



Rizvi Education Society's  
RIZVI COLLEGE OF EDUCATION  
(Affiliated to University of Mumbai)

VALUE ADDED COURSE  
ON

**Enhancing Teachers Proficiency  
in  
English Communication**





Teachers are the nation builders. It is of utmost importance that teachers are effective communicators of English language. As rightly said, “Language cannot be taught but it is caught.” Language is caught by the pupil through their interaction with the teachers either in the classroom or the playground. Teachers are pupil first role models and they need to set the right examples of language proficiency. This ever growing demand for English in education and the workplaces makes it mandatory that in today’s competent world teachers improve their quality of English language. In keeping with its vision of creating globally competent teachers Rizvi College of Education has begun its endeavor to introduce a value added course on, “Enhancing Teachers Proficiency in English Communication”.

## COURSE DESCRIPTION

The aim of this course is to enhance participants’ English communication skills in the context that they will most need those skills to be better teachers. Within the context of teaching, participants will learn skills needed by professional teachers. They will develop proficiency in all four skills viz., listening, speaking, reading and writing. Additionally, participants’ will learn language skills like grammar & vocabulary and comprehension skills. They will be trained in explaining with minimum usage of words, expanding ideas, enhancing pronunciation skills, linking of ideas, planning before writing, etc.

## PROGRAM LEARNING OUTCOMES

After successful completion of this course the student will be able to

- PLO3. Develop effective communication, team work and leadership skills.
- PLO6. Develop imaginative, creative, innovative, and entrepreneurial skills among the prospective teachers.

## COURSE LEARNING OUTCOMES

After successful completion of this course the student will be able to

- CLO1 - Understand the importance of enhancing all four language skills i.e. listening, speaking, reading and writing as well as vocabulary.
- CLO2 – Understand the meaning in context
- CLO 3 - Comprehend and apply the phonetic rules in English communication.
- CLO 4- Demonstrate ability to work effectively in teams throughout the course
- CLO 5 - Demonstrate proficiency in all four skills of language learning
- CLO 6 - Demonstrate independent thinking, originality, and imagination, in thought, expression, and ideas
- CLO 7 – Apply the language skills learnt in the workbook



**Dr. Akhtar Hasan Rizvi**  
Chief Patron

**Adv. (Mrs.) Rubina Rizvi**  
Program Director

**Dr. Radhika Vakharia**  
Program Facilitator

**Dr. Radhika Vakharia**  
**Mrs. Nahida Mandviwala**  
Program Coordinator & Resource Personnel

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<b>Proposed Course Duration</b>	<b>2 Months</b>
<b>Proposed Number of Contact Hours</b>	Max 32 hours
<b>Proposed Fee</b>	Rs. 3,500/-

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Students will be awarded a certificate of completion after having successfully completed the course

At the end of the course students who are willing to undertake British Council certified APTIS Test will take a three hour Test



## MODULE I – LISTENING & VOCABULARY

Sr. No.	Topics	Objective	Activities	Classroom Plan
<b>Unit 1 – Importance of Listening in learning a Language</b>				
<b>1.</b>	<b>Word and number recognition</b>	To enable student to recall words and numbers.	1. Listen to a short phone message and identify specific information such as a number. Only words needed and not sentences. Eg: ✓ Name of an individual ✓ Date of birth 2. Lower order questions will be asked.	1. Listen to News Telecast on Radio/TV
<b>2.</b>	<b>Vocabulary</b>	To enable student to identify specific factual information.	1. Find a word with a meaning similar to the target word. 2. Complete a sentence by choosing the correct word. 3. Match a definition to the correct word. 4. Lower order questions will be asked.	1. Listen to a Speech by (TEDTalks)
<b>Unit 2 – Importance of Effective Comprehension Skills</b>				
<b>3.</b>	<b>Identifying specific, factual information</b>	To enable student to infer the meaning of a text.	1. Identify meaning of what the speakers are saying. Sentences needed. Eg: ✓ Where do they want to go? ✓ What do they want to buy? 2. Higher order questions will be asked.	1. Listen to a conversation between 2 people
<b>4.</b>	<b>Inference</b>	To enable student to infer the meaning through the tone of the speaker.	1. Identify clues in the language or tone of the speakers to help identify their intention or opinion. 2. Higher order analytical/inferential questions will be asked.	
<b>Assignment – Students are provided worksheet and an audio is played. Students are asked to complete the worksheet</b>				

## MODULE II – SPEAKING & PHONETICS

Sr. No.	Topics	Objective	Activities	Classroom Plan
<b>Unit 3 – Enhancing Vocabulary</b>				
1.	<b>Personal Information</b>	To enhance student's world building ability.	<ol style="list-style-type: none"> <li>1. Speak aloud the words and identify how they are commonly mispronounced. (Vowels/Silent letters)</li> <li>2. Speak for 30 seconds on a personal topic</li> <li>3. Introduce yourself and talk about your personal experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Speak on the following for 45 seconds <ul style="list-style-type: none"> <li>✓ Your last holiday.</li> <li>✓ How will you spend today's evening?</li> <li>✓ What are your weekend activities?</li> <li>✓ Talk about your favourite sport.</li> <li>✓ Describe any one of your family member/friend.</li> <li>✓ What do you like doing in your free time?</li> <li>✓ What's the weather like today?</li> </ul> </li> <li>2. Vocabulary Development Pronunciation skills, Commonly mispronounced words (Vowels /Silent letters), Idioms, Phrases, Proverbs, Adjectives, Degrees of Comparison</li> </ol>
2.	<b>Picture Description</b>	To train student to structure their response within 1 minute.	Look at a photograph and describe/explain/express your opinion /give reasons to justify your views/ etc.	<ol style="list-style-type: none"> <li>1. Describe/ Explain the picture.</li> <li>2. Express your opinion about the picture.</li> <li>3. Give reasons to justify your views.</li> </ol>
<b>Unit 4 - English Phonetics</b>				
3.	<b>Phonetics – Consonant Sounds</b>	To enable students to identify the different consonant sounds	Identify Syllables Stress and intonation Consonant Sounds	Student will be asked to read a story which has tongue twisters and requires voice modulation
4.	<b>Phonetics – Vowel Sounds</b>	To enable students to identify different vowels sounds	What is Phonology and Phonetics? Phonetic Transcription Long Vowel Sound and short vowel sound	Worksheets will be provided Each word must be uttered and sound written Phonetic symbols
Assignment – Worksheets will be provided and a short test on Phonetics is administered. Students will be asked to speak about different topics.				

## MODULE III – READING & WRITING

Sr. No.	Topic	Objectives	Activities	Classroom plan
<b>Unit 5 – Enhancing Effective Reading Skills</b>				
1.	<b>Sentence and Short text comprehension</b>	Know the appropriate word	Select word and complete the sentence Read and understand short texts	<ol style="list-style-type: none"> <li>1. Sentences with words</li> <li>2. Sentences with idioms</li> <li>3. Jumbled words -- arrange properly</li> <li>4. A short paragraph is given to students. They have to complete the sentences using appropriate words.=</li> </ol>
2.	<b>Text cohesion</b>	Understand and order sentences and words meaningfully	Jumbled sentences (7) Make in order-- story	<ol style="list-style-type: none"> <li>1. Students are given jumbled sentences and asked to make a meaningful story</li> </ol>
<b>Unit 6 – Creative Writing</b>				
3.	<b>Short text writing</b>	Learn to construct correct sentences with apt grammar and vocabulary	Form filling in sentences (7 minutes)	<ol style="list-style-type: none"> <li>1. Write a short description about yourself as a teacher.</li> <li>2. Why should you be hired as a teacher? (possible question for an interview)</li> <li>3. Who is your role model and why? What quality in human beings do you appreciate the most and why?</li> </ol>
4.	<b>Creative writing</b>	<p>Develop creativity, vocabulary and one's own style of writing.</p> <p>Develop creativity, vocabulary and one's own style of writing.</p>	<ol style="list-style-type: none"> <li>1. Description</li> <li>2. Letter writing</li> <li>3. Story writing (guided)</li> <li>4. Story writing (free)</li> <li>5. Write-up</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher shows random pictures. Students are asked to develop a character from the pictures provided.</li> <li>3. If you know that you are not going to send a letter to someone, what will you write in it? Write the letter.</li> <li>4. Characters and first line is given. Students are asked to write a story.</li> <li>5. Criteria (creativity, good vocabulary, thrill/suspense)</li> </ol>
<b>Assignment – Students will be asked to write on different topics</b>				