



## Soft skills: An effective way of teaching and learning English language

Dr. Shivanand Shankar

Department of English, Gulbarga University, Kalaburagi, Karnataka, India

### Abstract

In this article, I will discuss some advantages and disadvantages of teaching learning English language. And also discusses how soft skills complement hard skills. The faculties plays a major role on the development of their student to teaching and learning English language by soft skills. When faculties are teaching by the soft skills are very effective and efficient method of achieving both an attractive way of teaching a particular content and important of soft skill. Soft skills fulfill an important role in the bright career and developing the personality of an individual. Finally, in a practical move, this paper depicts the past and present approaches to teaching of soft skills.

**Keywords:** teaching, learning, soft skills languages

### Introduction

Now, we are leaving in the technical world totally we are in the technology world. At other times, we know that we have a particular thinking about soft skills. Many job holder or faculties as well as educators complain about a lane of soft skills among from education field. Everyone should know the skills in day to day life. According to survey of British Association of Graduate Recraitors recently reported that 'Employers say many graduates have soft skills. Thus without content knowledge we often cannot use thinking skills properly and effectively.

### What is Soft Skill?

- Personal attributes that, enable someone to interact effectively and harmoniously with other people.
- Soft skills are a combination of people skills social skills, communication skills, character traits, attitudes, career attributes, social intelligence and emotional intelligence quotients among others that enable people to effectively will with other.

### Why are soft skills important in teaching and learning English language?

Soft skills are very important of teaching and learning English language because of the when we are teaching in classroom on that time we have to use soft skill that is the purpose of effective teaching and student will understand properly and also students are capable to understand the particular teaching. The use of soft skills in the classroom student will kept long time in his memory. One straight forward reason is today's job market, which in many fields is becoming increasingly competitive. To be successful in this tough environment candidates for jobs have to bring along a 'competitive edge' that distinguishes them from other candidates with similar qualifications and comparable evaluation results.

The advantages of displaying positive traits like courtesy, honesty, common sense, etc. During a job candidate who was

rejected because of inadequate soft skills is told the truth about the reason for rejection. The employers usually give no reason or even vague misleading reasons for rejections, which are of no help at all for the unlucky candidates.

Once employed the success story of people who know how to master soft skills continues because of much better career opportunities. It is a simple fact, is that employers prefer to promote staff members with superior soft skills. Soft skills are shaping human beings personality. In the world people are using soft skills at the teaching field accept India. But, in Indian schools or institutions are very low performance because of the soft skills.

How to improve the using of soft skills when teaching?

The first step in improving soft skills of students is to raise their awareness about the importance of soft skills and the consequences of shortcomings in this regard. Students should be encouraged to enhance their soft skills by applying the methods we mentioned before, eg. Reading dedicated books, attend courses, and joining clubs co societies to broaden their horizon, like debating societies, toast masters who are practicing, Rhetoric, or scientific societies who offer presentations and discussions. A formal approach to the problem would be to incorporate soft skills subjects into a programme's curriculum

One lower levels a course that requires students to do a bit of research and to present their result to the class afterwards has been proven as being quite effective. On graduate level a course on management skills, including eg. Some communication skills together with the management of time, conflict, cultural issues, and of major importance, oneself, has in practice been well received by students.

However, very often the curricula are already overloaded with hard skills courses, making it almost impossible to add or substitute courses, furthermore, other lecturers might be ignorant of the importance of soft skills and hence, do not support dedicated courses in this regard. A very elegant way of offering soft skills traning to students is to embed it into the

teaching of hard skills, this way, no changes to a programme's curriculum are necessary; instead the change will be reflected in the lectures teaching methodology.

### **Conclusion**

The soft skills are very effective way of teaching and learning English language. Considering the fact that during the last decades in society the perceived importance of soft skills has increased significantly, it is of high importance for everyone to acquire adequate skills beyond academic or technical knowledge. This is not particularly difficult. Once a shortcoming in a certain area of soft skills has been identified at oneself, there are numerous ways of rectifying such a deficiency. Educators have a special responsibility regarding soft skills, because during students, school and University time they have major impact on the development of their students soft skills.

Soft skills fulfill an important role in shaping an individual's personality by complementing his/her hard skills, however, over emphasizing it to such an extent should not taint importance of soft skills, that hard skills, i.e., expert knowledge in certain fields, are demoted to secondary importance.

### **References**

1. Hall, Joan Kelly, *Second and Foreign Language Learning through Classroom Interaction*. Mahway, N.J. Erlbaum, 2000.
2. *Teaching English Language Through Literature*, b A Babu Rajendra Prasad, 2015; 3(7).
3. *The use of literature and literary text in the EFL Classroom, Between Consensus and controversy* by Jelena Bobkina, *International Journal of Applied linguistics and English Literature*, 2014; 3(2).
4. Duff A, Maley A. *Literature (Resource Books for Teachers)*, Oxford University Press, 2007.
5. Richards Jack C, and Charles Lockhart. *Reflective Teaching in second language Classrooms*, Cambridge England: Cambridge UP, 1994.