

Report of Add-On Course in Communicative English (2024-25)



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The Add-On Certificate Course in Communicative English was conducted during the academic session 2024–2025 in accordance with the syllabus prescribed by Panjab University. The primary objective of the course was to enhance students' proficiency in English communication for academic, professional, and social contexts, with emphasis on fluency, accuracy, and functional usage. The course comprised two major components: **Paper A: Speech Skills** (Theory + Practical) and **Paper B: Writing Communication Skills and Study Skills**. A total of **10 periods per week** were allocated, integrating theoretical instruction with practical training. The evaluation scheme included written examination, practical assessment, and internal assessment. The course was delivered through a blended pedagogical approach, combining interactive lectures, language lab sessions (for phonetics and listening), role-plays and simulations, group discussions and peer learning, writing workshops and audio-visual aids (recordings, videos, real-life materials).

Paper A: Speech Skills: The following units were systematically covered:

- Phonology of English (sounds, phonetic symbols, consonants, vowels, diphthongs)
- Syllable structure and word formation
- Weak forms and connected speech
- Word stress and sentence stress
- Intonation patterns in spoken English
- Functional communication (greetings, requests, complaints, persuasion, etc.)
- Public speaking and announcements
- Register and style in communication

The teaching approach adopted for the course was structured to enhance students' practical communicative competence through a combination of interactive and skill-based methods. Language lab training was regularly incorporated, enabling students to practice pronunciation through minimal pairs and focused listening drills. To further strengthen phonetic accuracy, students were encouraged to use dictionaries as a reference tool for correct pronunciation. Emphasis was also placed on situational dialogues, where learners engaged in real-life communicative contexts such as interviews, telephonic conversations, and public speaking. In addition, role-play activities were conducted to simulate everyday interactions, including making requests, negotiating, and giving directions, thereby fostering confidence and spontaneity in speech. The overall approach prioritized fluency development, with a focus on intelligibility rather than strict adherence to Received Pronunciation (RP), in alignment with the recommendations of the prescribed syllabus.

Paper B: Writing Communication Skills and Study Skills

Core units (I–VI) and selected additional units were taught:

- Elements of effective writing (structure, coherence, style)
- Paragraph writing (descriptive, narrative, argumentative)
- Formal and informal letter writing
- Transcoding (dialogue ↔ paragraph, diagram ↔ text)
- Decoding (audio/video to written form)
- Report writing and note-making

Additional components included use of reference materials (dictionary, thesaurus), Information classification and indexing, Interpretation of charts, graphs, and tables and Basic digital literacy (file handling, information retrieval).

The teaching approach for writing skills was designed to build clarity, coherence, and practical competence through a range of structured and interactive methods. Writing workshops were conducted regularly, allowing students to practice organized writing tasks within the classroom environment. Peer review sessions were incorporated to promote feedback-based learning, enabling students to critically evaluate and improve each other's work. Authentic materials such as newspapers, magazines, and reports were used to expose learners to real-world writing styles and contexts. Task-based learning formed a core component of the approach, with assignments including report writing, summaries, and formal correspondence to develop functional writing abilities. In addition, remedial teaching was provided to support students with weaker writing skills, ensuring that all learners received adequate guidance and opportunities for improvement.

Evaluation for the course was conducted in accordance with university guidelines, ensuring a balanced assessment of both theoretical understanding and practical skills. For Paper A (Speech Skills), the evaluation comprised a written examination of 45 marks, a practical examination of 45 marks, and an internal assessment component of 10 marks. Paper B (Writing Skills) was assessed through a written examination carrying 90 marks, along with an internal assessment of 10 marks. A variety of assessment methods were employed to comprehensively evaluate students' performance, including oral presentations, listening comprehension tests, written assignments, class participation, and practical speaking tests. This multi-dimensional approach ensured that students were assessed on both their communicative competence and their writing proficiency.

By the end of the course, students demonstrated noticeable improvement in their fluency and confidence in spoken English, along with enhanced writing skills across a range of formats. They developed the ability to communicate effectively in professional contexts, supported by stronger listening and comprehension abilities. In addition, students became familiar with essential study skills and techniques for information management. These learning outcomes align closely with the overall objective of the course, which aims to make learners self-reliant, confident, and better prepared for employability.

The course implementation encountered several challenges, including varied levels of language proficiency among students, limited exposure to spoken English outside the classroom, and an initial hesitation in engaging in oral communication. These issues were systematically addressed through sustained practice, increased opportunities for peer interaction, and the provision of constructive and supportive feedback, which collectively helped in building confidence and improving overall language competence.

In conclusion, the Communicative English course was successfully delivered in alignment with the prescribed syllabus. The integrated teaching approach, which combined theoretical understanding with practical application, ensured the holistic development of students' communicative competence. The course effectively met its objectives by equipping learners with the necessary skills to navigate academic, professional, and real-world communication contexts with greater confidence and proficiency.