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# AN APPROACH TO LANGUAGE DEVELOPMENT PROGRAM FOR THE MIDDLE SCHOOL STUDENTS AND ITS EXPECTED OUTCOME

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## Abstract

Communication skills are one of the 4 C's (communication, collaboration, critical thinking, and creativity) of the 21<sup>st</sup>-century learners' skills, which will make students confident by empowering them to express themselves, both verbally and non-verbally subject to reflect our culture and traditions. This includes their ability to express opinions and desires, and also needs and fears in an effective way for better outcomes. Developing our student's English Language proficiency has always been a key focus since the inception of many institutions, more so because of improper training and coaching. Given this demography and English not being the first Language and in consideration that English language fluency is of utmost importance. This article focuses on giving an approach to language instructors on how language skills can be developed among middle school students.

**Keywords:** Listening, Speaking, Reading, and Writing

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## Introduction

The primary objective of many institutions is to train the students with key communication skills such as Listening, speaking, reading and writing, grammar & vocabulary and ensure the achievement of age-appropriate skill-based learning outcomes through a structured curriculum framework that includes the provision of content, instructional design, teacher training and evaluation followed by required corrective & preventive action.

Further, the recent pandemic has reinforced the need to ensure that our students develop English language proficiency, and hence we need to enhance the quality of English language teaching through specific interventions. As the best years for language learning is to begin early, many institutions have initiated communication skill training as an in-house program integrated within the school curriculum in addition to the regular English periods.

## Objective

The main goal of this project is to help the students to improve their English language skills and to enable them to communicate more effectively in the English language.

The objective of effective communication includes.

- To build greater assurance and expertise in oral and written communication.
- To make the students use appropriate usage of English language.
- To build competence in the different aspects of the Language.
- To participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations.
- To read poems effectively (with proper rhythm and intonation)
- To have good pronunciation, stress, and intonation patterns.
- To cultivate active and passive listening for accurate comprehension.
- To develop the interaction between the peers and the flow of speech.
- To acquire the correct flow of grammar sequence while speaking and writing.

## Methods and Techniques

The methodology is centered on a learner-centric method. Care needs to be taken to accomplish the purposeful communicative, literary, and ethnic prerequisites of the learner. In these circumstances, the trainer is the initiator of learning; she/he presents language matters and creates situations that motivate the students to use English for the drives of communication and countenance. Aural-oral teaching and testing are essential skins of the teaching-learning process.

Electronic and print media has to be used broadly. A few suggested activities are:

- Role play - Pretending real-life state of affairs
- Dramatizing and miming
- Decision making and solving issues
- Interpretation of information
- Comprehending and analyzing matters
- Interpretation of graphical information
- Poetry recitation
- Grouping and executing ethical values
- Narration of stories, short talks, mini presentations.

## Skills focused – Listening, Speaking, Reading, and Writing.

### Reading skill:

A passage of 3 to 4 lines from the students' respective textbooks is to be selected by the teacher, and the teacher has to read the passage in front of the students with correct pronunciation and intonation. Following this the teacher has to make the students one by one read the same passage with correct pronunciation and intonation, the teacher has to correct the students on the spot and make them efficient in reading the passage.

The following list of concepts is covered under reading skills:

- Encoding & Decoding
- Fluency in reading
- Vocabulary building
- Sentence structure and cohesion
- Reasoning and contextual knowledge
- Working reminiscence and responsiveness

- More ways to help with reading comprehension

### Writing skill:

A short paragraph of one or two lines is to be given to the students from their respective textbooks and to make the students write the same paragraph from their memory.

The following list of concepts is covered under writing skills:

- Clarity and focus.
- Developing ideas and themes.
- Language word choice.
- Grammar and style in writing format
- Syntax and structure cohesion

### Speaking skill:

A passage from the students' respective textbooks is to be selected by the teacher and to make the students recite the same passage by giving them a timeline of 5 to 10 minutes.

The following list of concepts is covered under speaking skills:

- Flow of sentence speech
- Usage of correct grammar sequence
- Execution of correct pronunciation, intonation, stress, and rhythm.
- Compatible vocabulary usage to reach the appropriate level of the listener.

### Listening skill:

A five-minute video content is to be selected from YouTube relevant to the topics covered from the students' respective portions and the same has to be downloaded and played for the students to listen and understand. Followed that the students must be given a timeline to explain what they have understood.

The following list of concepts is covered under listening skills:

- Paying attention
- Creating curiosity
- Attitude adjustments
- breaking barrier
- Avoid distractions and daydreaming.

### Skills to be assessed

Skill	Sub – Skills	Measuring Areas
Listening	<ol style="list-style-type: none"> <li>1. Being present.</li> <li>2. Paying attention.</li> </ol>	Recapitulation and response ability.
Speaking	<ol style="list-style-type: none"> <li>1. Correct pronunciation.</li> <li>2. Flow of connectivity with correct grammar usage.</li> </ol>	Fluency and proficiency in speaking skill by using correct English.
Reading	<ol style="list-style-type: none"> <li>1. Skimming &amp; scanning.</li> <li>2. Sentence construction &amp; cohesion.</li> </ol>	Comprehending and application capability.
Writing	<ol style="list-style-type: none"> <li>1. Spelling and punctuation.</li> <li>2. Correct usage of grammar.</li> <li>3. Word choice and conciseness (topic relevance).</li> </ol>	Sentence structure, syntax and formation level.

### Assessment method

Skill	Modality	Measuring areas
Listening	Students have to listen to an audio note for 6 to 8 minutes following that, they have to answer explicitly 10 MCQ's subjected to the audio.	Recapitulation & Responses ability
Speaking	The students can choose any one topic from the given list and from that they have to make an instant speech for 3 minutes.	Fluency and proficiency in speaking skill by using correct English.
Reading	Reading conception assessment comprises to read a passage of text that is even out aptly for the grade, and then asking categorical 10 MCQ about the syntax of the text.	Comprehending and application capability.
Writing	The students can choose any one topic from the wide range of given topics to them, and from that, they have to write an instant paragraph of 100 words.	Sentence structure, syntax and formation level.

### Conclusion

The LSRW classes are designed in multiple formats using visual, aural & kinesthetic (VAK) styles and are completely activity based to ensure a fun and engaging learning environment where middle school students can freely express themselves without any reservations. Periodic assessments can be conducted skill-wise to understand the extent of their learning.

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