

Soft Skills Integration in Teaching Professional Training for English Language

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 crux of this study was the soft skills integration in teaching professional training for English language. The act of teaching is quite complicated and requires a broad set of skills as well as knowledge in order to effectively handle the requirements in a class. The study will use the secondary research approach. The result of the study shows that English language is the most critical in India. This is what connects the people in India to others globally. It is important for teachers to impart knowledge of English to students. In addition, teachers found soft skills as a key trait for applicants and teachers. It is important to imbibe soft skills into a professional training program.

Keywords: Soft Skills, Teaching Professional Training, TPT for English Language

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I. INTRODUCTION

Indian syllabus has included English language as its essential part for ages, and being skilled in the language plays an important role in acquiring a job at well-known organizations. There's a devoted bond between Indian and the English language thanks to the British invasion, along with that several cultured Indians have English as their secondary language. Additionally, this language has turned into a language that connects refined Indians from every state as the regional languages tend to vary.

In the 18th century, the formal language of management was English, alongside that well-educated Indians familiarized themselves with the language to help themselves to get ahead career wise. English language continued to influence the country uninhibited even the British had departed from India (1947). Presently, the role of English language in advanced schooling, management of private as well as government firms and in media is absolutely vital (Graddol, 2010). English language has become an influential mediator to bring about progress in India.

Since English language connects people from all over India as a default medium, it has become obligatory. The reason for this is the fact of us being a multi-ethnic and well as multi-dialectal as a country. It is the authorized language for interaction. According to Graddol (2010), English became the official language of administration and many educated Indians learnt the language as it helped

them to go up the ladder" (Graddol, 2010). English language plays a vital role in higher education, media and administration of private and government organizations. English has become a powerful agent for change in India". Particularly, a vital part is played by English as a language in refining the expertise of profession pursuers in the said language, as it is one of the considerations when an individual is seeking work. In the present condition, it is necessary for one to have decent skills in English for communication and it is also necessary for occupation.

A. Employability Issue for the Person Lacking English

Compatibility Employability has been defined "a collection of achievements". Gaining of advancement and enrichment has been noticed in individuals who are fluent in English. Along with that, a great measure of competent students was noticed to have not been able to procure jobs through interviews, just because they lacked interaction abilities. Despite scoring high ranks in the university, the students were unable to pursue higher education in the United States and few more countries that had English as their native language, as they lacked skills in English. These students were unable to score up to the mark on the International English Language Testing System (IELTS) or Test of English as a Foreign Language [TOFEL]. Thus their dreams to visit an overseas nation were crushed because of their deficiency in philological propensity. Their possibility of acquiring

as well as retaining an employment is affected by this. The question is of constructing, scheduling, as well as assimilating several activities in order to enhance the knowledge of the pupils (Clement and Murugavel, 2015).

B. Necessity to Upgrade English

A set of indispensable abilities must be acquired by the students who prefer English as a field, so that they are able to adapt to every professional setting. The basic idea of communication is about the exchange facts, notions, outlooks as well as opinions. Basic attributes, familiarity, interest learning attitude are needed in an individual for him to be considered employable. Competent educators of English, nurture every skill where they are employed along with being sensitive towards linguistics and literature. In order to bring awareness regarding the value of linguistic expertise in respect to recruitment interviews and professional understandings, an English instructor absolutely needs to offer a plethora of facts from the media and internet. Since students are willing to study further regarding employability, it is an obligation of the educators to learn and disperse the information regarding linguistic expertise.

Presently, learners from the countryside are hesitant about interacting in English. They need to be made confident with multitasked attempts. Since a certain sum of pupils goes through insecurity, renewed strategies of teaching should be structured in institutions so that their confidence can be uplifted. Films featuring esteemed speakers and gurus as well as well constructed teaching assemblies are sure to help the pupils. Reassurance is one of the most significant instruments for motivating the gain of linguistic expertise, in order to acquire jobs in present condition.

The aim of the instructor needs to be on evolution of the learners' writing skills in the language among different categories like journals, newspapers, writing certification as well as short pieces for magazines in order to teach ESP (English for Specific Purposes). To develop learners' verbal skills, role playing as well as grouped discourses in assemblies and debates should be practiced.

Student along with the institutes would have to locate their path in a natural manner into the teaching room, because of the employer. It was observed by Iqbal and Pratap (2015): "ESP combines subject matter and English language teaching (Pratap and Iqbal, 2015). This combination is highly motivating because students are able to apply what they learn in their English classes to their main field of studies. To create employable graduates for the 21st century is a challenge and it seems to fall on the shoulders of the teaching community".

Interpersonal skills are personality qualities, approaches and actions, rather than technical know-how. These are incorporeal, non-methodical, and precise to character skills that regulate one's fortes as a lead, organizer, intermediary, and representative (Robles, 2012).

Interpersonal skills are as follows:

Nieragden (2000) catalogues four sets of interpersonal skills (Nieragden, 2000):

- Communication: (such as approach consciousness, discord management, lenience)
- Self-Organization: (such as decisiveness, inclination to study, self-correction and endurance to pressure)
- Transmission: (such as attending skills, performance skills)
- Regulation: (difficulty resolving)

Apart from this, the subsequent skills can be described as interpersonal skills, according to Shakir (2009):

- Interaction skills: (articulating opinions as well as advices clearly)
- Serious rationality as well as problem resolving: (capability to examine, assess and employ information)
- Aptitude for cooperating within groups: (capability to function in a squad and collaborate with folks arriving from differing social situations, culture and beliefs, along with the ability to accomplish similar objectives).
- Lifetime erudition and data organization abilities: (ability/skill to study as well as examine and practice applicable data)
- Morals and specialized ethics: (aptitude for application of ethical values relative to expert preparation)
- Management abilities: (aptitude for leading as well as understanding leading positions)

As described by Chamorro–Premuzic et al (2010) interaction, guidance, association, self-inspiration and originality as significant interpersonal skills.

A skill often could be deliberated as a significant one relative to certain subject but necessary for other. For illustrating this idea, Schulz (2008) has

put forward the subsequent illustration (Schulz, (2008):

A topic can be regarded as an interpersonal skill in a certain field and could be regarded a personal skill in a different field. Additionally, there's a lot of variation regarding the perception of what should be accepted as an interpersonal skill. Know-how during assignment managing for example is preferable for an electrical engineer; however for a civil engineer, it is absolutely necessary. When it comes to being chemist, preparation in societal consciousness may be beneficial, whereas it is completely essential for social or public resource management personnel in communities with varying philosophies.

C. Issues in Teaching Soft Skills

The scholastic institutes around the world seem to be preparing their learners aiming at a multifaceted and indeterminate culture and employment market. And even though they seem to have acknowledged their newfound professional role, a certain level of perplexity is noticeable regarding how certain matters ought to be applied such as - basic capabilities, interpersonal skills, traits or abilities.

The puzzlement is obvious in required skillset of individual countries which they think of as essential, as well as the definition of these skills in differing ideologies.

An identical expression may have varying understandings in differing regulations along with that the setting may differ also (Green, et. al., 2009). For instance, the expression, 'critical thinking' occasionally means conundrum resolving and decisiveness for describing a certain trait majority of teaching institutes wish for their alumnae. It is more probable for pupils of Humanities, to tackle an issue with the intent to develop certain in depth understanding of the matter; analyzing it and seriously assessing the issue, instead of trying to 'solve' the issue. However, this method of tackling would be quite alien to pupils who study management, that are consistently offered case studies, highlighting issues or impending issues they may be asked to tackle in the course of their profession. Hence, management learners tend to prefer serious rationality or conundrum resolving as chief features of a decisive system.

It has been a while since academics have debated regarding the hypothetically vague quality of the general capability program which is the ultimate source of the conundrums of application (Green, et. al., 2009). Another indication of this misperception is the varied terminologies which are frequently used interchangeably, in order to define desired results. For instance, 'professional', 'core', 'generic', 'enabling', 'soft', 'key', and 'transferable' are adjectives that are made use of in tandem alongside nouns like 'capabilities', 'skills', 'attributes', or

'competencies', to enumerate some. Even so, research professional debate regarding the meanings of 'skills' and 'attributes' as not having the same definition, along with 'generic' not necessarily meaning 'transferable'. Hypothetical conundrums as such are bound to have certain applied effects on instructing as well as absorbing of basic skills.

II. LITERATURE REVIEW

Interpersonal skills of the instructor are essential. Accomplishing these attributes is bound to make an alteration in the condition of instructing as well as successful knowledge absorption. The condition of instructing is a vital aspect when it comes to endorsing successful erudition at institutes (Tang, 2013). The act of teaching is quite complicated and requires a broad set of skills as well as knowledge, along with personal and interpersonal skills in order to effectively handle the requirements in a class (Tang, et. al., 2015). As the job of teaching is an extra complicated procedure, apprentice professors must have significant interpersonal skills. Professors and instructors of today are, therefore, faced with the problem of figuring out the finest method to make sure that the instruction they provide to their graduates will carry on being significant and relevant to the professional market. The institutes are responsible for ensuring the matter of instructing graduates having skills which are applicable to procure jobs. Thus, social skills improvement must be instilled within the vocational exercise package. Also, a combination of social as well as personal skills within a syllabus must be included by the institutes, if they want to create students that are self-assured about the ideas of balance and proportion in these said skills (Hairuzila, 2009).

A. The importance of soft skills in higher education

A common criticism is that institute graduates, disregarding their stage of proficiency, are quite frequently lacking in general interaction as well as social skills, the result of which is that they are unfit to be employed. As stated by Chamorro-Premuzic Artech, Bremner, Greven and Furnham (2010), there is significance in implementing "...a set of non-academic attributes, such as the ability to cooperate, communicate and solve problems, often referred to as generic or soft skills in higher education" (Chamorro-Premuzic, et. al., 2010). Along with that they assert the following as well: "Unlike academic or disciplinary knowledge, which is subject-based, content specific and formally assessed, soft skills comprise a range of competencies that are independent of, albeit often developed by, formal curricula and rarely assessed explicitly". The citation aforementioned exemplifies the condition of higher studies in present times: the fact that even though it is the general perception that social skills are essential and significant, they

are seldom involved in the course of the syllabi and assessing standards. Additionally, most of the social skills are impossible to be evaluated through collective evaluative approaches and are contingent on individual assessment.

At the same time, instructors hold the belief that social skills are essential and compulsory features of their future instructors or candidates. They opine the significance of personal skills is on par with the significance of social skills. For example, Robles (2012), in his study enlists ten social skills that are seen as essential in professional places. The insights of managers comprise social skills like honesty, relational skills, interaction, accountability, elasticity, expertise, optimistic outlook, courteousness, cooperation as well as work consciences. This study concluded, the most essential social skill according to the perception of the proprietors, are social skills, interaction along with reliability, varying from being significant to absolutely essential.

As stated by Robles (2012): “Over a decade ago, the National Business Education Association’s Policies Commission for Business and Economic Education (2000) noted the upcoming shortage of skills in today’s workplace that stresses the need for interpersonal skills, above and beyond the academics, technical skills, and hands-on training”.

B. Autonomous vs. intermixed teaching

Two faculties of ideals regarding the instructing and development of social skills exist (Moore, 2004): the ‘generalists’ and the ‘specifists’. The emergence of generalists was first seen in the 1970s and they tend to think that social skills are in fact basic, and thus can be instructed unlinked from content and implemented in any regulation. As an instance, the method of the generalists discusses that the feature of serious thought process exists worldwide; hence it is possible to be instructed freely as a collection of reasoning methods and then implemented in any setting. Contrastingly, the specifists puts forward the argument that features, like critical thinking capability that cannot exist separated from their ideological setting. Knowledge exists in a rudimentary situation. According to this viewpoint, it is not possible to instruct critical thought process unlinked from a pupils’ desired regiment/s through a ‘one-shot inoculation’ of developing abilities.

The discourse in regards to the personality of the student features or abilities has taken a turn towards becoming even more impenetrable rather than the opposite through the course of time. Incongruity is seen even among ‘relativists’ who tend to prefer ideologies situated in the middle ground of the generalists and specifists. Few debates that basic traits like critical thought process requires to be instructed with a context, which once absorbed may be applied to another situation. However, Davies (2006) has claimed in recent times, that it is essential

for those who exist on either wing of the specific or generalist division, to progress past ‘fallacy of the false alternative’, through identifying the options of either side’s qualities (Davies, 2006). According to Davies, pupils should instruct ‘basic skills’ – ‘the philosophies of decent cognitive simpliciter’, that may be ‘implemented and organized in serving the educational communities’. Though, understanding how the ‘the philosophies of decent cognitive simpliciter’ may be instructed in an ambiance free of background is quite difficult (Georges, 1996). The method of specifist/relativist appears to have strengthened because of the acknowledgement that social skills are extra problematic to be conveyed through repetition than personal skills. This contrast occurs as a result of the circumstance of the features of social skills along with the training requirements that are relative to it, which differ from the traits of the personal abilities, according to Laker.

Georges discourses that instructing social skills within a classroom is essentially schooling not exercise. He puts forward a parallel between sitting at a table and simultaneously attempting to instruct the process of riding a bicycle.

As per the comments, researchers will be arguing that the generic skills should be incorporated into every course and subject to let students to develop. It becomes the responsibility of the subject matter experience that imparts knowledge to students and also support and give valuable advice to the learning specialists or developers.

According to Resnick et al (1987) have shown the downside of particular learning situations, since learning would be limited to the workplace and would not be transferred to other scenarios. As per Falk (1999), if one considers the workplace as a classroom to learn, then this keeps the problems of knowledge transfer from classroom to workplace at bay. Billett (1998) stated that the knowledge gained in the classroom cannot be easily applied and can be transferred from one kind of situation to another kind of situation in the workplace. You cannot apply the same knowledge to solve different contexts at the workplace. This is a kind of problem solving activity that is embraced by learners and the advice that is given to them will help you know about the knowledge transfer happening.

Billett (1999) stated that though the workers at the workplace have learnt many things in their education as well as from their experiences in the workplace, both these settings are given theoretical and practical experience for people. He also highlighted about the different experiences, which may not be learning, but will help you to develop the expertise. The workplace training as well as learning that is done informally is pretty naturally at work. This would contribute for you to learn new things as per (Harris, et. al., 2000).

C. Teaching practices

The project is totally focused on the youngsters; many are showing interest to step into the labor market. In this paper, we will not be explaining about the key aspects of imparting soft skills to the corporate employees. The researcher has limited to the exams to practice and develop soft skills in students who are undergoing VET education and layman workers who are planning to enter the labor market.

There is a new target group working on the MASS project is a drawback for youngsters, since they have a menace of social marginalization. However, doing in-depth research in the world of scientific literature has not helped, to find out appropriate publications. The subject of improving soft skills to nurture social inclusion is still in the research process.

VET/University Students

For VET as well as university students, the best place to get soft skill training is to undergo classroom training or learn this in the workplace. Classroom training is very important while doing the graduation courses in the educational institutions before they actually experience the corporate world to become a lifelong learner.

- Classroom training
- Learning Theories

The most commonly used learning theories in skill education include:

- Experiential Education Theory
- Social Cognitive Theory

Experiential education on which an article was published with the title ““Association for Experiential Education: A community of progressive educators and practitioners. - Home,” stated that people get inspired to learn new things by experiencing things on their own or by observing the experiences of other people. Experiential learning is widely used various industries. For instance, making learners feel like interacting with the clients for a hairdresser or act like a care home client for a single day.

Social cognitive learning as per Bandura (2011), for instance, includes role modeling, emulating and observing, especially by the kids and adults and this is the foundation for mentoring the kids and the best coaching strategies. The information acquired through experiences or by observing the experiences of other people would become the best learning experience once you get an opportunity to show your talent or relate this to the theoretical concepts and apply in the real-time experience.

Conditions for effective learning

Dawe (2002) stated that the best practice is to deliver generic skill trained in which one would need different experiences and apply various learning strategies. This will make sure that the learner will be able to acquire the technical skills, conceptual skills and generic skills and hold the ability to transfer the acquired skills and use it in new contexts. In big organizations, the best training practice would highlight about the holistic approach that would involve a combination of skills, values and attitudes.

Shuman et al (2005) stated that the powerful training would have two key traits. There include complexity and the other is fidelity. When the teamwork is improved, he stated that fidelity is termed as giving training to the employees seems like students on the current and future conditions at work. The fidelity of a specific activity would increase the work conditions and environment very closely. This is very challenging, especially when physical conditions are considered. However, many environmental conditions are easy to simulate. The best example is temporal environment. This will have key factors like deadlines a time limit within which the team will gain experience. The research has proven that time will have a critical impact on the performance of the team. These conditions are right to finish the task or take right decisions that will match with the current conditions as much as possible. The word “social context” is a new kind of environmental condition that is easily manipulated. Few of the teams would be working in a vacuum while a few others will collaborate and work with the other people who are working in the same context. The higher the number of inter group activities pulled into the team, the more would be the team engaging in the real team behavior of the world like communicating within the group, conflict resolving and coordination.

Complexity is described with two key factors. There include task independence and the other is cognitive effort. The more complicated is the activity, the more skill set that is required for the participant to put in the team. Activity would be ranging from high to low complexity levels.

Workplace simulation practices

There are many people who suggest and consider workplace simulation to be the best way to improve the soft skills of VET studies, few of the practices are presented by Dawe (2002):

Practice firms

The practice firm will be operating in its respective economic arena and carry out various commercial activities in simulation along with the firms that are operating nationally and globally. This will be

running like a real-time business having its own policies and practices.

Administration students were initiated to take up the work in the practice firm prior to taking up work in industries. Students were able to finish the tasks using their knowledge and skill set while doing their work in the practice firm. This helped to transfer the knowledge and skills gained in the college to the workplace. Students are involved in having total control over the activities. In this type of firm, students would need assistance to work within the given time and submit their work to evaluate. The soft skills, including time management skills, communication and self-confidence develop in students.

Workshops

These are used by all the students who are pursuing different courses and work as apprentice to hone their practical skills.

Experiential learning

Experiential learning will help the staff to learn and boost their confidence to work in different ways to accomplish goals. Though, these differences are totally subtle, but they need quality care.

In the experiential learning activity, the participants who are taking part in this learning activity have considered their role as a nursing home resident for a day. The trained considered his/her role to be career. The staff has considered their role to be resident. The career has attended the patients and gave them the right treatment. Once the training activity was completed, the trained carried out briefing of cases on one-to-one basis. She allowed the participants to explain about their training experience and highlight the practices and habits that they would like to change in the residents.

Role play

In many companies, there are various scenarios that are emulated to let participants learn about the real workplace situations and how to deal with clients. These are widely used to impart generic skills and soft skills in students, like interacting with customers on calls, dealing with tough customers and learning negotiation skills.

Workplace training

Workplace as a learning environment

Talavera et al (2007) stated that graduates and students who have undergone vocational training or higher education would take active part in on-site training. This helps them to learn by going through real-time experience. Though, one thing that should

be remembered by people is that experience in one thing will give no learning and education. To experience on-site training to learn new things, there should be three key traits:

- Integrated with the coherent as well as well-planned experience to hone skills
- Promote reflect rather than experience
- Ease the integration process of experience with the help of self-assessment, analysis and its consequences and promotion to different situations

The process of learning while taking up on-site training calls would embrace two key features namely coaching and mentoring. While giving the coaching, supervisor will be offering the advice and guidance required for students and will strike the agreement with the appropriate action plan that will boost the training in particular skills. The wider mentoring process would be defined as a never ending process where the supervisor who will be acting as a mentor and instructs as well as guides new and amateur workers to improve their skills at the workplace and accomplish organization goals. The person who is tutoring and playing the role of a mentor is known as the tutor.

Tutors will be playing a critical role in students who are going through on-site training and offering great support, advice, guidance and assistance in the whole occupational training period. The work that is done by the tutor will be divided into small groups and is assigned to each student and to the ones who have done their on-site training successfully. In this, the tutor will be paying special attention towards each student.

One-to-one or small group training

On-the-job training is given to the new employees who joins the organization by the trainer or supervisor who holds ample knowledge to give in small groups or one-to-one. The key generic units that are important for staff include:

- Communication skills
- Proper planning of daily work
- Knowledge on the industry
- Assure safety of workers at the workplace
- Follow personal work ethics such as courtesy and enthusiasm
- Boost personal skills-housekeeping duties

Initial Education Students

Teaching by tutors and learning by students in schools will develop emotional ability, improve in academics and allow students to socialize with each other as per (Elbertson, et. al., 2010). Students do not like to learn by themselves rather would love to learn when teachers would collaborate and peers would give the company and with the motivation received from families. Emotions will compel schools to boost their academic engagement, improve work ethics, commitment to learning and attain success eventually. Generally, relationships and emotions affect the way students learn at schools. It is important for parents to address these key things in the educational process to improve benefits in students as per (Elias, et. al., 1997).

There are a plethora of studies which explained that emotional skills to be the key prerequisite to hone learning and thinking abilities that would improve the focus of students in academics which are time based. For instance, the emotion is critical in the whole educational process, since this will increase attention and promote learning and boost memory power. Moreover, emotions will have great impact on critical thinking, behavior of students, motivate students and their perception.

The universal school related efforts would improve social and emotional learning (SEL) in students and let them have a great approach that helps students to achieve success in their regular life and school as per (Zins and Elias, 2006). Extensive developmental research would state that it is important to have social and emotional skills to promote well-being of students and perform better in school. If the students fail to attain this competence, it would result in them facing difficulties in social life, academics and personal life.

III. RESEARCH METHODOLOGY

The current research will be totally based on the secondary information. The secondary resources would include journals that are reviewed by peers, articles, magazines and other sources. By using secondary sources that are totally different to the integration done to soft skills in teaching professional training in English language is analyzed thoroughly.

For collecting the secondary information, researchers will be using the data that is available on the topic that was proposed in books, journals, research work that was not published, research papers, newspapers, research articles and government sites. Secondary information is easy to retrieve from reports, publications published by the government, websites, unpublished sources and periodicals. In addition to these sources, there are various other sources like international sources, commercial sources, physical books, government sites, periodicals and eBooks

IV. CONCLUSION

This paper will analyze about the integration of soft skills in teaching professional training courses for English language. The paper found that the English language is the most critical in India. This is what connects the people in India to others globally. English is playing an integral role in educational institutions, media, private and government organization administration departments. It is important for teachers to impart knowledge of English to students. This paper revealed that acquiring these skills will bring a major change in the teaching quality and learning. Moreover, English is playing a major role in helping job seekers to get jobs easily by having proficiency in this language. This skill is important for the person searching for a job. In addition, teachers found soft skills as a key trait for applicants and teachers. They strongly believe that the significance of soft skills is equal to the importance that is given to hard skills. It is important to imbibe soft skills into a professional training program.

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Corresponding Author

M. Stanley Jones*

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

stanleymedapati@gmail.com