

## ROLE OF EDUCATIONAL INSTITUTE IN ENHANCING STUDENT'S ENGLISH COMMUNICATION SKILLS

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### **Abstract**

This paper delves into the universal significance of English, examining its role as a lingua franca and its essentiality in the professional sphere. With a focus on education, it explores the evolving dynamics of English in the Indian subcontinent and discusses challenges in language acquisition. The study emphasizes the pivotal role of educational institutions in nurturing English communication skills. It reviews literature on effective teaching methodologies, communication strategies, and the impact of language labs. The research, conducted in three universities of Jaipur, employs an online questionnaire to analyze existing practices and efforts to enhance English proficiency. The findings underscore the need for continuous improvement in language education, with recommendations for creating a positive learning environment. Ultimately, the paper contributes to the discourse on the global significance of English and strategies for fostering effective communication skills in educational settings.

### **Introduction**

As a universal language, English has become a part of our daily personal and professional lives. English proficiency is required for individual to thrive in modern workplace. According to NU.edu, 2020, it is one of the six language used by all 193 UN members and it is common language of navigators including pilots and air traffic controllers, is frequently used online and it is official language of 53 countries. That's why it is termed as "lingua franca" which means the bridging language. English language allows individual to understand different cultures across the globe and make new friends. English has frequently become the leading language of scientific research, as a result a number of universities throughout the globe mandating that their doctoral scholar submit their theses in English (Tardy, 2004), (Elnathan, 2021). English has become a standard language for business operations in nations including United States, India, the United Kingdom, Canada, and South Africa. Most IT firms in the globe have their headquarter in English speaking regions. Consequently, with an international management team that uses English as common language can interact more effectively which enhance their potential for revenue development. One of the main reasons that why English is emphasized at the school level globally is because almost all multinational businesses (MNCs) in the world want their employees to speak in English (Tridinanti, 2018). Due to this, English is becoming a basic need at all levels of seniority.

English is one of the most frequently used languages. By the end of 2021, there were around 1.35 billion English speakers worldwide, and this number is growing every year. According to a research by "EF Education First" a renowned education company, In 2021 Europe has the greatest

proportion of proficient English speakers, while countries in the Middle East have the lowest (EF-EPI, 2022). The largest improvement has been seen in Central Asian countries, which have increased by almost eight points since the survey indicator was established in 2018.

While learning a language, a person faces a variety of barriers. These barriers include boredom from memorization and repetition of words to develop pronunciation and word power (Astuti, 2018), failing of constantly practice both inside and outside of the classroom, lack of confidence due to anxiety or the fear of making mistakes, and mimicking words only when reading, also in classroom settings (Nascente, 2001). Then comes problems with grammar and notions that are connected to it.

Educational institutions have an equivalent function to families in society. They have to nurture the pupil's personality, as well as their behavioral and educational paradigms. In the process of acquiring a language, teachers and supervisors are crucial. To convey information, teachers and educators require three crucial factors. The subject-matter expertise comes first. Students are going to find it difficult to understand the ideas and perform badly. "Teaching methodology" is another notion and third notion is "Way of teaching." It is the responsibility of educational institutions to make sure that the instructors they employ can conduct themselves with confidence in these three areas.

English continued to be the official language of the Indian Subcontinent after independence, although just 0.1% of the people there spoke it (Deric, 2021). 12.18% of Indians, according to the 2001 census, were English-speaking. According to surveys conducted for the Indian Human Development 2005, at least 28% of men and 17% of women knew at least a little English. Furthermore, recent data from (Deric, 2021) indicated that this figure has risen to nearly 30%. Both Rajasthan state and the Indian Subcontinent have a percentage gender-specific literacy rate.

### **Review of Literature-**

Azam & Kingdon, 2015 reported that teacher has a major role in improvement of pupils' English language skills. A teacher not only motivates their pupils but also knows their fundamental needs in terms of potential future employment and guides them in an appropriate direction.

Muste, 2016 studied the importance of effective communication of teachers which depends on confidence, preciseness of the discussion and the ability to put forward the idea in a clear and concise way. If there is any deviation from this process, can potentially lead to the emergence of problematic situations.

Baker & Westrup, 2003 studied speaking enhances grammar skills more proficiently than writing and also improves vocabulary. Proficient speaking abilities individual articulate ideas, stories and discussions more efficiently which are vital for them outside the classroom to gain better jobs and promotions.

Urrutia & Vega, 2010 reported that students who are afraid of being teased perform poorly while acquiring linguistic skills. The fear of ridicule emerged due to lack of confidence, nervousness, and bad pronunciation. To combat these negative factors, teachers need to create a positive atmosphere in the classroom.

Boonkit, 2010 studied that anxiety hinders student performance. By employing suitable activities like letting students choose their own topics and it will help them feel more confident.

Hamad, 2013 reported five negative factors that impact the speaking skills of any language learners. These include not lack of usage of strategies by the teachers like debating and role playing, speaking by using their first language, not proper using language laboratory, less no. hours for language laboratory per week and student teacher's ratio.

### **Rationale-**

In order to succeed academically and professionally, as well as for personal growth and global integration, educational institutions play a critical role in improving English communication skills. A wide range of opportunities are made accessible by English proficiency. Many instructors do not know how to utilize language labs or other modern teaching techniques, or they do it improperly. Many universities don't buy the associated software due to their higher cost and require scholar instructors. This paper attempts to know about the effectiveness of education system and informs strategies needs to adopt for continuous improvement in language education.

### **Research Questions-**

- What are the Strategies being used for making students competent in learning and communicating good English?
- What sort of activities are being used for students to learn English beyond regular classroom session?
- What problems are faced while communicating with students?
- How does a communication lab help in improving communications skills of students?

### **Objective-**

- Identifying existing practices used in universities to develop English communication skills.
- Identifying efforts taken by teachers to improve English communication skill.
- To help for betterment of education policy of universities.

### **Methodology-**

Data collection using an online questionnaire and further analysis using statistics are part of the methodology used to examine role of educational institute in enhancing students' English communication skill in selected universities in the Jaipur region.

### **Population and sample-**

Three universities from Jaipur region have been taken which are Suresh Gyan Vihar University, JECRC University, Jagannath University and Jaipur National University. The population consists of 453 students from above mentioned universities, during academic year 2023. 12 teachers have responded on the role of educational institutes in communication skills. To analyze the collected data, SPSS software is used.

### **Delimitation-**

The study is delimited to teachers from Jaipur region only.

### **Research Tool-**

A structured questionnaire was prepared to gather information from the teachers. The questionnaire consisted of respondent's demographic details and of relevant questions pertaining to the theme that elicited responses from the respondents.

**Data collection-**

Data were collected personally by the researcher and the researcher explained the purpose of the study and shared the link through Google forms.

**Data Analysis-**

The collected data is analyzed using appropriate statistical tools t-test. The t-test is a statistical method used to determine if there is a significant difference between the means of two groups. T-test was used to test the stated hypothetical statements at 0.05 level of significance.

**Identifying existing practices used in universities to develop English communication skills.**

According to table 1, Figure 1, the following are the best practices a university, institution, or instructor should use to help pupils develop strong communication skills: To ensure group discussions, speeches, and English reading in class (99%), to allow only the English language on campus (95%), to practice English daily (94%), to speak in English when speaking with teachers, friends, and family (93%), to develop student’s personal skills (93%), to make sure students practice and learn English grammar daily (82%), to encourage students to speak in English and to create real-world situations in which every student feels comfortable communicating (77%), and to Speaking English and communication skills should get greater attention from instructors (72%).

**Efforts Taken by Teachers to Improve English Speaking Skills-**

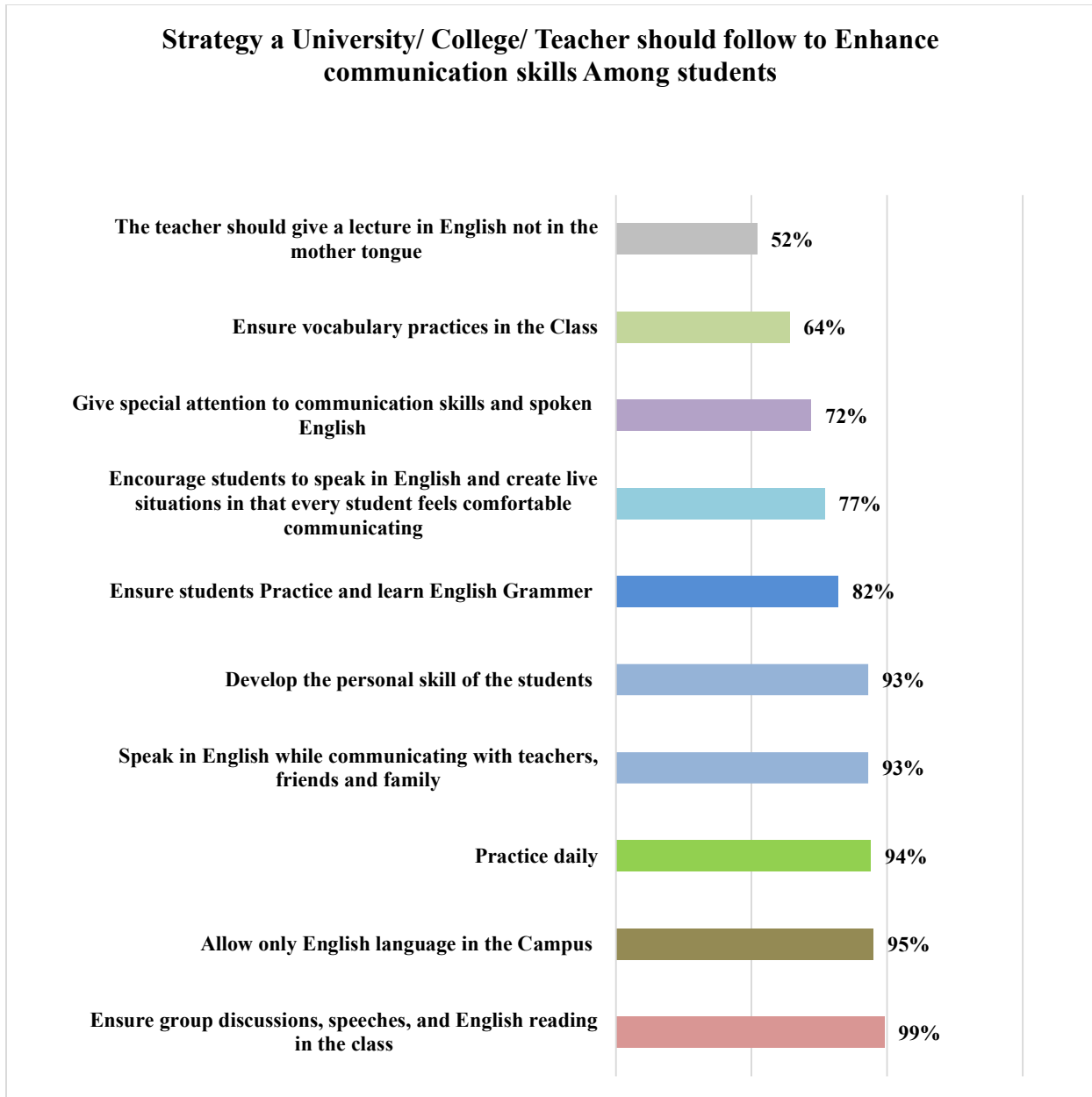
According to Table 2, Instructors at various colleges in Jaipur assert to supplement their student’s formal English instruction with extras like in-house discussions, film screenings, the requirement to speak English on campus, the distribution of case studies and reading assignments in English, necessary group discussions, encouragement of written and oral English, and the playing of English-language audio and video. Additionally, 16.7% of instructors schedule meetings on a monthly or quarterly basis, while 50% of teachers schedule weekly conversations for students to practice their English, and 8.3% of teachers schedule group discussions once a year. 8.3% of educators never set up conferences for their pupils to work on their English. Additionally, 66.7% of instructors have a prospective strategy to enhance their own level of English communication with students.

Consequently, it can be concluded that universities or teachers in Jaipur are likewise eager to promote or enhance students' communication abilities.

*Table 1 Strategy a University, College, or Teacher should follow to Enhance communication skills among students*

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<b>Strategy</b>	<b>Count</b>	<b>%</b>

The teacher should give a lecture in English not in the mother tongue	112	52%
Allow only English language in the Campus	203	95%
Ensure students Practice and learn English Grammar	176	82%
Speak in English while communicating with teachers, friends and family and Develop personal skills	199	93%
Ensure group discussions, speeches, and English reading in the class	211	99%
Ensure vocabulary practices in the Class	138	64%
Give special attention to communication skills and spoken English	154	72%
Encourage students to speak in English and create live situations in that every student feels comfortable communicating	165	77%
Develop the personal skill of the students	198	93%
Practice daily	201	94%



*Fig 1 Strategy a University/College/ Teacher should follow to enhance communication skills among students*

Table 2 Efforts Taken by Teachers to Improve English Speaking skills among students.

<b>Table 2 Efforts Taken by Teachers to Improve English Speaking Skills Among Students</b>			
		<b>Count</b>	<b>Percent</b>
<b>Often arranging discussions among students to improve their English skill</b>	Never Arrange	1	8.3%
	Weekly	6	50.0%
	Monthly	2	16.7%
	Quarterly	2	16.7%
	Yearly	1	8.3%
	<b>Total</b>	<b>12</b>	<b>100.0%</b>
<b>Potential plan to improve student's English communication skills at your personal level</b>	No	4	33.3%
	Yes	8	66.7%
	<b>Total</b>	<b>12</b>	<b>100.0%</b>

**One-Sample t-test on Best Mode of Communication & University’s Help in Sharing Cultural Values-**

The one-sample t-test results for two separate variables are shown in Table 43: the best method of lecture explanation in the classroom and the degree to which the institution supports the exchange of cultural values and traditions in co-curricular activities.

The research reveals that 35.4% of respondents believe that English is the most efficient language for lecture explanation, followed by Hindi (9.9%) and a bilingual approach (54.7%). The t-value of -28.240 indicates a significant difference in participant preferences for the various lecture explanation strategies.

The majority of respondents (65.6%) agree that the university does assist in this area although it is unclear to what degree it aids in the sharing of cultural values and customs in extracurricular activities. 12.3% believe the university does not assist, while 22.2% said "sometimes." Regarding the university's role in promoting cultural values and traditions, the t-value of -47.741 reveals a sharp disagreement in viewpoints.

The findings of the one-sample t-test show significant differences in preferences for the best lecture explanation method and varying opinions on the university's role in fostering cultural values and traditions via extracurricular activities.

**Conclusion and discussion-**

In conclusion, the English is the most efficient language for lecture explanation, but the t-value indicates a significant difference in participant preferences for the various lecture explanation strategies. English language allows individual to understand different cultures across the globe and

make new friends. Regarding the university's role in promoting cultural values and traditions, the t-value reveals a sharp disagreement in viewpoints.

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