

Issue 13

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IMPACT

INNOVATIVE MANAGEMENT PRACTICES
AND CREATIVE THINKING

A JOURNAL FOR MANAGEMENT PEOPLE

HAPPY VACATION



IMPACT

INNOVATIVE MANAGEMENT PRACTICES
AND CREATIVE THINKING

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With Greetings from IMPACT
Every month in our calendar is indeed great! The month comes and the month goes and we also go on and on! Yes the month of May has come in heralding the GREAT MAY DAY on the first day. It is also known as International Workers' Day, Labour Day and so on. Being a traditional European spring celebration, May Day is a national public holiday in many countries, but in only some of those countries it is celebrated specifically as "Labour Day" or "International Workers' Day".
IMPACT greets all the members of the working class throughout the World for their peace and plenty, health and happiness. Any country can prosper only with the unstinted, loyal, dedicated and devoted workforce. It is the bounden duty of the powers that be to take care of the working class.

We in the IMPACT do believe that Chairman to Subordinate staff, all belonging to the working class in any Institution. Everyone has to contribute for the success of the Institution with all his/her heart.

Everyone must be conscious of the fact that rights and duties go hand in hand with each other and one cannot survive without the other.

Well! May is the month when the Sun is at its worst; yet not to waste the summer vacation people tend to go on tours with the members of the family. There are parks and gardens, beaches and play grounds, places and places for picnics and pilgrimage - quite near and very far- inside India and outside too! We wish you happy summer vacation with your loved ones!

This IMPACT issue has its usual features and articles on different aspects of Management and we are sure they will be found as interesting and as useful as they have been in the last twelve issues and this is our THIRTEENTH issue.

Wishing you a happy reading!

- Editorial Team

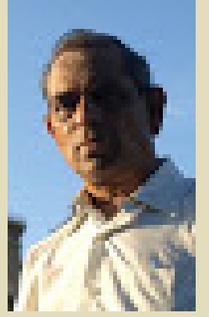
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MANAGEMENT IN VALLUVAM

ENERGY - ஊக்கமுடைமை

A bilingual poet, writer, trainer, translator, thinker and speaker from Chennai, Mr Subbaraman has written 36 books. His paper, "Valluvam Inspired Mahatma Gandhi," was approved for presentation in the International Tirukkural Conference held in Washington, USA. His translated works include Thirukkural, Bharathiyar's Kuyilpattu and Ramana Maharishi's Aksharamanamalai. He is connected with the publication of the Management e-journal IMPACT. He was formerly the Deputy Zonal Manager, L I C of India.



The month of May starts with the celebrations all over the world for hailing the labor class, the back bone of the society and the world as a whole.

It is called International Workers' Day, May Day, Labor Day etc. Our readers may wonder what Thiruvalluvar has got to do with this day and the movement. Unless the labor class is well oriented towards life, they cannot give their best to themselves, their organizations, the society, nation and the world!

They must ever be energetic and enthusiastic. Thiruvalluvar explains in detail the art and science of being so which is being dealt with in this part this month.

The entire chapter of ten couplets, under the title ENERGY (Chapter 60) deals with this important aspect of life.

Chapter - அதிகாரம் 60

உடையர் எனப்படுவது ஊக்கம் அ.தில்லார்
உடையது உடையாரோ மற்று (குறள் 591)
Udaiyar enappaduvadhu ookkam; ahdu illaar
Udaiyadhu udaiyaroa matru.

To own is to own energy

All others own but lethargy. (Kural 591)

If one says he has something he should refer only to his energy and enthusiasm; The one who does not have that, he cannot claim to have anything in the world.

That much important is energy and enthusiasm for a good worker on whom rests the organization.

உள்ளம் உடைமை உடைமை பொருளுடைமை
நில்லாது நீங்கி விடும் (குறள் 592)

uLLam udaimai udaimai; poruL udaimai
Nillaadhu neengi vidum.

Psychic heart is wealth indeed

Worldly wealth departs in speed. (592)

Energy and enthusiasm alone can be treated as one's wealth; all other things will go away, never permanent.

Hence a good worker must be more interested in equipping himself with energy and enthusiasm which can only stay permanent with him unlike other material wealth.

ஆக்கம் இழந்தேமென்று அல்லாவார் ஊகம்
ஒருவந்தம் கைத்துடை யார் (குறள் 593)
Akkam izandhaem endru allaavaar; ookkam
Oruvandham kaiththu udaiyaar.

The strong in will do not complain
The loss of worldly wealth and gain. (593)

Those who deem energy and enthusiasm as
their real wealth will not bother about the
loss of material wealth and complain.

A good worker always deems his energy and
enthusiasm as real wealth that is going to give
him strength. That indeed will enable him to
give his best to his Institution and the society.

ஆக்கம் அதர்வினாய்ச் செல்லும் அசைவிலா
ஊக்க முடையா னுழை (குறள் 594)
Aakkam adharvinaay sellum; asaivilaa
Ookkam ud aiyaanuzai.

Fortune enquires, enters with boom
Where tireless strivers have their home.
(594)

To the one who is ever enthusiastic and
energetic material wealth will come to him
on its own.
And that indeed is the importance and
significance of energy and enthusiasm that is
strength to a good worker / laborer.

வெள்ளத் தணைய மலர்நீட்டம் மாந்தர்தம்
உள்ளத் தணையது உயர்வு (குறள் 595)
VeLLaththu anaiya malar neettam;
maandhartham
ULLaththu aniyadhu uyarvu.

Water depth is lotus height

Mental strength is men's merit.
(595)

Just as the height of the lotus in water
depends on the level of the water, for a good
person's success and achievement depends
on the level of his mind.

Hence one should always take efforts to
improve his mental vision and strength of
mind.

உள்ளுவ தெல்லாம் உயர்வுள்ளல் மற்றது
தள்ளினுந் தள்ளாமை நீர்த்து (குறள் 596)
ULLuvadhu ellaam uyarvuLLal; matru adhu
ThaLLinum thaLLaamai Neerthu.

Let thoughts be always great and grand
Though they fail their virtues stand. (596)

One must think very high and lofty. Though
one fails to achieve, he must ever work to
achieve something great.

Yes; that is the way a worker of any Institution
can raise himself and his Organization.

சிதைவிடத்து ஒல்கார் உரவோர் புதையம்பிற்
பட்டுப்பா டுன்றுங் களிறு (குறள் 597)
Sidhaivu idaththu olkaar uravoar;
pudhaiyambin
Pattuppaadu oondrum kaLiru.

Elephants are firm when arrows hit
Great minds keep fit even in defeat. (597)

An elephant establishes its supremacy even
when it is severely hit by arrows; similarly
those with energy and enthusiasm will stand
firm amidst failures and sufferings.

In fact such workers will be asset to the Institution, their family and the whole society.

உள்ளம் இலாதவர் எய்தார் உலகத்து
வள்ளியம் என்னுஞ் செருக்கு (குறள் 598)
ULLam illaadhavar eydhaar ulagaththu
VaLLiyam ennum serukku.

Heartless persons cannot boast
We are liberal to our best! (598)

Persons not endowed with energy and enthusiasm cannot enjoy the pleasure of claiming that they are liberal and great.

That shows the significance of energy and enthusiasm any worker should have to improve their Institution.

பிரியது கூர்ங்கோட்டது ஆயினும் யானை
வெருஉம் புலிதாக் குறின் (குறள் 599)
Pariyadhu koorngoattadhu aayinum yaanai
Veroom puli thaakkurin.

Huge elephant sharp in tusk quails
When tiger, less in form, assails.
(599)

Elephant is huge and strong; yet when a tiger with all energy and enthusiasm attacks an elephant, it gets shaky with fear.

Energy and enthusiasm give better strength than the physical features.

உரமொருவற்கு உள்ள வெறுக்கை அ.:தில்லார்
மரம்மக்க ளாதலே வேறு (குறள் 600)
Uram oruvarkku uLLa verukkai; ahdhu illaar
Maram; makkaL aadhale vaeru.

Mental courage is true manhood
Lacking that man is like a wood. (600)

Real strength of a man lies on his enthusiasm and energy; in the absence of the same he has a look of a man, he is just a log of wood.

It is only energy and enthusiasm can give strength and courage physically and mentally; lest, though in appearance one is a man, he is just equal to a log of wood!

Thiruvalluvar is quite clear that if an Institution is to thrive and be successful, the employees to whichever category they belong to, they must develop high degree of energy and enthusiasm.

It is also a managerial function of the higher level managers to create an environment in which these qualities are improved in all the constituents of the Organization.

We shall provide another aspect in our next issue of IMPACT.

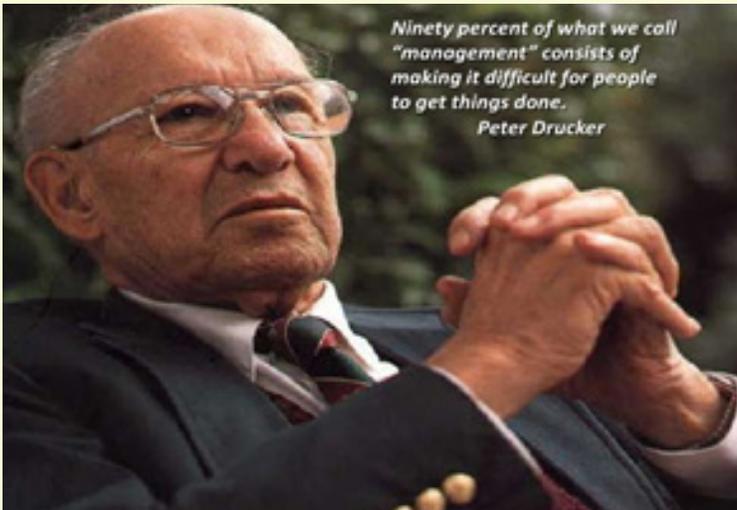
Till then have good and profitable time.



MANAGING SUPER MANAGERS



Mrs. Sandhya Rao, Senior Innovation Consultant, Innomantra Consulting Private Limited. Master's in Psychology from Punjab University, Graduation from Government College for Women, Chandigarh with Economics, Psychology and English (Honours), Schooling from Carmel Convent, Chandigarh.



a manager at 'Home' says that to become a super manager one must perform 36 behaviours. Some of these behaviours

the market share. And like Abraham Lincoln says that do not promise customers but give them more than what they expect. A Super Manager must visit customers to seek information, should be a priority rather than a time manager. He should be able to select the crucial problems affecting the organisation.

We all understand what Management is all about. Who is a Super Manager? **A Super Manager is defined as a highly skilled and a dedicated manager.** I agree with Peter Drucker when he says that management consists of making it difficult for people to get things done. If we want to make things easy, effective and efficient we need Super Managers in all organisations.

Sompong Yusoontorn a sales

are having a 'can do' attitude where instead of increasing market share, increasing your share-holders' dividends, instead of reducing expenses, increasing Company's profits, instead of reducing overdue account receivables, increasing revenues from assets. He must have passion to lead, know the strategy and know how to use it. A Super Manager should be different and understand peoples mind, share more than

To quote, Peter Drucker 'Efficiency is doing things right; effectiveness is doing the right things.' You must seek for effectiveness first, and then efficiency, when you have more time to improve and make things happen before the time is up! This is the answer to be a Super Manager. He should also be able to decentralise the power to the team and empower them. It is also said that all change is not growth

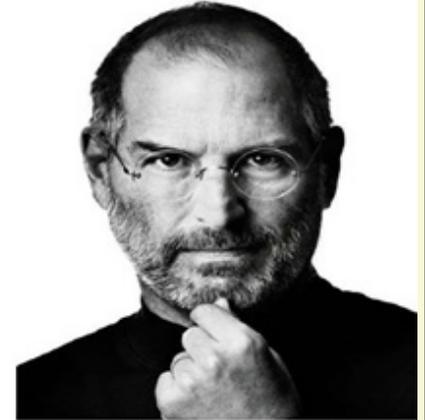
and all movement is not moving forward. So a Super Manager must learn to define the changes in advance. He should be honest and keep his promises come what may. He should be a network manager who will take chances and risks, yet be flexible in approach.

According to Tony Robbins, 'knowing when to be fast, slow, hard, and soft, a Super Manager must know when to use all these four approaches to help work out the tasks. You have to be fast after you make a decision, you have to be slow when it is not a crucial one, you have to be hard, when you need help from others, and you have to be soft, when you are dealing with difficult persons. A Super Manager should also know how to put right people in right job, use right amount of money in right business, use right equipment and assets at right places. Crisis happens when one fails to plan. A Super Manager has a clear plan and knows how to face and respond to a challenge.

In the words of Warren Buffet, 'Value is what you get'. A Super Manager customises the value according to the

customers' needs by asking them. He is a visionary who sees light in the dark.

***I do hope that one day
You will receive this note
From your subordinates!***



As a manager we all have the ability to be excellent. Take time today to look at this list and if it makes sense, decide which one you could implement on your quest for developing Management skills and you will become the "Supermanager" in your company!

See what Steve Jobs has to say on how to become a Super Manager.....

We know now from various sources what are the things that are needed to be a Super Manger. The list is huge and it is indeed difficult to find such managers who possess almost if not all of the above mentioned skills. But when we do find and identify these Super Managers *the million dollar question is how to managesuchSuperManagers?* The simple answer would be: There is NO need to manage them. I read somewhere and I can also say it from my own experiences that the top secret to manage people, is to lead them without

strategy. The only thing needed is to be sincere, fair, polite and straightforward

and give them the chance to think and act the same way. Management is nothing but motivating people. And this is best done by people who can coach and lead them. Hence we can say we need LEADERS to manage such Super Managers. Who are these leaders who can manage these Super Managers is another discussion point and the quote in the image below explains management and leadership in a simple way. A leader does the right things and by doing so he will add value to the work done by managers who do things right. So we can conclude that the Super Managers of today will be leaders of tomorrow.

HEALTH MANAGEMENT



Lion M. DESIKAN is a former District Chairman and Life Member, Lions Club International, District 324A. He is a social activist and literary lover.

ZIKA

THIS IS A VIRUS named after a forest in UGANDA from where it was identified for the 1st time in 1947.

In the local Uganda language ZIKA means overgrown.

The Zika forest which lies along the highways connecting Uganda's capital Kampala to Entebbe International Airport was once considered to be a major centre for research on tropical mosquito-borne viral diseases.

The discovery of Zika virus was coincidental - supported by grant provided by Rockefeller Foundation.

The Zika is spread primarily by Aedes mosquitoes that spread Dengue, Chickunguniya and yellow fever .

For treatment please enquire at WHO. (World Health Organization).

Zika is also spread through sexual intercourse. So far

there are only cases of transmission from man to women.

Zika, a disease, has a mixture of features of dengue and HIV.

Zika: Rarely it can spread from an infected mother to her child at the time of birth.

Transmission of the virus is possible through blood too, but it has not been confirmed.

Carrier Attach:

Her proboscis (the tubular mouthpart for feeding) the female Aedes mosquito first spreads her saliva on her target's blood vessel. It prevents the clotting of blood while feeding.

The mosquito subsequently pierces her victim's blood vessels and draws in blood, which is stored in her mid gut. If the victim is infected with Zika virus, the blood will contain the virus.



How's your first flight son?



Feels great, Dad! Everyone was clapping for me!



From the mosquitoes' mid gut, the virus will move out and enter her saliva glands. When the mosquito bites her next victim this virus will enter his blood stream thus spreading the infection.

The sanitation condition here is quite pitiful and government should take care of prevention measures. There is no reason why this Zika is not a threat to India. Epidemics related to mosquitoes can happen early in India and I have no idea whether it is already here.

SENNA

Senna is a non-prescription herbal preparation that is



used as a natural laxative.

Care should be taken to avoid taking Senna over time as it has additive properties especially in its leaf form. The fruit form is preferable. Senna is used to treat IBS and constipation and weight loss.

COCONUT WATER

It is packed with simple sugar

and electrolysis minerals. Cytokinin in coconut water has significant anti-aging effects. It has better composition of minerals like, calcium, iron and zinc.

It is also a very good source of B-complex vitamin. Coconut water covers a very good amount of electrolyte and potassium.



IMPORTANCE OF SUGGESTION SCHEME



Jayprakash B Zende, Consultant, employee involvement schemes and a freelance trainer.

Every day, millions of people arrive on the job at factories, offices, and shops. They do their jobs and work hard at them, but involvement is not the same, as "working hard" needs to be backed by "working smart". Involvement really represents a new dimension in working. People are truly involved only when they have creative contribution to make, in doing their work and in finding ways to do it better. The job gives us physical and social security but to fulfill our higher needs of recognition and self-development, each one of us need opportunities to share our creativity and intelligence. These needs can be fulfilled by participation in Suggestion Scheme on a daily basis.

The idea is that employees should not merely carry out the orders given every day about the work but should move on and find out what the problems are on the job and work to find out remedies for them. Doing this, aids in employees' growth and gives more joy to work and more meaning to life.

Man is a natural problem solver. The condition in which he finds himself is rarely as comfortable or rewarding as he would like to, so his mind is constantly engaged on change and improvement, with very little thought he is able to quite satisfactorily change to his convenience.

If you examine all successful organizations in the world, you will find following four things which are common in them:

- The ideals of the organization are acceptable to all its employees.
- A part of profit of the organization goes back to society.
- There is an open management.
- The organization uses collective wisdom.

In recent years there have been considerable efforts in the corporate world to focus management attention for greater involvement of employees in the operation and decision making process of organization. Human being is only an asset which appreciates over age and this is the only

resource that converts all other resources into utility.

We are living in the era of technology.

Technology is nothing but congealed knowledge and knowledge is in the brains of people who deliver the results. Hence, in all the organizations what is most important is people. Also people who are engaged in day to-day work are the experts in doing their jobs. They know the problems in the jobs and the simple solutions which will solve their problems. What is needed is their involvement. Suggestion Scheme provides this. Suggestion Scheme is nothing but a systematic method of generating ideas and utilizing them for better productive use.

The psychological advantage of Suggestion Scheme is that it restores to some extent, the dignity of the individual. Suggestion Scheme shows other important dimension of human spirit that there is a law of biology "Use it or lose it". If people do not use their talent/ brains/creativity, it will

get lost and hence to keep this important part alive, we must use it in day today work.

It is not enough to have technical and financial strength, but also have a well motivated/engaged work force to keep an organization a step ahead of others in the competition.

Visible recognition in the eyes of their colleagues and word of appreciation for contributing ideas towards betterment of the organization seem to have tremendous potential in motivating people and keeping them loyal to the organization.

Definition of Suggestion Scheme

"A scheme instituted by an organization to provide an opportunity to its employees to participate in management process by generating alternatives, together with the concept for their implementation to achieve betterment in the process and or procedure related to its activities for mutual benefits".

Purpose of Suggestion Scheme

- Participation: Encourage and promote participation of all levels of employees in improvement program.
- H. R. Development: On job

development for continuous improvement.

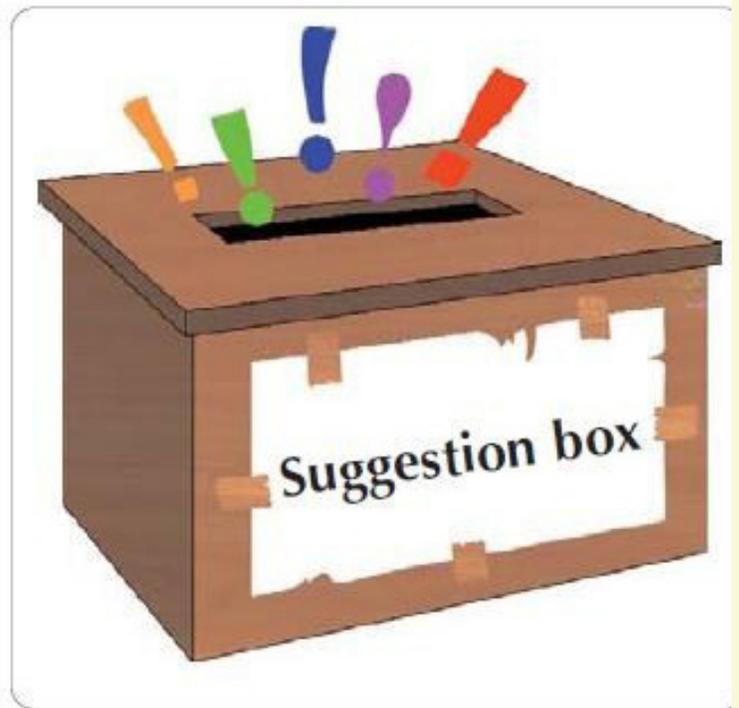
- Results: Make work place comfortable and the organization more competitive.

Objectives of Suggestion Scheme

1. Providing well-defined procedure for receiving and evaluating employee's ideas.
2. Creating climate for bringing out the creativity of an individual by generating and surfacing ideas and recognizing it through suitable rewards.
3. Achieving cost reduction and productivity improvements through creative ideas from employees.
4. Improving industrial relations through employee's participation by giving them an opportunity for self expression and increasing sense of belonging to the organization.

Salient Features

- Opportunity for employee involvement*
- Encouragement for creative ideas/views.



- Recognition-financial / non financial.
- Creating favourable working atmosphere.
- Creating culture of continuous improvement.
- Linking with business mission and values.
- Investing in employee's competence.

What does the suggestion Scheme contributes ?

- We normally recognize the stars (politician, film stars, athletes, and corporate executives) but every individual who is in spotlight, there are thousands of others whose efforts remain unheard. They are large faceless crowd. Suggestion Scheme recognizes them and collects their wisdom.
- Imagination is more important

than knowledge, for knowledge is limited whereas imagination stretches and embraces the whole universe.

- Suggestion Scheme makes people move on and find out what the problem is in their jobs and work to find out remedies for them. Thus gives joy to their work.

- Creates environment for participative culture and management base for human respect.

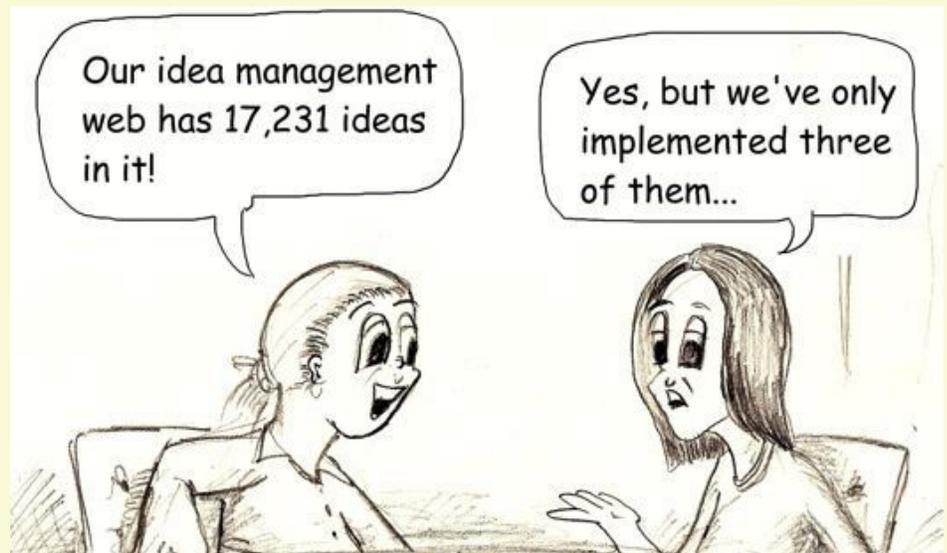
- Suggestion Scheme bring people closer by spirit of intelligent co-operation.

- Encourages people for constructive thinking, ingenuity and initiatives.

Conclusion

Suggestion Scheme provides a good common platform, where employers and employees jointly work together, towards improving quality of product, people and organisation as a whole, by tapping unused

potential and talent in the organisation and giving opportunity to people to think and improve their work on a continuous basis.



REVIEW ON IMPACT APRIL 2016 ISSUE

Venugopal Rajagopalan

Dear Mr NVS

Thanks a lot for sending me a copy of the April IMPACT issue on line.

Thanks a trillion for publishing my article- It is the Climb that matters- in this copy. Let me hope that this will be found useful by your readers.

Hearty congratulations for dividing the issue into two parts, one for its regular features and the second fully devoted to Research Articles. This will be highly welcomed by your readers.

The two pieces this time- one on America as a nation of migrants and the second a review of the book- Behind the Burqa- are excellent.

Hearty congratulations to these two authors.

The regular features like the Management Nuggets and the Management Jargon are also equally good. The article- Bindaas Management by Ms Sandhya Rao- is thought provoking.

WALK MORE.....TALK MORE

Mr. Venugopal has served in LIC of India from 1968 to 2006 for 38 years and retired as an Executive Director. Then he served as the Professor of life insurance at the National Insurance Academy Pune for nearly 3 years. Now settled down at Bengaluru. He is a member of the Syllabus Committee for the MSc- Actuarial Science course at the Christ University as well as one of their guest faculty. He is one of the editorial consultants for the Insurance World magazine.



Two news items attracted me, - the first an advertisement from a mobile service provider where a film Celebrity recommends-Walk and Talk, do not stand and talk, thereby the walk can go on along with talking- the advertisement ends with a famous byline-What an idea Sirji. This was special for me as I am a regular walker, the day starts for me with a morning walk only which keeps me refreshed throughout the day - whichever day I missed my morning walk, the whole day I remain dull and lazy. I am happy that many people have become health-conscious by undertaking a lot of walking, jogging, breathing exercises

etc. More about the morning walk later on but now let us go to the second item which drew my attention.

A news item appeared recently in the Media regarding Walkers in different cities in India - Mumbai leading with a whopping 55% of people walking, not necessarily as an exercise in the morning, but this includes people who walk to reach their work-places or homes, may be it is easier and faster by walking than by any transport, followed by Ahmedabad with 40% - here may be by nature, Gujaratis are highly money-conscious with a lot of saving habits,

followed by Delhites(32%), then comes Bangalore(17%) and Kolkata(12%). Chennai was not mentioned in the news, may be less than 10%.The reason why I am mentioning this is the position of Bangalore as the fourth instead of 1st or 2nd as Bangalore is famous as a city of lakes and gardens with a salubrious climate - the reason for my re-location on retirement from active service and I was under the impression that Bangalore would top the list of Walkers. May be, people do not find enough parks to walk or the pavements are dug up and not suitable for walking - you may have to do hop-step and jump while walking on the pavements.

It is highly encouraging to see a lot of people undertaking walking as a regular habit - the park or maidan is full of people, gents, ladies and



children. And among the gents, Corporate officers, retired persons, low, middle and high income Groups. Very rich people do not come to parks since they have their own Gyms, excepting a few who do come to Marine Drive, Mumbai for morning jogs followed faithfully by their car. Among the ladies, it is mostly the middle class people. For the Low Income Group, the morning walk is not needed as they are walking and working throughout the day and for the High Income Group, it is mostly the Gyms where they go to exhibit their beautiful walking track-suits and high-end shoes.

You can easily recognize the group if you just overhear a few words of their conversations: You cannot do anything in this country: no values at all: you must see during our times, how disciplined we were..... this is the Senior Retired Group: when the Seventh Pay Commission salary scales will be implemented in our Organization.....well, it is the group of people in service expecting some salary increases: what is the PLI-Performance Linked Incentives you got this

year, what about the other perks?.....it is undoubtedly the young and middle-aged persons, employed in the Private Sector.....like this you can identify the persons in a moment if you happen to follow their conversation. I will not venture this for the ladies as they speak in low tones and I cannot hear them - you will agree that whenever the men speak over mobiles, the whole world can hear, but not when ladies speak,. I cannot omit mentioning about the important Tribe who goes for walking mainly for their dogs so that the dogs can complete their morning oblations during the walking time. I saw recently some news item that there would be some penalty for such people for polluting the atmosphere - for a moment I wonder how funny it will be to see the people keeping a paper bag ready for the proper "occasion". Anyway, it is good for both the human and the animal to have some exercise in the morning. That is why, the proverb says-Walk a Hound, Lose a Pound.

In earlier times, the slogan was - Talk Less, Work More. Now it looks we have to talk more - then only selling and

marketing can take place. Earlier, only the Medical Representative will speak non-stop in front of the Doctor, recommending his new medicine or tablet, since he is given only five minutes' time to complete his job, but even here the Doctor is only looking at what gifts would be given at the end of the talk. But now every person speaks non-stop, especially when you hear the anchor-person in the F.M. Radio, not only non-stop but also in two three languages, English, Hindi and the local tongue. What a great feat indeed. This is the compulsion of the Times, I accept. Shall we add one more slogan, Walk More, Talk More and Work More, will it not be for the benefit of the Individual, Organization, Society and Nation at large?



DESIGNING BUSINESS ENGLISH PROGRAMMES



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Learning and teaching language is a major concern for many English teachers throughout the world. Business English courses are becoming more and more popular amongst working adults, who often choose them in preference to General English classes offered by the same language institution. At the same time, many teachers working in the field have trained to teach General English to adults or children, or have no relevant training or experience. New teachers coming into the field from a variety of backgrounds are forced to survive with few guidelines and inadequate support. This paper provides practical help for Business English teachers.

Nowadays, people not only

need to know English, but they need to develop a range of communicative language competences in order to be able to perform their job-related tasks properly. They usually link their English studies to their area of expertise and the attention becomes more focused on language as a tool for communication rather than on language knowledge as an end in itself.

So, if we want to provide them with the service they need, we need to get to know the organization that requests our services, its culture, and its global situation. We will also have to get to know the participants of the courses, their strengths, their situations, their needs, their learning styles. Let

us see some steps we can follow when designing Business English Courses to help our candidates bridge the English skills gap. When designing our syllabus we have to add identify topics, themes, situations, learning activities and tasks, types of assessments too.

Give our candidates realistic business English practice through roleplays of meetings, business negotiations and telephone conversations. They should come away from the collection of phrases. Do not overlook small talk. Include work on business presentations. Many learners of business English find it useful to practice creating and giving presentations in English. These work well as longer term projects,

too. To help them create presentations, provide useful phrases for introducing a topic, transitioning from one idea to the next, concluding a presentation and taking questions.

Teach Business English correspondence skills.

Almost all professionals who use English for business will need to write letters, memos, invitations and short reports. For each writing lesson, pick just one type of correspondence, such as a letter of inquiry, and provide good examples, useful phrases and practice writing a complete example. Provide problem-solving activities. For many high level professionals, drills and textbook exercises can be boring compared to the work they are used to.

As an alternative, build our lessons on activities centred on solving problems and making decisions. Topics like this include deciding how to market a new product, planning a budget and choosing a new employee. Broaden our selection of discussion topics. They may work for a textile company, but that does not mean they

want to talk about textiles all the time. To teach business English speaking skills, offer diverse topics like business etiquette in a multicultural settings, how job hunting has changed over the years or the pros and cons of working abroad.

List of Practice items for LSRW Skills in a Business English Classroom:

Listening Practice: Improve their listening skills with these beginning level listening comprehension quizzes. These listening selections concern everyday subjects such as understanding numbers, making plans and asking about prices.

- Man Taking a Survey
- Making Plans for the Evening

Speaking Help for Beginners: These exercises will help them with speaking skills including pronunciation and basic dialogues

- Saying Hello
- Basic English Conversations
- Introducing Yourself and Friends
- I would Like a Sandwich - Restaurant Dialogue
- Going Shopping

Reading Comprehension Practice: These short reading

selections will help them with their reading skills. The topics include basics such as working in an office, cooking and friends.

- A New Office
- Cooking
- Introductions
- The Meeting

Writing Practice: These selections will help them to improve their writing skills. The topics include basics such as working in a company or institution.

- Filling in a Form
- Preparing a Dinner Reservation Form

English is the language of business worldwide and many professional people are eager to improve their business English. They need trainers with the skills to help them achieve this and, like most people in business, they are looking for results. This means that they expect their trainers to be fully qualified to teach business English. As we, the language trainers / teachers of failure become more in touch with our clients and as we become increasingly knowledgeable and professional, so our options will increase.

COMMON ABBREVIATIONS

BPO - Business process outsourcing	HIBBIS - Heads in Beds, Butts in Seats (Used in the hotel industry)
CAO - Chief Accounting Officer	HR - human resources
CEO - Chief Executive Officer	KPI - Key performance indicators
CFO - Chief Financial Officer	NDA - Non-disclosure agreement
CIO - Chief Information Officer, Chief Investment Officer and Chief Innovation Officer	PCP - Previous corresponding period (Used when comparing sales over corresponding periods)
CISO - Chief Information Security Officer	RFI - Request for Information (about goods/services to be supplied)
CMO - Chief Marketing Officer	RFP - Request for Proposal
COB - Close of business	RFQ - Request for Quote
COO - Chief Operating Officer	RFX - Request for information, proposal, or quotation, x being a placeholder
CPO - Chief People Officer also Chief Procurement Officer	POS - point of sale
CSA - Customer Service Advisor	R&D - Research and Development
CTO - Chief Technical Officer	RIF - Reduction in Force
CLO - Chief Legal Officer	ROI - return on investment
CSW - Completed Staff Work	SBU - Strategic Business Unit
CxO - Any of the above chief officers, x being a placeholder. Chief [Placeholder] Officer.	SME - Subject Matter Expert / also Small to Medium Enterprise
EBITDA - Earnings before interest, taxes, depreciation, and amortization	TCO - total cost of ownership
EOB - End of business (day), i.e., by 5:00/6:00p in the U.S. (same as Close of Business)	USP - Unique Selling Proposition/Point
EOD - End of day	VP - Vice president
FTE - full-time equivalent	WC - Week Commencing
FY - fiscal year	WE - Week Ending
	YoY - Year over Year (current vs prior)
	YTD - Year to date

Map Locations

If you want to find your way around, you better know location abbreviations such as:

- Ave - avenue
- Bldv - boulevard
- Ln - lane
- Rd - road
- St - street

Educational Degrees and Job Titles

Abbreviations often show up in describing educational degrees and job titles. For example:

- BA - Bachelor of Arts
- BS - Bachelor of Science
- MA - Master of Arts
- M.PHIL or MPHIL - Master of Philosophy
- JD - Juris Doctor
- DC - Doctor of Chiropractic
- PA - Personal Assistant
- MD - Managing Director
- VP - Vice President
- SVP - Senior Vice President
- EVP - Executive Vice President
- CMO - Chief Marketing Officer
- CFO - Chief Financial Officer
- CEO - Chief Executive Officer

Internet Chat

The advent of the Internet has

brought about a whole new range of abbreviations we may use in our daily life. For example:

- ACE - a cool experience
- AD - awesome dude
- AFAIK - as far as I know
- AFK - away from keyboard
- ANI - age not important
- BRB - be right back
- CUL - see you later
- CWYL - chat with you later
- IIRC - if I recall/remember correctly
- IQ - ignorance quotient
- LOL - laugh-out-loud
- NP - no problem
- ROFL - rolling on the floor laughing
- TY - thank you
- WC - wrong conversation

In Everyday Conversation

Written and verbal communication often includes these abbreviations:

R.S.V.P. – “Répondez s’il vous plait,” French for “respond, if you please.” It is often used on invitations to parties and special events, and is intended (as it says) to be responded to with a “yes, we will attend,” or “no, we will not.”

A.S.A.P. – “As soon as possible,” used when encouraging someone to respond to a request without delay.

ENHANCING SKILLS OF THE WORKING POPULATION IS VITAL AND SIGNIFICANT



Dr. K. Balasubramanian – Founder and CEO of Vision Unlimited. He is a PhD in Psychology and Post Graduate Diploma in Training and Development. His name has been appearing in the popular people of Tamil Nadu Directory for the past 25 years.

Work force development has traditionally been found in two forms: place-based strategies that attempt to address the needs of people living in a particular neighbourhood, or sector-based strategies that focus on matching workers' skills to needs in an industry already present in the region.

Skill building can be viewed as a mechanism to improve the effectiveness and contribution of labour to the overall production. It is as an important component to push the production possibility cutting edge outward and to take growth rate of the economy to a higher path. Skill building could also be seen as an instrument to empower the individual and improve his/her social acceptance or value.

A vibrant manufacturing, especially, Small and Medium

Enterprises sector can play a key role in creating jobs and high economic growth. It has the potential to provide employment for the remarkably large labour force that is still working in agriculture. Achieving and sustaining such growth and higher employment will require a boost in industrial and services growth, spurred by SMEs.

Today, many high-income countries are restructuring their human resource development strategies. In the face of increasingly aggressive international competition, these countries are setting up lifelong learning systems as an essential national policy for maintaining their global competitive advantage.

Skills based education is tarnished by multiple access barriers like limited

infrastructure facilities, quality of training, rigid entry requirements, lack of financial support, and negative perceptions. These limitations exist more for the disadvantaged, especially women and rural communities. Developing our human resources reservoir that not only feeds to the domestic market but also the global workforce and labour crisis is the urgent growth imperative. Indian workforce needs to be trained across the four levels, from White Collar to the Rust Collar workers linking them to job opportunities and market certainties.

The skills challenge doubles up for us with a bulge young working age group population. Often referred to as the 'Demographic Dividend', the skills v/s jobs requirement divergence often leads to economically



inactive working age group people. While this impacts the economy and the particularly the growth of the domestic industry, it is a huge social and civil risk. Examples of growing unrest, for example the red belt or the increasing revolution are a wakeup call.

It is further more challenging to bridge the huge skills demand – supply gaps. Sadly, careers springing from skills are a matter of chance for majority and not a well thought choice. Other challenges in implementation like shortage of trained trainers and teachers, mismatch in the curriculum and industry expectation and a lack of global recognition of certification as such.

The recent 'Make in India' scheme surely calls for a significant contribution from

the SME sector. Nevertheless the SME sector organizations in India have a huge shortage of skilled manpower. At the same time the organizations also have not taken any steps to upgrade the skills of their human sources and the efforts from their side are not good enough.

The Indian work force lack in technology front, communication and digital communication. A study reveals that in the northern part of the country only 42% of the organizations focus on enhancement of skill of their workforce. The study also states that 20% of the workmen are unskilled and 21% of the workforce got themselves trained after taking up a job.

It is worrying to note from the study that 61% of the

organizations state that the skill development and enhancement in a structured manner and a specific plan for the same is never complete and possible due to non-cooperation from the employees which are the road blocks to productivity and profitability.

The study also reveals stunning information that 41% of the financial services organizations, 39% of the trading organizations make use of the latest communication technology and telecommunication facilities. 85% of such organizations could reduce their working capital expenses significantly and 80% of the organizations stated that they could save a lot of time which has resulted in efficiency, effectiveness and productivity.

If Indian companies have to compete globally, skill development, continuous improvement among the workforce is inevitable or else the SMEs would perish automatically despite many plans on the paper at the Government level.

ELECTION

(Courtesy: Google)

ELECTION

noun: election; plural noun: elections

a formal and organized choice by vote of a person for a political office or other position.

"the 2008 local elections"

synonyms: ballot, vote, poll, referendum, plebiscite, general election, local election, popular vote, straw vote/poll, show of hands

More

"he was defeated in the 1992 election"

voting (in), choosing, picking, selection, choice, appointment

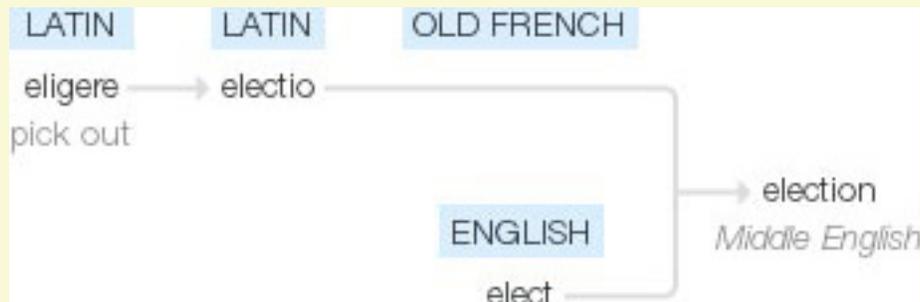
"the election of a new leader"

antonyms: voting out

the action of electing or the fact of being elected.

"his election to the House of Representatives"

Origin



Middle English: via Old French from Latin electio(n-), from eligere 'pick out'

An election is a formal decision-making process by which a population chooses an individual to hold public office. Elections have been the usual mechanism by which modern representative democracy has operated since the 17th century. Elections may fill offices in the legislature, sometimes in the executive and judiciary, and for regional and local government. This process is also used in many other private and business organizations, from clubs to voluntary associations and corporations.

The universal use of elections as a tool for selecting representatives in modern representative democracies is in contrast with the practice in the democratic archetype, ancient Athens, where the Elections were considered an oligarchic institution and most political offices were filled using sortition, also known as allotment, by which officeholders were chosen by lot. Electoral reform describes the process of introducing fair electoral systems where they are not in place, or improving the fairness or effectiveness of existing systems. Psephology is the study of results and other statistics relating to elections (especially with a view to predicting

future results).

To elect means “to choose or make a decision”, and so sometimes other forms of ballot such as referendums are referred to as elections

History

Elections were used as early in history as ancient Greece and ancient Rome, and throughout the Medieval period to select rulers such as the Holy Roman Emperor and the Pope.



In Vedic period of India, the raja (chiefs) of a gana (a tribal organization) was apparently elected by the gana. The raja belonged to the noble Kshatriya varna (warrior class), and was typically a son of the previous raja. However, the gana members had the final say in his elections. The Pala king Gopala (ruled c. 750s–770s CE) in early medieval Bengal was elected by a group of feudal chieftains. Such elections were quite common in contemporary societies of the region. In Chola Empire, around 920 CE, in Uthiramerur (in present-day Tamil Nadu), palm leaves were used for selecting the village committee members. The leaves, with candidate names written on them, were put inside a mud pot. To select the committee members, a young boy was asked to take out as many leaves as the number of

positions available. This was known as the Kudavolai system.

Ancient Arabs also used election to choose their caliph, Uthman and Ali, in the early medieval Rashidun Caliphate.

The modern “election”, which consists of public elections of government officials, didn’t emerge until the beginning of the 17th century when the idea of representative government took hold in North America and Europe.

Questions of suffrage, especially suffrage for minority groups, have dominated the history of elections. Males, the dominate cultural group in North America and Europe, often dominated the electorate and continue to do so in many countries. Early elections in countries such as the United Kingdom and the United States were dominated by landed or ruling class males. However, by 1920 all Western European and North American democracies had universal adult male suffrage (except Switzerland) and many countries began to consider women’s suffrage. Despite legally mandated universal suffrage for adult males, political barriers were sometimes erected to prevent fair access to elections.



Who Can Vote in India

Voting System in India

The Indian Constitution confers voting rights on any individual who is a citizen of the country and is above 18 years of age. This minimum-age limit came into effect from March 28, 1989, prior to which it was 21 years. The Constitution does not differentiate between male and female voters,

bestowing on them equal rights, thus making their votes carry equal weight. On the same lines, no distinctions is made on the basis of colour, race, cast, etc., as long as the said individual is a bonafide citizen of India.

Process of voting registration

In order to be allotted a polling booth at the time of elections, citizens over 18 years of age are required to register themselves as voters. They can do the same by filling up and submitting Form-6 to the Electoral Registration Officer of their constituency. Voters are not allowed to enrol at more than one place. Further, the voting rights are restricted to the current place of work and residence. For example, if someone is native to Gujarat but happens to be working in Mumbai, he or she is eligible to vote only for that constituency of Mumbai.

Voting rights of criminals

Convicted criminals and prisoners are banned from participating in the elections as voters. On the same note, those with unstable mental condition are refrained from voting. That said, lobbying efforts are ongoing from various states that argue for greater human rights for prisoners. According to them, prisoners too are citizens of the country—and therefore, part of the Republic—and thus deserve equal participation in elections. However, the cause has not found widespread support yet.

Non-Resident Indians (NRI)

In order to qualify as a voter, the person must reside in the particular constituency. Thus, NRIs are prohibited from participating in the voting process, except in one case. If the NRI happens to be an Indian citizen employed under Government of India and is currently posted overseas, he or she may get registered as a voter.

Use of Electronic Voting Machines (EVMs)

EVMs were introduced by the Election Commission in 1981 in a small district of Kerala. The machines require only a single press of button to cast the vote, reducing manifold both the time taken to conduct the poll and the time required to process and declare results. Their use has brought about a sea change in the way elections are conducted in India. However, as various Public Interest Litigations (PILs) have argued, the machines are not tamper-proof and may be easily manipulated.

To overcome these limitations, the Voter-Verified Paper Audit Trail (VVPAT) system has been adopted, which shows a printout of the vote just cast by the voter, confirming that the vote was counted in favour of the party intended. This paper trail can later be used to verify the data obtained through the machines, should a case of suspicion arise.

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NEED FOR INTEGRATING ENGLISH LANGUAGE SKILLS AT THE TERTIARY LEVEL

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ABSTRACT

Language is not a separable discrete phenomenon that can be artificially divided into skills but a complete whole in its own right. It is basically divided into LSRW Skills for easy comprehension of this abstract entity, though all these four skills operate either in unison or meaningful combination. Language skills, like any other skills, can be acquired only through practice though second language is being taught at schools and colleges. English cannot be taught like other subjects that are content or knowledge-based. It is skill-based. In teaching English as a second language at the tertiary level, a good teacher should follow the skills approach. The teacher should help the students to acquire the four language skills namely Listening, Speaking, Reading and Writing. The teaching of any language implies the teaching of all its four major skills. Integrating the four main language skills (Listening, Speaking, Reading and Writing) has been very beneficial in the second language classroom, especially at the tertiary level. Language is best acquired in a holistic context. The whole English language programme should encourage the ability

to speak effortlessly, listen and understand patiently, read with comprehension and sensitivity, write with confidence, clarity and precision. This paper advocates the integrated approach to language learning, and focuses on teaching English at the tertiary level making necessary modifications in the Part II syllabus in all Universities of Tamilnadu.

Introduction

Language is not a separable discrete phenomenon that can be artificially divided into skills but a complete whole in its own right. It is basically divided into LSRW Skills for easy comprehension of this abstract entity, though all these four skills operate either in unison or meaningful combination. It is also symptomatic of the scholastic division and privileging of speaking over writing or speaking over listening/ reading as productive and receptive skills. Such divisions also indicate the pedagogical strategy on experimental basis. In reality, language operates as a whole in an integrated manner, defying the man-made divisions. Based on this perspective, while teaching English language at the tertiary level, teachers should

work on all aspects of language and on all its skills.

Teaching and Learning a Second Language

Language skills, like any other skills, can be acquired only through practice though second language is being taught at schools and colleges. The child uses the mother tongue at home, in the playground, at school – everywhere. And he has so many teachers – his parents, family members, friends and relatives, almost everyone with whom he comes in contact in his day-to-day life. He has also the strongest motivation or urge to pick up the language, for if he cannot express himself in his mother tongue, some of his basic needs are likely to remain unfulfilled. But learning a second language is different. Second languages are being taught by teachers, and not acquired by students on their own, at least at the initial stage. Therefore, a lot of classroom activities must provide sufficient motivation and scope for practising the language.

Teaching English as a Skill-based Language

English cannot be taught like other subjects that are content or knowledge-based. It is skill-based. In teaching English as a second language, a good teacher should follow the skills approach. The teacher should help the students to acquire the four language skills namely Listening, Speaking, Reading and Writing. These four language skills are classified into four categories, Productive and Receptive Skills, Aural-Oral and Graphic-Motor skills. Speaking and Writing are Productive skills, while Listening and Reading are Receptive skills. Listening and Speaking are Aural-Oral skills while Reading

and Writing are Graphic Motor skills. While engaged in a conversation we have to listen and speak at the same time. One can produce a sound only after hearing it and write a letter only after seeing it. Learning the 'Language Code', means the different systems of the language. When this is internalised, the exercise of one skill facilitates the learning of the other skill. The Sensory-motor organs are involved in internalising the skills. But it varies from person to person.

Communication – a combination of all skills

Any skill needs practice. It is applicable to language learning too. Hence, the four skills of the English language – LSRW – must be practised constantly to make the learning more meaningful. The English language teachers should help the learners to learn the skills by giving them pattern practice skills, listening, speaking, reading and writing exercises. A teacher of English should follow the skill-based approach. We rarely use a single skill while communicating; hence it makes sense to focus on more than one skill at a time while teaching English. Considering that communication requires the integration of both the main and the subsidiary skills (grammar, punctuation, pronunciation), it makes sense that language is taught in a communication-promoting manner. The teaching of any language implies the teaching of all its four major skills namely Listening, Speaking, Reading and Writing. Each skill, as we would agree, is inter-linked with the rest. No good speaking of English is possible where there is no proper listening. A good speaker is one who listens attentively too. Similarly, only a voracious reader would be able to write better English in a more elegant style, with

apt and rich vocabulary. Hence, it is a fact that all language-skills are inter-related and are not compartmentalised. A learner can be said to have learnt a language, only if he is good at all the four language skills. A language, when learnt in its entirety, makes sense and is of real benefit to the learner. Teaching just any one or two of its skills would leave the learner groping in the dark, with no way out to the world of thorough understanding or total comprehension. The learner would not be able to use a language effectively, if he is well-versed in only a few of the skills.

The Integrated Approach

Integrating the four main language skills (Listening, Speaking, Reading and Writing) has been very beneficial in the second language classroom. In the past decades, one or two of the four traditional skills were given prominence in the English language classes where one or two skills were dominant over the others. In natural language learning, skills integration is inevitable and in the language classroom, skills need to be practised in integration. In the actual language use, one skill is rarely used in isolation. Numerous communicative situations in real life involve integrating two or more skills. Skills integration is commonly used in everyday life. For instance, a person reads a letter and replies to it by writing after reading, and may possibly talk about it after the writing gets over. Two or more language skills are generally integrated in everyday language use. Language skills in the classroom need to be integrated in the language teaching process as it is in real life. In order to provide a more purposeful and meaningful learning environment, teachers should integrate all the four language skills – listening, speaking,

reading and writing – while teaching and practising the language.

Language Teachers and Integration of Language Skills

The whole language approach adopts a holistic view of language, as against fragmenting it into skills. Children are expected to learn to read and write as naturally as they learn to speak. Literacy skills are developed in the context of whole and authentic literacy events; the whole language curriculum is permeated with real reading and writing experiences. Moreover, the attempt is to integrate learning within the classroom with the entire life of the child. Language is not a set of skills. It is not a sum of LSRW (Listening, Speaking, Reading and Writing). It is constitutive of us; it is at once an instrument and a product and it is difficult to conceptualise a disjunction between the two at any point. It needs to be seen as a system of unique knowledge. Language is best acquired in a holistic context where a total text is at the centre of classroom activity. The whole English language programme should encourage the ability to speak effortlessly, listen and understand patiently, read with comprehension and sensitivity, write with confidence, clarity and precision, and learn to respect other languages.

As language teachers, we all know that the critical components of emergent literacy include the development of reading, writing, listening and speaking skills. All these components need to be made meaningful if students are to become fully literate in a first or even second language. One way that teachers can ensure this is by incorporating a 'balanced literacy' approach

to their instruction in class. This simply means ensuring that effective components of oral communication, reading strategies and writing experiences are included daily in language classrooms. Communicative competence depends on a balanced fusion of four language skills: understanding when listening, making oneself understood when speaking, understanding meaning when reading, and writing with purpose. In practical terms, a series of well-planned lessons assures a balanced and integrated package of skills development. Separation of the skills for examination and profiling purposes does not mean that lessons should be parcelled in that way.

The integrating of skills in the language classroom can be defined quite simply as a series of activities or tasks which use any combination of four skills—Listening, Speaking, Reading and Writing – in a continuous and related sequence. Listening and note-making, Dictation, Drama and Information gap activities are those that integrate all the skills. Story boards, Story theatre, Puppet theatre, Discussion web, Book talk, Interviews, Writing to a character – are some of the activities which could be organised in the classroom. These activities can be rotated among groups. This ensures that all the students get a chance to participate in each and every activity. Alternatively, the teacher can pick and choose four or five activities which are suitable for the level of the class and the time available. Small group interaction, drama and art bring an element of fun to the learning process but, most importantly, by using literature, we are able to integrate and balance all the four essential language experiences that we need

to bring to the language classroom.

Conclusion

English Teachers at the tertiary level could teach all skills simultaneously in Part II English classes through a variety of interesting activities which would at the same time be realistic and meaningful. Teaching skills in isolation would not help the learners improve all their skills. It would only remain incomplete and irrelevant to a certain extent. It is high time English Teachers start teaching all language skills in an integrated fashion however the English syllabus may be. The Integrated Approach demands the English teachers to bring about several reforms in designing the Part II English syllabus, thereby making teaching-learning lively and fruitful.

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