

# **English Communication Skills and Employability: An Empirical Study of the Linkage**

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## **Declaration of Authorship**

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I hereby declare that:

1. I am the sole author of this master's thesis;
2. This thesis is original;
3. This thesis was not previously presented or submitted to any other institution in order to achieve a degree;
4. All main sources have been acknowledged and all verbatim citations have been quoted to ensure that the work is original, and to the best of my knowledge I followed the plagiarism policy;
5. Each work which has been taken from different sources has been referred to and acknowledged inside the content;

Candidate's Signature:

Date:

Subscribed and solemnly described before,

Witness's Signature:

Date:

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## **To My Parents**

## **Acknowledgment**

First and foremost, I would like to express my love and thanks to Allah for allowing me the ability to work on this thesis with endurance, energy and concentration till completion. I want to thank my parents for their support and trust in me.

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Riana for helping me cope with all the stresses by cheering me up during the span of the thesis development.

## **Abstract**

This is the era of globalization and English is the language of this globalizing process. It illustrates the interdependence of nations. English is the one and only language that operates as a medium to create deep interrelation between countries. So the importance of English can be assumed effortlessly. As a developing country Bangladesh needs to keep pace with the outside world. In order to do that our country depends on English because it is an international language. Almost all the official tasks are performed here in English along with Bangla. The need for using English is undeniable. English is widely used in every nook and corner of our country.

Nowadays English and employability have become very closely related. Currently it seems that learning English has become vital to keep up interaction in this contemporary world. So it is essential to explore how English affects the way people get jobs. The intention of my study is to find out to what extent English communication skills and employability are connected. I will gradually demonstrate how English plays a very significant and vibrant role in getting employed.

To find out if there is actually any relationship between English and employability, a survey was conducted to collect data. 202 respondents participated in the survey. A questionnaire was given to each of them and they filled it out with their experience. The survey was anonymous and it was conducted among students and job holders of different universities and government and private organizations. They also provided their valuable comments in the comments section about their perspective of getting jobs through English communication skills. Upon the analysis of the obtained data, the research findings indicate that English communication skills undoubtedly helps to get better jobs and knowledge of English increases employability. The study also gives a glimpse of our educational condition and the problems the

students face in their learning period. The investigation concluded with recommendations for new measures, which will help students to overcome obstacles while learning English and it will also help them to get prepared for better jobs.



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## **Acronyms**

Age= Age of the respondent.

EDU= Educational background.

ECOM= English communication ability.

ELP= English Language Proficiency

EMP= Employability.

GEN= Gender.

TDS= The Daily Star

## **Chapter 1**

### **Introduction**

#### **1.1 Background**

As a developing country Bangladesh needs to be connected with the outside world and English is the only medium to create and maintain connection with the constantly changing world. As a result the employers seek employees who can assist them in keeping the connection with the globalized world uninterrupted. That is why nowadays more emphasis is given on communication skills while selecting appropriate employees. But it is a matter of great regret that many competent candidates do not have these skills. For this reason many organizations lack employees who are good at communication. As a result they hire foreign employees from India, Sri Lanka and sometimes from Europe and America as well. But hiring employees from other countries is very expensive and time consuming. This also causes a huge outflow of foreign currencies. Many educational institutions also hire teachers from abroad.

#### **1.2 Problem Statement**

Currently a considerable number of people are using English in various sectors for the growing need of effective worldwide interactions in the context of a globalized universe. So the significance of communication proficiency is undeniable. But it is very sorrowful that the syllabus of our mainstream educational institutions does not have the scope to practice English outside the class and the lessons that are being taught to every students are not job-oriented at all. They all get lessons on reading and writing. There are few lessons in the syllabus that focuses on communication skills. As a consequence, the students face problems in work place. Many of them are left behind. Lack of communication skills gradually increases the unemployment rate of

the country. Most of the time they are replaced by foreign employees. It is both harmful for our students and our economy.

### **1.3 Purpose Statement**

The way our educational system teaches English to our students, creates serious concerns among many students. This problem should be resolved very carefully with appropriate measures. The researcher of this paper will try to show the connection between English communication competency and employability. This paper will also identify the reasons behind some problems that the students face and how they overcome these. The paper will also provide recommendations that will help the policy makers to take proper steps to make the students more demandable in any job market.

### **1.4 Research Objectives**

The main objective of this research is to find the linkage between English communication ability and employability. The more specific objectives of this study are as follows:-

- 1) To identify the overall educational background of the students of our country.
- 2) To find out the level of exposure to English lessons for our students.
- 3) To detect the problems the students face due to lack of English teachings.
- 4) To discover how students overcome their problems arising from communication incompetency.
- 5) To identify the communication ability of the students of our country.
- 6) To find out the interconnection between English communication skills and employability.
- 7) To examine to what extent English communication proficiency helps to do well in jobs.

- 8) To find out if promotion is directly connected with English communication capability or not.
- 9) To identify if English communication skill ensures better job opportunities in future.
- 10) To find out if there is any need to modify our education systems.

## **1.5 Significance**

Findings of the study will help us to understand the linkage between English communication ability and employability. Also it will guide us to devise policy measures to improve employability of service holders by putting appropriate emphasis on enhancement of communication ability.

## **1.6 Limitations**

As for the dearth of literatures examining the linkage between English communication ability and employability, this study is a modest attempt to fill in the gap. However, like any other study it is not also free from shortcomings. First, although the researcher tried her best to raise the sample size to 202, still it is not adequate enough to draw strong conclusion. Another limitation of the study is concentration in Dhaka City, which limits the ability of the study to generalize the findings for the entire country. All these limitations leave the scope for further future studies.

## **Chapter 2**

## Data and Methodology

This section includes data and methodology of the study and explains the design of the research. The conceptual framework, sampling, data, analytical methods which are used to collect and analyze the findings are elaborately discussed in this segment. This section also includes obstacles which were faced during the research.

### 2.1 Conceptual Framework

Based on the review of relevant literatures and theoretical understanding, English communication ability can be viewed as an employability enhancement mechanism. Having English educational background and communication skills are expected to establish a link between getting jobs and doing well in the job market. Hence, the following testable hypothesis can be proposed:

**Hypothesis:** Better English communication ability leads to increased employability

The model to test the above, as specified in general functional form, is as follows:

$$\text{Employability (EMP)} = \int (\text{EDU, ECOM, GEN, AGE})$$

Where, EDU= Educational background, ECOM= English communication ability, GEN= Gender, Age= Age of the respondent.

### 2.2 Sampling

The primary data is collected by distributing questionnaires to students of different universities and job holders from different organizations through survey questionnaire. All the respondents of this questionnaire are selected randomly and the replies are anonymous. The number of the respondents is 202. Data collection for this study took place from January to February. The communication skills that were surveyed through questionnaire and used in this study are as follows:

1. Educational Background of the Respondents.
2. English Communication Ability of the Respondents
3. Employability

The questionnaires were personally distributed by the researcher. A follow up call was made thereafter to monitor the progress of the questionnaire. Upon completion, the researcher personally collected the questionnaire from the respective organizations. Each respondent was given a token of appreciation on the return of the questionnaire.

### **2.3 Interview Questionnaire Design**

The researcher prepared 18 questions in 3 parts for the respondents. Part one shows the educational background of the respondents. Part 2 displays English communication ability of the respondents and part 3 shows employability. Using the following scale the participants had to circle the idea that best described their knowledge.

- a. 1= Strongly Disagree
- b. 2= Somewhat Disagree
- c. 3= Neither Agree nor Disagree
- d. 4= Somewhat Agree

e. 5= Strongly Agree

In the end of the questionnaire there is a segment where open ended comments part was provided for the respondents. Almost all the participants added their valuable opinion there.

## **2.4 Analytical methods**

Data have been analyzed by using Excel. Descriptive analysis, graphs have been used for data analysis and interpretation.

## **2.5 Obstacles Encountered**

The researcher faced a number of difficulties while collecting data from different organizations and universities. Firstly, it was difficult to get permission from the organizations and universities. When the permission was granted, in the second step, some respondents were very uncomfortable about the survey. However, some respondents were very willing about the survey but their tight schedule caused some problems. As a result, the researcher had to revisit some organizations and universities spending long waiting hours.

## **Chapter 3**



## Historical Development of English Language

### 3.1 Evolution of English as a global language

English is the name of a language and basically it is the language of the people of England. But today the United Kingdom, Ireland, the United States of America, Canada, Australia, New Zealand and more than fifty other countries use English as their chief language. There are over 400 million native speakers of English, and over one billion more people speak it as a second language. English is considered as a "world language" or a "global lingua franca". It has obtained wide-ranging acceptability and widely used in international business and diplomacy, telecommunications, newspaper and book publishing, scientific publishing, mass entertainment and job sectors. Approximately five hundred years ago, between five and seven million people spoke English, almost all of them lived in the British Isles. Now everywhere in the world around 1.8 billion people speak English. The evolution of English has nothing to do with the structure or construction of the language, or any innate qualities. English developed throughout the globe as a result of politics. Britain ruled more than the half of the world. According to a popular saying, "the sun never sets on the British Empire". Nowadays, the sun has set on the empire, but English continues to stay as an important language in every single former colony. Still today English plays a key role in these former colonies. For a long time, in order to get access to education (whether in the mission schools in Africa or the first universities in Indian sub-continent) people must need to learn English. After getting independence from the British empire, many countries became officially multilingual for the first time, but the various groups needed a language for communicating with each other and with other nations and English

became that medium of communication. English is now the main or official language in 75 territories: a direct legacy of the British Empire.

Native languages and cultures have been pushed to near-extinction by the presence of English rulers. For examples, in countries where large settler colonies were formed, such as Australia, Canada and the USA they lost their ethnicity. English is often called the international language of business and communication, and it is certainly true because trade expands every year which brings new countries together by making contacts with them. Most of the best MBA and technological programs are taught in English so that the students can get proper training. Most of the organizations require a certain degree of English proficiency from potential employees. With the aim of getting a position with a top company, more and more people are learning English. If someone wants to build career in science or medicine, they can not neglect English because all the books of medicine and science are written in English. If someone wants to know about the latest discoveries around the world, he will need to read books or journals and those are most of the times written in English. The person who wants to seek higher education must learn English first because all the books of higher education are written in English. In order to keep pace with the advanced world there is no replacement of English.

### **3.2 Historical development of English Education in Bangladesh**

When Bangladesh was a part of the British empire the official language of this area was English. All the rules and regulations and official activities were conducted only in English. This continued even after the partition in 1947 when the current Bangladesh became a part of Pakistan as East Pakistan. Even after the independence from Pakistan in 1971 the root of most of the laws and ordinance are from Britain and they were English. Presently although Bangla is the official

language of Bangladesh, English is widely used in the formal, commercial, legal and educational systems of Bangladesh. Language plays an extremely important role in the hearts and minds of Bangladeshis. It was the struggle for Bangla that gave rise to Bangla nationalism from where arose the free nation of Bangladesh. Students had laid down their lives in civic unrest and violence. Bangla got the status of national language amidst of death and destruction. Beside Bangla, English is also taught in Bangladesh.

### **3.3 Contemporary English teaching in Bangladesh**

According to The Daily Star (from now on TDS) more than 150 public and private universities in Bangladesh use English as the medium of instruction at the tertiary level (12:55 PM, December 22, 2018). This is the starting point of the problem for most of the students who have completed their primary and secondary education in Bangla medium and find themselves in an unfamiliar environment at the beginning of their university life. Most textbooks, in schools and colleges, are translated into Bangla to promote the national language and to uphold the glory of the language. It is true that during studying in the Bangla medium, all the students are required to read English for up to HSC level. Though it is a foreign language, it is a compulsory subject at the school and college levels. Even the applicants for the Civil Service Examinations are tested for their both Bangla and English knowledge. But the level of proficiency in all spheres of English is debatable. To achieve skill in a foreign language, one must have familiarity with all four processes: reading, writing, speaking and listening. Regrettably, our education system only focuses on reading and writing in English. The consequences are already visible. When the youngsters start applying for jobs, the lack of English skills causes countless disappointments and increases unemployment problem of the country.

English is the exchange through which knowledge is traded these days. Good English will directly link Bangladeshis with the world of knowledge enabling youngsters to contribute to society. Citizens will become more attracted to international and domestic corporations. It is a matter of fact that today's personal computer, internet, smartphone, Google, Facebook, Twitter have been originated by the English-speaking world. English is the conduit through which higher science and technological advancement is obtained. The use of the language by government, semi-government, private organisations, academics, companies, interpersonal, commercial, or official communication, should have been formalised in Bangladesh through suitable constitutional provisions.

### **3.4 Defining Employability**

Employability means the quality of being suitable for paid work. According to Cambridge dictionary “the skills and abilities that allow someone to be employed is called employability”. In other words, employability is “a set of achievements, understandings and personal attributes that make an individual more likely to gain employment and be successful in their chosen occupations” (qtd in English communication skills for employability: the perspectives of employers in Bahrain page no. 3).

## Chapter 4

### Literature Review

There are several studies that examine the linkage between English communication skills and employability. All most all the studies show that strong command over English helps to get better jobs. Not only in Bangladesh, English plays dominant roles in job sectors of many countries. English language skills have become one of the most important criteria for recruiting employees. Research papers from different parts of the world illustrate that the candidate who can freely communicate in English gets positive response from the employers. Thomas et al (2016) in a study conducted on the perspective of employers *in Bahrain* witnessed that communication is the most important skill of employability and English language proficiency and the application of communication skills to the world of employment remain central to any discussion on employability in the Gulf. They have found out that employers require employees to demonstrate critical thinking/problem solving and workplace engagement linguistically. Not only the employers want employees who can engage with a problem, analyse it fully, understand the context, and move from general idea to specific response so as to arrive at an appropriate and meaningful conclusion but they want employees that can articulate these critical and analytical processes to others in English and in written or oral form. Employers also link workplace engagement with English language proficiency when stating that successful employees are able to use functional English to ask for assistance or clarification from a colleague, and when necessary, to formulate apologies or offer explanations and justifications. This functionality is also seen as important when working within teams as it allows employees to adapt to the organizational culture and become active and accepted members of the organization. More significantly, findings from that paper reveal that in general, larger companies with international

clients require greater levels of English language proficiency and sociolinguistic competence (broadly, the ability to adapt communication to the context and relevant social or cultural conventions), whereas companies with a more national outlook are more likely to operate in both English and Arabic. Smaller companies, especially working in services (such as recruiting, media and consultancy) are more like to operate in English-only environments and require employees to fully adapt to this work place culture.

In another paper *English language proficiency and employment: A case study of Bangladeshi graduates in Australian employment market* (2013) (This paper has explored the hitherto unstudied relationship between English language proficiency and employment and the success of Bangladeshi graduates in Australian job market) Mohammad Moninoor Roshid and Raqib Chowdhury illustrate that in various ways one's English language skills influence prospects of employment, especially in contributing to the possibility of "secure" and "better" jobs. A competitive employment market requires good communication skills in workplaces. Within that, increasingly under globalisation, English as communication skills plays a crucial role in employment all over the world. English is often a decisive factor in employment opportunities with higher earnings. On the other hand, people who are incompetent in English face difficulty in finding jobs, especially well-paid jobs. Proficiency in English therefore, is needed for employees to advance in both local and international companies and to improve their technical knowledge and skills. It provides a foundation for what has been called "process skills" - problem-solving and critical thinking skills that are needed to cope with the rapidly changing environment of the global workplace, one where English plays an increasingly important role (Roshid and Chowdhury). Globalisation has an enormous impact on the labour market by generating the flow and mobility of skilled labour from one place to another, one country to

another country, one part of the world to another part. Furthermore, globalisation also has a deep relation with English language.

Globalisation and English language are both said to work as pull factors for one another and both have insightful impact on employment, and have been associated with profound changes in the labour market (qtd in Roshid and Chowdhury).

Together, globalisation and English language have enabled local actors to become part of global networks. For example, a non-English background migrant works in an English speaking context where his local English is used in a global context and his level of English plays an important role in his employment trajectory in a global society. (qtd in Roshid and Chowdhury)

Roshid and Chowdhury explore how proficiency in English relates to job opportunities for Bangladeshi migrants and international students in Australia. Deficiency in English is costly both in earning and occupational mobility. The lack of skill in English works as a hindrance to the employment market. If people are employed, they are employed at a level below their qualifications and experience (Roshid and Chowdhury). Nevertheless, communication skills play a role as a key factor to employers and other representatives of the commercial world and proficiency in English is considered an invaluable communication skill (qtd Roshid and Chowdhury ).

Sophie Arkoudis et al (2014) for their paper *English Language Proficiency and Employability Framework* interviewed 40 members from 25 Australian universities with specialists expertise in programs supporting ELP (English Language Proficiency), employability, or both, as well as senior university leaders whose responsibilities included language and/or

employability. The authors explained that the connection between ELP and employability together in the framework was supported by the general agreement in the literature that communication skills are highly valued as a graduate attribute for employability, both in Australia and internationally. They have also recognised that across countries, “communication skills are considered to be essential to students’ employability”

Incompetency in English communication skills severely limits the entry in the workplace. Shamim Ahmed in his report (published in The Daily Bangladesh Protidin on July 4, 2019) reflects the fact that no initiative has been taken to promote English language learning by the government. Only a few private English medium schools provide proper English language programs to a handful of students (only 1% of the total students of our country). This report also shows the pathetic condition of our students trying to get admission to universities. In 2014 during the admission test of B unit of the Dhaka University only 2 students out of 40,565 students were selected to study in the English department. The condition became more dreadful in 2016 because 90% students failed in English in the admission test of C unit of the Dhaka University. This same report states that 47% graduates do not get their desired jobs for lacking proper English communication skills. According to our Education Ministry there are almost 40 million students in pre-primary to higher secondary level. Among them only 79,000 students are studying in 146 certified English medium schools which comprises only 0.20% of the total students.

Jillur Rahman, education advisor of the ex-caretaker government, says that “nowadays English is not only seen as a language but also a technology... if the government starts English



version along with Bangla version in the government schools then students from every class of society will be benefitted (qtd in Shamim Ahmed).”

Professor Said Monjurul Islam of Dhaka University states that “lack of proper English communication skills is hampering our status in the outside world.” He also believes that this problem can not be solved overnight and the government should take steady and proper plans. Coordination in every education sector can bring massive change (qtd in Shamim Ahmed).

As discussed earlier, English is the leading language of communication in a knowledge-based economy where workforces, trade, business, and administration are gradually expected to develop proficiency in English as communication skills. Language undeniably is a vital asset and English, as the language of globalisation, is the most important linguistic wealth in today’s world where adequate skills in English work as a vehicle to wide opportunities and economic advantages in career track, not only in any specific country but also all over the world.

## Chapter 5

### Findings

#### 5.1 Demographics

The term demographics refer to particular characteristics of a population. Demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are a representative sample of the target population for generalization purposes (SAGE Research Methods). In this paper the number of total respondent is 202. All of them are Bangladeshi. Among of them 121 respondents are male and 81 respondents are female. Male Female ratio was 60:40. Their average age is 28. Lowest age is 21 and highest age is 57. The profession of the respondents varies from each other. Only students and job holders were selected for the survey. Students were chosen from undergraduate and graduate level. Job holders were selected from different government and private organizations. From these 202 respondents, 74 participants are students (38 undergraduate and 36 graduate students) of different universities. Another 128 respondents are job holders (60 government service holders and 68 private job holders). The government job holders are mainly from BCS cadre, Bangladesh Army and Government Bank (Sonali Bank). On the other hand private service holders are from different private banks ( The City Bank, Standard Chartered Bank, Trust Bank, Meghna Bank, Rupali Bank, Bangladesh Commercial Bank), Airways Companies (Thai and Singapore Airlines), different corporate and multinational companies, international organizations (WFP and Nutrition International), English Medium Schools and Universities.

## 5.2 Educational Background

### 5.2.1 Primary School Educational Background

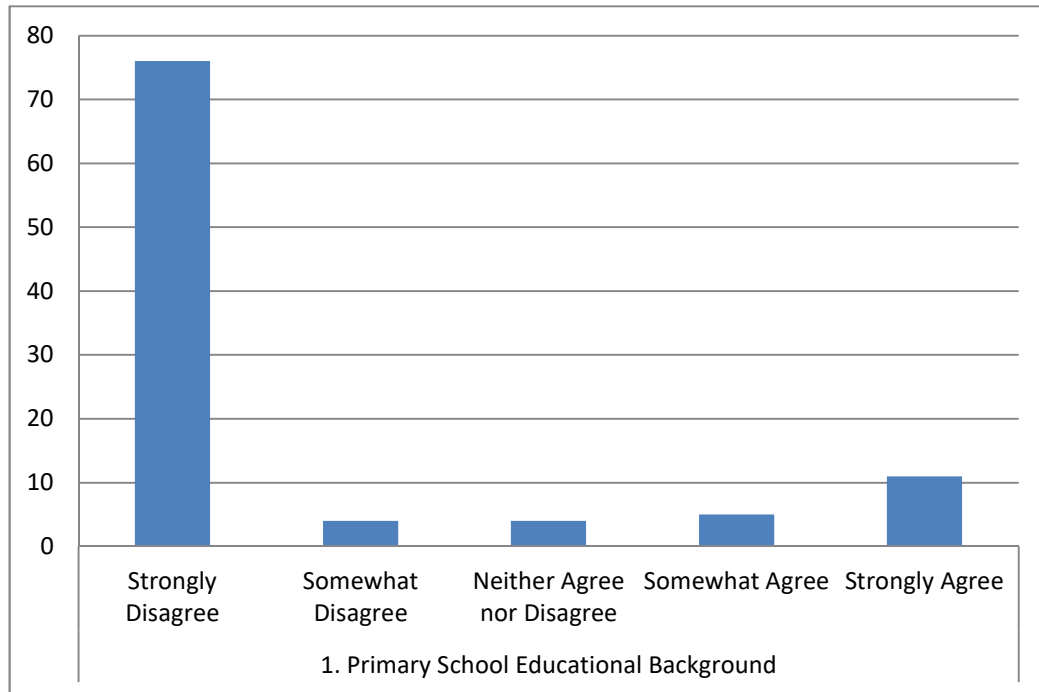


Figure 1 shows primary school educational exposure of students having English. From the figure we can see that 76 percent of the respondents strongly disagreed that they had English background at the primary level. Whereas, only 11 percent replied that they had strong English background at the elementary level. Thus majority of the respondents had very weak exposure to English and are from general education stream.

### 5.2.2. Secondary School Educational Background

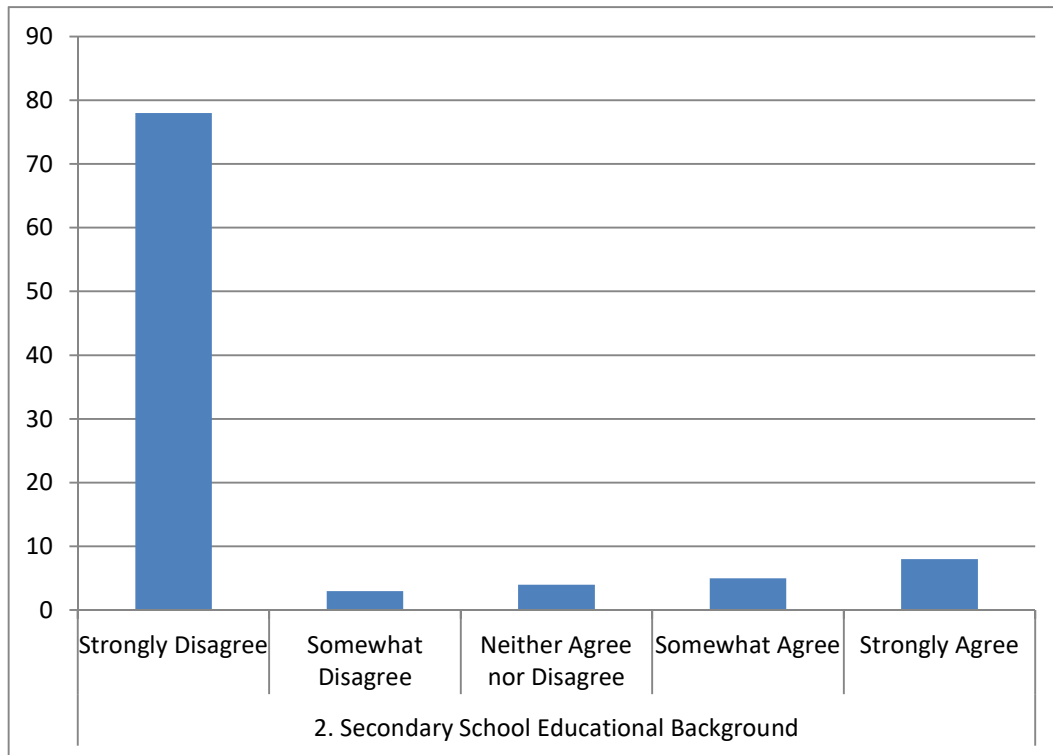


Figure 2 shows the secondary school background of the respondents. Just like the primary education background a huge percentage of students, almost 78% admitted that they did not have adequate English language lessons in their syllabus. However only 8% respondents had sufficient English language lessons in their curriculum. This analysis demonstrates that in our country majority students do not get satisfactory knowledge in English.

### 5.2.3. College Educational Background

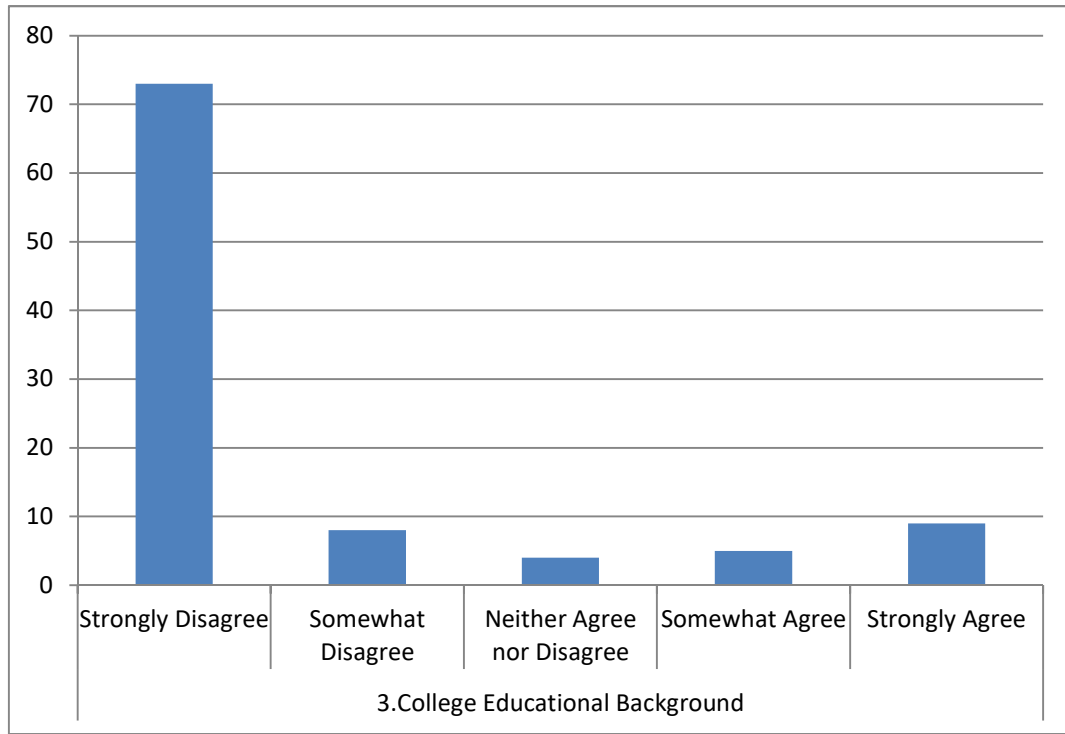
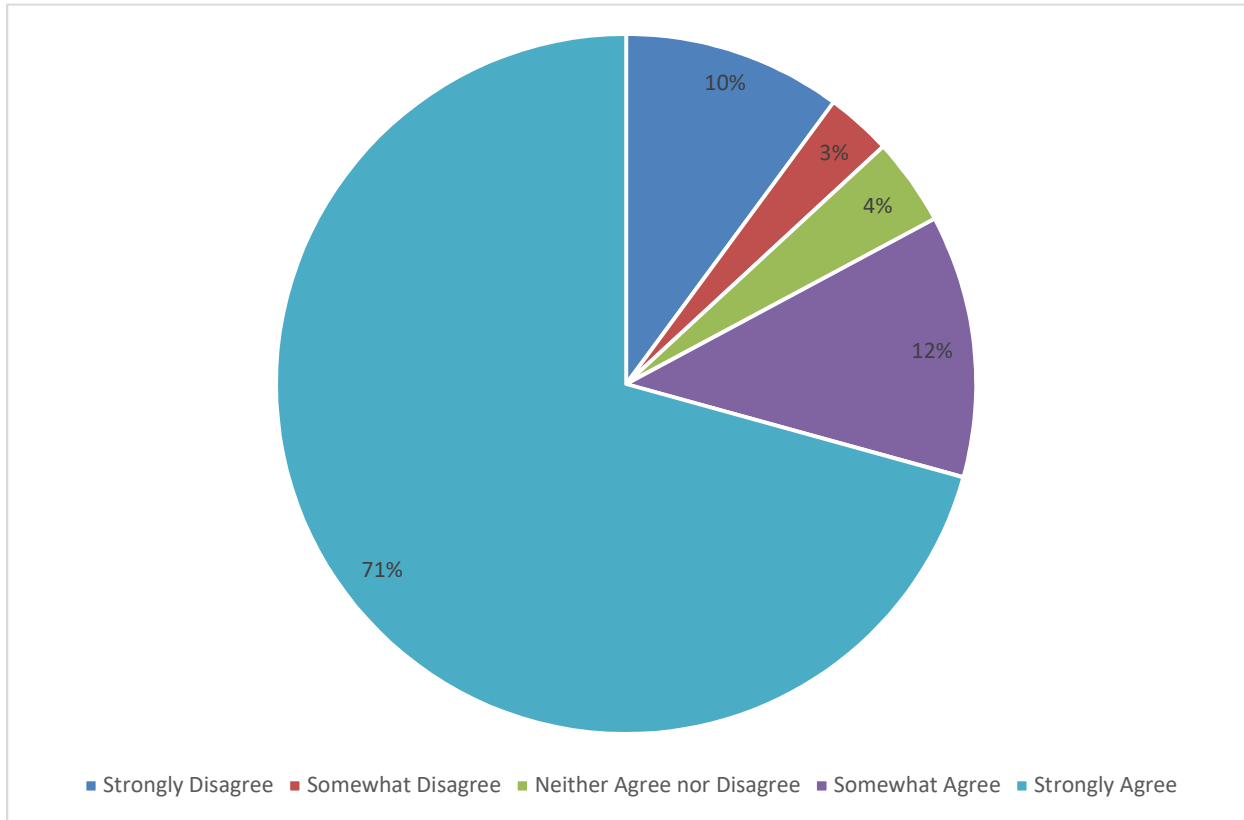


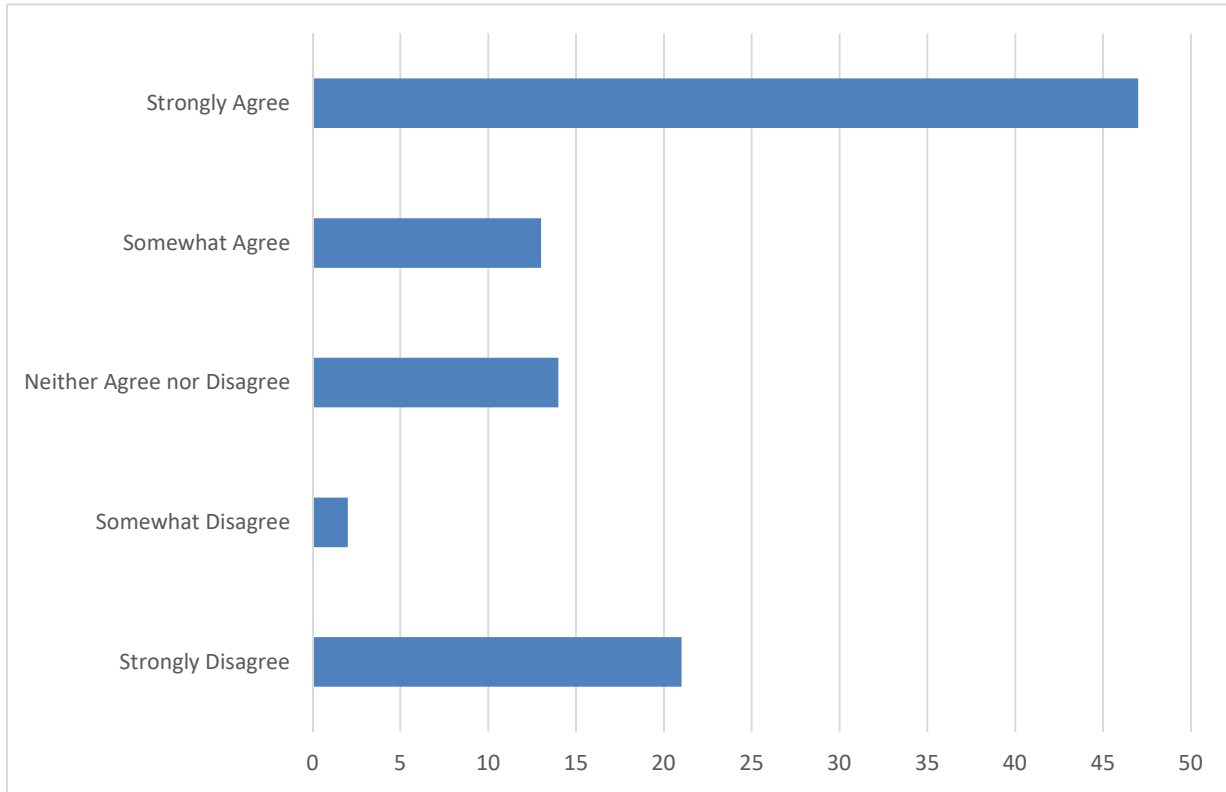
Figure 3 shows the college background of the participants. Again it is found that massive number of students strongly disagree that they received proper lessons in English. Figure 3 displays that 73% students from general educational stream are deprived of suitable teaching of English. On the other hand only 9% students state that they got right amount of English lesson in college level. From the analysis it can be said that the students of our country do not get proper English teachings in college level as well.

#### 5.2.4. Undergraduate (Bachelor) Educational Background



The scenario changes here sharply. Figure 4 represents that 70% respondents had attended English medium Undergraduate program. On the other hand only 10% students strongly disagreed that they had any English medium Undergraduate program. This drastic change indicates that most of the students from general educational stream face difficulty when they enter the undergraduate program because all the courses are designed only in English.

### 5.2.5. Graduate (Master) Educational Background



Here the condition is the same as the Undergraduate educational background. Through figure 5 it can be seen that 47% respondents strongly agreed that they had English medium Graduate program. On the contrary only 21% strongly disagreed that they did not have exposure to English during the Graduate program. From this analysis it is clear that the students of our country face the opposite curriculum during Undergraduate and Graduate programs. They do not get proper teaching in English in their primary, secondary and college life but they are destined to attend English based Undergraduate and Graduate Programs.

## 5.2.6 Participation in Class Discussion

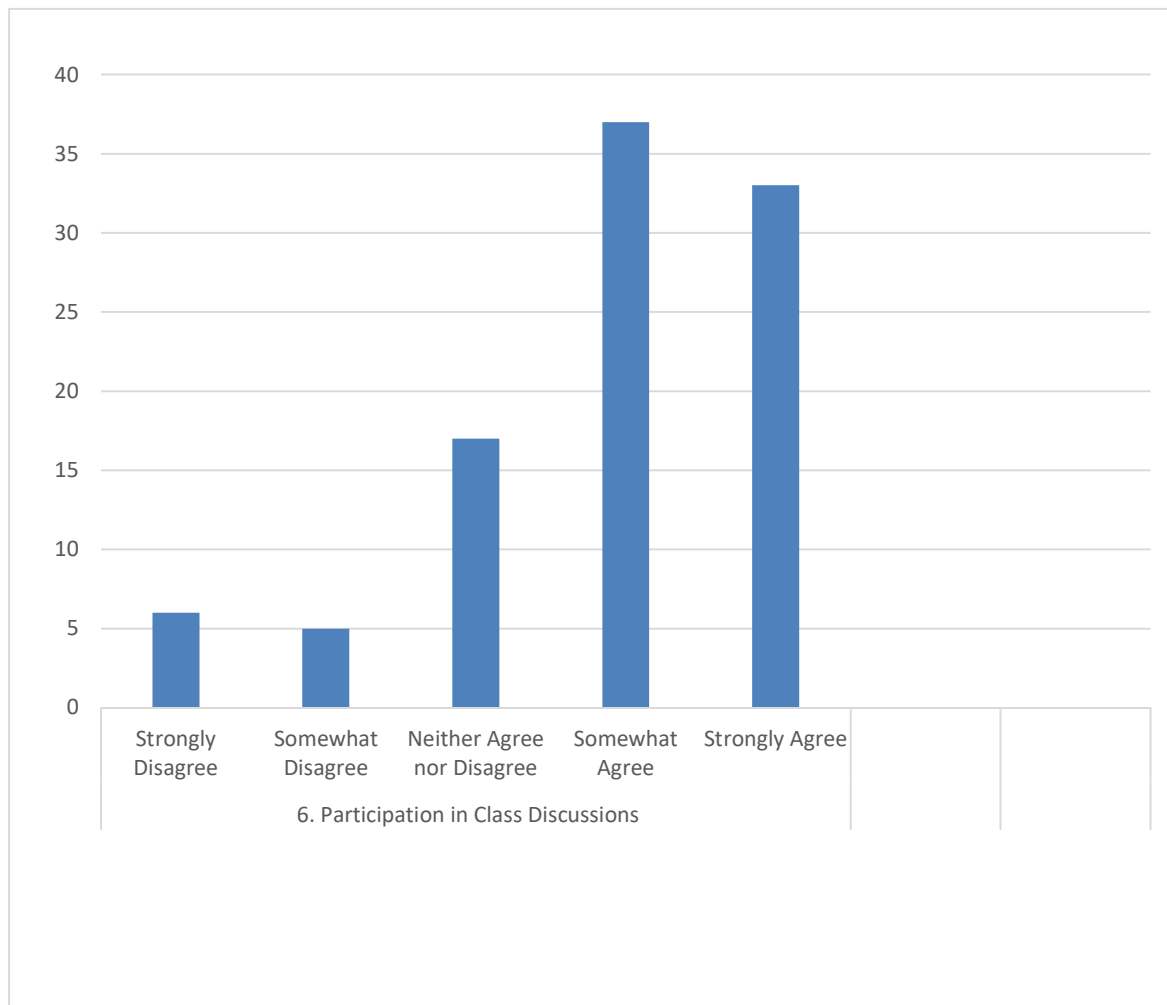


Figure 6 displays that 37% students somewhat agreed that during class hours they had participated in discussions in English. Whereas only 6% students strongly disagreed about their participation in class discussions in English. It has illustrated the huge differences between the primary, secondary and college education and Undergraduate and Graduate Education.



### 5.2.7 Participation in Group Discussion

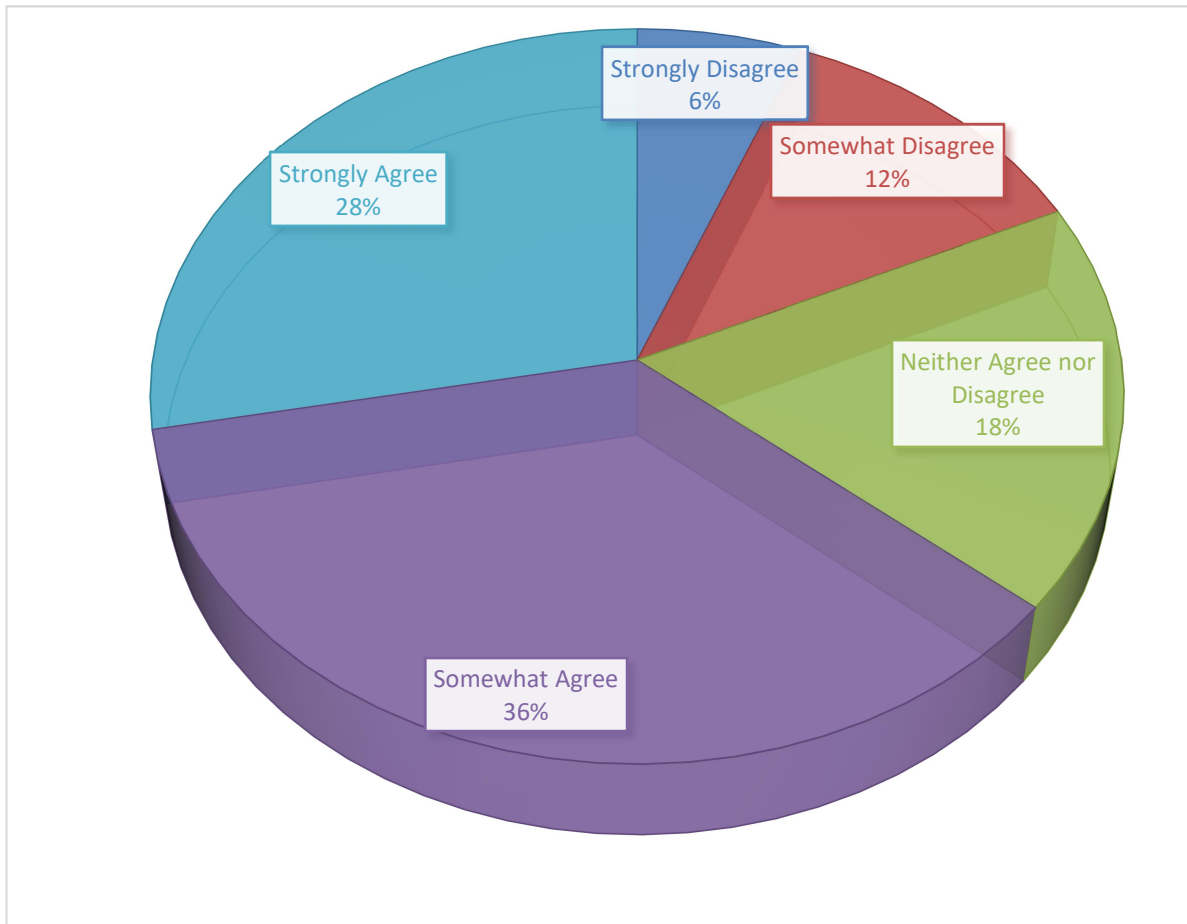
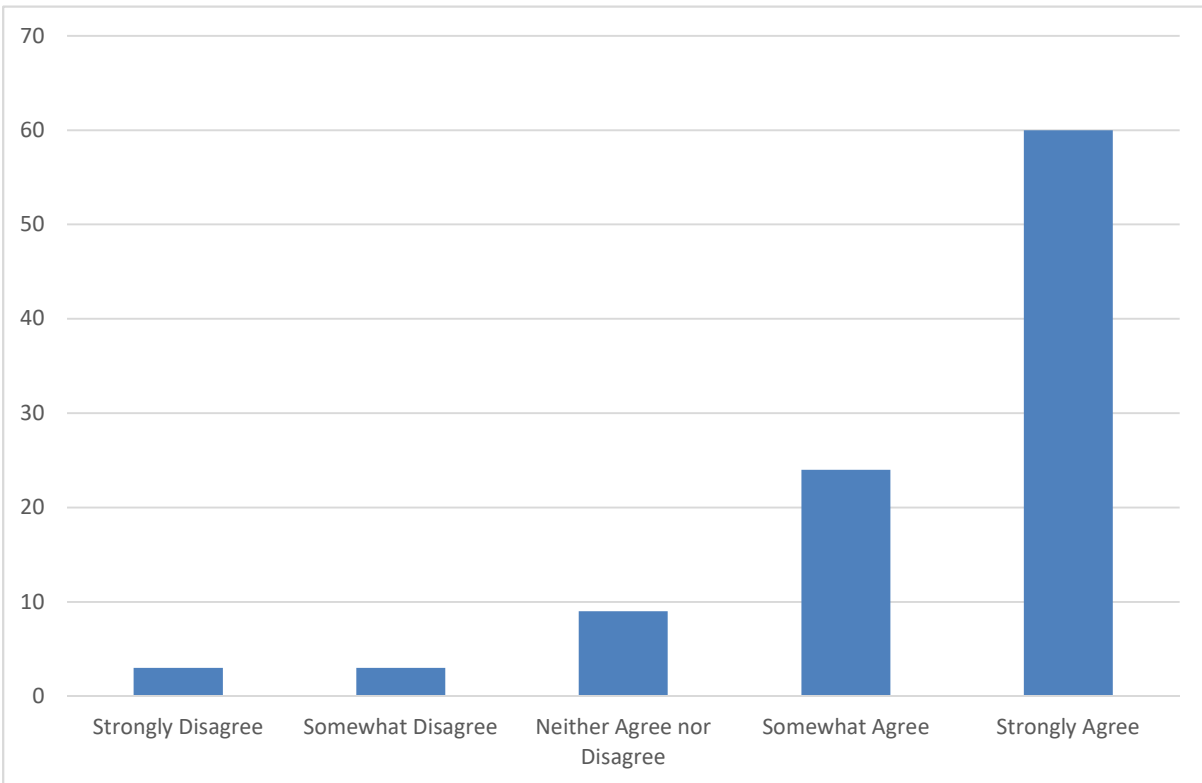


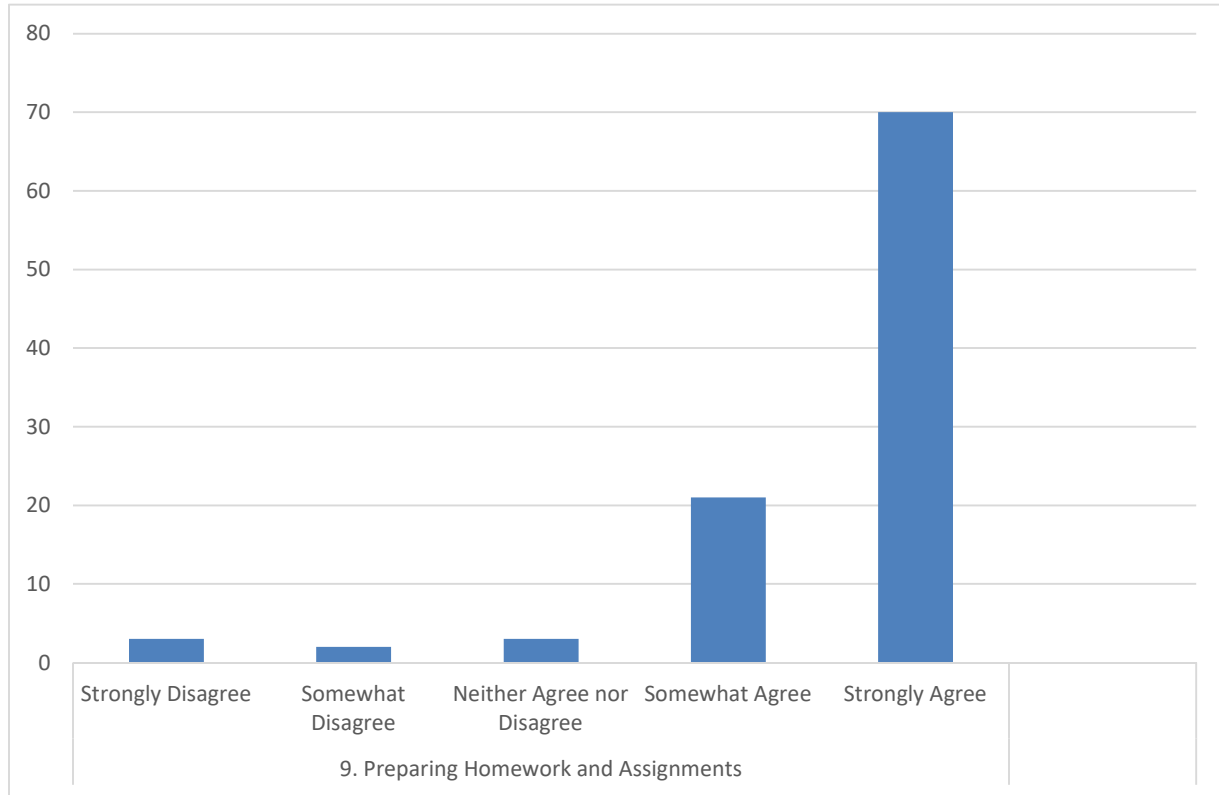
Figure 7 finds out that 36% respondents participated in group discussion in English. On the other hand only 6% strongly disagreed about participating in group discussions in English. It is becoming clear that exposure to English during Undergraduate and Graduate program steadily makes students capable of discussing matters in English.

### 5.2.8. Oral Presentations of Assignment



From figure 8 we can see that 60% students strongly agreed that they had made oral presentations of assignments in English. Only 3% strongly denied their exposure to presentation of assignments in English. From the analysis we can say that sufficient lessons on English made the students proficient in giving presentations in English.

### 5.2.9. Preparing Homework and Assignments



Again it is found from figure 9 that 70% respondents strongly agreed that they had prepared their homework and assignment in English. Whereas only 3% respondent strongly disagreed that they could not prepare homework and assignments in English because they did not have adequate exposure to English.

## 5.2.10 Conversation with the Faculty Members

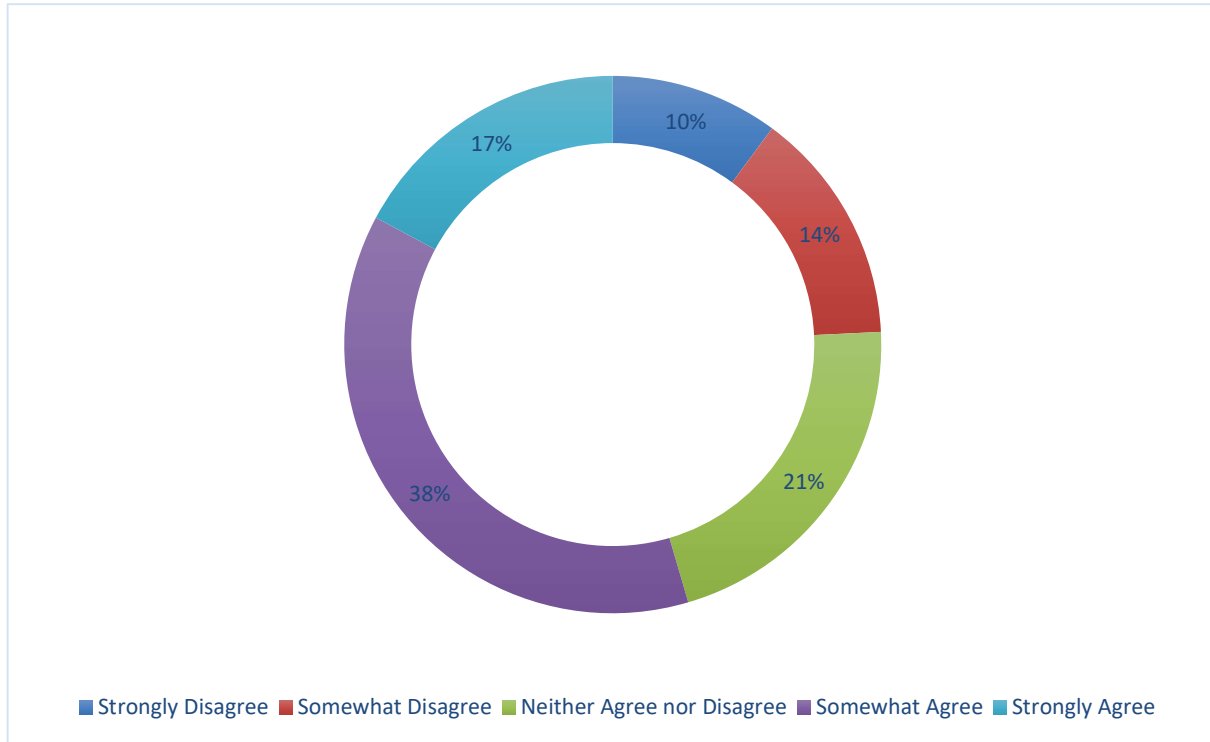


Figure 10 shades light on the conversation between the faculty members and students. Figure 10 displays that 37% respondents somewhat agreed that they had conversed with the faculty members during office hours in English. On the contrary only 10% respondents strongly denied that they had conversed with the faculty members in English because they were not comfortable in speaking in English.

### 5.3. English Communication Ability

#### 5.3.1. Fluency in Speaking

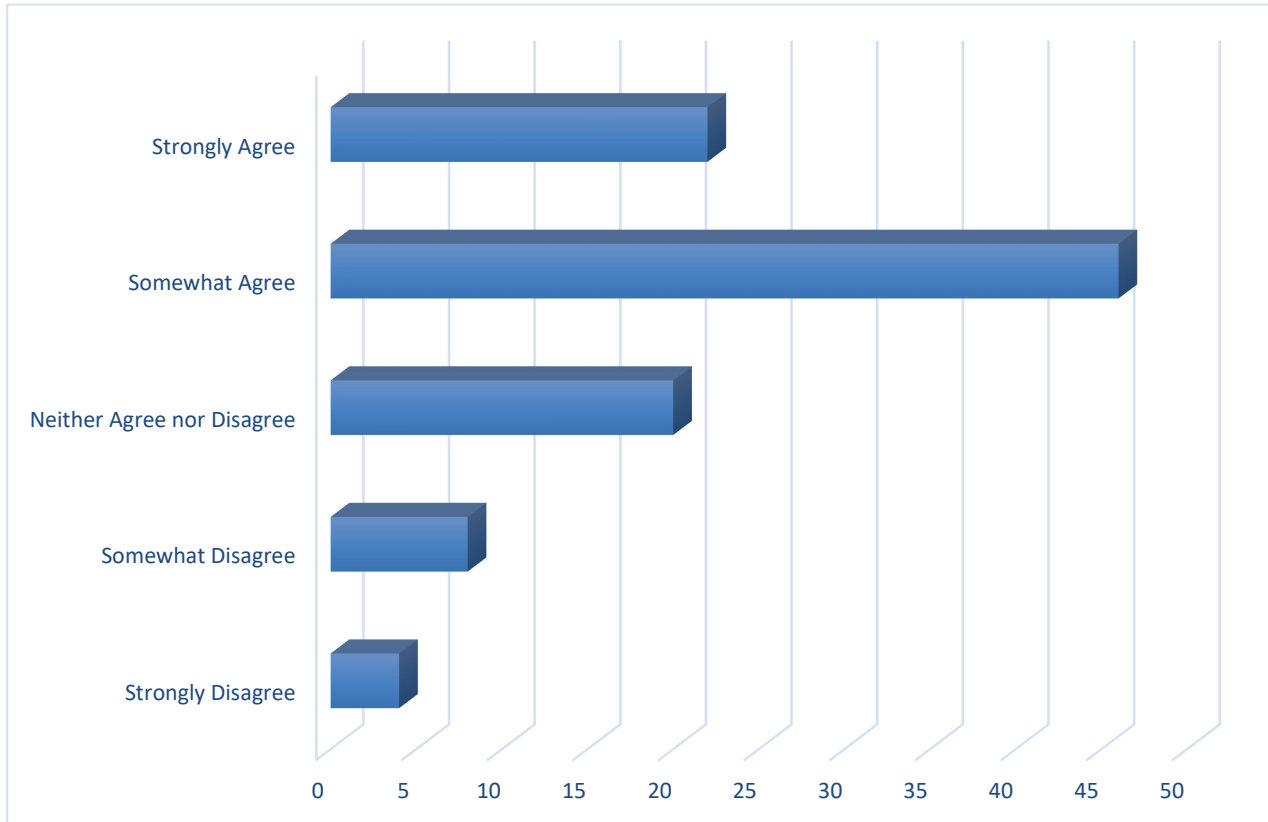
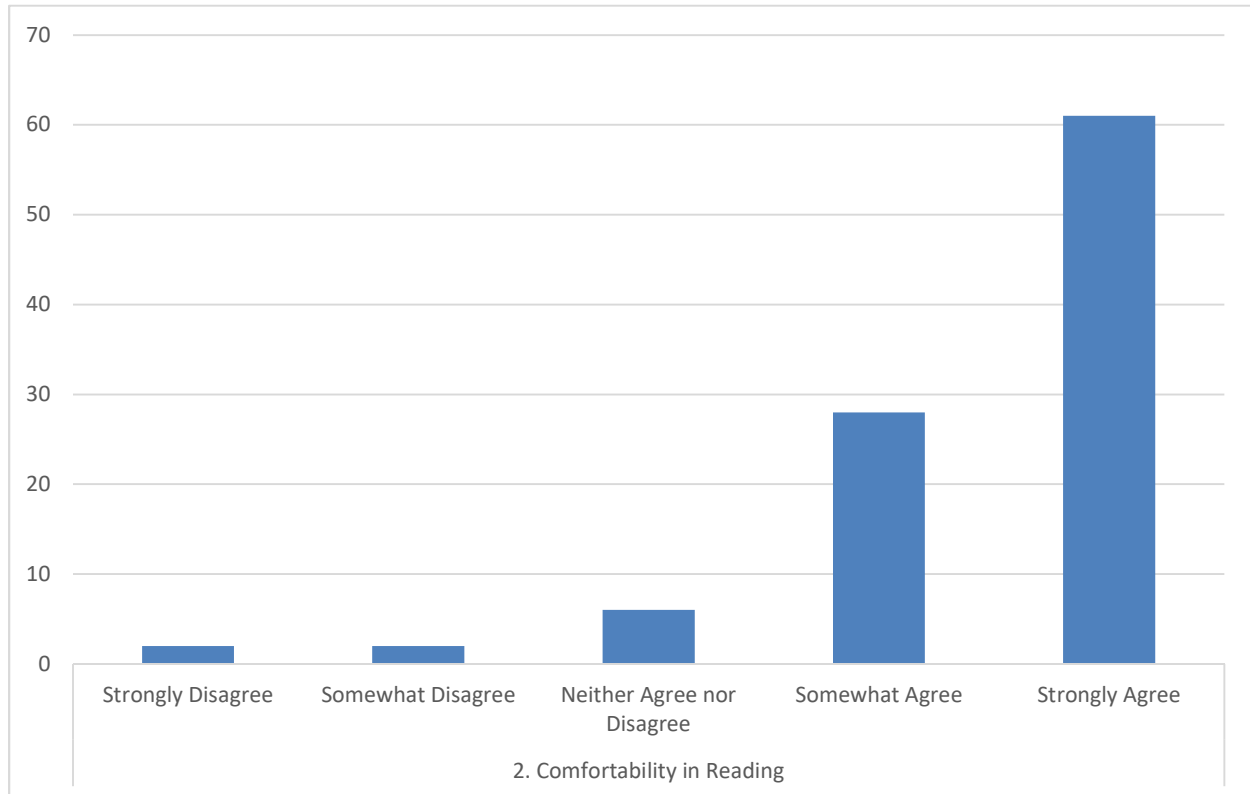


Figure 11 shows the competency of the respondents in speaking in English. Here 46% respondents somewhat agreed that they are comfortable in speaking in English. Whereas only 4% respondent strongly disagreed that they are comfortable in speaking in English. Thus it can be said that majority of the respondents have good command over spoken English.

### 5.3.2 Fluency in Reading



Proficiency of the respondents in reading texts in English can be analyzed from figure 12. It shows that 61% of the participants strongly agreed that they are comfortable in reading in English. On the other side only 2% strongly disagreed that they are comfortable in reading anything in English.

### 5.3.3 Fluency in Writing

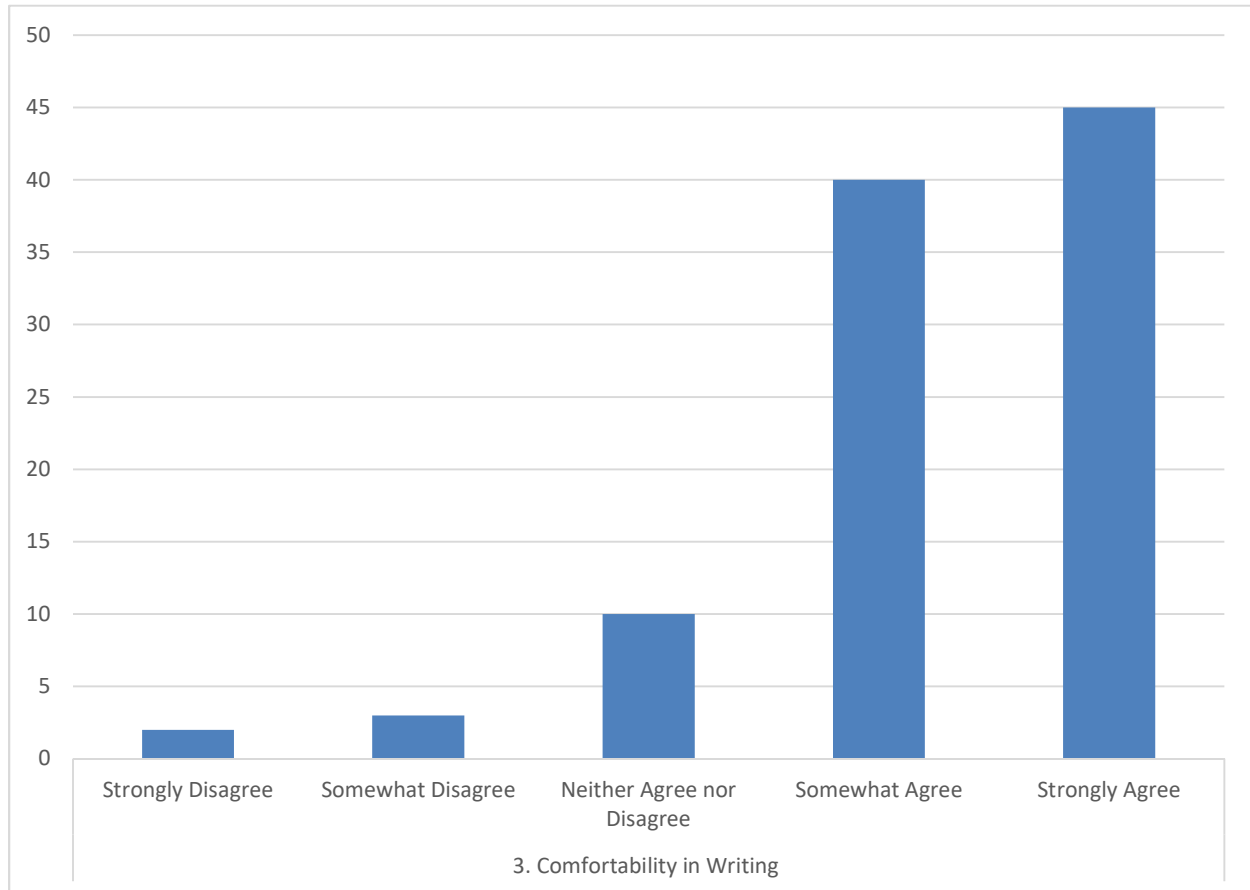
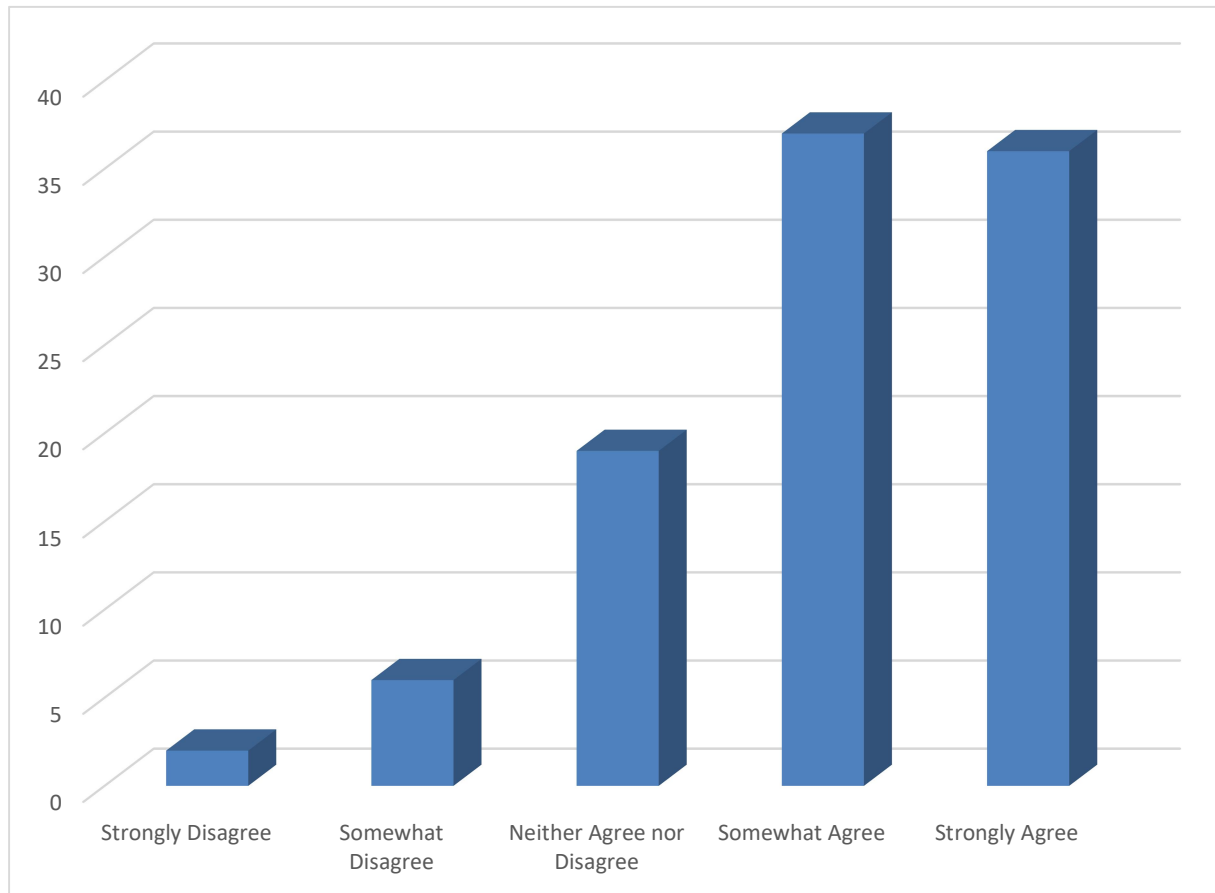


Figure 13 displays the writing ability of the participants in English. From there it can be seen that 45% of the participants strongly agreed about their proficiency in writing in English. However again only 2% of the participants strongly disagreed they are comfortable in writing. We can say that majority number of the participants have skills in writing in English.

### 5.3.4. Confidence in Communicating



Communication requires self-confidence. Figure 14 portrays the confidence level of the respondents. 37% participants somewhat agreed that they have sufficient confidence in communicating in English. On the other hand only 2% respondents strongly denied their confidence in communicating in English.



## 5.4. Employability

### 5.4.1. Communication Ability Helped to Get Jobs

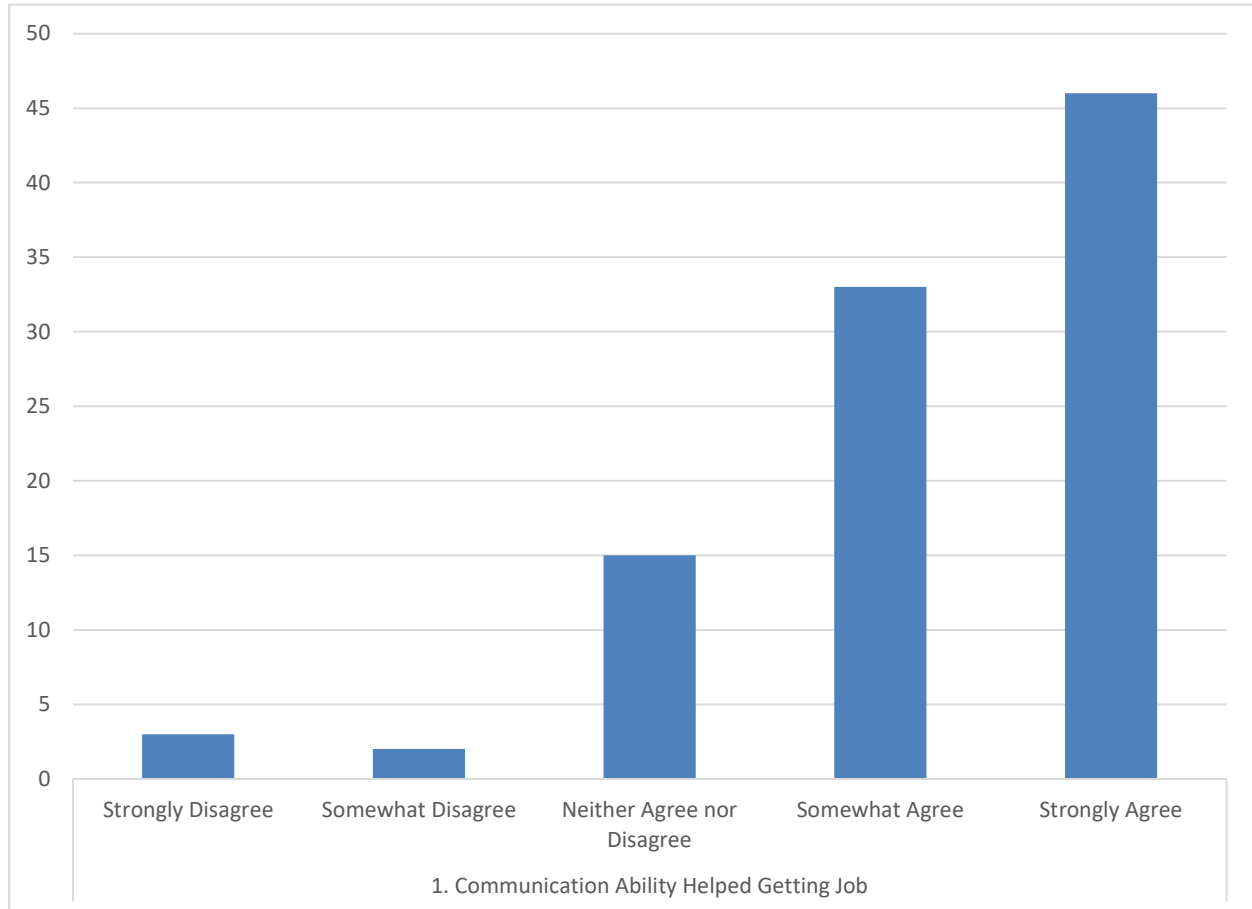
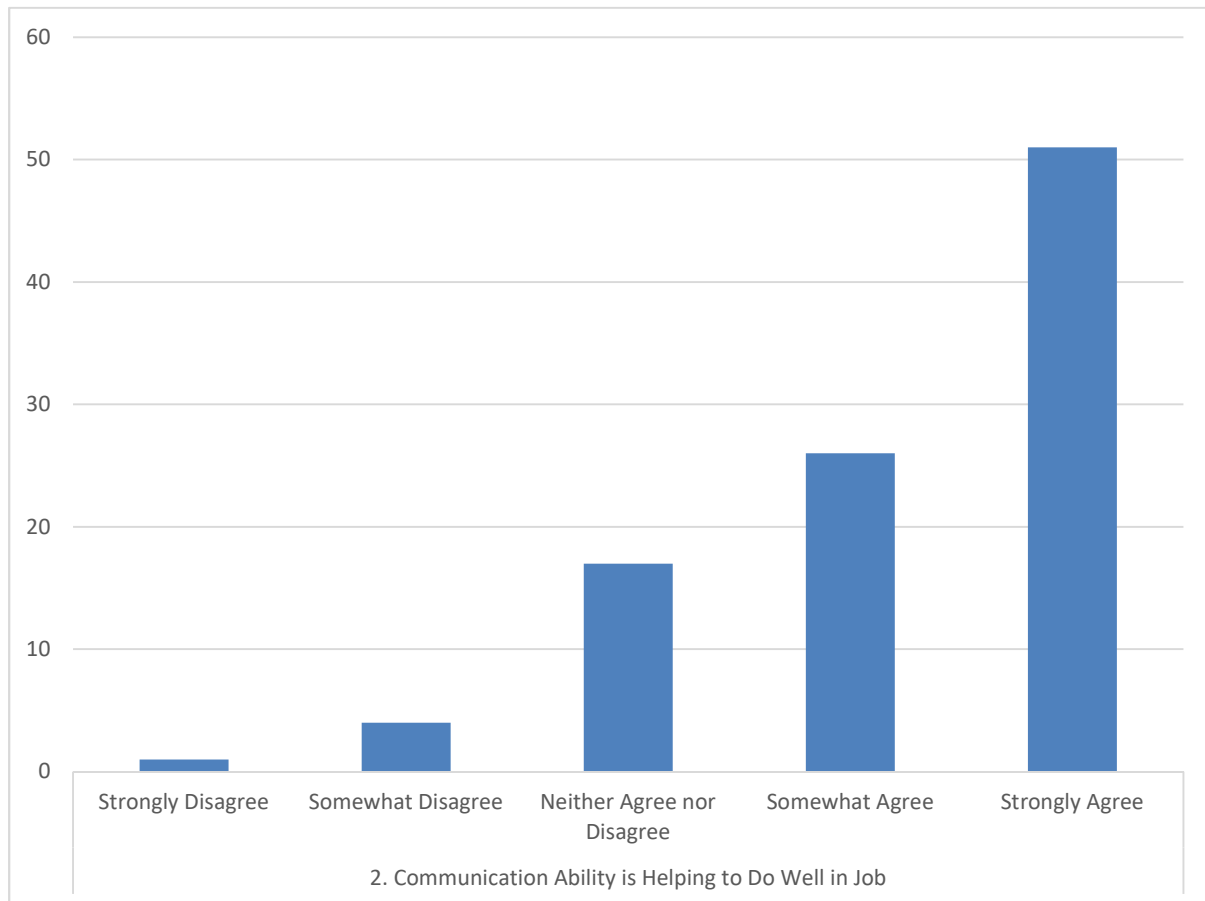


Figure 15 shows facts about getting job through communication ability. Here majority of the respondents, 46% strongly agreed that their communication ability significantly had helped them get jobs. But only 3% respondents do not support the idea that communication skills benefited them to get employment.

### 5.4.2 Communication Ability is Helping to Do Well in Job



In order to find out if communication proficiency is helping to do well in jobs or not, we need to look at figure 16. It displays that 51% of the participants strongly support the idea that their competency in English communication is really helping them to do well in their jobs. On the other hand, only 1% of the participants do not believe that communication ability is helping them to do well in their profession.

### 5.4.3. Communication Ability is Helping to Get Promotion

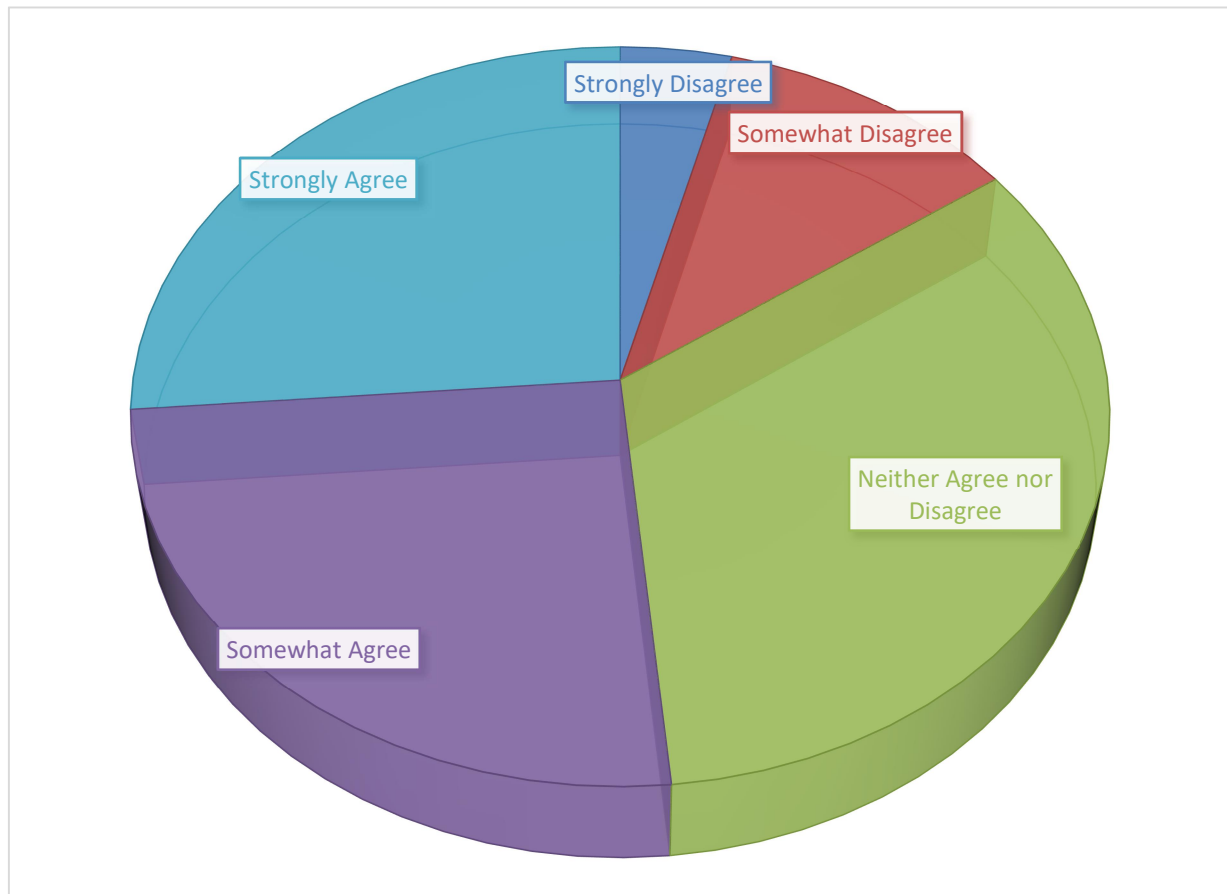


Figure 17 exhibits promotion percentage of the participants resulting from communication skills. At this point 26% respondents strongly agreed that they got promotion because they had necessary communication expertise. On the other hand, 4% respondents strongly denied that they got promotion due to their communication ability.

#### 5.4.4. Communication Ability Will Help to Get a Better Job

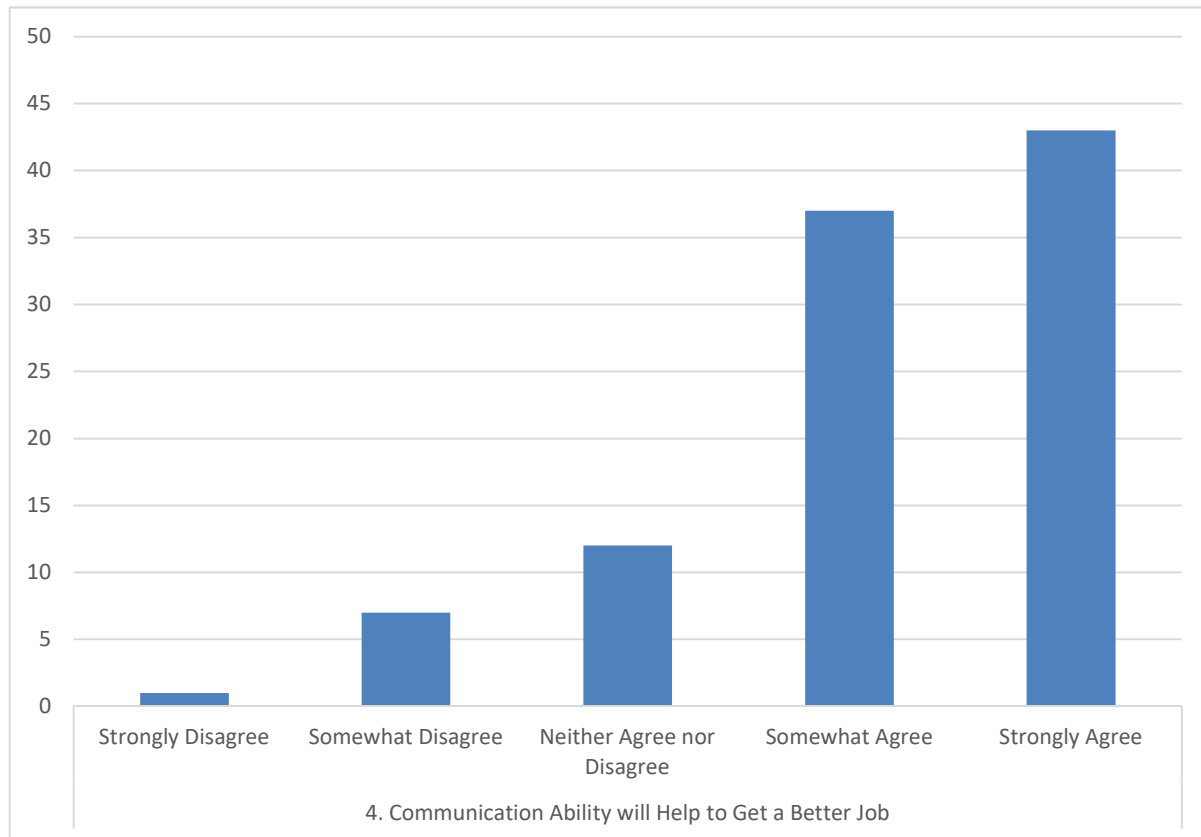


Figure 18 illustrates the opinion of the respondents about getting a better job in future with the help of communication proficiency. 43% respondents strongly believe that their communication competency will help them to find a better job. On the contrary, only 1% of the respondents firmly contradict the idea that communication skills will help them to get a better job.

## **Chapter 6**

### **Discussion**

In my study the overall findings provide a clear idea that English communication skills essentially help to get jobs and it also ensures the possibility of getting better jobs in future. This study also provides picture of our educational systems. Through survey it is found that up to college level a huge percentage of students are from Bangla medium background. They very strongly agreed that during their education in Bangla medium they had only a few lessons in English. They had only one English book and the focus was only given on reading and writing in English. They did not have enough opportunities to practice English properly. As a result their knowledge of English was very weak during that period. It necessarily does not mean that English medium educational institutions are unavailable in Bangladesh. There are several English Medium schools in our country. But according to the number of the students it is very fewer and located only in cities. On the other hand the expenses are high in English medium schools. Students can not get admission either for unavailability of admission space or for high costs regardless of their desire to study in English medium school or college. As a result, most of the students get admission in Bangla medium schools and colleges because it is affordable and available all over the country.

The scenario changes when the students enter the university level because from the 76% students of Bangla medium background, 70 % enroll for undergraduate program. . Here all the courses are taught in English. Bangla is not used anywhere. Now students are compelled to study in English, communicate in English. It becomes a huge problem for most of the students. After coming from Bangla medium background, using English everywhere becomes challenging for many students. They have to participate in class discussion (37%), group discussion (36%), make

oral presentations (60%), prepare homework and assignments (70%), and converse with the faculty members (37%). At first, they feel uncomfortable but according to our study it is found that the continuous pressure of using English gradually makes our students capable of communicating in English. They become more comfortable in speaking (46%), reading (61%), writing (45%) and communicating (37%).

The communication ability helps our students get a good job to a great extent. 46% students believe that they got their job because of the interconnection between communication and employability. If they did not have strong communication skills they would not get any kind of job. Many respondents (51%) think that communication proficiency also helps to do well in jobs. According to them, communication skill is undoubtedly far more needed to perform properly after getting jobs. It helps to accomplish tasks smoothly. Some respondents (26%) even think that communication ability helps to get promotion. Without communication skills getting promotion becomes harder. Moreover study shows that participants (43%) strongly believe that in future if they need to change jobs, their communication skills will certainly help them to get a better job. As described in Andrew Thomas, Casey Piquette and David McMaster's paper *English communication skills for employability: the perspectives of employers in Bahrain*, not only the employers want employees who can engage with a problem, analyse it fully, understand the context, and move from general idea to specific response so as to arrive at an appropriate and meaningful conclusion but they want employees that can articulate these critical and analytical processes to others in English, in written or oral form. The findings of this study are in conformity with the findings of our study. We have found that communication skills and employability are interrelated, without one, another is impossible. More specifically, expertise in communication unquestionably helps to build career in any profession. Though most of the

students of our country do not get proper English lessons up to college level. As a result their knowledge of English becomes very feeble. Most of them overcome this problem when they enroll for undergraduate programs. At first it may seem impossible but they gradually become capable of communicating in English with practice throughout their undergraduate and graduate programs. Hence they get better jobs.

## Chapter 7

### Recommendations

Based on the results of the research, the following recommendations can be applied:

1. **Increasing Awareness of English learning:** Students need to be made aware of the significance of learning English in this contemporary world. They need to be prepared to make connection with the outside world with proper use of English.
2. **Emphasis on Practical English Learning:** More lessons in English language should be introduced in the primary, secondary and college syllabuses. The syllabus should also include proper scope of practicing English inside and outside the classroom. Educational institutions should encourage students to use English on campus. Extracurricular activities need to be encouraged and supported.
3. **Training of the Teachers:** The respected teachers should be given proper trainings on teaching English in effective ways. If the government can provide appropriate trainings to our teachers, their enriched knowledge will make our students more capable of communication skills.
4. **Special Communication Course:** Courses on communication skills must be introduced in every educational institution. There should be arrangements to evaluate the student's communication skills and remedial steps should be taken for students falling behind.
5. **Job-Oriented Courses:** Learning processes should be made meaningful and easier. Every educational institution should include job-oriented courses. It will make the students more efficient in the contemporary job market.



## **Chapter 8**

### **Conclusion**

From the findings of the research, it can be said that employability to a great extent depends on communication abilities. English is used more or less in every type of jobs. Communication ability is becoming more and more significant in this era of globalization. The way English is taught at the primary and secondary level is really deplorable. Many students can not get better jobs because of their incompetency in English though it is taught from the very beginning of study. Communication ability also helps to do well in jobs. Many people believe that it is also connected with getting promotion. Better communication efficiency increases the opportunities of getting better jobs. The recommendations suggested in this study can be considered to upgrade the relationship between employability and communication skills.

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## Appendix:Survey Instrument

### Survey Questionnaire on English Communication Skills and Employability

Dear Respondent,

I am conducting a study on the relation between English communication skills and employability. I would be very grateful if you kindly spare a few minutes of your time to answer this questionnaire. All the respondents of this questionnaire are selected randomly and the replies are anonymous. The data will only be used for the purpose of the research. Your views will be used to help policy makers to make informed decisions.

Thanking you,

ZarinTasnim Rahman

Using the following scale, please circle the number that best describes your idea:

1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree nor Disagree	4=Somewhat Agree	5=Strongly Agree
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<b>A. Educational Background</b>						
1	I have attended English Medium Primary School	1	2	3	4	5
2	I have attended English Medium Secondary School	1	2	3	4	5
3	I have attended English Medium College	1	2	3	4	5
4	I have attended English Medium Undergraduate (Bachelor) program	1	2	3	4	5
5	I have attended English Medium Graduate (Master) program	1	2	3	4	5
6	I used to participate in class discussions in English	1	2	3	4	5
7	I used to participate in group discussions in English	1	2	3	4	5
8	I used to make oral presentations of assignments in English	1	2	3	4	5
9	I used to prepare homework and assignments in English	1	2	3	4	5
10	I used to converse in English with faculty members during office hours	1	2	3	4	5

<b>B. English Communication Ability</b>						
1	I am comfortable in speaking in English	1	2	3	4	5
2	I am comfortable in reading in English	1	2	3	4	5
3	I am comfortable in writing in English	1	2	3	4	5
4	I am confident in communicating in English	1	2	3	4	5

<b>C. Employability</b>						
1	I think my English communication ability helped me to get my job	1	2	3	4	5
2	I think my English communication ability is helping me do well in my job	1	2	3	4	5
3	I think my English communication ability is helping me to get promotion	1	2	3	4	5
4	I think my English communication ability will help me get a better job	1	2	3	4	5

### General

Please provide us with the following details:

1. Gender	Male    Female
2. Age	_____ years
3. Designation	_____
4. Name of the Department	
5. Name of the Institution	
6. Joining Date:	
7. Promotions Received in last 5 years.	

### Open Ended Comments

Please feel free to make any comments about English communication ability and employability:

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## **Biography**

Zarin Tasnim Rahman had obtained her B.A. (Hons.) degree in English from East West University, and her S.S.C. from Rampura Ekramunnesa Girls' High School and H.S.C from Siddeswari Girls' College.