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Research Paper

TEACHING ENGLISH AS AN EMPLOYABILITY SKILL TO POLYTECHNIC DIPLOMA STUDENTS IN TELANGANA

NIRANJAN CHENAGONI|| management researching

ABSTRACT

The amalgamation of working and learning is considered a crucial part of a workplace environment and is progressively becoming crucial in educational institutes. Nowadays, an

Nowadays, an individual's ability to learn while working is expected in the workplace. At the levels of post- secondary and higher education, the employment and production of employees is considered to be a pivotal part of a learning programme. It is certain that communication skills in the English language along with employability skills and employer engagement, which is the ongoing focal point of the education policy released by the government. The above three skills i.e., communication skills, employability skills and employer engagement, lay focus on a plan set up for educational institutes which involves supporting the amalgamation of work business and employment which would result in educating the workers or employees in the English language and its relevant learning programmes.

KEYWORDS :ESP, Employability, English Proficiency

INTRODUCTION

In the above context, the concept of new vocationalism, contextually as well as conceptually speaking, includes the dispersal of vocational learning throughout various divisions of education. New vocationalism encapsulates the belief that modern workplace environments have altered in various manners. Under this concept, it is seen that work is, henceforth, not considered to be only about technical skills and knowledge but it is also considered that learning while working is a part of work. This concept becomes even more important in the context of the English language since English is an important mode of communication in the world of professionalism. Moreover, this concept, along with learning while working, also shed light on the distinct attributes and attitudes of the learners. Furthermore, the primary concept of educational vocationalism involves the manufacturing of a prospective human resource for the workspaces with required communication skills. New vocationalism provides a distinction between the concepts of rationalisation in the context of training and empowerment with the requisite attributes and education which instils the merit of theoretical knowledge.

Language and Employment

BÉRUBÉ, M. (1998). This book is composed of ten research articles that have been previously published in academic journals. This work poses an important question related to the availability of the intellectual resources enabled by the English language. To what extent the Proficiency of the English language alone is able to generate employment opportunities, whether the internal and external aspects are taken into account while considering the employment opportunities. While welcoming this transformation, and the diversity it brings to our discipline's traditional objects and critical methods. Beuirbe opines that the cultural studies caused the course of English teaching without offering any structural alternative to the political problems; neither has offered solutions to the problems related to professional lives.

Roy, M. (1994). The status of English education has not changed for a century. The English language remained as one of the options as the source of link language in the diversified nation. The obsession towards the imitation of the native speakers in the form of accent is prioritised, and promoted by the teachers, educators and employers. English has been decided to be the language of higher education and that status still continues. And learning these languages has always been prized with many benefits such as good employment opportunities, and privilege in society.

Mohan, P. (1995). There was an umpteen number of inputs that market forces are influencing the English language Education India. The global market with potential job opportunities is making the majority of the population in India from different linguistic backgrounds encouraged to develop with the help of the English language to face the competition across the globe. However, the new opportunities with the help of the English language are seen in this research paper that they are on the ruins of their traditional resources.

Duff, P. A. (2001). For the professional, those are aspiring to work in the English speaking countries need to have an advanced proficiency level in the language. Proficiency in English enables the professionals to work and the children to study in these countries. There are a fair number of examples where the children are learning English as L2 are cracking entrance examinations in academic and professional courses such as medicine,

engineering, pharmacy and teaching. However, there is little research pertaining to the timeline in which the immigrant children will acquire the language at the advanced level for their academic and professional purposes.

Azam, M., Chin, A., & Prakash, N. (2013). The economic development in India is inseparable from its English language preference. It may be because of its colonial legacy, however, the role of the English language cannot be ignored due to linguistic diversity while targeting the developmental projects in India. Though it has been widely accepted the English language has been paying greater dividends, it was not scientifically calculated due to the unavailability of micro-level data. This paper made use of a nationally representative individual data set, the 2005

Indian Human Development Survey, IHDS for calculating the benefits out of English usage in India. This study attempted to offer a detailed description pertaining to language proficiency in India. It was inferred in this study that as per the 1991 census, around 11% of the total Indian population were able to use English for their communication purposes. Certain demographic variables such as age sex and education are taken to measure the percentage of the English-speaking community per se.

Research Methodology

The questionnaire circulated among the teachers which included four items in the form of the Likert scale which had the options of Never, Rarely, Frequently and Very frequently. These items were related to the practices which asked the teachers to what extent they were conducting Group Discussions, Mock Interviews, Just A Minute and Informal meetings, to help the students to inculcate their employability skills. Teachers' understanding pertaining to the job market and recruitment process was investigated through the questions like to what extent do the polytechnic diploma holders are hired by the industry? and How are the placements conducted to recruit the polytechnic diploma holders? The questionnaire also includes a question related to the teacher's commitment towards informing the students related to the changes taking place in the job market.

Samples

There 23 teachers who were teaching English in the polytechnic diploma colleges were involved in this survey. Their teaching experience ranged from below five years to more than ten years. There were 3 teachers with less than 5 years of teaching experience, 14 teachers between 5 years to 10 years of teaching experience, and 8 teachers with more than ten years of teaching experience. The educational qualifications of these teachers ranged from M.A. to M.A., M.Phil. There were 21 teachers with M.A. qualifications and 2 teachers with M.A., M.Phil. qualifications. Some of the teachers were pursuing their PhDs from different universities. The teachers' samples comprised 8 female and 15 male teachers based on their gender. These teachers were teaching all the four courses of English mentioned above for all the departments of polytechnic students.

Based on the teaching experience teachers

Table 1 Whether or not mock interviews, group discussions and informal meetings are helpful to do it frequently enough?

The 1st item titled "whether or not mock interviews, group discussion and informal meetings are helpful to do it frequently enough?" were asked to elicit the response from the samples in the form of opinions. Overall results showed that out of 21 samples, 3 (14%) were conducting group discussions, mock interviews and informal meetings very frequently, whereas 13 (62%) voted for frequently, and 5 (25%) voted for rarely.

As per the details of the survey taken on understanding the diploma holders' industrial requirements. Out of 21 5%, i.e., one teacher, believed that the diploma degrees were a requirement for industrial hiring and the industry did 'very frequently' hire people from that domain. The other 12 people who carried 57% of the weightage, the highest, believed that the diploma degree holders were frequently and very often demanded by the industries considering they offer more flexibility and were more industry-focused. 33% of 21 people believed that the industrial setup rarely required diploma holders, and again, there are 5% who believed that the diploma degrees were not frequently or never a requirement.

Table 3 How are the placements conducted to recruit the polytechnic diploma holders?

In the 3rd question, 'Reviewing the placement patterns in your college," 22 teachers expressed their opinion on the abovementioned question. Out of 22 people, 8 people constituted 36% of the total numbers who said the placements were frequently conducted in their college. 8 people constituted 36% of the total number said the placements were rarely conducted in their college. 6 people constituting 28% of the total number said that placements were never frequently conducted in their college. There's no single person who said that placements were conducted very frequently.

Table 4 Informing the students about the change in the job markets

The 4th table is about "informing the students about the change in the job markets."

There were a total of 21 responses recorded. Out of those 21 teachers, more than half, 11 voted for frequently, making it the most chosen option with 52%. The second preferred option was rarely, with 6 people, 29% choosing it. In third place with 4 people and 19% stood very frequently. And the least preferred option was never very frequently with no person choosing it.

0% chose this option making it the least chosen.

CONCLUSION

As far as training is concerned the teachers' efforts seem to be satisfactory with their 62% percent response, i.e. very frequently they conducted activities like of Just A Minute mock interviews, and group discussions to inculcate language proficiency among the students thereby helping them to place themselves in the industry with appropriate employment opportunity.

As per the data, it can be inferred that the majority of the teachers were aware that diploma holders were the demand for industrial hiring. And the diploma courses are more focused on the technical and practical aspects of the work area, which helps the students become more proficient. Many diploma courses provide valuable knowledge and train the students to apply those practical skills more effectively. These skills enable the industries to be more inclined towards diploma degree holders, which we have gathered from the above-mentioned tabular data.

From this data, we can infer that placements were not frequently conducted in their respective colleges as per the opinions given by the teachers.

Plan

Abstract

Introduction

- Language and Employment
- Research Methodology
- Samples

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Findings and Conclusion

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