



APPLICATION OF PARETO PRINCIPLE TO ENHANCE LANGUAGE QUOTIENT

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ABSTRACT

The objective of this research paper is to enhance the Language Quotient (LQ) of the students by applying pareto principle in ESL classrooms. It is analysed from various sources that there is an increase in the rate of unemployability among graduates in Tamil Nadu. To curb down the issue of unemployment novel ideas are to be implemented in ESL classrooms to enhance the LQ of the students. In order to attain this objective, this research study has focused on 60 students pursuing final year in a private Arts and Science college of Chennai. The concept of pareto principle on communication was taught using visionary speeches of Business icons. After the intervention using the framed module, the post test was conducted and the results proved that there is an improvement in the LQ level of the target learners.

Keywords: ESL classrooms, Language Quotient, Pareto Principle, Speaking Skill and Visionary Speeches.

INTRODUCTION

The objective of this research paper is to bring out how Pareto Principle could be applied in ESL classrooms to enhance the LQ level of the learners. Researcher has concentrated only on speaking skill to prove the objective of the study. Considering the need of a better oral communication skill for the professional purposes and career development of the learners, the researcher has concentrated on speaking skill. Researcher has traced the history of English



education system in India and the importance of English language to bring out the needs to improvise and to implement innovative teaching methodologies in ESL classrooms.

The concept of English education in India is the outcome of slow and sturdy changes that started happening as the East India Company stepped in the Indian soil on 31 December 1600. From the Indian history it could be understood that the East India Company established as a merchant, but later it started taking up part in politics there by acting as a negotiator of the British imperialism.

The various historical incidents like the fall of Mughal power in India, the downfall of French rivals in the Seven years war and Treaty of 1765 resulted in the strong ruling power of the company. Though the company did not bother about the Indian education system for more than a decade, it was in 1813, through the Charter Act of 1813 the foundation for English education in India was laid. It was then Lord Macaulay in 1835 said –

“[English] stands pre – eminent even among languages of the west...whoever knows that language, as ready access to all the vast intellectual wealth which all the wisest nations of the earth have created and hoarded in the course of ninety generation.” (Aslam, 2009)

Though a foreign language, English has always engaged an important role in the educational system in India. The instigation of Indian constitution on 26th January 1950 led way for the undisputed decision that English would continue as official language for a period of 15 years and Article 343 (Clause 2) of the constitution stated:

“for a period of 15 years from the commencement of the constitution, the English language shall continue to be used for all purposes of the union...” (Aslam, 2009)

With this trace of history, the development of the English language along with the education system in India is brought out to portray the importance of the language in Indian education system.



ENGLISH LANGUAGE IN 21ST CENTURY

English, though a Foreign language, it has become an official language and medium of instruction which has helped in eradicating the anxiety and fear factor towards this foreign language. The need for improving English language skills have changed to the call for of enhancing professional purposes to meet the demands of the industries.

The importance of English language for professional purposes are increasing day by day. This increasing demands have paved way for better professional and language training in the educational arenas so as to meet the industrial demands. But, it is poignant to find that somewhere there is a loop-hole which is leading to the state where India is in need of highly talented and skilled graduates and not just the degree holders. This need is one among the reasons for the unemployability among the graduates. (Amol,2012). David has cited the words of Mr. Narayana Murthy founder of Infosys which states that “Unfortunately many institutions in India are not able to attract and retain high quality faculty, and also the lack of market orientation has resulted in colleges focusing on outdated curriculum and rote learning. This has resulted in a large portion of educational institutions producing graduates and post graduates who are ill equipped to relate their learning with the outside world. India as over 5.3 million unemployed graduates even as Indian industries face shortage of skilled labour.” (David, 2007)

The need of enhanced communication skills are of high demand that the job seekers are tested mainly with their language proficiency. Specific skills ranked by anticipated expertise level for mid-level job placement are intensely explained following image



| Rank | Communication | Teamwork | Technical | Leadership | Managerial |
|------|-----------------------|-------------------------------------|--------------------------|---------------------------|----------------------------------|
| #1 | Oral communication | Adaptability | Quantitative analysis | Integrity | Manage decision-making process |
| #2 | Listening skills | Ability to value opinions of others | Qualitative analysis | Drive | Manage task environment |
| #3 | Written communication | Cross-cultural sensitivity | Core business knowledge | Innovation and creativity | Manage strategy and innovation |
| #4 | Presentation skills | Ability to follow a leader | Technology | Ability to inspire others | Manage human capital |
| #5 | Negotiation skills | Delegation skills | Specific language skills | Strategic vision | Manage administrative activities |

(Image : Specific Skills ranked – from survey of GMAC)

This survey report by GMAC in 2014, depicts the process of recruitment and the magnitude given by the recruiters to the individual skills. As per the survey, it could be observed that the oral communication skills are much important in securing a job.

Likewise, as per the Job Outlook 2016, National Associations of colleges and employees conducted a survey to scrutinize the persona to be possessed by the job seekers and from their survey it is analysed that 67.0% of the participants who were the employers have mentioned that “the candidates should have strong verbal communication skills”. This is one survey analysed by the researcher to bring out the importance of oral communication especially for professional purpose.

LANGUAGE QUOTIENT

Language quotient is the measure of evaluating the language ability of an individual. Howard Gardner in 2016 hypothesized

“a multiple intelligence theory comprising intelligence types like linguistic, logical, interpersonal and intrapersonal. Proposed in 1983, the theory focused more on behavior rather than intelligence. Gardner adds on to state that intelligence depends on the conditions of brain and opposed labeling individuals on the basis of one single, specific intelligence. According to him, if there are multiple intelligences, it would “empower”



students and will not restrict learning. In his multiple intelligence theory are included abilities like verbal-linguistic, interpersonal and intra personal among others”.

(Gardner,2016)

Language Quotient (LQ) is not just the measure of the language proficiency of an individual but is an assessment of language through sociological and psychological parameters. Ilyas states “The Second Language (L2) acquisition is although a socio-cultural and psychological phenomenon, it also depends upon various personal factors like attitude, skills and capabilities that one can learn and practice. In many universities across the globe, the English Language has been adopted as a medium of instruction for most of the ESP courses, including the engineering curriculum. A great challenge before the ESP faculty is therefore to identify the special learning needs of students in order to design a more need-oriented curriculum, based on ESP principles”.

After analysing the various theories on LQ from the year 1956 to 2016, this research is an attempt to apply Pareto Principle to enhance LQ of the chosen respondents.

PARETO PRINCIPLE

Vilfredo Pareto (1848-1923) an Italian economist proposed the concept of Pareto Principle after monitoring that 80% of the land in Italy was owned by 20% of the peapods produced 80% of the peas in his garden. It was a methodical, intensive observation and understanding of this 80% from 20% concept, he developed the principle of Pareto Principle or otherwise popularly known as 80/20 rule. This concept of 80/20 principle could be applied in almost all the phases of life like time management, communication, economics, , relationship, leadership, motivation and marketing. According to the Pareto Principle, 80% of accomplishment depends on the 20% of efforts taken to adhere to the above mentioned strategies. Thus, to enable a successful and communication in any professional platforms the use of Pareto Principle is necessary as it stimulates and persuades the audience ensuring fame and triumph. Considering the principles of 80/20 rule, the researcher has applied it in enhancement process of LQ of the target learners.

OBJECTIVE

It is analysed from various news articles and survey reports that that low level language proficiency is one of the reason for unemployability among the graduates in India.



In order to curb down the unemployability rate, the need to introduce novel teaching methodologies in ESL classrooms are in demand. Considering this need, this research is an attempt to enhance the Language Quotient (LQ) of the students by applying pareto principle in ESL classrooms.

METHODOLOGY

This research study has focused on 60 students pursuing final year in a private Arts and Science college of Chennai. Sampling method followed for the study is purposive sampling one among the kind of non-probability sampling method. The concept of pareto principle on communication was taught using visionary speeches of Business icons. A module was designed and was introduced to the students after the pre - test during the intervention phase. Speeches of Jack Ma and Sundar Pichai was used to design the activities in the module. Following the intervention, post - test was conducted and the results were analysed using SPSS.

RESULTS AND DISCUSSIONS

Table 1 Represents the overall score differences

| TEST | Mean | N | Std. Deviation | SIG (CORRELATION) | T VALUE |
|-----------|---------|----|----------------|-------------------|---------|
| PRE TEST | 30.1167 | 60 | 4.88197 | .056 | -13.358 |
| POST TEST | 42.4833 | 60 | 4.18023 | | |

N value remains 60 for pre test and post test and from SIG value .056, it could be understood that there is a significant difference in the performances of the respondents in both tests.



Table 2: Represents scores of respondents in pre test and post test

| TEST | Variables | N | Mean | SD | T Value / SIG VALUE | TEST | Mean | SD | T Value / SIG VALUE |
|----------|-----------|----|---------|---------|---------------------|-----------|---------|---------|---------------------|
| PRE TEST | MALE | 32 | 31.9688 | 3.64102 | 3.413 | POST TEST | 41.9063 | 3.47674 | -1.146 |
| | FEMALE | 28 | 28.0000 | 5.30548 | 3.331 | | 43.1429 | 4.84359 | -1.122 |
| | URBAN | 22 | 31.8636 | 5.71794 | 2.175 | | 42.2727 | 4.48470 | -.295 |
| | RURAL | 38 | 29.1053 | 4.07225 | 1.989 | | 42.6053 | 4.05062 | -.287 |
| | ENGLISH | 15 | 33.0667 | 4.96368 | .052 (SIG VALUE) | | 43.0667 | 4.35015 | .021 (SIG VALUE) |
| | HINDI | 19 | 29.5263 | 4.61120 | | | 43.0526 | 4.03421 | |
| | TAMIL | 12 | 29.0000 | 4.69042 | | | 39.2500 | 2.92715 | |
| | OTHERS | 14 | 28.7143 | 4.44502 | | | 43.8571 | 4.07350 | |
| | FIRST GEN | 36 | 29.4167 | 4.97637 | -1.370 | | 42.5833 | 4.31194 | .225 |
| | GRADUATED | 24 | 31.1667 | 4.64071 | -1.390 | | 42.3333 | 4.06113 | .228 |

With respect to the mean value in the tables 1 and 2, it could be understood that the performance of the respondents in post-test was better than the pre test. Through the overall analysis made with reference to mean and T value, it is clarified that the score of the female respondents were better than the male respondents. N value remains same in pre and post test. The chosen population was not divided into control and experimental group as the research is an attempt to apply the Pareto Principle.

CONCLUSION

This study is not without limitations. This research paper has purely concentrated on the speaking skill of the target audience for professional purposes. Though the results prove that there is a significant difference in the LQ of the target learners with respect to the speaking skill, other skills of communication like listening, reading and writing are also to be analysed to assess the LQ level on the whole. Different means of intervention could be chosen to pursue similar studies. This research paper is an attempt to bring out the needs of



implementing novel methodologies in ESL classrooms to enhance the LQ level of the learners and the researcher focused on Pareto Principle to achieve the objective.

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