

Multi-Dimensional Professional Communication Programme for the professionals (MDPCP): A Need of professional Communication for Professionals in India

¹Dr. Vivek Mehrotra, ²Dr. Shiva Durga

ABSTRACT--This paper is a delineate effort to introduce and develop a practiced based approach to professional communication termed as Multi-Dimensional Professional communication Programme for the Professionals (MDPCP). Communication is a process of transmitting feelings, attitudes, facts, believes and ideas between living beings. ELT education trend has recently become an eminent feature in the contemporary education phenomena as the concept of English Language Teaching (ELT) has immensely developed over the last two decades. Particularly in India the immense growth of multi-national market has enhanced the scope for professional communication, imbibing a vast area ranging from basic concepts of language to the contemporary professional or technical writing that encompasses written, oral, visual and digital communication within a workplace references. But having a glance of the contemporary market phenomena and considering the recruitment processes in the tremendously changing global market it has becomes rather essential to develop the conception of a practice-based approach (PBA) for English language teaching (ELT) for better outcomes that has been proposed here as Multi-Dimensional Professional communication Programme for the Professionals (MDPCP)

Key words-- ELT (English Language Teaching), PBA (Practice based approach), MDPCP (Multi-dimensional communicational Programme for Professionals)

I. INTRODUCTION

Communicating with others is an inseparable part of everyday life. In larger scenario, communication is a process of transmitting feelings, attitudes, facts, believes and ideas between living beings.

Learning to communicate effectively both implicitly and explicitly is a precious skill for any individual. In India the concept of ELT education has now become an important aspect in the contemporary education sector. The concept of Teaching English Language has emerged inexplicably by bringing great interest to teachers and learners over the past twenty years under ELT education. As in the Asian countries like India English has always been regarded as a secondary language and the concept of language teaching has become more complex though it has gone through remarkable innovations and advancements. Basically all methods of language teaching has its own trend and inherent expertise and following the same, ELT in India has gone through various methods as the method

¹ (Asst. Professor) GLA University, Mathura

² (Asst. Professor) GLA University, Mathura

of Grammar and Translation where the grammar is explained and translation is done. It is ideally based on the hypothesis of a one way transmission of information followed by bilingual and other methods empowered by the initial introduction of audio-lingual method and in the field of ELT.

In the decade of 1990s an enormous development of the multinational companies framing India as a technical hub, accelerated the requirement and scope of concept of professional communication as an independent stream of ELT education in India. Particularly this concept unifies the pedagogical values of intangible understanding of English language along with the technical-know-how, by using software to improve the communicational skills. Ranging from basic concepts of language to professional writing this term, 'Professional communication' encompasses written, oral, visual and digital communication in every workplace. As the modern society treats communication as one of the highest manifestations of human intelligence, this theoretical concept of this professional communication need to undergo a number of vital changes based on the requirement of contemporary global market that may develop the skilled communicators to produce well trained professionals.

With the onset of skilled communication technologies and developing phenomena of the Global village the ability to communicate effectively is becoming a key proficiency across a wide range of professions. This is especially more essential in the fields such as engineering, information technology and the biotechnological sciences. Professionals from these fields often find themselves in dilemma while having to communicate their technical information to others. These professionals knowing all the principles and theories of professional communication still collapse and prove to be a failure on practical grounds as they were never introduced to the practical applications of these theories of communication. The upcoming professionals are more likely to bring their organizations, knowledge and technologies in front of the world and the scenario becomes more complex in a country as India where the students depend on their on-campus recruitment where the communication skills become the pivot of judging their individual achievements. Karnik, says, "Only 25 percent of technical graduates are suitable for employment in the outsourcing industry because of their lack of abilities to speak or write well in English. Most students are not industry ready because they lack communication skills". (Infosys, 2008).

Business world requires Professional communicators with strategies, and knowledge to communicate efficiently. Hence the practice of which intends to furnish students with to have communicational skills skills that they require to survive in the contemporary marketplace and this excellence should be survived through an exploration of both theoretical as well as practical proportions of modern communication and the market environment with an emphasis on the practical application of the above mentioned.

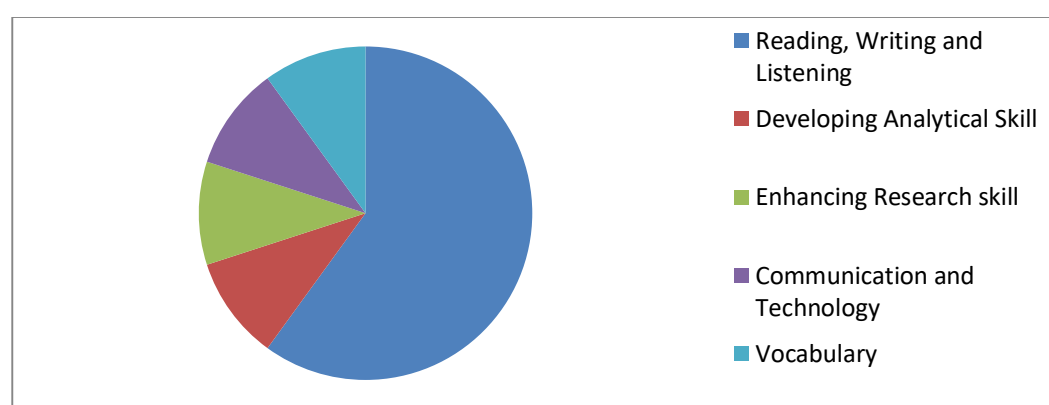
II. DISCUSSION

With reference to the above and considering the requirement of tremendously changing global market it becomes rather essential to develop the conception of a practice-based approach (PBA) for English language teaching (ELT) specially with reference to enhance the level of communication in the upcoming professionals that requires a versatile multi dimensional approach to deal with the complex problems faced in the various professional communication development programmes (PCDP) as professional communication is something more than the communication that is taught in our classrooms.

Areas to be covered in the Multi-Dimensional Professional Communication Programme for the professionals (MDPCDP):

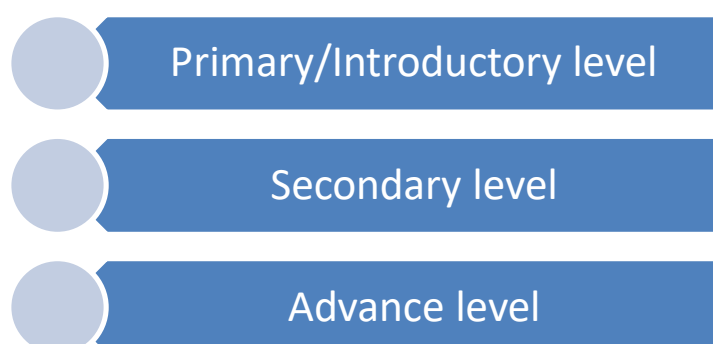
The approach is designed to cater to students all the market requirements in the contemporary segment of global market. The approach is a delineate effort to fetch all the eminent requisites from all disciplines and provide them with roots that the students can apply throughout their professional careers to be an exclusive product for a market. The approach is structured around the six key areas:

- To develop advanced reading and writing skills.
- To develop analytical and critical thinking skills.
- To develop confidence in different communications situations.
- To develop research skills.
- To make them familiar to the upcoming technical modes and means of communication.
- To introduce the students with the practical aspects of professional communication in various industries.



Components of Multi-Dimensional Professional Communication Programme Levels of Multi-Dimensional Professional Communication Programme for the professionals (MDPCP):

The Multi-Dimensional Professional Communication Programme can be divided into certain levels:



Levels of Multi-Dimensional Professional Communication Programme for the professionals (MDPCP)

Level I

- Introducing students with the meaning of communication.
- Introducing them with professional communication.
- Providing them chances to speak on the basic level.
- Doing drilling exercises to bring fluency in the language.
- Introducing students with the concept of 'correct and incorrect' in the language
- Introducing students with the initial writing skills as application and essay writing.

Level II

- To assist students to enhance the level of language.
- Introducing students with usage of standard words in their language.
- Implementing the activities based on contemporary issue to enrich the knowledge of global world.
- Introducing students with the concept of non-verbal communication.
- To introduce students with the presentation methods.
- Bringing students to the second level of written communication and introducing resume writing, report writing etc.

Level III

- Introducing students with the technical jargons and words frequently used in industry.
- Introducing them with the advanced means of communication. (E-mail etiquette)
- Introducing students with the advanced vocabulary level.
- Introducing students with an upgraded level of written communication as writing professional letters, proposal etc.

Barriers in implementing the Multi-Dimensional Professional Communication Development Programme for the professionals (MDPCDP):

In the Indian context there are following implications in the implementation of the above mentioned approach:

- Examination and assessment
- The Classroom context in India
- Other traditional approaches of English Language Teaching in India (ELTI)
- Teacher's level of proficiency
- Lack of Collaborative teaching and learning
- Lack of coordination and in professional institutions
- Insufficient research work in the field of ELT

It will be difficult to decide common criteria of examination as the proficiency of the student after completing an activity or a level cannot be exactly defined in the terms of marks though this problem can be solved by assigning proficiency grades to the students.

The traditional Indian class room context will not be able to accept an open ended approach where the role of a teacher is of a facilitator and the teaching becomes a student centered activity.

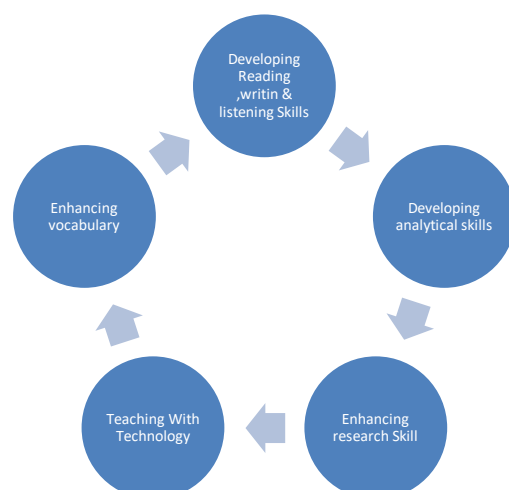
It will be a tough task to judge the proficiency of the teacher as the level and excellence of the teachers has been always measured on the basis of marks where it becomes difficult to judge the versatile aspects of a teacher.

Davis (1995) defines collaborative teaching as to “the teaching done in interdisciplinary course by several faculty members who have joined to produce that course” and due to the lack of research aptitude among the educationalists the teaching has become a one way process and the education process of a majority ends the day they get the degree.

Though ELT is a wide developed field but even there is scarcity of action research in the field to open the new ways for the upcoming approaches.

III. MAJOR PEDAGOGIES AND ROLE OF A TEACHER

Basically multi-dimensional communication programme is an approach that introduces a teacher initially as an instructor, one who can guide the students rather than providing them a course to study and create the environment where the students can react on the provided situations and learn the things by doing them. A number of ‘traditional’ activities are also to be used as filling the gaps, grammar exercises etc. The correct usage of language is also an eminent aspect and desired outcome of the approach but not by cramming the grammatical rules but by applying them in their everyday English.



IV. ROLE OF TEACHER IN MULTI-DIMENSIONAL PROFESSIONAL COMMUNICATION PROGRAMME FOR PROFESSIONALS

To summarize we can say in the words of Enever and Moon(2009:5): “We have yet to clarify the priorities for formulating effective language policies, for designing appropriate programmes of implementation and for meeting the very real challenge of ensuring that policy is effectively and sustainably implemented within the daily practice of classrooms....”

REFERENCES

1. J. R. Davis, Interdisciplinary course and team teaching: New arrangements for learning. American Council of Education, AZ: ORYX Press, (1995): 5
2. Enever, J., and Moon, J. (2009). New global contexts for teaching Primary ELT: change and challenge.
3. Enever, J., and Moon, J and U. Raman (Eds.), *Young Learner English Language Policy and Implementation: International Perspectives*. Reading: Garnet Education
4. Rebecca S. Anderson and Bruce W. Speck, "On What Difference A Team Makes: Why Team Teaching Makes a Difference." *Teaching and Teacher Education* 14, No. 7 (1998)