

## A STUDY THROUGH TEACHING MODEL BY FRANCOIS GOUIN: ON REMEDIAL SESSIONS OF COMMUNICATION SKILLS IN B-SCHOOL

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**Abstract:** In renowned B-schools, Communication Tutorial is a session that is conducted for the weaker students in the area of communication. The realization could be felt by the head of the department, known to the fact of multi-lingual crowd especially in a diverse country like India; students that gains education in post graduate B-schools, lack Basic English, and causes hindrances in cracking placement requirements. The case especially in Gujarat, the crowd is found literate in their regional language 'Gujarati'; the lack of English Communication skills, at post graduate level in B-schools, has to have a mandate act of running a remedial or tutorial sessions for upliftment of the students, to the level of global or international B-schools. The sessions of communication tutorial conducted in post graduate level of management studies in Ahmedabad University takes a maiden step for the upliftment of communication skills in students. The purpose of the studies is to objectify the selection of the students for the tutorials; intensity of the tutorials and the effect on the students taking these sessions; the gradual changes happening in the students and their performance. The studies also leaves a thought and process for the concept of communication tutorials, and also opens the opportunity for improvisation in communication tutorials or remedial.

**Keywords:** Communication skills, multi-culture, regional lingo literacy, placement requirement.

**Communication in Corporate:** The concept of communication across curriculum, which reindeers the critical knowledge of students while entering the corporate, is one component taught to meet the communication skill requirement in the corporate (Tucker L. M. ...et al, 1998)<sup>11</sup>. Communication as mentioned plays an important role in the organization. Different variants of communication are it internal or external in an organization is crucial to handle. An organization must have corporates to have hand on the communicative patterns in within and across organization. According to the Sinha (2010)<sup>12</sup>, IT industry has had the weakest link of communication skills in the corporate world. Indians according to Sinha (2010)<sup>12</sup>, have abridged level of proficiency in technical and logical field of work. But to meet the requirement of global business, there is a need for improvement in the area of business and managerial communication. The main aim is to meet the requirement of cultivation of business opportunities through pioneer communication across the cultural and civic difference.

Communication is a general phenomenon, and it exists with life, activities on daily bases needs communication for better parting of information in the situation. There is an urging proclivity to achieve ultimate success for equitable business for global canon. The elementary level towards improvement can begin with listening and reading (Soryan R. ...et al, 2014)<sup>13</sup>. Corporate communication plays major role in creation of business image says Sandhya R. (2012)<sup>14</sup>. The key elements to foster better communication are, rapport building, highlight of the performances and activities along with better service products to take ahead business. There is always a need for other per-

son to understand and to interpret to the information given to them. Communication acts as a life line to the organization, without which progress is in evident. With communication growing in its field, internal and external communicative patterns are very important for an organization (Soryan R. ...et al, 2014)<sup>13</sup>.

**Literature Review:** Communication can be defined as everyday activity with different activities of life (Littlejohn. S, Foss. K, 2005)<sup>1</sup> includes personal as well as professional communication. In growing world activities, need of communication is important for cerebral conversations to sustain the world, designed in a model of tiers. Each tier has content of messages; communicators subdivided into individuals, social relationships candidates, citizens from communities of culture; communication levels subdivided into small groups, personal and interpersonal, public; the contextual situation of the occurrence of the events instigates communication happened in many other fields. (Powers J. 1995)<sup>2</sup>. Multi communicating for native speakers, on a professional platform is as important to carry out business interactions (Turner J. W., Reinsch N. L. 2007)<sup>3</sup> to complete the analogues process of developing and construing messages that extract a response (Dance F. 1970)<sup>4</sup>.

Communication played a vital and important role; the need realized in the year 1983, and oral and written communication were considered as important as other managerial qualifications (Maes J. D., Weldy T. G., Icenogle M. L., 1997)<sup>5</sup>. The role of business schools, in a student's foundation days, fail to help the students to learn communicative skills (Maes J. D., Weldy T. G., Icenogle M. L., 1997)<sup>5</sup>, which results in lack of abilities and development of personal at-

tributes. There is a striking difference in the communication or grammar syntax taught then the spoken version (Timmis I., 2002)<sup>6</sup>; with observatory technique to understand and examine the students speaking English native for communication on international platform (Timmis I., 2002)<sup>6</sup>.

The classroom composition about appropriate norms and models, pulled in opposite to expert, from pronunciation test (Timmis I., 2002)<sup>6</sup>, along the tutorial classes with defined method, that acts as a catalyst to serve the need of remedial classes for better understanding along with discussion of topics and mutual readings by students (Burnett R. O., 1967)<sup>7</sup>. With increase and progress in pronunciation (Timmis I., 2002)<sup>6</sup>, the role of managerial competencies along with skills proves to be important which includes management education, soft communication sensitivity; communicative skills furthermore effective reading and writing with different approach of method, where ideas and thoughts are exchanged (Burnett R. O., 1967)<sup>7</sup> with desired qualities to carry forward business activity (Maes J. D., Weldy T. G., Icenogle M. L., 1997)<sup>5</sup>.

The major challenges faced by the managers today, is the promotion of learning, growth and development. The life-span for education in initial days, had credentials to stop; but in the ongoing activities in the world the dynamicity has put learning as a continuous process to yield better output and performance from the employees. Some skills like oral and written communication, leadership, motivating and managing skills are considered as important to bring in better contribution to the workplace (Parker P. et al)<sup>8</sup>.

**Teaching Model- Francois Gouin:** Gouin's teaching method and act is called Gouin's Series. This series introduces the activity that helps the students to move from listening to speaking. The teacher represents a series of six to eight relatively short statements that describe a logical sequence of actions that takes place in a specific context. The statement includes concrete action verbs and was the same tense and the same person. The teacher first presents the statements to the class orally, accompanying them with pantomime of the actions involved.

The elements of Gouin's Series:

- An introduction to set the scene
- Concrete action verbs
- One specific context
- Tenses, Syllables, statements
- Props and Visuals
- Logical Sequence

The idea of the implementation of the model was imitated from a three and a half year old child, to give a rationale to the theory and a systematic method. The idea came to mind from one beautiful Sunday afternoon in spring. He and his nephew visited a mill. As the child wanted some explanation of an opera-

tion, Gouin showed him by successively describing to him the stages of the industrial production of the miller, and how he grinds flour. That evening, the boy repeated ten times what he had discovered during the day. He punctuated the account of the procedure with words like "then" while insisting systematically on the verb. François Gouin will infer in this observation that the discovery of a language followed the same path as the discovery of life. This strategy takes basic life tasks and divides them into steps (Francois Gouin's Series Method; retrieved from <http://www.fr-tul.estranky.cz/clanky/dle-flt/francois-gouin-method-series-history-didactics-languagues.html>)<sup>10</sup>.

The images alone make this scene very attractive. The dialogues are short and comprehensible even for beginners since the acts of speech brought into play here. Thus the linguistic contents of the conversation do not contain any surprise, contrary to the characters sufficiently extravagant to put the class in a good mood and to incite the students to find out the continuation of the adventures of the characters. The professor presents a series of actions. While passing the sequence of the film, it makes a freeze frame on the selected action, and then it reproduces by miming the action that was viewed and reviews the verbal statement.

With different linguistic attitudes and interaction analysis, the researchers in the field have proclaimed core active listeners as well as the speakers. Language is more than to convey intended referential information. Language and communication is more important and thus relates, to everyday interactions along with social interactions (Billings C. A., Giles H.; 2004)<sup>15</sup>. The rise and fall of language teaching and methods depended upon the variety of the factors that were extrinsic to influence the business seekers. The method or the research begun in 1880 with Gouin's series of teaching Art and Language, the commonest and challenging part is to cope with the demands of the students in the class and adaptation of new teaching techniques. (Masouleh S. N.; 2012)<sup>16</sup>

**Method:** Hennink (2011), describes Qualitative research as interlinked with designed, ethnographic and analytical cycle describes the inductive nature of qualitative research. Design Research Cycle, consists of four interlinked tasks, the formulation of the research question, reviewing the literature review and theory, developing a conceptual question or framework for the study, selecting appropriate fieldwork approach. These four tasks form the conceptual phase of the research project.

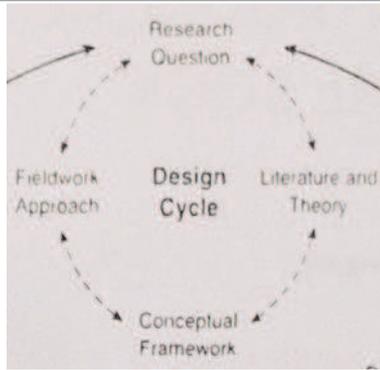


Figure a Design Cycle

According to Hutter (2011), the ethnographic cycle, is described as overall qualitative research cycle, which includes core tasks of qualitative data collection, including the research instruments, participants and collecting data. The ethnographic cycle is closely related to design cycle and needs logical follow on the conceptual needs of the conceptual design of the study and field application.

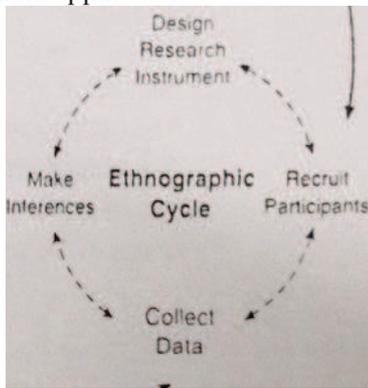


Figure b Ethnographic cycle

The analytical cycle or model is the third component of the overall qualitative research cycle. This model comprises of core tasks of qualitative, including developing codes, description and comparison, categorizing and conceptualizing data and theory development. The analytical tasks are closely interlinked, and are conducted within a circular manner, developed through design cycle.

Bailey (2011) says Qualitative research is more than just the application of qualitative method. Qualitative methods are applied to provide in-depth understanding of the research issues that embraces the perspectives of the study population and the context in which they live. Qualitative research is useful for exploring new topics or understanding complex issues, for explaining people’s beliefs and behavior for identifying the social or cultural norm of the culture or society. Therefore, qualitative research is most suitable for addressing ‘why’ questions to explain and understand issues or how questions that describe process or behavior. Qualitative methods are particularly suitable for examining sensitive topics, as the process of rapport building provides a comfortable atmosphere for participant disclosure.

**Observatory Method:** The observatory method or research is considered as a correlational or non-experimental research, with different perceived angles to the situation while observed by the researchers. It is also described as systematically observe and record of people’s behavior, action and interaction. According to (Mays and Pope, 1995: 182)<sup>17</sup> observational methods is used in social sciences which involve a systematic and detailed observation of behavior and talk, watching and recording of what people has to say, to understand and interpret the cultural behavior.

The paradigm falls under the interpretative method and often used within ethnographic fieldwork approach, with the description of social setting, the activities and the people studied. Thick description means originates who emphasized the need to situate people’s behavior and actions, within local framework in order to understand culture not by searching for universal laws, but by interpretation and looking for meaning. Observation is another important tool for qualitative researchers alongside in-depth interviews and focus group discussions. There are different types of observation, in social science research, like to explore a new topic for research; to provide context to a study through observation of social setting, to describe a specific place or social setting, to understand or explain people’s actions in context, to discover silent social norms and values, to compliment other methods of data collection, to provide a contextual understanding to the findings of the research methods.

Observation method provides initial introduction to the study, especially when starting a new finding or data. It is beneficial for rapport development within the same community, which becomes non-participant observation. Observation can be used to identify the norms and values in a particular cultural setting. The further aspect of observation is to notice the body language of the participants that can reveal other information and behavioral norms. The non-verbal norms of greetings, gestures and eye contact, that some lean forward or nod while the speaker is talking, while others look away and yawn. Non participant observation requires less involvement in the activities the researcher is observing and also does not require the same rapport building as participant observation. To justify observation, field note is a tool, used during field observation, that becomes data analysis therefore field notes are considered base of the observation.

**Structured Interview:** Data collection within the ethnographic cycle in nature, as described, is a key characteristic of qualitative data collection and is used the keys issues to identify the refined questions and topical probes in the following interview. An in-depth interview is one to one method of data collec-

tion that involves the interviewer and interviewee discussing specific topics in depth. In depth interviews may be described as a conversation with a purpose. The researcher's purpose is to gain insight into certain issues using semi structured interview guide. During an in-depth interview the interviewer asks the questions and motivates the interviewee to share the perspectives. However, there is not only exchange of questions and answers but also, reactions to each other. The in-depth aspect of the method is important as it reinforces the purpose of gaining the detailed insight in the research issue from perspective of the study of the participant. Typically in-depth interviews are used for seeking information on individual and personal experiences from people about the specific issue or the topic. In-depth interviews can be conducted to identify the intricate details of the study how people make decisions; study on people's own perceptions; study on the motivation for certain behavior; study on the meaning people attach to experience.; the study on people's feelings and emotions; study on the personal story or biography of a participant; study on the in-depth information on sensitive issues; the study on the context surrounding people's lives.

An interview guide includes some introductory points to remind the interviewer what to tell the participant at the beginning of the interview. The introduction the interviewer is typical and introduces them and explains the purpose of the research and the data that they would collect. The flow of the interview trails with introduction and begins with general questions and the background. A serial of general questions typically flows the introduction. The aim of these questions is to continue building rapport with the interviewee so that they feel comfortable enough to tell the experience or story once they come to key question. The central part of the interview lays on the key question, which means the purpose of the interview, the primary and main question. These could be essential topics of the designed research questions to collect the core information to the answer of the research questions.

Rapport is extremely important as it enables the interviewee to feel free and safe to share their stories and experiences on the research topics. Interviewer usually uses probe questions to reach a possible outcome from the interviewee. There is always a need to put questions to close interview which might provide with the additional information related to the study. The interviewer has to be more interested to collect information that might help their research ahead.

**Data Analysis:** The classifications made are based on regional literate students on the based their English communication abilities. The observation made on students attending communication tutorial, for their progress on grammar and skills of communication.

The session on day one, The session opens with basic communication happening in regional language (Gujarati) between the students and the mentor. This scenario states, the sample size understands Gujarati language more fluently. The session then continues with Gujarati explanation of English grammar rules of articles and verbs. The responses are more in Gujarati Language rather than English. The receptivity level while understanding the session was taken with concentration. The confidence level while solving the exercise was found moderate, as the students looked with frown faces. The body language of the students was found gloomy while answering they key aloud. The loudness shown the confidence that showed by the students. A girl tried hard to answer the key aloud, trying to participate which shows her willingness for the learning. Student being un-participative showed dis-interest and lack of confidence in class participation.

The scores made by the sample on observatory basis proved as moderate. The conversation between the mentor and the students happened on multi-lingual bases, of Hindi, Gujarati and English. The intermediate exercise on the same topic with next level of sentences; could read confidence on the faces which were moderate. The responses heard were minimal and confusing. Participant tried to respond with confidence and the rest were supporting to her answers. Throwing stressed out reactions to the class proves disinterest in continuation of the session and interaction. The student mentor rapport is observed good and healthy as well as student friendly, the level of obedience and respect maintained was above good.

The responses of the students became more enthusiastic and interactive after few informal conversations with the mentor and the interest was seen developing. Few lethargic non-sensual responses were witnessed from. Students being silent through and through the session show lack of interactive skills as well as interest. The online exercise results were not completely accurate on the 1<sup>st</sup> trial and hence this carried till 2-3 trials more.

The class was later found enthusiastic to respond even more after the sample scored 80% collectively in an online class exercise. Later to this, a participant is asked to summarize the whole session on articles and verbs, which went on with moderate communicative skills and confidence. A participant being sample element wants the content to be translated in Gujarati, for better understanding. The interaction went on good and the takeaway result was in confidence among the students interacting and trying to help each other, or other weaker classmates to cope and make a mark.

The second session was primarily based on exercises by the students, for the better understanding of the concept learnt in the previous session. The session

opens with conversation in Gujarati. The internal communication between the students took place in Gujarati language. The meager conversations like doubt solving needed explanation in Gujarati, especially to the student participant. The students had different opinions regarding the difficulty quotient of the exercise given to them, it was observed and were found thoughtful while attempting the exercise. The exercise conducted was online with answers displayed later after attempting all questions in the exercise. The body language of the mentor is welcoming for solving the queries of the students, motivating them to attempt exercises. The progress is constantly monitored by the mentor, by the students' reaction on particular questions, their performance in the exercises. Few explanations were done in Hindi and Gujarati language to clear the concept better. The students expect little spoon feeding from the mentor, while completing the exercises. After the completion of the exercise the discussions of the answers begun and mentor started discussing. The discussion along with doubt solving started in Gujarati and Hindi language keeping in mind the majority class being local/regional medium students. The exercise was conducted to check the level of students on their verb and tenses forms. The progress recorded according to the students was found moderate. Students raised their doubts on the wrong keys and their curiosity to solve them was at peak.

The session opened with the conversation in Hindi language, the session was designed to deliver the content of tenses. The opening of the session delivered the meaningful content that included basics of tenses, its usage and principles of tenses. The content delivered was rich with information and the basics of the topic taught. The willingness of the students for understanding the content was highly receptive and was also involved in responding the content that was delivered. After certain explanations and self-questioning and solving exercise, there was a productive progress of clarity seen in the students. The observation made and resulted that students understood the content that was explained in both English and Hindi; this brought in clarity and brought some meaning to the purpose of Communication Tutorial Sessions. Students in the class raised questions and the mentor then clarified the doubts, the process continued with twisted question thrown on students, which initially brought confusion but later could solve the purpose of understanding.

The session opened with the concept of explaining future tense, which initially started by the mentor in Gujarati and Hindi language. The pedagogy applied was based on verbal, black board usage. There were few sentences written on the black board, to explain the content well. The class was moderately involved in listening and responding to the questions asked.

The content delivered was intense in terms of examples given to the class based on tenses. "For e.g.: "We will be doing this tonight for Christmas celebration". The content delivery is done both in English and Gujarati by the mentor. The observation made is that the students could understand the context but could answer majorly in Gujarati. The body language seen in student was moderate on average, with moderate attention and response. The mentor took ahead the session with the explanation of simple future tenses. Students still struggle to communicate properly in English language, henceforth uses Hindi or regional language to answer the point. The mentor used a good amount of verbal context to explain the concept in detail. The quality of vocabulary used to denote possibility in future; is "probably, certainly, certainty etc."

The content written on the black board was "it will probably rain tonight", the sentence denotes the probability of the rain, which might or might not happen, and hence the possibility in future can be denoted as future simple tense. The concept was further explained in details with other examples related to certainty and possibility to make clarity in the concept; for example "look at the black clouds, it is going to rain any moment", "the roads are blocked we are going to miss our flight". The concept of simple and continuous future was well explained with examples to simplify the learning. The interaction of the students gradually involved with delivering the answers to the questions. The clarity of the content was justified with the repetition of the sentences by the mentor by explaining the concept of "going to" in future perfect tense along with the syntax of the tense; for example subject + will be + going to + have.

The session then moved ahead to explain the concept of 'future perfect continuous', where to make clarification between the tenses and its forms, the comparisons were brought forth by using examples like actions in the past, and actions in the future, with examples like "Your dog died because of hunger before we reached there."; "I will be attending classes by the time Christmas Break comes."

After the session students were opened to solve their queries with the help of the mentor.

The session opened with discussion of the exercise that was given to the students on simple past. The students cleared their doubts between the use of simple past and continuous tense. After these many sessions, there were some changes witnessed in the students, who could infer to what was being taught in the sessions. The session still continued with multi-lingual approach. The doubts were still solved in regional language, with Hindi and Gujarati wherever required, for example, "had been lakhyu hoy toh aa na aave" this line means, "if its mentioned "had been" then the use is not properly done".

The students understand the content well in the regional language, hence the key focus is on the understanding the syntax of grammar. The content of the observation can be reflected in the structured interview conducted of the students, who underwent communication tutorial sessions.

The questions were descriptive in nature, to have well ended answers to the purpose of asking. The questions asked were based on the experience the student underwent after attending the communication tutorial.

There were three students interviewed, and belonged to regional medium school, out of the three, two were Gujarati medium students and one was Tamil medium student. The graduation details provided by the students stated that they belonged to technical and commerce background. The interviewer made clear instructions, before hand to have an audio recording of their interview for the later purpose, to justify their words and views in the process of analysis. The first participant, Participant One, was asked about their experience that they underwent, when attending a communication tutorial class. The respondent answered: "If I talk about the, before joining the communication tutorial, I would not recognize my mistake that what I'm trying to speak that message, I did not convey. But after the tutorial and during the tutorial, I recognized my mistakes, that what kind of mistakes and what is necessary for me. How to build the vocabulary, how to build a grammar, so it would have done during these sessions." The interviewer tried to prompt to find better answers to the questions, prompting words like "helped you", "improved you". The respondent then later adds, "I observed language basically, so if you are, talking to me, before that I did not recognize what is been tried to convey, but after that, I started to recognize what you are trying to say. So by all that it would help me to speak properly."

The next question asked by the interviewer, is followed on to the details given by the participant, that they belonged to a Gujarati medium student, and how was it a challenge to overcome Gujarati accent over the English. The respondent answers that by saying, "because my culture is Gujarati, we are talking in house also in Gujarati, so was not built to speak in English, so it would be more difficult for me to overcome, because my background is Gujarati. So I have to translate my thoughts in Gujarati and then English, so it would be more challenging." The interviewer tried to help get answers by asking, whether this communication tutorial could be of any use to the respondent. The respondent answers, "it helped me a lot. The interviewer then proceeds to ask, about his progress in communication, as he had challenges in communication, and confidence to stand, and so how did this helped in building confidence, the respondent, answered, "Definitely the confidence will in-

crease after this, because I know everything but I cannot convey, because of lacking the language, but after this I have built my confidence, that I am able to convey my messages what I am trying to say, in an interview or presentation, so it gives a boost. The interviewer later asks, is this practiced on daily bases, and the respondent answers, saying, "I practice, I record my voice, and practice in front of mirror before my presentation, so all these activities and remedies have helped to improve better".

The interviewer, later asked the respondent, about how does he credit the change he is experiencing in himself; the answer given is "if I give credit to that kind of class and session, and material, it probably helped to create a culture, to speak in English and those students who are same as you, so you don't feel shy and don't feel nervous, because they all are same as you, so it gives you confidence and if we talk about material, it was a basic material that was provided, but the communication which we try to improve, that would be helped by this material.

The interviewer later, asked another question following their previous conversation, about material provided, followed by how different the class was conducted and the pedagogy adapted by the mentor. The respondent, then answered, "I think interactive session would always help to improve, following this kind of teaching. If interactive sessions are conducted, then people (students participating in session) would try to talk and communicate more, to present their thoughts, and this would help to build confidence and recognize mistakes. The interviewer further asks, whether any changes are required to restructure the session. The respondent answers "I think more discussions and more presentations" The interviewer then concluded the interview by adding words to the respondents thought, about communication tutorial to also provide personality enhancement and development to improve qualities in the students.

The second respondent belonged to a Gujarati medium, a regional medium school. The interviewer explained the purpose, to share respondent's experience about communication tutorial before and after attending the session. The respondent answered as "before the communication tutorial, it was like a, difficult for us to participate in class participation and thus speaking in public place. Right now, our confidence is boost up, so we can speak even in hundreds of people or thousands of people, so this is the best thing for me, the stage of fear is gone. When I was speaking first, I had a habit of reading, but now I have a habit is speaking, whenever we are with friends, we speak in English little bit, so this has started, which is helping us to improve. The following question that was brought forth, before the interviewee, was based on the teaching of English language or subject in the

school days. The respondent answered by saying “it was in Gujarati, when English was taught in class, it was in Gujarati. The text or lessons were translated to Gujarati and they did not help. This is the only reason that we don’t have command on English language, and we do not speak with others. The interviewer then asked the question related to the practice and using communication skills. The respondent then answers that “Yes I practice what is taught in communication tutorial; sometimes I read newspaper in English sometimes I try to speak or exercise the activity with friends to convey the message easily and how to talk to someone. I have also understood the depth between the words.” The interviewer tried asking the benefits and repercussions of undergoing this process of tutorial. The respondent answers, saying “that in practical sense, whatever I say; now they get what I say, before it was not the case. Tutorials in academics, has helped a lot, when I was writing before communication tutorial it was not clear, due to lack of words and proper use of vocabulary, but now I can use them properly and can frame my answers in the examination”. The interviewer then asked the respondent about his views on the quality of sessions delivered in the class. The respondent answered “the quality was very good, and the activities undertaken like debate or group discussions and narration of the story; all these helped me to frame the grammar rules properly and to use it judiciously. This quality of session imparted clarity in my mind, about proper usage of grammar.” The interviewer then asked, about the views of students on pedagogy and teaching done in the class; and the respondent answered as “if we are in entire class, we can speak from the starting point, if we speak first, what if we go wrong, what will people think, but after the communication tutorial, we can start to speak as everyone is treated the same. The idea is in the mind but cannot be conveyed in class of 70-80 students; and this concept has increased our class participation to hundred percent. There were many students, who did not speak very efficiently in English, but today we can speak and communicate well, and the progress that we made”. The interviewer, then asked, whether the respondent would any changes or up gradations in the communication tutorial. The respondent answered “the grammar session is okay, but we want more interactive session, to improve our soft skills.” Hence, the conversation or the interview states that the respondent has progressed, as per his expectations.

The third respondent in the structured interview had his schooling from a Tamil and English medium school, which somehow was a challenge for him to cope with the frequency of result expected from him. The interviewer began the interview, with the question, as to how be the experience before and after the communication tutorial that of the respondent. The

respondent answered as “Actually when I joined communication tutorial, I use to speak less, and also speak less in English, so I decided to join communication tutorial so that I can improve my English as well. After joining the tutorial the mentor, helped me a lot to overcome my communication gaps in English. The mentor helped me a lot, in each and every stage of communication tutorial. After the completion of communication tutorial I can see myself as, a person who can speak good English as well as a confident person.” The interviewer then asked, as to how the teaching was done in the school and how did communication tutorial helped to overcome that challenge, the respondent answered as “See first of all, I have done my SSC from Tamil medium school, and then going to an English medium school was a little difficult. In my Tamil medium school I usually learned less English, considered as just one subject. Then I joined English medium school in my higher secondary and that is the stage where I learned English in more detail, considering English as a major course. When I was in Tamil medium school, they never taught high level of English, and so suddenly going for English which is high, was a difficult task for me, to cope up with that kind of English, where all subjects are in English.” The interviewer then moved ahead with other question, which asked about his progress, and the respondent answered, saying “I can see changes in me, my confidence level has increased, my fundamentals which were not clear earlier are now cleared, after joining communication tutorial, I have learned my language.” The interviewer then asked about the respondent’s views on the quality of the session that was delivered in the communication tutorial, since the session are not the regular one, the respondent answered by saying that “communication tutorials were more interactive, where the mentor understood the depth of every student and helped us learn from where we lacked, and accordingly the mentor planned the whole session, to clear the course. If somewhere we are doing something wrong or going somewhere wrong in terms of understanding the concept, the mentor would guide us to improve and correct our mistakes. The session had presentations and debates, helped to improve our communication skills.” The interviewer then asked the respondent, whether to add some more details regarding some changes or upgradation in the tutorial. The respondent answered “not any specific thing is to be added, whatever the mentor is doing is better to bring the change in the students. The mentor is doing well, and if that continues, it will be helpful to all the students who need support in English language improvement.”

**Conclusion:** To conclude, and validate the Gouin’s model used in communication tutorial, can be drawn through the observation made by the researcher

based on the terms defined by Gouin. The elements defined by Gouin, to teach a language, goes through the introduction of the set and scene; as observed by the researcher during the session, the mentor, first introduces the basic elements and structure of the language, with storytelling and video presentations in the class, which grabs the interest of the students. The video and the story are based on elementary understanding and interpretation level. The journey of tutorial then follows through concrete action verbs, with the second element of Gouin's model, the structure of the grammar and the base, is explained. To learn any language the basic requirement is to understand the grammar syntax and its use. The tutorial has also stressed more on the learning of the grammar syntax and focused more on the use of Tenses. According to the third element of Gouin's model which states the use of one specific context, which includes the topic of Tenses, to clarify the concepts of the students in their learning process; can also be justified from the interview of the respondents, who agrees to have clarified their doubts and flaws over

the use of tenses; which has tremendously increased their efficiency to a next level. The fourth element of Gouin's teaching model states Tenses, syllable and statement, the use of tenses and syllable was done through many different aids, like debate and group discussions, which helped the students of management to communicate and negotiate flawlessly, can also include the element of Logical Sequence, where the sessions were, conducted into a sequential framework to justify the need of communication tutorial.

The analysis drawn from the interview of the respondents, states that the students were taught with good content and quality which made their learning easy, through better approach. The mentor was found enthusiastic, which is also observed by the researcher during the sessions. The respondents, who have witness a significant change in their language, thinks positive to the concept of communication tutorial as a part or added curriculum to the newbies entering management from regional background.

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