

Necessity of Communication Skills in English Language for Superior Education

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Abstract: *This research paper features the significance of English correspondence for building understudies from provincial territories and the issues looked by them amid scholarly and also proficient life and its conceivable cures. Lion's share of the understudies in designing universities is from country territories. They do have knowledge important for getting confirmation for advanced education however they linger behind in the English correspondence ability. Along these lines, amid scholastics and profession they confront a considerable measure of issues. To be fruitful in studies and grounds interviews, GD's, it is essential to accomplish English correspondence fitness. The educators and understudies need to try incorporated endeavors which incorporate activity and dynamic investment of instructors and understudies in instructing – learning technique containing question noting session, Role plays, GD's and Language Lab session.*

Keywords: Communication competence, English Language Lab (ELL), Computer Assisted Language Learning (CALL), Language Acquisition

I. INTRODUCTION

With experience of instructing English to youthful understudies in various schools, such a large number of issues of country region designing understudies have been watched. It features the significance of learning English as a key dialect of worldwide business. It tells that English can be learnt by the understudies from rustic territories by coordinating distinctive strategies for language procurement.

Importance of English language

English Language is the present most widely used language of the global business, innovation, flight, tact, saving money registering medications designing and tourism. Around one fifth of individuals everywhere throughout the world know pretty much about English. It is talked by 1.8 billion individuals on the planet and the number as yet expanding. Relatively each and every college on the planet are leading logical examinations in English. Add up to 60% of radio projects are communicated in English, over 70% of the substance or address of mailing letters are composed in English. English assumes a critical part on the planet.

A great many people on the planet concurs with what Alexander V. Sandoval asserts in his paper, 'The Importance of English on www.eagleforum.com, "English is turning into the world's language of the 21st century. A large portion of the total populace, around 70% communicate in English or know it. And more than 80% of all put away data on the planet is composed in English or converted into it. Remote language aptitudes and specifically the English are a decent instrument in work, school, in the midst of some recreation, when constructing a profession or advance your own business. The man who talks familiar with English won't lose all sense of direction on the planet where there are individuals."

Importance of Communication Skills for Students

Communication skills are basic for the effective future profession of an understudy. In today's aggressive world, relational abilities in business are the most looked for after nature of an informed individual. Perusing, composing and listening painstakingly are the three most imperative relational abilities for understudies. These aptitudes like the vast majority of the relational abilities sound excessively well-known because of which we underestimate them.

As respects perusing and composing, the main thing that we have to handle is to adjust with our developing age and fixation. With these two qualities, it is conceivable to create perusing, oral relational abilities and composing aptitudes.

Aside from perusing and composing introductions, reports and discourses are a piece of school educational modules. This has been presented in schools and universities for the general advancement of understudies. This makes expressive abilities and overseeing aptitudes likewise essential for an understudy. It is additionally imperative to create relational abilities seeing someone.

What merits more consideration is that the greater part of the understudies don't feel sure to make introductions and addresses. Be that as it may, understanding the significance of these abilities in current life, most great schools have made it a customary piece of their educational programs. Here comes the part of expressive abilities and overseeing aptitudes.

Expressive aptitudes are those which are utilized to express our emotions, considerations and articulations and accordingly get over our point effectively to the audience. To create expressive abilities, understudies need to learn is the manner by which to convey successfully and get the complete consideration of the audience members.

After this, administration is an imperative piece of an under studies life so improvement of administration aptitudes is additionally essential for the accomplishment of the understudy.

Listening aptitudes are likewise a critical expertise that ought to be instructed to an understudy. Listening aptitudes ought to be restricted to the classroom as well as in a typical discussion. Understudies ought to be educated as how to give full focus to a man with whom a discussion is occurring.

Likewise, understudies ought to be instructed with reference to how to demonstrate the other individual regard when the other individual is talking. Such behavior is a piece of discussion in each circle of life, be it expert or individual.

Since we have learned concerning what particular correspondence expertise an understudy must have, it is critical to figure out how to create relational abilities in an understudy.

The principal action to create correspondence ability in understudies is aggregate exercises. Instructors should restrict amass exercises in the classroom as well as request that understudies finish assignments in similarly partitioned gatherings. Likewise the instructor ought to persistently change the gatherings. This

is so that there is more cooperation among the understudies. This procedure helps a great deal over the long haul.

The following movement is to create relational abilities for understudies. This is to put in the propensity for undivided attention. For this, the educator should persistently read out something from daily papers magazines and different sources with a specific end goal to make inquiries from that. Likewise the instructors should make it a point to empower dynamic support of the understudies.

By imbuing a solid sentiment rivalry and interest in understudies, it would wind up plainly conceivable to create relational abilities for understudies. With these tips, proceed with certainty and set them in motion.

II. IMPORTANCE OF ENGLISH COMMUNICATION

Engineering is the greatest field of concentrate on the planet. As a matter of first importance English is an apparatus that essentially influence engineering understudies in scholarly life. While the greater part of the hypotheses in engineering are instructed in English, it requires having great English correspondence capability. In scholastic life, engineering understudies need to manage the incalculable English addresses, instructional exercises, labs, venture reports and papers. Most engineering educators in different colleges are additionally directing addresses in English. The most helpful wellspring of data i.e. Web gives a large portion of the data in English.

Amid the activity looking for process in interviews, GD's, it is yet of critical significance to accomplish dominance in English capability. Subsequent to securing the activity they are required to work in bunches since their assignment from time to time is explained by a person. In this way, being a designer requires co-working and speaking with various individuals from various piece of the world. English is utilized as the working dialect on expansive degree. Keeping in mind the end goal to co-ordinate with the partners, engineers need to talk familiar English.

Thus, English communication capability assumes a vital part in the scholarly life and vocation of engineering understudies.

III. PROBLEMS FACED BY ENGINEERING STUDENT

In our nation, around 75% understudies of the engineering are from country territories and the vast majority of them are coming through provincial dialect medium schools. Almost certainly that as they have gone into the engineering schools, they do have knowledge i.e. essential capability for advanced education and brilliant future. Be that as it may, at each stroll of life and vocation English turns into an impediment in their method for profession. Thus, let us analyze the reasons which make English as a souring grape for provincial understudies even today in this cutting edge period.

3.1 SOCIO ECONOMIC BACKGROUND OF FAMILY

Classroom contains understudies from various strata of the general public who have diverse getting a handle on power and English correspondence skill. It is discovered that the English correspondence skill of the understudies parents' identity's educated has a place with higher white collar class is superior to that

of the understudies whose guardians are ignorant and have a place with bring down working class. The reality for this circumstance is the educated guardians can give more presentation to their kid to English as they know about the significance of English fitness. They counsel the educator about kid's advance and guide him/her at home to perform better. Contaminate it never occurs with the second gathering as they need parental supervision and direction from to the higher education

3.2 LACK OF SKILLFUL TEACHERS

The other critical factor is the training framework and absence of handy educators. The majority of the educators at all the learning levels are untrained they are ignorant of the present patterns and propelled strategies of English Language Teaching (ELT). The condition is same with the provincial medium and also the English medium essential ,optional and higher auxiliary schools in rustic or semi urban zone. Again instructing – learning process is much exam result situated. What's more, the exams do test the memory control alone. Indeed, even the guardians are needing for the imprints than abilities or learning. In this way, instructors make understudies to habituate by heart strategy, therefore, English is by all accounts a frightful evil presence for the understudies. This dismay stays in the psyche till advanced education in light of absence of legitimate direction. Again these exam situated understudies give earlier significance to their specialized subjects than to the correspondence skill.

3.3 EDUCATION SYSTEM

The other imperative factor is the conventional instruction framework which influences English dialect learning and procurement. Fundamentally it requires four abilities i.e. Listening, Speaking, Reading and Writing (LSRW). Our understudies are being prepared in perusing and composing for long ages and tuning in and talking abilities are dismissed and disregarded which are vital. Learning is the one essential ability which makes talking conceivable. Learning dialect is conceivable just through undivided attention. As an outline we can take a case of dialect securing by a child. It begins talking the words which it listens every now and again. Our instruction disregards the significance of listening which brings about absence of aptitude of talking. Absence of present day and propelled innovation during the time spent dialect adapting likewise influences the dialect securing. E.g. utilization of PCs and web, control point introduction, OHP and so forth.

3.4 CONTROVERSY UPON LEARNING GRAMMAR OF ENGLISH AS A SECOND LANGUAGE

There is a much debate after learning English as a moment dialect. Analysts make an inquiry that had we learnt language of our native language when we learnt it. Along these lines, sentence structure is learnt just for getting marks and not as a device for taking in a dialect. Again the use of punctuation in everyday life is being ignored.

3.5 LACK OF EXPOSURE TO THE ENGLISH COMMUNICATION

The rural area students do not have the introduction to the English correspondence in the family, society and also in the universities. Because of this even the meritorious gold medalist neglect to make progress amid individual meetings because of absence of relational abilities, delicate aptitudes, relational aptitudes and identity improvement. Amid scholastics likewise absence of certainty of being notable convey in English prompts feeling of feeling of inadequacy, subsequently understudies keep themselves forlorn and confined.

4. LITERATURE REVIEW

A lot of observers on grown-up learning pressure the significance of guaranteeing that there is a proper „atmosphere“ in the class for viable learning. They attract regard for the need to empower grown-up students, especially those new to formal learning, or who have had negative past encounters of training, to be casual and agreeable, so they are prepared for powerful learning, and to confront any difficulties included. For grown-up instructors this has dependably been one of the main guidelines for educators, in view of the supposition that for some grown-ups, formal learning might be a new and conceivably debilitating background. The components that add to the „atmosphere“ of the class incorporate the physical condition, the format of the room, the conduct of different understudies, and, above all, the conduct of the instructor. Educators are urged to take a shot at producing well disposed relations, generosity and trust between every one of the individuals from the gathering, so singular understudies are all the more ready to go for broke, to uncover themselves, as a component of the occasionally troublesome procedure of learning. The primary manner by which educators work to create and keep up this environment is through their own conduct – the way they identify with understudies, their open style, what they say, and what they do. A few analysts see this central part for educators as possibly the principal organize in the advancement of a „community of practice“ (Marr, 2000, Lave and Wenger, 1991), in which individual and aggregate learning is coordinated with beneficial action. In any case others contend that there is a threat practically speaking of over-underlining the „nurturing“ and „caring“ parts of instructing and learning, to the detriment of learning for this present reality. They bring up that unconfident students may appreciate coming to classes that are undemanding, amiable, and fun, and that instructors as well, may think that its less demanding to intrigue with such students, so minimal beneficial learning happens. Windsor and Healey (2006), for instance, in a discourse of instructional exercises as a component of ESOL educating and learning, contend for lucidity about the points of confinement of the part of the coach in instructional exercises: „they are there to help the learners“ learning, not their own needs“. Ecclestone (2004b) trusts that there is currently an excessive amount of accentuation on the „well-being“ of understudies, with therefore less accentuation on the requirement for understudies to procure genuinely helpful information and abilities, through a procedure of discovering that may in fact be troublesome and testing. She contends that an undesirable pre-occupation with wellbeing – particularly, the passionate prosperity of the understudy – hinders learning, with stifling results for the student and educator alike, making “a new sensibility that resounds with more extensive social cynicism about people’s delicacy and vulnerability“.

An imperative gathering of studies feature the significance of hierarchical culture in connection to learning in the work environment, including: Evans (2002), Fuller and Unwin (2002), and Belfiore and Folinsbee (2004). Each of these investigations concentrates on the „managerial environment“ or „management style“ of the work environment. Belfiore and Folinsbee talk about the level of association of laborers in the preparation itself, and the administration style of the working environment in connection to quality contribution from the specialists, both of these being markers of dialogic hone. Preparing is viewed as more viable regarding administration targets and manageability in the event that it begins with the substances of the working environment and individual specialists, as opposed to formal educational programs transmitted to latent students. Cases of manners by which changes proposed by the workers show that they are basic masterminds and framework examiners recommend that preparation and quality change procedures ought to be participatory as opposed to instructor or supervisor drove and best down.

Evans (2002) examines the commitment of the hierarchical setting to work environment learning and contends that methodically using every one of the abilities and information of laborers, including the implied, will probably be compelling in „democratic“ instead of „technocratic“ models of the learning society. These models are separated basically along the range of investment, association, and responsibility for taken in work environments and in the public arena overall. For Evans, the key idea (and commonsense objective of preparing and instruction) is transferability of aptitudes and learning between various settings. She contends that the more noteworthy the inferred measurement of these abilities and information (all learning has both unsaid and unequivocal measurements), at that point the more exchange needs to include elevated amounts of social communication. She refers to investigate which proposes that for the motivations behind veritable transferability of abilities and learning, showing, manuals and composed records are of little help.

Fuller and Unwin (2002) concentrate on how individuals gain from and show others about work undertakings. They contend that the demonstration of figuring out how to complete one's occupation in the working environment is deserving of close consideration, and that quite a bit of this learning happens through unequivocal pockets of action which make utilization of a scope of instructive strategies. It likewise contends that instructive aptitudes can be found in a wide range of working environments, at all levels in an association, and that they are not confined by age. The paper in this manner challenges the conventional originations of „novice“ and „expert“ for the most part connected with models of abilities arrangement, and specifically, apprenticeship. The paper concentrates intentionally on the term „pedagogies“ to counter both the experiential learning custom which sees work environment learning as totally casual, and the HRD convention which is concerned for the most part with enhancing the adequacy of „off the job“ preparing, regularly using new innovation. Both these conventions assume down the part of instructional method, which, examine attracted on this paper appears, keeps on being a remarkable piece of working life. This examination as well, subsequently, features the criticalness for viable formal and casual learning, of the way preparing, advancement, and exchange of aptitudes is seen by administrators in associations, whatever the expectations of instructors or coaches. The two elements have any kind of effect to how much social collaborations can profit learning.

Knowles (1996), Alexander (2004), and Swan (2006) likewise challenge shortsighted thoughts of learning as the straightforward transmission of abilities and information. Alexander contends that the learning procedure can involve test and difference and additionally accord. Swan's see recommends that test and contradiction are in some sense fundamental to the best learning circumstances. This works just if classroom culture has moved past the one sided transmission connection amongst educator and student. In the event that it hasn't, at that point dialogic and testing educating may scare and repress a few students. Knowles' hypothesis of andragogy suggests a move from instructor appraisal of figuring out how to a self-evaluative process, in light of re-conclusion. The educator in this manner should be skilful in building up a strong atmosphere in which difficult to-acknowledge data around ones execution can be taken a gander at dispassionately. This point of view is fundamentally the same as that of Absolum (2006), who in a far reaching discourse of successful connections in classrooms underlines the significance of creating „learning-focused relationships“ amongst students and between the educator and the students, that learning won't prosper if the instructor concentrates essentially on controlling the understudy, and that classroom connections described by power and control, best case scenario produce inactivity and even from a pessimistic standpoint non-engagement or criticism. Like Alexander and Ecclestone (2004b), he

likewise recognizes learning focused connections and minding connections, and contends that learning won't thrive if the essential concentration of the educator is nurturing the understudy.

IV. REMEDIES

Knowing the significance and developing interest of English correspondence ability for engineering understudies from rustic territories, there a requirement for the educators also the understudies to attempt incorporated endeavors.

1. Personnel is relied upon to satisfy their doled out duties. However, aside from that they should think it as their ethical duty to take more endeavors to give more presentation to English language for understudies as to accomplish correspondence skill. The understudies when compelled to learn correspondence all alone, they discover it as a titanic assignment. In this way, they expect help and warmth understanding from instructors. Presently days a thorough course which concentrate on both written work and talking abilities is presented in the vast majority of the colleges in Maharashtra. In this way, amid the intelligent sessions the understudies ought to be urged and talked .So, that the understudies can assembled a capacity to take part in different exercises, for example, paper introductions, GD's, deride interviews, pretends and so forth to create English correspondence capability. It is fundamental that Students Talk Time (STT) ought to be higher than Teacher Talk Time (TTT).

2. Understudies from the optional and higher auxiliary level ought to be given lexicon of specialized words with their implications in territorial language for utilize. The specialized educators should help understudies in understanding the specialized words in English and their reciprocals in territorial languages. Again they should help the understudies to comprehend the implications of long and entangled sentences in specialized subjects.

3. Sentence structure ought to be instructed as utilization of it in everyday life. When we learnt first language, it requires a great deal of time .We get a considerable measure of presentation to it as our whole correspondence bargains happens in the territorial language. Along these lines, it is however characteristic that it doesn't require taking in the punctuation of provincial language. Sadly it doesn't occur with English which is a moment language. From the experience, it is fundamental to learn syntax of English as second language for getting certainty of talking and playing out the best in all kinds of different backgrounds.

4. In this cutting edge time, new patterns and techniques for instructing are developing in the learning of the English language ability which includes the utilization of Computer assisted language learning (CALL) in the Language Labs. The majority of the understudies is burnt out on the customary method for educating and is more keen on doing practices on a PC than by hand. This framework works all the more successfully when the proportion of PC and understudy is 1:1

CALL mostly includes:

- 4.1 Use of Audio /video clips.
- 4.2 Interlingua method-Listen and see clippings in regional language and English.
- 4.3 Language Learning-vocabulary-synonyms and antonyms.
- 4.4 Etymology reading.

4.5 Grammar.

4.6 Role plays-Speaking task.

4.7 Translation.

4.8 Fluency Task.

By this technique for learning understudies are given a considerable measure of training and presentation to the English language. This technique prompts individualization of realizing, where an educator goes about as guide, mentor and wannabe to encourage learning. The educators ought to know about the most recent advances, investigate new thoughts and have certain measure of specialization in the subject. Refresher courses for these educators at national level can help in accomplishing capability being used of CALL.

5. Understudies without anyone else should make utilization of English diaries, TV programs, daily papers, magazines, English language Resource focuses to obtain the English relational abilities.

V. CONCLUSION

English relational abilities are perceived as the vital component in the scholarly life and profession of the engineering understudies. It requires making utilization of incorporated techniques to encourage propelled relational abilities, which is the request of industry and in addition society. The provincial zone engineering understudies ought to adequately make utilization of the workforce, instruction framework and the enhancements furnished to them in mix with the self endeavors, to develop as an able client of English correspondence to end up noticeably fruitful throughout everyday life and career.

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