International Journal of Aquatic Science
ISSN: 2008-8019
Vol 12, Issue 02, 2021

Enchaining Oral Competence Of Undergraduate Students: English Language Skills For Industry 4.0

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Abstract
English language competencies are essential for career readiness and advancement. English, being one of the popular world languages, is used for global communication and is commonly considered as an official language in many countries. In India, undergraduate students need English language competence to set a career in the global job market. At present, the fourth Industrial Revolution introduced innovative technological advancement in the industry. Thus, there is a great demand for professionals with new technologies and language competencies in this Industry 4.0. To possess these new career opportunities, undergraduate students need to upgrade their technical skills as well as English language competencies. Educators and Industry need to build the bridge for the students by providing Industry4.0 career readiness training programs. Here is a tremendous need for analyzing and mapping technical skills as well as the English language competencies of Undergraduate students. The present study is to analyse the need for oral Communicative Competence in the English Language of 120 final year undergraduate students in Hyderabad for Industry 4.0 Career Readiness. The researcher designed a specific need-based intensive course and the randomly selected group underwent training for 2 weeks. As a result, students developed commutative competency in the English language for Industry 4.0 career readiness.

Keywords: Oral Communicative Competence in English, Undergraduates, Industry4.0, Career Readiness, experimental study.

1. INTRODUCTION

English as an International language has a significant role in this world of globalization. Warschauer (2000) mentioned that globalization and English as an International language gained prominence together in the history of the world. The English language is used widely to establish international commerce, cultures, and communication in the process of globalization. Neeley (2014) quoted that English became a global language for business and was mandated as a common corporate language in many multinational companies around the world. English is commonly considered as an official language in many countries.

Evolution of English language and Industrial Revolutions

Five hundred years ago, the English language was spoken mostly in the British Isles. Annika Lindok (2015) stated that In the early 18th century, the first industrial revolution brought the evolution of the English language. In fact, the English language is used to show to the world what was made of industrialized societies. History has proven that innovation in Technology and industry always influenced the English language. Revolution in the industry impacted the use of English and communication among people worldwide. The invention of the internet made English a global language (Crystal, 2012). English language learners are increasing due to the ongoing demand for this language in the competitive job market in the industry. According to the British council report at present 1.75 billion people are learning the English language across the globe and the number will increase up to 2 billons very soon.

Industry 4.0

The initiation of the Fourth Industrial Revolution with modern technologies like Data Science, Artificial Intelligence (AI), Machine Learning(ML), Cyber Security, Internet of Things (IoT) Augment Reality (AR) and Virtual Reality (VR) spread all over the countries. The invention of the water and steam engine and Mechanical production in the year 1784 brought the first Industrial Revolution. Electrical energy and mass production existed in the Second Industrial Revolution in the year 1923. In the year 1969, the third Industrial Revolution was introduced by electronics and IT for higher automated production. From the year 2014, innovations of manufacturing logistics and revolutionizing traditional manufacturing processes inducted to the Fourth Industrial Revolution is addressed as Industry 4.0. Firstly, It started in Germany as a brainchild. Next, adopted by the USA, France, and Japan. Consequently, it influenced BRICS (Brazil, Russia, India, China, and South Africa) Nations as well as the whole world. According to Gilchrist, A (2016) "From a financial perspective, one market research report forecasts growth of $ 151.01 billion U.S. by 2020, at a CAGR (Compound annual growth rate) of 8.03% between 2015 and 2020" (p.02).

According to new research Benefits of Industry 4.0 are 'Cost Optimization, New Opportunities, Greater Operational Efficiency, and External Factors'(Irudayaraj, 2017). Therefore, Business leaders, governments, academics, and technology vendors have realized this huge potential and are working together to tap these benefits to their nations. The cyber-world and the physical world are two kinds of potential in industry 4.0 solutions. For example, self-learning robots, centralized machinery planning, autonomous vehicles, logistic automation, etc.

PWC (2016) article stated that "Industry 4.0 is no longer a 'future trend' – for many companies, it is now at the heart of their strategic and research agenda" (Retrieved from https://www.pwc.com). This biggest change gave birth to smart factories, Smart process, smart products, smart cities, smart homes, etc. As a result, more new significant skilled jobs existed than losing of low skilled jobs. In addition to the current skills, the industry demands an additional skill set.

Accordioning to World Economic Forum report, Chapter 1: “The Future of Jobs and Skills (2016) stated that Core work-related skills can be classified into 3 categories and 9 sub-categories” (Retrieved from http://reports.weforum.org). The core work-related skills are known as Abilities, Basic Skills, and cross-function skills and the nine sub-categories are cognitive abilities, physical abilities, content skills, process skills, social skills, system skills, complex problem-solving skills, resources management skills, and technical skills.

The role of the English language in Education4.0 for Industry4.0

History has proven that innovation in Technology and industry always influenced the English language. Revolution in an industry impacted the use of English and communication among people worldwide. The invention of the internet made English a global language (Crystal, 2012). The demand for learning the English language to sustain in the job market and industry increased tremendously around the globe. Industry 4.0 conditioned employees to learn English with different core skills by creating new job opportunities. Some of the new jobs are driverless car engineers, robot coordinator, industrial data scientist, industrial engineers, stimulation experts, demand-supply chain coordinators, digital assisted field-service engineers, salesforce, a specialist in data modeling and interpretations, 3-D computer-aided designer, 3-D modeling designing engineers and researchers in all-new fields. Next-generation students needed a high-level of competency skills and English language proficiency in this new job market world.

English language learners are mainly divided into two groups. They are English as a foreign language (EFL) learners and English as a second language (ESL) learners. English In India is learned as a second language. According to British Council in the article English Skills for Employability Think Tank,(2015), English and IT skills are the two key enabling skills that enable the delivery to a higher level of quality in achieving its ambitions. Although the new Education policy in India talked about multilingualism and the power of language, it agrees to focus on the English language due to its status of being an international common language in concurrence with the practice in all technologically advanced countries (National Education Policy, 2019). The government of India recognized the English language as a core skill which is a necessary component of the development of competency in the new job industry. Therefore, there is a need to conduct future research on the role of the English language in acquiring competency, which equips students to the real scenario of Education4.0 for Industry 4.0.

2. AIM OF THE RESEARCH

The present research aims to find out innovative techniques in the English language teaching and learning process, to equip Undergraduate students with oral competence for Industry4.0 career readiness.

Statement of the problem

New technological innovations in the industry demand workforce with the best competency. Teaching only to transfer the subject knowledge in the classroom doesn't support students to sustain in Industry4.0. The education system has taken a paradigm shift to meet the need of the Industry. The English language has a significant role in this shift to equip students with oral competence for Industry4.0 career readiness. The teaching-learning process in undergraduate colleges of Hyderabad is not given the scope to try out innovative techniques to tap the potential of the students. If the students' competencies are recognized on the campus, they can become efficient in the workplace.

Hypotheses

- The teaching-learning process at the undergraduate level is by and large traditional.
- oral competence in English of the students for the Industry4.0 career readiness is ignored.

Objective of research

- To find out innovative ways to tap oral competence in English of the students for the Industry4.0 career readiness.
- To design a module to equip oral competence in English of the students for the Industry4.0 career readiness

Research Design

The present study is to examine oral Communicative Competence in English of final year undergraduate students for Industry 4.0 Career Readiness. Effective Communicative Competencies in English improves job opportunities globally and provides elite social life in the future (MeenuPandey&Prabhat Pandey, 2014). Undergraduate students need to improve Communicative Competencies in the English Language to set a career in the global job market and also for career advancement. With this view, this study not only analyses the needs of students in language competencies for Industry 4.0 Career Readiness but also identifies and innovates training model to equip the student with effective Communicative Competencies in the English language for Industry 4.0 Career Readiness.

For this purpose, a research survey was conducted in various undergraduate colleges in and around Hyderabad. It was found that most of the learning was centered on the subjects of the mainstream not much focus was given to oral competence. After a few brainstorming sessions, stressing the importance of language and oral competence, the researcher selected 200 students randomly and administered a structured questionnaire to collect data. The needs of students were analyzed, tabulated, and interpreted. For each question, 5- point Likert scale, 0- lowest and 5- highest.

Responses for the questionnaire:

The questions were asked to make the learners understand the importance of oral competence to work in an organization. The researcher asked students to respond to every question in the column by marking tick.

- Oral competence in English is necessary for Industry 4.0 Career Readiness.
- Ability to face to face interviews
- Expressing confidently about your self during the interview process
- Communicating effectively in a group discussion round
- Effectively managing and negotiating
- Communication with colleagues using appropriate language for career readiness.

3. METHODOLOGY

The data were analysed and calculated according to the 5- point Likert scale. The score for the questionnaire on Oral Communicative Competence is 3.8.

In the process of research, 120 randomly selected students were taken a pre-test on 'Oral Communicative Competence'. Based on the scores of the sample learners, an intensive training programme was designed to enhance the Oral Communicative Competence of the students for Industry 4.0 Career Readiness. the sample group was divided into two groups, the experimental group, and the control group and each group is consist of 60 students.

The researcher designed a 2weeks intensive training program for the experimental group to improve oral Communicative competence, by including student-centric language activities in their routine classes. On the other hand, the control group wasn't given any training.

4. TRAINING

In the current 21st-century, the teaching-learning system in language classrooms needs to be shifted from a content-based model to a competency-based model and traditional teaching methodology to competency-based language teaching. This method enables a learner to learn the language in experiential learning through a real-life situation. This method of teaching must guarantee the achievement of required communicative competencies. The researcher used the following activities as part of the training, which enhances the students in their oral competence for Industry 4.0 Career Readiness.

Activity 1

Building familiarity with career prospects

This activity was planned by the researcher to enhance the awareness of various career opportunities and profile requirements available in the job market. The researcher introduced job portals, such as LinkedIn, Indeed, Monster, Glassdoor, Felxjob, The Ladder, AngelList, linkup, and Scouted to explore options according to their own suitable interest.

Students researched to identify the following questionnaire :

- Availability of jobs based on their qualifications.
- Knowledge of skills and competencies demanded by the employers.
- Identify the job role.
- Access the work environment.
- Identify the skills required for the given job role.
- Toanalyze and develop the necessary competencies.

Upon a detailed study of the above, students have submitted an oral presentation on their research findings to the class. This activity aided to enhance their oral language and thinking skills. Besides, building collaborative learning and identifying career competencies.

Activity 2

Self-Assessment and Proven Credibility

Having learned the industry requirements and importance of self-knowledge, educational and occupational achievements, work and learning, competence and skills to perform tasks, occupational role, career planning, etc. from the previous activity, students were now driven to a practical presentation of their strengths and competencies to meet the scope of work of their dream job.

The purpose of this activity was to stimulate their presentation and communication skills needed to enact their given role. Despite their reluctant response, being challenged by Researchers' motivational approach, they came forward with their presentations stating this activity has enhanced their self-confidence towards, self-introduction, public communication and demonstration of their convincing capabilities all through the interview process.

Activity 3

Enacting the responsibilities of the designated profile

This activity was designed to ensure students' understanding and knowledge of the Company profile, scope of work, products and services, work culture, and ethics. Their classroom presentations involved the introduction of the Company, Team management, a delegation of tasks and roles relevant to their skills, competency, knowledge, and experience. This activity led to a phenomenal exposure of comparisons amongst various job roles against their skills and experiences, leading to integral thought-provoking conversations, broadening their horizons, and interview preparations.

Post-test

After successful completion of 2 weeks of training, a post-test was conducted for experimental groups to measure the application and impact of the students in oral competence for Indusrty4.0 career readiness. A significant increase in scores can be observed and the

improvement was mainly observed along oral competence and presentation skills dimensions. The sample learners also felt they developed an instinct for learning the language.

5. CONCLUSION

Research findings validate the training program centered on innovative practice in teaching the English language to enhance the oral communicative competence of undergraduate students is remarkably effective. Students had better oral competence upon practicing activities and strategies, used to correlate the training content. Most of the undergraduate students identified that the English language plays a crucial role in job procurement and mandatory practicing principles of oral competence. Students evolved to be dynamic, confident, self-sufficient, as a result, the chances of acquiring a job or standing out in the industry 4.0 increases.

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