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**From Classroom to Career: The Significance of Communication Skills for Intermediate Students**

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**Abstract:**

In the rapid change of academic and professional scenario, communication skills have become as essential tool for success. For intermediate students in India, proficiency in LSRW is not only essential for academic progression but also crucial for employability. This present research article explores the significance of communication skills among +2 students, highlighting their role in classroom interaction, higher education, job readiness, and personal development. Through a combination of literature review, case observations, and data from semi-urban educational institutions, the paper underlines the need for integrating communicative competence as a core educational goal.

**Keywords:** Classroom, Career, Communication Skills, Intermediate Students, educational goal

**1. Introduction**

In the world of globalization, effective communication skills have become a vital skill that emphasize academic success, career readiness, and personal development. For intermediate students—positioned at the critical juncture between high school education and +2 studies—the ability to communicate clearly, effectively and confidently is not merely an academic requirement, but a life skill that can determine their future. Communication encompasses the integrated development of LSRW skills, which are essential for achieving academic objectives and adapting to diverse socio-cultural and professional contexts.

Despite its significance, communication is often underdeveloped in many educational settings in our country, especially within semi-urban and rural regions. In districts like

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Anantapur, Andhra Pradesh, intermediate students frequently face challenges in acquiring communicative competence due to a combination of curriculum limitations, teacher-centred pedagogies, outdated assessment methods, and lack of access to digital learning tools. English textbooks are designed to develop language skills, their effectiveness in improving students' real-life communicative abilities remains questionable. Studies show that students often emerge from intermediate education with strong reading and writing abilities, but with low confidence in oral activity, thereby affecting their performance in , presentations and interviews

Later, the moving from classroom to career needs more than subject knowledge—it requires clarity of thought, the ability to articulate ideas, and interpersonal communication skills. Employers consistently look for communication skills among the top competencies expected from graduates. Yet, more reports—including the National Employability Reports—indicate that a large proportion of Indian graduates remain unemployable due to lack of communication, particularly in English. This is a fact for students from vernacular-medium backgrounds, who find it difficult to bridge the gap between academic English and workplace communication.

The present research paper, entitled '*From Classroom to Career: The Significance of Communication Skills for Intermediate Students*', elaborates the current status of communicative skills at Intermediate level. This study focuses on analysing the challenges of students, assess the role of textbooks and classroom practices, and propose strategic interventions to improve communicative abilities. Drawing on empirical data, teachers' insights, and a review of related literature, this study works on how communication skills are taught, practiced, and assessed during the stage of Intermediate education.

Finally, strengthening communication at Intermediate level not only empowers students academically but also equips them with the confidence and competence to get succeed in higher education, competitive examinations, professional environments, and everyday situations. In this light, the study is both timely and significant, particularly within the Indian educational scenario where skill-based learning is increasingly being recognized as the cornerstone of national development.

## **2. Review of Related Literature**

The development of communication skills, especially at the intermediate level of education, has received considerable attention in language education research. This literature review explores theoretical perspectives on communicative competence, the integration of LSRW skills in education, the role of English textbooks in skill development, and recent studies conducted in Indian scenarios, particularly in semi-urban and rural areas. The main

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objective is to establish a scholarly foundation for understanding why communication skills matter and how effectively they are developed at intermediate level.

### **2.1 Theoretical Framework: Communicative Competence**

The concept of *communicative competence*, introduced by Dell Hymes (1972), changed the focus of language learning from mere grammatical accuracy to the ability to use language appropriately in different contexts. Canale and Swain (1980) have expanded this framework to include grammatical, sociolinguistic, discourse, and strategic competencies. This theoretical model laid the foundation for

**2.2 Communicative Language Teaching (CLT):** It emphasizes authentic communication, learner interaction, and real-world language use (Richards & Rodgers, 2001). In the Indian classroom context, however, CLT has been challenging to implement due to constraints such as large class sizes, exam-oriented curriculum, and limited teacher training (Kumaravadivelu, 2006).

### **2.3 Importance of LSRW Skills in the Curriculum**

The language skills—Listening, Speaking, Reading, and Writing (LSRW)—are considered essential for holistic language development. Brown (2007) asserts that an integrated LSRW approach is necessary to produce confident and competent language users. However, studies show that many Indian classrooms prioritize reading and writing at the expense of listening and speaking (Das, 2018), particularly in semi-urban and rural scenarios where infrastructure and exposure to spoken English are limited.

### **3. Communication Skills in the Indian Intermediate Curriculum:**

Though syllabus reforms in boards like Central Board of Secondary Education and Board of Intermediate Education Andhra Pradesh, the classroom reality often falls short. Textbooks largely focus reading and writing, with limited support on listening and speaking. Teacher-centric instruction, exam-oriented goals, and lack of digital tools further hinder communicative learning. Moreover, regional disparities and linguistic diversity pose additional challenges.

### **4. Importance of Communication Skills:**

**4.1 Academic Success:** Students with good communication skills can perform better in classroom discussions, peer collaborations, and presentations.

**4.2 Career Readiness:** Employers consistently looking for communication skills among the entry-level candidates. Proficiency in English, in particularly, affects interview performance and workplace integration.

**4.3 Digital and Global Engagement:** Effective communication skills are essential for using digital platforms, participating in global discussions, and utilizing online resources.

**4.4 Personal Empowerment:** Students with strong communication skills can show self-confidence, good interpersonal relations, and leadership qualities.

S.No.	Name of the College	Place
1.	Narayana Junior College	Anantapur
2.	Sri Gayathri Junior College	Anantapur
3.	Govt Junior College	Anantapur
4.	Govt Junior College	Peddapappur
5.	MS Junior College	Gooty

### 5.Challenges in Communication Skill Development:

- Large size of classrooms.
- Lack of trained teachers in language.
- Exam-oriented instructions.
- Improper listening/speaking tests.
- Phobia of language usage among students.
- Insufficient facilities in rural colleges.

**6. Teachers' Role:** Teachers have to bridge the gap between textbook and practice. Research studies by Richards (2011) and others revealed that teachers often use materials with real-life tasks, role-plays, debates and discussions. However, they require institutional support, training, and autonomy to make effectively and successfully.

**7. Methodology-Case Study:** To work on the significance of communication skills in a semi-urban institution, a case study has been conducted in the Anantapur district of Andhra Pradesh. This region is representative of many students face a blend of linguistic, technological, and inadequate facilities. The following colleges have been chosen for the study:

#### **List of Junior College Chosen for the Study**

**7.1 Institutional Context:** Five junior colleges in Anantapur including both government and private have been chosen. The medium of instruction, access to resources, and teacher training levels are different in these colleges.

**7.2 Method:** Data for the case study have been collected using a mixed-methods approach, incorporating the following tools:

- **Structured Questionnaires:** It is prepared for the students of intermediate and English lecturers to assess perceptions of communication skill development, use of English textbooks, and classroom practices.

- **Semi-Structured Interviews:** It is designed for Lecturer in English to know the strategies, challenges, and opinions on the English textbooks.
- **Classroom Observations:** It focuses communicative activities like role-plays, group discussions, debates, and oral presentations, and the use of digital tools.
- **Document Analysis:** It is designed to understand lesson plans, textbooks, and record books on communication skills.

### 7.3 Results:

- **Challenges of Students:** 73% of students expressed that speaking is the most challenging one due to lack of practice. Listening was also less prioritized due to lack of audio-visual aids.
- **Teacher Adaptations:** 62% of teachers expressed textbook content is used for oral interaction. Classroom activities such as role-plays, storytelling, and presentations were used to supplement formal instruction.
- **Infrastructure and Resources:** Only 40% of institutions have access to functioning audio-visual equipment. Teachers depended on mobile phones and laptops for multimedia support.
- **Digital Preferences:** Over 80% of both students and teachers opined that more digital content, such as videos, podcasts, and interactive apps are required to improve communicative skills.

**7.4 Discussion:** The case study represents a gap between curriculum content and classroom reality. Though teachers show willingness to innovate, systemic issues—such as the lack of formal training in communicative pedagogy, outdated textbooks, and insufficient digital infrastructure have not permitted them to deliver effective communication instruction. Students, though motivated, lack the exposure and practice necessary to gain confidence in spoken English. The findings will suggest us a strong need for aligning policy objectives with practical, classroom-level strategies.

**7.5 Implications:** The findings highlight the proactive role of teachers in enhancing communicative skills though there are limitations. However, the lack of structured listening and speaking components in the curriculum remains a barrier. The data also emphasizes the importance for establishment of infrastructure and digital resource integration.

### 8. Recommendations:

- Integrate listening and speaking tasks in the prescribed textbooks.
- Revamping the assessments for enhancing communication skills.
- Organize the teacher training sessions in CLT (Communicative Language Teaching) with the help of professional bodies such as NCERT, SCERT & DRCs.
- Provide multimedia and digital learning materials adequately in the institutions.

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- Motivate the students to participate in debates, group discussions and presentations.
9. **Conclusion:** Communication skills are not only skills they are also essential for academic, personal and professional, growth. For intermediate students, enhancing these skills is critical to bridge the gap between classroom and career. A collaborative effort among curriculum designers, educators, and policymakers is required in empowering students to communicate confidently and effectively in a multilingual, global society.

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