

FIRST DEGREE PROGRAMME IN

B A ENGLISH LANGUAGE AND LITERATURE (CBCS System)

Open Course: 1 EN 1551.1 Communicative Applications in English No: of Credits:
2 No. of Instructional Hours 3[Total 54]

Aim To excel in communicative capabilities

Objectives

1. Help the students overcome their inhibitions about speaking in English about their day to-day life and learning experiences within and outside college
2. Develop them into clear, unpretentious and effective communicators, both in speech and in writing
3. Give them the rudiments of grammar, with an emphasis on the correct usage of the language in various contexts

Course Outcome

CO 1: Learners majoring in some subject other than English will have a working knowledge of the type of English that is required in real life situations, especially the globalized workplace.

CO 2: Well trained to write clear, well-framed, polite but concise formal letters and e-mails for a variety of purposes

CO 3: Acquire some of the soft-skills that go hand in hand with English –namely, the ability to prepare for an interview and face it confidently, the ability to participate boldly a group discussion and contribute meaningfully to it, the ability to make a simple and interesting presentation of 5-10 minutes before a mixed audience on anything that they have learnt in the previous semesters of the UG programme

NOTE TO COURSE INSTRUCTORS AND QUESTION PAPER SETTERS

This course does not have any –Core reading material. A list of useful reference books and other resources has been provided, but it must be emphasized that none of them should be used exclusively, in the manner of core books. Instead the teacher and students must exercise their discretion and take whatever is useful from them.

Module I Talking about Oneself

- One's basic details –academic career from Plus 2 onwards
- One's home village or locality

- Family members and what they do
 - Interests/hobbies
 - Abilities and strengths (with illustrative examples/anecdotes)
 - Weaknesses (with illustrative examples/anecdotes)
 - Brief narrative with a few –highlights of things learnt during the first 2 years of the degree programme (this could include curricular and co-curricular things such as participation in NCC or NSS or some club)
 - Aims and ambitions in life (both career and social aims)
 - Any one person who inspires or (in the past) inspired/used to inspire the student and proved to be a role-model for her/him
 - A memorable experience in the life of the student and why it is so memorable
- BALL GAME FOR BREAKING DOWN INHIBITIONS**
- This may be played as often as possible with a small basketball or volleyball.
 - The teacher and all the students in class stand in a circle around a cleared space either indoors or outdoors.
 - The teacher throws the ball to a student randomly loudly saying, –My name is (her name) I come from (her home village/locality).
 - The student has to repeat those sentences substituting the teacher's name and place with her own and throw the ball back at the teacher. If she gets it correctly, the teacher throws the ball to the next student. If not the teacher repeats the utterance with a stress on the word/part to be corrected and throws the ball back to the same person.
 - This is to be repeated till the student gets it right and also speaks in a voice loud enough to be heard by everybody.

Writing about Oneself

1. Basic Grammar: Gender Agreement, Number Agreement, Subject-Verb Agreement, Use of Articles and Tenses

2. Exercises –Note: Students need not remember the names of the tense forms but they must know develop the ability to use them correctly. Teachers handling this course can take 3 or more items from Module I and make the students write about them in a simple, conversational style. This writing can then be checked for gender and number agreement as well as the proper use of articles and tense forms and feedback can be given with a view to reinforcing their ability to write grammatically.

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Module II Communicating with Others

1. INTRODUCING OTHERS

Introducing a classmate to an audience mentioning their basic details, good qualities, interests and achievements and also narrating some shared experience or something that one has found striking about them

Researching a celebrity and introducing a classmate as if he/she were that person

NOTE: The number of classmates and –celebrities| introduced like this by each student can be fixed depending on the number of students in the class and the time available.

Compeering a programme

2. ROLE PLAY

Opening and concluding conversations with familiars and

strangers A student talking to a bank manager enquiring about study loans

A traveler asking for help at a railway enquiry counter

A tourist asking for information at an enquiry counter about places to visit in a new state, hotel rates, how to get to those places, etc.

A citizen journalist reports on some special event or untoward situation happening near him/ her in the background

3. GROUP DISCUSSION on one or more of the following:

Some issue of common concern from the students' lives

A recent news item

A recent film

Guidelines

The first 2 rounds of discussion may be on non-controversial topics and the discussion group may be given some preparation time; the next 2 should be spontaneous and on slightly more controversial topics. The class may be split into 2 (or 4) groups. While one group is carrying on the discussion, another group of people may be posted to observe them. Each participant should have a watcher unknown to him/her, who will make notes on that person and give them to the teacher for a feedback. Points to be watched shall be –the student's level of participation, body language, voice, manner, confidence level and overall contribution to the discussion. Through this method the principles of healthy group discussion can be –derived| and taught. Observer students should be required to take notes during discussion and the teacher should guide them in refining their notes.

4. INTERVIEW

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A brief recapitulation of how to prepare a CV or resume (since the students would have done this in their 1st semester)

How to write an application letter to go with it

Preparation for an interview: researching the subject/organization, the responsibilities on the job one is seeking –things to do on the previous day

Non-Verbal factors: Dress, punctuality, body language, eye contact, sitting posture

Types of interview questions: fact seeking, searching or opinion seeking, confirmatory, open and closed questions

Ways of disagreeing politely with the panelists, refusing to take provocations, asking for clarifications

- How to write an application letter to go with it
- Preparation for an interview: researching the subject/organization, the responsibilities on the job one is seeking –things to do on the previous day
- Non-Verbal factors: Dress, punctuality, body language, eye contact, sitting posture
- Types of interview questions: fact seeking, searching or opinion seeking, confirmatory, open and closed questions
- Ways of disagreeing politely with the panelists, refusing to take provocations, asking for clarifications
- What to do before and during a telephonic interview

Module III Letters, Mails and Notices

1. Drawing up brief notices for various events
2. Basic elements of an email and some points of netiquette
3. Formal letters and emails for the following purposes:
 - Applying for a job
 - Seeking information
 - Ordering a product
 - Making enquiries and bookings
 - Making a complaint
 - Giving negative feedback tactfully
 - Asking for help
 - Apologizing for mistakes made
 - Thanking people for services/help received
 - Writing a proposal for a grant/ project/ scholarship (basic structure)

Fine Tuning One's English

1. What is Mother-tongue Interference and why does it happen? –Speech sounds in English that are NOT found in Malayalam –some English sounds/words commonly mispronounced by Malayalis
2. 2-3 sessions of listening to British speech –2 -3 sessions of listening to American speech
3. Getting the most out of a dictionary –how to look for a word –some common words with multiple meanings (all widely used) –meaning of ‘_connotation’, ‘_pejorative’, ‘_dialect’, ‘_slang’, ‘_expletive’ and ‘_profanity’ with an example each
4. Making a 5-10 minute presentation on any topic chosen by the student and approved by the teacher
5. Writing for Social Media platforms and creating content for various purposes targeted at Social Media readers/ viewers
6. Personal blog writing

Recommended Reading

- Basic Communication Skills (book with CD). P. Kiranmai Dutt and Geetha Rajeevan. Foundation Books, CUP, 2011: Part I and III. Price: 150/
- Essential English Grammar: A self-study reference and practice book for elementary students of English (with answers) 2nd Edition. Raymond Murphy. CUP, 2010.
- The Craft of Business Letter Writing. Matthew M. Monippally. Tata McGraw Hill, 2006: Especially Part I and II (Chapters 1-6), Chapter 9 and 10 in Part III and the Appendix, –Rogues’ Gallery].
- E-Mailing (book with CD). Louise Pile. Viva Books, 2009.
- Communication for Business: A Practical Approach (4th Edition). Shirley Taylor. Pearson Education, 2006: Relevant Chapters in Units 3, 4, 5, 6, 8 and 18.
- A Dictionary of Contemporary English (New Edition with DVD ROM). Pearson Longman, 2009.

e-resources:

1. www.grammar-monster.com
2. Powerpoint Presentation in www.wikipedia.org on English spelling
3. BBC World resources on learning English