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## A novel approach to acquiring communication through 'LSRW' skills

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### ABSTRACT

*Language learning and communication are skill-building activities, which can be developed and acquired by doing...doing...doing a lot of practice. If we talk about language learning and communication, everyone should remember about the four key skills – Listening [L], Speaking [S], Reading [R] and Writing [W]. Without the acquisition of these major skills, it is impossible for anyone to be competent enough to converse in English with others.*

**Keywords:** Acquisition, Communication, Listening, Speaking, Reading, Writing

### 1. INTRODUCTION

Language learning and communication are skill building activity, which can be developed and acquired by doing...doing...doing a lot of practice. If we talk about language learning and communication, everyone should remember about the four key skills – Listening [L], Speaking [S], Reading [R] and Writing [W]. Without the acquisition of these major skills, it is impossible for anyone to be competent enough to converse in English with others.

### 2. OBJECTIVE

The objective of this presentation is to enhance the LSRW skills of students and how to make them to acquire unconscious competency in communication.

### 3. LISTENING

Popular English movies must be screened at weekends with subtitles for the students of I year Engineering. Before the start of the movie, the students must be asked to note down the words, which are not familiar to them. Once, the screening is over, here comes the task based activity to enhance the listening as well as reading. In the first task, students are grouped and a Cambridge advanced learner's dictionary is given to all groups and within a span of 10 minutes, the group should identify the meaning for the terms noted by them and they must use those words in sentences on their own. In the second task, the facilitator has to conduct a quiz competition based on some of the situations in the movie.

There is a similar way to enhance the listening skill i.e. during lunch break situational conversations can be played through interconnected speakers in the class so that a student will get a chance to listen some of the situations they might have come across in their real life but never responded properly in English earlier.

### 4. SPEAKING

To improvise speaking skills, students are shown videos of Al Gore's speeches on 'Climate Change' and small talks from TED website. These videos are shown in order to know the body language as well as how these speakers introduce themselves in front of the audience. There are three rounds to make the student to be proficient in speaking. First round is the 'picture talk' round. Paper cuttings on nature, famous personalities and animals are given to students to observe for about a minute. Then, they are grouped as 6 with 3 proficient and 3 non proficient students. The proficient student initiates the 'picture talk' followed by the non-proficient .

In the second round, simple topics such as car, tree, man, woman, television, internet etc., are given as 'extempore talks' in order to gain confidence in speaking. Here also the proficient comes first followed by the non-proficient.

In the third round, Power Point Presentations on 'Designing and working mechanism of Machines' such as functioning of a drilling machine, lathe etc are given to students so that students get an opportunity to explain the application of engineering.

## **5. READING**

To enhance the third skill reading, popular '*English*' newspaper is given to all students on every day. One student has to read out the important happenings in India as well as in Abroad in the class for about 5 minutes. Initially, the students from English medium background are asked to do the task later the students from Tamil medium base are asked to do the task. There is a tremendous change in the attitude of Tamil Nadu students and they compete themselves to grab the chance of reading. All students require a model to be followed to wipe away their inhibition and shyness.

'*Open Page – Editorial*' of leading English newspapers such as 'The Hindu', 'The New Indian Express', 'Deccan Chronicle' have to be comprehended by the peer group for about 30 minutes and the group leader has to present the ideas to the entire class for 5 minutes.

After these tasks in reading, the level of confidence in students has gone up and a positive wave prevails in the mind of students.

## **6. WRITING**

To improvise the most challenging task writing, all students are asked to open an email account and a computer is assigned for the students during weekend to give the feedback about their academic classes in the form of '*email*' and these mails are addressed to the faculty member of English. All mails are checked and reply mail is sent by correcting all the grammatical mistakes of students. Earlier, when the student is asked to write about on a particular task in a piece of paper, they hesitated a lot and never completed the task on time whereas in the novel method of sending emails, a very positive change is being noticed.

All students are asked to collect pictures related to '*Science & Technology*' from newspapers for a period of 6 months and they have been asked to prepare a '*Collage*' and give comments on their own about the pictures. Here each student is given independency and freedom in preparing the '*Collage*' so that all novel methods are adopted by students in organizing the photographs as well as in writing the comments on their own.

## **7. SUGGESTIONS & CONCLUSION**

Electronic media is one among the best mediums to teach language and to acquire the required skills and peer group learning is also one of the best ways to enhance the competency level of students. Conventional Chalk-talk-walk method of yesteryears is yielding results whereas task based learning with the help of media yields the very best results.