HOTEL MANAGEMENT GRAMMAR SONGS TECHNIQUE FOR DEVELOPING SOFT-SKILLS IN HOSPITALITY STUDENTS

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ABSTRACT

Even though India has good number Hotel Management Colleges but the 70 % the students lack communication skills, Grammar skills, Presentation skills and Soft-skills. Many ignore what, which and how significant are the intonation pattern, grammar, Business English and communication skills. As such, in this research paper explores how grammar songs technique can quickly develop communicative soft- skills in Hotel Management students developing Employability skills across the Globe.

Keywords: Communicative Skills, Hotel Management, soft skills

INTRODUCTION

Large numbers of Hotel Management Graduates in spite of having good Grades in Academics lack Communicative Soft- skills. Even if few have but it is with grammatical mistakes, Mother Tongue Influence, de-articulation, fog-horns, filler-words, improper-intonation, un-habitual soundings, harsh rhythm, Bad-Pronunciation, Speaking English as if reading and without acceptable accents. It is frequently reported by the Employers and NASSCOM that Communication skills are reported to be one of the most deficient Soft-skills in the MBA and Engineering graduates in India. In order to
overcome such defects, this new method of training in communication skills through grammar songs has been scientifically tested and put upon this research paper.

**OBJECTIVE OF THE STUDY**

To prove that Grammar songs training method can develop communicative Soft-skills quickly in Hotel Management Students.

**LIMITATIONS OF STUDY**

This study is limited to basic communicative Soft-skills such as sentence structures, grammar rules and vocabulary needed for developing employability in Hotel Management students.

**THE AFFECTIVE FILTER THEORY**

The Affective Filter Hypothesis proposed by Krashen (1982) which affirms using music in the form of songs in English Language Teaching. Optimal language learning occurs when the affective filter is weak. A weak affective filter means a positive attitude towards learning is present. If the affective filter is strong then the student has negative attitude for new language acquisition. The training in communication Skills is often significant concern in teaching/training .Grammar songs entertain and relax the students while practicing a grammar sentence structure. In Non-native and second language speakers like Indians, Learning new language like English is stressful because the Affective filter is strong in Adult students and weak in children. History Of Research Conclusions Supporting The Use Of Songs And Music In Communication Skills Training The famous Greek scholar Plato stated that “musical training is a more potent instrument as the rhythm and harmony find rest inward places of the soul... making the soul of one who is rightly educated graceful”. According to Elizabeth Forster (Encuentro Journal of Research and Innovation in language classroom - 16, 2006, pp. 63–68 64 - The Value of Songs and Chants for Young Learners) Learners will noticeably increase their vocabulary bank of lexical items and multi-word structures. These multi-word structures can include a range of sociolinguistic situations appropriate to the age and needs of the learners such as greetings, leave-takings, requests and any language items necessary for basic classroom functions and routines. There will be an improvement in English speech rhythms, intonation and pronunciation. Memorization of longer word strings will be facilitated. Music and rhythm work can be dovetailed into grammar and language activities and allow for fun and creative uses of classroom time outside of the specific time allotted for “English”. And it gives way to varied opportunities for the learners to practice new language skills. Dr Williamson, a memory expert at Goldsmith's College in London, found that scientists use a range of terms to describe the subject - stuck-song syndrome, sticky music, and cognitive itch, or most commonly "earworm" -a word which some people misunderstand. Domoney and Harris argue that listening to popular music is students’ most frequent exposure to English outside their three or four hours a week of classes. Therefore, “more time and attention to popular music in an EFL curriculum would increase student motivation because classroom activities would use their knowledge, their music and their language” (Domoney & Harris, 1993)

**EXPLORING MUSICAL KINESTHETIC AND LINGUISTIC INTELLIGENCE**

Using Grammar Songs Kinesthetic-musical intelligence and linguistic intelligence enables students to manipulate objects and fine-tune physical skills. This intelligence helps the ability to use the body to express emotion, to play a sport, and to become creative “Learning by Doing” is significant in learning new language. Melodious singing always entered human memory with fewer distractions. Human body knows how to do when it is trained to do, rather than just our mind knowing how to do; for example, how to ride a bike, park a car, type, catch an object, or maintain balance while walking. Grammar Songs could be entertainment part of life for students. Everyone enjoys music at home, while studying, travelling or sometimes at work. Teaching Faculties must use Grammar songs Technique to train students in business communication skills training classes, to illustrate themes and topics, a change of pace, present business English vocabulary. There is direct evidence supporting the
use of music in the communication skills classroom; there is strong practical evidence supporting the use of music in the English language classroom; there is also a growing body of research confirming that songs are a useful tool in language acquisition. In fact musical and language processing occur in the same area of the brain. (Medina, 1993)Grammar Songs Strike in Head While Singing And Listening, This Process Gradually Trains Up The Mouth To Develop Speaking Skills Song with Music has a tendency to get stuck in head. Musical tune intrudes into human thoughts and plays, and replays, in a never-ending loop. The phenomenon of the song-that-is-stuck-in-my-head. With the right kind of grammar song it is easy to simulate student interest in developing communication skills.

GRAMMAR SONGS STRIKE IN HEAD WHILE SINGING AND LISTENING, THIS PROCESS GRADUALLY TRAINS UP THE MOUTH TO DEVELOP SPEAKING SKILLS IN STUDENTS

Interacting with songs rigorously is significant in new language learners. Just like repeatedly practicing a tennis technique is for a tennis player. The skill developed from this practical process is termed as ‘automaticity’. Students will surely get to know what to say and to produce sentences needed for workplace success rapidly without pausing. Cortisol, also known as the stress hormone, is released in human beings are under stress. Students get stressed due boring lecturing methods of communication skills. By learning using grammar songs, the students never get stressed but relaxed.

GRAMMAR SONG FOR CHEFS

I am Cutting, Chopping, Carving because I am a Chef
I am Slicing, Slitting, Shredding that is because I am a Chef
Blanching, Braising, Brewing, Baking
Grating, Grilling, Greasing, Grinding
That is because I am Chef
I am Chef Chef Chef, I am a budding Chef
So, I Practice more, because I am a Chef

I am Poaching, Peeling, Paring because I am Chef
I am Roasting, Rolling; rubbing that is because I am a Chef
Whisking, Washing, Whipping, Wrapping
Frying, Drying, Kneading, Dipping
That is because I am a Chef
I am Chef Chef Chef, I am a budding Chef
So, I Practice more, because I am a Chef

I am Curdling, Crimping, Creaming because I am Chef
I am Crushing, Churning, Creeping because I am a Chef
Basting, Brushing, Dicing, Dressing
Stewing, Sautéing, Stiffing, Sweetening
That is because I am a Chef
I am Chef Chef Chef, I am a budding Chef
So, I Practice more, because I am a Chef

FRONT OFFICE GRAMMAR SONG USING PREPOSITION - ON-IN-UNDER-BY

On in under by – On in under by – On in under by
Where is the Arrival List?
On in under by – On in under by – On in under by
Where is the Arrival list? – Where is the Arrival list?
On the Front desk- On the Front desk
This is the in – on - under – by – song

On in under by – On in under by – On in under by
Where is the Concierge? Where is the Concierge?
On in under by – On in under by – On in under by
Where is the Concierge? Where is the Concierge?
In the Lobby – In the Lobby
This is the in – on - under – by – song

On in under by – On in under by – On in under by
Where is the Bell boy – Where is the Bell boy
On in under by – On in under by – On in under by
Where is the Bell Boy – Where is the Bell Boy
By the Reception – By the Reception
This is the in – on - under – by – song

DIALOGUE BUILDING SONG FOR BAKERY CHEFS

Do you know (3)
Do you know (2) how to bake
Yes I know (3)
Yes I know (2) how to bake

Does she know (3)
Does she know (2) how to bake
Yes she knows (3)
Yes she know (2) how to bake

Do I know (3)
Do I know (2) how to bake
Yes you know (3)
Yes you know (2) how to bake

Do you know (3)
Do you know (2) how to prepare Bread
Yes I know (3)
Yes I know (2) how to prepare Bread

Does she know (3)
Does she know (2) how to prepare Bread
Yes she knows (3)
Yes she know (2) how to prepare Bread
Do I know (3)
Do I know (2) how to prepare Bread
Yes you know (3)
Yes you know (2) how to prepare Bread

KITCHEN VOCABULARY SONG USING PRESENT CONTINUOUS TENSE FORM OF KITCHEN VERBS

I I I , I am , I am, I am
You, you, you, you are, you are, you are

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DATA ANALYSIS

20 Hotel Management Graduates and 20 Food Production Craft-course Student having 70% above marks but poor in communication skills were selected and trained at Institution of Soft-skills and English Language Trainers of India for one month. Grammar songs technique was used to impart training. The following table gives the learning outcome.

FINDINGS

1. Training in communication skills using Grammar songs Technique is one of way in involving students and their teacher/trainer in meaningful, enjoyable and collaborative learning tasks. Grammar Songs are favorable for teaching communicative skills and language skills such as – listening, speaking, reading, writing, vocabulary, grammar, pronunciation, accent, intonation, American spelling and British spellings.

2. Grammar songs Technique is a powerful means of triggering emotions in students that contribute to socialization when sung collectively. It is natural and authentic for students to talk or discuss with each other about use of grammar song thus cultivating habit of small talk. Grammar songs facilitate memorizing when they are collaborated with linguistic or professional items.

3. Comparing to boring traditional methods such lecturing and Coaching, this technique is found to be superior as it involves paying attention by listening to own singing, the grammar song attracts own ear, thus making learning interesting. Communicative skills competence developed vastly, at the same time, singing songs reduced the affective filter in Students. Singing Phonic songs and diphthong songs right from Alphabets itself made acquisition of English language communication skills with right accent and pronunciation. students who had average level of spoken English proficiency could quickly
raise to excellent level as they understand new words and internalized their meanings, thus helping to acquire communication skills without stress.

4. Grammar Songs give insight into the Socio-cultural background and values in the whole world. English songs and music are now no longer restricted to English speaking countries. Singing grammar Songs with rhythmic tone helped the learners remember otherwise unconnected words and ideas.

5. Grammar Song lyrics have words and expressions of high frequency and offer repetition in order to motivate to acquire a sense of rhythm. Motivated Students will be more willing to do some creative writing resulting from the lyrics of a Grammar song because it is going to be a part of their profession or experience as well. Singing grammar song stimulates learning with interest due to sound - reproduction and rhythm. Specific grammar songs mostly reflect on useful topics relevant to Students with which they can identify. Grammar songs belong to the real lives of the students will always motivate teacher to support the idea that the Sentence structures the students are learning can be used in the real situations

CONCLUSION

Hence, we conclude Grammar songs Technique is a new Human Resource Management training method for developing communicative Soft-skills in Hotel Management Students. This method quickly develops Employable skills such as interview skills, presentation-skills, teaching skills, communication skills, professional skills, Business writing skills, Business English skills in a scientific method.

REFERENCES

1. Dr. Williamson, a memory expert at Goldsmith's College in London.