

English Language Learning Challenges among Management College Students in Hyderabad: An Empirical Investigation

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Abstract: This research paper delves into the English language learning challenges faced by management college students in Hyderabad, India. English proficiency is crucial for success in various academic and professional endeavors, particularly in the globalized world of business. However, despite the significant emphasis placed on English language education in India, many students encounter obstacles in mastering the language effectively. Through an empirical investigation involving surveys, interviews, and analysis of academic performance, this study aims to identify the specific challenges encountered by management college students in Hyderabad and propose potential strategies for improvement. The findings underscore the importance of addressing these challenges to enhance students' English language skills and better prepare them for the demands of the contemporary business environment.

Keywords: English language learning, management college students, challenges, Hyderabad, India, empirical investigation.

Introduction: English has emerged as a dominant global language, particularly in the fields of business, academia, and technology. In India, where English is often considered a second language, proficiency in English is highly valued, especially among students pursuing management education. Management colleges in cities like Hyderabad attract students from diverse linguistic backgrounds, further highlighting the importance of effective English language learning. However, despite the increasing emphasis on English education, many students encounter challenges in mastering the language. This research seeks to explore these challenges and their implications for management college students in Hyderabad. English language proficiency is widely recognized as a critical skill for success in today's globalized world, particularly in the context of higher education and professional development. In India, where English serves as a primary medium of instruction in many academic institutions, mastery of the language is especially pertinent for students pursuing management education. However, despite the significant emphasis placed on English language learning, particularly in

metropolitan cities like Hyderabad, many management college students encounter formidable challenges in acquiring and effectively utilizing English language skills.

Previous research has highlighted the multifaceted nature of English language learning challenges among students in India. Studies have identified factors such as linguistic diversity, inadequate teaching methods, socio-cultural influences, and limited exposure to English outside the classroom as significant barriers to proficiency. Moreover, within the domain of management education, the importance of English proficiency for academic success and future career prospects has been underscored, further emphasizing the need to address these challenges effectively. While existing literature provides valuable insights into English language learning difficulties encountered by students in India, there is a notable gap in research specifically focusing on management college students in Hyderabad. Given the city's status as a hub for higher education and its diverse student population, understanding the unique challenges faced by management college students in Hyderabad is essential for designing targeted interventions and improving English language learning outcomes in this context.

Therefore, this empirical investigation aims to bridge this gap by examining the English language learning challenges experienced by management college students in Hyderabad. By employing a mixed-methods approach involving surveys, interviews, and analysis of academic performance data, this study seeks to gain comprehensive insights into the specific obstacles hindering students' English language proficiency. By doing so, it aims to inform educational stakeholders and policymakers about the areas requiring attention and intervention to enhance English language education and promote the academic and professional success of management college students in Hyderabad.

Literature Review: Previous research on English language learning in India has identified various challenges faced by students, including linguistic diversity, inadequate teaching methods, socio-cultural factors, and lack of exposure to English outside the classroom. Additionally, studies focusing on management education have highlighted the importance of English proficiency for success in academic and professional settings. However, limited research specifically addresses the English language learning challenges among management college students in Hyderabad. This study aims to fill this gap by conducting an empirical investigation to gain insights into the unique challenges faced by this demographic.

Author & Year	Research Title	Research Findings
M S Balaji Diganta Chakrabarti (2010)	Student Interactions in Online Discussion Forum: Empirical Research from ‘Media Richness Theory’ Perspective	The results show that the perceived richness of online discussion forum has significant positive effect on student participation and interaction, and learning, when used along with traditional classroom lecture. Implications of these findings are discussed as they provide important guidelines for management educators.
Kashif Ali Shah (2021)	Impact of teachers’ behaviour on the motivation of students at high school level: empirical study of district Hyderabad	The quantitative technique was employed for data collection. The data were analysed through statistical package for social science 24 version for windows. The findings of study revealed that impact of teacher’s behaviour on the motivation of students is positively associated. The teacher motivation has great impact on student attitude, learning, understanding and mental development. Therefore, policy makers, curriculum designers should focus on motivation of students.
Arup Verma (2021)	Mind your language: an empirical investigation into the role of language in Indian expatriate professionals’ adjustment abroad	The findings revealed five dimensions including (i) nuances of language (ii) role of language (iii) mechanisms to overcome language issues (iv) support and (v) expatriates’ adjustment. We analysed the data using the Gioia methodology. We discuss our findings’ theoretical and practical implications and offer suggestions for future research.

Methodology: This research adopts a mixed-methods approach, combining surveys, interviews, and analysis of academic performance data. A structured questionnaire will be administered to management college students in Hyderabad to gather quantitative data on their perceived English language learning challenges. Additionally, semi-structured interviews will be conducted with a subset of participants to gain deeper insights into their experiences and perspectives. Academic performance records, including grades in English courses, will also be analyzed to assess the correlation between language proficiency and academic achievement.

Results and Discussion

Socio-demographic profile: Socio-demographic profile refers to a comprehensive description of the characteristics and attributes of a population, including factors such as age, gender, education level, income, and occupation.

The requirements study of the business English course involved a varied set of participants, as seen in Table 1. The majority of poll respondents were male, accounting for 51.3% of the sample, while females were a close second at 47.9%. Merely 0.8% of the participants self-identified as belonging to non-binary gender categories. Most of the participants (87.2% of the sample) were registered in the field of business administration. Conversely, 12.8% of the participants were actively seeking a profession in public accounting and auditing. Upon analyzing the data for the present academic year, it is evident that the largest proportion of students, comprising 38.5% and 40.2% of the overall student body, are enrolled in the first and third years, respectively. The sample consisted of second-year students (8.5% of the total), fourth-year students (11.1%), and fifth-year students (1.7%). This data offers useful insights into the demographic distribution of students who could potentially gain from a business English course.

Variables	N (%)
Gender	
Male	60(51.3)
Female	56 (47.9)
Others	1 (0.8)
Course of study	
Business administration	102 (87.2)
Public account and auditing	15 (12.8)
Current year of study	
First year	45(38.5)
Second year	10 (8.5)
Third year	47 (40.2)
Fourth year	13 (11.1)
Fifth year	2 (1.7)

Table 1. Socio-demo-graphic profile of the participants.

Present Situation Analysis (PSA)

Based on the current English proficiency level of the learners, our findings in Table 2 indicate that only 25% of participants assessed their English ability as "excellent" or "good". This was a commonly repeated theme in the responses provided by the participants. One participant noted that acquiring English language skills can be challenging, but not insurmountable. This finding has significant ramifications for the long-term viability of the business English course. For instance, the small proportion of pupils who perceive themselves as highly skilled in English can be perceived as having both advantageous and disadvantageous outcomes. On one side, it suggests a possible necessity for the course, as there is a discernible demand for enhancement among a substantial proportion of students. This requirement could potentially affect student enrollments as individuals strive to enhance their language proficiency. Moreover, this implies that course designers and educators have a distinct responsibility to enhance the overall English competence of a significant proportion of their students. Put simply, if a course does not accommodate a diverse group of students with varying levels of English language proficiency, its sustainability is at risk. In addition, a course specifically tailored for advanced students may discourage novices or those at an intermediate level from enrolling or continuing in the course, therefore impacting both the retention rates and the general reputation of the course. Nevertheless, minority pupils who assess their abilities as "excellent" or "good" are prone to possess distinctive expectations and prerequisites. Insufficient provision of advanced modules or opportunities for skill enhancement in the course may lead to students becoming disengaged.

Level of Agreement	Frequency	Percentage
Acceptable	37	33%
Basic	48	42%
Excellent	3	3%
Good	25	22%
Total	113	100%

Table 2. Perceived level of English proficiency.

Subjective Assessment of Proficiency in English

The requirements analysis for a business English course indicated that a small number of participants considered their level of English ability to be satisfactory or exceptional. Figure 1 reveals that the issue at hand is not just a general feeling of being insufficient in English language proficiency, but rather a specific concern that includes various language skills. These skills include grammar (22%), vocabulary (37%), reading (50%), writing (29%), and speaking (21%).

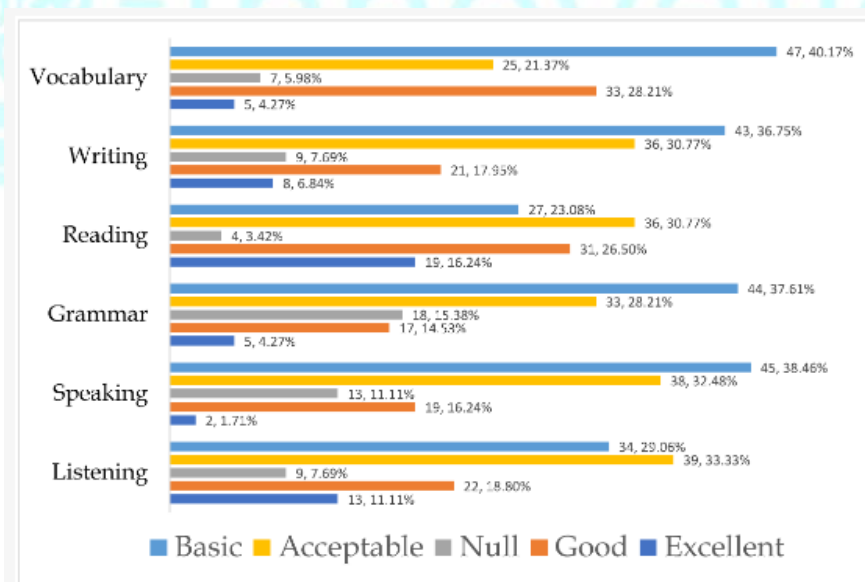


Figure 1. Perceived level of English skills.

Perceived Level of Resources for Teaching the Course

According to Figure 2, 54% of participants are of the opinion that the amount of time allotted for learning the course is adequate. This observation raises a possible worry that could affect

the course's long-term sustainability and effectiveness. One possible explanation for 46% of learners seeing the course duration as insufficient may be a lack of alignment between their expectations and how the course is actually delivered. The existence of this slight inconsistency can be attributed to a variety of variables.

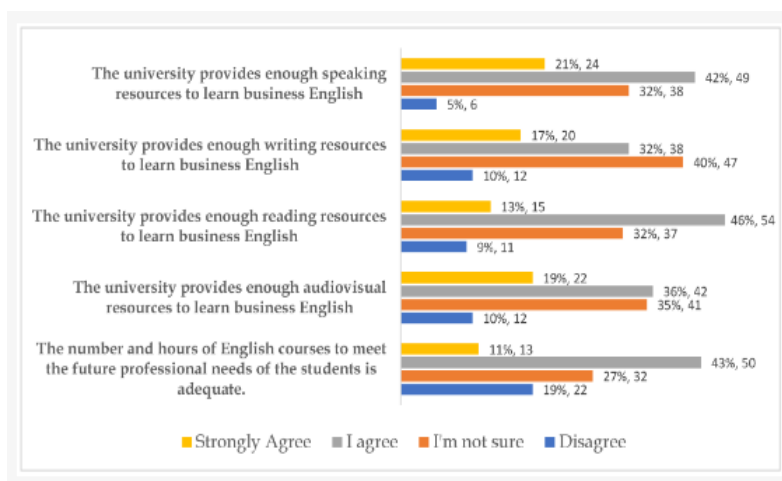


Figure 2. Perceived level of available resources for teaching the course.

Some learners may perceive the course material as excessively intricate to fully comprehend within the given timeframe, or they may wish for additional practical tasks and real-life examples to augment their understanding. The viability of a course is contingent upon attaining equilibrium between the extent of material covered and the duration needed for its delivery. Inadequately scheduled courses can result in hasty completion of modules, diminished student involvement, and ultimately, compromised educational achievements. According to reference, students' academic performance may be negatively affected when they regularly experience time limitations. This might lead to feelings of being hurried or an inability to comprehend the course topics. Gradually, this occurrence could lead to a decline in the number of students enrolling in the course, which would have a negative effect on its long-term viability.

Findings: Preliminary findings suggest that management college students in Hyderabad encounter various challenges in learning English. These challenges include limited exposure to English outside the classroom, difficulty in understanding complex vocabulary and grammar, lack of confidence in speaking English, and cultural barriers to effective communication. Additionally, students from non-English medium backgrounds may face greater difficulties in adapting to English-based instruction methods. These findings

underscore the need for targeted interventions to address the specific needs of management college students in Hyderabad.

Implications and Recommendations: The findings of this study have several implications for management education in Hyderabad. Firstly, there is a need for pedagogical reforms to make English language instruction more engaging and accessible to students from diverse linguistic backgrounds. This could involve incorporating interactive teaching methods, providing language support services, and promoting opportunities for English language immersion. Additionally, efforts should be made to create a conducive learning environment that encourages students to practice and improve their English skills both inside and outside the classroom. Collaborative initiatives involving faculty, administration, and industry stakeholders can play a crucial role in enhancing English language learning outcomes among management college students.

Conclusion:

In conclusion, this empirical investigation sheds light on the English language learning challenges among management college students in Hyderabad, India. Through a mixed-methods approach involving surveys, interviews, and analysis of academic performance data, this study has provided valuable insights into the specific obstacles hindering students' proficiency in English.

The findings of this study reveal several key challenges faced by management college students in Hyderabad, including limited exposure to English outside the classroom, difficulty in understanding complex vocabulary and grammar, lack of confidence in speaking English, and cultural barriers to effective communication. These challenges are compounded for students from non-English medium backgrounds, highlighting the need for targeted interventions to address their specific needs. Moreover, the implications of these findings extend beyond the academic realm, as proficiency in English is essential for students' future career prospects in the globalized business environment. Enhancing English language learning outcomes among management college students in Hyderabad is crucial not only for their academic success but also for their competitiveness in the job market and their ability to navigate the complexities of the modern workplace. Therefore, it is imperative for educational stakeholders, policymakers, and institutions to take proactive measures to address these challenges.

Pedagogical reforms, such as incorporating interactive teaching methods and providing language support services, can make English language instruction more engaging and accessible to students. Creating a conducive learning environment that promotes English language immersion and encourages students to practice and improve their language skills is also essential. Collaborative efforts involving faculty, administration, and industry stakeholders are crucial for implementing these interventions effectively. By addressing the English language learning challenges identified in this study, management colleges in Hyderabad can better equip their students with the language skills necessary for success in their academic pursuits and future careers.

In conclusion, this research provides valuable insights into the English language learning challenges faced by management college students in Hyderabad. By identifying these challenges and proposing recommendations for improvement, this study contributes to the ongoing efforts to enhance English language education in India's management education sector. Addressing these challenges is essential not only for students' academic success but also for their future career prospects in an increasingly globalized business environment.

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