

Enhancing Employability Skills Through Communication in the ESP Classroom

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Abstract—Improved English communication abilities result in both better social interaction and improved career opportunities. As most job interviews are in English, candidates are often chosen based on the linguistic competence they demonstrate in the interviews. Thus, possessing a high level of linguistic proficiency in the English language leads to not only more rewarding career choices but also more chances of being hired for the position he/she is applying for. Moreover, English has become the lingua franca of the business world. As a result, one must possess a very strong command of the English language to become most successful in the professional world. The study focuses on honing the employability skills of the students in ESP classrooms through interactive communication, thereby making them employable. In this connection, an analytical study of possible aspects of employability skills is conducted which is also vital in carving career-oriented engineering students in the ESP classroom.

Index Terms—communication, interviews, linguistic, professional

I. INTRODUCTION

English proficiency and employability are inextricably related. Indeed, English has risen in stature into the lingua franca of the 21st century globalized economy due to its wide usage in a variety of industries. Moreover, it enables people to interact and collaborate across international boundaries and is crucial for the success of enterprises as, regardless of the team members' original tongues, it enables more seamless communication between businesses, clients, and customers. These facts serve to indicate that studying English is a highly sought-after skill for employability.

In their paper, "Better English for Better Employment Opportunities", Dr. Meenu Pandey and Dr. Prabhat Pandey assert that, one's ability to speak English plays a significant part in determining their personality. Moreover, they maintain that from academia to business, English will always be necessary. As a result, school systems must develop programs that meet the objectives of the shifting economy and take the appropriate steps to make communicative English training necessary for children so that they may gain productive employment when they are older (Pandey, 2014, p. 99). Furthermore, domestic businesses are expanding across national borders as a result of globalization. With the aid of the English language, market integrations are increasingly pushing consumers to engage with many different cultures and places. As the British once controlled the majority of the world, they planted the seeds of English in the countries which they colonized. In this way, by providing a universal language, the English language aided people in overcoming difficulties associated with overseas postings.

Human capital is the result of education and training since it produces assets like knowledge and skills that boost labor productivity. In this regard, education is seen as a process of skill formation and is compared to the process of capital formation. While the world has a large pool of scientists, engineers, and management graduates, the gap between industry demands and academic output has prevented employers from fully utilizing this talent base for economic gain. Effective management of intellectual capital is crucial for the Indian economy and may serve as a growth engine. The progress of such human capital depends on a thoroughly thought-out educational system. As a result, universities and other institutions of higher studies are crucial to the teaching and learning processes, and future graduates must receive the knowledge and skills they need from these higher learning institutions so that they are employable upon graduation.

Today, finding a job is far less of a challenge than being unemployed. As a result, industry experts believe that there needs to be a significant enhancement in the quality and skills of the workforce. Technical institutions do not deliver signaling value in the job market due to issues with their curricula, lack of trained professors, poor content quality, and ineffective examination systems. Thus, there is a disconnect between the skills that are taught in schools and the ones

that employers want. Furthermore, the knowledge economy is emphasized by globalization; therefore, employability becomes the main motivator of the thinking business. This strategy draws more attention to colleges to produce employable graduates.

Employability skills are defined as a person's capacity to demonstrate their abilities to potential employers and their capacity to carry out activities in a way that advances organizational goals and objectives. In other words, they are considered as 'ready for work' skills that are necessary to perform the job, and employers today place a high value on them. Indeed, employability skill requirements vary from country to country and from industry to industry; still, certain traits like integrity, a positive attitude, problem-solving, decision-making, communication, and interpersonal and team-building skills can be regarded as a few common skills of employment.

English proficiency is seen as a tool that ensures good business outcomes and as something that will provide favorable results in the business world. Indeed, employers generally opt for aspirants who showcase particular competencies during campus interviews and other hiring processes. Thus, a person's education, aptitude, personal attributes, and English communication skills become crucial factors in whether or not that person will be viewed as both an asset to the organization and a contributor to its growth.

II. OBJECTIVES

The main objective of the study is:

1. To investigate the employability capabilities of engineering students.
2. To determine the qualities software companies need in engineering graduates.
3. To examine the pragmatic aspects that engineering students face in acquiring communication skills in English.

III. DATA COLLECTION

The target population included 100 students from PVP Siddhartha Institute of Technology, Andhra Pradesh, India who attended the Communication Skills Lab course in their sixth semester of the academic year 2020-2021 while pursuing an undergraduate program. To get the first-hand opinion of the target learners regarding the significance of English Communication skills in employment opportunities, they were asked to respond to the questionnaire below:

TABLE 1
THE QUESTIONNAIRE USED IN THE STUDY

S. No.	Questionnaire	A	SA	D	SD*
1	If I want to be a successful engineer, I need to have good communication skills.				
2	The prescribed English textbooks have quality in improving communication skills.				
3	Communication skills are as significant as technical skills.				
4	My confidence is enhanced after improving my communication skills in English.				
5	I do spend little time studying communication skills in my course of study.				
6	I am aware of improving my communication skills.				
7	Engineering students need to concentrate on English communication skills.				
8	Communication skills can be learned through formal instruction in the classroom.				
9	It is necessary to be trained in group discussion and presentation skills activities.				
10	Engineering education treats English as just another subject to be studied.				
11	Irrelevant syllabus design is the reason for not getting employability skills in English.				

*A: Agree SA: Strongly Agree D: Disagree SD: Strongly Disagree

IV. METHODOLOGY

Qualitative and quantitative research methodologies are used in defending the subject. In this correlation, the relevant data is gathered from accessible secondary sources. First, the opinions of the pupils are collected through questions asked on a questionnaire through Google Forms. Next, the observations of the critics and opinions of the students are analyzed, and finally, the issues related to the subject matter are examined.

V. DATA ANALYSIS

The data analysis of the study is done with the help of different parameters by presenting eleven questions to the students. The first category asks about the quality of content and consists of 11 questions ranging from the importance of English communication skills, Syllabus design, textbook quality, training, less priority to English subjects in technical institutions, and awareness to acquire the target language communication skills. Student responses are based on a 4-point scale: 1 Agree, 2. Strongly Agree, 3. Disagree, and 4. Strongly Disagree.

TABLE 2
STUDENT RESPONSES

S. No.	Questionnaire	A	SA	D	SD*
1	If I want to be a successful engineer, I need to have good communication skills.	60	32	7	1
2	The prescribed English textbooks have quality in improving communication skills.	54	34	12	0
3	Communication skills are as significant as technical skills.	55	30	13	2
4	My confidence is enhanced after improving my communication skills in English.	29	56	12	3
5	I do spend little time studying communication skills in my course of study.	47	40	10	3
6	I am aware of improving my communication skills.	61	33	6	0
7	Engineering students need to concentrate on English communication skills.	38	56	5	1
8	Communication skills can be learned through formal instruction in the classroom.	55	25	15	5
9	It is necessary to be trained in group discussion and presentation skills activities.	52	40	6	2
10	Engineering education treats English as just another subject to be studied.	61	34	2	3
11	Irrelevant syllabus design is the reason for not getting employability skills in English.	47	13	35	5

*A: Agree SA: Strongly Agree D: Disagree SD: Strongly Disagree

VI. DISCUSSION

English language communication abilities are one of the most highly recommended soft skills for any job. The clarity in message delivery is aided by the efficient use of the five components of communication, which are sender, receiver, message, medium, and feedback. In their paper, “English for Employability –The Need for English Speaking Graduates in India”, Ramu Yarlagadda and Dr. Venkata Raghu Ram Mantri state that, after over six decades of independence, education in the country has grown enormously. The system has built a large capacity both in the conventional and modern disciplines. Even as we talk about the increasing number of job avenues emerging in many sectors, India falls under the pressure of having a lack of quality and talent in the job market. As a result, employability is far bigger than employment. The present market gives importance to the skillful workforce with quality output. The gap between the classroom and teaching and the market expectation should be fulfilled by the qualitative and quantitative efforts of academics (Ramu, 2016, p. 71). A worker with effective communication skills enables the business to save time and money wasted on pointless misunderstandings, which in turn helps to boost production.

Practice makes communication better and that is important for creating an identity for an aspirant. The candidates must keep a positive outlook and demonstrate positive body language, listen carefully when others are speaking, and consider what has been said before they speak. Professional institutions are now making sure that English as a skill is given the appropriate weight in their curriculum. To survive in the cutthroat professional environment, these pupils will eventually be expected to continually improve their talents. In such a case, a course that is created to give the pupils the opportunity to improve their English speaking and listening skills is beneficial. Such a course benefits students who may not have had the chance to use English as their primary language of communication, while simultaneously enhancing the language skills of other students. Moreover, in their paper titled, “The Need for Competent Work-Ready English Language Learners”, Ezihaslinda Ngah, Noor Raha Mohd Radzuanb, Wan Jumani Fauzic, Noor Azlinda, and Zainal Abidind opine that, the use of English for specialized purposes has become increasingly popular since it is crucial to the success of employees and administrators in their lines of work and in corporate settings. It is observed that a graduate's ability to use language on the job is significantly more important than their level of skill (Ngah, 2011, p. 1495). Hence, the skills that are necessary for the specific context are practiced continuously. In this connection, making students participate actively, the following questionnaire is discussed and validated.

A. Significance of English Communication Skills

In the wake of globalization, professionals have had to study and enhance their English communication skills quickly to compete in the global economy. In their paper titled, “English Communicative Events and Skills Needed at the Workplace: Feedback from the Industry”, Hafizoah Kassim and Fatimah Ali state that, English is the primary language used on a global scale. Engineers utilize English more frequently with clients and customers than with suppliers and subcontractors. This likely indicates that these businesses serve more foreign customers than local ones, as it is less necessary for them to communicate in English while dealing with local suppliers and subcontractors to obtain goods (Kassim, 2010, p. 176). Therefore, students must focus on English language skills useful for specific purposes.

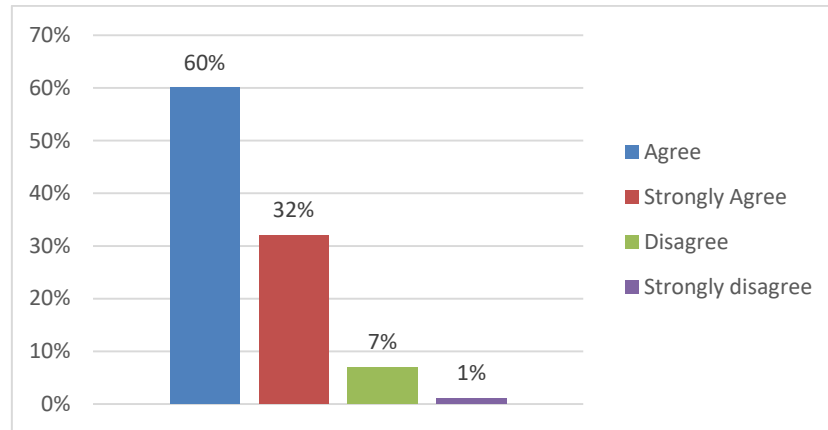


Figure 1. Significance of English Communication Skills

When asked, 60% of the students agree with the statement that they need to develop good communication skills in English. Moreover, 32% of the students strongly agree with the statement. On the other hand, 7% of the students disagreed with the statement while only 1% of the students strongly disagree with the statement.

B. Quality of English Textbooks

The researcher attempted to determine how well the English language textbook matched the requirements of language learners. The goal of the study is to determine how well the required textbook supports language learning, its practical use, and the increase in oral communicative competence. As the integrated activities do not concentrate on sociolinguistic and discourse level aspects of the target language, the study's findings show that the textbook does not meet the future linguistic needs of the target learners in academic and professional contexts. Additionally, many activities provide exercises with discrete points and no real purpose which does not help students develop their oral skills. Moreover, there are few opportunities to hone oral communication abilities. Thus, a required English language textbook can only be a useful tool for improving oral communication skills if it contains enough visual supplemental content.

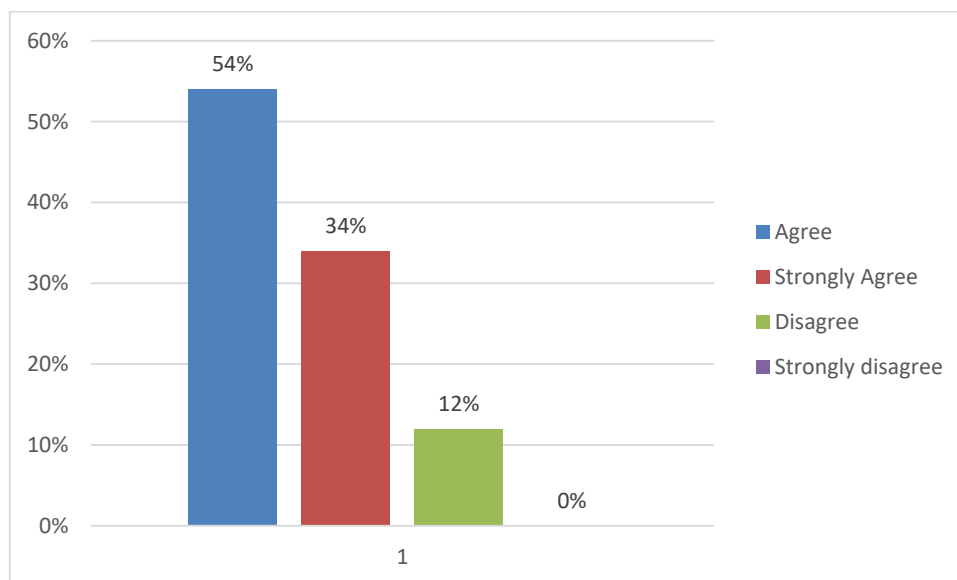


Figure 2. Quality of English Textbooks

When asked, 54% of the students agree with the statement that the prescribed English textbooks have quality in improving communication skills, and 34% of the students strongly agree with the statement. Alternatively, 12% of the students disagreed with the statement, and there are no students who strongly disagree with the statement.

C. Communication Skills Are as Significant as Technical Skills

A candidate can become a software programmer or network administrator, for instance, by having technical skills. However, the ability to effectively communicate your ideas, serve as a conduit for communication, and keep stakeholders informed is what will advance your career. Additionally, it is said that communication alone will make one a fantastic English teacher and nothing else. Applicants must be skilled in technical abilities and also need to constantly

educate themselves on the most recent developments of the technical field. Nevertheless, one fails to succeed when one fails to acquire both technical skills and communication skills.

It is a matter of fact that technical specialists have to develop a broader range of communication abilities. Ineffective teamwork, poor connections at work, a lack of comfort in asking other specialists for help, and basic communication incompetence are all signs of a lack of communication skills. In their paper, “Attitudes towards Communication Skills among Engineering Students”, Mirjana M. Kovac and N. Sirkovic assert that sixth-semester students are more conscious of the importance of effective communication skills which they have already honed through teamwork, formal presentations, oral exams, and written formal communication. However, it would be better to place more emphasis on communication skills at the beginning of university education and provide more opportunities for students to learn and practice them. Furthermore, raising awareness of the significance of communication skills among students at all levels of education and encouraging them to improve their skills is also necessary (Kovac, 2017, p. 116). Thus, students need to realize the importance of specific skills such as those that enable them to successfully pass job interviews throughout their careers.

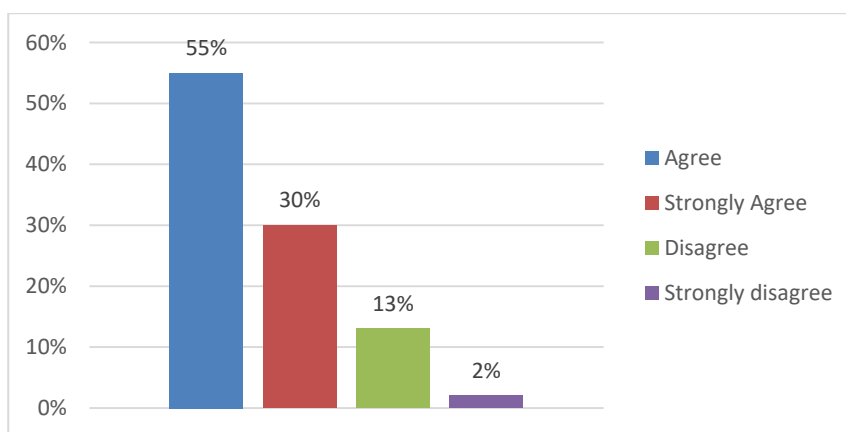


Figure 3. Communication Skills Are as Significant as Technical Skills

When asked, 55% of the students agree with the statement that communication skills are as important as technical skills; 30% of the students strongly agree with the statement. In the meantime, 13% of the students disagree with the statement and only 2% of the students strongly disagree with the statement.

D. Enhancement of Confidence

The journey of learning English grows more intriguing with each achievement. There are constantly fresh ideas to grasp, words to acquire, ways for students to express themselves creatively, and expressive phrase patterns to use. There are so many modern and creative approaches to language learning. These fresh approaches make sure that an aspirant is constantly thinking creatively and following new methods to learn. When one looks forward to discovering new methods to express oneself, one will feel accomplished. Moreover, this attempt will motivate him/her to advance and assist him/her in seeking out higher levels that one can reach language objectives. In their paper, “English Communication Skills for Employability: The Perspectives of Employers in Bahrain”, Andrew Thomas, Casey Piquette, and David McMaster state that students need to demonstrate they are a good “fit” and are therefore able to contribute to “productive and harmonious relationships” within the workforce. Thus, communication is once again demonstrated as being interlinked with personal attributes (Thomas, 2016, p. 40).

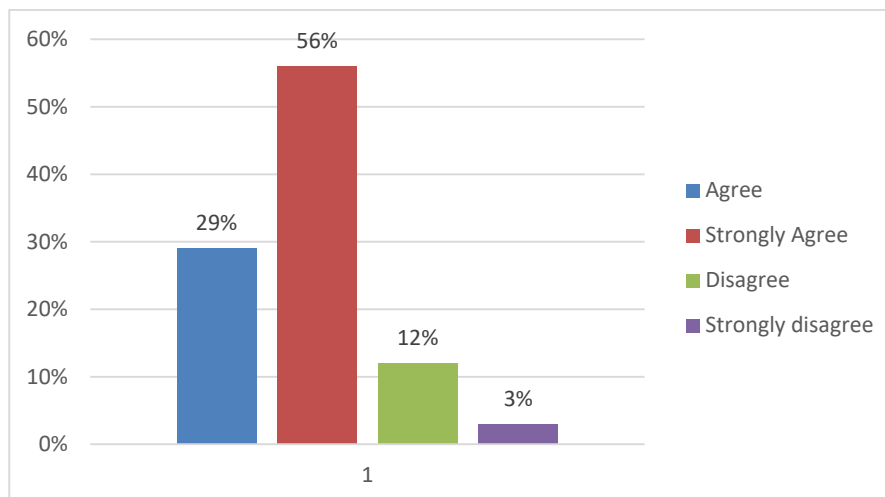


Figure 4. Enhancement of Confidence

When asked, 29% of the students agree with the statement that their confidence has increased after improving their communication skills in English. Furthermore, 56% of the students strongly agree with the statement. Nevertheless, 12% of the students disagree with the statement, and only 3% of the students strongly disagree with the statement.

E. Allotting Time to Concentrate on English Subjects

The rise of the internet led some observers to lament about the impending demise of private written correspondence; however, the truth is far different from what was anticipated. It is becoming more and more crucial to communicate with others via SMS, social media, and email. Therefore, more messages increase the chance of misunderstandings. In this context, social media is amplifying the effect. With a few clicks, one may now declare something to hundreds of millions of individuals rather than just a small group of people. Indeed, thanks to technology, the world is now more interconnected than we could have ever dreamed of. Still, this connectivity also calls for strong linguistic abilities.

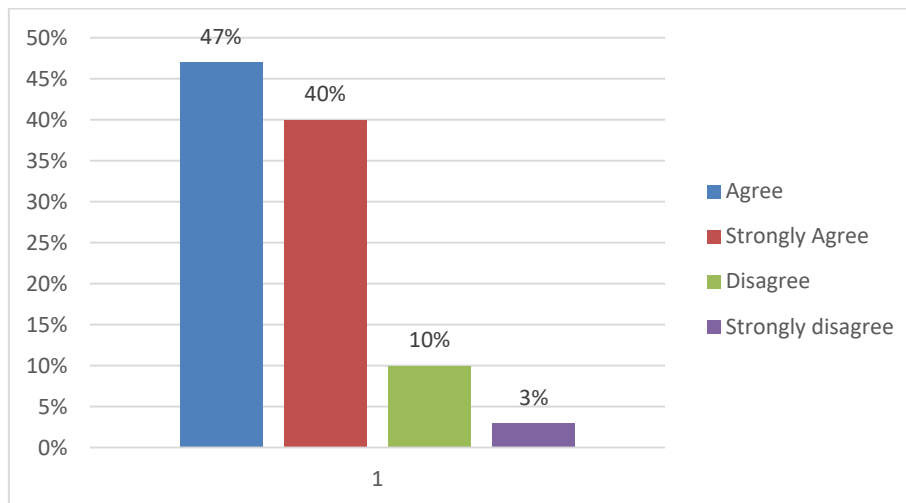


Figure 5. Allotting Time to Concentrate on English Subjects

When asked, 47% of the students agree with the statement that they do not have enough time to study communication skills in their course of study, and 40% of the students strongly agree with the statement. At the same time, 10% of the students disagree with the statement, and 3% of the students strongly disagree with the statement.

F. Awareness of the Need for Communication Skills

A student's ability to effectively communicate is crucial to their success at the workplace after graduation. Moreover, effective communication skills are essential in today's competitive and rapidly evolving environment to keep up with the rate of change. The three most crucial facets of the communication skills of students are: effective reading, effective writing, and acute listening.

Having a clear grasp of one's personality, thoughts, feelings, and overall behavior is known as self-awareness. It enables one to control one's reactions in a way that ensures they are a significant part of the dialogue and better understand how one's actions or reactions affect other people. In their paper, "English for Employability: A Case Study of the English Language Training Need Analysis for Engineering Students in India", A. Clement and T. Murugavel

assert that English teachers must present a lot of information from newspaper articles and websites to raise awareness about the value of language abilities in job interviews and workplace activities. Thus, teachers are expected to read and share information about the language competency needed by employers since students desire to learn more about employability. To increase self-confidence, new training techniques must be offered in the classroom as many students lack confidence in their presentation abilities (Clement, 2015, p. 123). Effective communication is crucial for success at the workplace. Better professional relationships, happier customers, and a more effective company are the results of communicating with the team and customers in a clear and confident manner. However, there is still a sizable amount of miscommunication and misinterpretation of verbal, written, and non-verbal signals.

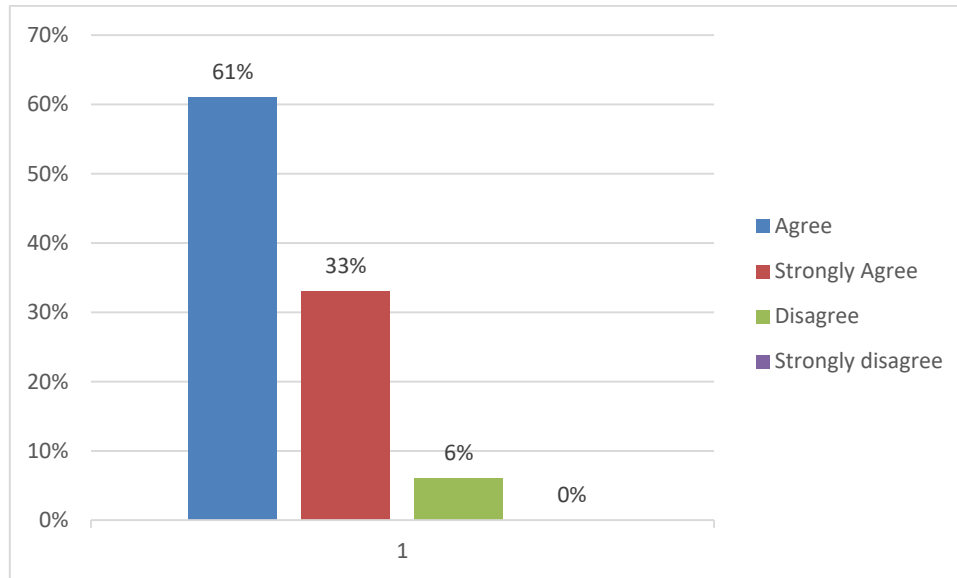


Figure 6. Awareness of the Need for Communication Skills

When asked, 61% of the students agree with the statement that they are aware of improving their communication skills, and 33% of the students strongly agree with the statement. On the other hand, 6% of the students disagree with the statement, and there are no students who strongly disagree with the statement.

G. Necessity to Acquire Communication Skills

The fact that it can greatly advance one's career is one important factor that ought to grab the attention of students. Engineers with excellent communication abilities are in high demand. Likewise, employers prefer candidates who can effectively and productively communicate their findings with others; however, they also think that most engineering graduates have the technical knowledge to perform their jobs, but perhaps not the necessary communication skills.

In addition to impressing potential employers and landing a job, engineers frequently need to communicate. Every team member on a project's team is responsible for significant duties, and the success of your assignment depends on everyone's efforts. If they are not good listeners, if they do not participate in conversations among the group about how to forward the project, if their written reports are disorganized and vague, or if someone neglects to practice effective communication, the team never achieves its full potential. Now, it should go without saying that this is an extreme hypothetical scenario involving a person with poor communication skills. However, an engineer's lack of communication skills results in inefficiency, lost effort, mistrust, and animosity among colleagues. It's unlikely that many people would want to work or hire someone like that. In the paper titled, "Teachers Perspective on Communication Skills among Engineering Students", Shubhangi R. Khambayat asserts that, in most countries, communication skills are regarded as a crucial performance indicator to gauge an individual's success in the workplace. Given that English is currently the most widely spoken language in the world, and that graduating students must compete for jobs with a global workforce, communication skills are tested to the fullest. Good communication serves as a bridge to close the gap between the academic and professional worlds, making graduates more marketable (Khambayat, 2017, p. 8330). Thus, engineers must acquire strong communication abilities in the modern world because they are the largest predictor of success in their professional careers.

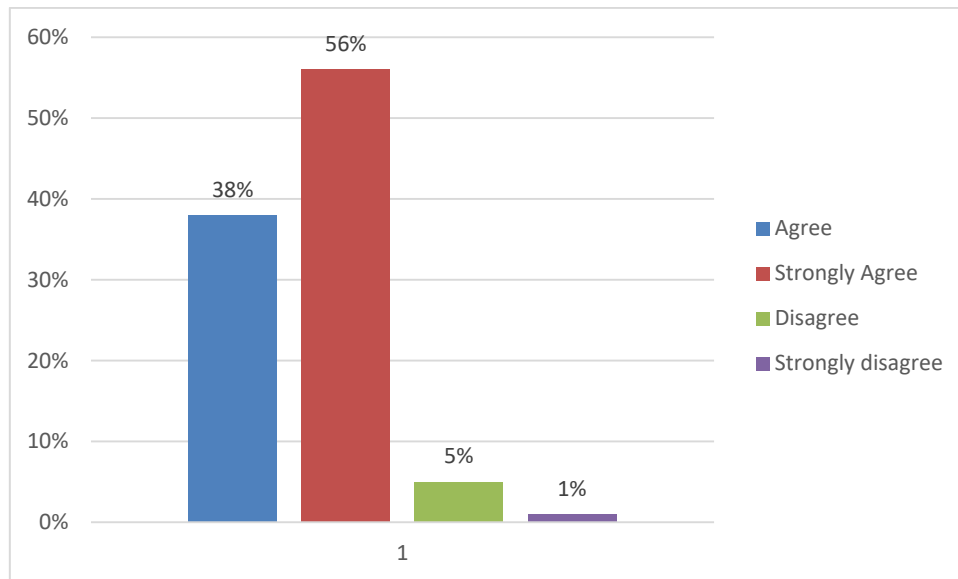


Figure 7. Necessity to Acquire Communication Skills

When asked, 38% of the students agree with the statement that engineering students should study communication skills; 56% of the students strongly agree with the statement. Meanwhile, 5% of the students disagree with the statement, and 1% of the students strongly disagree with the statement.

H. Mastery of Communication Skills Through Formal Instruction

Since teaching itself requires communication, it is crucial to have these abilities while interacting with students. Moreover, it is also important to understand and deconstruct difficult knowledge, communicate it to pupils in a way that keeps their attention (both vocally and through written resources), and listen to and address any questions or issues they may have.

To create a secure and encouraging learning environment in the classroom, the teacher must also adjust the content for different learning styles, inspire students to learn, create supportive connections through encouragement and empathy, manage the classroom, and provide feedback. These activities help create effective communication abilities among the students. In the paper “Employability Opportunities through English Language”, Dr. N. Thyaga Raju states that “Skills-oriented English language modules concerning English Literature which is rich in wonderful literary pieces can be really helpful in this task. Hence the role of English language teachers is decisive today as one who experiments in the classroom to evolve useful teaching programs and at the same time conducts them in the classroom effectively to make students more employable to compete in the job market. Besides, teaching language along with literature will make the youth sensible human beings of wonderful ideas” (Raju, 2018, p. 706). Effective teachers create interactive and engaging learning environments that strongly correlate with student achievement. Further, the way a teacher interacts with students can have a positive impression on how they view learning, their role in the classroom, their abilities, and their drive to succeed.

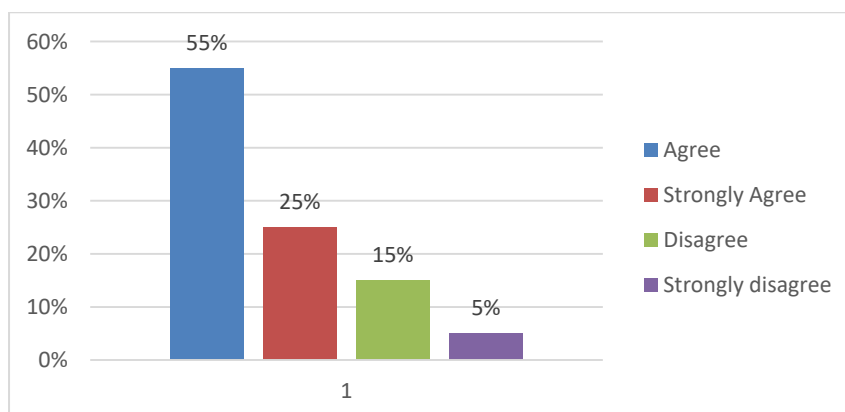


Figure 8. Mastery of Communication Skills Through Formal Instruction

When asked, 55% of the students agree with the statement that communication skills can be mastered through formal instruction in the classroom, and 25% of the students strongly agree with the statement. Conversely, 15% of the students disagree with the statement and only 5% of the students strongly disagree with the statement.

I. Training in Presentation Skills

When assessing the presentation skills of students, recruiters conduct several activities. One of the techniques most business and organizations use is group discussion that is typically a technique used to determine whether candidates possess a particular personality or set of skills required of their members or workers. After the written exam, organizations conduct group discussions to gauge how well the candidates interact with others and what their level of interpersonal skills is. The way that candidates behave, take part, and contribute in a group discussion is another topic covered. In addition, recruiters learn about how much weight applicants give to the team's goals as well as their own, how attentively they listen to opinions of others, and how accepting they are of viewpoints that differ from their own. In their paper, "Employers' Perception on Engineering, Information and Communication Technology (ICT) Students' Employability Skills", Mohammad Shamsuri Mohammad Saad, Anidah Robani, Zanariah Jano and Izaidin Abdullah Majid assert that companies think it is crucial for students—or any future employees—to be able to deliver outstanding and successful presentations, as well as to lead and function as a team. This is because no amount of information can be conveyed inside the company efficiently without good and effective communication skills; this will also impact the likelihood of productivity. Similarly, all employees need to be able to operate in teams because every person in an organization is related to one another, necessitating the sharing of ideas and knowledge to advance the organization (Saad, 2013, p. 45). Generally, group discussions are conducted to assess one's confidence, leadership, assertiveness, effective communication, language quality, listening skills, and other abilities.

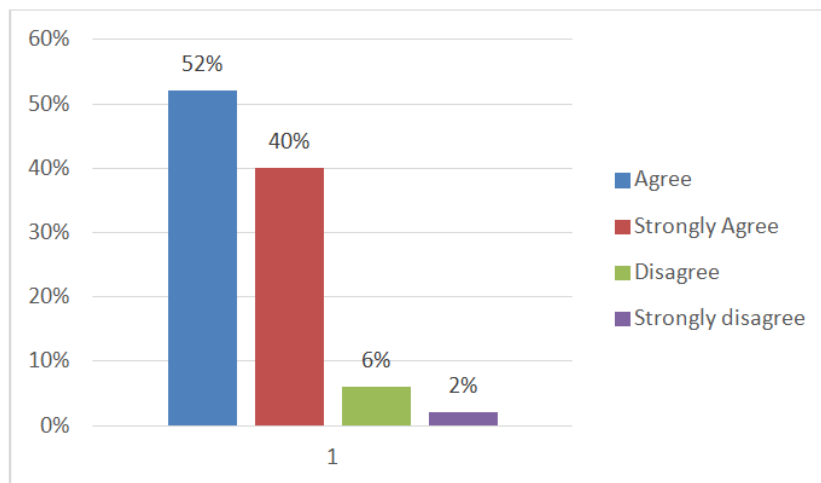


Figure 9. Training in Presentation Skills

When asked, 52% of the students agree with the statement that it is necessary to be trained in group discussion and presentation skills; 40% of the students strongly agree with the statement. However, 6% of the students disagree with the statement, and 2% of the students strongly disagree with the statement.

J. Less Priority for Communication Skills in Engineering Education

Today's engineers must interact with colleagues around the world. English is largely regarded as a language of communication among most professionals, including scientists, technicians, and business experts who come from many cultural and linguistic origins. In recent times, technical subjects are given utmost priority over communication skills. The same can be said of the English faculty who are treated as second-rate citizens in engineering colleges though they are contributing much in the aspect of drafting, proofreading, and so on.

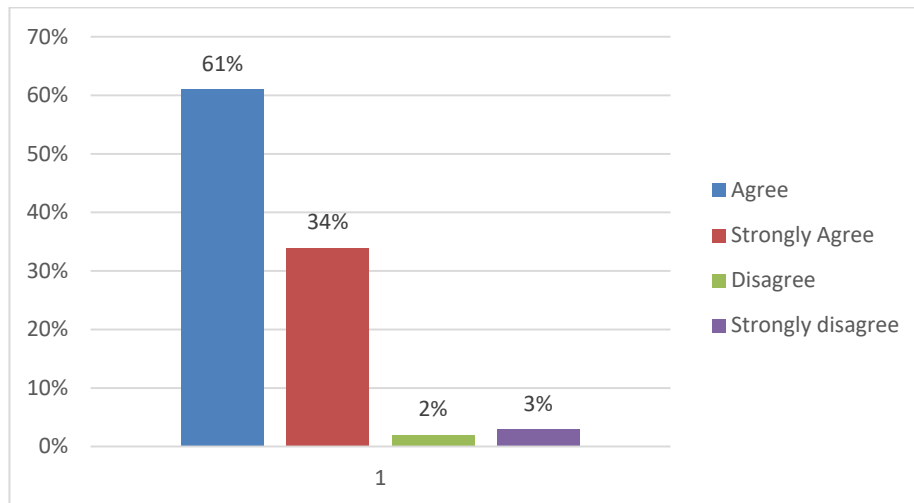


Figure 10. Less Priority for Communication Skills in Engineering Education

When asked, 61% of the students agree with the statement that English is being treated as yet another subject to study in when majoring in engineering. Likewise, 34% of the students strongly agree with the statement. In the meantime, however, 2% of the students disagree with the statement, and only 3% of the students strongly disagree with the statement.

K. Irrelevant Syllabus Design

The design of the English syllabus is not compatible with the existing demand of the job market. The English syllabus being taught in the classroom does not cater to developing basic communication skills. It is found that the teaching-learning process used in first-year English classes needed a significant overhaul and that many teachers required ESP training to prepare engineering students for the workforce. In her paper, "Employability Skills -A Study on the Perception of the Engineering Students and their Prospective Employers", R. Chithra states that it is necessary to update the curriculum at regular intervals to cater to the requirements of the industry. Further, there should be a long and sustainable plan to train our young graduates to raise their bar to attain jobs in the competitive world. It is essential to increase the industry-academia contact. This will assure a regular supply of talent to the workforce (Chitra, 2013, p. 533).

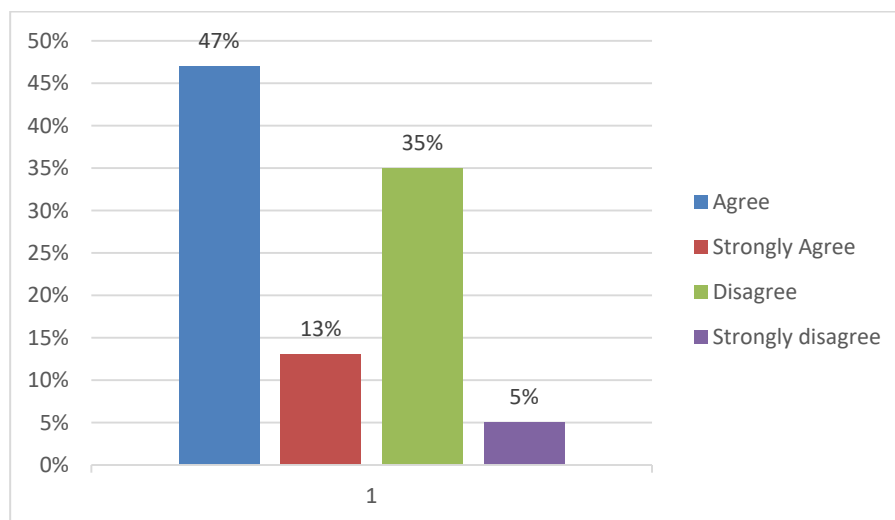


Figure 11. Irrelevant Syllabus Design

When asked, 47% of the students agree with the statement that irrelevant syllabus design is the reason for not getting employability skills in English, and 13% of the students strongly agree with the statement. Nonetheless, 35% of the students disagree with the statement and only 5% of the students strongly disagree with the statement.

VII. RECOMMENDATIONS

A curriculum mapping tool can be used to clearly show how the content of an English language course addresses graduate qualities and employability abilities. The building block of employability skills is curriculum mapping, which

must be backed up by effective delivery and assessment methods. It guarantees students to acquire the knowledge and abilities necessary to fulfill employer expectations.

In the paper, "English for Employability", D. Annie asserts that universities and other institutions should create a comprehensive, integrated strategy that facilitates and links the various employability competencies while enhancing English language proficiency and integrating employability enhancement into curricula. It is the responsibility of English language teachers to work hard, contribute, and help turn recent graduates into professionals who are fluent in English and who are self-assured, skillful, and competent. Amid the impending employability crisis, teachers should remain vigilant and focused on the ultimate objective of integrated, multi-skill development of the learners, along with enhancement of English language skills (Annie, 2018, p. 367).

Each student has a reservoir of unique talent. Students, however, fail to comprehend that the abilities demanded of them in the profession may be standard. Young graduates are not well-informed about what the industry expects of them. The only thing that will get him/her a job is not just a degree from a reputed college. While academic studies can introduce a student to the subject's fundamentals, it is more or less up to the student to develop communication skills to advance the subject. In their paper, "A Study on Enhancement of Language Competence Through Pragmatic Practices", Sk. Rehana, A Satya Phani Kumari, Mani Bacchu and A. Rama Devi opine that it is clear that academics recognized the students' lack of competency. However, because the level of student proficiency is only assessed by final exams, teachers are constrained to the approved texts and focus mostly on teaching grammar and vocabulary. There are language study laboratories set up, as well as activity sessions with relatively little conversation practice and expressions, like role plays or scenario dialogues, group discussions, debates, mock interviews, and so on (Rehana, 2023, p. 342). After all, a degree today is worthless if it cannot impart fundamental communication skills among students.

English proficiency is essential for employability in the competitive job market of today. Possibilities for career advancement can be aided by a strong grasp of English. Some of the motivational English speaking tips are watching English-language films and television shows that can be quite beneficial for improving pronunciation and vocabulary. Reading English language novels can also help in improving language comprehension ability. Srilakshmi Movva, Purnachandra Rao Alapati, Pawel Velivent, and Maithreyi G in their paper, "The Effect of Pre, While, and Post Listening Activities on Developing EFL Students' Listening Skills", state that the employment of the most modern listening teaching methods is one of the most significant things that should be highlighted to overcome these differences. To meet the expectations of learners, a new teaching approach should be used. This innovative approach is known as Activity-Based Language Teaching. When students are taught about the factors that influence listening, the degrees of listening, and the aspects of the listening process, they are more likely to recognize their listening abilities and participate in activities that help them become better listeners (Srilakshmi, 2022, p. 1501). Therefore, the activity-based approach in the classroom is very much helpful for students to create a robust platform to face real-time interviews.

VIII. CONCLUSION

Employees are kept on their toes as a result of private sector enterprises which are making significant progress in becoming even more competitive due to the shift in the global economy. Those who do not care for their professional development will quickly perish. Employees who can communicate effectively in English are valued members of a team nowadays. A decent level of fluency and knowledge of English communication skills is essential for career advancement. In his paper, "Impact of English for Better Employment", P. Basheer Khan states that, communication refers to the sharing of knowledge, concepts, emotions, and thoughts. Therefore, for someone to advance in their work, communication skills, and especially writing and speaking are crucial (Khan, 2017, p. 613).

Language development, namely English, is crucial for personality development. English is a target language that must be met by students, and that has to start in academia. The time has come to put our faith in educational reforms that will adapt to the demands of a changing economy and to take the necessary steps to make communicative English training for all students mandatory to ensure their participation in the workplace. Hence, it ultimately benefits all stakeholders, including businesses, the government, and the economy.

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