

ENGLISH FOR PROFESSIONAL COMPETENCE

Dr. B. Yasoda Rani

Lecturer in English

N.S.P.R Government Degree College for Women,

Hindupur- 515201. Anantapur district.

Phone: 9704575721

yashodhabolikonda@gmail.com

ABSTRACT

This article investigates the strategies to boost English language for acquiring a better career. Contemporarily English is the world's most significant language having communication and instructional significance. It is employed all over the globe not out of any bother but because of the knowledge that it has specific particular benefits. However, the issue of inadequate communication competence continues unchecked throughout India. It has been reported that many third year students lack courage to confront their campus placements that take place in their last year of study. Over the years, the English language has acquired an advantage over other languages since it is a progressive language, both dynamic and versatile. The English for Employability series emphasizes the vital role that English plays in getting the student closer to success - both social and professional.

Keywords: communication, performance, enhancement, Professional Competence

INTRODUCTION

India's employment situation is critical. Getting a job, keeping that job, and moving on to a better one is the focus of this article. This essay offers a significant addition to the field of employability by focusing on the importance of language and communication skills. An India-specific framework for language and a new entrance level of English language abilities are suggested in this document, which provides recommendations for action. The ability to communicate effectively is essential to a successful career. Ability to effectively communicate one's qualifications to potential employers is a key factor in the hiring process, and an employee's proficiency in oral, written, and other forms of communication will have an enormous impact on their interactions with customers, coworkers, and their supervisor, as well as on their chances of advancement in the company. For many English language learners, getting to the core of the language is the ultimate goal of their studies. If you're trying to teach English to an engineer, lawyer, nurse, police officer, or salesman, you can't just teach them broad English or even English for particular objectives. We need to help our students become more marketable.

ENGLISH IN WORK PLACE

Every discussion is built on four principles: quantity, quality, relation, and manner, according to Paul Grice. A successful combination of his three guiding principles will ensure that he is able to communicate effectively and give a timely and relevant message. When it comes to the office, where things tend to be more formal and urgent, the four maxims take on a greater weight. Because a professional function necessitates fluency in the English language, many human resources (HR) managers have spent countless hours polishing workplace dialogues. Because of this, English has become the primary language of business in many countries throughout the world. As a consequence, fluency in the English language has become a must in the corporate sector. To be rejected from a job or fail to complete given work because of an employee's lack of English language proficiency would not be acceptable under any circumstance.

The ability to communicate fluently in English isn't only useful when applying for employment in other countries; it's also a prerequisite for many of them. To be competitive in today's business world, it's no longer enough to be fluent in English for employment purposes; you must also be fluent in English for business. As a result of learning English, students may expand their educational horizons and gain the ability to work for global firms that operate beyond national lines. As a result of working in a variety of countries and in a variety of professions, one's capacity to acquire and grow English abilities is an essential part of the experience.

It has become more common to quantify language acquisition progress in broad terms. It isn't always desirable to use a same scale and curriculum to represent the four talents or varied uses, such as academic vs. business. These efforts are being shown to be ineffective and insufficient on a regular basis. These requirements prompted years of worldwide study and development into the Global Scale of English (GSE), a precise and standardised assessment of competence across the four competencies ranging from 10 to 90. Using the GSE as an incentive for additional education is a strong and concentrated way to ensure that you continue to study throughout your career. When learning objectives are matched to the learning environment – for example, for work – learning goals and measurements of success are more relevant and accurate; this leads to higher engagement and enhanced motivation in the learner. 'Can do' statements are included at each level.

The future of language learning

Learning English in the future is expected to be more personalised and adaptable as a result of these two major themes. English language learning may become more tailored to each learner's personal requirements by employing online techniques and big data analytics and technologies that are more advanced. As a result, this is critical since students learn languages in various ways and at different degrees. Using technology, we may help English learners improve their micro-skills and competences, such as interviewing in English, organising an efficient meeting, or being able to communicate concepts more clearly in writing. Finally, we must never

forget that learning never ends. In and out of the job, we're constantly on the lookout for fresh phrases and expressions that open up new horizons.

Role of faculty member

Since many students demand more hands-on instruction to improve their language abilities, it has been determined that faculty members need to improve their methods of instruction. A student's ability to learn is heavily dependent on the presence of their instructors. Teacher role models may serve as role models for students by demonstrating a passion for learning, dynamism, and inspiration in their own lives. A teacher with a pleasant attitude, a sense of humour, and a willingness to acknowledge and praise students' achievements may do miracles. Motivation is one of the most important components in learning, and it is so important that it is referred to as the "neglected heart" of the learning process. There is no pulse in the classroom without drive. Even things like the classroom atmosphere, classroom management, and even tolerance and patience have a role in student performance and achievement. Make the classroom an enjoyable place where learning is acknowledged and appreciated by creating a warm and welcoming learning environment that is low-anxiety. In certain institutions, there may be a lack of facilities, a lack of privacy, and a lack of time and resources dedicated to teaching.

Learner-centered teaching or training

The key lies in using truly learner-centered innovative notions of various relevant, interesting techniques, activities, games, puzzles, cues, pictures, visual aids, videos, movies, role-plays, and presentations etc. Food for thought may be gleaned from even English songs, poetry, newspaper articles with special sections and anecdotes of accomplishment. Power point presentations, skits, news broadcasts with audio-visual clips and television shows are all examples of interesting activities that may be used to motivate students to speak in front of the class. Other activities that can be used to motivate students to speak in front of a class include:

This means they should be encouraged and guided to take on roles like team leaders, time keepers, organizers, and supporters among other things. Integrated skill development should incorporate activities such as team building, problem solving, and other activities to improve interpersonal and other soft skills. As teachers, it is our responsibility to engage students in the process of learning, and we should always be open to their ideas, recommendations, and feedback so that we may better understand their needs and interests. They should attempt to increase each learner's language competence, vocabulary, self-confidence, and other life skills so that they are equipped to confront the obstacles of the recruiting process and the actual world of work in the future.. It's critical to organize class activities so that students may make the most of their time by working in pairs, groups, and presenting individually. It is critical to ensure that all students engage actively and are not only passively listening to others. A trainer's job is to go about the classroom, keeping a careful eye on things and making sure that the students are having a good time.

First things First

Always keep the adage "First things first" in mind while making decisions. Oral communication and presentation abilities, a one-minute round, group discussions, and interview preparation are all critical components of the hiring process, and they should be given the attention and resources they deserve. Each activity should be organized with intensive practice sessions, simulated sessions, seminars, and workshops.

Subscribing to English Newspaper

In addition, the institution might encourage its students to subscribe to an English-language newspaper. This helps students improve their vocabulary, language abilities, knowledge, and general awareness by making them read a newspaper on a regular basis.

Curricular, co-curricular activities

Every semester, students arrange new extracurricular, co-curricular, events, and contests on top of their normal schedules. The development of linguistic skills, self-esteem, and leadership abilities are all dependent on student engagement in campus events, competitions, and activity organizations, such as debate, elocution, and movie clubs. If you want to assist kids from rural backgrounds improve their English language and communication abilities, you may create an E-Plus club, a concept developed by 'The Hindu' newspaper. a group of 30 students that have a common interest but aren't very adept at communicating with one another.

CONCLUSION

The universities and institutions should build a holistic integrated strategy, supporting and integrating the many parts of capabilities for employment along with developing English language skills and incorporating employability improvement into courses. Teachers of English have a duty to work hard, contribute, and help turn recent graduates into professionals who are fluent in English, self-assured, talented, and competent. Students' multi-skill development and English language proficiency should be the primary focus of teachers' efforts in the wakes of the looming jobless crisis. The English language teaching (ELT) community must continually improve their abilities, professional awareness competence, knowledge, content, and effective training and teaching methods. Recognizing and embracing the field's ever-changing nature is essential if one want to continue studying for the rest of one's life.

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