

Usefulness of Soft Skills for Better English in Employment Opportunities for Teachers

M. Stanley Jones^{1*} Dr. Kalyana Chakravarthi Thirunagari²

¹ Research Scholar, Department of English, Mewar University, Chittorgarh, Rajasthan, India

² Research Guide, Department of English, Mewar University, Chittorgarh, Rajasthan, India

Abstract – *The aim of this research was to explore the usefulness of soft skills for better English in employment opportunities for teachers. English is the preferred common language because it is an exact language. It allows a person to say what he or she wants to say without having to argue about the meaning. The research will use the secondary data approach. The result of the study shows that teaching as a multilayered presentation that demands a broad extent of skills and awareness including personal and interpersonal skills for successful achievement of handling classroom burden. Thus, the gift of teaching simply doesn't entail a diffusion of knowledge from professor to people.*

Keywords: *Soft Skills Acquisition, English Language, Teaching Profession*

-----X-----

I. INTRODUCTION

Currently, the world as well as our nation particularly is exposed to 3rd industrial revolution namely the revolution of communication. This alternatively is disrupting business and also workplace. In the sphere of international communication, English is deemed as business world's lingua Franca disregarding political, social, geographical and also religious differences. There was a time when getting a job required proficiency in a particular skill but today one need to possess communication skills along with their subjective skills. The urge to prioritize communication skills for development of English is of sheer importance and owns the aim to propel job aspirants get job easily.

Soft skills can be regarded as traits of an individual that Improves performance in job, interaction with lecturer, along with viewpoint of career. Pachauri (2014) define soft skills being traits of an individual, gracefulness, language fluency, personal habits, optimism and friendliness to varied extent (Pachauri, 2014). Soft skills have been adopted being an ordinary feature promoting lecturers selection with respect to personality traits and community skills (Tang and Tan, 2015). An efficient lecturer is expected to commit to his or her work and also takes initiatives. Teaching is regarded to be the multifaceted performance that seeks wide knowledge range along with skills both soft and hard that deter classroom burden (Tang, et. al., 2014a). Also, thought to be a social activity, teaching is all about

communal interaction amidst students and lectures (Lim and Tan, 2013).

Past few years, English importance has raised two fold thanks to globalization of teaching jobs. Across regions, English has become a crucial trait for communication both at intra-national as well as international level. Spoken English importance also has increased dramatically as they exists multiple cases when an individual has knowledge about its subject but cannot communicate effectively in English. So, spoken English is of core importance. Also, learning a language as English in a country where it is not probably the native language exposes to plentitude of opportunities for all. Corporate world today recognizes the importance of English language more than the technical subject.

Style of teaching is combination of behavior resultant of which, teaching talent not only consists of knowledge transmission from lecturer to a student but also streamlines the entire process of learning of an individual (Prasertcharoensuk and Tang, 2016). Soft skills are both social as well as relational and a lecturers necessity toiling in greater performance leading to higher proficiency (Tang, et. al., 2015a).

One can consider subject as a means of soft skills of a significant area. Also, the understanding of what one should consider as soft skills varies. Project management knowledge though *good to have* is also a *must have*. Cultural awareness

training is good for chemist and also a necessity for HRM of diversified culture. Also soft skills are combination of social grace, personality traits, friendliness, and varies optimism. Hard skills and soft skills go hand in hand and are the jobs technical requirements.

Table 1: Soft Skills Examples

<ul style="list-style-type: none"> • Communication skills • Critical and structured thinking • Problem solving skills • Creativity • Teamwork capability • Negotiating skills • Self-management • Time management • Conflict management • Cultural awareness • Common knowledge 	<ul style="list-style-type: none"> • Responsibility • Etiquette and good manners • Courtesy • Self-esteem • Sociability • Integrity / Honesty • Empathy • Work ethic • Project management • Business management
--	---

Training experts as well as educational enthusiast segregate competency skills in two parts as hard skills and soft skills. Ibrahim (2017) seek skills being a group of attitude, personal traits, and social grace and is responsible for segregating employees (Ibrahim, 2017). Marketing and professional training researchers suggest that both the skills have an impact on the performance of job. The soft skills are merely a combination of habits, qualities, personal traits along with social graces. Gibbons and Lange (2000) suggest that soft skills are ones non cognitive abilities inculcated and are required to maintain a steady relationship. Emphasis by Rugarcia et al (2000) states that if the needs of student's maps with the ones provided by institutes of higher education then English teaching needs to be mandated along with technological support. As per Massaro et al (2016), soft skills competency compel changes in organization by employees (Homer, 2001). Employees acquiring soft skills reflect proficiency in performance.

Corporate world acts on English. If an individual is highly proficient in English, he can climb the ladder to success easily. Likewise, if someone is poor in English, no matter how effective ideas he has, he will still rank low in the management ladder. Ones that have great proficiency would upsurge using your ideas. Hence, there exists plentitude of opportunities for the trainers for training students and employees so that they stand out in public speaking or additional conferences or meetings. One can effectively handle all grammatical issues, vocabulary and skills of presentation. Several skills that a trainer teaches include:

A. Standard English

Indian English pronunciation drastically varies across varied regions as per the vernacular influence. Hence, the question arises as to what is the form of Standard English. British English, Indian or American English, owing to the regional influence. Uptil globalization, the standard form was British English

but with advancement in technology and influence of same over all nation's led to the emergence of American English and is currently adopted by all the tech centric nations.

B. Tool for employability

India also has given its contribution to several vocabularies for English language and occupied its place in standard dictionary. English proficiency is necessary for maintaining employability. This is basically one capacity to stay employed with his relevant skills. Skills of communication are largely desirable for the growth of an individual. Also for the growth of career, it is necessary to have proficiency skills both in written as well as oral form.

Since English is undoubtedly the common and popular language across the globe, its knowledge is required to get employed. Corporate world relies on the knowledge of English. Efficiency in English is not just producing grammatically correct sentence but additionally having presentation, negotiation and convincing skills.

II. LITERATURE REVIEW

Though recently, higher education institutes focus greatly on employability but that fail to describe industry, agency of government, academics, & students. It is seen that employability would encompass skills along with attributes enabling graduates to get hold of job and also the ones having a job strive towards career advancement. This includes having significant knowledge; attitude and skills that help deploy specific traits and further enabled marketing those to employers. Finch, Baldwin, Hamilton, and Zehner's (2013) saw that email would hire graduate who have better soft skills and give least importance to academics along with skills of problem solving, pre graduation and functional (Finch, et. al., 2013).

A. Role of soft skills in effective communication

True that skills of communication rank high when assessing skills for employability along with interpersonal and also intra personal skills. Candidates are deemed inefficient if they lack communication skills.

Traits interpersonal are:

- Attitude
- Managing time
- Responsibility
- Ethics, values & integrity

- Courage & Self-confidence
- Consistency

Interpersonal traits of an individual include:

- Self-awareness
- Promotion Teamwork
- Communication along with networking
- Listening and Empathy skills
- Problem solving skills and troubleshooting
- Leadership

Non-Verbal Communication

As said action speak louder than words. There needs to be a balance between verbal and non-verbal form of communication. Nonverbal communication includes:

- Gestures
- Eye contact
- Facial Expressions
- Body posture

So we know understand that soft skills and Personality traits both are necessary for career Developmental along with academic and hard skills.

C. The most important soft skill

Communication skills appear to be one of the most important soft skills required by an individual. And sadly most employers lack while they step out of universities and colleges. If asked about communication skills, one will give varied answers as it is fusion of multiple specs. Find below some of the important element that help shape skills of communication of an individual.

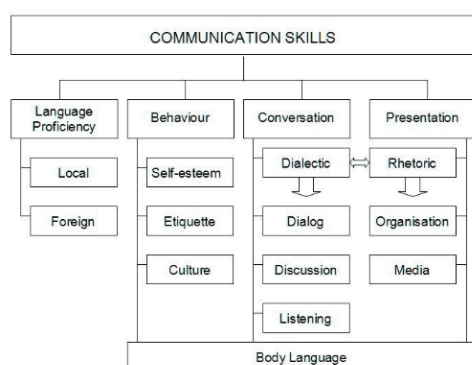


Figure 1: Communication Skills

The minimum requirements for a student who is pursuing tertiary institution is to have good writing and verbal communication skills, including the self-esteem that is shown in the conversation skills along with body language, enough discussion skills and key significance of presentation skills to market themselves and their ideas. Communication skills are required to give a boost to the professional career of an individual and also to boost social competency. This is the major fact that is applicable to the soft skills. The candidate should be proficient enough in social skills to showcase them in the workplace and hence to ascend their career ladder. If you drill down further into communication skills, the problem would be more complicated. In the current world where the number of people speaking English is increasing, language proficiency is not just about speaking and reading, but also includes writing skills in a professional way. Though, there are many graduates who have sound hard skills and know where to use it and where not use, but inadequate soft skills of not knowing where exactly to use the standard form and in which tone have become a big challenge as per (Shaheen and Zhang, 2012).

D. Acquiring soft skills

The best way to get formal training is to attend evening classes to improve your language, Rhetoric, presentation skills and learn to resolve conflicts and manage culture. This is the widely known concept that is giving ample benefits by giving the students who have attended the course with a certificate which would be helpful while applying for jobs. The sarcasm that is projected in the last line is deliberate, since there is no assurance that taking the course will help you to improve your soft skills. Another best way to learn soft skills is to get self-trained, i.e. by reading the books. As discussed previously to acquire personal characteristics you should be keep on practicing for which you need self-training. This helps you to improve the soft skill category. In addition, in the last 10 years, there is another technique to get self-trained has gained a lot of popularity and that training is called as electronic learning, which in short called as e-learning. There is an article that projected the significance of web-based training that would hone your soft skills and highlight you to practically embrace this approach as per (Tang and Tan, 2015).

In many educational institutions, every level of teaching is totally changed and will see many changes in the future. The teaching methodology will be more about student centric. This move is also driving to add soft skills into the curriculum along with the hard skills. To be precise, students who are taking part in the lecture to be learning hard skills and also without their knowledge, they will be practicing soft skills too. This is the very practical way of lecturing. There are a few

curriculums which are already power-packed with different hard skill courses, thus making it not so possible to have alternative courses or additional courses. There are a few lectures that would get overlooked, when the significance of soft skill increases and hence not many dedicated courses would support it. The best and ideal way to offer soft skills training to the students is to add this into the hard skill courses. This will keep the curriculum the same rather the teaching methodology of the lecturer would change and is reflected in students acquiring soft skills.

Nganga (2015) has come up with key skills, which are significant. The first is an innovative development and the second is thinking ability and problem solving ability and the third is communication skills and the fourth is lifelong learning and managing information and the fifth is leadership skills and the sixth is teamwork and the seventh is ethics and professionalism as per Pachauri (2014). As per the results of the research, there are seven soft skills that are found and picked by the institutions to add into the teacher education. These include communication skills, thinking skills and problem solving ability, teamwork, lifelong learning and information, entrepreneur skills, ethics, moral and professionalism and leadership qualities.

Embedded model

The soft skill model will be having teaching as well as the learning process in the curriculum. No student is required to undergo a special soft skill training to hone their communication skills. Students are rigorously trained to improve their soft skills by going through formal learning and teaching activities that are conducted with the help of few key strategies and techniques to attain those objectives and develop soft skills. Every element that is in the soft skills will give a great learning outcome and then this will be executed as an instructional plan for courses. This can be acquired through various teaching and learning activities like attending brainstorming sessions, doing team work, questioning, discussing in the class, delivering presentations, taking part in role play and simulation, doing tasks or project, participating in field work and doing project work. To implement this kind of model, one should hire the teachers who are experienced in using teaching and learning strategies along with methods that would need active participation from students. As per Pachauri (2014), if everything is meticulously planned and is used with relevant teaching as well as learning strategies, then this model is the best way to develop and improve soft skills (Pachauri, 2014). This research will highlight about the perception as well as attitude of people running educational institutions to find reasons for not teaching or neglecting to teach soft skills as part of teacher's educational activity in Pakistan. There are many models that are available to teach soft skills that are best suited and meet the requirement. The widely

suggested methods are to add and teach soft skills as part of the teacher education program. This will improve the teaching process by adding soft skills in the curriculum of teaching. Though, the curriculum is not concealed, but this would become an active part of the entire teaching process.

E. Importance of soft skills acquisition by teachers

Tang, Yunus, and Hashim (2014) have carried out a study that presented the lack of soft skills and knowledge in lectures. The lecturers were not taught soft skills while pursuing their higher education. As per Tang et al (2015), it was found that the soft skills acquired by teachers will show their excellence in their teaching to their students. The study finally stated that soft skills should be imbibed in teachers to create the best and powerful teaching practice. As per Tang et al (2015), soft skills will be an addition to hard skills and will have great impact on the ability of teachers to organize their work. The score of improving soft skills in the workplace is higher over the ones that are gained by teaching the students.

Tang and Tan (2015) analyzed the ethics, presentation skills and moral skills of amateur teachers who are teaching in the secondary schools as stated by the superintendents of the school. The results are totally triangulated using self-rating data that was given by the teachers. An investigation has been carried out by Tang, Tan, and Vetriveilmany (2015c) to find the key issues to develop soft skills with the help of teaching specialized exercise. They found that the embedded model to be an excellent solution that assures to develop soft skills in students when are embedded in every course.

Tang et al (2015a) have thoroughly inspected the people who are concerned about the soft skills that are gained by students to achieve excellence in teaching. The significance of having soft skills of the teachers is a related variable. Communication skills are all about the ability of the lecturers to improve their oral and written English language skills. This will also have skills that will let lecturers, to get evidence and deliver a right opinion in a simple and reliable way. Lecturers would need to try their best to attain active listeners while giving the engaging lecturers and response to the queries of listeners. Critical thinking and problem solving abilities are the best way to differentiate and explain about the issues, create right solutions and see how the gap is bridged with knowledge components. These skills have the ability to find the best resolutions for the issues that would let the lecturers to tap their creativity, use their reasoning skill and previous experience along with the evidences and sources. The key elements that the soft skills should have are the ability to identify and

examine about the complicated situations to make evaluations that are easy to justify.

Shahabadkar et al (2015), soft skills are the key elements and the most demanding skill set that is in education as well as in every profession. Soft skills will give you a professional kind of attitude and also cements the gap that is between a person to be successful in his/her profession. This boosts the confidence level of the teacher and uses their abilities to the fullest to make the learning process intriguing and engaging besides accelerating success in their jobs. The View point will build attitude and this attitude will help to improve behavior. This behavior will develop the understanding and the acceptance level.

There is a plethora of studies that were carried out previously and have highlighted about the importance of having good communication skills in employees, especially in English language. Basically, English is considered as a lingua franca that has more commercial sphere with businesses going from local to global. Many interviews are carried out in English; therefore, employers will judge the candidate's ability by seeing their ability to talk fluently in English as per. According to Pandey and Pandey (2014), an employee who has great ideas and lack good communication skills will not be able to climb the management ladder so easily. Pooja (2013) has commented on this perspective that lecturers who are teaching English will have great responsibility to fill the gap that is in corporate needs and what is offered by the institution. This gap will be filled by the lecturers who have good competencies. Canning (2009) strongly stated that academics will not highlight that modern language is what graduates require to develop competences rather they would need this language to increase the chances of cracking job.

Pandey and Pandey (2014) and Pooja (2013) have written about the significance of English in securing employment, especially in India. As per Poon (2016), employment rate is very low in the graduates who lack good communication skills. The proficiency in English is not a big problem for the native speakers of the English language, but this becomes a hindrance for the non-native English speakers. It is an advantage to have good communication skills to get a job and have a great boost in the professional life.

Proficiency in language and good communication skills are required for a graduate to secure employment in teaching as per (Aruna, 2011). Improving language proficiency is the main aim of lecturers who are teaching language. However, the main aim of language teaching is to let the learners to actively participate in the conversation where given and take is normal as per (Duncan and Dunifon, 2012). By giving a lot of attention to, content, accuracy and function teach language, there

are many people who are showing interest in learning language and boosting their communication skills. This is also defined as the proper function by using the language in the real-time scenarios as per (Byrnes, 1984).

Soft skills will improve your competency level and will help you to use your ability to subsidize to advance and transform. According to Salleh, Sulaiman, and Talib (2010), soft skills are significance operative instructions and techniques that are used in the higher educational institutions to improve the career of students and also lecturers (Salleh, et. al., 2010). By identifying and learning about the significance of sharpening your soft skills is thought-provoking for the people who design curriculum for students as per (Hodges and Burchell, 2003). A well-designed and well-organized education system is highly dangerous to grow human capital. It is very important for the institutions that are teaching higher education to earn human capital to reach the expectations and request that are demanded by the society as well as the nation by improving skills of students and get them placed as per (Pachauri, 2014).

Acquiring soft skills is often considered as something that would happen normally and this has the ability to transfer as well as create knowledge that meets local requirements as per (Schulz, 2008). Subramanian's (2013) carried out a study that lecturers have appreciated the importance of soft skills to be added in the curriculum, but they did not follow the instructions stringently. Subramanian highlighted the importance of acquiring soft skills of the students. He also stated the lecturers should prepare and then deliver soft skills training when they are taught to students to hone their skills. It is critical for lecturers to learn about soft skills, since it would vary from one teaching approach to another embraced by the teachers while teaching students. Teaching is always a 2-way process that would turn to be organized and highly operative based on the understanding, talent and attitude that are possessed by the teachers as per (Adediwura and Baba, 2007).

As per Schulz (2008), lecturers will be playing a major role in improving the soft skills of every student. Basically, the well-designed education system will have good human capital as per (Pachauri, 2014). The study has focused on taking up the challenge with the globalization of businesses. It is important for the nation to stay on par with the skills that are expected by the employers. It is required for students to be skilled and rational.

III. RESEARCH METHODOLOGY

This research work is totally based on the secondary data. The secondary resources would

have magazines, journals, articles, and many more. With the help of secondary resources, people can acquire soft skills to secure new employment opportunities for teachers and students.

For collecting the data by doing secondary research, there are many other resources that are referred to gathered information. The researcher will use the information that is gathered before doing the research and can be used for various other reasons prior. The widely referred resources to gather secondary data include magazines, articles, journals, newspapers, financial reports and internal documents related to the organizations.

IV. CONCLUSION

The importance of basic improved, interpersonal skills in English on the subject of teacher's employment has been put forward in this paper. This study deduced, interpersonal skills are individual qualities which improve exchanges made by a professor, work execution, and professional standpoints. Commitment to work and capability for scheming is an anticipated quality in a decent lecturer. This study also established teaching as a multilayered presentation that demands a broad extent of skills and awareness including personal and interpersonal skills for successful achievement of handling classroom burden. Significance English language as a skill has multiplied over the years, and credits go to the job of teaching, in recent years. A topic can be supposed an interpersonal skill at a certain zone; similarly it could be supposed a personal skill at an alternative area. Moreover, the definition of interpersonal skills fluctuates a lot. Besides, teaching may also be thought a combination of actions. Thus, the gift of teaching simply doesn't entail a diffusion of knowledge from professor to pupil.

REFERENCES

- Pachauri, A. (2014). Importance of soft skills in teacher education program. *International Journal of Educational Research and Technology*, 5, pp. 22-25.
- Tang, K. N. and Tan, C. C. (2015). Uma Devi a/p Vetriveilmanyc. Science Direct 6th World conference on Psychology Counseling and Guidance, pp. 14–16.
- Tang, K. N., Hashim, N. H. and Yunus, H. (2014a). Novice teacher perceptions of soft skills needed in today's workplace *Procedia-Social and Behavioral Sciences*, 177, pp. 284-288
- Lim, K. N. and Tan, S. F. (2013). Building rapport with pupils to enhance teaching: Implications from observing three primary excellent teachers. *Pertanika Journal of Social Science and Humanities*, 21(3), pp. 1009-1022.
- Prasertcharoensuk, T. and Tang, K. N. (2016). The effect of transformational leadership and teachers' teaching behavior on teaching efficiency. *Turkish Online Journal of Educational Technology, Special Issue for INTE*, pp. 826-833.
- Tang, K. N., Ching, S. Y. and Mohd Shahid, S. A. (2015a). Quality teaching: Relationship to soft skills acquisition. *Procedia-Social and Behavioral Sciences*, 191, pp. 1934-1937.
- Ibrahim, R. (2017). The effect of soft skills and training methodology on employee performance. *European Journal of Training and Development*, 41(4), pp. 388-406.
- Homer, M. (2001). Skills and competency management. *Industrial and Commercial Training*, 33(2), pp. 59-62.
- Finch, D. J., Hamilton, L. K., Baldwin, R. and Zehner, M. (2013). An exploratory study of factors affecting undergraduate employability. *Education+ Training*, 55(7), pp. 681-704.
- Shaheen, M. and Zhang, S. (2012). Importance of Soft Skills for Education and Career Success December 2012 DOI10.20533/ijcdse. 2042.6364.2012.0147
- Tang, K. N. and Tan, C. C. (2015). Critical issues of soft skills development in teaching professional training: Educators' perspectives. *Procedia-Social and Behavioral Sciences*, 205, pp. 128-133.
- Nganga, T. K., Chanb, T. C. and Uma, D. (2015). Training: Educators' Perspectives. *Www.sciencedirect. com 1877-0428 © Published by Elsevier.*
- Tang, K. N., Nethanomsak, T., Ariratana, W. (2014). Development of soft skills: Transition from university to the workplace in ASEAN Community Era. *KKU Research Journal of Humanities and Social Sciences (Graduates Studies)*, 2 (2), pp. 1-23.
- Shahabadkar, P. K., Vispute, P. S. and Nandurkar, K. N. (2014). The International Conference on Transformations in Engineering Education, pp. 573-573.
- Pandey, M. and Pandey, P. (2014). Better English for better employment

- opportunities. *International Journal of Multidisciplinary Approach and Studies*, 1(4), pp. 93-100.
16. Pooja, B. (2013). English for employability: A challenge for ELT faculty. *Research Journal of English Language and Literature*, 1(3), pp. 350- 353.
 17. Canning, J. (2009). A skill or a discipline? An examination of employability and the study of modern foreign languages. *Journal of Employability and the Humanities*, 3, pp. 1-12.
 18. Poon, J. (2016). An investigation of characteristics affecting employment outcomes and patterns of real estate graduates. *Property Management*, 34(3), pp. 180-198.
 19. Aruna, P. (2011). Potential employers see better grasp of English, but youths lack confidence. The Star Online. Retrieved from <https://www.thestar.com.my/news/story.asp?file=/2011/9/19/nation/9527254&sec=nation>
 20. Duncan, G. J. and Dunifon, R. (2012). Soft skills and long-run labor market success. *Research in Labor Economics*, 35, pp. 313-339.
 21. Byrnes, H. (1984). Communicative competence, functions/notions: Implications for and from a proficiency orientation. *Unterrichtspraxis*, 17, pp. 194-206.
 22. Salleh, K. M., Sulaiman, N. L. and Talib, K. N. (2010). Globalization's impact on soft skills demand in the Malaysian workforce and organizations: What makes graduates employable? Paper presented at *the 1st UPI international conference on technical and vocational education and training*. http://fptk.upi.edu/textconference/download/TVETConferenceProceedings?Papers_Theme2/06_khairol_mohd_salleh.pdf
 23. Hodges, D. and Burchell, N. (2003). Business graduate competencies: Employers' views on importance and performance. *Asia Pacific Journal of Cooperative Education*, 4(2), pp. 16-22.
 24. Schulz, B. (2008). The importance of soft skills: Education beyond academic knowledge. *NAWA Journal of Language and Communication*, 2(1) (2008), pp. 146-154.
 25. Subramaniam, I. (2013). Teacher's perception on their readiness in integrating soft skills in the teaching and learning. *Journal of Research & Method in Education*, 2(5), pp. 19-29.
 26. Adediwura, A. A. and Baba, T. (2007). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian Secondary Schools. *Educational Research Review*, 2(7), pp. 165-171.

Corresponding Author

M. Stanley Jones*

Research Scholar, Department of English, Mewar University, Chittorgarh, Rajasthan, India

stanleymedapati@gmail.com