

English Language Teaching Through Communicative Modules For Diverse Learners

Ms. Priyadharshini V
Assistant Professor
Don Bosco Arts And Science College
Kilpauk, Chennai, Tamil Nadu.

Abstract

English being a universal language is always admissible to every native speaker, however, a few feel difficult to speak and write. Diversity and inclusion are a strategy adopted by language teachers to teach the language effectively. This paper highlights the importance of having a set of modules for diverse learners, how it leads to improvisation of language learning, the barriers which exist in getting along with the regular stream, and how different modules are adopted to address the diversity inclusion mode. Language plays a substantial role in cultural studies. Every medium of culture and the lingual difference is identified through language. This paper addresses the language perspectives on intercultural and intracultural variations. This paper also aims to prove the importance of the English language in teaching and the cultural variations employed in each language and dialect respectively. The English language is diversified and is culturally varied but also easy to bridge the gap between native and non-native speakers using the modules addressed in the above-said issues.

Keywords - English language, Communication barriers, Cultural diversity, Diverse learners, and Teaching modules.

Date of Submission: 22-02-2024

Date of Acceptance: 02-03-2024

Communication barriers arise among students as there exist diverse backgrounds and learning methods. Irrespective of the student's academic and cultural differences, diverse classrooms must be increased to eliminate communication barriers. In a variety of situations, to speak English effortlessly, we require good pronunciation, vocabulary, grammatical accuracy, and the knowledge of what to say. A few among the collective still struggle to cross these barriers in language speculations; this paper aims at those diverse learners who find it difficult to converse in English. This paper portrays effectively framed communicative modules for diverse learners of the English language. Diverse learners are categorised under four forms of communication – Intrapersonal, Interpersonal, General Academic, and Technical Domains. This module is to strengthen the student foundation in speaking skills, and change their linguistic approach, and oral interactive strategies. This paper thus gives the idea of bridging the language gap between the readers within themselves through the communicative modules which is the outcome of this paper.

The English language is always embedded into people from the basics of their education. It is firmly believed that a kid acquires the English language from an early age, although every student who studies English may not speak it fluently, it is the efficacy of the teachers and parents who are responsible for bringing the language to the kids from their roots. This generation has the necessity to be fluent in the English language which would fetch them a lot of opportunities. But out of 100 people 20-30 feel the inconvenience in conversing the language fluently, this problem is caused by the existing teaching module of the English language which is quite the same for more than two decades.

Schools put every student under the compulsion to read and write, which makes them excel in those domains, but not every student speaks aloud in the classroom set up. It is this kind of student who develops fear. Those students always have confusion when they try to speak to someone. They usually lack vocabulary, they stammer, and though they know a lot of words they may not be able to convey those due to a lack of practice in speaking the language.

In a classroom set up one half is able to practise the language well, whereas the other half has a problem. While some lack understanding, some lack reading, the other few lack writing, and an equal population lack speaking. Most students have the knowledge that English is an important language for their career development. There are some students who still think that English is not so necessary for their future. This research paper addresses the value of the English language in students' lives This paper also attempts to bridge the gap between

diverse learners with the language, through the communicative modules that are to be addressed as the outcome of the paper.

Language Training Modules for All Categories of Students

Objectives : To cater the basic level of communications to the people and make them confident in speaking (Formal & Informal).

Focus : Listening, Reading, Writing, Speaking & Creative Thinking.

Duration : 30 days

Target Audience : Beginner, Intermediate and Advanced.

Day	Beginner	Intermediate	Advanced
Day 1	<ul style="list-style-type: none"> ● Ice Breaking Session ● Basics of Communication Materials: Mind Mapping	<ul style="list-style-type: none"> ● Introduction Session Materials: None	<ul style="list-style-type: none"> ● Introduction Session Materials: None
Day 2	<ul style="list-style-type: none"> ● Conversation <ul style="list-style-type: none"> ▪ Smiling ▪ Greetings, ▪ Introducing, ▪ Leaving, ▪ Closing ▪ Apologizing Materials: Pictures and Flashcards	<ul style="list-style-type: none"> ● Creative Thinking and Speaking (Problem Solving based) ● Activity: Survival Materials: Mind Mapping	<ul style="list-style-type: none"> ● Self Introduction for different situations Materials: Sample Videos
Day 3	<ul style="list-style-type: none"> ● Overcoming fear/anxiety ● Mirror Practice Materials: A mirror in front where you can invoke your speaking skills.	<ul style="list-style-type: none"> ● Tongue twisters Materials: Printed sheets	<ul style="list-style-type: none"> ● Telephone Skills Materials: Printed sheets
Day 4	<ul style="list-style-type: none"> ● Self-intro ● Pair intro Materials: Sample YouTube Videos	<ul style="list-style-type: none"> ● Big Talk Materials: Mind Mapping	<ul style="list-style-type: none"> ● SWOT analysis Materials: Mind Mapping ping
Day 5	<ul style="list-style-type: none"> ● Group Gathering (Activity Based) Materials: None	<ul style="list-style-type: none"> ● Big Talk Materials: Mind Mapping	<ul style="list-style-type: none"> ● Group Discussion Materials: News Paper/ Industrial topics and Interview Targeted GD Topics.
Day 6	<ul style="list-style-type: none"> ● Situational Conversation Materials: Pictures and Flashcards	<ul style="list-style-type: none"> ● Translation – Mother Tongue to English and English to Mother Tongue. Writing and speaking. Materials: Printed sheets and News Paper	<ul style="list-style-type: none"> ● Group Discussion Materials: News Paper/ Industrial topics and Interview Targeted GD Topics.
Day 7	<ul style="list-style-type: none"> ● Role Play (activity based). Materials: Mind Mapping ping	<ul style="list-style-type: none"> ● News Reading/Reader activity. (Imitating English News Channels) Materials: Running letters in PC	<ul style="list-style-type: none"> ● Interview Skills, Required Key Skills, Corporate culture, Mock interviews
Day 8	<ul style="list-style-type: none"> ● Creative Thinking and Speaking (Problem Solving based) ● Activity: Survival Materials: Mind Mapping ping	<ul style="list-style-type: none"> ● One day as journalist (Gathering information and reporting to the people and conducting interviews on politician) Materials: News Channels and Paper	<ul style="list-style-type: none"> ● Kinds of interviews <ul style="list-style-type: none"> ▪ Personal ▪ HR ▪ PC ▪ Skype
Day 9	<ul style="list-style-type: none"> ● Tongue twister Materials: Printed sheets	<ul style="list-style-type: none"> ● Debate on budget-2020, 2021, 2022 (Individual) Materials: Budget information through News Paper and Channels	<ul style="list-style-type: none"> ● Introduction to Body language
Day 10	<ul style="list-style-type: none"> ● Asking Questions and answering. (WH Based and Yes/No Type) Materials: Printed sheets	<ul style="list-style-type: none"> ● Debate on budget-2020, 2021, 2022 (Team) Materials: Budget information through News Paper and Channels	<ul style="list-style-type: none"> ● Personal appearance ● Facial expressions ● Movement ● Posture ● Gestures ● Eye contact

			<ul style="list-style-type: none"> • Voice
Day 11	<ul style="list-style-type: none"> • Small Talk (Role Model, Famous Personalities, Etc.) Materials: Mind Mapping	<ul style="list-style-type: none"> • Big Talk Materials: Mind Mapping	<ul style="list-style-type: none"> • The Cover Letter, CV Writing • Video Resume (Visume) • Letter of Recommendation (LoR) & Statement of Purpose (SoP)
Day 12	<ul style="list-style-type: none"> • Small Talk (Role Model, Famous Personalities, Etc.) Materials: Mind Mapping	<ul style="list-style-type: none"> • Big Talk Materials: Mind Mapping	<ul style="list-style-type: none"> • Phonetics: Intonation • Ear training • Correct Pronunciation • Sound recognition exercises Common Errors in English. • Conversations: Face to Face Conversation
Day 13	<ul style="list-style-type: none"> • Pictures with Deep Meaning Materials: Pictures	<ul style="list-style-type: none"> • Enacting the famous literary clip. (Example: Mark Antony speech in Julius Caesar, Charlie Chaplin Speech from The Great Dictator, etc...) Materials: Videos and audios	<ul style="list-style-type: none"> • Elements of effective presentation Structure of presentation • Presentation tools
Day 14	<ul style="list-style-type: none"> • Learning Directing and informing the address Materials: Printed sheets	<ul style="list-style-type: none"> • Voice Over Materials: Videos and audios	<ul style="list-style-type: none"> • Tongue twisters Materials: Printed sheets
Day 15	<ul style="list-style-type: none"> • Chain Sentence • Framing a story Materials: Mind Mapping	<ul style="list-style-type: none"> • Presentation (individual) Materials: PPT	<ul style="list-style-type: none"> • Time management • Articulateness • Assertiveness • Psychometrics • Innovation and Creativity • Stress Management & Poise
Day 16	<ul style="list-style-type: none"> • Word and Language game Materials: Activity sheets	<ul style="list-style-type: none"> • Presentation (Team) Materials: PPT	Personality Enrichment <ul style="list-style-type: none"> • Leadership Skills • Time Management • Decision Making • Active Speaker and Passive Listener • Dress Code
Day 17	<ul style="list-style-type: none"> • News Reading/Reader activity. (Imitating English News Channels) Activity: One day as a journalist Materials: News Paper	<ul style="list-style-type: none"> • Story Writing and enacting Materials: Mind Mapping	<ul style="list-style-type: none"> • International English Language Testing System (IELTS)
Day 18	<ul style="list-style-type: none"> • Debate Materials: Mind Mapping	<ul style="list-style-type: none"> • Play with Vocabulary Materials: Activity sheets	<ul style="list-style-type: none"> • Test of English as a Foreign Language (TOEFL)
Day 19	<ul style="list-style-type: none"> • Story narration (Individual) Materials: Amazon audible App, audio stories from net	<ul style="list-style-type: none"> • Story narration with different voice modulation (Individual) Materials: Amazon audible App, audio stories from net	<ul style="list-style-type: none"> • Civil Service (Language related)- Verbal Ability.
Day 20	<ul style="list-style-type: none"> • Story narration (Group) Materials: Amazon audible App, audio stories from net	<ul style="list-style-type: none"> • Story narration with different voice modulation (group) Materials: Amazon audible App, audio stories from net	<ul style="list-style-type: none"> • English Language for Competitive Exams. Public & Private Sector
Day 21	<ul style="list-style-type: none"> • Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> • Listening videos and audios and answering the questions based on it. Materials: Videos and audios	<ul style="list-style-type: none"> • Understanding career management • Developing a long-term career plan • Making career changes
Day 22	<ul style="list-style-type: none"> • Listening to videos and audios and answering the question based on it. 	<ul style="list-style-type: none"> • Listening to videos and audios and answering the questions based on it. 	<ul style="list-style-type: none"> • Soft Skills, Hard skills and Life Skills.

	Materials: Videos and audios	Materials: Videos and audios	
Day 23	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening IELTS and TOFEL
Day 24	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening IELTS and TOFEL
Day 25	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening IELTS and TOFEL
Day 26	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening IELTS and TOFEL
Day 27	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening IELTS and TOFEL
Day 28	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening to videos and audios and answering the question based on it. Materials: Videos and audios	<ul style="list-style-type: none"> Listening IELTS and TOFEL
Day 29	<ul style="list-style-type: none"> Sample Assessment 	<ul style="list-style-type: none"> Sample Assessment 	<ul style="list-style-type: none"> Sample Assessment
Day 30	<ul style="list-style-type: none"> Sample Assessment 	<ul style="list-style-type: none"> Sample Assessment 	<ul style="list-style-type: none"> Sample Assessment

Everyday Activities:

- Newspaper reading
- Listening to different Audios/ Video. (Asking questions based on audios)

Implication:

Research setting

The survey was conducted among the students of several departments of Patrician College of Arts and Science, Chennai.

Research participants

The major focus of this survey was on the graduating students of various departments of the college.

Research instrument

A survey created using google forms was circulated among the students.

Population and sample of the study

Nearly 236 responses were recorded from the survey that was conducted after the implication..

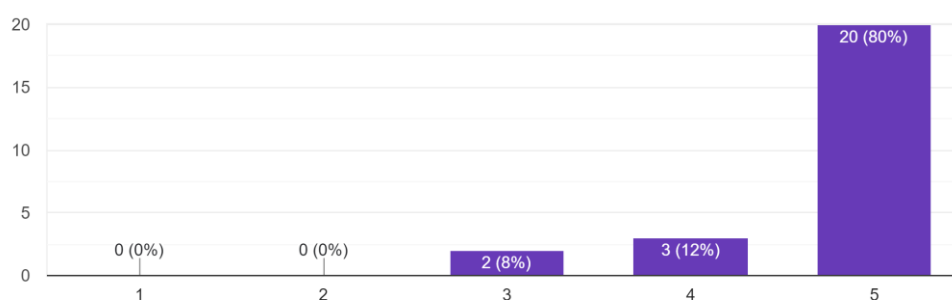
I. Findings & Results

The experimented students had a great development in listening skills, by using the modules given to the targeted audience. It indicated that they listened to the programs that were listed on the modules. The experimental group improved their speaking skills through various activities in their sessions. Students after the intervention of these modules were recorded with high reading abilities, especially at the beginner level, they were made to videos that impacted their ability to read at a faster pace. The experimented group had to do written exercises like story writing and creative writing that improved their strength in grammar.

The targeted audience after going through the modules could excel in all four skills listening, speaking, reading, and writing respectively. The experimented group after the intervention of these modules showed a great interest in the English language. The targeted audience states that they enjoyed pursuing the activities given in the modules in their course of learning as it was an innovative method. After undergoing the sessions, they started showing interest in the English language, and started to develop their language skills through several techniques like reading books, watching series, etc.

On a scale of 1-5, how comfortable and confident do you feel after taking up the session?

25 responses



The pattern of English language teaching methodology remains the same for quite many years and some innovative methods may change the attitude of teachers and students towards the language. Those innovative methods were given in the modules. The sample assessment in this module creates a major difference from other teaching methodologies of the English language. Hence these modules created a change in the student's English proficiency. The students were categorised into three levels – Beginner, Intermediate, and Advanced. Modules were prepared in accordance to the level of the students. This research aims to give communicative modules to the students to improve their language skills and empower them in the field of English language. Students had several problems in executing the language that was divided into the categories of grammatical accuracy, vocabulary, speaking, and writing. We also managed to bridge the gap between the students and the language through the communicative modules which were discussed in the findings. The modules had an impact on the students and at the end of the research, they were able to find improvements in their language development. The students were given multiple tasks that trained them in language development. From the ice-breaking session to the sample assessment the students were active enough to do all the activities that were in the module. The whole purpose of the study was successful as the activities trained them to be fluent and proved them confident in the language.

References

- [1]. Fr.Telesphoreo, T.F, (April 2015). Development Of Modules For Enhancing English Language Abilities Among The Students Of The Primary Teacher Education Programme. [Http://Dspace.Hmlibrary.Ac.In:8080/Jspui/Bitstream/123456789/1130/15/15%20summary.Pdf](http://Dspace.Hmlibrary.Ac.In:8080/Jspui/Bitstream/123456789/1130/15/15%20summary.Pdf)
- [2]. Kasumi, & Hysen, (2015/04/01). Communicative Language Teaching And Its Impact On Students' Performance. *Journal Of Education And Social Research*, 10.5901/ Jesr.2015.V5n1s1p155. [Https://Www.Researchgate.Net/Publication/276459978_Communicative_Language_Teaching_And_Its_Impact_On_Students'_Performance](https://Www.Researchgate.Net/Publication/276459978_Communicative_Language_Teaching_And_Its_Impact_On_Students'_Performance)
- [3]. Mike Megrove Reddy, (2018 November). Communication's Module: Inclusion Within All Undergraduate Qualifications At Higher Educational Institutions. *American Journals Online*. [Https://Www.Ajol.Info/Index.Php/Gab/Article/View/180807](https://Www.Ajol.Info/Index.Php/Gab/Article/View/180807)
- [4]. Rachele Brown, (2016 June). Communication In A Diverse Classroom: An Annotated Bibliographic Review. Ed570878 [Https://Eric.Ed.Gov/?Id=Ed570878](https://Eric.Ed.Gov/?Id=Ed570878)
- [5]. Zainal, N., & Yunus, M. M. (2021). A Review Of The Use Of Online Modules To Improve English- Speaking Skills Among University Students. *International Journal Of Academic Research In Progressive Education And Development*, 10(4), 147-155. [Https://Hmars.Com/Papers_Submitted/11668/A-Review-Of-The-Use-Of-Online-Module-To-Improve-English-Speaking-Skills-Among-University-Students.Pdf](https://Hmars.Com/Papers_Submitted/11668/A-Review-Of-The-Use-Of-Online-Module-To-Improve-English-Speaking-Skills-Among-University-Students.Pdf)