Shaping Business Managers' English in BBA

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Abstract

This article analyzes how the current course of English in Bachelor of Business Administration (BBA) in Tribhuvan University has used interdisciplinary approach in teaching English for business communication to would-be business administrators. To prepare the background and methodology of the analysis, the history of such courses in the global context is reviewed and certain parameters are devised based on B. F. Skinner's theory of language shaping. It is found that the course has maintained the international standard and so is appropriate for aspiring business managers. The integration of language, literature, technical writing skills and business-management related contents has made the course useful and difficult to handle at the same time. Active and motivated participation of both the course instructor and the learners is necessary to make the course successful with the achievement of the objectives the curriculum has devised.

Keywords: language shaping, business communication, interdisciplinary approach, literature, technical writing.

Introduction

Background

Language shaping is a process of developing an appropriate language for practical use motivating the learners to develop their mentality in the desired design. In the process, they are believed to acquire the necessary linguistic behavior that can benefit them a little immediately and to a great extent in later dates. This principle is based on the Thorndikian "conception of learning as a gradual process" that was later extended by B. R. Skinner in which the "immediacy of reinforcement is . . . emphasized." Now in psychology and education "shaping has . . . [become] a popular way to think about the process of teaching" (Neale, 1966, p. 376). This concept is widely used in designing language course for professionals.

Storms (1984) argues that "an educational program provides better preparation for an entry level position in technical communication than on-the-job experience" (p. 13). So, such a course is necessary to be included in the bachelor's level in business management programs. It helps to develop the skill in the would-be managers to handle different types of

communications. It prepares the background even for future top level managers (Lengel & Daft, 1989, p. 225). Lesikar, Flatley, Rentz, Lentz, & Pande (2015) assume that "business communication . . . is a *problem-solving activity*" (emphasis original). They stress upon the fact that "successful business communication requires analysis, judgment, imagination, and effort." So, students need to work with "creativity, intelligence, and diligence [that] can be extremely rewarding and even fun". Students, these writers and writing teachers believe, need to be given the chances to "consider specific contextual factors as they shape their messages, proposals and reports". The course in business communication, they believe, need to "acquaint students with goals they're likely to encounter on the job, from resolving ethical issues, solving management problems, and crafting company policies to reporting information, selling a product or idea, and managing customer relations" (p. ix). Their focus is on the development of higher-order skills namely "critical thinking, adaptation to the audience, and editing one's work" rather than the surface features such as "correctness and formatting" (p. xi). At the same time, according to Zander (2005), the language skill they learn should help them to develop "leadershipand vital managerial competence" along with the use of "physical media through which information is transferred, and a language or code in which the information is expressed" (p. 83). Their learning in the class has to facilitate them in their work life ahead.

The BBA course in Tribhuvan University is designed to develop middle-level managers. Wallace & Marchant (2009) define middle managers as the employees who are "above first line supervisors (such as team leaders) and below the senior executive" (p. 784). They are non-specialists in English, but its necessary users in real life practices. So, the courses in language for them are introduced "with the aim not of training linguists but future professionals in other areas who possess a minimum basic working ability in one or more languages." These courses have to help them "refine their knowledge for personal or professional reasons, perhaps related to career ambitions, with, in some cases, a compelling immediate or short-term need to be able to handle situations in which knowledge of another language" is necessary (van Deth & Frost-Smith, 1983, p. 153).These ideas are in tandem with the current use of English in the international communication where not only the linguistic variety, but also the functional varieties are to be understood and used when necessary (Matsuda & Matsuda, 2010, p.370). The courses are to develop the capacity of basic and technical language use in their professions ahead.

Walsh (1984) argues that a middle manager must have the following skills in regard with their linguistic competency: language, general communication, interpersonal communication, group communication, nonverbal communication; and they should also know the ways for overcoming communication barriers (p. 55).For developing all these qualities related to language, classroom is a good place: "Although managers cannot be created in a class-room, practicing managers can profoundly improve their capabilities there" (Mintzberg & Gosling, 2002, p. 65). Besides all these needs and benefits, language is also the base for the development

of the manager's viewpoints (Axley, 1984, p. 428). So, teaching language, especially English, to prospective middle managers is a necessary part of their college course.

Research Problems

The BBA courses in the Tribhuvan University have English in three semesters in the beginning. There are varieties of subject matters in the syllabi. The first semester includes readings in literature and basic grammar. The second semester continues the readings on literature and includes some basic technical writings the managers need to use in their work life: memo, email, letters, job application, cv, research and report writing. In the third semester, the syllabus includes the extension of the second semester technical writing styles and samples to higher level skills: summary, document design, graphics, proposals and oral presentation skills, along with the readings on economics, production, marketing, accounting, finance and marketing. In this context, the issue this article addresses is how so various the contents work together in the development of communicative competence of the students who are the future middle managers. To judge this issue, this study tries to answer the following research questions:

- What is the relation of these contents to language learning i.e. learning English?
- How do these contents help students learn English?
- Why are these contents necessary for the managers who are learning English?

Research Objectives

The general objective of this study is to find out how so various the contents work together in the development of communicative competence of the students who are the future middle managers as per the orientation of the course in English prescribed for the BBA in Tribhuvan University, Nepal. The specific objectives in relation to the general objective are:

- To find out the relation of these contents to language learning i.e. learning English
- To discuss the way these contents help students learn English, and
- To analyse the reasons behind the use of these contents as necessary basics for the managers who are learning English.

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Methods and Materials

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This study has used the textbooks prescribed for the BBA English courses as the data for analysis. The analysis is guided by the concept of B. F. Skinner that places the greatest value on the process of learning guided by motivation, reward and punishment. Neale describes Skinner's theory of shaping as "the process he uses to train animals in his psychological laboratory" and later uses it in education. It is an "intellectual descendent of Edward L. Thorndike's concept of trial and error learning" as an aspect of "learning as a gradual process".

In this process, three basic elements of shaping are used: "1) the definition of some observable behavior that is desired, 2) the identification of some reinforcer which can be controlled by the shaper, and 3) the administration of the reinforcer immediately after approximations to the desired behavior are observed". They further discuss the idea of language shaping:

> . . . the concept of shaping is a useful way to conceptualize the teaching process. There are many situations where a teacher does try to influence behavior by the conscious control of rewards and punishments. Even though the situations are complex, the teacher does act to reinforce those behaviors which are thought desirable. The concept of shaping can help a teacher to think more clearly about those situations and bring substantial experimental knowledge to bear on that part of the teaching task. (Mintzberg & Gosling, 2002, 375-378)

The analysis tries to find whether the content, coverage, pedagogy proposed and the other related systems designed can fulfill the need and process of the English language courses the prospective middle managers need to develop. My own experience of teaching English in BBA is also used as the support in analysis.

A Review of Literature: Global Practices of Teaching Business Communication

The focus of management courses on manager's communication skill grew in the 1970s. Writing his review on the book *Managerial Communication: A Finger on the Pulse* by Paul R. Timm, Farace (1981) summarizes the then current scenario:

> About five years ago, there were few competently written books on communication processes in organizations. This problem was particularly acute if you sought a comprehensive treatment geared to undergraduate instruction. Fortunately, times have changed: now there are at least two dozen books available and several excellent anthologies. (p. 164)

This book, according to Farace, was organized under the headings: overview, oral communication, written communication, and personal communication styles. The focus on oral communication was "on one-on-one interaction, meetings and conferences, briefings and oral presentations, and listening." Similarly, the section on written communication highlighted the value of "letters and memo writing, and report preparation." Farace further argues that it was a complete package in oral communication necessary for the managers of the time (p. 164). But still, the problem with the book was to treat managers as "almost uniformly white males" and the exclusion of the women and the people from the margin (p. 165). The idea of equality entered into technical communication.

The scene was changing by 1988 when Goodman (1988) in his review on Mary Munter's book *Guide to Managerial Communication* and Judith B. W. Bogert and Rebecca B. Worley's book *Managing Business Communications: An Applied Process Approach* found the changes in terms of "the process approach to managerial communication" as both of them "attempt to

place equal emphasis on the process and products of managerial communication" (p. 194). The scene was different a lot by 2007. Bot (2007) discusses such a change that has taken place in the world of language learning. It was because of the change in sociopolitical setting affecting the position of English in the world, positions of language teaching institutions and teachers and finally the perceptions of what constitutes learning. These changes have their impact on the courses of language for the managers.

Bot emphasizes the need of making the courses learners' need oriented: "foreign language teaching will succeed only when learners are convinced that there is a personal need for learning it. A rationale dictated by academics or policymakers is meaningless if it cannot be translated into personal motivation for learning" (p. 274). At the same time, the change in the resources available for the young generation learners and its impact was kept under consideration (p. 275-76). The focus, then, was on the use of the content and the activities the learners need to use in their work life. He emphasized:

> It is my belief that a foreign language has to be acquired as a byproduct of some other activity, not as the central focus of the subject matter. Different types of content-based learning, immersion, or Content and Language Integrated Learning (CLIL) to use the European term have proved very effective and attractive for learners. The focus on an early start for foreign languages is based on the same philosophy: If it is done properly, learners acquire an adequate level of proficiency before they can be spoiled or discouraged by foreign languages as academic subjects. Attitude and motivation are everything in language learning. Therefore, I want to promote what might be called The Sneaky Way, which aims at making people multilingual without telling them. (p. 276)

In 2015, Doughty summarized the rationale of taking language courses by the managers and even in it that of the foreign language: "all foreign language programs should be held accountable and then we must next address questions of accountability to whom and for what?" Then he discussed the utility, pedagogy, engagement, stakeholders, measurement models and credentials of the course (p. 414). He also proposed the general content of a communicative foreign language course textbook; and criticized the online language courses: "in large part, online programs suffer from taking an easy-to-program, grammar- and vocabulary-driven approach to language pedagogy, sometimes even employing an online text- book" (p. 412). He further reasoned: "This one-size-fits-all, traditional approach cannot possibly yield results that learners seek and companies claim, such as the ability to speak fluently in a foreign language with coworkers in an international business" (p. 413). By then, the philosophy and approach to teaching business communication had come a long way.

In this period of nearly half a century, the contents of the text books have also undergone a great change. The first writing I have found in my research is by Mandolini written in 1966. There he focuses on the need of communicative competence for the effectiveness of a manger's

work when "the art of good management has grown increasingly complex over the years" (p. 995). The focus of the course was the content that could make a manager able to accomplish the need of the time. After about two decades, in 1984, Storms summarized the general content of the course of the time:

> Despite the diversity of their aims, most technical communication programs employ a common approach- an interdisciplinary strategy that draws upon resources in both academe and industry. This strategy has three components: (1) courses in communication skills and theory; (2) courses in an area of professional concentration- usually in science, technology, or business; and (3) an opportunity, usually through an internship or cooperative education program, to apply in the workplace the communication skills learned in the classroom. (p. 13).

The approach, by then, was interdisciplinarythat included"courses in communication; studies in one or more scientific, technical, or business fields; and an internship" (p. 14). The courses mixed the contents of the oral, the graphics, and written communication along (p. 15). Walsh, in the same year i.e. 1984, reviewed a book that he thought was appropriate for the course and praised the book for keeping the necessary content in it: "Effective communication requires an understanding of the principle of "proper words in proper places" and an understanding of the purposes and functions of a variety of communication forms- letters, memorandums, reports, and electronic systems." For this, he argued, the managers need to develop "practical skills for task/work group participation and management," "a meaningful personal communication style," "practical skills in writing responses to various communication demands in varied channels," and "technical oral reporting, interviewing, and interpersonal communication skills" (p. 55). The texts that include all these contents are appropriate for the classroom.

Nearly a decade later, in 1992, Charney reported: "Most research on the effectiveness of written business and managerial communication has focused on factors within documents (organization, document design, sentence structure, etc.) that affect readers' cognitive ability to process texts efficiently" (p. 139). She emphasized that "technical and managerial communication researchers need to better understand the role that "outside-the-text" factors such as organizational metaphors have on organizational writers' thinking and composing processes and readers' perception of communication effectiveness" (p. 141). The next year, in 1993, Allen reviewed the book entitled *Business and Managerial Communication: New Perspectives* by Linda P. Driskill, June Ferrill and Marda Nicholson Steffey and discussed the content it had. The book contained the topics on mastering the language of business, choosing words, developing a professional communication style with guidelines for avoiding sexist language and advice about listening, being aware of body language, and participating in meetings, producing communications that deals with the form and content of memos, letters, and reports and addresses a range of issues related to producing communications with available

technology, the technological context for business communication that reinforces the importance of effective use of technology to increase productivity, with advice on how to use the electronic office with its computers, voice mail, recorders, video, photocopiers, fax machines, and other equipment.

It also included a chapter on document design that contains advice on allocation of page space, use of appropriate typefaces, and strategic use of graphic elements; a chapter on graphics as the form of visual persuasion, and a chapter on oral presentations that recognizes the need to prepare for video presentations (including video teleconferencing) and offers a communication strategy checklist and advice on the use of visual aids to increase interest and retention. It also included the chapters on communicating in special contexts, communicating in international contexts, international correspondence, and job search communications. It also contained a checklist of research questions that provides an organized method for learning another culture and illuminates differences that can occur between cultures. The chapter on international correspondence recognizes the importance of considering the foreign legal context of a communication and avoiding cultural metaphors, discusses features of Japanese discourse, covers business-letter conventions in Mexico and Latin America, and presents other useful tips (p. 119). The writers believe these contents make a textbook on business communication a complete one.

Including the contents to develop all these skills, by 2012, the courses on business communication began to focus on research-led teachings that implicitly deal with "the understanding that there is or should be a mutual and . . . equal engagement between the activities." It also includes "the politically charged and productive nature of the discourse around research and teaching" that leads the learners to understand even "the macro environment, government policy and resource distribution" (Mayson & Schapper, 2012, p. 485). Gradually the focus shifted to mixing technical and humane aspects of communication. It is, by now, believed that just the study of technicalities is not enough to develop managers' communicative competence. Managers are first and foremost the humans and those who they communicate with are also the humans. So, managers need to develop humanity within themselves and when they communicate as good human beings, there will be good impact on both the business-administration and in the human world they are in connection with. So, Hart & Conklin (2006) report: "Educators have begun to realize that technical communication has focused more on texts than humans; and the future curricula have to focus more on humans interaction and knowledge creation" (p. 395). Here begins the inclusion of literature in business communication courses.

The value of literary studies for the business administrators is connected with their cultural sensitivity, too. It helps them appreciate "cultural differences" (Alred, 2003, p. 586). Emre (2015) reports the practice of teaching leadership skill through fiction at Columbia Business School. To teach the learners how communication failed Associate Professor Bruce Craven

pointed out the "narratives about characters in many different professions" who must find a "balance between their professional obligations, their personal expectations, and goals." He showed the students how, like real people, fictional characters stumble, and it is "through their stumbling," the students learn how to prepare themselves for the possible impending situations in the future (p. 162-63). The students there felt that they read novels and plays and poems to try to figure out how they can make them better people.

Similarly, there is literature courses in Harvard Business School (HBS) with a brand-new class entitled "The Business World: Moral and Social Inquiry Through Fiction." Emre believes that "the move struck him as a timely one- never before had the business world been in such urgent need of moral and spiritual inquiry." He further reports: "Today, it [literature course] is offered to the school's aspiring bankers, entrepreneurs, and management consultants under the catchier name "The Moral Leader"" (p. 164). He further states the value of teaching literature for future business executives:

> Experience had taught . . . [that] the best one could do was teach people to act
> virtuously while they made enough money to pay the bills. And it was the "magic of
> the storytellers", . . . that would arm these future bankers with desperately needed
> interior canons of self-regulation, just in time for the deregulation of financial markets
> and weakened supervision from the SEC and Federal Reserve. (p. 165).

Readings on literature boost up the "moral imagination for what management theory calls "the performance of empathy" [that deals with] the ways in which flexible, self-managing individuals explicitly acknowledge one another's needs and desires in a collaborative workplace. It is the effect of new trends in management practices: "In old-school management training, the emphasis was on becoming a hard-nosed leader, putting the company's bottom line first." In this tradition, one was heading for trouble if one sought to be an empathetic listener, anxiously guarding against employee dissatisfaction with sentimental talk of maintaining a "good work-life balance" and "working to self-actualize." The focus on "empathy- and feeling, more generally- is the cornerstone of the current participatory management fad, which recommends empowering employees in workplace decisions". It is because the "[a]uthoritarian models of command-and-control are out. Empathy, sensitivity, mindfulness, and relationship-building are in". This turn to empathy "is intimately linked with the decline of managerial culture in the 1980s and the ensuing crisis faced by business schools". So, it was believed that "the very survival of management education depended on deepening an intellectual understanding of the relationship between activities in business and the major issues of human existence." The result was that "[b]usiness schools, particularly elite ones, turned to the idea of grooming conscientious leaders instead of narrow-minded managers" p. 166). The consequence was the growth of the emphasis on the reading of literature, especially fiction.

Bosley (1991) connects this trend with the corporate philosophy that was developed in the business management sector. This philosophy preferred the formation of collaborative teams:

"Technical communication managers need to know and understand the needs of team members and be prepared to facilitate team interaction" (p. 510). These developments, by now, have shown that a business manager needs to get basic ideas of different fields connected with the profession. So, the course on business communication needs to include all these so that the would-be-managers can feel a level of confidence and can perform well in their work life.

Connecting Content, Pedagogy and Rationale of BBA English Course: An Analysis

The BBA English course starts, in the first semester, from the combination of literary readings and technical writings; and continues the same up to the second semester. In the third semester, there is the mixture of content and language integrated learning along with the high-level technical writing skills. This design of the course is to meet the module objectives of developing "students' skill in oral and written communication in English language," strengthening students' ability to "use English language for professional purpose" and "to develop the comprehension of management texts" (FOM 2014). The contents, pedagogy and evaluation system of the courses in these semesters are helpful for achieving the designed objectives.

The areas covered by the literary readings are: ancient tales, education, television, cross cultural bridges, anthropology, environment, humour and satire, critical and creative thinking, love, life and death (Nissani & Lohani 2012), and the areas of other human concern with "an international and multicultural focus" (Lohani & Adhikari, 1999, Preface). Similarly, the contents in technical writing cover both channels of communication (letters, memo, email, job application, cv) and technical skills (grammar and punctuation, summary, document design, graphics, proposals, presentation, research and report writing) (Gerson & Gerson 2000). The third aspect of this course is English for business studies that are based on content and language integrated learning. It covers the contents from management, production, marketing, finance and economics with the language structures and practices. The language focus in this text is on "review of standard grammatical forms and their application in variety of business writings" along with the skills of developing "reading comprehension proficiency, with special reference to business topics" and the skills on compositing for "writing logical, coherent and persuasive prose, related to management" (FOM 2014). These contents have made the course interdisciplinary in nature.

All these contents together aim to make the learners able to understand and communicate business and management related ideas and practices in an appropriate context. Almost all texts prescribed in this course are based on problem solving activities that engage the learners in contents, ideas, behavior and practice. The readings on literature in both the first and the second semesters focus on four levels of interacting with a text. The first level is that of literal comprehension in which learners are encouraged to read the text on their own and comprehend "what the text is saying" on the surface. It often applies to "restate the argument" in an essay;

and "a concise retelling" in the reader's own words in regard to short stories, poems and plays (Nissani & Lohani, 2012, p. 15). This skill, in real life, helps the people observe and understand, on the surface, anything that they encounter.

The second level is that of interpretation in which the learners are encouraged to find what is "implied (and not directly stated)" in the text. For this, the readers have to "decipher the meaning behind the plot" while trying to answer the question: "Can some points be extended to circumstances beyond those directly touched upon by the author?" (p. 16). Here, the learners are exposed to the opportunity to think about something hidden behind the scene that they come across. With the practice of this level, they can develop the skill of contemplating on something indirect or hidden behind any situation or message in communication.

There is the third level with the higher level skill in reading: critical thinking. This is the skill of questioning things, situations and the previously accepted truths. Here, the skill of seeing things "as clearly and objectively as one can" is necessary. Here one "looks for the flaws, then moves beyond them to an objective and judicious evaluation of the subject at hand" (p. 16). Learning to question the stand of the author and the essence of the text, the learners develop the capacity to question the message and to see it from a different standpoint before accepting it. It helps them be careful and analytical communicators in every aspect of their work life. Even a higher level skill is the fourth one: assimilation. It is the skill of "making something of what [one has] just read a part of [himself/herself]". After reading a text in the course, the BBA students should ask themselves: "What is the meaning of this text for me?" (p. 16). This question connects the text with their life as a human being, and the work life in future as a business manager.

Many of the texts prescribed in the course have the potentiality of making the readers feel humane. Their communication can be appealing with human content and with the use of proper word in proper place. These readings help to develop cultural sensitivity in the learners so that they develop the skill and aptitude of accepting and appreciating cultural differences. They further help them "to see the experiences of others in different cultural circumstances." These readings are also intended "to give students . . . an awareness of language use and effectiveness, and at the same time to provoke them into reading more and more for the keen joys of reading" (Lohani & Adhikary, 1999, Preface) so that they would be better people than they were before the readings. Literary readings help people to understand the world through social enquiry, to make them able for moral and spiritual enquiry to themselves that can help them develop self-regulation and to maintain work life balance. Finally, these readings encourage them to develop critical engagement against the self and the world around. Thus, these literary contents help the BBA students develop the ability to communicate beautifully, accurately, sensitively and empathically as good human beings.

Alongside developing the humaneness in the would-be-managers, their technical skills are boosted up in the first and the second semesters. The first semester focuses on the skills on grammar and punctuation. Though they seem general, the appropriate use of grammar and punctuation helps make communication accurate, meaningful and finally effective. Based on these, the technical writings in the second semester help them learn using basic channels of communication: letter, memo, email, job application and cv. After they learn these channels, they are taken to a little higher level skill of researching and report writing. Here, the teacher needs to help them develop the skills of collaboration and leadership. The class can be divided into different groups and in the regular basis, from the first semester itself even in other courses, the groups engage in discussion, preparation, planning, writing, editing and presentation. Once these jobs are the part of regular class and home activities, the students gradually internalize the above mentioned qualities and skills a business manager needs to develop. It is how the learning of these need-based contents helps develop skills and aptitudes.

Then in the third semester, even the higher level skills of technical writing are designed: summary, document design, graphics, proposal writing and finally the skills of oral presentation. So, when they complete the third semester, it is hoped that BBA students will be able to handle oral, written, personal and social communication. Their skills in general communication, interpersonal communication, group communication, and non-verbal communication will be enhanced. They will be able to overcome general communication barriers, too. The three step process of writing (pre-, while- and post-) practiced with each type of communication messages and techniques help them work stepwise in the creation and delivery of the messages.

The text that seems to be unusual for traditional English teachers and students is *English for business studies*. It contains the topics from management, production, marketing, finance and economics. The English teachers who think that their teaching should be limited to grammar and literature are found to be alarmed at the sight of this course. It is necessary to be acquainted with the latest development of language-teaching related to content and language integrated learning to understand the value and usefulness of such a course. It is related to the direct utility of the course to the learners. Students of business management have basic ideas about management, production, marketing, finance and economics by the time they reach the third semester. These are, also, the areas they have to deal with in their future work life. That is why; they need to learn the language necessary for and related to these areas. As these are the core areas of their learning-life, they also have enough content and ideas to deal with. They can do research in these areas and present the findings to the audience. So, they feel comfortable and motivated to deal with these contents; and so they can learn the language alongside. Practically, it has been an interesting course for them. Along with the discussion about the contents of their areas as stated above, the language skills the students practise are integrated. This is a complete interdisciplinary course in the program.

The BBA third semester syllabus has devised the teaching learning activities to fit with the course content and language skills this book has presented. It states: "Teaching approach will include lectures, pair work, small group work and individual research. The teaching method will be mostly student-central and activity-oriented." The evaluation process includes oral presentation, quizzes, project work, and term test. With this, the syllabus aims to achieve the following objectives:

> . . . to present the learners with the language and concepts found in books and newspapers and magazine articles on business and economics; to develop the comprehension of management texts; to develop the listening skills in the fields of management; [to] provide the learners with opportunities to express management concepts, reformulating the learner's own while summarizing, analyzing, criticizing and discussing ideas.

The use of reading quizzes provides the students with the opportunities to study the texts before they come to the class. There should be the internal marks according to their performance in the quiz. It motivates and compels them to read the passages carefully and analytically at homes. Oral presentation can be devised it two ways: one in everyday class room practice, and the other as part of the preparation of their research findings. In the class, after group discussion about a certain topic, students in their turns can present in front of the whole class. This can be done from the first semester onward. In the third semester, it can be made a compulsory regular feature while dealing with the topics from the textbook *English for business studies*.

The next important opportunity for developing practical communication skill is in the preparation of project work and presentation of its report. It is advisable, as the course envisions, to prepare students for project work based on field research from the second semester itself. For that, it is appropriate to teach the topic 'research' at the end of the second semester. At the same time, students can be divided into eight groups, four students in a group, as the standard student number in a BBA class is thirty-two. They should be given the chance to choose any topic of their interest, group wise, from the book *English for business studies* that is prescribed for the third semester. As students do not have the book at that time, the instructor needs to facilitate them.

After the students take their topics, they should be encouraged to find at least ten books, articles and research reports in their study area using the college library and the internet sources. The same references can be used to teach them using MLA and APA documentation styles. The same can be used for the reference section in their third semester field research based project report. This activity begins their research communication. Reading the collected sources can be given as their semester break assignments. And when their third semester classes begin, they should be helped to prepare questionnaire for their field visit and research.

Every one in each group needs to contribute to the discussion for this preparation. They should remain in constant communication with their course instructor, too.

When their questionnaire is ready, they visit the field for data collection. There, in a real business set up/ environment, they communicate with the informants on their topic. After they get the data, in their respective groups, they need to prepare their reports. And finally, they prepare their presentation in which all the technical writing skills they have learnt by that time should be used in their written report and oral presentation. The knowledge of this process and basics motivates them to careful preparation with the practical use of the theoretical knowledge they have acquired by then. The whole process and activities related are supposed to help them make their communication skill better than that of the time when the process has begun.

Conclusion

A skillful handing of the BBA English course in TU can be a nice opportunity for shaping the middle managers' English for international business and administrative communication. This interdisciplinary course has integrated literary readings, technical writing and content and language integrated learning opportunities in the first three semesters of the program. The literary readings help promote the learners' humanity and their viewpoint to look at the world along with their growth of cultural sensitivity, critical thinking and assimilation. Alongside it, the technical writing contents and their careful handling give them the opportunities to get acquainted with current channels of business and management communication and to develop their skills in written and oral communication necessary for their work life in future. The third semester text *English for business studies* with its focus on content and language integrated learning (CLIL) gives the final touch to their basic language and technical writing skills developed in the first two semesters. As a whole, the course is designed to change the learners' linguistic behavior starting from general knowledge and moving to achieve specific behavior related ideas and practices necessary for their profession of business administration.

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