

9 Hour Crash Course Module For Teaching Basic Communication Skills

Dr. NEELI RAMESH¹, R. ELIZABETH KAVITA²

¹Asst. Prof. of English,
G. Narayanamma Institute of Technology and Science for
Women,
Shaikpet, Hyderabad, Telangana State.

²Asst. Prof. of English,
G. Narayanamma Institute of Technology and Science for
Women,
Shaikpet, Hyderabad, Telangana State.

Abstract

Today we live in a global village. Globalization has been adopted by almost all the developed and developing countries. In globalization, English language has become a part in generating economy of that nation. English is no more a language but a bread winner in today's context. One must understand the importance of English communication skills in the present time in a broader perspective rather than with a narrower vision. The scenario is such that one needs to have the skills of English to obtain a job, academic purpose, in order to communicate or for business purpose etc. Mere knowledge of subjects is no more the only criteria to secure a job in today's date; but, one needs to be master in English communication skills to be a professional. There are many courses being offered based on time duration and purposes. They may be online or offline or a part of studies in order to learn the language and communication skills. Among different courses of English, Crash Course is one which is offered in short time duration to learn basics or foundation of language. According to Cambridge dictionary "a course that teaches one a lot of basic facts in a very short time". Learners can get an idea how to communicate at a basic level. Their comprehension and foundation in English will lead to further courses and to deal with some situations necessary to survive in an English-speaking environment. The present paper concentrates on how crash course like the present 9-hour Crash Course on Basic

Communication Skills is useful, what are the topics that can be covered during the time, make understand learner how communication works in a very important manner and creates interest in learning language with the further courses in order to become effective communicator. Students can use it as a pathway in understanding the Basic Communication skills and to enroll them into for further learning of the Language Courses.

Key Words: English Language, Basic Communication Skills, Crash Course.

Introduction

English is no more stigmatized as a colonial language in India. It is instead considered as a global language thereby becoming the language of economic empowerment, modernization and emancipation. In the global context, English has provided a competitive advantage to countries where it is being taught as a second language. India not only has the English advantage but also is a partner in global English. It is playing a key role in science and technology, business, trade, higher education and academic. In the multi-linguistic and heterogeneous context of India has become bridge in avoiding the communication gap among the different places of the country.

Teaching/Learning English as a Second Language: Affective Factors

India has become global partner with intelligibility and adopting with western phenomena. But, there are many factors that hinder in learning/ teaching English and its communications skills

The most important of factors is the duration of exposure to the language. In India English is taught as a second language in schools and colleges for five or six hours in a week. Perhaps the duration is hardly adequate; also the courses are spread over years. These two facts make it difficult for the Indians create a sustained interest and inculcate a sense of progress and achievement in Indian students.

English and the Multi-linguistic Setting: The uniformity brought about by English education promoted unity as an unexpected by-product within the ranks of the educated class. When Indians were dependant on the vernacular of their particular region, there was not much scope for the interchange of ideas even between the educated groups from the different parts of the country.

Uniformity in Syllabuses to make Indians Acquire a Single Dialect:

Language, particularly the English language, has become not only a means for power and exploitation; but has also become a site for struggle. As a result, there is no proper planning or political will or coordination among various agencies, the central government, state governments, and universities in the implementation of suitable policies. The aimless drift continues without any direction, clear-cut policies, goals, aims and objectives.

Many teachers who teach English in schools lack the technique of foreign language teaching. They remain largely ignorant of the changes taking place in English teaching and learning across the globe. The textbooks, which are prescribed for the students are not suitable and attractive. The text books mostly do not contain tasks where learners can draw samples from the local, every day experiences. Most of the tasks are designed to find answers from the text book itself. Students read it only to get through the examination. The English text books need improvement in the selection and gradation of vocabulary, good printing, suitable subject matter, genuine illustrations, language and style, exercises and glossary, relevance and abridgement of English stories to suit Indian condition.

English should be as a subject: With regard to the study of English, English is not introduced in Class I in non-English medium Instruction schools. English is taught from Class V onwards i.e. only six years. They will start learning subjects from the Class V. In some states English is introduced in class VII. They will have only 3 years of study. The gap of nearly six years study, difference in syllabus and the standards cannot fill the gap within the six years of study. So it creates of a lot gap between the students of non-English medium and English medium studies.

Variation in Curriculum: The English curriculum varies from State to State; from one school system to another. While variety should help generate innovations to take care of the varying needs of the audience of learners, we only notice deterioration of the standards of materials, and teaching and evaluation strategies. The variation in syllabus brings variation in achievement.

Uniform B Ed Syllabus throughout the Country: The teachers of English and their training do not satisfy the needs of the subject. The teachers of D Ed concentrate on different subjects of primary education. There will be no specific English methodology to teach and satisfy needs of elementary education. And even at B Ed level, the students join their courses with different graduation courses and English as one of the subject. But, there is no background of language oriented courses. At the training level, the trainees select English as one of the methodology and the other graduation concerned. This divides attention of the persons. The teacher of the social studies or sciences teaches English besides his/her subject.

Teachers/Lecturers: Most of the teachers who teach English at School level are either not trained mainly for English or they are the teachers of other subjects. Even the materials and methodology used in these training programmes are outdated. The lecturers in English working at college level join their profession with MA in English Literature as their qualification. But there is no provision for learning or teaching English language skills in this course.

Over-Crowded Classrooms: The physical condition of the classrooms poses a serious problem. Accommodating a huge number of students in a small room does not in any way motivate the students to learn. Although students manifest mixed ability in a large classroom, the teachers find it difficult to give individual attention to the learners.

Lack of Infrastructure and other problems: The infrastructure in most of the schools is inadequate. Some schools do not have enough furniture to accommodate all the learners. A majority of the schools, Primary and Secondary, are all ill-equipped so far as teaching aids are concerned. The non-availability of right type of teaching materials and audio-visual aids available through computer and Internet make the teaching of English in India quite ineffective. Students parental background like most of them are middle class people and farmers and the infrastructure -- school buildings, class rooms, labs, etc. impact on their education.

Implications: Curriculum is a systematic plan that provides learning experiences in the students. It aims at achieving the

intended outcomes in the teaching. The following 9hour Crash course module design is to create interest on basic communication skills in the students of higher education with vernacular medium background and in order to apt for further certificate or diploma course in enhancing their language skills.

Designing the 9hour Crash course Module:

1.0. Introduction:

Many students of professional courses and Master degree courses of the university find it difficult to follow classroom lectures and study textual materials, which are in English since they come from non-English Medium colleges and schools.

The '9hour Crash Course Module on Basic Communication Skills in English' has been designed with a view to give idea what are communication skills, how are they are helpful for them, how they are important in academics and to create interest in learning the language.

2.0. Duration of the course:

The duration of the course is 9hours, during which students learn basics of communication skills which are helpful for them to learn the language.

3.0. Eligibility for Admission:

Any bonafide student pursuing any professional course or Master's degree course is eligible to enroll themselves.

4.0. Objectives:

This course aims at achieving the following objectives:

- i. To give a basic idea about the communication skills and their importance in order to create interest and develop confidence levels in the vernacular medium background students.
- ii. Boosting them to join further courses like diploma or certificate courses in order to enhance their skills.
- iii. To enable the student to communicate slowly orally and in writing within classroom.

5.0. Award of Certificate:

The certificate of crash course on basic communication skills will be given to a candidate who has attended the complete session of the 9hour course.

6.0. Scheme of Instruction:

6.1 The instruction will be imparted mainly through classroom lectures, audio-video method, activities and discussion method.

6.2 The Medium of Instruction shall be English.

6.3 The Teaching Schedule for different subjects (skills) of the course is as follows:

6.4

Sl.No, subject / skill	Subject	Teaching hours per	
I (Day-1)	Listening	1 hour	
II (Day-1 and Day-2)	Speaking	2 hours	
III	Reading	1 hour	(Day-1)
IV and Day-2)	Writing	2 hours	(Day-1)
V (Day-2)	Vocabulary	1 hour	
VI (Day-1 and Day-2)	Grammar	2 hours	

(The above subjects/skills are taught in two day duration i.e. Day1– 5 hours and Day2– 4 hours. One hour subject's the day is specified and the 2 hours subjects will run each day one hour).

7.0. Scheme of Examination:

There is no scheme of Examination because of less duration of the course but attendance of less duration of the course but attendance is considered in order to issue certificate.

8.0. Transitory Rules:

The candidate who fails to attend if any one of the session out of four sessions of two days, he/she is not entitled to award of certificate.

9.0. Syllabus:

Subject-1: Listening (**Day-1**)

Syllabus: Introduction – Listening – Listening Vs Hearing
Listening Comprehension – 1 Video (To check understanding with a few questionnaire after completion of the video).

1 Audio – Filling up missing information in the black of an essay after listening to it.

Subject-2: Speaking (Day-1 and Day2)

Day-1: Importance of Oral skills and presentation

Greetings – Formal and Informal

Self-Introduction

Introducing Others

Describing Persons

Day-2: Greetings and Leave taking sentences and phrases

Accepting/ extending invitations

Giving Directions

Tips for improving spoken English

Subject-3: Reading (Day-2)

Reading Techniques – Scanning, skimming, inferring, labeling, predicting etc.

Studying- SQ3R formula

Reading comprehension – IEI Formula – 2 passages –

Questions and answers

Subject-4: Writing (Day-1 and Day-2)

Day-1: Paragraph Writing – Coherence and cohesiveness – linkers

Topic Sentence – IEC technique – Topic sentence –

Exercises

Day-2: Writing a cover letter

Preparing a resume – rules –model

Subject-5: Grammar (Day-1 and Day-2)

Day-1: Verb formation, Verbs- Regular, Irregular, Auxiliary
Types of sentences

Day-2: Persons, tense, tense-table

Subject-6: Vocabulary (Day-2)

Importance – types – word map (groups)

Homonyms-homophones and homographs

**Regular Orientations to the English Teachers of all Levels:
Primary, Secondary, Junior
and Degree Colleges:**

In India, most of the students are from rural areas and they come from vernacular medium schools. Based on their background, the syllabus has to be designed and latest methods should be adopted to deliver the skills to them. Even the testing system should be revamped to give the desired results. Therefore, it is necessary to go for a detailed discussion as to whether the existing curriculum is fulfilling the targets of study and whether it is suitable to the students in achieving their goals. In addition, most of the teachers

do not adopt innovative methods like activity method, project method etc. in the schools. The provision for refresher courses and seminars for the teachers of English should be provided on regular basis.

Conclusion: What is most needed is a change in the attitudes of our teachers – a change that will make them aware that lecturing is not the only teaching technique and that unless they are teaching literature as such they are teaching English as a second-language. This awareness will have to be accompanied by their preparedness to employ new methodologies, approaches and techniques for imparting instruction in the four language skills and for creating in students an interest in both English and in literature. While teaching language skills to different backgrounds of the students, based on their level and context suitable courses with the relevant modules prepared and implemented with vigorous practice. Then expected result may certainly reach the goals.

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