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TEACHING EMOTIONAL LANGUAGE AS A MEANS OF ENHANCING THE STUDENTS' EMPLOYABILITY

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Abstract

In the 21st century, one must have understood the significance of having English serve as one's emotional language. This paper attempts to discuss in detail about why and how teaching emotional language is vital for inculcating and developing strong business communication skills and corporate etiquette, hence improving one's prospects of employment, and how teaching learners' emotional language can help them with the same, as one can comprehend the importance of why English is a vital aspect of corporate communication. This paper will also show why and how teaching emotional language may be difficult.

Keywords: Emotional Language, Business Communication Skills, Corporate Etiquette, Employability

Introduction

There is no one term that can adequately capture all aspects of the process that is communication. One way to think of communication is as the process of exchanging information such as data, ideas, views, theories, or facts between different people, groups, or organizations. The exchange takes place by means of a system of representation, such as a language, a set of symbols or signs, body gestures, and so on, that is mutually agreed upon by both of the communicating entities. For example, a language might be a language, a collection of symbols or signs, or body gestures. Every single person's day-to-day life has several opportunities for communication to take place. There are many different activities where

communication can take place, such as waking up and greeting one's friends and family, talking to them, reading the newspaper, watching a video, sending and reading emails or texts or letters, making a phone call, attending meetings and discussions with people at work, and so on.

Communication is neither limited to a single language, nor is it limited to verbal exchanges only; rather, it is open to all forms of expression. Consequently, developing excellent communication skills is a task of a greater magnitude, and it is almost never completely accomplished because there is room for improvement at every level. Consequently, it is almost never completely accomplished. As a result, for the time being, the exclusive emphasis of this investigation will be placed on the

development of effective corporate communication skills.

When one specifically considers communication as a component of any business or corporate setting, the language that comes to mind as the most natural option to use is English since it is the language of science and technology as well as the language that is spoken the most often all over the world. It is not enough to simply study English in order to be able to communicate in English successfully as part of one's employment; one must also be fluent in the language. To be able to successfully express one's thoughts to others, one has to be able to conceive and develop such ideas in English. To be able to create an impression on the listeners or to convince them of anything, one has to be comfortable using the language in a variety of settings, including interviews, meetings, presentations, and conferences.

Some of the benefits of thinking in English

Even if it is accurate in terms of grammar and technique, translation frequently has the effect of watering down the meaning of the original words or ideas. The finest example of this can be seen in the entertainment business, where dubbed versions of movies are not as successful as the original versions in terms of the language and music that they contain, at least to some extent. A line of conversation that had the potential to become the film's finest line of dialogue may not have been recognized or may have turned out to be unimpressive occasionally as a result of a translation that was not done correctly or simply because the languages are different. It is common for jokes to lose some of their comedic value when they are translated into another language, particularly dubbing. Therefore, the language makes a significant contribution to the effect that words have, or, to put it another way, it makes a significant contribution to the efficacy of communication. Therefore, thinking in one language while speaking in another will typically result in a

decrease in the overall quality of communication.

The art of communication is an essential component of successful company. Even if one has the finest idea among all of their co-workers, if they are unable to articulate it adequately or explain it clearly, it will be useless. In a similar vein, if an individual is unable to persuade his or her clients and consumers about the products and services offered by the firm, the expansion of the business would be tough. Since being able to communicate one's thoughts and persuade others is an essential aspect of running a business, and since all of this communication takes place in English, it is essential that individuals learn to speak as fluently and effectively as they can in that language.

In spite of the fact that communication appears to be a straightforward procedure that takes little to no effort, it is, in reality, a complicated process that is made up of a number of different key elements and entities. The most essential aspects of communication are the origin, the destination, the content of the message, the medium via which it is sent, and the results of the exchange.

- The person or organization that thinks of or develops ideas, creates content, formulates, and sends the message is referred to as the sender or the source of the message.
- The recipient of the message, also known as the target of the communication, is the person to whom it is directed. The message is received by the receiver, who then assesses it and ensures that they comprehend it before providing feedback or taking appropriate action, if required.
- The information or substance that is being conveyed is the message itself, which is the sender's focus. The recipient will respond differently depending on whether the message is

written, spoken, or conveyed in some other method.

- The phrase "through the channel" refers to the medium in which the message is transmitted from the sender to the recipient. Such activities can include a meeting, a phone conversation, an email, a video, or a lecture.
- Feedback is the answer that is generated by the receiver after the message has been sent to them. Feedback is something that is not usually provided in business situations, but it is a good habit to do so whenever possible. It might be anything as basic as an acknowledgment of the message, but it could also be a suitable reaction or an action that the message requires. When it comes to any of these aspects, the language that is selected will be a significant one.

It is possible to acquire the skills necessary for the sender to compose a suitable message in English that conveys exactly what he or she wants to say or what he or she imagines by participating in emotional language instruction. For this reason, it is necessary to think and formulate thoughts in English in order to convey an appropriate message. It is true that this is not something that can take place overnight, but rather it is a habit that can be established via the instruction of emotional language. It is essential for the recipient to be able to comprehend these thoughts in English without the assistance of their native language or any other language that they favour in order for them to be in a position to correctly understand the message and the implications that lie behind it. If the message is translated into a language other than the one in which it is written or delivered, then its original meaning will be lost in the process, and it will no longer fulfil its original purpose.

The message itself needs to be understandable and crystal clear, with correct

grammar, enough vocabulary, and maybe even some industry jargon if necessary. It shouldn't be open to interpretation in a way that may result in the sender and the recipient coming to two distinct conclusions about what it means. Once again, the language plays a significant part in ensuring that the intended meaning of the communication is conveyed.

The channel is significant and must be taken into consideration, particularly in a professional setting; the material and the way it is presented must be modified so that they are appropriate for the channel and the audience. For illustration's sake, a telephone conversation and an email must be different from one another in terms of salutation, format, and so on. An email should be an all-inclusive piece of information that should require as little extra explanation as possible, but a telephone call is a discussion in which one may instantly expand on the receiver's answer and give explanations if necessary.

Since advertisements, notices, and circulars are all aimed at different audiences and accomplish different goals, the messages that are being communicated through each of these mediums must be distinct from one another. Because of this, the same notion needs to be communicated differently depending on the context, and the only way to accomplish this is through use language in an appropriate manner. When people utilize their mother tongue or the language that they enjoy the most, they naturally develop the habit of being able to convey the same concept in a variety of different forms. Because of this, it is essential for individuals to adopt English as their emotional or preferred language in order to be able to communicate effectively in a professional setting.

The teaching of emotional language in order to assist a student in becoming an effective communicator

Teaching students how to communicate effectively using their feelings is one strategy

that can contribute significantly to their development as effective communicators.

Fluency is not just impacted by the speaker's command of the language, but also by the flow of thoughts that the speaker has on the issue that is being addressed. Fluency is not simply influenced by the speaker's command of the language. The timing is thrown off and, as a result, the speaker's ability to flow from one language to another is hindered when they think in one language while trying to speak in another. The student's ability to speak fluently in English will suffer once again if they are uncomfortable with the concept of expressing their thoughts in the language. Therefore, it is easy to see why it is important to have an emotional connection with the language. If a person's thoughts are in the same language that they are required to speak, then that person will have a higher level of fluency in that language. Emotional language teaching should enable students or learners to establish an emotional connection with the language by asking students to think in English not only in class but also in their everyday lives. This should be done by encouraging students to think in English not only in class but also in their daily lives.

A person's level of self-assurance and the expressions on their face are far more vital to effective communication than most people realize. There are a variety of explanations for why a speaker's level of self-assurance and facial emotions might fluctuate. Putting aside the other factors and considerations, a significant influence on them is also exerted by the language that is being used and the degree to which the speaker is at ease communicating in that language. When someone merely learns a language, rather of acquiring it, they may only feel comfortable reading or writing anything in that language. However, when someone truly acquires a language, they will feel comfortable speaking in that language.

Learning a language is not the same as acquiring a language. If a person is not confident

in their ability to communicate in the language they are using, it will show in their countenance as well as their level of self-assurance. Students who are able to speak quite confidently and easily in front of their classmates or friends during breaks or other courses may have feelings of anxiety and self-consciousness when speaking in a language class because they do not have sufficient confidence in their language abilities. An illustration like this one helps to demonstrate the argument that this research study is trying to make. Therefore, the primary emphasis of emotional language instruction is on language acquisition rather than language learning. After acquiring the language, the speaker will have the self-assurance to speak about any topic in that language, and as a result, one will eliminate one of the many issues that hinder their communication. Therefore, teachers of emotional language have a responsibility to encourage their students to concentrate more on acquiring the language rather than simply learning it. They are required to apply all they have learned in the lesson, including the vocabulary, grammar, and other skills. They need to understand that merely memorizing them is not enough; they need to apply what they have learned in their everyday lives.

In the modern, ever-expanding business world, the quality of being persuasive is the one that is sought for the most. They need to persuade their customers as well as their co-workers or superiors at some time or maybe at every stage in their career, regardless of whether they are a door-to-door salesperson selling items or the CEO of a multi-national billion-dollar firm. They have to communicate their ideas, convince the others, and earn the others' trust so that they may make judgments and suggestions based on those ideas. This does to a considerable extent depend on the trustworthiness of the person and the practicability of the concept or proposal, but the purpose of this paper is to investigate the role that language plays in both of these aspects.

Any brilliant idea needs to be communicated in a language, and the effectiveness of that communication is a crucial factor. One must possess the necessary language abilities in order to properly explain the ideas and convince the clients. Having these talents is essential. It is necessary to have the ability to articulate one's thoughts in a way that is both understandable and persuasive. In these kinds of situations, using emotive language or the language that is chosen yields the greatest results that can possibly be achieved. The teaching of emotional language therefore has to assist the student in the development and presentation of ideas in the target language, as well as in the ability to debate the advantages, downsides, dangers, and implications of the ideas, along with any other relevant factors. In the classroom, the instructor of emotional language needs to direct the students to engage in regular practice of selecting a variety of topics, delivering presentations on those topics, and attempting to convince the audience to agree with the speaker. These presentations should be accompanied by question and answer sessions, during which the speaker needs to defend the idea and provide any necessary clarifications that the audience requests.

Instruction in emotional language in order to cultivate a variety of skills

The only thing that stands between a person and his or her dream job is the interview, which is why many people find it to be a time-consuming and, in many cases, uneasy experience. It is possible that the work can appear challenging due to the expectation that one will do better and the knowledge that one's prior efforts, including preparation and skill, will only bear fruit if they are successful in the interview. However, with the right amount of preparation and self-assurance, one can succeed in any interview that they wish to. The candidate's level of confidence will increase as a direct result of their level of preparation, and the level of preparation will also have an effect on how the interview goes.

The interview is much more than just a test of one's technical abilities. Candidates for jobs are frequently required to go through numerous rounds of interviews, of which only a portion will be technical in nature. This is as a result of the fact that businesses now want candidates with a broader range of abilities in addition to technical proficiency. They require someone with exceptional communication abilities, as well as talents in interpersonal relationships, leadership, and other related areas. Therefore, the person looking for work needs to be in a position to demonstrate all of his or her abilities and live up to the standards set by organizations and employers.

The significance of clear and effective communication cannot be overstated, and the readers ought to understand and agree with this point without any additional elaboration being required. Therefore, the candidate needs to be equipped with the necessary language skills in order to have a successful performance in the interviews. After that, the candidate's competencies and skills will be communicated through the language and how it is used. When given the right direction and given enough experience, this becomes both doable and simple.

The instructor of emotional language is obligated to give the students with a sufficient number of occasions in which they may practice and perfect their interviewing abilities. The instructor is responsible for challenging the pupils beyond their levels of comfort and compelling them to take part in role-playing exercises and mock interviews. Students or learners need to develop confidence in their ability to express themselves in the target language, as well as develop the ability to think and absorb information rapidly and accurately in the target language. The ability of the applicants to think and respond quickly is necessary since spontaneity is one of the most important aspects of a successful interview. Translations, correcting typos, scouring one's memory for the appropriate words, and

attempting to frame and reframe statements till they sound properly won't be possible because there won't be any space or time for these activities. One needs to be able to say the most they can with the one chance they are given to speak, as well as be comfortable with the thought that they will only have one shot at it. (Hollandsworth, Dressel & Stevens, 1977).

One example of this kind of predicament is how one responds to the "Tell me about yourself" inquiry, which is both the most common and the most hated of all questions. The candidate's response, which reveals their self-assurance along with other aspects of their personality and attitude, will most likely determine the tone that the rest of the interview will take. It also reveals a great deal about the candidate's level of preparation as well as their linguistic abilities. It is the responsibility of instructors of emotional language to assist their pupils in being as at ease in the target language as they are in their own mother languages. People would have a lot to say about themselves, and since humans are social creatures, they spend a lot of their time talking to other people, mostly about what is occurring around them and what is going on in their own lives. However, when the time comes, many people still find themselves in an awkward position when it comes to talking about themselves in interviews. It's possible that individuals don't feel as comfortable answering questions in English, the language most usually used for interviews, as they do in their native tongue. But that's not the sole explanation. This is the mind-set that an emotional language instructor needs to work to shift. If students of English make an effort to communicate about themselves and their life on a regular basis in the language, then speaking about themselves in an interview will come easy to them. Learners thus need to cultivate an emotional relationship with the language, and teachers of emotional language must encourage this process by providing continuous support, guidance, and feedback.

After the candidates have successfully navigated the tricky introduction, they will be subjected to a plethora of additional questions that are designed to glean information about them, including their prior experiences, their perspective on work and the company, and so on. The questions may be asked in line with a script that has been prepared in advance, or they may be asked based on how the applicant performs during the interview and how things progress overall. Therefore, having the ability to articulate one's thoughts and goals in an understandable manner is necessary in order to proceed with the rest of the interview.

It is imperative that one's words never allow room for confusion or the inaccurate depiction of one's views and beliefs. One must thus make an effort to communicate about his or her work, their expectations from it, their previous experiences and problems experienced, along with how they overcame them, in order to get the most out of an emotional language lesson. The learners will be better able to respond to any queries that are linked to their experiences after engaging in such exercise. The students need to be able to present themselves in a way that demonstrates their commitment to the group, their sense of teamwork, their interpersonal skills, their leadership abilities, their managerial abilities, their ability to solve problems, and so on. It is necessary to possess all of these abilities, but it is of equal significance to be able to demonstrate or demonstrate all of them within a limited amount of time during an interview. (Alonso, & Moscoso, 2017).

It is possible for a teacher of emotional language to regularly devise activities or hold conversations in which students are required to talk about scenarios pertaining to their previous experiences from work or school in which they have gained something valuable or in which they have exhibited a specific talent. In addition to this, the instructor is obligated to provide comments on how students might more effectively communicate the same ideas.

Explaining the facts is frequently necessary for responding to queries like these, and as a result, the students need to practice doing so in the classroom.

For instance, if a candidate were to say, "I organized an event in my college, and I had to manage everything," all that would be communicated is the fact that the candidate organized an event; but, if the candidate were to add, "I organized an event in my college, and I was leading a team of four organizers and five volunteers," it would communicate much more information. About 250 people took part in the competition, which consisted of three rounds before a winner was determined. If a candidate were to say something along the lines of "I was responsible for the event as a whole, I saw to it that everything happened according to schedule, with tandem among the participants and my team along with the judges and the management," it would communicate a lot more information than just the fact that the candidate was an organizer. It shines a light on the person's leadership abilities, as well as their time management skills and the value that they place on the team as a whole. During the practice sessions, the instructor should provide assistance to the students in formulating expressive and informative answers. This will ensure that the students are well prepared for any type of interview.

Instruction in the use of emotional language to aid in the development of presentation abilities. Presentations are an excellent medium that may be selected for communication in a variety of contexts. They may be utilized in educational settings, such as schools and colleges, by both teachers and students; they can also be utilized in settings, like as corporate meetings and conferences, where information can be presented to a range of audiences; and so on. When one examines the business world in greater detail, one sees that presentations play an important part in the growth of the organization. This is because presentations are an integral part of every

significant stage in the development of a project or a company. For instance, presentations may be used to educate or enlighten workers on a certain subject, they can be used to debate an idea or a proposal, and they can even be used to analyse and forecast the success of a project or the firm. They are an excellent tool for explaining things to customers in as much detail as possible while also displaying the progress that has been made. To restate the point, in order to operate efficiently, a corporate firm will want the assistance of well-made presentations. As a consequence of this, employers of today want their prospective workers to already possess exceptional presenting abilities before they even start working for a company. This may sometimes even be evaluated during the interviews itself by setting up a demonstration. (Cantana, 2015).

In point of fact, presentations are nothing more than well-organized collections of data that have been put together for the purpose of communicating an idea, providing an update on the status of something, or just putting out a notion that will be clarified by the presenter. The last half, however, is where the focus should be because the presenter or the speaker is responsible for a significant portion of the presentation's success. The ability of the speaker to give the presentation is more essential than the quality of the slides that are being presented; this is true even if the visual aids or other forms of technical assistance experience difficulties.

Developing one's presentation abilities does not happen overnight. It is essential for instructors to assist students in the development of presenting abilities as early on in their academic careers as is practically possible, whether the students are in college or high school. (Cantana, 2015). There are a variety of approaches that may be taken to enhance abilities in successful presenting.

The instructor of emotional language is required to provide continuous feedback to the students and closely assess their progress while

they are preparing for the presentations. It is a language class, so the themes might range from academic or technical to non-technical or abstract, but it is a good idea to pick topics that correspond to the learner's job choices wherever possible. The learners are therefore provided with a valuable opportunity to practice changing their presentation to the needs of the audience, as they may be required to do so in order to accommodate other learners who are pursuing different career paths. It is the responsibility of the teacher to guide the remaining pupils to evaluate or analyze the presentations made by their other classmates. The presenter can benefit from the audience's input by receiving constructive feedback, which will allow them to learn from a variety of recommendations. It contributes a wide variety of viewpoints to the discussion of the issue as well as the presentation, some of which the presenter may have overlooked. Due to the fact that the attendees are also students of the target language, they will be able to gain experience from the perspective of a viewer and, as a result, will be able to make better judgments in the future while keeping the target audience in mind. As they try to convey or interpret information obtained from a variety of sources, they will realize why the language is important in their lives and why it is important to them. Both the person giving the presentation and the audience will benefit from the language and presenting abilities that are fostered by an environment like this. (De Grez, Valcke & Berings, 2010)

In addition to evaluating the students, the language instructor is responsible for providing comments on the many parts of the presentations made by the students as well as assisting the students in becoming better at evaluating the presentations made by other students. If the teacher can explain what to look for and how to evaluate a presentation, the students will be able to give better and more constructive suggestions to the presenter, which will help the presenter improve more quickly

and will also help the students in the audience themselves keep all of the suggestions in mind and become better presenters. If the teacher can explain what to look for and how to evaluate a presentation, the students will be able to give better and more constructive suggestions to the presenter. (De Grez, Valcke & Berings, 2010)

Conclusion

The curriculum for emotional language classes ought to be organized in a manner that promotes frequent presentations, which may be carried out either individually or in small groups. The learners will also be able to acquire a sense of teamwork and become the kind of team players that employers look for if they work on presentations together in groups. Because everyone in a group works together and has the same presentation in mind, it is easier for them to support one another and bring out the best in one another when they are in a group. The learner will acquire the notion of researching and looking for knowledge, which will result in self-directed learning and practice, through working on an individual presentation.

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