher prepared a questionnaire and then circulated it among the employees of various call centres across the J&K. The responses are produced here in order to find out the true linguistic / English communication issues, problems⁵¹ and hiccups which these executives experience while handling the calls. For

50 Call centres rely on sophisticated telephone and computer technology to serve large numbers of customers.

51 One of the causes of the poor performance in English Communication in call centres of the J & K could be the Urdu medium of schools where most of the youth of the J & K is taught and English is ignored for a long time. Another reason may be related to the typical pattern of teaching and learning English as a Second Language in many J&K

conducting this survey, the researcher employed Likert Scale wherein a particular item is evaluated on the basis of how well it discriminates between those persons whose total score is high and those whose score low in their responses. According to CR Kothari and Gaurav Garg in Likert Scales:

Summated scales consist of a number of statements which express either a favorable or unfavorable attitude towards the given object to which the respondent is asked to react. The respondent indicates his agreement or disagreement with each statement in the instrument. Each response is given a numerical score, indicating its favorableness or unfavorableness, and the scores are totaled to measure the respondent's attitude. In other words, the overall scores represent the respondent's position on the continuum of favorable- unfavorableness towards an issue.

Most frequently used summated scales in the study of social attitudes follow the pattern devised by Likert. For this reason they are often referred to as Likert-type scales. In a Likert scale, the respondent is asked to respond to each of the statements in terms of several degrees, usually five degrees of agreement or disagreement. For example, when asked to express opinion whether one considers his job quite pleasant, the respondent may respond in any one of the following ways: (1) strongly agree, (2) agree, (3) Neither /undecided, (4) disagree, (5) strongly disagree.

public schools which mainly focuses on competence in grammar rather than competence in communication skills. The final plausible reason may be the overuse of the local regional language in the English classroom as the majority of the teachers use the local language as one of their main tools to teach English to students. As a result, teachers are competent in English grammar, but can barely speak the language. In order to rectify these problems, it can be seen that many parents send their children to private English institutes where more emphasis is placed on speaking.

The diagrammatic representation of the scale is give below



Figure.6 Sample of Likert scale⁵²

5.3. RESEARCH QUESTIONS

A questionnaire comprising following research questions was distributed among the executives / CSRs by the scholar. The responses / assessments are also given here for the final findings:

Q1.Do you think that English language skills truly constitute an essential part of your service within the organization?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
80%	20%	0%	0%	0%

52 Each point on the scale carries a score. Response indicating the least favourable degree of job satisfaction is given the least score (say 1) and the most favourable is given the highest score (say 5). These score—values are normally not printed on the instrument but are shown here just to indicate the scoring pattern. The Likert scaling technique, thus, assigns a scale value to each of the five responses. The same thing is done in respect of each and every statement in the instrument. This way the instrument yields a total score for each respondent, which would then measure the respondent’s favorableness toward the given point of view. If the instrument consists of, say 30 statements, the following score values would be revealing. $30 \times 5 = 150$ Most favourable response possible $30 \times 3 = 90$ A neutral attitude $30 \times 1 = 30$ Most unfavorable attitude. The scores for any individual would fall between 30 and 150. If the score happens to be above 90, it shows favourable opinion to the given point of view, a score of below 90 would mean unfavorable opinion and a score of exactly 90 would be suggestive of a neutral attitude.

Q2. Before or after joining the organization, have you ever been imparted with the required training i.e., effective English language training comprising pronunciation drills, telephone etiquettes, role plays, group discussions, interaction sessions, quizzes, tests, videos, speech programmes?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
0%	0%	10%	15%	75%

Q3. Have you ever been given access to the training materials and tools during the training?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
50%	20%	0%	30%	0%

Q4. Have you ever been provided with the scripts on reference cards that feature potential responses to many types of calls?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
60%	40%	0%	0%	0%

Q5. Did your organization create an ambience within the call centre that focuses on improving English proficiency / competency by arranging regular meets with the team leaders / the trainers in order to keep the CSRs updated?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
0%	20%	0%	20%	60%

Q6. Nothing is more frustrating to a caller⁵³ than hearing a representative garbling for words which require later repetitions⁵⁴. Have you ever come across such a situation where you lost the customer or you felt bad? Did you report it to your immediate boss? Whether the organization took measures for making you to overcome the problem?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
20%	20%	10%	0%	50%

53 Proper phone etiquette requires enunciating each word as clearly as possible and speaking a moderate pace. Talk too fast and the caller might not hear you clearly. Talk too slowly and you might frustrate a caller who wants to get off the phone as soon as possible

54 It is realized that any type of miscommunication will surely lead to customer frustration, and the result would be that the telephone would be slammed down immediately by the customer in exasperation. This happens especially when the person we're talking to is probably in another country with different cultural etiquettes and background. The customer turns angry and if the operator just doesn't have the control over language or pragmatic skills for dealing with the situation and cool the consumer / customer. It would mean a great loss.

Q7. Have you been properly trained in all the skills including pronunciation – accents, stress, tones, etc.?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
0%	0%	0%	10%	90%

Q8. Good communication skills particularly listening and writing constitute an integral part of the call centre job. Those who don't possess these skills surely suffer a lot. Does your organization take steps for improving these skills?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
20%	10%	0%	10%	60%

Q9. Do the trainers train the executives / agents with traditional methodology or the modern methods are equally used?

Assessment

Traditional methodology

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
60%	0%	0%	40%	0%

Modern methods

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
25%	10%	0%	0%	65%

Q10. Are you given a proper exposure of handling your customers prior joining the centre?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
70%	30%	0%	0%	0%

Q11. Do you think that it is the need of the hour for all call centres to arrange effective training sessions with the help of internationally reputed resource persons?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
90%	10%	0%	0%	0%

Q12. Are reading skills promoted in call centres? Does your centre have a reading room equipped with latest newspapers, good magazines and English language / literature books?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
10%	0%	0%	0%	90%

Q13. Does your centre give you self learning pocket books and other required study materials on business English?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
0%	0%	0%	10%	90%

Q14. Have you ever been taken on board while forming the syllabus of your training sessions?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
0%	0%	0%	20%	80%

Q15. Does the human resource division of your hotel collaborate with the Instructor / trainer to develop in house games that would impart lessons in a fun manner, and would come up with creative ideas to deepen the learning experience or have a scrabble completion where participants would focus on just business games?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
0%	0%	0%	0%	100%

Q16. Are you regularly assessed / judged for your performance especially during working hours?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
80%	10%	10%	0%	0%

Q.17.Do your trainers advise you during training sessions to watch American movies, TV series or any English news channel like CNN?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
30%	10%	0%	30%	30%

Q.18.Is it made compulsory during the training sessions to practice speaking in English for improving individual levels of communication?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
80%	20%	0%	0%	0%

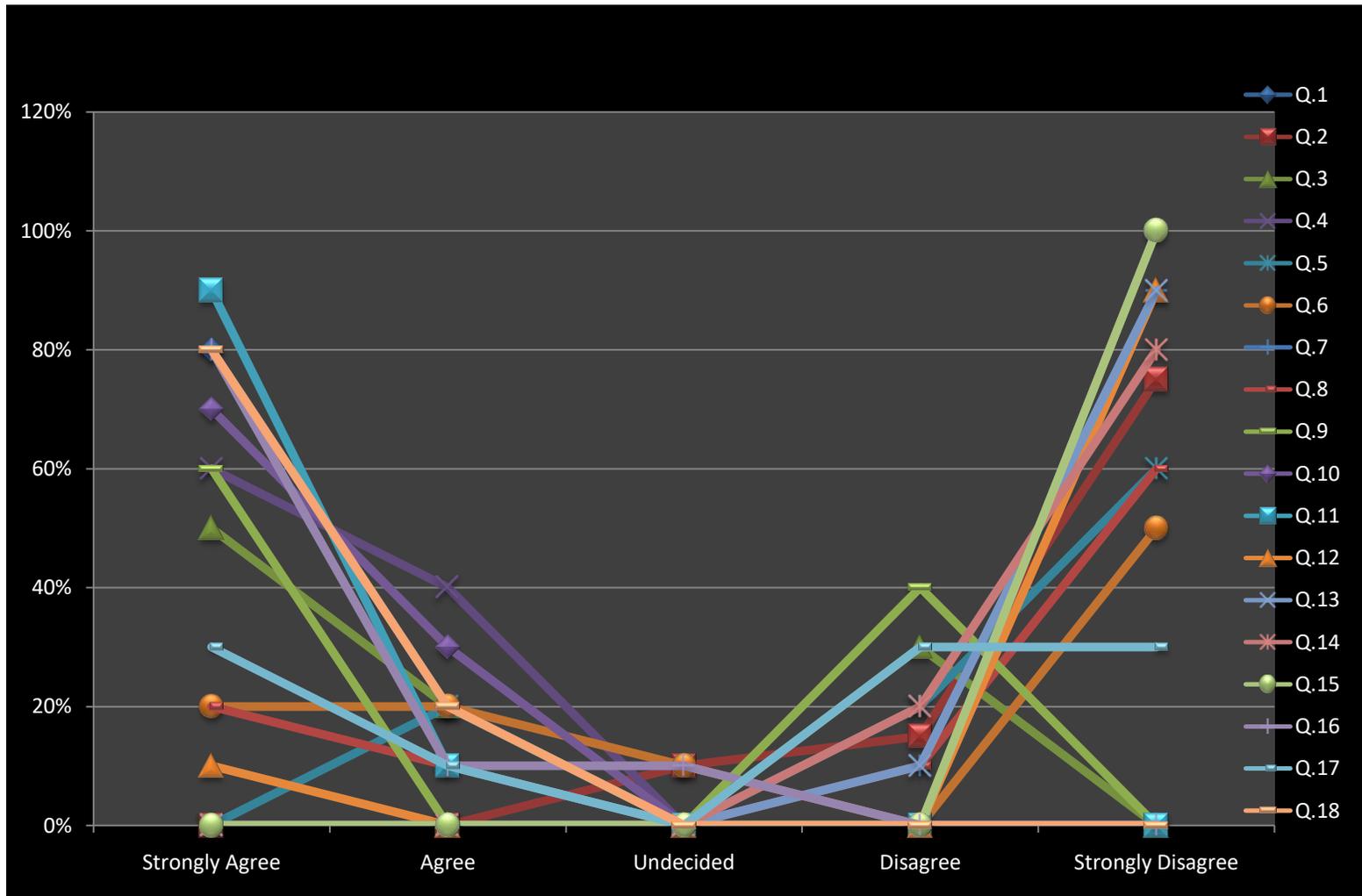


Figure 7 Depicting the Responses of Call Centre Executives

Q=Questions

5.4. SIGNIFICANCE OF THE STUDY

This study aimed to investigate the needs and problems of English Language Skills among the J&K call centre CSRs / executives who communicate with native (mostly Americans) and non-native English speaking customers while conducting their business. The findings of this study will not only prove useful to both BPOs (here call centres) and executives / CSRs for identifying the pragmatic problems especially with regard to English communication⁵⁵ but also enable the policy makers to overcome these hiccups and offer immediate relief to the sufferers. The results of this study could also prove helpful for the management in terms of setting up proper and effective training courses or programmes for tackling these problems on priority and thus making better gains possible out of these centres. This study also reveals the ways in which the common public and private sectors can prepare their staff to be qualified, competent, and well-prepared in order to compete and face the challenges of the business at all levels – local, regional, national or international.

This study also proves that the Call Centre owners wish to hire such staff who can build up customer loyalty to their brand by motivating the customers / consumers through their language, questioning techniques and telephonic etiquettes. Research reveals that the individual who possesses good English communication speech abilities / skills is able to communicate effectively with the native English speakers and thus earns heights

55 The results / findings reveal that the call centre employees communicating with native English speaking customers encountered problems at moderate levels of verb agreement, tenses, tones and stress. The problems they encountered the most included (a) having trouble with listening comprehension when foreign customers speak too fast, (b) grammatical errors when speaking, and (c) trouble during handling of telephone calls.

and excels in the call centre industry. Hence, across the country and here too i.e., in the J&K state Call Centre agents whose native language is not English must learn to comprehend English quick and speak it effectively with the customers. Now we know that grammar, listening, intonation, stress, accent and strong business vocabulary are also essential ingredients for any call centre executive for handling a call properly. There are also some other aspects considered by recruiters while assessing their applicants. Some tests that evaluate the applicant's functional abilities, personality, and experience, background, and job stability and computer skills are also used⁵⁶. The basic requirement an applicant must fulfill is English communication skills (being from 85% to 100%), basic computer skills, proactive personality, good tone of voice and commitment to the call centre they are applying for⁵⁷.

5.5. CONCLUSION

This study reveals vividly the problems encountered by the executives of the J & K call centres such as difficulties in understanding foreign accents, insufficient knowledge of the

56 It is believed that six qualities which help a CSR to excel in any call centre are: a.) Must know how to handle pressure b.)Should be problem solving i.e., should come up with readymade solution c.) Should know how to empathize with angry and upset callers for it leads to quicker and easier solutions creative d.) Should possess enough patience e.)Should be positive and optimistic and finally, the most important quality of a CSR f.) Should know the proper and proficient use of language with proper etiquettes

57 One more study has suggested following nine important qualities for a successful call centre agent:

- 1.Should possess sound memory so that he knows the products well
2. Should know how to pay more attention to the details of the customer
3. Should know how to manage multiple tasks
4. Should be flexible in listening to needs and problems of diverse customers
5. Should know how to encourage friendly attitude with the customers
6. Should know how to be calm when under pressure at workstation
7. Should possess effective communication skills
8. Should be fast and efficient while dealing with his customers
9. Finally, a successful executive should be sound and creative

cultural background of their customers, products, grammar, pronunciation, low fluency, word stress misplacement and trouble in regulating the volume of their voice, poor or insufficient vocabulary, and poor pronunciation. Obviously, the results were almost the same and consistent with the study stated earlier for reference. The most common problems found were listening comprehension, grammar usage, and pronunciation⁵⁸. Therefore, it can be concluded that there is still opportunity for these employees / CSRs to improve their English oral communication skills and be more effective. It is proved that the plight of non-native speakers of English in the call centres of J and K while communicating in English is no way far different and the need of the hour is to arrange very effective training sessions and regular assessments for improving the existing linguistic resources available at these centres. For improving the level of English communication skill proficiency of state (J&K) speakers or learners, it is important for both public and private academic sectors⁵⁹ to seriously focus on the existing problems of the speakers or learners so that training courses and curriculum can be designed as per the speakers' or learners' needs. Also, it is suggested that the state English teachers can play an important role in raising learners' consciousness and encourage them to make the most effective use of oral communication strategies for tackling communication difficulties. Both learners and teachers should note that communication strategies are integral part of the language use and by learning and practicing these effectively, the level of self-confidence and English communication skill proficiency of the learners can be improved.

58 One plausible reason for these problems could be because of an insufficient practice in communication. As the questions asked by researcher to the employees who were Urdu speakers, they had limited exposure to and experience with English interaction, especially with foreigners, even though and had studied English for more than eight years (Boonkit 2010).

59 The outsourced call centres have become victims of inappropriate English language teaching methodologies that is prevalent in our schools and colleges now.

In light of this research on call centres in the J&K, it is stated that call centres are widely acquiring newer heights and rapidly gaining significance within the state. Since call centre English forms one of the types of English for Specific Purposes, the management / the Language & Development section of any call centre needs to consult its customer service representatives prior forming any syllabus for their training programmes so that the whole exercise proves successful. The CSRs need to remember the call centre interaction relies purely on understanding the goal and purpose of the calls i.e., comprehending the objective of the caller is a must. At the same time, he needs to have a good hold on communication and sound knowledge of the product. In fact, this is the reason why in many call centres all calls are recorded for judging the CSRs. If anyone performs poor, he / she may even lose the job. This is also one of the major worries of the CSRs. It is, therefore, recommended that Certificate / Diploma programmes in English Language Learning should be launched and encouraged at higher secondary and college levels for students who want to improve their English skills for these programmes would make them employable at least in these call centres tomorrow.

CHAPTER 6

ENGLISH COMMUNICATION IN HOSPITALITY INDUSTRY OF J & K

Hospitality means primarily the creation of free space where the stranger can enter and become a friend instead of an enemy. Hospitality is not to change people, but to offer them space where change can take place. It is not to bring men and women over to our side, but to offer freedom not disturbed by dividing lines. – Henri J M Nouwen

True hospitality is marked by an open response to the dignity of each and every person. Henri Nouwen has described it as receiving the stranger on his own terms, and asserts that it can be offered only by those who have found the centre of their lives in their own hearts. – Kathleen Noris

After three days men grow weary, of a wench, a guest, and weather rainy

– Benjamin Franklin

In the contemporary era, hospitality industry⁶⁰ has emerged as a big business industry and is considered as a fastest growing industry. It is primarily a service industry because it does not produce goods but offers services to various classes of people. In fact, it plays an effective role in integrating people of different origins and backgrounds. It enables people to know how and what people serve across the world to the tourists or travelers during vacations, visits or travels. This industry offers, other than many things,

⁶⁰ It is pertinent to state that global traveler landings expanded from 25 million in 1950 to 698 million in 2000, and are anticipated to develop to 1.6 billion by 2020 (WTO). All inclusive, the tourism business is developing at 4.6 for every penny (WTTC). The quantity of air travelers ascended from 9 million in 1945 to 88 million in 1972, 344 million in 1994 and 1.6 billion in 1999, and is relied upon to twofold again by 2010.

promising jobs to thousands of people with lucrative salary packages. Thus, it opens up a new window for resources, both investments and generation, leading to employment generation as well as socio-economic development of the local populace at large.

India⁶¹ is currently witnessing a transition in economic, political, socio-cultural and technological developments. There are tremendous changes taking place in its different quarters especially tourism and hospitality. Our country has a glorious heritage which is deeply rooted in hospitality. All Indians believe in “*Atithi Devo Bhava*” which equals guests to God. This thought is backed by Indian mythology. We can’t forget the story of friendship between Lord Krishna and Sudhama who despite being under severe deprivation of worldly resources is highly hospitable to his friend and guest Lord Krishna. While extending hospitality, he is warm and selfless. This is perhaps one of the major reasons why Indians are highly hospitable and friendly. In fact, our hospitality industry⁶² attracts today people all over the world for it is considered as one of the finest industries in the world.

An Oxford dictionary defines hospitality as friendly and generous reception and entertainment of guests, visitors, or strangers. It also defines it as relating to or denoting the business of entertaining clients, conference delegates, or other official visitors.

61 The tourism business in India has made considerable progress from only 15,000 sightseers in 1950 to 2.64 million in 2000. The remote vacationer entries into India too have expanded essentially. Notwithstanding, it is an alternate story that India's offer in world tourism keeps on being at an inauspicious low. In the most recent one decade, household tourism in the nation has developed by more than 100 million from 63.8 million in 1990 to 176 million in 1999. Be that as it may, quite a bit of this movement is moved in states like Rajasthan, Maharashtra, Gujarat, Kerala, Goa, Himachal Pradesh, Uttaranchal, and so on.

62 Today India offers an expected 3606 key secured landmarks, 483 untamed life heavens, immense bounties of glorious mountains, delightful shorelines, world renowned hospitality which no other human advancement can address.

However, professionally speaking, hospitality⁶³ refers to the friendly reception of guests or strangers. It is the demonstration of generosity in inviting and taking care of the fundamental needs of clients (guests) or outsiders, basically in connection to nourishment, beverage and settlement.⁶⁴

6.1. TOURISM IN J&K & USE OF ENGLISH LANGUAGE SKILLS

Today tourism plays a major role in the overall economic growth of our country. It has not only evolved now into a big industry in India but also in the State of J & K. In fact, at present it is an important employment generating industry here in the J & K⁶⁵. The State comprises of three distinct regions – Jammu, Kashmir and Ladakh – and all three have huge potential for tourism – both of domestic and international levels⁶⁶. There are still a good number of locations / places which are untapped and can be developed as major tourist destinations, having the natural as well as the cultural resources for attracting tourists⁶⁷. As for the cultural resources, the state has some of the most important religious shrines of Muslims and Hindus, mosques, temples, forts, historical

63 Three rules of hospitality industry are: a.) Always smile no matter what. b.) Never discuss religion and politics. C.) You may wear torn underwear inside but always wear the three piece suit outside. - Himmilicious

64 It also means giving sustenance and / or drink and / or convenience to individuals who are far from or away their abodes. This means, here, people are served with warmth i.e., properly taken care of in all respects.

65 The State of Jammu & Kashmir is situated in extreme north of India between 32° – 15' to 37° – 05' latitude north and 72° – 35' to 80° – 20' longitude east. It is bounded by China in the north and east, by Afghanistan in the north-west and by Pakistan in the west. Punjab in the west; Punjab and Himachal Pradesh States border it in the south. Jammu & Kashmir State has a geographical area of 222,236 sq. kms.

66 The State is well connected with rest of the country by air, rail and road. The Indian Airlines and private airlines operate regular flights to Srinagar, Jammu and Leh.

67 Some of the important natural resources have excellent climate, beautiful lakes, locations for adventure sports, wild life, trout fish, natural and manmade parks like Shalimar and Nishat of the Mughal period, flora and fauna, alpine forests, natural waterfalls and streams etc.

monuments, plethora of local festivals, distinct cuisine, craftsmanship skills for intricate and fine woodwork, woolens, carpets, textiles, paper mache, etc. It also abounds in large lakes, the biggest of the fresh water lake being Wular, Dal and Manasbal lakes. The biggest brackish water lakes are Tso Moriri and Pangong Tso in Ladakh region⁶⁸.

Since the above shown tourist attractions have turned this State into a very strong tourist destination which remains full of tourists from various parts of the world throughout the year. This feature of the state has given birth to a very huge tourist and hospital industry. In 2014, nearly 11 lakh travellers visited Jammu and Kashmir, of which 50,000 were from foreign countries, approximately⁶⁹. These individuals included Americans, Australians, Taiwanese, Chinese, and citizens of the United Kingdom and Europe. A majority of these individuals spoke English either as a first or second language⁷⁰. In fact, it is English language which most of the times acts as a linking language between the tourists and the hotel staff and this way the guests of any origin or background are properly taken care of by the hotel management as no misunderstanding takes place and thus chaos and confusion has no room here in this industry. This makes both the stay and tour of these tourists / guests quite purposeful and harmonious. This study is primarily devoted to this very problem / issue of hospitality industry of J & K⁷¹

68 The J & K also possesses a large number of smaller lakes in the higher reaches of the mountain ranges which surely provide surprises for those who reach them after trekking.

69 Information provided by the JKTDC Managing Director, 2014, in a Personal interview with the scholar

70 Today English language is used in business including the hospitality industry as a major means to transfer thoughts, ideas, emotions, feelings and cultures in order to create good relationships between people in different countries. In fact, this feature of this King's language has made it an international language and is hence currently used as a medium for understanding and exchanging of ideas, expressions and feelings among people all over the world. This gets clear from the research details highlighted in this dissertation.

71 This business has given employments to countless especially to the youth who require money to shoulder their families and dream soaring higher and higher in their careers for

i.e., English language Communication in Hospitality industry of the J & K state⁷². In fact, the English language has become an essential component of this industry too now for even while recruiting people for various jobs, the recruiters first see whether the aspirant possesses good knowledge of English especially if the person is to be placed in the front office or at the reception⁷³.

In India, like most other countries, English⁷⁴ is a vital medium for correspondence and day to day communication amongst Indians and non-Indians in numerous fields of modern human being. Pakir (1999) called attention to that 1.5 billion of the 6.0 billion individuals on the planet make utilization of English to a more noteworthy or lesser degree. As per Angkana Pinyosunun (2006), the capacity of individuals to utilize English dialect successfully affects an assortment of individual and social circumstances. Even in J&K state English is one of the commonest languages used by / with the tourists or travelers. Farooq shah, Administrative Secretary Tourism Department, Government of J&K State, stated during a personal interview on 3rd of March, 2016 with the scholar that tourism is the main source of income in our country including Kashmir. Farooq shah said:

realizing dreams. In fact, the J & K hospitality industry has been now an area of serious concern even for researchers and academicians who apply different approaches and make different studies of this growing industry. At national and international level numerous scholars have already studied and researched its various facets for thoroughly investigating the prospects and challenges of this dynamic industry. It is a must to remember that tourism is economic, social and cultural activity. Study should be made of all its facets in order to speed up its development and growth. However, the research findings should directly help in the decision making, planning and solving its practical problems.

72 English Skills refer to performance in English listening, speaking, reading, writing, grammar, pronunciation, vocabulary, etc.

73 Front office staff refers to the staff who works in the front office department in the hotels in the J & K State.

74 Employees of the hotel industry have the same pressure to communicate efficiently with English-speaking hotel clients

“Unfortunately the state especially Kashmir is wrongly projected in media – both electronic and print. Though the turmoil is now almost fully controlled yet many channels and papers project the valley wrongly. This has heavily damaged the hospitality and tourism industry of the state which has resulted in heavy loss of economy.”

He also said:

“Since most of the tourists who visit valley speak English, the tourism department is now seriously planning of launching certificate and diploma courses in English language for all those people / staff who are related to hospitality industry of the state through the state hotel management institute. The purpose of these courses would be to equip these people with better English communication skills so that our tourists are served better and properly.”

In fact, the ex-Chief Minister of the State, Late Jenab Mufti Mohammad Syed, wanted to see this industry of the state to grow and excel. Now his daughter Jenab Mehbooba Mufti, the present CM of the State, also wants to place the tourism of the J &K State on the international map and thereby make this state to regain its lost glory. Thus, the people associated with this industry in the state have a bright future provided they are strong and competent in their use of English language⁷⁵.

6.2. HOSPITALITY INDUSTRY EMPLOYEES’ COMMUNICATION SKILLS PROBLEMS

Since hospitality industry of the J & K state provides employment to thousands of people, the researcher tried to see what type of problems these employees experience while

⁷⁵ The staff in the hotels is generally expected to utilize English language other than speaking for composing messages, business letters in suitable configurations and day to day reports.

performing their duties. We already know that all those who are related to the tourism of the state need to pay special attention among many other things to enhancing / strengthening the communication skills⁷⁶ because a good number staff present in the tourism industry possesses a very poor command over English language⁷⁷ which leads to a lot of problems and also causes misunderstandings for them and overall management. The scholar personally visited a good number of hotels across the state and tried, prior circulating the questionnaire, his best to observe very closely these hospitality employees especially the front office people. The scholar found that currently they suffer from the following:-

1. Inability to understand foreigners' accents
2. Inappropriate words and expressions
3. Inadequate vocabulary⁷⁸
4. Lack of proper grammar knowledge
5. Mother tongue influence
6. Lack of confidence and proper concentration
7. Lack of effective trainings
8. Absence of L & D sections in hotels
9. Poor language skills especially speaking
10. Lack of proper comprehension
11. Poor Pronunciation and intonations

76 English is recognized as a global language or international language, and increases the importance of business, trade, economy, and tourism.

77 English has become a core academic subject in the hospitality training programmes of most universities and industrial sectors to achieve English proficiency for employment and fulfilling job responsibilities.

78 Another critical action is of vocabulary ability, knowing vocabulary identified with the tourism business, knowing vocabulary identified with settlement and knowing vocabulary identified with transportation.

12. Lack of Proper Exposure

13. Poor ambience for English language within hotels

Like other states of the country, in the J & K State⁷⁹ too, in all hotels, the hotel staff ranges from top management to the front line staff. One of the important departments in the hotel business is the front office department which is generally considered as the nerve centre of all hotel operations. In fact, the front office staff comprising the front desk agent, door attendants, bell persons and parking attendants are the first people who communicate and serve the customers⁸⁰. This shows that the employees here need to be very strong and competent particularly in English communication skills⁸¹.

Let us look briefly at how the concept of ‘needs’ has been looked at by different scholars or researchers. At the outset, one can consider needs as the learners’ study or job requirements i.e., what they have to exhibit or demonstrate at the end of their language course. Widowson in *English for Specific Purposes: Criteria for Course Design* views this type of needs as a goal-oriented definition whereas Berwick in *Needs Assessments in Large Programming: From Theory to Practice* considers it as ‘objective’. Needs may also be defined as what the learner has to actually do to acquire the language. According to Widowson in *English for Specific Purposes: Criteria for Course Design*, this is a process-oriented definition of needs and is related to transitional behavior, the tool for

79 It is a must to remember that the people of J & K are known for their generosity, modesty, peace loving and helpful nature.

80 Customer refers to the tourists or visitors who temporarily use the hotel’s service or stay in hotels of the J & K State for various purposes, such as, traveling, research and business.

81 We cannot forget the fact that English language plays a very crucial role as the predominant tool for communication in the global community. Some people whose native language is not English use the language in their daily lives (Quirk, 1- 6).

learning. Then, needs also refer to what the learners themselves would like to gain from the language course. This implies that learners may have personal aims, in addition, to the requirements of their study or job; in other terms, wants or desires⁸². In short, needs can be interpreted or explained as lacks, that is, what the learners do not know or cannot do in English⁸³.

In addition, Graves⁸⁴ mentions that needs analysis involves finding out what the learners know and can do, and what they need to learn or do. In other words, needs analysis seeks and interprets information needs at the end of a language course, and can be dubbed a target situation analysis (TSA). This is the best known framework for a TSA type of needs analysis which focuses on communication purposes, communication settings, and the means of communication, language skills, functions, and structure. Besides this all, Mackay in *Identifying the Nature of Learners' Needs* divides the needs into two types. The former is academic needs where English is required for further academic study⁸⁵. For instance, medical students need English for understanding the lectures or read medical textbooks needed for performing a particular job, such as, technicians require English for working on a project in which English is used. In the present study, the needs of language skills – listening, speaking, reading and writing – based on job needs defined by Mackay are investigated. The functions and problems in using English skills are also included in the investigation.

82 Berwick R. Needs assessments in large programming: From theory to practice. In: Johnson RK, Editor. *The Second Language Curriculum*. Cambridge: Cambridge University Press. 1989, p. 48-62.

83 Robinson PC. *ESP Today: A Practitioner's Guide*. New York: Prentice Hall; 1998.

84 For details see Graves K. *Teachers as Course Developers*. Cambridge: Cambridge University Press; 1996.

85 Mackay R. *Identifying the nature of learners' needs in: Mackay R, Mountford AJ, editors. English for Specific*. London: Longman; 1978.

6.3. METHODOLOGY

For getting the first hand information and practical view of the requirements / problems of English language skills⁸⁶ among the hospitality employees especially the front office staff, the researcher conducted an empirical study by preparing a questionnaire and then circulating it among the employees of various hotels across the J&K⁸⁷. The responses are produced here in order to see the real scope of English language in the hospitality industry of the state. For conducting this survey, the researcher employed Likert Scale wherein a particular item is evaluated on the basis of how well it discriminates between those persons whose total score is high and those whose score low. According to CR Kothari and Gaurav Garg in Likert Scales:

...Summated scales consist of a number of statements which express either a favorable or unfavorable attitude towards the given object to which the respondent is asked to react. The respondent indicates his agreement or disagreement with each statement in the instrument. Each response is given a numerical score, indicating its favorableness or unfavorableness, and the scores are totaled to measure the respondent's attitude. In other words, the overall scores represent the respondent's position on the continuum of favorable- unfavorableness towards an issue.

86 These days, there are numerous English courses offered for tourism industry employees by various institutes across the world. English for tourism and cordiality courses help learners to get comfortable with the dialect prerequisites of the hospitality industry, for example, hotels, sustenance and refreshment administration, travel offices and visit operations. Dialect learner advancement can prompt accomplishment in the tourism and business transactions. Tourism terms, perusing, composing, tuning in, talking and linguistic use are taught to learners.

87 Needs refer to the requirements that especially the front office staff in the hotels in the J & K has in terms of English communication and problems refer to difficulties faced in using English.

Most frequently used summated scales in the study of social attitudes follow the pattern devised by Likert. For this reason they are often referred to as Likert-type scales. In a Likert scale, the respondents is asked to respond to each of the statements in terms of several degrees, usually five degrees of agreement or disagreement. For example, when asked to express opinion whether one considers his job quite pleasant, the respondent may respond in any one of the following ways: (1) strongly agree, (2) agree, (3) Neither/undecided, (4) disagree, (5) strongly disagree.

The diagrammatic representation of this scale is give below



Figure.8 Displaying Likert Scale Sample

6.4. RESEARCH QUESTIONS

The following research questionnaire was / questions were used by the scholar for this research work and their assessments / responses follow after each question.

Q1. Do you think that English language skills constitute an essential part of your service within the industry i.e., hospitality industry?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
90%	10%	0%	0%	0%

Q2. Before or after joining the organization have you ever been imparted the required training comprising pronunciation drills, telephone etiquettes, role plays, group discussions, interaction sessions, quizzes, tests, videos, speech programmes, etc.?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
0%	0%	0%	15%	85%

Q3. Is the speaking skill the most significant / important skill in the hospitality industry of the state?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
90%	10%	0%	0%	0%

Q4. Have you ever been given access to the training materials and tools during the training?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
50%	10%	0%	0%	40%

Q5. Have you ever been provided with the scripts on reference cards that feature potential responses to many types of calls which are received from various customers / tourists / clients while being in the front office / reception section of a hotel?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
60%	40%	0%	0%	0%

Q6. Does your organization create an ambience within the hotel that enables you to improve English competence by arranging regular meets with the reputed trainers / resource persons in order to keep them updated?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
60%	40%	0%	0%	0%

Q7. Have you ever come across a situation where you felt very bad for you couldn't respond quickly or on time due to absence of appropriate expressions or words? Did you inform the hotel authorities about it? If yes. Did they arrange training or not?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
30%	20%	20%	10%	20%

Q8. Are basic vigorous trainings related to English communication skills imparted by hoteliers?

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
10%	10%	0%	0%	80%

Q9. Do you think that lack of very good communication skills heavily scuttle ones career growth and prospects within this industry?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
80%	20%	0%	0%	0%

Q10. Are better English languages skills an essential prerequisite for people joining any front office of the hotel industry?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
90%	10%	0%	0%	0%

Q11. Do you have reading room availability within the hotel?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
0%	0%	0%	10%	90%

Q12. Do you have language development section within the hotel?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
15%	0%	0%	0%	85%

Q13. Does your hotel management make you to watch various English movies, news channels, etc. with an aim to see you grow better in communication skills?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
0%	0%	0%	0%	100%

Q14. Are better English language skills an essential prerequisite for people joining any front office of the hotel industry?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
100%	0%	0%	0%	0%

Q15. Is it right that speaking skill is the most important skill here and is ranked as number one?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
80%	20%	0%	0%	0%

Q16. Is listening skill rated as second important skill in the industry?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
90%	10%	0%	0%	0%

Q17. Do you agree with the fact that reading is the third significant communication skill here?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
100%	0%	0%	0%	0%

Q18. Do you agree that writing is the least important skill in hospitality industry?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
40%	10%	0%	0%	50%

Q19. Are you provided with regular training sessions in the L & D section of the hotel?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
10%	0%	0%	20%	70%

Q20. Are you satisfied with the present status of English language in the J & K hotels?

Assessment

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
30%	10%	0%	0%	60%

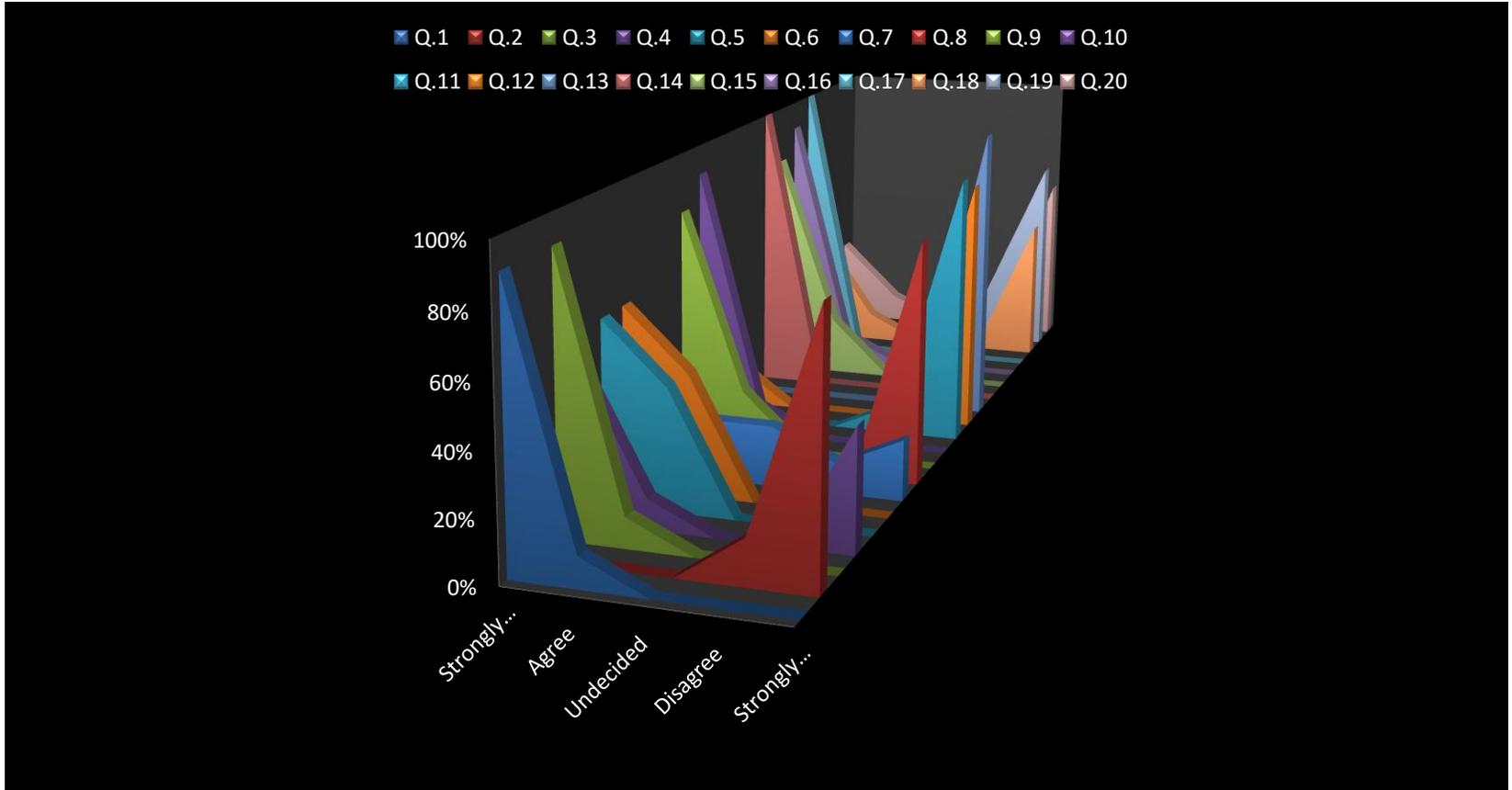


Figure.9 Depicting the Responses of Hospitality Staff Executives

The findings from the overall research prove that the majority of the hospitality employees in this study have rated all four skills of English language as highly needed. This can be explicated by the fact that tourism in the J & K is one of the oldest industries and hence countless foreigners visit the state especially valley and as a result of this, the employees of this industry have had a good opportunity to use English while guiding them regarding tourist.⁸⁸

Listening is rated as the second most used skill within the hospitality industry of the state. This shows that listening to the foreigners' enquiries / grievances is the most significant skill for it is the key factor which leads the employees to comprehend the things that these tourists require and hence the hotel management staff must keep information ready whenever they ask for it. Currie P in *Basically academic: An introduction to EAP* supports this argument stating that the ability to identify and comprehend the information from communication was crucial. So, this skill is also important and hence the employees need to be active and very good listeners.

The reading skill has been ranked as the third most important skill which is used greatly by the employees during their duties. They must possess in-depth information about the tourist attractions and the price of the souvenirs, foods, facilities, etc. This view is backed by Lee D in *Listening: Our Most Used Communication Skills* and thus reading is believed to be the third important skill here.

No way the writing skill could be ignored in the hospitality industry of the state but it is

88 Tourist destinations and other essential needs providing information regarding festivals and events all over Kashmir or offering services to these foreigners.

not comparatively so important. It is only then needed when tourists / hospitality employees prepare information that they provide to the foreigners. This thought is also supported by researchers like Hiemstra, Schmidt, Madison, Swenson and Waner in their works (shown in the reference). This way one realizes how writing is subsidiary to other skills within the industry of the J & K State.

In J&K hotels, thus, oral communication is the most common form of passing information – be it the introduction of a new customer to the menu or giving details about a guest room, oral communication is the most common practice here. It is vital for even passing the data on to colleagues and calling people to an urgent meeting. In view of the aforesaid, employees in this sector must develop necessary communication skills to fulfill the tourist / guest requirements. For hospitality organizations, internal written English communication serves as the nerve centre, which if not functions properly, leads to loss of guests and eventually the organization fails. It is the satisfied guests who lead to a stronger and more competitive market position, customer loyalty and increased profits. For achieving tourist satisfaction, the system requires an understanding of performance and expectations. Proper written English communication skills are of good importance to hospitality practitioners at different levels. Besides oral communication, written communication skill also plays its role for if properly used in the organization; it enhances effective performance of its employees, which in turn results in better growth, high performance and greater output. Written English communication also enhances a sense of work satisfaction and promotes interpersonal relationship through the use of powerful words, messages and presentation. Effective communication means effective handling of the organization's concerns. The Hotel Industry also must have an organized

communication policy and channel for its speedy and effective communication within and outside the organization. This would prevent delays and create harmony and a good working environment by eliminating misunderstandings, confusions and distortions of information. In the present globalized world, it has now been seen that due to IT, proper English Language communication skills have gained more space even in hotel industry of the J&K state. It has to provide first class services to the guests / customers. This can be done once its employees are heavily filled / equipped with a strong linguistic competence especially that of English language. The study revealed that effective use of English communication skills not only help in providing better services and satisfactory performance but also increase growth and profitability of the hotel organization. Further, the researcher found that English language competence is more important for those who do not often come into direct contact with hotel guests such as the reservation staff and hotel management personnel. Language is thus the most important medium of human communication, since through it we express information, ideas, emotions, attitudes and so many other things (Petrovska, 2010). The main finding in the whole research process is the argument that those who work or aspire to work in the hotel industry of the state must have good ELC (English Language Communication) skills for these are important in general in such an industry. Now we know that good ELC (English Language Communication) skills constitute a significant pre-requisite for a career in hotel industry of the state. According to David Crystal:

English is a global languagea language is global when it develops a special role that is recognized in every country.... To achieve such a status, a language has to be taken up by other countries around the world. They must decide to give it a special place within

their communities, even though they may have few (or no) mother-tongue speakers. (Crystal, 2003)

English language, being the language of status and is accepted as the formal medium of communication universally. This fact is fully endorsed and accepted by hoteliers, academia and aspirants alike across the world. This way, the researcher highlights the significance of communicative competence especially English language skills for the hotel industry of the state of J & K and the career of hoteliers. It is needed for optimizing placement, promotion, incentives and personal branding.

6.5. CONCLUSION

This study is carried out in order to provide an insight into the needs, functions and problems of English language use among the hospitality employees who work in various hotels across the J & K State. As such, this study is an empirical study on the use / need of English language in the hospitality industry of the state. The researcher has been sincere in not only visiting the people at the front office but also compiling the results of the responses of the questionnaire which he got from various respondents of this industry. It has been seen that the industry currently ignores many a things which the employees need to be provided for making them more effective purposeful and resourceful workers within the system. Further, the industry is duty bound to improve the staff which then only can provide the satisfactory results.

It is believed that the findings of this study will provide a baseline for obtaining a wide range of input into content, design and implementation of an English programme by involving people like learners, teachers, course developers, and employees in the

planning process. Hence, this study will prove an eye opener for all those who wish to join it, or are in it or run it.

After serious surveying of the prominent hotels of the J & K State, it was clearly found that speaking is the most important skill required and then listening, reading, and writing too is needed for emerging as purposeful resource service agent within this hospitality industry of the State. It was also found that the most significant functions which English language currently offers in the hospitality industry of the state are: giving information, providing services and offering help.

On the whole, this study could be also heavily made use of by those officials of the J and K Government who are responsible for policy and planning of hotel and tourism industry of the state. In fact, the immediate need of the hour is that the industry, the academia and the students should join hands for launching and proposing such English language courses both within the hotels and in various colleges / universities of the state for preparing such a human resource which proves an asset not only for the hotels of the State but also the country as a whole so that our tourism / hospitality industry would emerge as one the best in the whole world. This alone can enable us to produce the best staff for both hospitality and tourism industry which provides employments to lakhs of people every year and has possibility to adjust many more in the times to come.

CHAPTER 7 CONCLUSION

Not Persian nor Greek nor Latin was used in a geographical sociolinguistic world remotely comparable to the one through which English has flowed. English is a language that by means of writing has become increasingly pervasive not simply epic poetry or history but for holiday cards, tax codes, and job applications; that extends literacy past socially elite males sustained and accelerated this record by first point and then electronic communication, making possible a unique awareness of the language and its history; that technological developments in transportation carried and established around the entire globe and just the known world; and that is now spoken by nearly one-fifth of the largest ever population of humans

....

– Nicholas Ostler

English is seen as a language of power and strength.

– Anne Johnson

Speaking English makes people open to Britain's cultural achievements, social values and business aims.

– Robert Phillipson

English Language has today emerged as an indispensable language for earning a respectable livelihood or career. It provides an individual with an unparalleled success and a wide variety of jobs provided one is heavily competent in its usage and application especially in job environments. David Crystal, a well known world authority on English language, in *English as a Global Language*, explains current status and future potential of English as the international language of communication. He states that there has never been a language so widely spread and spoken by so many people as English. He

remarks:

English is now so widely established that it can no longer be thought of as ‘owned’ by any single nation (Crystal, 1)

This made even Randolph to state about English language as:

The language on which the sun does not set, whose users never sleep

(Randolph, 1)

7.1. ENGLISH LANGUAGE ROCKS THE WORLD

Currently, as our study proves that English Language has become the language of national policies, research, IT, trade, commerce, industry, business relations, discussions, experimentations, astronomy and what not. Now, every activity of our lives moves primarily around this language. It symbolizes better education, brighter future, better culture and higher intellect. In his study on English language in India, R. Narayanan says, “Because of the great ethnic and linguistic diversity found within our nation, English acts as an indispensable ‘link’ language. English symbolizes in Indians’ minds – better education, better culture and higher intellect”.⁸⁹

Today, it serves truly in India as a great unifying instrument which brings people of different states together and unites them in a string of brotherhood and thus strengthens

⁸⁹ See, R. Narayanan, Rajasekharan, N. Nair & Iyyappan, S. 2009. English Language Teaching in India: A Theoretical Study. The Modern Journal of Applied Linguistics (1) Retrieved January 27, 2011 from <http://mjal.org/journal/> English Language Teaching in India

national integration. In fact, this is the most preferred language even in India⁹⁰ now and an advanced proficiency and knowledge of this language leads here also one to higher paying jobs, strong mobility and a great deal of social success. Agnihotri and Khanna talk about English Language as:

It is also seen as a means for enhancing social mobility and individual personality.

(Agnihotri and Khanna , 85)

Now in the contemporary age, it is truly a language of opportunity especially for our aspiring youth. Their good command over it opens for them a whole spectrum of better jobs. They alone can think of touching the sky and realizing their dreams in all these fields where English language rules for it symbolizes power, honour and employability. Around 80% websites use now English and currently even the maximum academic and scientific research is conducted using English language. The same is the case of employment scenario for people with good competence in English language get easily adjusted and then excel also.

It is the only language in the current era which reigns and rocks the world. None can deny the fact that this is the language which has succeeded in providing jobs to our unemployed youth in innumerable concerns such as public organizations, hospitality industry, publishing houses, transcription concerns, etc. Henry Hitchings in his well

90 India's tryst with the English Language began as early on 1608 when Emperor Jehangir played host to captain William Hawkins, commander of the then British Naval Expedition Hector. Jehangir later allowed the East India Company to open a permanent post and factory in Surat on the special request of King James that was conveyed by his ambassador Sir Thomas Roe. This was Britain's first step in gaining territorial foothold in mainland India, with official sanction of both the countries. The British brought along with them their language, a language which was to permeate every sphere of Indian life.

known work titled *The Language Wars: A History of the Proper English* quotes:

No Language has spread as widely as English, and it continues to spread. Internationally the desire to learn it is insatiable. In the twenty first century the world is becoming more urban and more middle class and the adoption is a symptom of this for increasingly English serves as the *lingua franca* of business and popular culture. It is dominant or at least very prominent in other areas such as shipping, diplomacy, computing, medicine and education. Recent study has suggested that among even in united Arab Emirates students ‘Arabic is associated with tradition, home, religion, culture, school, arts and social sciences’, whereas English ‘is symbolic of modernity, work, higher education, commerce, economics, and science and technology’. In Arabic-speaking countries, Science subjects are often taught in English because excellent text books and other educational resources are readily available in English. This is not something that has come about in an unpurposed fashion. The propagation of English is an industry, not a happy accident.

(Hitching, 300)

This way one realizes that modern individual’s better growth and prospects are now directly dependent on his / her competence in English language communication skills. In fact, in the present digital world, English language competence has surely strengthened the foundations of the nation’s progress and development in every sphere. People now breathe with this language and this feature of it has added more power and supremacy to this King’s language. None can deny now the fact that the progress of almost all modern humans is directly or indirectly dependent on how competent and strong they are in its usage in their day today communicative acts.

This research dissertation has successfully proved how significant role English plays both in hospitality and tourism industry of the state. It is beyond doubt now that this language has limitless power to equip and strengthen the young aspirants of these industries for any challenge in their future or present lives and careers. None can deny now the fact that this language has succeeded in earning an everlasting niche of its own within the overall system and structure of these industries. It can be now said that the importance of English language skills vary from person to person even within the hospitality industry i.e., from one staffer to the other. For instance, during the research observations, it was found that for a waiter, 'pleasant disposition' and 'service oriented' features were considered as the most important, 'courtesy' as second most important and 'English Language proficiency' as the least important. For a receptionist, 'pleasant disposition', 'English proficiency' and 'courtesy' were ranked as the most important. For management personal, 'English language proficiency' and 'service oriented' were declared as the most important. For reservation staff, the most significant feature is their competence in English language followed by features like 'courtesy', 'service oriented' and 'pleasant disposition'. Regarding activity coordinator, it is recommend that he should not only be 'service oriented' but also should possess 'pleasant disposition' along with 'good English language skills'. This should be followed by other features like courtesy, etc. Finally, for housekeeping staff, it was stated in the questionnaire by the respondents that they should be 'service oriented' possessing 'courtesy', 'pleasant disposition' and 'English language proficiency'. Thus, the employment of proper communication skills in the hospitality industry of the state is an important aspect that ensures satisfaction of the management, staff and customers. Similarly, when we talk about the call centres, one can without hesitation state that no customer care executive

can perform any of his / her services satisfactorily within the centre if he / she doesn't possess a strong hold on the English language and its various components such as grammar, vocabulary, phonology, etc., for these alone make the executives more resourceful and workaholic during the work hours.

7.2. RECOMMENDATIONS

This dissertation has fully revealed the problems and challenges which the employees of both call centres and the hospital industry of the J &K suffer from. It now briefly recommends the following:

- (i) The stakeholders including the government must realize now that since the state possesses a lot of young dynamic unemployed youth, who if properly trained, can be adjusted within these industries. This move will help not only in providing them with the employment but also in making use of this young versatile talent for uplifting these industries.
- (ii) The Government should make it mandatory for both call centres and the hotel owners / management to create an L & D (Language & Development) sections / wings within these industrial units for training vigorously their employees so that they would realize their long cherished goals of excellence and growth within their employment zones.
- (iii) The Government should make it mandatory for all the higher secondary and the colleges of the state to establish language laboratories and then to offer certificate and diploma courses in English communication and personality development. This move of the state government would enable the state to

produce dynamic and linguistically enriched employable workforce.

(iv) Since the state is very rich in tourism resources, the Government must think of identifying more tourist destinations and then developing these for the foreign tourists so that more human resource would be needed and accordingly adjusted which would surely enable our unemployed youth to earn their livelihood.

(v) Since the state possesses a huge quantity of young competent English speakers, the Government must invite and ask the MNCs (multinational companies) to open more call centres or offshore units here so that our dynamic youth finds proper respectable jobs.

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English Language: A Source of Employability in Contemporary Society

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View'd freely, the English language is the accretion and growth of every dialect, race, the range of time, and is both the free and compacted composition of all. From this point of view, it stands for language in the largest sense, and is really the greatest of the studies. It involves so much; is indeed a sort of universal absorber, combiner, and conqueror. The scope of its etymologies is the scope not only of man and civilization, but the history of Nature in all departments, and of the organic universe, brought up to date, for all are comprehended in words, and their backgrounds. This is when words become vitaliz'd, and stand for things, as they unerringly and soon came to do, in the mind that enters in their study with fitting spirit, group, and appreciation.

- Walt Whitman's *November Boughs*

Abstract

Contemporary age is the age of development and progress where man has made great revolutions especially in IT, Science, Commerce, research, academics and business. Today in all these fields, English language rules for it here also symbolizes power, honour and employability. Around 80% websites use English and currently even the maximum academic and scientific research is conducted using English language. The same is the case of employment scenario for people with good competence in English language get easily adjusted and then excel. It is the only language in contemporary times which reigns and rocks the world. None can deny the fact that this is the language which has succeeded in providing jobs to our unemployed youth in innumerable concerns such as public organizations, hospitality industry, publishing houses, transcription centres and call centre industry. It is

truly a language of opportunity for our aspiring youth who have a fairly good command over English. Now a whole new spectrum of job opportunities is open for them.

This paper will prove how English language has emerged as a great source of employment for the educated youth who have a strong command over it. It also will throw light on how it is now the choice of almost everyone in the contemporary times.

Key Words: English Language, Work Places, Language Skills, Good Proficiency, Better Employment, and Higher Professional Competence

Main Argument

The contemporary human society is heavily filled with advancements and its tremendous progress has placed man to many tests and trails. He is currently surrounded by multi-dimensional issues which need to be worked out seriously. One such issue is that of unemployment. It is a fact that thousands of our youth are jobless and experience very tough times on account of their idleness. Though the government is trying its best to find the jobs for its youth in the contemporary society yet it hasn't succeeded fully. In this respect, a number of studies were conducted to see whether better communication skills in English language can help our youth to get jobs of their choice in various fields. The researchers found that even today advanced proficiency in English language can lead one easily to higher paying jobs, strong mobility, and great deal of social success. It was seen that whatever career one chooses whether it is engineering, medicine, management, etc., command of English language is usually the prerequisite for one's success.

The contemporary globalized world has certainly opened a flood of opportunities for our challenging youth especially for those who possess good flare of English language and soft skills. The present advancements in computer technology have digitalized it fully. We have now e-commerce, e-learning, e-trading, e-governance, etc. There are numerous social networking sites where people correspond with others across the globe on regular basis. In such an age, English language has achieved an enviable status and has become the prime language of choice for communication by varied nationalities. Effective skills galore jobs to doors in sectors like media, advertising, BPOs, KPOs, films, fashion designing, etc. I get reminded of David Crystal who in his book titled *English as a Global Language* presents a lively and factual account of the rise of English as a global language and explores the whys and wherefores of the history, current status and future of English as the international language of communication. English has been lauded as the most 'successful' language ever

with 1500 million speakers worldwide. Nicholas Ostler states in his book, *Lingua Franca: English until the Return of Babel*, states:

The current status of English is unprecedented. Simultaneously, it has a preeminent global role in science, commerce, politics, finance, tourism, sport, and screen entertainment and popular music with no challenger comparable to it, it seems almost untouchable; even in China, the only country with a language that has more native speakers, every school child now studies English and India, set to overtake China in population by 2050, is already trading on an expertise in English inherited from the British Empire and studiously preserved and fostered ever since.

(Ostler 2010: 267)

In the same vein, Henry Hitchings in his well known work titled *The Language Wars: A History of the Proper English* quotes:

No language has spread as widely as English, and it continues to spread. Internationally the desire to learn it is insatiable. In the twenty first century the world is becoming more urban and more middle class, and the adoption is a symptom of this, for increasingly English serves as the lingua franca of business and popular culture. It is dominant or at least very prominent in other areas such as shipping, diplomacy, computing, medicine and education. A recent study has suggested that among even in United Arab Emirates among students ‘Arabic is associated with tradition, home, religion, culture, school, arts, and social sciences’, whereas English ‘is symbolic of modernity, work, higher education, commerce, economics, and science and technology’. In Arabic-speaking countries, science subjects are often taught in English because excellent textbooks and other educational resources are readily available in English. This is not something that has come about in an unpurposed fashion; the propagation of English is an industry, not a happy accident. (Hitchings 2011:300)

Doubtlessly better communication skills in English in contemporary times can now result not only in an improved social life but also better job opportunities in the future. From

job interviews to the actual professional world, the communication skills are very crucial and being proficient in English would mean being able to communicate clearly and effectively. In job interviews, most interviewers conduct interviews in English. Interviewers make quick judgments and give great importance to the first impressions about aspirants. Poor communication skills in English language surely mean smaller chances of landing in job. On the other hand, proficiency in the language can help one to leave a good impression on the members of the interview panel which means higher chances of getting the position one is applying for or wishes.

Today, English is the most common language used in the business world. As such, almost all business contracts and job interviews are written and conducted in English. Handling international business deals require strong and effective English language skills. English is the only preferred business language for it has become a perfect universal language. So, for making one's mark in the present job sector, one has to increase one's proficiency and competence for earning a very good grasp and command over the English language. Even various concerns & companies – BPOs, KPOs, Journalism, Mobile telephony, publication houses, advertising, hospitality and tourism industry, media houses etc. – that offer jobs not involving office work require applicants who pass English language proficiency tests. Thus, sufficient knowledge of the language and the skills needed for one's job will definitely help one fare well in any profession.

Nicholas Ostler states regarding the English language:

Not Persian nor Greek nor Latin was used in a geographical sociolinguistic world remotely comparable to the one through which English has flowed. English is a language that by means of writing has become increasingly pervasive not simply for epic poetry or history but for holiday cards, tax codes, and job applications; that extends literacy past socially elite males sustained and accelerated this record by first print and then electronic communication, making possible a unique awareness of the language and its history; that technological developments in transportation carried and established around the entire globe and not just the known world; and that is now spoken by nearly one-fifth of the largest ever population of humans... (Ostler 2010: 328)

Throughout contemporary India, there is an extraordinary belief, among almost all castes and classes, both in rural and urban areas, in the transformative power of English. English is presently seen not just as a useful skill but as a symbol of better life, a pathway out of poverty and oppression. Today the whole world and our country in particular is witnessing a third industrial revolution namely communication revolution. Its major impact is on our business and workplace. In this international commercial sphere, English has become *lingua franca* of the business world as a whole irrespective of geographical, social, cultural, political or religious differences. It is being recognized as one of the six official languages of the United Nations. Earlier people used to get a job if they possessed expertise in their respective fields but in the present era the specific skills should be complemented with proper communication skills. The need for the English communication development is of the utmost importance in the present scenario with an objective to make the job aspirants purposefully employable. Yasukata Yano remarks in his “Future of English: Beyond the Kachruvian Three Circle Model” remarks:

English has spread throughout the world and has developed into many local varieties for intra-national use as a second language. Economic globalization has also made English one of the most powerful means of international communication. (Murata & Jennifer Jenkins 2009:208)

Since this study highlights the significance of English in the contemporary times for earning employability in multiple sectors, we now know that over the years, it has become an important medium of communication both at the international and intra-national levels. The importance of spoken English is even more because there are many cases where one knows his subject well but fails to communicate properly. We know that a person is considered employable in the present society only when he / she possesses the necessary qualification, experience, interest, learning attitude, expertise and effective communication which implies English language is much required. Thus, the practice of spoken English is quite essential. In today’s corporate world, the need for effective communication has been recognized and accepted more than the technical knowledge. The language of the corporate / business world is English. An individual can make strides in the management ladder if he / she can speak English fluently. If your English is poor, with brilliant business ideas, you may still find yourself languishing at the bottom of the management ladder. Your productivity

will drop over a period of time for you will find difficulty in expressing your brilliant ideas. Those who can speak good English will probably usurp your ideas and get the credit for all the hard work you did to get the idea working. So, there are even immense opportunities for English Language trainers to train people in communicative English for different purposes like group discussions, interviews, oral presentations, meetings, report writing, writing letters, etc. English language trainers generally train and chisel individuals' abilities by training them through grammar, vocabulary, interactive drills for removing fear of speaking to groups of people, and effective presentation skills. It is only after gaining a good command over the aforesaid skills that a person / aspirant would turn into an asset for the contemporary society he / she is a part.

A number of studies related to English language and employability have been conducted from time to time. Here, I quote a few and their findings for strengthening my argument. According to a study conducted by 'Aspiring Minds' an education, employment and training assessment company, 25% of the students doesn't have English comprehension skills. 55000 graduates were examined based on a Aspiring Minds Computer Aptitude Test (ACMAT) in 2011 and the key findings indicated that more than 25% students do not possess the English comprehension skills to understand the school curriculum. The findings also state that only 57% graduates can write grammatically correct sentences in English. It was also found that around 42%-45% graduates display capabilities in English required for the knowledge-based industry and lastly not more than 27% graduates show capabilities in business English (Seetha 2012:1 - 63). In most of the surveys conducted among the employers, communication skill in English has been identified as one of the prime setbacks of engineering graduates of India in finding jobs. Azam, Chin, and Prakash (2010) found that that English communication skills augment the hourly wages of men by an enormous 34%. A superior knowledge of English is the need of the hour as Indian economic activities are internationalized. Thus, the high ranking of interaction in English could also be accorded to the fact that there has been a rising requirement for Indian graduates in the software and information technology-enabled service (ITES) segments that are offering services in English to clients across the United Kingdom and the United States (Ferrari & Dhingra 2009). In response to the lack of knowledge regarding the English skills needed by Indian graduates for job placements, this study investigates the suitability of the English courses and the methodology adapted by English faculty during the first year of course in colleges and private universities in India. The prime objective of these courses is to improve the

communication skills of students so that they will be able to face their job interviews and to participate in group discussions which are an essential part of the recruitment process in India. The role of English in business world is well-known and to handle international business deals English language skills play a vital role (Pandey & P. Pandey 2014). Poor language skills will create a lot of confusion in business deals and hence companies in India choose candidates with higher level of proficiency in English. Besides this, majority of the scientific papers or magazines across the globe are written in English (Rayan 2007). To become competent employable graduates, students in India need to learn skills pertaining to job interviews, presentations, group interactions, and telephone and teleconference communication. Riemer (2002) opines that a global graduate must cross national and cultural borders and only English language skills can help to break those boundaries. The big question that is still not answered is whether students in India are trained to upgrade their language skills that are relevant to workplace responsibilities and whether proper methodologies are followed in English sessions while preparing future human resources.

Now the need of the hour is that the universities and the institutions should develop a holistic integrated approach towards the academic and professional development of their students by facilitating the linking of different aspects and competencies of employability along with improving English language skills. They should incorporate an employability enhancement component in their curricula. As teachers of English language, we should strive to contribute by transforming young graduates into English language proficient, confident, skilled, and competent professionals who would fight their battle independently in the current competitive era / society where success alone matters. We should be always alert and focused about the final goal of integrated, multi-skill development of these learners, along with proper enhancement of English language skills in the wake of contemporary threatening employability crisis in our present society. The ELT community need to constantly update and upgrade their skills, professional awareness competency, knowledge, content and effective training and teaching techniques for their resourcefulness will alone help in producing strong, powerful and highly competent employable man power . One should recognize the constant change that the field is ever going through and embrace it by realizing that learning is an ongoing life-long process which one should invariably be ready to make and do for it alone fills one with wisdom and unprecedented employable strengths.

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ROLE OF ELC (ENGLISH LANGUAGE COMMUNICATION) SKILLS IN J & K HOTEL
INDUSTRY: AN APPRAISAL

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ABSTRACT

In modern world of globalized borderless economy, effective communication plays a very crucial role for a smooth successful functioning of any industry. English has today emerged as a language of business and trade and is accepted as a proper standard for communication. It is this variety of communication which ensures a balance between organizational objectives, success and profitability. Since English is the language of the globalized business world, effective and excellent communication and adequate English language competency is essential in any hotel industry for better guest experience and better efficiency; productivity and profitability. Good communication skills help in strengthening the ties between the guests and the hotel staff which finally proves beneficial to the overall growth of the hotel industry. Pertinently, tourism industry constitutes one of the fastest growing sectors and a major revenue earner not only in the J&K but also all over the India. Like other places, here in J and K also, hotel industry constitutes an integral part of its tourism industry which is diverse in nature for it accommodates employees and guests, with diverse linguistic, ethnic and cultural backgrounds. Hotel industry is the core service industry which revolves around people and their interactions and experiences. Hence, communication skills form the essential component of this industry.

This paper therefore discusses in depth ELC (English Language communication)skills in the hotel industry. Additionally, it seeks to highlight the significance of proper communication skill methods in the hotel industry of the J&K and to understand the contribution of English language competency skills of the employees towards organizational efficiency, services and productivity. In short, the paper will throw light on the role the ELC skills play in the hotel industry of the state.

Key Words: Tourism industry, hospitality, communication skills, better services, organizational efficiency

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Take advantage of every opportunity to practice your communication skills so that when important occasions arise, you will have the gift, the style, the sharpness, the clarity, and the emotions to affect other people.
– Joseph Priestley

If you want to take full advantage ... there is only one way to do it; learn English.... - David Crystal

Whatever words we utter should be chosen with care for the people will them and be influenced by them for good or ill. – Buddha

Main Argument

An Oxford dictionary defines hospitality as friendly and generous reception and entertainment of guests, visitors, or strangers. It also defines it as relating to or denoting the business of entertaining clients, conference delegates, or other official visitors. However, professionally speaking, hospitality is a harmonious mixture of tangible and intangible components – food, beverages, beds, ambience and the environment; and the behavior of staff. In the past few years, the J&K has been recognized for its unique prospects in tourism sector. As such, there has been tremendous growth of hotel industry in the State. We must not forget that the J & K State especially has been widely known for its hospitality over the ages. They don't leave any stone unturned for providing the best services to the guests. While treating guests, it has been observed that the people of the state exhibit their selflessness and genuine warmth. These people have been declared highly hospitable by many foreign tourists and travelers in their travelogues. This has primarily made the hospitality industry of the state one of finest industries in the world. Though it has evolved over the centuries yet a lot needs to be done for there have been tremendous changes in it due to the competition among hotels. Today the tourist or the traveler looks for standardized and customized experience with the hotel of his / her choice. His / Her choices, expectations, awareness, standards and sensitivity have also increased. In such a scenario, one feels that communication competence of the hotel staff requires scholarly attention. Hence, this study focuses on the hotel sector of the tourism industry of the state. It proves that better communication skills add more strength and better health to the overall organization which finally improves its performance and customers' satisfaction.

The hotel owners should remember that their industry is a service based industry wherein human factor has a vital role to perform. It is the complementary efforts of the hotel staff and the physical infrastructure which can make the hotel an enviable attraction for customers. None can also deny the fact that communication skills constitute an essential and integral part of hospitality industry. Among many other requisite qualifications, the hotel staff should have a good command over English language. Regarding those who are already in the system, it is strongly recommended that there is a great need of providing training to such staff especially regarding communication skills for that would definitely enable the industry to excel and forge ahead. The need for proper English language communication skills is important for the tourists foreign or locals who arrive here come from varied linguistic, cultural and ethnic backgrounds. It is therefore important that the staff of this industry be properly equipped with strong communicative competence for making the overall management strong and profitability of the hospitality industry a successful endeavour.

In the contemporary times, the J&K experienced a significant departure from the traditional tourist practices by adopting modern means and ways for strengthening it and thereby enhancing the economic stability of the hotel industry. Like many other parts of the world, here also many initiatives were taken by the government for strengthening and improving the tourism for it has been one of the greatest contributors to the overall economic growth in the state and the trend continues. Various programmers and initiatives of the government were launched with an aim to improve the hospitality industry in the J&K during a few past years finally enabled the state to emerge as a great attraction in the tourism map of the world.

After randomly distributing the questionnaire among the hotel staff and the tourists, it was found that the importance of English language skills vary from person to person within the system i.e., from one staffer to the other. For instance, in the responses, for a waiter, 'pleasant disposition' and 'service oriented' were considered as the most important, 'courtesy' as second most important and 'English Language proficiency' as the least important. For a receptionist, 'pleasant disposition', 'English proficiency' and 'courtesy' were ranked as the most important. For management personal, 'English language proficiency' and 'service oriented' were declared as the most important. For reservation staff, the most significant feature is their competence in English language followed by features like 'courtesy', 'service oriented' and 'pleasant disposition'. Regarding activity coordinator, it is recommend that he should not only be 'service oriented' but also should possess 'pleasant disposition' along with 'good English language skills'. This should be followed by other features like courtesy etc. Finally, for housekeeping staff, it was stated in the questionnaire by the respondents that they should be 'service oriented' possessing 'courtesy', 'pleasant disposition' and 'English language proficiency'. Thus, the employment of proper communication skills in the hospitality industry of the state is an important aspect that ensures satisfaction of the management, staff and customers .

Communication is vital to the customer because it imparts a feeling of satisfaction as he pays for the product and for the service being offered. Communication in hotel industry covers mainly two areas: customer service and the interactions between the staff and management (Barrows & Powers, 2008). A proper coordination between the two is hence vital for customer satisfaction / high quality services expected of the industry. In fact, good and proper communication skills among the hotel employees and the management also add value to the services and the products being offered. Good communication between staff and management is the epitome of communication in this sector because it is passed to the level of communication between staff and guests (Andrews, 2007).

Potential clients in any hotel setting expect to find a cool and lovely environment so as to willingly spend their money on such a facility. A happy and relaxed atmosphere assures the management and staff that their guests will return and recommend their facility (Baum, 2006). Communication skill in the hotel industry, therefore, plays a major role in the establishment of relationships between members of organizations and those who visit these organizations. Organizations rely on culture and communication methods to ensure trust and satisfaction among their members (Andrews, 2007). Through proper communication, it becomes possible to see into the problems in the hotel system and then through it only necessary steps are taken to ensure smoother and satisfactory quality services for customers. In a service-oriented sector such as the hotel industry, it is necessary that communication skills are given proper attention and emphasis for both written and spoken types so that the sector runs smoothly for its service delivery depends on how nicely the information is passed on to its customers. After conducting a survey, the researchers found that like the other states, the J&K's hotel managements recognize the importance of communication skills in the hospitality sector of the state and are hence ready to spend good sums of money for training their employees especially on English language skills with a special focus on written or oral communication but unfortunately only a small percentage of employees willingly undergo in-house training. Our study proves that the hospitality industry in J&K primarily relies on oral communication for making business transactions. It also involves convincing potential clients about the uniqueness of the services and products available in the hotel. Though we have seen that oral and written forms of communication in hotels in the J&K State are not used in similar proportions yet effective communication skills help in increasing customer satisfaction, job satisfaction, safety, productivity and profitability and then it also adds to the overall business turnover of the hotel. Effective communication should therefore be aimed at starting from the lowest level so that the information reaches purposefully to everyone. We need to remember that either oral or written skills of communication are used within the organization to pass information from one person to another.

In J&K hotels, oral communication is the most common form of passing information – be it the introduction of a new customer to the menu or giving details about a guest room, oral communication is the most common practice here. It is vital for even passing the data on to colleagues and calling people to an

urgent meeting. In view of the aforesaid, employees in this sector must develop necessary communication skills to fulfill the tourist / guest requirements. For hospitality organizations, internal written English communication serves as the nerve center, which if not functions properly, leads to loss of guests and eventually the organization fails. It is the satisfied guests who lead to a stronger and more competitive market position, customer loyalty and increased profits. For achieving tourist satisfaction, the system requires an understanding of performance and expectations. Proper written English communication skills are of high importance to hospitality practitioners at different levels. Besides oral communication, written communication skill also plays a significant role for if properly used in the organization, it enhances effective performance of its employees, which in turn results in better growth, high performance and greater output. Written English communication also enhances a sense of work satisfaction and promotes interpersonal relationship through the use of powerful words, messages and presentation. Effective communication means effective handling of the organization's concerns. The Hotel Industry also must have an organized communication policy and channel for its speedy and effective communication within and outside the organization. This would prevent delays and create harmony and a good working environment by eliminating misunderstandings, confusions and distortions of information. In the present globalized world, it has now been seen that due to IT, proper English Language communication skills have gained more space even in hotel industry of the J&K state. It has to provide first class services to the guests/customers. This can be done once its employees are heavily filled with a strong linguistic competence especially that of English language. The study revealed that effective use of English communication skills not only help in providing better services and satisfactory performance but also increase growth and profitability of the organization. Further, the researchers found that English language competence is more important for those who do not often come into direct contact with hotel guests such as the reservation staff and hotel management personnel. Language is thus the most important medium of human communication, since through it we express information, ideas, emotions, attitudes and so many other things (Petrovska, 2010). The main finding in the whole research process is the argument that those who work or aspire to work in the hotel industry of the state must have good ELC (English Language Communication) skills for these are important in general in such an industry. Now we know that good ELC (English Language Communication) skills constitute a significant pre-requisite for a career in hotel industry of the state. According to David Crystal:

English is a global languagea language is global when it develops a special role that is recognized in every country.... To achieve such a status, a language has to be taken up by other countries around the world. They must decide to give it a special place within their communities, even though they may have few(or no) mother-tongue speakers. (Crystal, 2003)

English language, being the language of the universe or the world is accepted as the formal medium of communication. This fact is fully endorsed and accepted by hoteliers, academia and aspirants alike across the world.

On the whole, this study highlights the significance of communicative competence especially English language skills for the hotel industry of the state of J & K and the career of hoteliers. It is needed for optimizing placement, promotion, incentives and personal branding. The need of the hour is that the industry, the academia and the students should join hands for launching and proposing such English language courses both within the hotels and in various colleges / universities of the state for preparing such a human resource which proves an asset not only for the hotels of the State but also the country as a whole so that our tourism / hospitality industry would emerge as one the best in the whole world. This alone can enable us to produce the best staff for both hospitality and tourism industry which provides employments to lakhs of people every year and has possibility to adjust more in the times to come.

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J & K CALL CENTRE INDUSTRY & ENGLISH LANGUAGE: A BRIEF STUDY

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ABSTRACT

In the contemporary society, call centers constitute a major industry which provides employment to hundreds every day. These have spread at a large pace across the country including the state of J & K over the last few years only to emerge as one of the significant contributors to the overall economic development of the country in general and the state in particular. These centers in the state provide services related to both – inbound calls and outbound calls. Today, this industry offers better job opportunities and good salary packages to its aspirants especially those who possess strong command and fluency in English language.

Research reveals that with almost every passing year, a new call center is established in the state by various multinational companies. One of the major reasons for the continuous growth of this industry here is enough availability of the cheapest work force and resources in the state. The presence of these centres within the state has motivated our promising youth to learn better English Language communication skills for these can pave way for their adjustment in these centers for their bright future and satisfactory career ahead.

This paper will focus on these call centres and the need of better English Language communication skills among the employees of the call centers in J&K.

Keywords: Call centers, Calls, communication skills, Good Speech & Jobs

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No variety of English has yet been found that satisfies everybody, everywhere, of all ages...

-Prof. Lloyd James

English is seen as a language of power and strength.

- Anne Johnson

Speaking English makes people open to Britain's cultural achievements, social values and business aims.

-Robert Phillipson

Main Argument

A thorough study reveals that Call Centers have emerged as popular centres of employment in the J&K. These call centres of varied multinational companies from all over the world require people with good speech and strong English language skills for responding to the queries of various callers/customers. Call Centers are actually centralized offices wherein the company's inbound calls are received and outbound calls are made. The Call Center industry in our country has raised the demand for better English speech and people have accordingly started to learn English with more

seriousness and dedication. This has enabled our youth to dream of better opportunities for a promising and challenging career ahead. This industry helps them to improve their English fluency so that they can eventually earn successful professional careers. Call centers also upgrade one's professional skills in their various departments such as – training department, quality department, management department, and even an IT department. Since these are all housed under the same roof, i.e., within the call centre, it is possible to learn these different skills in these departments quite easily once one joins this industry. Call centers like PC planet, Ageis Essar, S2F Technologies, Voice Com, Eyogi Solutions, and some others are centralized offices located in our State and are operating through an extensive open workspace with the help of call center agents who use a telephone / headset and a computer which is connected to a telecom switch for conducting purposeful business acts and interactions with customers / consumers or callers.

The call centers of the J & K state offer services related to both inbound / outbound calls. Inbound calls are made by consumers/customers for getting information about various products or to complain about services or products and ask for help/ assistance or guidance. In contrast to this, outbound calls are made by the agents to consumers / consumers, usually for sales purposes or telemarketing. Call Centers' staff is organized into a multi-tier support system for more efficient handling of calls. These services are provided largely to the native English speakers. These provide wide range of growth opportunities for the non-native English speakers who can after earning great proficiency and accuracy levels in English Speech, pronunciation, etc. prove greatest for these centers. Moreover, there perks usually include overtime pay, nighttime supplemental pay, medical coverage, productivity bonus and even signing up bonus. Research shows that the career's attractiveness for the call center jobs may be seen in job fairs where call centers are highly dominant among other companies while recruiting people.

The concept of Call Center in our state started in 2009 with its first base operation at the IT park Rangret, Srinagar. This was truly a great step towards better economic development of the Jammu & Kashmir state. By now many private call centers have popped up within the state. According to Dara Singh Bali, system executive IT department J&K Government:

At present, atleast 20 private call centers are registered with the Jammu and Kashmir Information Technology Department. (Personal Interview)

This speaks a lot about the growth of these centers within such a short span of time in the state. These have adjusted hundreds of our youth who earn their livelihood and run their families. While talking to many executives of these centers, it got revealed that many more centers will now start their operations in the state. Thus, they will absorb and adjust our major unemployed youth for realizing their career dreams. In view of the growth and development of the call center in the state, it is obligatory to state what forms the basis of the fundamental requirement for entering into any such center as a worker. It was found that the call centers look for the aspirants who have good command over the English language. The recruitment department of a call center takes care of measuring a candidate's competence in English communication skills. They choose the candidates by evaluating some main aspects of speech like pronunciation, fluency, intonation, grammar, ability, accents, clear questioning, to convey / receive messages etc. Through this programme, the call center industry evaluates and determines the level of English competence among candidates who can meet upto the expectations of the Client requests. Every call center has its own scale to judge the oral proficiency level of a candidate's performance. This is mainly based on the Clients requirements i.e., depends on their needs. A candidate must possess atleast 85% of the minimum English level proficiency for becoming eligible to a call center executive job. Since the majority of the employees within the recruitment department are native speakers, they are able to know a candidate's

competence level in English language which they are looking for these jobs.

According to the candidates whose applications were rejected i.e., they were not hired because their communication skills were not good enough to qualify for a call center position / job. However, they were suggested to improve their English language skills. The candidates need to be trained for equipping themselves with the Interview skills, Listening skills, etc. They were also suggested to develop their personality by overcoming shyness, fear, confusions in order to earn confidence by inculcating strong basis of attitude, self-motivation, body language, leadership skills, interpersonal skills, time management, conflict management (managing anger and abuse) and stress management. They must be motivated to be aware of various types of customers, customer handling techniques and the basic attitude required for dealing with them. The aspirants must be empowered with common communication styles telephone etiquette, confidence over phone call / telephone handling, inbound / outbound calling, the cycle of calls, active listening, script writing, customer service and sales technique, presentation skills, clarity in both oral/written, making the customer understand, what the center has to offer as services.

We should not forget that today in the contemporary business scenario, communication matters. Marketing researchers have moved from what they call 'transaction-oriented models' of service provider - customer interaction, to one that focuses on relationships (Gronroos, 1993). The nature of the communication sets up a temporary relationship that leaves the customer with an impression of the quality of the service, which impacts directly on whether they will buy, and crucially, whether or not brand loyalty is established (Keaveney 1995).

If the customer is to leave with a sense of having been served well, communication must be clear, and any transactions effected swiftly. But there is a tension between effectiveness and personalization. This is where training and assessment come in - to ensure that the call centre staff is maximizing the key element of 'rapport'

between the operator and the customer (Grenler and Gwinner 2000).

It is realized that any type of miscommunication will surely lead to customer frustration, and the result would be that the telephone would be slammed down immediately by the customer in exasperation. This happens especially when the person we're talking to is probably in another country with different cultural etiquettes and background. The customer turns angry and if the operator just doesn't have the control over language or pragmatic skills for dealing with the situation and cool the consumer / customer. It would mean a great loss. Thus, the Call Centre owners wish to hire such staff who can build up customer loyalty to their brand by motivating the customers / consumers through their language, questioning techniques and telephonic etiquettes.

Research reveals that the individual who possesses good English communication speech / skills is able to effectively communicate with the native English speakers and thus earns heights and excels in the call center industry. Hence, across the country and here too i.e., in the J&K state Call Center agents whose native language is not English must learn to comprehend English quick and speak it effectively with the customers. Now we know that grammar, listening, accent and strong business vocabulary are also essential ingredients for any call center agent for handling a call properly. There are also some other aspects considered by recruiters while assessing their applicants. Some tests that evaluate the applicant's functional abilities, personality, experience, background, job stability and computer skills are also used. The basic requirement an applicant must fulfill is English communication skills (being from 85% to 100%), basic computer skills, proactive personality, good tone of voice and commitment to the call center they are applying for.

In light of the research conducted on call centers in the J&K, it is recommended that call centers are widely acquiring newer heights and rapidly gaining significance within the state. It is, therefore, recommended that Certificate / Diploma programmes in English Language Learning should be launched and encouraged at higher secondary and

college levels for students who want to improve their English skills for these programmes would make them employable at least in these call centres tomorrow.

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