

## CHALLENGES FACED BY THE ENGLISH TEACHER TO REINFORCE COMMUNICATIVE COMPETENCY AMONG PROSPECTIVE GRADUATES

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### **ABSTRACT**

*Communicative competence remains an essential talent anticipated of potential graduates among employers. In the mild of globalization, competency necessities of potential engineering graduates far contrast from those of yesteryears. Particularly rural and urban students' competency in writing and verbally presenting abilities and in extreme case their reading skills as well as listening abilities are highly questionable.*

*Engineers' communicative competence has become a barrier in adjusting to jobs and achieving career goals. With the rapid growth in science & technology, new organizations and management, industries critically need engineers who can communicate effectively with multiple stakeholders, the government, private industries and the public at large. Different studies have shown that although engineers may be technically sound, they are not effective communicators.*

*This is particularly evident in the form of oral communication. Industries demand that graduating engineering students should be equipped with both technical and non-technical skills upon entering the job market as these skills are of vital importance in engineering work places. This constant emphasis on the need for suitable command of English in oral conversation in graduating engineers has end up a key subject in academia and the engineering profession. In such case how far this current engineering graduates can cope with the competitive world. Various factors like un-conducive English speaking environment, nervousness and low level of confidence are such things blocking them to improve their competency in the language. How far the current scenario in professional colleges is supporting them to improve their competency in the language and what efforts are being made by the individuals to cope with the competitive world. This paper deals with problems of students (engineering graduates) to be fluent enough in the language and how instructors can motivate students to conducive environment for the improvement of competency in communication.*

*Key words: Reinforce, communicative competence, prospective graduates and conducive environment.*

### **PROBLEMS AND CHALLENGES**

#### **Students from Semi-Urban & Rural Areas**

Teaching English as a second Language to non-native speakers poses a peculiar set of challenges to the teacher of English because these students come from diverse backgrounds, they have different levels of comprehension, different levels of attention span, different psychological needs and different economic and socio-cultural backgrounds. This challenge acquires an added dimension when we take into account the teaching of English to students hailing from rural and semi-urban areas.

Another major problem faced by English teachers in teaching English to students coming from semi urban and rural backgrounds is that their socio-cultural milieu is totally different from the one they find in the class room and the college. They feel alienated in this different environment. So far they have not had any opportunity to interact with individuals

fluent in English language; their verbal interaction has been in their connect which is another reason for students' poor command over English.

### **Poor Exposure**

The students, as quickly as they acquired into the colleges, feel that they are exceptionally comfortable from their tension and the enforcement of the discipline in their schools. They nurture a false opinion that this is an ideal age to enjoy life, which may not really be true when they leave the college.

English language instructing in India has endured a great deal, to such an extent that our understudies who pass halfway or degree examinations with English can neither talk nor compose right English, might be on the grounds that the accentuation in our schools and universities has dependably been on the calculated substance and the expressive substance has been dismissed up until this point. As regards the issue whether English should be taught through emphasis on language only or literature is a better medium to teach English: no clear cut approach has been finalized by the pedagogues. The result is that it is each teacher is to his/her own.

### **Mother Tongue Influence**

Mother tongue of students from rural areas is highly influential in both inside and outside the classroom. Even the faculty members of other disciplines teach their subjects only in Tamil. English teachers often follow only the translation method. The pupils hear English only in the English hour. Most educationists stress on the use of the local language/mother tongue to impart early schooling as it improves the child's potential to hold close and research concepts. However, there is no walking away from the fact that instructing English as a language has turn out to be a key determinant for future success and mobility of a child. English is not a subject and it is a language. The language skills can't be taught, they can be learnt by practice only. One who practices it with interest can learn English. Final year students from rural areas face real challenges in colleges when they go for Campus interview particularly in Group Discussion in MNC's, because of lack of exposure to English.

### **Illiterate Parents**

The unlettered and semi-lettered dad and mom stay hand to mouth with their inadequate income. How can we anticipate them to assume about their children's education? It doesn't show their indifference but their lack of ability to give a whole lot care for their children. Students from rural areas do now not realize the importance of English as a language of verbal exchange whereas this is the most important factor of the international language. They lack the confidence to speak in English; expression in the language is also weak. First reason is that they have been taught English via Grammar-Translation Method. This technique makes them rely on their mom tongue. Lack of parental involvement: this may be just precise to our area, however there is lack of focal point on education, as many human beings have the opinion that they were best with little school, or "They learn everything that they want to comprehend with the aid of working on the farm". So there is nominal assistance from dad and mom with whatever related to school. There is also a low rate of students going to college, as many of the parents discourage higher education. There are also days where a student will get pulled out of school to help them in their farm.

### **Psychological Problems**

The most important trouble confronted by using rural students is psychological problem. The first and essential trouble is hesitation and the subsequent is shyness. Hesitation is a state of doubt or uncertainty. Strategies can solely act as a pill to motivate the college students to come out of their hesitancy. In order to overcome these problems, enable the college students to speak broken language in the beginning and do now not criticize them. Make them acquire fluency and accuracy. To overcome hesitation, damaged English can be allowed in the type room. Make them have fluency as an alternative than accuracy. Like the

Urban students, they don't get suitable surroundings. So it is the obligation of a teacher to create conducive surroundings for the students. Teachers should encourage the rural learners to be assured and experience that English is also a language like their mother tongue.

Investment in giving English language talent to younger college students in the rural areas of the country can go a long way in empowering them to acquire gainful employment and therefore assist them deliver prosperity no longer only to themselves but additionally to their families, their community and the village at large.

### **Environmental issues**

**Out of school hours:** The children are engaged by their parents to help in their trade and agriculture, rearing cattle, etc.

**Child Labour:** It is quite common in the villages to boost income to meet both ends. The Child Labour Act doesn't work here.

Besides the hopeless and helpless parents, the siblings of the children, the immediate and the distant family members, neighbors, friends are too helpless. The ill-equipped schools, staffed with less qualified and inexperienced fresher's, pupil-teacher ratio, plural teaching all. No language teacher, Child Labour, the children engaged in their parents trade and agriculture, the destructive agents of the youths – cinema, TV, Journals, Drug-Addiction, lack of hope for job opportunities are the major problems and stumbling blocks to teach English in the rural areas in India.

### **Oral Communication Apprehension**

Communication apprehension is the fear of anxiety associated with real or anticipated communication with another person or persons. Communication apprehension can be produced by merely thinking about or anticipating having to communicate. According to Berger, McCroskey & Baldwin (1984), it is "the way a person feels about communication, not how they communicate". They also stress that the fear or anxiety could be due to any of the following reasons: lack of practice, insecurity or any pre-programmed thought pattern. The thought of communication alone can generate significant levels of anxiety. Virginia Richmond and James Mc Croskey (1995) report that almost 95% of Americans surveyed said that they have some degree of anxiety about communicating in some situation.

According to Laurilla (2007) communication apprehension has attracted a lot of research especially in the area of student behavior in the classroom and an ever-increasing body of research has accumulated indicating that there is a pervasive relationship between this communication variable and the various aspects of the academic experience. Some people may be good at communicating through writing but they may have problems speaking in front of an audience. Some may be good at interpersonal communication but may not feel comfortable making presentations.

Research by Wit & Behnke (2006) elucidate that one's level of communication apprehension does have a profound impact on their oral communication, social skills and self-esteem. Earlier studies done by powers & smythe (1980) affirm that CA levels have a significant effect on students' examination grades. Thus, we can't deny the fact that communication apprehension is a phenomenon that wants to be similarly investigated and extra so in the context of engineering undergraduates who are concerned in situations where a variety of cognitive and cultural factors work together.

### **Students' rooted patterns**

ESOL teachers often struggle with the inadequacy of students' functional use of the TL and the vast abyss between their linguistic competence and their spontaneous text production. Ironically, it is often second language learners themselves who block the complete and unconditioned application of CLT in classrooms. Perception of SLA among adult learners is in many instances unilateral and inflexible. Contrary to the efforts of CLT a

wide-spread idea of a learning process is a passive intake of linguistic competence without practical demonstrations. Even in instances when the student is naturally communicative or has perhaps become loquacious through the teacher's guidance an obstacle in verbal communication which requires asking for clarification, repetition or rephrasing is often not overcome adequately in L2. Students seem to find it too strenuous, unnecessary, pointless or not in accordance with the aim of the lesson to communicate their misunderstanding or misapprehension in L2. On the samples of students' interactions either with the teacher or among themselves I will demonstrate whether and in what way **situation management** and overall **communicative competence** are present. The presumption is that as the students' level increases, their utterance and interaction will become more "standardized" with respect to the **standards of textuality** and with regard to the conventionality of discourse management.

## **MOTIVATING FACTORS**

### **Facilitating a dialogic discussion among Students**

Teachers have to understand that classroom is the solely region for EFL learners to exercise their English and to get exposure to it. As teenagers generally construct their capabilities for conversation in their native language thru their exposure to their native language surrounding them, a overseas language learner doesn't have such opportunities for exposing oneself to the goal language in overseas language context besides for classroom hours. So instructors have to encourage college students to speak in pairs and groups. These activities proved to be of high price in the cultivation of students' communicative competence as they provide college students with greater possibilities for exposure and help them in constructing their confidence in their language and releasing language anxiety. Building up self-confidence and releasing language nervousness will facilitate language acquisition as these two elements are regarded to be primary obstacles of language acquisition (Krashen, 1981; Daly, Caughlin & Stafford, 1997; Park & Lee, 2005).

Pair and group work things to do inspire college students to practice their language and provide opportunities for publicity and use. Such things to do are positive in growing quite number factors of communicative competence as the usage of language in these things to do guarantee the improvement of language macro and micro abilities and competencies.

Instead of the usage of solely the lecture approach whereby the instructor does all the speakme and college students are merely passive listeners, if a teacher adopts a dialogic approach, it will generate extra pastime among college students and they would experience greater involved, greater eager to learn.

### **Teacher–student interaction:**

EFL trainer must play the function of a facilitator in his study room in order to help language mastering to take place. He should create a democratic and enthusiastic surroundings and interact with his students. Researcher's observations as properly as other research have proven that instructors who motivate more interaction in their classroom gain appropriate results and produce capable audio system while instructors who spend their time lecturing their college students while students passively listening and take notes frequently fail to domesticate the communicative competence of the students and produce students who are incompetent users of English (Wang & Castro, 2010). So teachers should interact with each and every student in his classroom and create an atmosphere that motivates students to act together with him.

### **Simulation and Role-play Activities:**

Simulation and role-play activities are therefore effective for promoting students' communicative ability. The foremost vital condition here is that students ought to take into account themselves the maximum amount real as doable. Such activities tried to be effective

in promoting communicative ability and creating the room additional attention-grabbing and interactive. A study by García-Carbonell, Rising, Montero & Watts (2001) on the role of simulation and game activities on communicative ability acquisition of an overseas language unconcealed that such activities are simpler than formal instruction in enhancing the communicative ability. Role-play activities also are vital in enhancing students' communicative ability. In these activities, EFL learners are asked to perform some scenes from a play or to form some dramatic composition to act. Quing (2011) associate degreed Ampatuan and San Jose (2016) have studied the role-play as an approach for developing students' communicative ability. Their studies unconcealed that role-play is a good approach for developing communicative ability and cultural aspects. They additional that these activities offer students with opportunities to precise themselves, build up their confidence to use the language they need learned and enhance their communication skills.

### **Create an English-speaking atmosphere**

Creating an English-speaking atmosphere is a complicated step which needs a good coordination and understanding among the learners, and between the learner and the teacher. Speaking English should not be forced upon the learner; instead, the learner must feel the importance of speaking in English on his own.

And moreover create an atmosphere where mistakes are welcomed. Not having an atmosphere where one can speak without being afraid of making mistakes, not having an opportunity where the learner is supported and encouraged by co-learners and teachers, many students have lost their confidence and eventually given up English language learning. It is a fact and instance of this happening are numerous.

The fear of making mistakes in front of friends, colleagues or peer learners stops many students from talking in English. Success is thus delayed in the process of protecting one's (false) 'prestige' or (social) 'image' in front of others.

A learner who does not care about 'what others are going to think of me if I make a mistake' can surely learn things better and reach success faster. The learner must get rid of this self-created 'false prestige' and 'what others will think' type of attitude. One must realize that in the long run people around you, may it be your peer learners, friends, colleagues, or teachers, will move on. So is your valuable time. The sooner the learner realizes this fact and the teacher enlightens the students and creates a conducive atmosphere where all can speak without being worried about 'what others are going to think' and makes them realize that 'making mistakes is not a mistake when it comes to learning', the sooner is going to be a turning point which can change the classroom atmosphere positive enough for all learners.

### **Identify the levels of learners**

The teacher as well as the learner must identify, and be aware of, the presence of different levels of learners. An English classroom may include advanced learners, quick learners, and beginners as well. In such a mixed group, there is a possibility that the beginners and the-not-so-quick learners may start thinking negatively about their ability to learn. On the other hand, the quick and advanced learners can get into the trap of "I am better than everyone else" type of overconfidence.

A classroom with students having mixed levels of learning has certain merits as well as demerits. If the beginners and the-not-so-quick learners feel secure to move and clarify their doubts with the advanced learners are willing to support and guide the beginners, such an environment goes to be ideal. Just in case the interaction isn't doable because of any reason, such a mixed cluster will harm the boldness level of the-not-so-quick learners which of the beginners.

### **Needs and Wants of Career**

‘Necessity is the mother of invention.’(Plato, The Republic, Book II). So is the importance of learning English language as it is a key of necessity that opens many doors of knowledge and career options. It is the obligation of the educator to connect the necessities and needs of the understudies – vocation development, financial advantages, economic wellbeing, need simple correspondence with the outside world, authority aptitudes, simple access to science and innovation, and so forth., so as to inspire the students for confronting the difficulties of learning the language.

The unremarkable educator tells, the great instructor clarifies. The predominant educator illustrates.

The great teacher inspires’ (William Arthur Ward – American scholar, author and teacher). It is the prerequisite of a teacher to inspire students and ignite a passion for learning English – by making them aware how important it is for them – for their own academic, social, career and technological advancement.

### **Facilitating collaborative work**

Students were given enough opportunities to work collaboratively in order to help them build their self belief in critical reflection. The idea was to help them explicitly articulate their ideas, reflections and share them with their fellow learners. This collaborative learning was also used in order to promote mutual helpfulness, cooperation and active learning among the learners. The students when working in heterogeneous groups also got immense opportunities to learn from each other. After presenting the information to the students, they were first asked to share their ideas and reflections in pairs. They were then asked to work in small groups and then gradually move on to bigger groups. This kind of social interaction helped the students get multiple perspectives on a topic and also promotes the intellectual standards of intellectual fair mindedness, intellectual confidence and intellectual humility. Thus students were required to develop their high order thinking skills by brainstorming, synthesizing their ideas, responding personally to what they have read, summarizing the content, applying what they have read to the contexts of their own lives, critically analyzing a subject or topic through argumentation, discussion and debate. The various student accountability tasks which they were required to perform were summarizing, retelling, organizing, thinking aloud, defending their stand, brainstorming, lateral thinking, peer teaching, evaluating etc. As Wells (1994) puts it, “As the learner appropriates the knowledge and procedures encountered in contact with others, he or she transforms them, constructing his or her own individual adaptation. But in the progression, he or she is also transformed.”

### **Focus on LSRW Skills**

Communication skills have a good impact on the success of a personal. A person’s ability to square apart in a very crowd is additional typically than not determined by his/her communication skills, yet additional with his/her proficiency in West Germanic. Be it career or relationships, the cruel truth in today’s world scene is that the longer term of someone is affected powerfully by his communication ability in English.

The four major skills of acquisition, listening, speaking, reading and writing give the correct key to success.

Teaching of West Germanic whereas making certain specialize in of these four skills provides a platform for the learners to hone their proficiency during this language well. a perfect programme for teaching-learning of English as a second language would involve content for all the higher than mentioned four skills. Yet, it's determined that somehow the reading and writing skills are given additional importance over the opposite two skills.

if possible, listening and verbal communication ought to take reputation over reading and writing once any language is being learnt. The advantages of naturally getting language are often increased phenomenally once the chance to pay attention to and speak within the target language is accelerated.

With these four skills self-addressed equally whereas learning English, the learners are often assured of getting smart communication skills, a really great requirement in today's competitive world.

### **Conclusion**

Despite the fact that diverse variables impact graduates in accomplishing their competence in learning English, educators should utilize diverse procedures and exercises in statement libbing, propelling and advancing open ability among planned graduates.

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