

ORAL COMMUNICATION BARRIERS OF BSSE STUDENTS OF ABASYN UNIVERSITY, PESHAWAR CAMPUS

KhairUI Bashar¹ Alam Zeb²

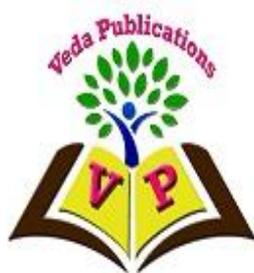
¹ (Lecturer, Department of English, Abasyn University Peshawar, Pakistan.)

² (Lecturer, Department of English, Abasyn University Peshawar, Pakistan.)

Email: khairul.bashar@abasyn.edu.pk, alam.zeb@abasyn.edu.pk

doi: <https://doi.org/10.33329/joell.63.15>

ABSTRACT



Oral Communication Skill in this 21st century is fundamental, inevitably effective and essential segment of techno - savvy young engineering students. It has been turned out that engineering students need to gain rapid expertise in ICT and Oral Communication Skills for their vocations, jobs particularly, the forthcoming professional fields. Oral Communication aptitude gains noteworthy significance in the field of engineering by virtue since just acquiring technical skills are inappropriate for them to execute well in this period of globalization. The focus of the research is to investigate the Oral Communication barriers of the Computer Science Software Engineering students which ultimately have effect on their job performances. The purposive sampling technique has been selected for the survey. The total size is 100 students, pursuing their bachelors in Software Engineering at Abasyn University, Peshawar campus. These students are studying in their 3rd Semester which means they have already studied English subjects for 2 semesters. The survey method has been used for data collection upon which the accumulated data was coded and percentages are resolved for overcoming the barriers in Oral Communication. Various suggestions are provided by the students to overcome all these barriers.

Keywords: *Oral Communication, Barriers, Engineering Students. Skill Power.*



1. INTRODUCTION

Having technical skill, good knowledge, perceptions are not enough if one is not able to express himself/herself orally. In the markets, a fully equipped and market oriented skills are required for the students of engineering. Therefore, Oral Communication is necessary element to enhance employability. It is a valuable art of convincing the others. Oral Communication is a skill through which one can influence the interviewer in job, by communicating and transfer the ideas, information, wits and intelligent clearly.

2. OBJECTIVES OF THE STUDY

- I. To identify the Oral Communication Barriers of the students of Bachelor of Software Engineering at AUP
- II. To find out solutions and express suggestions for AUP syllabus designer to introduce topics which focus on enhancing Oral Communication

3. LITERATURE REVIEW

Communication Skill is considered more important than technical skill by the employers in the present era. (MePherson. 1998) because technical skill may help them to pass the graduate level exams or entry level but Communication Skill will help them in their mid-career of engineering.

There is a disparity between the acquired skill and the required skill of the engineering students in interview (Redcliff and Patil, 2005). Modern engineering graduates lack good Oral Communication Skills.

Beyond the Technical Barriers: *"Oral Communication Barriers of Engineering Students of Pakistan for Workplace Environment"* by Dr.InayatullahKakepoto, Hamdan Said and Hadina Habit (2013). The study revealed that there are various reasons for the barriers in oral communication. Students generally deficient in

motivation, fear, poor English, poor in speaking skill, stress etc. Among these barriers, some of them have been used in this research paper.

It has been proposed that engineering students ought to take interest in other subjects like communication skills or presentation skills for their successful future. (Inayatullah, Hadina andHamdan (2012)

4. RESEARCH METHODOLOGY

4.1 Sample

For this survey, Purposive Sampling technique has been used where the total sample size was 100 students, pursuing their Bachelors or Software engineering (3rd Semester) at AUP.

4.2 Instruments of Data Collection

Structure questionnaire was used for the data collection for this paper.

4.3 Participants' characters

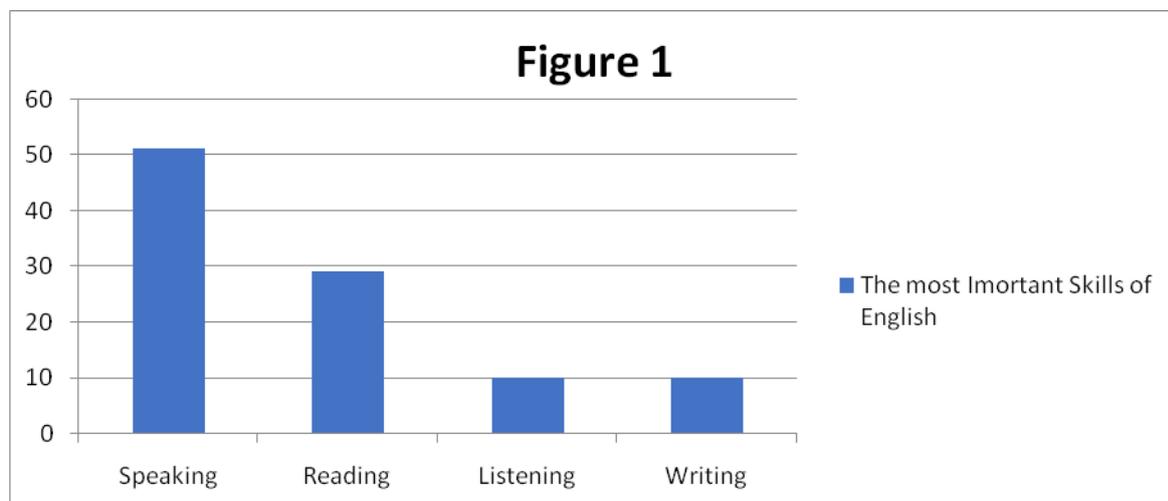
All the participants were the students of the 3rd semester, pursuing Bachelor of Software Engineering who have studied English subject for two semester i-e 1st and 2nd.

5. DATA ANALYSIS AND RESULT

In order to improve English Oral Communication barriers of BSSE students (Semester III) of AUP, the survey method has been carried out in which the first question was:

5.1 Which is the most important skill of English?

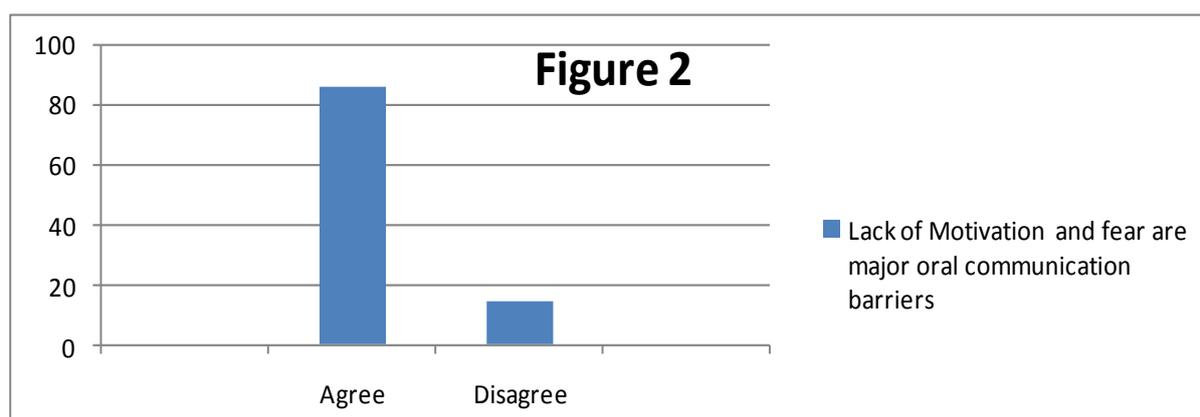
The findings of the research has given a significant insight into the Skill of English, for this measure, 29% students thought of reading skill as an important component, 51% students for Speaking Skill and 10% of students for Writing Skill and Listening Skill are considered as an important component for English learning respectively. According to this survey report, the students deem that Speaking Skill is more important to them.



5.2 Lack of motivation and presence of fear are major barriers of Oral Communication

The students responded to this question gave valuable insight, 86% of students fully confirmed that fear and deficiency in motivation are

the primary barriers, while 14% of the respondents think on the contrary. Therefore, the analysis proves that the highest ratios of good motivation will provide enough strength to overcome their fear and anxiety and decrease maximum level of their deficiency.



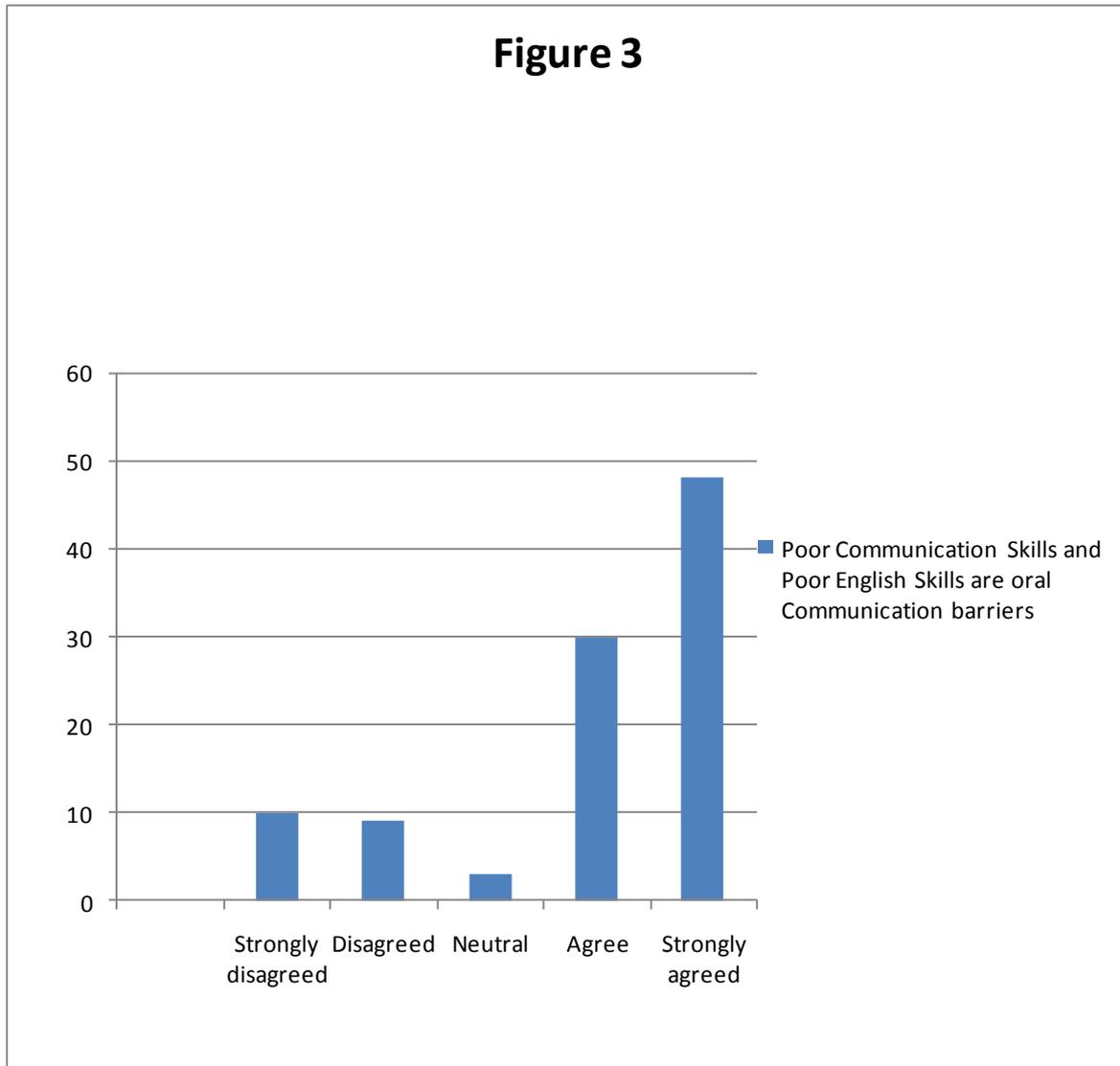


5.3 Poor Oral Communication Skills and Poor English Language Skills are Oral Communication Barriers

The result of the survey indicates that 10% of students strongly disagreed, 9% of students

disagreed, 3% of the students' answers were neutral, and 30% students agreed. The response of maximum students 48% strongly agreed that main cause was both Poor Oral and Language Skills.

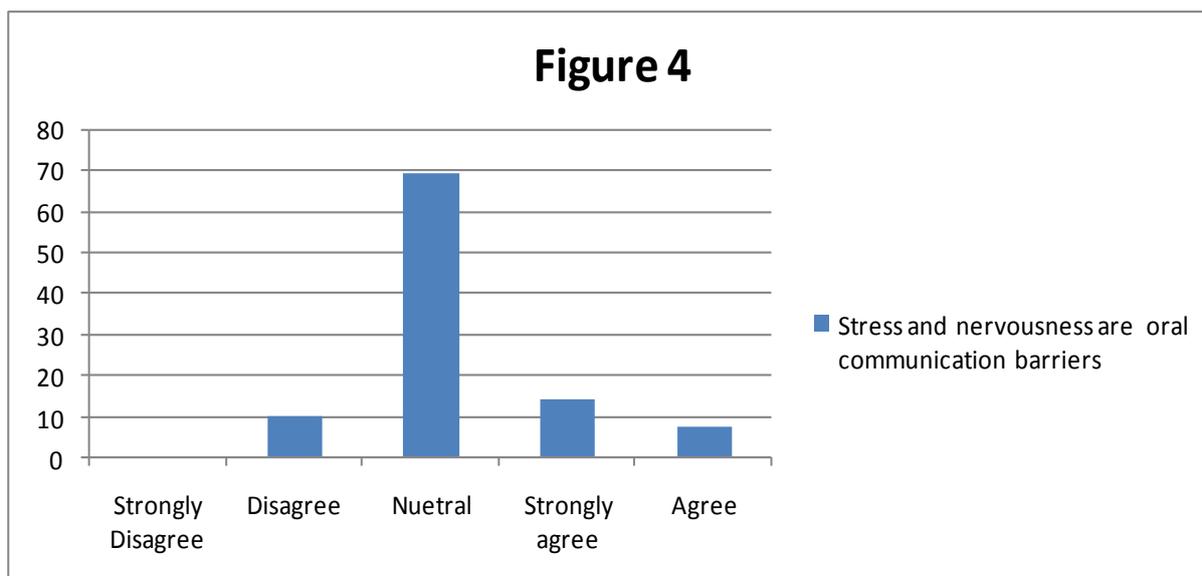
Figure 3



5.4 Nervousness as Oral Communication Barrier

The analysis of the survey gave significant feedbacks which propose consuming stress and strain and being anxious have been a particular barrier.

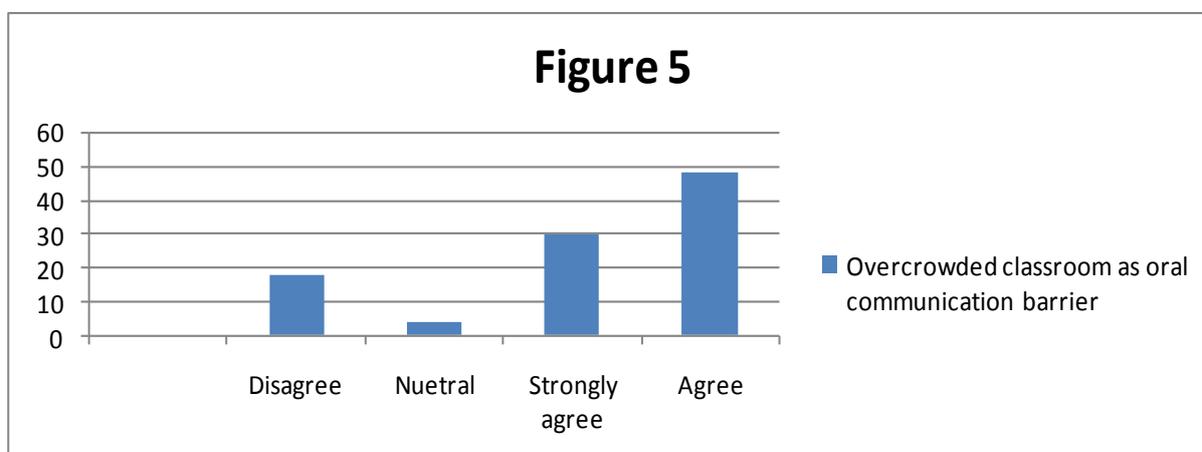
For such reaction, nobody firmly disagree yet 10% respondents dissented, 69% respondents have impartially answered and 14% respondents have strongly agreed while 07% have just agreed.



5.5 Overcrowded classroom as Oral Communication Barriers

It is demonstrated that Overcrowded classrooms also act as a type of barrier in the oral communication. The measurement expresses that no

one is firmly disagreed, however just 18% of students disagreed, 04% respondents kept themselves neutral, 30 % respondents agreed strongly and 48% respondents just agreed. In this way, to enhance oral skill, classroom atmosphere likewise assume a noteworthy role.





5.6 Suggestions given by respondents

The students' responses in the adopted survey provided numerous ways or technique to bring improvement in oral barriers such as Interviews, Video, and debates on specific topics, Word Game, Elocution Competition, Seminars etc. by applying these techniques; Oral Communication can be enhanced effectively.

6. RECOMMENDATION FOR THE SYLLABI DESIGNERS

- I. The paper suggests a responsibility of AUP's English instructors to help the students in overwhelming their barriers of communication during the studies furthermore, giving them market ready plan.
- II. Moreover, AUP board of studies should have designed the syllabus which includes such topics (According to the suggestion provided by the respondents in communication skill) that focus on the Oral Communication of BSSE students.

CONCLUSION

The findings of the research precisely demonstrate that BSSE students of AUP confront different barriers rooted in their oral communication, for example, fear, poor English speaking skill, stress and anxiety. The located barriers ought to be lessened in light of the fact that soon these hindrances may influence their interviews or other professional performances. It is demonstrated that, in Peshawar, a large portion of BSSE students' focus only on marks and hard abilities yet not delicate aptitudes. Therefore they fail to perform exceptionally well in interviews. In order to persist and adapt in the throat – cut competition, oral communication skill is compelling, unavoidable, imperative and vital segment of techno – savvy young students of BSSE. Thus, they drastically require ameliorating their possible barriers to compete rigorously in this globalization.

REFERENCES

- Farr, J.V.(1996).The Impacts of Technology On engineering Education. *Journal of Management in Engineering*.Volume 2 (6).
- Gautam,A (2013). Impact of Communication Skills among Technical Students on Placement

Perspective in Bhopal.*Journal of IJRSMS*.Issue 1.Volume 1.

Takepoto, I Said, H. Ghulam, S.B and Hadina, H (2013).Beyond the Technical Barriers: Oral Communication Barriers of Engineering Students of Pakistan for workplace Environment: Preliminary Result. *Journal of Research on Humanities and social Sciences*.Volume 3(10).

Takepoto, I. Hadina, H. Omar,N.A and Said, H. Ghulam(2012).Factors that influence Oral Presentation of Engineering Students of Pakistan Workplace Environment. *Journal of information and Knowledge Management*. Volume 2, (7) pp 70-79.

Patil, A .S(2005). Global Engineering Criteria for the development of the global engineering profession. *Journal of World Transactions on Engineering and Technology Education*.Volume 4 (1).

Pherson, M.C (1998).Students Perception about Business Communication in their Careers. *Business communication Quarterly*. Volume 2 (21).

Riemer, M.J (2007).Communication Skills for the 21st Century Engineering. *Global Journal of Engineering Education*.Volume 11 (1).

Riemer, M.J (2012).English and Communication Skills for the Global Engineer.*Global Journal of Engineering Education*.Volume 6 (1).

Yamazaki, O.T. Gupta, A and Anthiny, L.(2005).Oral presentation in international contexts.