



EXIGENCY of English Communication for college Students

SANGEETA KULSHRESHTHA

ABSTRACT- This research paper highlights the urgent need of English communication for college students and the problems faced by them during academic as well as professional life and with its possible solutions.

Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human. There are thousands of languages in this world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand.

English plays an important role in our everyday life. There is great utility of English in modern world. So, the use of English should be continued along with Hindi and other regional languages. In this land of innumerable regional languages in different States, English serves as a link-language in the country. Keywords: Communication, language

INTRODUCTION:

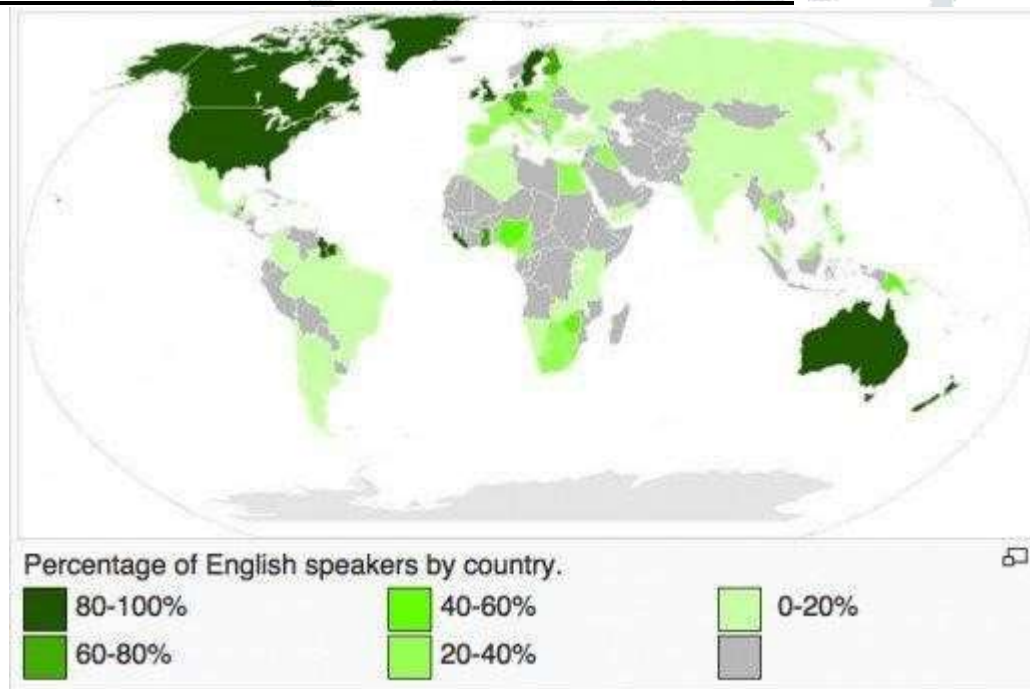
There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones.

English was originally the language of England, but through the historical efforts of the British Empire it has become the primary or secondary language of many former British colonies such as the United States, Canada, Australia, and India. Currently, English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural spheres dominated by those countries. It is the language of Hollywood and the language of international banking and business. As such, it is a useful and even necessary language to know. This paper is going to throw light on what can make a learner easy to speak English fluently with the help of different methodologies suggested by various linguistic expertises.

IMPORTANCE OF ENGLISH COMMUNICATION: Reason why learning **English** is so **important**. ... **English** may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use in **English** to communicate on a regular basis is 2 billion!

WHY ENGLISH SPEAKING IS IMPORTANT?

1. We can easily communicate to the foreign countries and people
2. Most of the internet contents are in English, so it is inevitable to learn English, as well as speak
3. In India, If a person was not good at English, might suffers a lot for job and business
4. Nowadays, Speaking in English is more important like ‘ *salt in food*’(!)
5. Especially in Countries like *India*, they give **more importance to English language** rather than their mother tongue (Tamil, Telugu, Malayalam, etc.,)
6. Even though, if you are a Top rank holder, you can’t able to get a job easily without English knowledge (especially in South India)
7. The Universal language English acquires its highest rank and without English we can survive only 50 Per cent in this Century
8. Without the knowledge of English social media will appears like an alien to us
9. If we are poor in English Speaking , we will definitely loss the *joy of learning and reading of the English novels, literatures, and other piece of work of authors*
10. *To express our thoughts to the persons behind and beyond (in space) this world; speaking English is very important*

1- ENGLISH COMMUNICATOR IN OTHER COUNTRIES**Fig.1 -****2-Education**

English is also essential to the field of education. In many countries, children are taught and encouraged to learn English as a second language. Even in countries where it is not an official language, such as the Netherlands or Sweden, we will find many syllabi in science and engineering are written in English. Because it is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students.

Table: 3-List of Countries by English Speaking Population

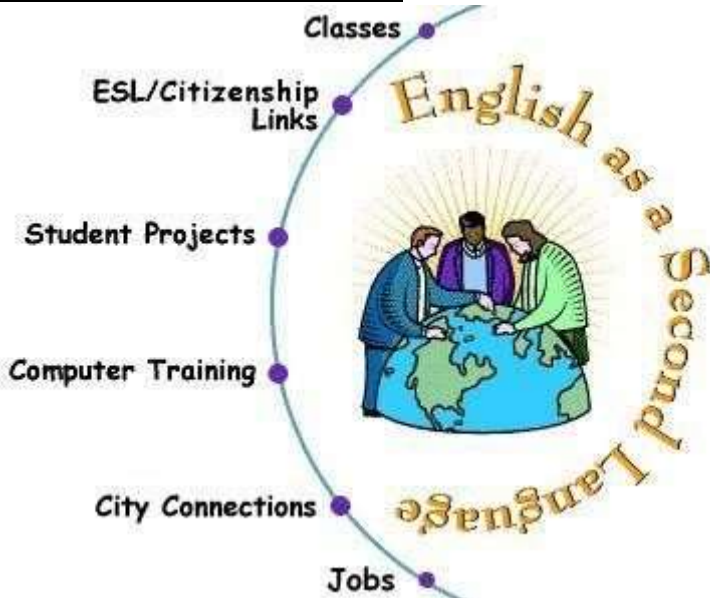
(click column header to sort results)

Country	% English Speakers	Total English Speakers
United States	94.2	298,444,149
India	10.35	125,226,449
Pakistan	49	92,316,049
Nigeria	53	82,941,000
United Kingdom	97.74	63,962,000
Philippines	56.63	57,292,884
Germany	64	51,584,000
Bangladesh	18	29,398,158
Canada	85.63	28,360,240
Egypt	35	28,101,325
France	39	25,500,000
Italy	34	20,300,000
Ghana	66.67	18,000,000
Australia	97.03	17,357,833
Thailand	27.16	17,121,187
South Africa	31	16,424,417

4-The Internet and Press

On the Internet, the majority of websites are written and created in English. Even sites in other languages often give you the option to translate the site. It's the primary language of the press: more newspapers and books are written in English than in any other language, and no matter where in the world you are, you will find some of these books and newspapers available. In fact, because it is so dominant in international communication, you will find more information regarding nearly every subject if you can speak this language.

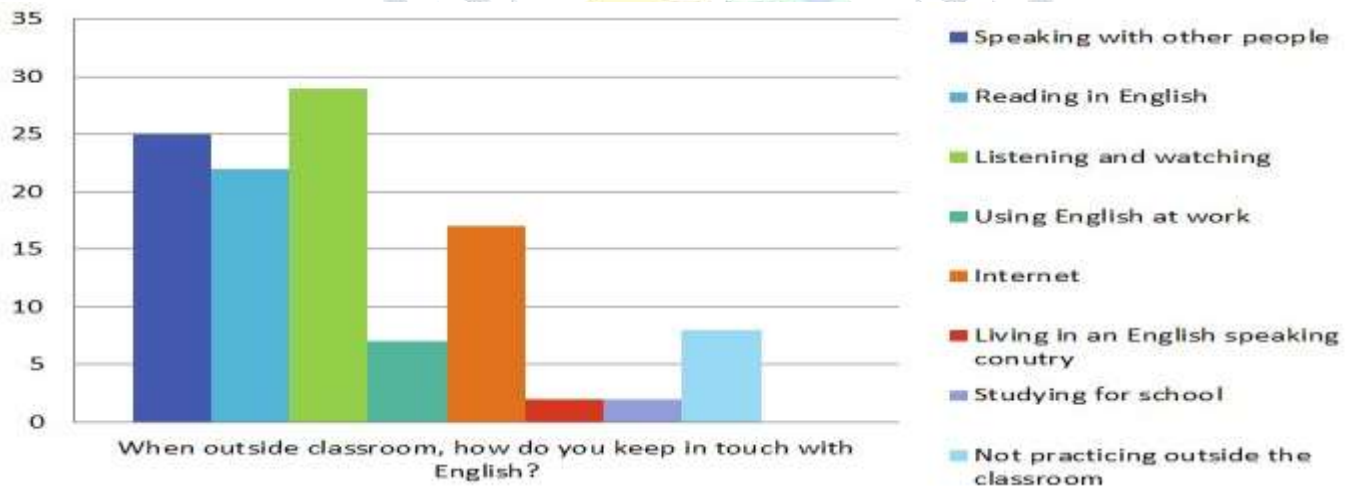
5-School as a second language:

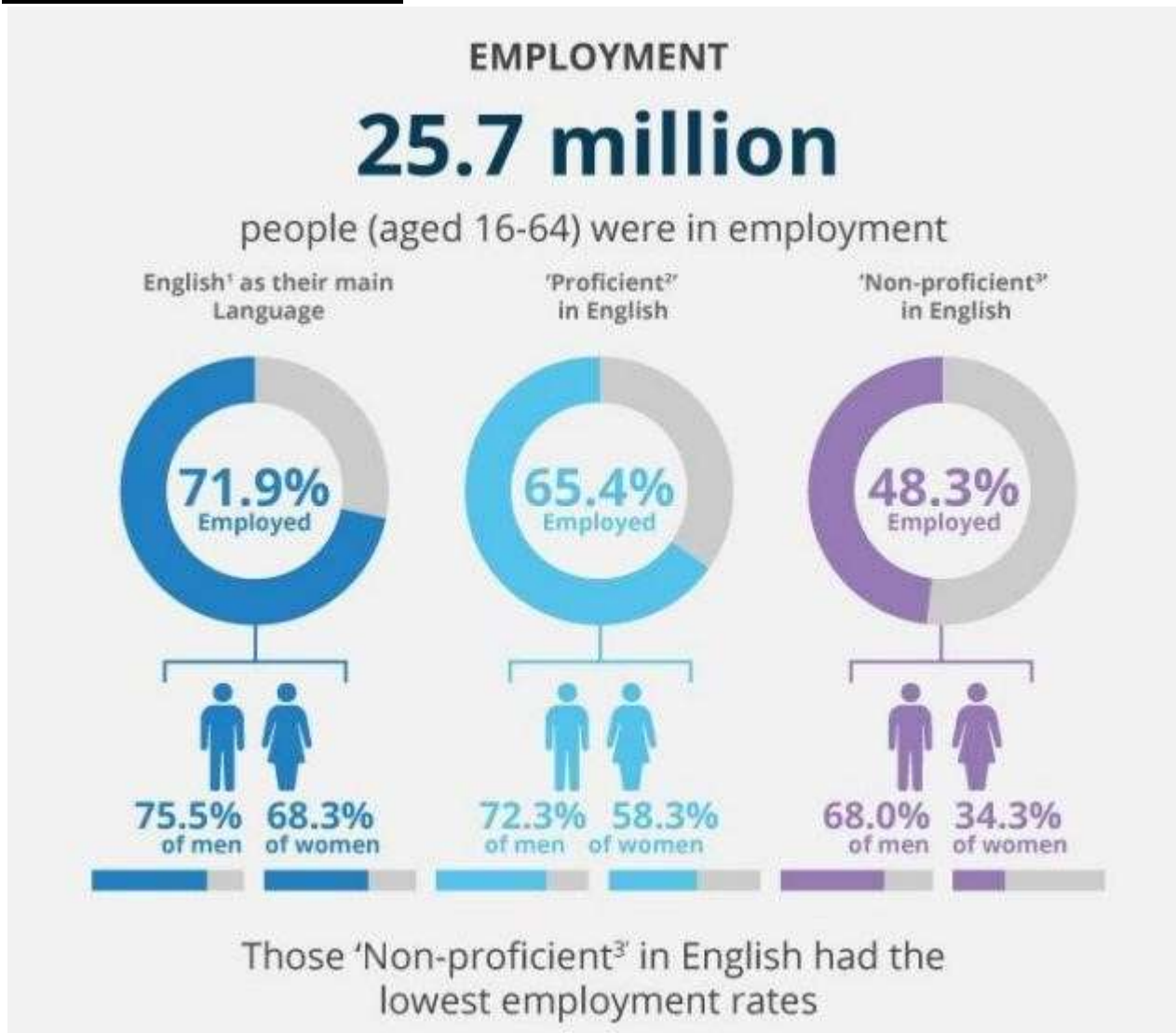


6-Resources Make Learning English Easy

Although many people think that it is very difficult and confusing, English is actually the easiest language in the world to learn because there are so many resources available. As soon as you decide you want to learn, there are thousands of resources on the Internet and in bookstores. I'm not just talking about lessons and grammar books. You can supplement traditional learning materials with children's TV shows and books. I suggest watching as much TV as you can, in English with English subtitles, and you will pick up conversational English in no time.

7-HOW DO YOU KEEP IN TOUCH WITH ENGLISH



8-IN EMPLOYMENT RATIO:

1. **PROBLEMS FACED BY (non-English communicators) COLLEGE STUDENTS**

3. 1-SOCIO ECONOMIC BACKGROUND OF FAMILY: Classroom contains students from different strata of the society who possess different grasping power and English communication competence. It is found that the English communication competence of the students whose parents are literate belongs to higher middle class is better than that of the students whose parents are illiterate and belong to lower middle class. The fact for this situation is that literate parents can provide more exposure to their child to English as they are aware of the importance of English competence. They consult the teacher about the child's progress and guide him/her at home to perform better. Infact it never happens with the second group as they lack parental supervision and guidance from to the higher education

3.2- LACK OF SKILLFUL TEACHERS: The other important factor is the education system and lack of skillful teachers. Most of the teachers at all the learning levels are untrained they are unaware of the current trends and advanced techniques of English Language teaching (ELT). The condition is same with the regional medium as well as the English medium primary, secondary and higher secondary schools in rural or semi urban area. Again teaching-learning process is much exam result oriented. And the exams do test the memory power alone. Even the parents are craving for the marks rather than skills or knowledge. Do, teachers make students habituate by heart method, as a result, English seems to be a dreadful demon for the students. This fright remains in the mind till higher education because of lack of proper guidance. Again these exam oriented students give prior importance to their technical subjects than to the communication competence.

3.3 EDUCATION SYSTEM

The other important factor is the traditional education system which affects English language learning and acquisition. Basically it requires four skills i.e. Listening, Speaking, Reading and Writing.(LSRW).Our students are being trained in reading and writing for long ages and listening and speaking skills are neglected and ignored which are very important. Learning is the one basic skill which makes speaking possible. Learning a language is possible only through active listening. As an illustration we can take an example of language acquisition by a baby. It starts speaking the words which it listens to frequently. Our education neglects the importance of listening which results in a lack of skill of speaking. Lack of modern and advanced technology in the process of language learning also affects language acquisition. e.g.use of computers and internet, powerpoint presentation, OHP etc.

3.4 CONTROVERSY UPON LEARNING GRAMMAR OF ENGLISH AS A SECOND

LANGUAGE There is a lot of controversy upon learning English as a second language. Researchers ask a question that had we learnt grammar of our mother tongue when we learnt it. So, grammar is learnt only for the sake of getting marks and not as a tool for learning a language. Again the application of grammar in day to day life is being neglected. *Importance Of English Communication For Engineering Students From Rural Areas And Its Remedies Second International Conference on Emerging Trends in Engineering (SICETE) 41 | Page*
Dr.J.J.Magdum College of Engineering, Jaysingpur

3.5 LACK OF EXPOSURE TO THE ENGLISH COMMUNICATION

The rural area students lack the exposure to English communication in the family , society as well as in the colleges. As a result of this even the merituos gold medallist fails to achieve success during personal interviews due to lack of communication skills, soft skills, interpersonal skills and personality development. During academics also lack of confidence of being unable to communicate in English leads to feelings of inferiority complex,as a result students keep themselves lonely and isolated.

IV. REMEDIES:

Knowing the importance and growing demand of English communication competence for students from rural areas, there is a need for the teachers as well the students to make integrated efforts.

1. **Faculty are expected to fulfill their assigned responsibilities.** But apart from that they should think it as their moral responsibility to take more efforts to provide more exposure to English language for students to achieve communication competence. The students when forced to learn communication on their own, they find it as a herculean task. So, they expect assistance and warm understanding from teachers. Nowadays a comprehensive course which focuses on both writing and speaking skills is introduced in most of the universities in Maharashtra. So, during the interactive sessions the students should be encouraged and helped to talk .So, the students can build an ability to participate in various activities such as paper presentations, GD's, mock interviews, role plays etc. to develop English communication competence. It is necessary that Students Talk Time (STT) should be higher than Teacher Talk Time (TTT).
2. Students from the secondary and higher secondary level should be given a dictionary of technical words with their meanings in regional language for use. The technical teachers should help students in understanding the technical words in English and their equivalents in regional languages. Again they should help the students to understand the meanings of long and complicated sentences in technical subjects.
3. **Grammar should be taught in the form of application** of it in day to day life. When we learn a first language, it requires a lot of time .We get a lot of exposure to it as all our communication deals take place in the regional language. So, it is but natural that it does not require learning the grammar of a regional language.Unfortunately it does not happen with English which is a second language. From this experience, it is essential to learn the grammar of English as a second language for getting confidence of speaking and performing the best in all walks of life.

4. In this modern era, new trends and methods of teaching are emerging in the learning of the English language competence which involves the use of Computer assisted language learning (CALL) in the Language Labs. Most of the students are tired of the traditional way of teaching and are more interested in doing exercises on a computer than by hand. This system works more effectively when the ratio of computer and student is 1:1

CALL mostly includes:

- 4.1 Use of Audio /video clips.
- 4.2 Interlingual 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 method of learning students are provided a lot of practice and exposure to the English language. This method leads to individualization of learning, where teachers act as mentor, trainer and aspirant to facilitate learning. The teachers should be aware of the latest technologies, explore new ideas and have certain amount of specialization in the subject.

Refresher courses for these teachers at national level can help in achieving proficiency in use of CALL. 5. Students on their own should make use of English

journals, television programs, newspapers, magazines, English language Resource centres to acquire the English communication skills. *Importance Of English Communication For Engineering Students From Rural Areas And Its Remedies Secondmedy*

My remedy for the same: In general all the faculties suggest the same for this problem but I strongly say these ideas even cannot work at all.

To convey my notion first I will share one activity with readers:

1-Day one I asked 6 students to come in front of the class, then I asked each one to speak on given two topics one was familiar for them and other was quite unfamiliar to them.

ACTIVITY- Each student was asked to speak on both the topics.

1-STUDENT FIRST- Speak about your best friend and best friend of your mother.

2-STUDENT SECOND- your favourite food and favourite food of your neighbour.

3-THIRD STUDENT- speak about your grandmother and about her mother,

4-FOURTH STUDENT-About your father and the person who resides next to your home.

5-FIFTH STUDENT-strength and weaknesses of yours and the same of your brother's friend.

6-SIXTH STUDENTS- Speak –life on Earth and Life after death

During listening to each student, it was observed that the topic which was known to them, they spoke well on, on the other side the topic which they were not familiar with they couldn't speak on. It simply proves that if we know, we can speak. So I always suggest to my students that keep updating yourself all the time either about general or specific.

Conclusion:

The constructs and sub-constructs of communication skills are skills that students should equip themselves with before they venture into the working world. These three skills can be combined and incorporated into the learning process. Students not only get to develop their communication skills through discussions and presentations in class, but also get to familiarize with communication situations in the real world. Therefore, we must all keep pushing and improving ourselves to help our university students to develop and hone their communication skills that is essential towards their future career development.

References

Al-Balushi, R. (2001). ELT in the Sultanate of Oman. *RELO Newsletter* **REFERENCES e-Journal**

papers:

d1 *Internet TESL Journal* <http://www.aitech.ac.jp/~iteslj>

2 *ISTE-International Society for technology in Education* <http://www.iste.org>

3 *computer assisted language learning CALL* www.monografias.com

4 www.iste.org/publish/caell.html

References

- Cleland, J., Foster, K., & Moffat, M. (2005). Undergraduate students' attitudes to communication skills learning differ depending on year of study and gender. *Medical Teacher*, 27(3), 246-251.
- Harlak, H., Gemalmaz, A., Gurel, F. S., Dereboy, C., & Ertekin, K. (2008). Communication skills training: Effects on attitudes toward communication skills and empathic tendency. *Education for Health: Change in Learning and Practice*, 21(2), 76
- Zanaton Haji Iksan et al. / *Procedia - Social and Behavioral Sciences* 59 (2012) 71 – 76
- Ihmeideh, F. M., Ahmad, A., & Al-Dababneh, K. A. (2010). Attitude toward communication skills among students' teachers' in Jordanian Public Universities. *Australian Journal of Teacher Education*, 35, 1-11.
- Kementerian Pengajian Tinggi Malaysia. (2006). Modul Pembangunan Kemahiran Insaniah (Soft Skills) untuk Institusi Pengajian Tinggi Malaysia. Penerbit Universiti Putra Malaysia.
- Nur'ashiqin Najmuddin. (2010). Instrumen kemahiran generik pelajar pra-universiti berasaskan penilaian oleh pensyarah. Tesis yang tidak diterbitkan, Doktor Falsafah, Fakulti Pendidikan, Universiti Kebangsaan Malaysia.
- Masita Misdi, Mohammad Pauzi Mokhtar, Mohamad Ali & Mohd Yusop Hadi. (2010). Kepentingan elamen kemahiran berkomunikasi pelajar kejuruteraan Awam mengikut keperluan majikan.
- Mohd. Helmi Abd Rahman. (2005) Kemahiran Komunikasi. In *Perkembangan Profesional Ahli Akademik*, edited by Siti Rahaya Ariffin, Shahrir Abdullah and Abd. Ghafur Ahmad. Malaysia: Pusat Pembangunan Akademik.
- Penbek, S., Yurdakul, & D., Cerit, A. G. (2009). Intercultural communication competence: A study about the intercultural sensitivity of university students based on their education and international experiences. Kertas kerja ini telah dibentangkan di European and Meditteranean Conference on Information System 2009.
- Rodiah Idris. (2010). Pemeriksaan Ciri-ciri Psikometrik dan Pembentukan Penanda Aras Pentadbiran Kemahiran Genarik. Tesis yang tidak diterbitkan, Doktor Falsafah, Fakulti Pendidikan, Universiti Kebangsaan Malaysia.
- Seiler, W. J., & Beall, M. L. (2005). *Communication: Making connections* (6th. ed). Boston: Allyn & Bacon.