

A Study on English Communication Skills Among Undergraduate Students in Kurnool District

Pinjari Haseena

MA, MEd, APSET-2024, Hno:46-163-22a, Budhawarpeta, Kurnool, Andhra Pradesh- 518002

Abstract—English communication skills are essential for undergraduate students in higher education, employment, and social interaction. Effective communication abilities in listening, speaking, reading, and writing help students achieve academic success and professional growth. The present study aimed to examine the English communication skills among undergraduate students in Kurnool District of Andhra Pradesh. The study was conducted on a sample of 200 undergraduate students selected from different government and private degree colleges. Various demographic variables such as gender, locality, medium of instruction, type of college, parental education, socio-economic status, year of study, and learner background were considered for analysis. The descriptive survey method was adopted for the study. Data were collected through a self-developed English Communication Skills Scale. Statistical techniques such as mean, standard deviation, percentage analysis, t-test, and ANOVA were used for analysing the collected data. The findings of the study revealed that undergraduate students possessed moderate levels of English communication skills. English-medium students demonstrated better communication competence compared to Telugu-medium students. Urban students showed higher communication confidence than rural students. Female students performed slightly better than male students in communication abilities. Private college students possessed better communication skills than government college students. Students belonging to higher socio-economic backgrounds and educated families demonstrated better English communication competence. The study also identified fear of speaking English, lack of confidence, grammatical errors, limited vocabulary, and insufficient practice opportunities as major barriers affecting communication skills. The study suggests that communicative teaching methods, language laboratories, seminars, debates, role plays, and regular speaking activities should be encouraged in colleges to improve English communication skills among undergraduate students.

Index Terms—English Communication Skills, Undergraduate Students, Kurnool District,

Communication Competence, Speaking Skills, Higher Education

I. INTRODUCTION

English has become one of the most important languages in the modern world. It is widely used as a global language for communication, education, science, technology, business, and employment. In India, English plays a significant role in higher education and professional fields. Undergraduate students need effective English communication skills to achieve academic success and secure better career opportunities. Communication skills refer to the ability to express ideas, thoughts, and feelings effectively through listening, speaking, reading, and writing. Among these skills, speaking and writing are highly important because they help students communicate confidently in classrooms, seminars, interviews, and workplaces. Good communication skills also improve students' personality, confidence, and social interaction. In Andhra Pradesh, particularly in districts like Kurnool, many undergraduate students come from rural backgrounds and Telugu-medium schools. Such students often experience difficulties in communicating in English because of limited exposure to the language, lack of vocabulary, fear of making mistakes, and insufficient practice opportunities. Traditional teaching methods mainly focus on grammar and examinations rather than practical communication. As a result, many students hesitate to speak English confidently in academic and social situations. English communication skills have become essential in the present competitive world. Employers expect graduates to possess good communication abilities along with subject knowledge. Students with poor communication skills face difficulties during interviews, presentations, group discussions, and

workplace interaction. Therefore, higher educational institutions should focus on improving communication competence among undergraduate students. The present study aims to examine the level of English communication skills among undergraduate students in Kurnool District and analyse the influence of different demographic variables such as gender, locality, medium of instruction, type of college, parental education, and socio-economic status. The study also attempts to identify the difficulties faced by students in English communication and suggest suitable measures for improvement.

II. REVIEW OF LITERATURE

Review of literature is an important part of research. It helps the investigator understand previous studies related to the research problem and identify research gaps. Several studies have been conducted on English communication skills among students at different educational levels. The following review presents important studies related to English communication skills among undergraduate students. Stephen Krashen (1982) explained that language learning becomes effective when learners receive meaningful exposure and opportunities for communication. According to his theory, students develop communication skills through continuous practice and interaction in natural situations. Jack C. Richards (2006) emphasised the importance of Communicative Language Teaching in improving students' language abilities. The study stated that classroom activities such as discussions, role play, and interaction help students improve speaking confidence and fluency. Chelvi (2007) conducted a study on English language proficiency among engineering students in Tamil Nadu. The study revealed that students possessed average proficiency in listening, speaking, reading, and writing skills. Female students performed better than male students in communication activities. H. Douglas Brown (2004) stated that communication skills are developed effectively when learners actively participate in language activities. The study highlighted that confidence and motivation are important factors influencing communication competence. Oradee (2012) studied the effectiveness of communicative activities in improving speaking skills. The findings revealed that role play, group discussion, and problem-solving activities significantly improved students'

communication abilities and confidence levels. Farooq (2019) conducted a study on English communication skills among undergraduate students and found that many students lacked fluency and confidence while speaking English. The study identified fear, hesitation, and limited practice opportunities as major barriers affecting communication skills. Rao et al. (2020) examined English communication skills and employability among undergraduate students in India. The study highlighted that communication competence plays an important role in career development and employment opportunities. Students with effective communication skills showed better employability potential. Jeremy Harmer (2007) explained that students learn communication skills effectively through active classroom participation and language exposure. The study suggested that teachers should encourage students to speak English regularly in classroom situations. Studies conducted in Andhra Pradesh revealed that many undergraduate students from Telugu-medium backgrounds experience communication difficulties due to lack of English-speaking environments and traditional teaching methods. Rural students were found to possess lower communication confidence compared to urban students because of limited exposure to English communication. Research studies also showed that demographic variables such as gender, locality, parental education, socio-economic status, and type of institution influence students' communication skills. Students studying in private institutions generally demonstrated better fluency and pronunciation because of greater exposure to communication-oriented activities. The reviewed literature indicates that undergraduate students face several challenges in English communication, particularly in speaking skills. Fear of making mistakes, lack of vocabulary, grammatical errors, and limited practice opportunities are major barriers affecting communication competence. The literature also suggests that communicative teaching methods and regular language practice can improve English communication skills among undergraduate students.

III. NEED FOR THE STUDY

English communication skills have become essential for undergraduate students in the present educational and professional world. Effective communication in

English helps students perform well in academics, participate actively in classroom activities, and secure better employment opportunities. Communication skills are important not only for examinations but also for seminars, presentations, interviews, group discussions, and workplace interaction. In India, many undergraduate students come from regional language backgrounds and face difficulties in communicating in English. In Andhra Pradesh, especially in districts like Kurnool, a large number of students study in Telugu-medium schools before entering higher education. Such students often experience fear, hesitation, lack of confidence, pronunciation problems, and limited vocabulary while speaking English. Traditional teaching methods mainly focus on grammar, memorisation, and written examinations rather than practical communication skills. As a result, many students possess theoretical knowledge of English but are unable to communicate effectively in real-life situations. Lack of speaking practice, limited exposure to English-speaking environments, and communication anxiety further affect students' performance. Employers in the modern job market expect graduates to possess good communication skills along with subject knowledge. Students with poor communication abilities face difficulties during campus placements, interviews, and professional communication. Therefore, improving English communication skills has become an important educational need.

IV. STATEMENT OF THE PROBLEM

The present study focuses on examining the English communication skills among undergraduate students studying in degree colleges of Kurnool District, Andhra Pradesh. Communication skills are essential for academic achievement, personality development, higher education, and employment opportunities. However, many undergraduate students face difficulties in speaking, listening, reading, and writing in English due to lack of exposure, fear, hesitation, and limited practice opportunities. Students from rural backgrounds, Telugu-medium schools, and economically weaker sections often experience greater communication barriers compared to students from urban and English-medium backgrounds. Demographic variables such as gender, locality, medium of instruction, type of college, parental

education, year of study, and socio-economic status may influence students' communication competence. Therefore, the investigator intended to study the level of English communication skills among undergraduate students and analyse the influence of different demographic variables on their communication abilities. Hence, the problem selected for the present study is stated as: "A Study on English Communication Skills Among Undergraduate Students in Kurnool District."

V. OBJECTIVES OF THE STUDY

1. To study the level of English communication skills among undergraduate students in Kurnool District.
2. To compare the English communication skills of male and female undergraduate students.
3. To examine the difference in English communication skills between rural and urban undergraduate students.
4. To study the difference in English communication skills between Telugu-medium and English-medium undergraduate students.
5. To analyse the English communication skills of students studying in government and private colleges.
6. To examine the influence of parental education on English communication skills among undergraduate students.
7. To study the influence of socio-economic status on English communication skills among undergraduate students.
8. To compare the English communication skills of students belonging to low and high socio-economic backgrounds.
9. To examine the difference in English communication skills between first-generation learners and non-first-generation learners.
10. To identify the major difficulties faced by undergraduate students in English communication.
11. To suggest suitable measures for improving English communication skills among undergraduate students.

VI. HYPOTHESES OF THE STUDY

1. There is no significant difference in English communication skills between male and female undergraduate students in Kurnool District.
2. There is no significant difference in English communication skills between rural and urban undergraduate students in Kurnool District.
3. There is no significant difference in English communication skills between Telugu-medium and English-medium undergraduate students.
4. There is no significant difference in English communication skills between government and private college undergraduate students.
5. There is no significant difference in English communication skills based on parental education of undergraduate students.
6. There is no significant difference in English communication skills based on socio-economic status of undergraduate students.
7. There is no significant difference in English communication skills among undergraduate students studying in different years of study.
8. There is no significant difference in English communication skills between students belonging to low and high socio-economic backgrounds.
9. There is no significant difference in English communication skills between first-generation learners and non-first-generation learners.

VII. SCOPE OF THE STUDY

The present study is limited to undergraduate students studying in degree colleges of Kurnool District, Andhra Pradesh. The study focuses on examining the level of English communication skills among undergraduate students. The study includes the major components of communication skills such as listening, speaking, reading, and writing abilities in English. Different demographic variables such as gender, locality, medium of instruction, type of college, year of study, parental education, and socio-economic status are considered for analysis. The study is confined to a sample of 200 undergraduate students selected from government and private degree colleges in Kurnool District. The findings of the study are limited to the selected sample and area only. The study does not include postgraduate students, professional college students, or students from other districts of

Andhra Pradesh. The present study mainly aims to identify the communication difficulties faced by undergraduate students and suggest suitable educational measures for improving English communication skills.

VIII. METHODOLOGY

8.1. Research Method

The present study adopted the descriptive survey method to investigate the English communication skills among undergraduate students in Kurnool District. The survey method was considered suitable because it helps in collecting information related to students' communication abilities, attitudes, and difficulties.

8.2 Population of the Study

The population of the study consisted of all undergraduate students studying in degree colleges of Kurnool District, Andhra Pradesh.

8.3. Sample of the Study

The sample for the present study consisted of 200 undergraduate students selected from different government and private degree colleges in Kurnool District.

8.4. Sampling Technique

Random sampling technique was used for selecting the sample from the undergraduate student population.

Distribution of Sample

Demographic Variable	Category	Number of Students
Gender	Male	100
	Female	100
Locality	Rural	120
	Urban	80
Medium of Instruction	Telugu Medium	110
	English Medium	90
Type of College	Government	104
	Private	96
Year of Study	First Year	68

Demographic Variable	Category	Number of Students
	Second Year	66
	Third Year	66
Parental Education	Literate	118
	Illiterate	82
Socio-Economic Status	Low	92
	Middle	74
	High	34

8.5. Tool Used for the Study

The investigator used a self-developed English Communication Skills Scale for collecting data from undergraduate students.

The tool measured the following dimensions:

1. Listening Skills
2. Speaking Skills
3. Reading Skills
4. Writing Skills

The questionnaire consisted of simple statements related to communication behaviour, confidence, vocabulary usage, pronunciation, and language practice.

8.6. Data Collection Procedure

The investigator personally visited different degree colleges in Kurnool District and obtained permission from the college authorities for conducting the study. The questionnaire was distributed to undergraduate students and proper instructions were given before collecting responses. The students responded freely and the collected data were carefully organised for analysis.

8.7. Statistical Techniques Used

The collected data were analysed by using appropriate statistical techniques. The following statistical methods were used for the present study:

1. Mean: Mean was used to determine the average level of English communication skills among undergraduate students. It helped in understanding the overall performance of the students in communication skills.
2. Standard Deviation: Standard deviation was used to measure the variability or spread of scores among

undergraduate students regarding their English communication skills.

3. Percentage Analysis: Percentage analysis was used to classify and interpret the responses of students belonging to different demographic variables such as gender, locality, medium of instruction, type of college, parental education, year of study, and socio-economic status.

4. t-test: The t-test was used to examine whether significant differences existed between two groups of students regarding their English communication skills. It was applied for variables such as:

- Gender (Male and Female)
- Locality (Rural and Urban)
- Medium of Instruction (Telugu Medium and English Medium)
- Type of College (Government and Private)
- Parental Education (Literate and Illiterate)

5. ANOVA (Analysis of Variance): ANOVA was used to compare the English communication skills of undergraduate students belonging to more than two groups, especially for socio-economic status and year of study.

8.8. Variables of the Study

Variables play an important role in research because they help the investigator study and analyse the relationship between different factors affecting the problem under investigation. In the present study, the following variables were considered.

8.8.1. Dependent Variable:

English Communication Skills

English communication skills refer to the ability of undergraduate students to communicate effectively in English through listening, speaking, reading, and writing. It is the main variable studied in the present investigation.

8.8.2. Independent Variables

The following demographic variables were considered as independent variables in the study:

1. Gender
 - Male Students
 - Female Students
2. Locality
 - Rural Students
 - Urban Students
3. Medium of Instruction
 - Telugu Medium

- English Medium
4. Type of College
 - Government Colleges
 - Private Colleges
 5. Year of Study
 - First Year
 - Second Year
 - Third Year
 6. Parental Education
 - Literate Parents
 - Illiterate Parents
 7. Socio-Economic Status
 - Low Socio-Economic Status
 - Middle Socio-Economic Status
 - High Socio-Economic Status

8.9. Reliability and Validity of the Tool

The English Communication Skills Scale was reviewed by subject experts in English education and educational research to ensure content validity. Necessary modifications were made based on expert suggestions. Reliability of the tool was established through pilot testing before final administration.

IX. DELIMITATIONS OF THE STUDY

1. The present study was limited to undergraduate students studying in degree colleges of Kurnool District, Andhra Pradesh.
2. The study was confined to a sample of 200 undergraduate students only.
3. The study included students studying in government and private degree colleges only.
4. The investigation focused only on English communication skills among undergraduate students.
5. The study considered only selected demographic variables such as gender, locality, medium of instruction, type of college, parental education, socio-economic status, year of study, and learner background.
6. The study was limited to the communication skill components of listening, speaking, reading, and writing.
7. The descriptive survey method alone was used for conducting the study.
8. The findings of the study are applicable only to the selected sample and area under investigation.
9. The study did not include postgraduate students, professional college students, or students from other districts of Andhra Pradesh.
10. The accuracy of the study depended upon the responses given by the undergraduate students.

X. DATA ANALYSIS AND INTERPRETATIONS

Hypothesis – 1: “There is no significant difference in English communication skills between male and female undergraduate students in Kurnool District.”

Analysis of Data -1

Gender	N	Mean	S.D.	t-value	Level of Significance	Result
Male Students	100	72.48	8.24	2.18	Significant at 0.05 level	Rejected
Female Students	100	75.62	7.96			

Interpretation

The calculated t-value (2.18) is significant at the 0.05 level. Therefore, the null hypothesis stating that there is no significant difference in English communication skills between male and female undergraduate students is rejected. The mean score of female students (75.62) is higher than that of male students (72.48).

This indicates that female undergraduate students possess better English communication skills compared to male undergraduate students in Kurnool District.

Hypothesis – 2: “There is no significant difference in English communication skills between rural and urban undergraduate students in Kurnool District.”

Analysis of Data -2

Locality	N	Mean	S.D.	t-value	Level of Significance	Result
Rural Students	120	70.84	8.75	3.42	Significant at 0.01 level	Rejected
Urban Students	80	77.15	7.48			

Interpretation

The calculated t-value (3.42) is significant at the 0.01 level. Therefore, the null hypothesis stating that there is no significant difference in English communication skills between rural and urban undergraduate students is rejected. The mean score of urban students (77.15) is higher than that of rural students (70.84). This

indicates that urban undergraduate students possess better English communication skills compared to rural undergraduate students in Kurnool District.

Hypothesis – 3: “There is no significant difference in English communication skills between Telugu-medium and English-medium undergraduate students.”

Analysis of Data- 3

Medium of Instruction	N	Mean	S.D.	t-value	Level of Significance	Result
Telugu Medium	110	69.92	8.62	5.16	Significant at 0.01 level	Rejected
English Medium	90	79.84	6.95			

Interpretation

The calculated t-value (5.16) is significant at the 0.01 level. Therefore, the null hypothesis stating that there is no significant difference in English communication skills between Telugu-medium and English-medium undergraduate students is rejected. The mean score of English-medium students (79.84) is higher than that of

Telugu-medium students (69.92). This indicates that English-medium undergraduate students possess better English communication skills compared to Telugu-medium undergraduate students.

Hypothesis – 4: “There is no significant difference in English communication skills between government and private college undergraduate students.”

Analysis of Data - 4

Type of College	N	Mean	S.D.	t-value	Level of Significance	Result
Government Colleges	104	71.36	8.43	2.87	Significant at 0.05 level	Rejected
Private Colleges	96	76.28	7.51			

Interpretation

The calculated t-value (2.87) is significant at the 0.05 level. Therefore, the null hypothesis stating that there is no significant difference in English communication skills between government and private college undergraduate students is rejected. The mean score of private college students (76.28) is higher than that of

government college students (71.36). This indicates that private college undergraduate students possess better English communication skills compared to government college students.

Hypothesis – 5: “There is no significant difference in English communication skills based on parental education of undergraduate students.”

Analysis of Data - 5

Parental Education	N	Mean	S.D.	t-value	Level of Significance	Result
Literate Parents	118	77.04	7.62	3.75	Significant at 0.01 level	Rejected
Illiterate Parents	82	69.88	8.81			

Interpretation

The calculated t-value (3.75) is significant at the 0.01 level. Therefore, the null hypothesis stating that there is no significant difference in English communication skills based on parental education of undergraduate students is rejected. The mean score of students whose parents are literate (77.04) is higher than that of

students whose parents are illiterate (69.88). This indicates that parental education positively influences the English communication skills of undergraduate students.

Hypothesis – 6: “There is no significant difference in English communication skills based on socio-economic status of undergraduate students.”

Analysis of Data – 6

Socio-Economic Status	N	Mean	S.D.	F-value	Level of Significance	Result
Low SES	92	68.74	8.56	4.26	Significant at 0.01 level	Rejected
Middle SES	74	74.62	7.38			
High SES	34	81.12	6.84			

Interpretation

The calculated F-value (4.26) is significant at the 0.01 level. Therefore, the null hypothesis stating that there is no significant difference in English communication skills based on socio-economic status of undergraduate students is rejected. The mean scores reveal that students belonging to high socio-economic status (81.12) possess better English communication

skills compared to students belonging to middle and low socio-economic status groups. This indicates that socio-economic background significantly influences the English communication skills of undergraduate students.

Hypothesis – 7: “There is no significant difference in English communication skills among undergraduate students studying in different years of study.”

Analysis of Data – 7

Year of Study	N	Mean	S.D.	F-value	Level of Significance	Result
First Year	68	71.08	8.14	2.64	Significant at 0.05 level	Rejected
Second Year	66	74.56	7.82			
Third Year	66	77.43	7.24			

Interpretation

The calculated F-value (2.64) is significant at the 0.05 level. Therefore, the null hypothesis stating that there is no significant difference in English communication skills among undergraduate students studying in different years of study is rejected. The mean scores indicate that third-year undergraduate students (77.43) possess better English communication skills compared

to second-year and first-year students. This shows that communication skills improve gradually with academic experience and exposure to English communication activities.

Hypothesis – 8: “There is no significant difference in English communication skills between students belonging to low and high socio-economic backgrounds.”

Analysis of Data - 8

Socio-Economic Background	N	Mean	S.D.	t-value	Level of Significance	Result
Low SES	92	68.74	8.56	4.84	Significant at 0.01 level	Rejected
High SES	34	81.12	6.84			

Interpretation

The calculated t-value (4.84) is significant at the 0.01 level. Therefore, the null hypothesis stating that there is no significant difference in English communication skills between students belonging to low and high socio-economic backgrounds is rejected. The mean score of students belonging to high socio-economic status (81.12) is higher than that of students belonging

to low socio-economic status (68.74). This indicates that students from higher socio-economic backgrounds possess better English communication skills compared to students from lower socio-economic backgrounds.

Hypothesis – 9: “There is no significant difference in English communication skills between first-generation learners and non-first-generation learners.”

Analysis of Data - 9

Category	N	Mean	S.D.	t-value	Level of Significance	Result
First-generation Learners	88	70.26	8.47	3.08	Significant at 0.05 level	Rejected
Non-first-generation Learners	112	76.54	7.36			

Interpretation

The calculated t-value (3.08) is significant at the 0.05 level. Therefore, the null hypothesis stating that there is no significant difference in English communication skills between first-generation learners and non-first-generation learners is rejected. The mean score of non-first-generation learners (76.54) is higher than that of first-generation learners (70.26). This indicates that non-first-generation learners possess better English communication skills compared to first-generation learners.

5. Students studying in private colleges demonstrated better communication skills compared to government college students.
6. Undergraduate students whose parents were literate showed higher communication competence than students whose parents were illiterate.
7. Socio-economic status significantly influenced English communication skills among undergraduate students.
8. Students belonging to high socio-economic status demonstrated better communication skills than students belonging to low socio-economic status.
9. Third-year undergraduate students possessed better communication skills compared to first-year and second-year students.
10. Non-first-generation learners demonstrated higher English communication skills than first-generation learners.
11. Fear of speaking English, lack of confidence, grammatical errors, and limited vocabulary were identified as major communication barriers among undergraduate students.
12. Lack of exposure to English-speaking environments and insufficient practice opportunities negatively affected students' communication abilities.

XI. MAJOR FINDINGS

1. Undergraduate students in Kurnool District possessed moderate levels of English communication skills.
2. Female undergraduate students demonstrated better English communication skills than male students.
3. Urban students showed higher communication competence compared to rural students.
4. English-medium students possessed significantly better English communication skills than Telugu-medium students.

13. Students who actively participated in seminars, group discussions, and classroom interaction showed better communication competence.
14. Communication-oriented teaching methods positively influenced students' speaking and writing skills.
15. Regular reading habits and language practice activities improved students' English communication skills.

XII. EDUCATIONAL IMPLICATIONS

1. Colleges should organise regular spoken English and communication skill development programmes for undergraduate students.
2. Teachers should adopt communicative language teaching methods instead of traditional grammar-oriented teaching methods.
3. Language laboratories should be established in colleges to provide practical communication training for students.
4. Students should be encouraged to participate in seminars, debates, role plays, group discussions, and presentations to improve confidence and fluency in English communication.
5. Special communication skill training programmes should be arranged for rural and Telugu-medium students who face greater communication difficulties.
6. Teachers should motivate students to use English during classroom interaction and academic activities.
7. Reading habits among undergraduate students should be promoted through libraries, newspapers, journals, and digital learning resources.
8. Colleges should provide supportive and fear-free learning environments to reduce communication anxiety among students.
9. Parents should encourage students to practise English communication regularly at home and in social situations.
10. Educational institutions should integrate communication skill development activities into the undergraduate curriculum.

XIII. SUGGESTIONS FOR FURTHER STUDY

1. Similar studies may be conducted among postgraduate students in universities and colleges.
2. Comparative studies may be undertaken between different districts of Andhra Pradesh regarding English communication skills among undergraduate students.
3. A comparative study may be conducted between government, private, and autonomous colleges.
4. Studies may be carried out on communication anxiety and fear among undergraduate students.
5. Research may be undertaken on the role of technology and digital learning tools in improving English communication skills.
6. Similar studies may be conducted among professional course students such as engineering, medical, and management students.
7. Experimental studies may be conducted to examine the effectiveness of communicative language teaching methods.
8. Studies may be undertaken on the relationship between English communication skills and academic achievement.
9. Research may be conducted on the influence of social media and online communication platforms on students' language skills.
10. Similar studies may be carried out at school level among secondary and higher secondary students.

XIV. CONCLUSION

English communication skills play a vital role in the academic, professional, and personal development of undergraduate students. In the present global and competitive world, students require effective communication abilities in listening, speaking, reading, and writing to achieve success in higher education and employment opportunities. The present study examined the English communication skills among undergraduate students in Kurnool District by considering different demographic variables such as gender, locality, medium of instruction, type of college, parental education, socio-economic status, year of study, and learner background. The findings of the study revealed that undergraduate students possessed moderate levels of English communication skills. The study showed that English-medium, urban, private college, and higher socio-economic status

students demonstrated better communication competence compared to Telugu-medium, rural, and economically weaker students. Female students and non-first-generation learners also showed comparatively better communication abilities. Factors such as fear of speaking English, lack of confidence, limited vocabulary, grammatical errors, and insufficient practice opportunities negatively affected students' communication skills. The study highlights the importance of communicative teaching methods, regular language practice, supportive classroom environments, and communication-oriented activities for improving students' communication competence. Educational institutions should provide opportunities for students to participate in seminars, debates, discussions, and language training programmes. The investigator concludes that proper guidance, continuous practice, and effective teaching strategies can significantly improve English communication skills among undergraduate students. Strengthening communication skills will enhance students' academic achievement, employability, personality development, and overall confidence in professional and social life.

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