CHAPTER I - INTRODUCTION

Soft Skills play a crucial role in attaining levels par excellence; they encourage one to outperform in the work environment and their necessity can't be precluded in this age from securing informative content and learning. Exceptional Soft Skills which are actually rare -- in the competitive corporate world, will bail you to emerge in a milieu of routine work seekers with average abilities and skills.

Soft skills are imbibed behaviours which need to be inculcated through training and it requires concentrated and persistent application. These skills will enable students with capability to structure and fabricate, advance and maintain groups. They assume a critical part in the improvement of the learners' general and emotional makeup, consequently improving their professional prospects. The delicate aptitude thus created gives strong foundation to the students and helps them in building and enhancing their abilities in proper language use, business correspondence, presentations, group building, efficient management of time, formal and informal meetings and their interpersonal abilities. It additionally provides them with a professional vision for resume creation and managing the interactions and interview process with experts and head hunters in various organisations.

The relationship between people and organisations are becoming more and more complex. Having a brilliant IQ or having phenomenal number crunching ability and being able to score high marks in any subject does not automatically lead to success in life. Soft Skill is the capacity or capability in a person to be able to manage thought process and feelings of self and of others in any specified scenario enabling one to supplement the academic enlightenment and intelligence with ability for benevolent comprehension of issues involved. This is the capability which is known as soft skills.

Soft Skills have two parts. One part includes advancing state of mind and properties. The other part includes calibration of one's communication abilities to convey state of mind, ideas, plans and thought process well. The ideal coordination of thoughts and state of mind, with fitting correspondence aptitudes in verbal, oral and non-verbal areas are required to achieve successful work. Disposition and aptitudes are absolutely essential for Soft Skills. All these features have an impact on each other and they also supplement the other.
Organisations are always on the lookout for applicants who are eager and have an ability to carry themselves well in all situations. Students who wish to go overseas for higher studies or jobs find it essential to have Soft Skill Training. It provides a fulfilling touch to the temperament. It incorporates conveyance abilities, inter-personal abilities, bunch flow, collaboration, non-verbal communication, decorum’s, pushing abilities, presentation aptitudes, certainty building and so forth. Soft Skills on top of language structure, elocution and vocabulary activities will help the certainty of understudies.

The Hard Skills that we acquire over a period are scholarly aptitudes, experience and the represent a level of smoothness. On the other hand the delicate or Soft Skills are self-upgraded, intelligent, open and very human and these are conveyable abilities. Written works recommends that the soft aptitudes commit to almost over 85% of one’s aptitudes victory whereas hard aptitude leads to only the remaining 15%. Generally head honchos in present modern times need to enlist, hold and advertise persons who are strong, resourceful, moral, self-steered having adequate communication skills.

Rather than simply concentrating on gathering scholarly necessities and gaining their certificates, it would be advantageous for the students to focus on gaining mastery of Soft Skills. These skills help the students to increase their own potential for employment and be in a position to be able to face the obstacles of today’s times. The students will be able to evolve with multiple and diverse abilities which they will be able to use in their career such as self-awareness, communication skills, analytical thinking, strategic-planning skills, team building skills, leadership skills etc.

Soft Skills undoubtedly improves one’s potential and ability. It increases the capability of the students by making them confident and emotionally intelligent. When it comes to getting employed, they have an edge over others who are not proficient in the soft skills. It represents for situational awareness, presence, authenticity, clarity and empathy. Activities like self-reflection, team presentation and Team debates are essential for developing soft skills. When it comes to getting employed, they have an edge over others who are not proficient in the soft skills. These skills equip them with flexibility and to meet the rising expectations from the organisations and to remain globally competent.
The Corporates define Soft Skills as the qualities and competence which employees need to have to do various jobs. They are the personal characteristics which enhance and make a person whole. Nurturing the young students with the soft skills will enable them to handle various situations, adapt to circumstances and condition them to provide them with a head start to climb the corporate ladder. Thus these are essential qualities required for an individual’s evolution in his career.

It has been observed in corporate circles that the candidates who did well in aggregation talks, mock meetings/presentations and who exhibited clear and basic thinking and garnered skills throughout the practice sessions were found to be excellent for recruitment.

It has also been observed that over the last decade the need of Soft Skills, for example presentation, communication and soft skill upgrade programs for B-school scholars has been underscored by B-school sections in the developed nations. In this quickly updating globalized planet B-schools don't have a place with any specific country. The people might as well have the globalized multi abilities incorporating communication skills, discriminating thinking aptitudes, group abilities and interpersonal aptitudes.

In the context of job, hard skills refer to the administrative or technical processes and procedures in any organisation. Examples include sales administration and financial procedures, using tools, typing, proficiency with software applications, operating machinery, typing, mathematical ability, safety standards. These skills can typically be easily observed, quantified and measured. From a training perspective also, these skills are more easily trained as many times particularly for fresher candidates joining an organisation as they do not have any prior knowledge or experience and therefore there is no need for any unlearning. On the other hand, soft skills are much more difficult to be observed, quantified and measured. Some individuals make companions effortlessly, for instance, which might be recognized as a significant Soft Skill in the realm of bargains. Others are greatly timely, or ready to settle on balanced choices under force. An individual may likewise work with collaborators from different societies, or study another dialect rapidly. These might all be frequently acknowledged as inborn abilities. As a matter of fact, soft skills can be referred to as a cluster of personality traits, social graces, qualities and habits. These skills are possessed by everyone in varying degrees, and these are very much required in normal day to day activities in our life as well as from the job perspective also.
Communication denotes the exchange of our ideas and thoughts with the purpose of transmitting or transferring information. Robert Gately states, “Effective Communications starts with listening. A teacher, who is able to communicate well with students, can inspire them to listen and participate in class. Students learn at their own pace and assess their proficiency by listening to audio and video materials develop their listening, speaking, reading and writing skills.” To ensure competent and adequate teaching of English language communication and pronunciation, Language Laboratories are required to be set up.

A language lab is a stage made available to students where they can learn, practice and perfect language skills. This can be achieved through various modes such as interactive lessons and communication teaching mode. Language Research centres provides for an innovative shift from the traditional teacher-centric approach and facilitates an enjoyable and self-reliant experience for the student. The Learners have the freedom to act and provide responses in different ways at their own pace. Thus the language laboratory assists the students to communicate effective using the technology which is made available to them.

As per various reviews, nearly 85% of our wins in life can be said to be mainly due to communication and building relationship abilities. It is generally observed that when we are trying to make a connection with most people, there is a bit of hesitation. Sometimes you get stuck between two: Open Environment and Closed Environment. Open Environment is characterized with the trust to express different opinions and disagreements, all ideas are seriously considered here, Communication flows in all directions etc. On the contrary, a closed communication environment involves fear to express what they really think. There is One-way and top-down communication. Moreover, there is lack of true dialogue in it. So there is a need to ask oneself Five Questions for effective communication:

Common Ground – You have observed some common ground between you two.
Feel Comfortable - You are able to make them feel comfortable with your presence.
Feel Understood – You are able to make them feel understood.
Clear Relationship – There is full clarity in your relationship with them.
Generate positive emotions – They are getting positive emotions as a result of interacting with you.
Interactive active group settings, which consist of practical training and critical reflection, are often used for Communication skill training. The students need to be aware of the learning strategies for these learning processes. The learning processes involve the “ability to reflect, understand and control one’s learning”. The process involves activities like goal setting, planning, monitoring, review, and evaluation of the learning content. The awareness of learning strategies can be assessed with the Metacognitive Awareness Inventory (MAI), which involves the “knowledge of cognition” and “regulation of cognition” scales.

1.1 Scope of the Study:
Communication is a very important aspect of everyday lives. A good and effective manager should have excellent communication skills and good soft skills with a high emotional quotient. This study is being done to understand and highlight the importance of soft skills and communication skills for the management students to become better managers, good leaders and entrepreneurs. This study will help the management institutions to create better talents and design an effective course to improve the skills of their students.

1.2 Utility of the Study:
This study is very important from the Business School Management perspective. It will be highlighting the importance of the communication skills and soft skills required to be inculcated in the students of the B-schools. Communication is the only means by which the thoughts, expressions, can be conveyed from one person to another. To effectively communicate it is important to have good communication skills so that there is perfect and correct interpretation of the message trying to be conveyed. By this study the management and curriculum designers of the B-schools will realise that communication skills and soft skills should have equal weightage as compared to the other management skills being developed during the Management courses in the B-schools.

1.3 Limitations of the study:
The limits of the study are those attributes of configuration or technique that set parameters on the provision or elucidation of the outcomes of the study; that is, the demands on generalizing the ability and utility of discoveries that are the after effect of the units of configuration or strategy that create inner and outer legitimacy. The most evident
confinement might identify with the capacity to reach graphic or inferential inferences for example information in the vicinity of a bigger aggregation.

The results and whole study has to be critically evaluated. The limitations of the present study need to be considered while analysing the study and its contribution. The single design selection in this case may bring forth many limitations as far as the generalization of the results of the study is concerned, however on the other hand, this also represents the whole idea of making a case study. In fact we may eventually learn more about the general phenomena by studying about this particular case more in depth.

The study has been first and foremost limited to the perspective from Navi Mumbai area only. The study has however taken into account other views along the theoretical analysis even though the main viewpoints from which conclusions are drawn is that of Navi Mumbai. This can thus also be seen as a limiting factor in this study.

1.4 Literature Review

Gardner H (2007)

A more “philosophical” evolution of Gardner’s theory is actually in his last work where he details the specific subjective abilities which are required to be polished by future leaders. They include: the “Disciplinary Mind” (mastering of major schools of thought which includemathematics, science, and history along with at least one professional expertise), the “Synthesizing Mind” (capability of assimilating ideas from different streams or spheres into a consistent integrated whole unit and be able to communicate or convey that integration to others), the “Creating Mind” (the capability to identify and clarify new problems, questions and phenomena), the “Respectful Mind” (awareness of and appreciation for differences among human beings and human groups), and the “Ethical Mind” (fulfilment of one’s responsibilities as a worker and as a citizen).

Murnane & Levy (1996)

The so-called “new basic skills” have assumed much higher importance in the recent decades. This is more so as one of the key indicators for identifying top performers has been shown to be emotional intelligence: from teamwork to team-building, leadership, risk-management,
intercultural awareness, problem and conflict-solving, but also ability to adapt to new workplaces and working environments, capability to diversify and to re-qualify in order to handle new tasks and new responsibilities. The hard skills tend to be specific to a type of task or activity whereas soft skills application is much broader. It is often said that hard skills provide a job but then soft skills are necessary to keep it.


The author says that Emotional Intelligence is a capability to do correct thinking about feelings and the capability to utilize feelings and enthusiastic improved learning is considered. Exercising self-control is a key element of emotional intelligence which aids in the ability to “maintain control over emotions and avoid negative actions under stress”

Andreas Blom and Hiroshi Saeki, (2011)

As per MHRD (Government of India statistics, 2011), the number of students getting admitted every year in higher education system of education comprising 600 universities and 30,000 colleges in formal mode and 200 odd open and distance learning (ODL) institutions is around 20 million. Which means in India, the output of graduates in Liberal Arts, Science and Engineering is very high. It is observed however that the employability of graduates and including and especially Engineering Graduates in the country is at a very poor level of 20-30% only. The remaining lot are the unemployed graduates as they lack the requisite employable skills. The recruiter from the employer is looking for the prospective employees having the requisite skills and capability of meeting the job requirements of the emerging global economy.


Adult learning principles, and advances in technology collectively point to blended learning as an increasingly finest method for workplace learning. There have been numerous studies suggesting that blended learning do better than instructor-led programs


For the organization and educational institutions, BL( blended learning) can also extend the reach of the program, optimize development costs and time and accelerate the dissemination
of knowledge to vital channels (Singh and Reed, 2001) and reach the mass population. It has the potential to help any country or institution to democratize education to all citizens. Its flexible nature is its strongest alternative to promote lifelong learning anywhere, and anytime. Blended learning can deliver workplace learning to organization and learner in a highly flexible and customized manner

Weinberger (2011).

The Author figured out that the development of livelihood is amassed primarily in occupations needing synthesis of both cognitive and delicate capabilities, though a job in employments needing either delicate capabilities or cognitive was somewhat stable from year 1977 to year 2010.

Blanchard and Hersey (1998)

The authors present two fundamental concepts. These are about that of leadership style, as well as the development level of the person being led. The fundamentals of which the situational leadership theory is based on is there is no single "best" style of leadership whereas successful leadership is task-relevant and leadership style must be adapt to the maturity ("the capacity to set high but attainable goals, willingness and ability to take responsibility for the task, and relevant education and/or experience of an individual or a group for the task") of the individual or group they are leading. That adequate administration differs, not just with the individual or aggregate that is being affected, yet it will likewise rely on upon the assignment, work or capacity that ought to be finished. The Hersey-Blanchard Situational Leadership Model rests on two basic notions; authority style and the single or gathering's development level.


Educator guides help the whole school to higher guidelines of accomplishment and distinction and is the authority regarding school change. Educator pioneers don't hold up to be delegated to a formal part before they offer their adroit and impact to others with a specific end goal to effect the instructive encounter of all scholars.

Childs-Bowen, Moller, and Scrivner’s (2000)
The author’s conception of teacher leadership stated “We believe teachers are leaders when they function in professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement”

*Anderson (2004)*

The author talked about the imperativeness of "initiative correspondence" that happens when there is a common and intuitive impact of educator initiative on principals and also a complementary impact of key administration on educators.

*Eisakhani, (2008).*

The author opines an efficacious conglomeration is one which could adjust itself to ecological updates throughout and endure, make a deliberate administration structure, and advance nexus abilities.

*Porkiani, et al. (2010).*

In the up to date, international nature's domain, the requirement for significant updates is dependably felt by companies. Notwithstanding, human assets branches ought to solve particular issues, as well as guarantee the accomplishment of the conglomerations in confronting potential tests of the what's to come. One of these tests is about the interest for qualified and skilled staff.
Hartmann, et al. (2010).

The term "talent management" evolved around ten years back, when the administration counselling firm Mckinsey reported that executives face a "war for talents" and find it “tricky to select capable workers because of tight work markets”. Since then, the theme of ability administration has expanded in vitality and has picked up consideration in both the expositive expression and ready to go drills. The same has been proclaimed to be "more basic than any other time to organizational vital success" and a "fast picking up top necessity for conglomerations crosswise over countries".


Talent Management is the procedure of drawing in, exchanging, improving the techniques that are identified with those exercises in a conglomeration, and it is a methodology and chance to help administration accommodate people in the companies as people with ability.


One of the primary driver for any successful organisation is talent. “It’s become increasingly obvious to most business owners and executive teams that, rather than being constrained by capital, companies are typically most constrained by talent.” “Corporations have learned that, depending on what your business strategy is and what challenges you may face, at any given time you need the right talent to execute that strategy or deal with that challenge,”

Schneider, (2002).

Leaders must energize representative abilities and build inventiveness, as the focused practicality of an association relies upon social capital administration; where initiative has a major part.
Schultz & Galbraith, (1993)

It can be expressed that initiative abilities could be achieved by experience and preparation and is not only by age. In group authority, preparing and age was not a major factor to get a guide part.


Generally powerful pioneers display an introduction around what's to come, in their expressions, choices, behaviours and discoveries. They demonstrate contrasts between guides and non-guides in assurance, acknowledged as a proactive state of mind and self-assurance (inner locus of control), level quality artiness and self-adequacy.


Leaders have a hopeful vision of what's to come. The idea of confidence bases on attribution hypothesis, which defines hopeful people as those who have stable worldwide and inside attributions about constructive occasions. They also have shaky, outer attributions about unfriendly occasions.


Leader is an individual who has the capacities to impact others and the administration is the thing that guides do to impact assembly to realize some designated objective. Leadership is one of the management functions which require that every manager should be a leader. As far as leadership is concerned, contemporary theories of leadership provide different approaches to leadership i.e. (i) transactional; (ii) transformational; (iii) charismatic; and (iv) team leadership

Palmer et al., (2001)

The author observed that emotional intelligence has a positive impact on leadership and says that emotionally intelligent leaders have high level of organizational commitment. They use emotions to improve their decision making.

Author observed that the relationship between leadership behaviour and decision making originates from contingency theories of leadership. As the leader participation model relates leadership behaviour and participation on decision making.

Driver and Brousseau (1990)

The authors argue that individuals have diverse choice settling on styles and these choice making styles contrast as for number of options utilized, measure of qualified data and the degree in which they arrange diverse assets of information.

George, (2000)

It has been observed that emotionally intelligent people are having more commitment towards organization’s success. They tend to use positive emotions to enhance their decision making and are able to use their interpersonal relationships to achieve an in-built sense of trust and co-operation among employees.

Salovey and Mayer (1990)

The authors characterize zealous insights that it includes the capacity to observe correctly, evaluate, and express feeling; the capacity to gain entrance to and or produce sentiments when they expedite considered; the capability to grasp feeling and gushing information; and the capability to manage feelings to push enthusiastic and scholarly development.

Gardner and Stough, (2001)

“Emotional intelligence enhances leaders’ ability to solve problems and to address issues and opportunities facing them and their organization. Leaders within this conceptualization are able to improve decision making via their knowledge and management of emotions, and those who are able to accurately recognize emotions are able to determine whether the emotion is linked to opportunities or problems and thus use those emotions in the process of decision making”
Brown et al., (2008)

The author argues that the four skills will determine the success of the new leadership:

- the new leader to understand and implement the power of appreciation.
- new leadership always reminds employees what is important.
- the new leader generates and maintains trust.
- the new leader and those led by him are close.

Gardner, (1993)

The author believes that understanding the context in which the leader is his most important attribute or "core leadership. Effective leaders not only motivate those who are, but they build confidence and inspire them to become leaders themselves.


In other words, Knowledge of language is secondary, contrasted with the useful capacity of comprehension and talking. Hence, while an organized syllabus can furnish some dialect learning, it is just through the venture to impart, that finish informative ability is gained. The full process, starting from inactive listening to complete understanding and from active thinking to talking, should be practiced. This could be accomplished just through legitimate human co-operations.

Ellis (1997)

The author contends, for example that essential elements of learning success are both integrative and instrumental motivations. Also when learning a second language, integrative motivation has been found to withstand long-term success.

Smith (1994)

The author suggests that the important facts in mastering a second language are attitude towards language, inhibition and anxiety. These are factors of interpersonal intelligence which help the persons learning to evaluate their strengths and weakness in the learning process.
Willis (1996)

The author states that, making a level of anxiety and utilizing the dialect for legitimate reasons for existing are approaches to get weighty correspondence and through communication, learners have the opportunity to procure talk abilities. Willis likewise highlights the crucial conditions for viable dialect studying for example introduction, utilize, and cause. With this perspective of dialect, undertaking based studying offers numerous favourable circumstances in the planning of informative exercises and the advancement and change of oral abilities.

Nunan (1991)

The task-based learning considers the overall learning process as a collection of communicative tasks directly linked to the curricular goals aimed for. Task-based learning facilitates the students develop a set of strategies for various communication tasks such as opening and closing conversation, introducing a topic, etc. Also, it provides the learners an opportunity to interact in different situations, groups and audiences.

Delucchi (2006)

The author concur that paying little heed to scholars' diverse dialect proficiencies and emotional make ups; they appear to work better in groups since they can exchange more assessments and plans. This is since they will feel less jittery when they work in aggregation than when they work alone.

Krashen (1988)

The author proposes that learning English in a less apprehensive setting can result in effective learning.

McCroskey (1992)

The author defines communication apprehension (CA) as “an individual level of fear or anxiety associated with either real or anticipated communication with another person or persons.” The causes of the apprehension may stem from situational settings (for example, public speaking) and the individual’s personality traits (shyness, quietness and reticence).

Lourdunathan & Menon ((2005)
The authors in their examination on advancing talking abilities through collaboration technique, discover that agreeable studying and companion backing might be utilized to persuade constrained dialect capability to commit increasingly to the general assembly communication.

**Baguley (1994)**

The author explains communication as “the process that occurs when ideas, information and feelings are conveyed between individuals or groups of individuals for deliberate purposes”. It’s comprehended that it is “not only about transformation of information but also that of feelings, thoughts, needs and observations”.

**Genc(2009).**

The process of communication facilitates realization and accomplishment of public relation goals. This process is very vital as it is done to communicate i.e. inform, convince, motivate and provide mutual understanding. Public relation experts therefore needs to know the importance of communication and about the effective use of communication tools.

**Clampitt & Downs, (1993)**

Author has presented very strong relationship between communication and job satisfaction. It has been observed that supervisor-subordinate communication especially have a great degree of effect on employee satisfaction. Similar conclusions regarding the association between communication and job satisfaction were also arrived at by Pincus’ research in 1986.

**Bazzett (1999)**

In this article, the author has emphasised on the importance of 5w and 1h questions related communication;

1w - why communication is required? i.e what is the purpose and the importance level of this communication.

2w - what is planned to be communicated? i.e to what extent details are to be given.

3w - who is the intended audience?

4w - where is the communication intended to take place? What are the facilities available in this place?
5w- when is the communication taking place? How long will the communication possibly go?

1h - How is the communication taking place – e.g. phone or through letter or is it a face to face meeting. It is essential to know the answer to this question to determine the materials that will be required for this communication to take place effectively.


The authors in their exploration on improving speaking aptitudes through face to face discover that helpful studying and associate backing might be utilized to inspire constrained dialect capability learners to commit progressively to the general gathering connection.

Kasper (1997)

Research has indicated that preparation of learners in utilizing diverse discourse acts and dialect capacities, for example presenting oneself, apologizing, soliciting, praising, supplementing, differing, and intruding on, has brought about short and enduring additions as far as learners’ informative capability and exhibition.

Kasper and Schmidt (1996)

The authors infer that learners need unequivocal guideline in down to business ability to accomplish informative capacity and alerts against overly keeping tabs on language structure guideline at the cost of capability in pragmatics.

Kondo (2001).

The study along these lines highlights the need of joining conveyance abilities in the school and college educational program. This is required all the more as English is not spoken as a local dialect in Oman. Therefore, instructors face the need to manage correspondence abilities explicitly in the class. Research has discovered express direction adequate in instructing logical abilities, which are an imperative part of open capacity.

Al-Ani and David, (2009)

Author has defined Leadership as a process through which the team members are influenced by their leader to achieve defined shared goals.

Industry uses many synonyms for non technical skills, such as "soft skills," "people skills," "emotional skills," and so on. Essentially soft skills refers to the collection of personality traits and attitudes that influences and drives a person’s behavior.

H. Topi et al. (2010)

"Strong analytical and critical thinking skills to thrive in a competitive global environment," or they have to "exhibit strong ethical principles and have good interpersonal communication and team skills."


In an early study of the gap between the skills taught by academia and the skills required by businesses, it was revealed that while the academic emphasis is placed mainly on the technical aspects, the profession’s requirements are more toward the business and human orientation.

Faheem (2010)

“Reviewed 250 job descriptions for software developers and concluded that nine soft skills are required: (1) communication; (2) interpersonal; (3) analytical and problem-solving; (4) organizational; (5) fast learning; (6) team playing; (7) ability to work independently; (8) innovative and creative; and (9) open and adaptive to changes.”
**Pikulski et al (2004)**

The writers in their article entitled "Teaching and Developing Vocabulary: Key to Long-Term Reading Success" said that, the early years of a kid's existence have a significant impact on that kid's dialect and vocabulary improvement, which in turn incredibly impacts school triumph. Kids who live in hardship in their early years have a great deal less verbal cooperation with their folks and thus start school with far less vocabulary advancement than their more favored associates. While the dialect crevice doesn't enlarge once kids from easier socio economic foundations enter the invigorating environment of school, that crevice does not contract. Research recommends that it may not contract since the vocabulary guideline offered is not sufficiently compelling or viable.

**Moradkhan & Sohrabiyan, (2009).**

Indeed, those linguistic directions need open objectives, however all the tenets are taught in learners' local dialect. Besides, course books fail to offer any varying media offices to hearten informative exercises outside the class. Additionally, course books don't advertise language structure awareness raising assignments.


The author describes perceiving as an instructing procedure in which an instructor attracts the learner's focus and attention regarding the lexical characteristics of the information to which they are exposed. Author contents that this will raise the awareness of the person involved in the learning process and make the information valuable.

**Lowe (2003)**

The author says that with respect to the pertinence of perceiving, focuses out that universal models of instructing e.g. established language structure, transformational linguistic use, practical linguistic use and even the procedure sentence structures were not intended for dialect studies.
**Williams (2003)**

The writer has likewise contended that the most convenient part of the educator is in cognizance rising, in supporting recognizing from the learners. In different statements, the educator comes to be even more a studying supervisor, giving learners procedures to use outside the classroom while in the meantime giving presentation to however much proper, quality dialect as could be expected under the circumstances.

**Savingnon (1983)**

The author espouses that communication occurs in all walk of life and is not limited to classroom but also in an all kinds of different situations. The success of the participant in a specific role depends on his previous experience of similar nature and his own contextual understanding.

**Bruck & Genesee, (1995)**

A growing body of research demonstrates that first and second language phonological awareness skills (e.g., sound-symbol correspondence; rapid automatized naming or quickly reading a series of digits/letters; memory) correlate with each other, transfer across languages and predict word recognition and spelling skills. Bruck and Genesee suggested that learners studying a second language are better aware of the rules of the language, independent of meaning, because they have been forced to become focused on these rules when studying the second language.

**Vogt (1984)**

The author describes effective teaching to be being able to teach different students of varying abilities while ensuring that instructional objectives are incorporated and the effective learning mode of students are assessed through the process.
**Kiany (1997)**

The author is of the opinion that more proficient users of English were more extrovert people. Based on this study we can conclude that to achieve desirable impact on their teaching performance, it is important to work on the personality traits of the teachers.

**Schmit (2000)**

The author describes that many of the teachers are of the opinion that intensive reading is one only way to become good and fluent readers and this has become one of the most important reasons for supporting extensive reading.

**Richards, Platt and Platt (1999)**

Author is of the opinion that extensive reading is “intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading and make positive attitudes towards extensive reading.”

**Tallon (2009)**

The Author demonstrates that numerous components verify the conclusion of the studying methodology, incorporating distinctive contrasts, for example cognitive capabilities, emotional disposition qualities, studying styles, meta-cognitive contrasts, social connections, and emotional angles.

**Crookall and Oxford (1991)**

He Authors have opined that serious language anxiety can affect adversely students’ self-confidence, self-esteem and even ultimately affect their proficiency in language acquirement. There are three types of anxiety observed normally. They are state, trait and situation-specific anxiety.