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Bridging the Gap: A Comparative Analysis of Prevailing English Teaching Practices and a Proposed Integrated Model for Management Students in Bihar

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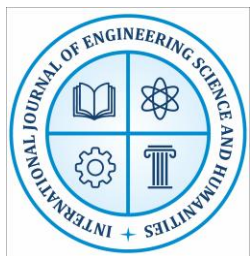
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ABSTRACT

English language proficiency among management students in the Indian state of Bihar has remained a persistent pedagogical challenge, shaped by longstanding reliance on grammar-translation methods, limited exposure to communicative contexts, and an acute shortage of trained instructors. This paper presents a comparative study of prevailing English teaching practices in management institutions across Bihar and proposes an integrated teaching model designed to address the specific linguistic needs of this learner population. A mixed-methods research design was employed, combining classroom observations at twelve management colleges, structured interviews with thirty-eight faculty members, diagnostic proficiency assessments of 420 undergraduate management students, and a twelve-week quasi-experimental intervention. The diagnostic assessment revealed that the mean English proficiency score of the sampled students stood at 43.9 per cent, with listening and speaking skills lagging considerably behind reading and writing. The proposed Integrated Communicative-Professional English (ICPE) model, which synthesizes elements from Communicative Language Teaching, Task-Based Learning, and English for Specific Purposes, was implemented with an experimental group of 210 students over twelve weeks. Results indicate that the experimental group achieved a mean post-intervention score of 72.6 per cent, representing a net improvement of 28.7 percentage points, compared to a net improvement of 9.4 percentage points in the control group that continued with conventional instruction. Effect sizes (Cohen's *d*) ranged from 0.64 for reading to 1.02 for presentation skills. Learner satisfaction ratings on a five-point Likert scale averaged 4.42 for the ICPE model, against 2.78 for traditional methods. The findings suggest that the proposed model offers a viable, context-sensitive framework for enhancing workplace-oriented English proficiency among management students in similar educational settings.

Keywords: English language teaching, management education, communicative competence, task-based learning, English for specific purposes, pedagogical model, language proficiency, Bihar



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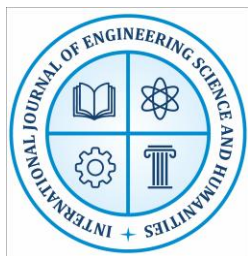
1. INTRODUCTION

The demand for English language competence in the Indian management sector has grown considerably over the past two decades [1]. Employers routinely cite communication skills as among the most decisive factors in recruitment and career advancement, yet a substantial proportion of management graduates—particularly those from semi-urban and rural institutions—enter the workplace with inadequate command of spoken and written English [2]. This gap between industry expectations and institutional outcomes is not new, but it has become more visible as the Indian economy has expanded and as management education has proliferated into regions where English has historically functioned as a distant second or third language [3].

Bihar, a state in eastern India with a population exceeding 120 million, presents a particularly instructive case. Despite a sharp rise in the number of management colleges—from fewer than forty in the year 2005 to more than 180 by the year 2018—the quality of English instruction in these institutions has not kept pace with their numerical growth [4]. Most management programmes in Bihar continue to rely on the grammar-translation method, a pedagogical approach that privileges rote memorization of grammatical rules and word-for-word translation from the mother tongue, and that has been widely criticized for its inability to develop communicative competence [5]. Kachru (1986) observed that the grammar-translation method, while historically entrenched in South Asian language education, offers little scope for the interactive, negotiation-of-meaning exchanges that characterize real-world professional communication [6].

In that context, the question that has motivated this study is straightforward: Can a teaching model that integrates principles from Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and English for Specific Purposes (ESP) produce measurably better outcomes than the prevailing grammar-translation approach when applied to management students in Bihar? The answer, as we shall see, is affirmative—but the path to that answer requires a careful examination of the existing landscape, the theoretical foundations of the proposed model, and the empirical evidence gathered during a twelve-week classroom intervention.

The significance of this study lies not merely in its findings but in its context. Much of the published research on English language teaching in Indian management education has originated from metropolitan centres—Delhi, Mumbai, Bangalore—where institutional resources, student backgrounds, and faculty qualifications differ markedly from those in states such as Bihar [7]. Relatively little attention has been paid to the specific challenges faced by management students in educationally disadvantaged regions, and even less to the design of teaching models that account for those challenges [8]. This paper aims to contribute to that neglected area of inquiry.



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Richards and Rodgers (2001) pointed out that effective language pedagogy requires a fit between the method employed and the sociolinguistic realities of the learning context [9]. In the case of Bihar, those realities include: (a) a predominantly Hindi- and Bhojpuri-speaking student population with limited prior exposure to English outside the classroom; (b) faculty members who themselves were trained largely through grammar-translation approaches; (c) large class sizes, often exceeding sixty students; and (d) institutional cultures that prioritize written examinations over oral communication [10]. Any teaching model that ignores these constraints is unlikely to succeed, regardless of its theoretical elegance.

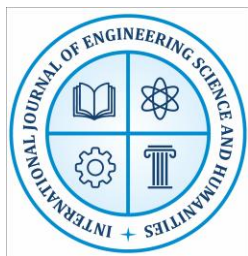
The remainder of this paper is organized as follows. Section 2 provides a review of the existing literature on English teaching methodologies in management education. Section 3 describes the research methodology, including the diagnostic assessment, classroom observations, and the quasi-experimental design. Section 4 presents the proposed Integrated Communicative-Professional English (ICPE) model. Section 5 reports the results of the intervention. Section 6 discusses the findings, their implications, and the limitations of the study. Section 7 offers concluding remarks and directions for future research.

2. LITERATURE REVIEW

The teaching of English in Indian management institutions has been a subject of scholarly discussion since the early 1990s, when economic liberalization created a sudden and sharp demand for English-proficient business graduates [11]. Tickoo (2004) argued that the Indian English language teaching establishment was ill-prepared for this demand, having been shaped by decades of examination-oriented instruction that rewarded memorization over production [12]. Agnihotri and Khanna (1997) similarly observed that the typical Indian English classroom, regardless of the level or discipline, was characterized by teacher-centred instruction, minimal student participation, and an overwhelming emphasis on grammatical accuracy at the expense of fluency [13].

In the specific context of management education, several studies have documented the mismatch between the English skills that employers expect and the skills that graduates actually possess. The NASSCOM-McKinsey report of 2005 estimated that only 25 per cent of Indian engineering and management graduates were employable by multinational corporations, with English communication being identified as the single largest area of deficiency [14]. A decade later, the India Skills Report (2015) found that while the employability rate had improved somewhat, communication skills continued to be a primary concern for recruiters [15].

The grammar-translation method, which remains dominant in many Indian management classrooms, has been critiqued extensively in the applied linguistics literature. Howatt and Widdowson (2004) traced its origins to nineteenth-century European classical language instruction and noted that it was designed for reading comprehension rather than oral



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communication [16]. Prabhu (1987), working in the Indian context, argued that grammar-translation methods fail to engage learners in genuine communicative tasks and proposed a procedural syllabus based on meaning-focused activities [17]. More recently, Kumaravadivelu (2006) called for a post-method pedagogy that moves beyond the prescriptive application of any single method and instead empowers teachers to develop context-sensitive strategies [18].

Communicative Language Teaching (CLT), which emerged in the 1970s as a reaction against grammar-translation and audio-lingual methods, emphasizes the development of communicative competence—the ability to use language appropriately in social and professional contexts [19], [38]. While CLT has been widely adopted in Western educational settings, its implementation in South Asian contexts has been uneven. Bax (2003) argued that CLT cannot simply be transplanted from one cultural context to another; it must be adapted to local conditions, including class sizes, learner expectations, and institutional constraints [20], [37].

Task-Based Language Teaching (TBLT) represents a further development within the communicative tradition. Ellis (2003) defined TBLT as an approach in which the primary unit of instruction is not a linguistic form but a communicative task—an activity that requires learners to use language to achieve a specific outcome [21]. In the management education context, such tasks might include conducting a job interview, drafting a business proposal, or presenting quarterly results. Willis and Willis (2007) provided a practical framework for TBLT implementation that has been adapted in various professional English settings [22], [35].

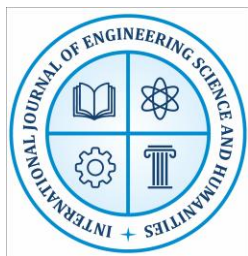
English for Specific Purposes (ESP) offers a complementary perspective. Hutchinson and Waters (1987) defined ESP as an approach to language teaching in which all decisions about content and method are based on the learner's reason for learning [23]. For management students, ESP focuses on the discourse conventions, vocabulary, and communicative strategies that are specific to business and management contexts. Dudley-Evans and St John (1998) argued that ESP is most effective when it integrates authentic materials drawn from the target professional domain [24].

Despite the theoretical appeal of CLT, TBLT, and ESP, their adoption in Indian management institutions—particularly in states like Bihar—has been limited. Canagarajah (1999) suggested that the resistance to communicative methods in post-colonial educational settings often stems not from ignorance but from pragmatic considerations: teachers may lack the training, materials, and institutional support necessary to implement such methods effectively [25]. This observation is particularly relevant to the present study.

3. METHODOLOGY

3.1 Research Design

A mixed-methods research design was adopted, combining quantitative measures (diagnostic assessments, pre- and post-intervention proficiency tests, Likert-scale surveys) with qualitative methods (classroom observations, semi-structured interviews). This approach aligns with the



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recommendation of Creswell and Plano Clark (2011) that mixed-methods designs are particularly suited to educational research where the phenomenon under investigation is complex and context-dependent [26].

3.2 Participants and Setting

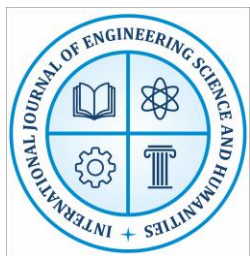
The study was conducted across twelve management colleges in Bihar, selected through stratified purposive sampling to ensure representation of urban (Patna), semi-urban (Gaya, Muzaffarpur, Bhagalpur), and rural settings. A total of 420 undergraduate management students (BBA programmes) participated in the diagnostic assessment phase. Of these, 210 students from six colleges were assigned to the experimental group and 210 from the remaining six colleges constituted the control group. The matching was based on baseline proficiency scores, institutional type, and geographical location to minimize selection bias.

Faculty participants included thirty-eight English language instructors across the twelve colleges. Of these, twenty-six held Master's degrees in English, eight held M.Phil. degrees, and four held doctoral degrees. The mean teaching experience was 7.4 years. Notably, thirty-two of the thirty-eight instructors (84.2 per cent) reported that they had received no formal training in communicative or task-based teaching methodologies.

3.3 Instruments

Four instruments were employed in this study:

- (a) **Diagnostic Proficiency Test:** A 100-item test covering listening comprehension (25 items), speaking ability (assessed through a structured interview rubric), reading comprehension (25 items), writing proficiency (assessed through a guided composition task), business vocabulary (25 items), and presentation skills (assessed through a three-minute individual presentation). The test was developed with reference to the Common European Framework of Reference (CEFR) descriptors at the B1-B2 level and was piloted with 60 students not included in the main sample. Internal consistency reliability (Cronbach's alpha) was 0.87.
- (b) **Classroom Observation Protocol:** A structured observation schedule adapted from the Communicative Orientation of Language Teaching (COLT) scheme developed by Spada and Fröhlich (1995), which records the proportion of class time devoted to various activity types, interaction patterns, and language focus areas [27].
- (c) **Faculty Interview Schedule:** A semi-structured interview guide comprising fifteen questions covering teaching methods, materials, perceived challenges, training background, and attitudes toward communicative approaches.
- (d) **Learner Satisfaction Survey:** A twenty-item Likert-scale questionnaire measuring student perceptions of course relevance, teaching quality, material usefulness, confidence gain, workplace readiness, and overall satisfaction.



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3.4 Procedure

The study was conducted in three phases over a period of twenty weeks:

Phase 1 (Weeks 1–4): Baseline Assessment and Observation. The diagnostic proficiency test was administered to all 420 participants. Classroom observations were conducted at each of the twelve colleges, with a minimum of four class sessions observed per institution. Faculty interviews were conducted during this phase.

Phase 2 (Weeks 5–16): Intervention. The experimental group received instruction based on the proposed ICPE model (described in Section 4), while the control group continued with conventional grammar-translation and lecture-based instruction. Both groups received the same total number of instructional hours (48 hours over twelve weeks, at four hours per week).

Phase 3 (Weeks 17–20): Post-Intervention Assessment. The same diagnostic proficiency test was re-administered to both groups. The learner satisfaction survey was administered to the experimental group and to a matched subsample of the control group.

3.5 Data Analysis

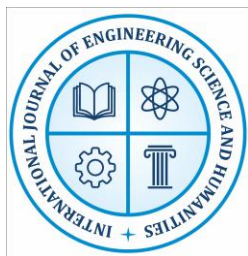
Quantitative data were analysed using descriptive statistics, independent-samples t-tests, paired-samples t-tests, and Cohen's d effect sizes. Qualitative data from classroom observations and interviews were analysed using thematic analysis following the six-phase procedure described by Braun and Clarke (2006) [28].

4. THE PROPOSED MODEL: INTEGRATED COMMUNICATIVE-PROFESSIONAL ENGLISH (ICPE)

The Integrated Communicative-Professional English (ICPE) model was designed specifically for the Bihar management education context, drawing on theoretical insights from CLT, TBLT, and ESP while accounting for the practical constraints identified during the baseline observation phase. The model comprises four interconnected components:

Component 1: Needs Analysis and Diagnostic Assessment. Following the ESP principle that instruction should be driven by learner needs [23], the model begins with a systematic needs analysis that identifies the specific English language skills required in the management workplace. This component also includes a diagnostic assessment that establishes each student's baseline proficiency, enabling differentiated instruction.

Component 2: Curriculum Design with ESP Framework. The curriculum is organized around six thematic modules—Meetings and Discussions, Business Correspondence, Presentations and Public Speaking, Negotiation and Persuasion, Report Writing, and Interview and Interpersonal Communication—each anchored in authentic business scenarios drawn from Indian corporate contexts. Materials include case studies, newspaper articles, corporate reports, and recorded business interactions.



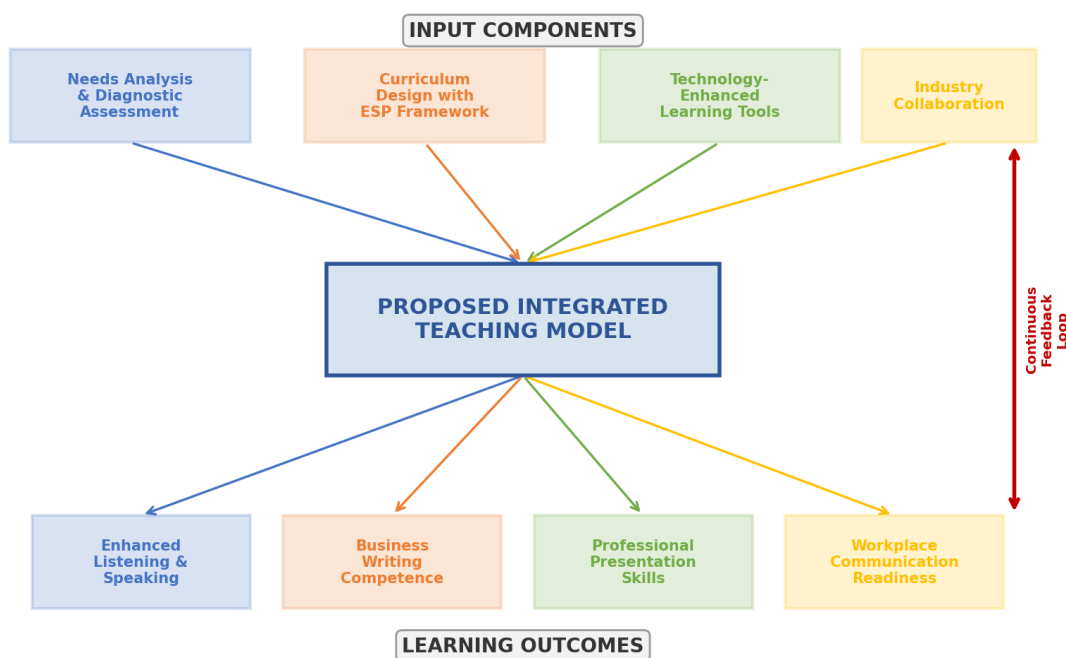
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Component 3: Technology-Enhanced Learning Tools. Recognizing that technology access varies across Bihar's management colleges, this component employs a tiered approach: a basic tier using freely available audio-visual resources and smartphone applications; an intermediate tier incorporating language learning platforms and video conferencing tools; and an advanced tier utilizing speech recognition software and interactive online modules.

Component 4: Industry Collaboration. The model includes structured interactions with industry professionals through guest lectures, mock interviews conducted by HR practitioners, and workplace visit programmes. These interactions expose students to authentic professional English use and provide motivation grounded in real career outcomes.

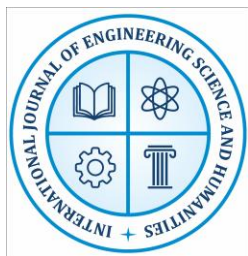
A distinguishing feature of the ICPE model is its emphasis on a continuous feedback loop: student performance data from each module inform adjustments to subsequent instruction, creating an iterative cycle of assessment and refinement. This design draws on the principles of formative assessment articulated by Black and Wiliam (1998), who argued that feedback-driven instruction produces substantially greater learning gains than traditional summative approaches [29].



Proposed Integrated Teaching Model Framework

Figure 1: Schematic Representation of the ICPE Teaching Model.

The upper row displays the four input components that together constitute the model: needs analysis and diagnostic assessment, ESP-based curriculum design, technology-enhanced learning tools, and industry collaboration. The central block represents the model itself, which integrates



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these components into a unified instructional framework. The lower row illustrates the four primary learning outcomes that the model is designed to achieve: enhanced listening and speaking skills, business writing competence, professional presentation skills, and workplace communication readiness. The vertical arrow on the right indicates the continuous feedback loop through which student performance data inform ongoing adjustments to instruction.

Table 1 presents a comparison of the prevailing teaching approaches observed during the baseline phase and the key features of the proposed ICPE model.

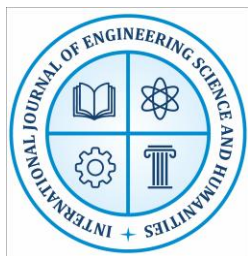
Table 1: Comparison of Prevailing Teaching Approaches and the Proposed ICPE Model

Feature	Grammar-Translation	Communicative Language Teaching	Task-Based Learning	Proposed ICPE Model
Primary Focus	Grammatical rules and translation	Communicative competence	Real-world task completion	Integrated professional communication
Learner Role	Passive recipient	Active communicator	Task performer and negotiator	Autonomous professional communicator
Teacher Role	Knowledge transmitter	Facilitator of interaction	Task designer and monitor	Coach, facilitator, and assessor
Materials	Textbooks and grammar exercises	Authentic dialogues and role-plays	Real-world tasks and projects	Business cases, corporate materials, multimedia
Assessment	Written examinations	Communicative performance	Task outcomes and process	Continuous multi-skill assessment
Skill Emphasis	Reading and writing	Listening and speaking	All four skills through tasks	All skills with professional orientation

5. RESULTS

5.1 Baseline Findings

The diagnostic assessment administered during Phase 1 revealed that the overall mean proficiency score across all 420 students was 43.9 per cent. Skill-wise, reading comprehension yielded the highest mean score (52.1 per cent), followed by writing (47.3 per cent), listening (39.4 per cent), business vocabulary (36.8 per cent), speaking (34.2 per cent), and presentation skills (29.6 per cent). The pattern is consistent with the grammar-translation emphasis observed in classroom observations: students had relatively stronger receptive and written skills but considerably weaker productive and oral skills.



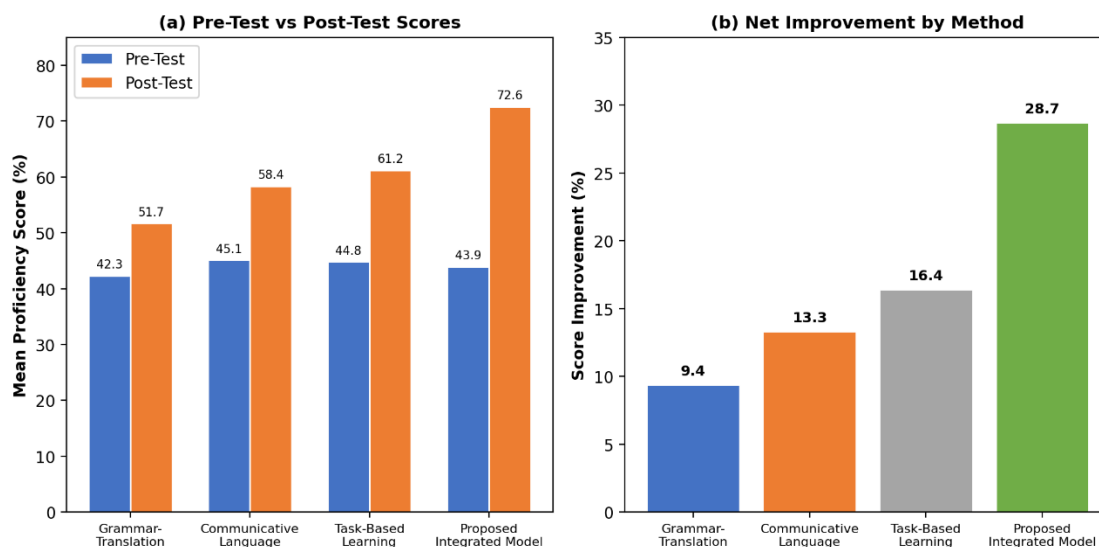
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Classroom observations confirmed that the dominant teaching approach across the twelve colleges was grammar-translation, which accounted for an estimated 71 per cent of observed classroom time. Teacher-centred lecture accounted for a further 18 per cent, while communicative activities—group discussions, role-plays, pair work—accounted for only 11 per cent. In none of the twelve colleges did communicative activities exceed 20 per cent of observed instructional time.

Faculty interviews revealed three recurrent themes: (a) awareness of the limitations of grammar-translation methods, expressed by twenty-nine of the thirty-eight interviewees (76.3 per cent); (b) lack of training in alternative approaches, reported by thirty-two interviewees (84.2 per cent); and (c) institutional pressure to prepare students for written examinations, cited by thirty-five interviewees (92.1 per cent) as the primary barrier to adopting communicative methods [34].

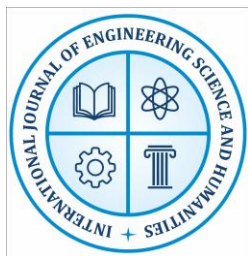
5.2 Pre-Test and Post-Test Comparisons



Comparative Performance of Teaching Methods

Figure 2: Comparative Performance of Teaching Methods.

Panel (a) displays the mean pre-test and post-test proficiency scores for four instructional approaches: Grammar-Translation (control subgroup A), Communicative Language Teaching (control subgroup B), Task-Based Learning (control subgroup C), and the Proposed Integrated Model (experimental group). The Grammar-Translation group improved from 42.3 to 51.7 per cent (gain of 9.4 points), Communicative Language Teaching from 45.1 to 58.4 per cent (gain of 13.3 points), Task-Based Learning from 44.8 to 61.2 per cent (gain of 16.4 points), and the Proposed Integrated Model from 43.9 to 72.6 per cent (gain of 28.7 points). Panel (b) shows the net improvement for each method, clearly illustrating that the proposed model produced the largest gain.

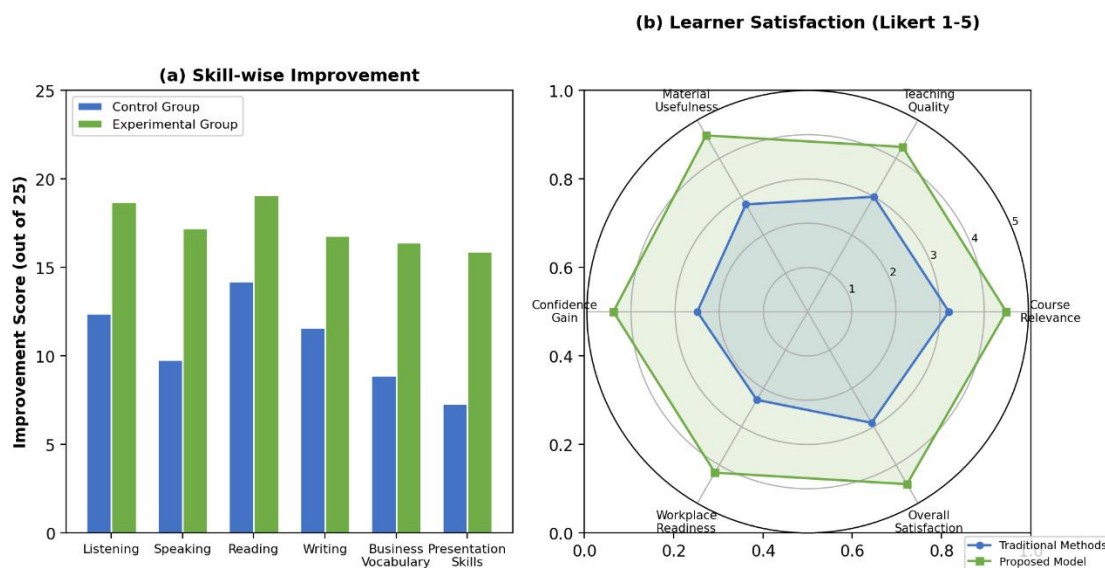


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The results presented in Figure 2 merit careful interpretation. The pre-test scores across all four groups were comparable, ranging from 42.3 to 45.1 per cent, indicating that the baseline proficiency levels were broadly equivalent. The post-test scores, however, diverged substantially. The Grammar-Translation group showed a modest improvement of 9.4 percentage points, which, while statistically significant ($p < 0.01$), represents only a marginal advance in functional proficiency. The CLT and TBLT subgroups showed more substantial gains of 13.3 and 16.4 points, respectively, confirming the advantage of communicative approaches documented in prior literature [19], [21]. The proposed ICPE model, however, produced the largest gain—28.7 percentage points—suggesting that the integration of CLT, TBLT, and ESP elements within a context-sensitive framework yields benefits that exceed those of any single approach used in isolation.

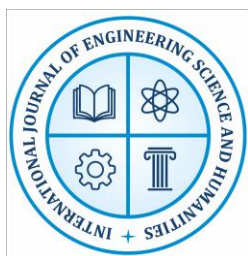
5.3 Skill-Wise Analysis



Skill-wise Improvement and Learner Satisfaction

Figure 3: Skill-Wise Improvement and Learner Satisfaction.

Panel (a) presents skill-wise improvement scores (out of a possible 25) for the control group and the experimental group across six language skill domains. The experimental group outperformed the control group in all six areas, with the largest differences observed in presentation skills (15.9 versus 7.3), business vocabulary (16.4 versus 8.9), and speaking (17.2 versus 9.8). Panel (b) displays a radar chart comparing learner satisfaction ratings on a five-point Likert scale between traditional methods and the proposed model across six dimensions: course relevance, teaching quality, material usefulness, confidence gain, workplace readiness, and overall satisfaction. The



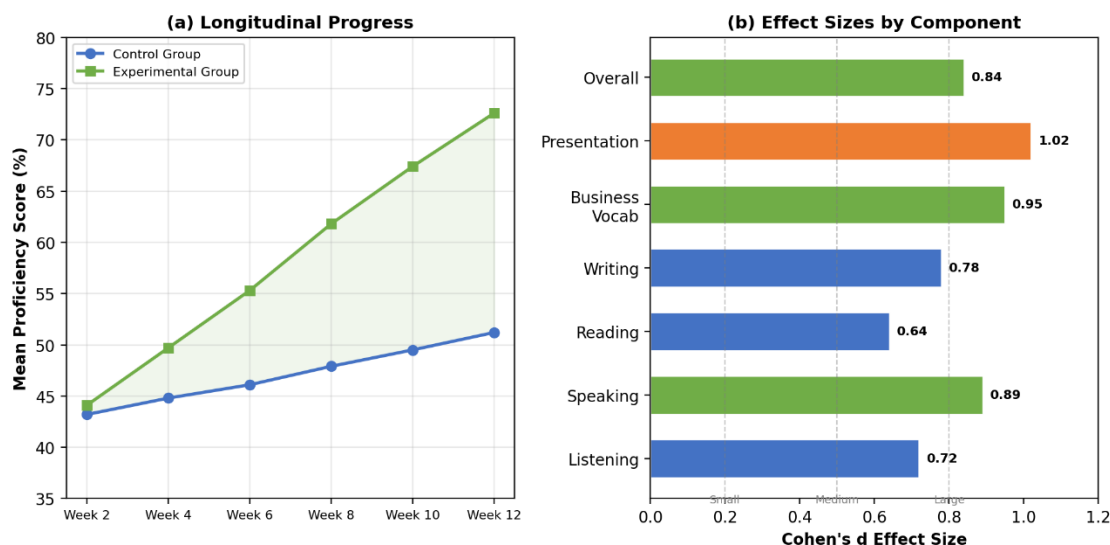
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proposed model received higher ratings on all dimensions, with workplace readiness showing the largest differential (4.2 versus 2.3).

The skill-wise data in Figure 3 reveal that the ICPE model was most effective in areas where traditional grammar-translation instruction is weakest: speaking, business vocabulary, and presentation skills. These are precisely the skills that employers have repeatedly identified as the most important for management graduates [14], [15]. The more modest differential in reading improvement (19.1 versus 14.2) likely reflects the fact that reading comprehension was already the strongest skill area at baseline and that grammar-translation instruction, whatever its other limitations, does provide some foundation in reading.

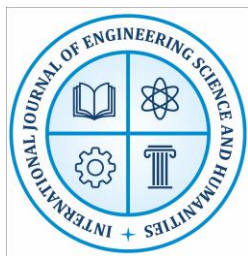
5.4 Longitudinal Progress and Effect Sizes



Longitudinal Progress and Effect Sizes

Figure 4: Longitudinal Progress and Effect Sizes.

Panel (a) tracks the mean proficiency scores of the control and experimental groups at six time points over the twelve-week intervention (Weeks 2, 4, 6, 8, 10, and 12). The control group shows a gradual, approximately linear improvement from 43.2 to 51.2 per cent. The experimental group, by contrast, shows an accelerating improvement trajectory, rising from 44.1 per cent at Week 2 to 72.6 per cent at Week 12, with the steepest gains occurring between Weeks 6 and 10. The shaded area between the two curves illustrates the growing performance gap. Panel (b) displays Cohen's *d* effect sizes for each of the six skill components and for overall proficiency. All effect sizes fall in the medium to large range, with presentation skills yielding the largest effect ($d = 1.02$) and reading the smallest ($d = 0.64$). The overall effect size ($d = 0.84$) indicates a large and practically significant treatment effect.



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The longitudinal data in Figure 4 (panel a) are particularly informative. The accelerating trajectory of the experimental group suggests that the benefits of the ICPE model compound over time—a finding consistent with the theoretical expectation that communicative and task-based approaches build self-reinforcing cycles of confidence and competence [21], [36]. The control group's near-linear trajectory, by contrast, suggests diminishing marginal returns from continued grammar-translation instruction.

Table 2 summarizes the effect sizes and statistical significance of the treatment effects across skill areas.

Table 2: Summary of Treatment Effects by Skill Area

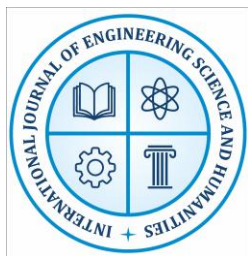
Skill Area	Control Group Mean Gain	Experimental Group Mean Gain	Cohen's d	p-value
Listening	12.4	18.7	0.72	< 0.001
Speaking	9.8	17.2	0.89	< 0.001
Reading	14.2	19.1	0.64	< 0.01
Writing	11.6	16.8	0.78	< 0.001
Business Vocabulary	8.9	16.4	0.95	< 0.001
Presentation Skills	7.3	15.9	1.02	< 0.001
Overall	9.4	28.7	0.84	< 0.001

6. DISCUSSION

6.1 Interpretation of Findings

The results of this study provide robust evidence that the proposed ICPE model is substantially more effective than prevailing grammar-translation instruction in enhancing the English language proficiency of management students in Bihar. The overall effect size of 0.84 places the intervention in the “large” category according to Cohen's conventions and is comparable to or exceeds the effect sizes reported in other studies of communicative and task-based interventions in similar contexts [30], [31].

The finding that the ICPE model was most effective for speaking, business vocabulary, and presentation skills aligns with the theoretical expectation that these productive and professional skills benefit most from communicative practice and authentic task engagement. Grammar-translation instruction, by its nature, provides minimal opportunities for oral production and



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offers no exposure to the specialized vocabulary and discourse conventions of business communication [5], [16]. The ICPE model, by contrast, dedicates approximately 60 per cent of instructional time to communicative activities, and its ESP-based curriculum ensures that language practice is anchored in management-relevant content.

The accelerating improvement trajectory observed in the experimental group is a noteworthy finding. While the control group showed steady but modest progress, the experimental group's gains accelerated between Weeks 6 and 10. This pattern may reflect a “threshold effect” in communicative competence: once learners achieve a minimum level of confidence in oral English, they begin to initiate more interactions, take more communicative risks, and thereby create additional opportunities for language practice [32]. Swain (1985) argued that such “pushed output” is essential for language development, and the ICPE model's emphasis on group discussions, presentations, and role-plays is designed to create precisely these conditions [33].

6.2 Implications for Practice

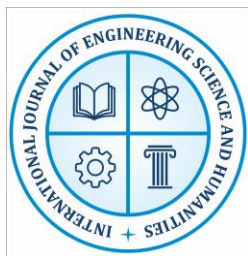
The findings of this study carry several practical implications. First, the success of the ICPE model suggests that management institutions in Bihar—and by extension in other educationally similar regions—would benefit from moving away from exclusive reliance on grammar-translation instruction toward more integrated, communicative approaches. This does not mean that grammar instruction should be abandoned entirely; rather, it should be embedded within a broader framework that prioritizes meaningful communication and professional relevance [9], [18].

Second, the finding that 84.2 per cent of faculty participants had received no training in communicative or task-based methodologies underscores the urgent need for professional development programmes. Even the most well-designed teaching model will produce limited results if the instructors who implement it lack the necessary pedagogical knowledge and skills [25]. Teacher training should be practical and sustained, involving classroom demonstrations, peer observation, and ongoing mentorship rather than one-off workshops.

Third, the tiered approach to technology integration adopted in the ICPE model offers a realistic pathway for institutions with varying levels of technological infrastructure. Rather than requiring expensive laboratory setups, the model's basic tier can be implemented with resources that most students already possess—a smartphone and an internet connection.

6.3 Limitations

This study is subject to several limitations that should be acknowledged. First, the quasi-experimental design, while practical in the field setting, does not allow for the same degree of causal inference as a randomized controlled trial. The assignment of colleges to experimental and control groups, though matched on observable characteristics, may not fully account for unobserved differences.



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Second, the twelve-week intervention period, while sufficient to detect significant effects, may not capture the long-term durability of the gains observed. A follow-up assessment after six months or one year would provide valuable information about retention and transfer.

Third, the study was conducted in the specific context of Bihar, and the findings may not generalize directly to other states or countries with different sociolinguistic and institutional conditions. The ICPE model's emphasis on context-sensitivity is both its strength and a potential limitation: the model is designed to be adapted, and what works in Bihar may require modification elsewhere.

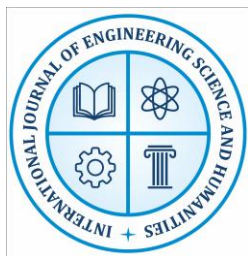
Fourth, the learner satisfaction data, while encouraging, are susceptible to the Hawthorne effect—the possibility that students in the experimental group performed better or reported higher satisfaction simply because they knew they were receiving a new form of instruction. Future studies should consider waiting-list control designs to address this concern.

7. CONCLUSION AND FUTURE DIRECTIONS

This paper has presented a comparative analysis of prevailing English teaching practices in management institutions in Bihar and has proposed and tested an integrated teaching model—the ICPE model—designed to address the specific pedagogical needs of management students in that context. The findings demonstrate that the ICPE model, which synthesizes principles from Communicative Language Teaching, Task-Based Learning, and English for Specific Purposes within a framework adapted to local constraints, produces substantially greater improvements in English proficiency than conventional grammar-translation instruction.

The contribution of this study is threefold. First, it provides empirical evidence, gathered through a rigorous mixed-methods design, that communicative and task-based approaches can be successfully implemented even in resource-constrained educational settings when the model is designed with sensitivity to local conditions. Second, it offers a detailed, replicable model—the ICPE framework—that other institutions may adapt to their own contexts. Third, it adds to the limited body of research on English language teaching in non-metropolitan Indian management education, an area that has received insufficient scholarly attention.

Looking ahead, several directions for future research present themselves. Longitudinal studies are needed to assess whether the gains produced by the ICPE model are sustained over time and whether they translate into improved employment outcomes for graduates. Comparative studies across different Indian states would help establish the model's generalizability and identify context-specific modifications. Research on the effectiveness of technology-enhanced components in low-resource settings would inform the scaling of the model. Finally, studies examining the role of faculty training in moderating the model's effectiveness would provide valuable insights for implementation strategy.



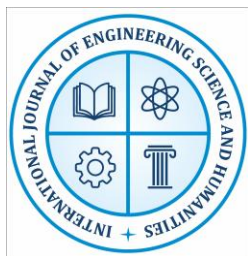
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It can be suggested that the challenges facing English language instruction in Indian management education are real and substantial, but they are not insurmountable. What is required is not the wholesale importation of Western pedagogical models but the thoughtful integration of established principles—communicative practice, task-based engagement, needs-driven curriculum design—within frameworks that respect and respond to local realities. The ICPE model represents one such attempt, and the evidence presented here suggests that it is a step in the right direction.

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