



Cover Page



TEACHERS' PERCEPTION ON ENHANCING SOFT SKILLS THROUGH ENGLISH LITERATURE

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Abstract:

This article explores the perception of teachers regarding the integration of soft skills through English literature in the classroom. The study aims to understand the frequency of using instructional resources for integrating soft skills, the integration of different intelligences in the soft skills development approach, the crucial soft skills for students' success in their chosen professions, the effectiveness of literature in building soft skills, and the interest of teachers in attending professional development workshops focusing on literature-based soft skills integration. The findings provide insights into the potential of English literature as a tool for enhancing students' soft skills.

Keywords: Soft Skills, English Literature, Instructional Resources, Different Intelligences, Student Success, Professional Development Workshops

Introduction:

Soft skills play a crucial role in students' personal and professional development. Perception is the ability to see, hear, or become aware of something through the senses. These skills, such as communication, problem-solving, critical thinking, professionalism, and leadership, are essential for success in various professions. Integrating soft skills into the curriculum is a challenge for educators. This study aims to explore teachers' perception of enhancing soft skills through English literature, as literature offers a unique platform for developing these skills.

Objectives:

1. To determine the frequency of using instructional resources to integrate soft skills with literature.
2. To understand the integration of different intelligences in the soft skills development approach.
3. To identify the most crucial soft skills for students' success in their chosen professions.
4. To assess the belief of teachers in the effectiveness of literature in building soft skills.
5. To determine the interest of teachers in attending professional development workshops focusing on literature-based soft skills integration.

Methodology:

The study involved surveying a sample of teachers to gather their perceptions on enhancing soft skills through English literature. The survey included questions related to the frequency of using instructional resources, integration of different intelligences, crucial soft skills for student success, effectiveness of literature, and interest in professional development workshops. The data was analyzed using descriptive statistics.

Results:

Table and figure Shows the Perceptions of "Soft Skills" in the Context of the Discipline

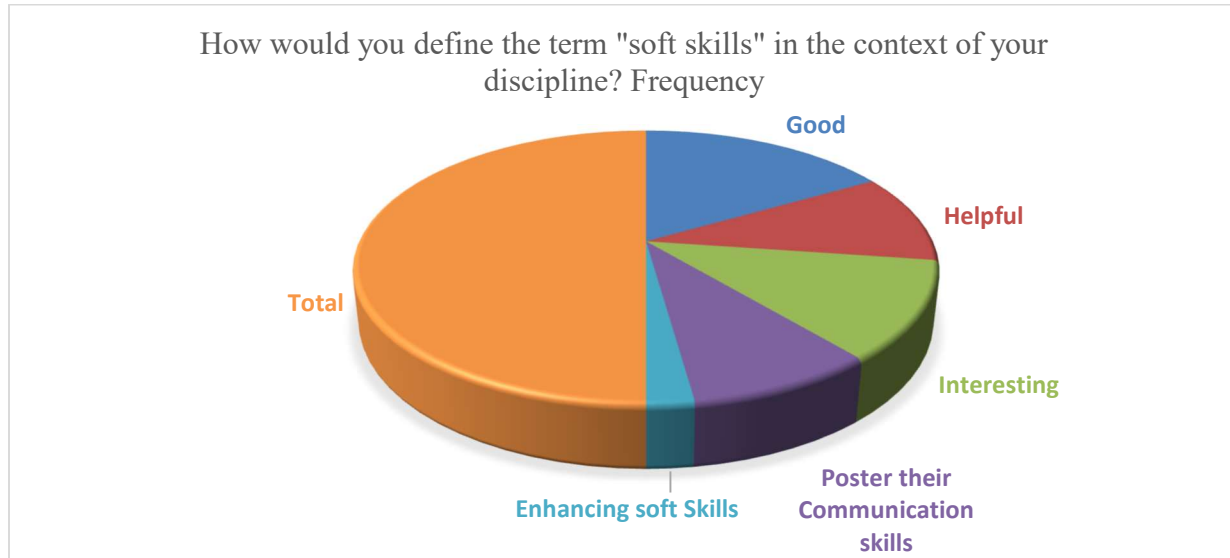
How would you define the term "soft skills" in the context of your discipline?					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Good	30	33.3	33.3	33.3
	Helpful	19	21.1	21.1	54.4



Cover Page



Interesting	21	23.3	23.3	77.8
Poster their Communication skills	16	17.8	17.8	95.6
Enhancing soft Skills	4	4.4	4.4	100.0
Total	90	100.0	100.0	

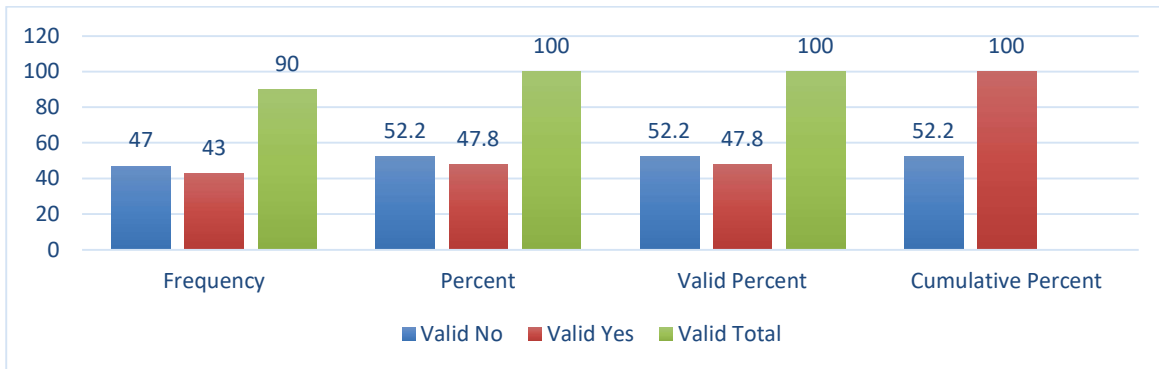


The table presents respondents' perceptions of "soft skills" within the discipline, with "Good" being the most commonly chosen option at 33.3% (30 respondents), followed by "Helpful" at 21.1% (19 respondents), and "Interesting" at 23.3% (21 respondents). Additionally, 17.8% (16 respondents) chose "Poster their Communication skills" and 4.4% (4 respondents) selected "Enhancing soft Skills." Overall, the majority of respondents regarded soft skills positively, with "Good" being the most frequent perception.

The major finding reveals that 33.3% of respondents perceive soft skills as "Good." Most teachers perceived soft skills as good, helpful, interesting, and enhancing communication skills.

Table and Figure Shows the Utilization of Instructional Resources for Integrating Soft Skills with Literature

Do you currently use instructional resources to integrate soft skills with literature?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	47	52.2	52.2	52.2
	Yes	43	47.8	47.8	100.0
	Total	90	100.0	100.0	



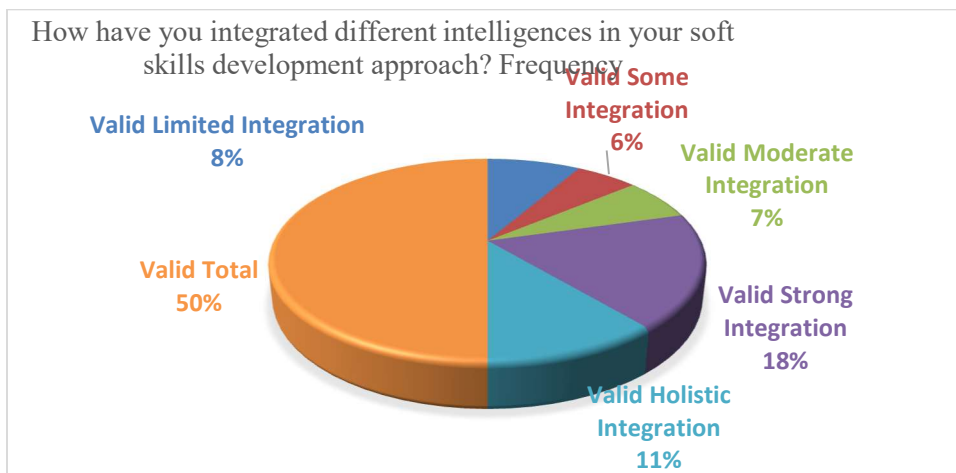
The table indicates that among the respondents, 47.8% (43) reported currently using instructional resources to integrate soft skills with literature, while 52.2% (47) indicated not using such resources. This suggests a relatively balanced distribution in the utilization of instructional resources for integrating soft skills with literature among the surveyed participants.

Frequency of using instructional resources: 52.2% of teachers reported currently using instructional resources to integrate soft skills with literature.

Nearly half of the teachers currently use instructional resources to integrate soft skills with literature.

Table and Figure Shows the Integration of Different Intelligences in the Soft Skills Development Approach

How have you integrated different intelligences in your soft skills development approach?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Limited Integration	15	16.7	16.7	16.7
	Some Integration	10	11.1	11.1	27.8
	Moderate Integration	12	13.3	13.3	41.1
	Strong Integration	33	36.7	36.7	77.8
	Holistic Integration	20	22.2	22.2	100.0
Total		90	100.0	100.0	





The table illustrates the integration of different intelligences in the soft skills development approach of respondents. A significant portion, 36.7% (33), reported a strong integration, followed by 22.2% (20) indicating holistic integration. Additionally, 16.7% (15) reported limited integration, 11.1% (10) some integration, and 13.3% (12) moderate integration. This suggests a varied level of incorporation of different intelligences in the soft skills development strategies employed by the surveyed individuals, with a notable emphasis on strong and holistic integration approaches.

Integration of different intelligences: 36.7% of teachers reported strong integration of different intelligences in their soft skills development approach.

Integration of different intelligences varied, with a majority indicating strong to holistic integration.

Table and Figure: Shows the Perception of the Most Crucial Soft Skills for Success in Students' Chosen Professions

In your opinion, which soft skills are most crucial for success in your students' chosen professions?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Communication skill	25	27.8	27.8	27.8
Problem-solving and critical thinking	25	27.8	27.8	55.6
Professionalism and work ethic	20	22.2	22.2	77.8
Leadership	20	22.2	22.2	100.0
Total	90	100.0	100.0	



The table highlights respondents' opinions on the most crucial soft skills for success in their students' chosen professions. Both communication skills and problem-solving/critical thinking were deemed equally essential by 27.8% (25) of respondents each. Additionally, professionalism and work ethic, as well as leadership, were each identified by 22.2% (20) of respondents. This indicates a recognition among the surveyed individuals of the multifaceted nature of soft skills required for success in various professional endeavours, with communication, problem-solving, professionalism, and leadership being particularly emphasized.

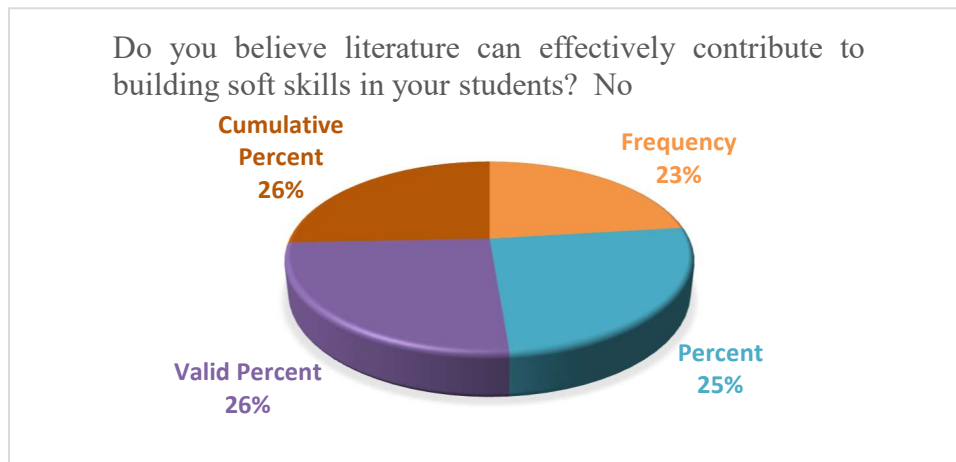
Crucial soft skills for student success: Communication skills and problem-solving/critical thinking skills were identified as the most crucial soft skills for success in students' chosen professions, each receiving 27.8% of the responses.

Communication skills and problem-solving/critical thinking were deemed most crucial for success in students' chosen professions.



Table and Figure Shows the Belief in the Efficacy of Literature for Building Soft Skills in Students

Do you believe literature can effectively contribute to building soft skills in your students?					
		Frequency	Percent	Valid Percent	Cumulative Percent
	No	43	47.8	47.8	47.8
	Yes	47	52.2	52.2	100.0
	Total	90	100.0	100.0	



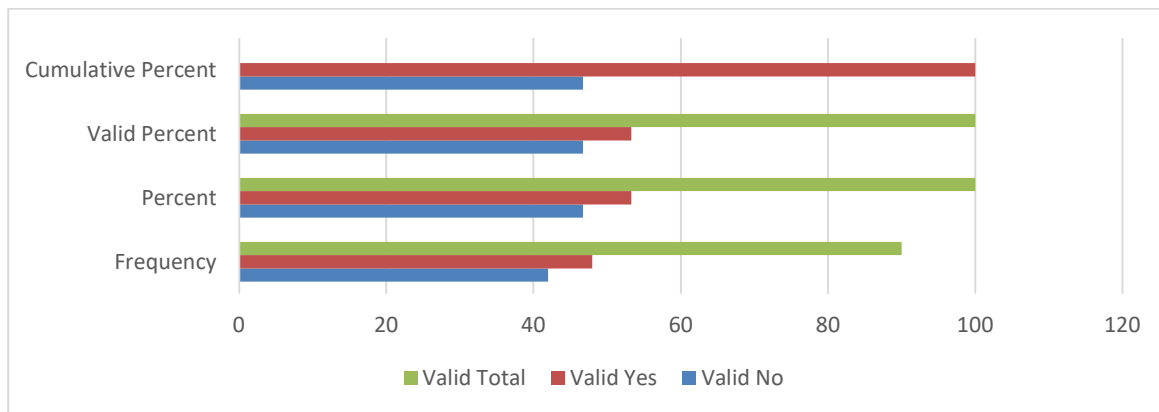
The table indicates respondents' beliefs regarding the efficacy of literature in contributing to building soft skills in students. A slightly higher percentage, 52.2% (47), expressed belief in literature's effectiveness, while 47.8% (43) indicated otherwise. This suggests a relatively balanced distribution of opinions among the surveyed individuals regarding the potential of literature as a tool for fostering soft skills development in students.

Effectiveness of literature: 52.2% of teachers believed that literature can effectively contribute to building soft skills in students.

Approximately half of the teachers believed literature can effectively contribute to building soft skills.

Table and Figure shows the Interest in Attending Professional Development Workshops Focusing on Literature-Based Soft Skills Integration

Would you be interested in attending professional development workshops focusing on literature-based soft skills integration?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	42	46.7	46.7	46.7
	Yes	48	53.3	53.3	100.0
	Total	90	100.0	100.0	



The table displays respondents' interest in attending professional development workshops focusing on literature-based soft skills integration. A slight majority of 53.3% (48) expressed interest in attending such workshops, while 46.7% (42) indicated a lack of interest. This suggests a relatively balanced level of interest among the surveyed individuals regarding professional development opportunities centered on integrating literature to enhance soft skills.

Interest in professional development workshops: 53.3% of teachers expressed interest in attending professional development workshops focusing on literature-based soft skills integration.

More than half of the teachers expressed interest in attending professional development workshops focusing on literature-based soft skills integration.

Findings:

The findings indicate that a significant number of teachers are currently using instructional resources to integrate soft skills with literature. However, the integration of different intelligences in the soft skills development approach varies among teachers, with a majority reporting moderate to strong integration. Communication skills and problem-solving/critical thinking skills were identified as the most crucial soft skills for student success. Moreover, a majority of teachers believe that literature can effectively contribute to building soft skills in students. There is also a considerable interest among teachers in attending professional development workshops focusing on literature-based soft skills integration.

Discussion:

The findings highlight the potential of English literature as a valuable tool for enhancing students' soft skills. The integration of different intelligences in the soft skills development approach is crucial for providing a holistic learning experience. By incorporating instructional resources and literature-based activities, teachers can effectively nurture communication, problem-solving, critical thinking, professionalism, and leadership skills in students. Professional development workshops can further support teachers in implementing literature-based soft skills integration strategies.

Conclusions and Implications:

Teachers' perception of enhancing soft skills through English literature is positive, with a significant number of teachers already integrating soft skills into their teaching practices. The identified crucial soft skills along with the demands of students' chosen professions. The belief in the effectiveness of literature in building soft skills further emphasizes the importance of incorporating literature in the curriculum. Professional development workshops focusing on literature-based soft skills integration can provide teachers with the necessary tools and strategies to enhance students' soft skills effectively.



Cover Page



In conclusion, integrating soft skills through English literature offers a promising approach to prepare students for success in their chosen professions. By leveraging instructional resources, integrating different intelligences, and attending professional development workshops, teachers can create a conducive learning environment that fosters the development of essential soft skills in students.

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