

# **ENGLISH LANGUAGE COMPETENCE IS AN ESSENTIAL ELEMENT OF PROFESSIONALS: A THEORETICAL STUDY ON LISTENING A RECEPTIVE SKILL**

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## **Abstract**

Humans have a very basic need for and activity of communication. It serves as a means of communication for the dissemination of knowledge and understanding among those around us. It may be described as formal conversation when people communicate information, opinions, ideas, sentiments, and so forth. In fact, it builds the bridges that enable us to cross boundaries and cultural, racial, and political divides. The foundation of life is communication. We all need to be able to communicate our needs, wants, choices, opinions, information, emotions, and ideas. It is a manifestation of who we are and who we are in all facets of life. These days, it is one of the requirements for hiring. High levels of communication skills are required in some fields, including human resources, public relations, marketing, sales, and customer service. Technocrats and professionals alike require them in the same way. English language proficiency is a critical skill for professionals, according to the paper being presented. Understanding that language is

important to learners and can be learned through exposure to the four language skills is the focus of a theoretical study on listening as a receptive skill.

**Key Words:** Communication, backbone, pre-requisites, recruitment

## **Introduction**

The growth of business transactions between nations is a byproduct of globalization. More chances, difficulties, and access to international markets have resulted from it. Technology advancements and growing interconnection have shaped this access, making global communication instantaneous. The position of the professional is evolving and will alter substantially more as institutions expand and start to go global. Students and other professionals need therefore have strong language and communication abilities. The language of worldwide communication and the global lingua franca, English is presently changing and becoming more streamlined whenever it is employed by experts in their fields for specialized purposes. Additionally, this global setting has increased opportunities, problems, and access to international markets. The professional world is facing these problems, and in order to meet them, the next generation of professionals needs to be developed.

Learners can express their feelings, ideas, knowledge, and other things thanks to their language abilities. It serves as a tool for acquiring and preserving knowledge. One sign of a linguistic community's cultural identity and of a person's personality is their use of language. Tamil Nadu has gradually increased technical education in recent years in order to keep up with the numerous changes brought on by information and communication technologies. Because of this, every year, many graduates drop out of school. The actions done to increase technical

education and generate a large number of professional institutions further highlight the necessity of properly utilizing these experts' services in order to accomplish the intended outcomes.

The professional learners were therefore armed with the LSRW abilities necessary to contend with the fierce competitiveness of the job market, which has become rather challenging, as a result of the creation of the new work order and demand in many endeavors.

### **Importance of Communication Skills**

Due to the predominance of English in the information from numerous sources relevant to various professions, English is widely acknowledged as a communication medium. Due to India's international reputation, language study for students in this setting becomes vital. In the curricula of Indian schools, colleges, universities, and other institutions, English has a definite place. Every career is built on communication. Students work for companies or businesses as employees. They require strong communication abilities when they start their own businesses. The complexity of modern commercial activities has increased due to the fast internationalization of the economy. Since the development of a country largely depends on them, good technocrats or professionals are required for carrying out these daily activities. Without it, we risk being lonely and sad, according to Keith Davis (p. 1). It is a way of communicating with people about facts, ideas, opinions, and beliefs. Only in humans do we find language used as the incredibly simple way of information communication.

“It is through communication that individuals are integrated into societies, and it is through communication that those societies' cultures are established and perpetuated,” write Grey and Wise in 1959:1. It is understandable why there has been a rise in interest in

communication phenomena during the past few years. All facets of our personal and professional lives involve communication. It is essential to having fruitful conversations and creating and preserving healthy relationships. In the modern world, it is essential to be able to communicate and have one's message comprehended. In other terms, it the thread that binds organizations together is specifically English-language communication. Individual and group goals are achieved, changes are implemented and accepted, daily activities are coordinated, and people practically engage in relevant behavior when they communicate.

Communication between and within organizations depends on the ability to communicate in English. Effective communication is one of the key abilities that students believe are necessary for effective performance at work. The language used for communication in the global environment must be straightforward, direct, and uncomplicated, and the responses must be prompt. Professionals today must be able to clearly and powerfully communicate their opinions. One could argue that learners' access to communication networks is negatively impacted by a lack of language or communication abilities. Therefore, it is important to realize that language is important to learners and may be learned by exposing learners to the four language skills. It is crucial to remember that language acquisition does not occur when a language is only practiced as a set of structures or when its grammar is learned, but rather when real conversation occurs. As a result, the goal of the current study is to show professional learners in this context how important pedagogical aspects are to the transmission or acquisition of language abilities might be thought of as a portal to the outside world.

Therefore, one needs early professional direction and ongoing practice to perfect the art of communication. The practice and formation of habits are necessary for mastering the art of

communication. In addition to the native tongue, English serves as a lingua franca and is used as a means of communication. English is utilized for many different things in many different spheres of life as a means of communication. English has the peculiar distinction of being a second language in India. Because the second language environment, unlike the first language world, is not easily available to the learner, the teacher needs extremely carefully taught exposure and practice. In India, the majority of students are obliged to listen to and write in a second language before they have had sufficient exposure to other language abilities.

With the aid of our pertinent prior knowledge and the environment in which we are hearing, Lynch claims that listening entails making sense of spoken language, which is typically accompanied by other auditory and visual information (Lynch and Mendelsohn, 2002, p. 193).

Thus, it is clear that for learners, mastering a language is of utmost importance, and that exposure to language skills, specifically LSRW, can help with language acquisition. Due to its widespread reputation, learning English becomes essential for learners in the Indian environment. A good language user is proficient in all four LSRW components of language use: listening, speaking, reading, and writing. The majority of English language students have chosen professional training primarily for employment reasons. There are students from vernacular-speaking backgrounds whose English language proficiency is insufficient. Even English-medium students who have studied the language for twelve years as a required subject are unable to communicate in English. When speaking with their teachers and peers, they are timid and insecure. Additionally, they are ashamed of their inability to converse with people in English. All

of these inhibitions and concerns cause emotional discomfort in the language learners and impede their attempts to learn the language.

While these are the limitations and challenges faced by students, the needs of professional students are correlated with the availability of the knowledge found in specialized courseware. In terms of subject-specific content and language abilities, the course book required for the current engineering students serves as a model for ESP (English for Specific Purpose). In order to stimulate language use and language learning, procedural orientation is required in the context of teaching language skills to technology users. It is important to expose students to the kind of subject-specific activities they participate in as well as language learning. The assignments or activities are valuable for the professional learner since the activities selected expose a high level of cognitive challenge.

### **Listening, a Receptive Skill**

A receptive competence is listening. Learning a language requires receptive abilities. Speaking and writing are two useful skills that listening and reading help to facilitate (Saricoban, 1999). The receptive abilities also make sure that the pupil receives language instruction, which is then used to reproduce the productive abilities through speech or writing. Understanding the meaning is the aim of receptive skills. Interpretative abilities, which are crucial for communication, include reading and listening. According to Nunan (1998), listening requires the capacity to recognize the topic of a lecture, its goal and scope, the relationships between the discourse's constituent parts, relationships between them, and coherence cues.

### **The Effect of Instruction of Receptive Skill**

Receiving, attending, and assigning meaning are the three processes that Wolvin and Coakly (1985) identified as being involved in the listening process. In the first step, the speaker presents audio stimuli to the audience, or a combination of aural and visual stimuli. The second phase involves listening to some stimuli and paying attention to them while ignoring other distracting ones. The speaker's message must be congruent with what the audience is experiencing in the classroom, focusing on the most crucial information. The third step is when the speaker's message is understood or assigned meaning by the audience.

When a listener is aware that he or she must make up for insufficient information or partial understanding, listening strategies are deliberate plans made to deal with incoming speech (Rost and Ross 1991; Kasper 1984; Vandergrift 1996). According to Rost (2005), it is frequently believed that when learners are mature, capable of understanding fairly well, and have also attained some competency in the spoken language, listening ability increases. In contrast to academic capabilities, Collier (1987) and Cummins (1981)'s research indicates that conversational English proficiency levels must be attained by students across significantly varied time periods. (Brain T. Riley, *Linguistics of Bilingualism*, 2000, p. 102).

## **Conclusion**

The majority of our individuals expressed a strong desire to improve their communication abilities. They had a strong desire to study the language and its sounds in order to improve their listening, speaking, and communication skills. Because Indian languages have a consistent relationship between the sounds and the letters used to express them, it has been discovered that the majority of Indian speakers make pronunciation errors when speaking English. Finally, the

participants are trained in intensity and persistence of learning activities related to the subject matter and setting of our training program through their excitement and willingness to study.

The respondents were able to distinguish the final sound in a particular word by listening for sounds. The individuals were able to differentiate between words that sounded same and link them to the right word or pronunciation by listening for words. The subjects were able to syllabify the words based on pronunciation and a comprehension of the stress pattern by listening for word stress. The subjects were able to understand the theme by listening for it while they were listening to brief extracts. Informal interactions were easier for the subjects to grasp and respond to when they listened for details. The individuals were able to focus on particulars of dialogues by paying attention to announcements and instructions. The one language skill where many learners may struggle is listening. Language abilities enable us to communicate ideas, opinions, and emotions. However, a lack of focus can make it difficult for students to pay attention in verbal contexts, which prevents them from understanding what is said aloud.

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