



WHAT IS DELC?

Diploma in English Language Communication for foreign students is an intensive three semester, on-campus-taught diploma offering a combination of Communication and Business English skills.

This course equips the learner with the techniques required for communication in English to students whose first language is not English. It is designed for students who desire to cover a broad range of communication areas and to gain expertise before embarking on further study or entering the workforce.

This program is characterized by purely a learner-centered, participating methodology. The examination pattern is designed not to test the learner's memory of the reproducible content but his/her understanding and acquirement of the skills in the various units which constitute the program/course.

THE DIPLOMA PROGRAM'S CORE OBJECTIVES

To read intelligently and understand even simple passages of prose.

To write organized paragraphs/essays/reports/letters and

To converse fluently and effectively in English.

THE STUDENT TAKEAWAY

At the end of this nine months program,

- the learner would have acquired a fairly good knowledge of the basic communication skills, (LSRW)

- a better knowledge of how to use words in context,

- a sound knowledge in English Grammar and its application,

- the ability to think critically and reason logically.

THE CURRICULUM

The students must complete 8 modules excluding a one month internship to complete the diploma successfully.



WHAT IS CELC?

Certificate in English Language Communication for foreign students is an intensive three semester, on-campus-taught diploma offering a combination of Communication and Business English skills.

This course equips the learner with the techniques required for communication in English to students whose first language is not English. It is designed for students who desire to cover a broad range of communication areas and to gain expertise before embarking on further study or entering the workforce.

This program is characterized by purely a learner-centered, participating methodology. The examination pattern is designed not to test the learner's memory of the reproducible content but his/her understanding and acquirement of the skills in the various units which constitute the program/course.

THE CERTIFICATE PROGRAM'S CORE OBJECTIVES

To read intelligently and understand even simple passages of prose.

To write organized paragraphs/essays/reports/letters and

To converse fluently and effectively in English.

THE STUDENT TAKEAWAY

At the end of this nine months program,

- The learner would have acquired a fairly good knowledge of the basic communication skills, (LSRW)
- A better knowledge of how to use words in context,
- A sound knowledge in English Grammar and its application,
- The ability to think critically and reason logically.

Semester	Course Code	Title of the Course	Credit	Hours	Theory	Practical
1	CELC 001	Grammar	10	40	30	10
	CELC 002	Vocabulary	10	40	10	30
	CELC 003	Developing Writing Skills	10	40	10	30
2	CELC 004	Developing Reading Skills	10	40	10	30
	CELC 005	Conversational English and Speaking Skills	10	40	5	35

TRAINING METHODOLOGY

Classroom centered nature of the project

Our methodology depends more on classroom practice rather than theory. The present thrust of the project towards “interaction” derives from trainer’s attempts to change materials, methodology and testing procedures in response to student’s needs.

Task- based methodology

The project emphasizes the acquisition of linguistic and communicative competence by involving learners in communication. The project adopts the methodology of “communication through communication” with the help of problem-solving tasks. This will be achieved by giving interaction in the classroom.

Learner-centered Pedagogy

It is understood that communication skills are best retained when they are acquired through the self-involvement of the learner. Hence it has become necessary to move away from the traditional lecture method to learner-centered teaching procedures. Through the Extensive Reading program and project work/Internships, self – directed learning involves learners more deeply in the learning process than teacher-directed learning, resulting in better learning strategies and use of meaningful communication.

Wide range of graded materials

It caters to the varied needs and ability, levels of students; and this becomes a value added to the teaching methodology.

Tasks on materials

In a learner-centered pedagogy, tasks are the means by which trainers get learners to learn. Tasks implies problem-posing/solving exercises that call for a certain amount of mental and emotive involvement on the part of the learner with the focus on “meaning” and not on “form”

Interactions

Different types of interactions in the classroom in which the learners communicate in the target language cannot be over emphasized. Hence, a conscious attempt is made by the trainer to provide for a variety of interaction in the designing of teaching units.

Student ↔ Teacher

Student ↔ Student

Student ↔ Group

Teacher ↔ Class

Self – directed learning

It is another part of the teaching methodology. Learners are provided opportunities to do their own learning outside the class.

The Assessment

The criteria for judging the success of the program will be based on the three core objectives of the English Communication and its relevance and student needs and interests.

Tests will be conducted regularly and in an organized manner as a part of the CIA (Continuous Internal Assessment). There will be two micro tests of 2 hours duration and one macro test of a 3 hour duration every semester which will provide teacher and learner with constant feedback on the teaching-learning process. Students are tested for skills on their ability to use language and not their memory of content and knowledge of discrete grammatical items. Hence, unseen passages for comprehension and unrehearsed writing tasks but similar to the ones done in the class become an integral part of the testing format.

The curriculum even though launched will never be static – cosmetic changes within the existing curriculum is bound to take place post entry of the learners and the conduct of the entry level examination based on learner specific requirements.

Not all the trainers are complacent about the innovation. The project assumes the nature of an on-going experiment with at least two discernible semesters of development which are characterized by shifts in perspectives, the nature of materials and methodology and the roles of learners and teachers. What is important to note is that with each semester, the classroom experience of trainees and trainers play a more crucial role in bringing about innovation than any pre-theoretical notion or assumption although insights obtained from theory will help at a later stage to confirm development and what has been learnt from pedagogical experience.

In the first semester of the project, the objectives of the course are stated in terms of not only catering to major skills such as Grammar, Oral Communication Skills (LS), Reading- Intensive and Extensive reading, Written Communication, Vocabulary, Functional English, but also sub skills spelt out under each category and built into a hierarchy. The assumption is that each of the major skills could be broken down into sub skills identified, taught and tested in isolation, that is, the sub skills under a major skill are mutually independent. It is also believed that training input is equal to learning output.

Materials for all modules are so chosen whose use in the classroom would facilitate the development and acquisition of these skills. Consequently, these materials will be compiled into a training package for communication for foreign students. Student-oriented procedures (students themselves engage in reading, work through exercises or answer questions – answers discussed in the class and trainer feedback on answers) are followed in class.

Reliance on teacher expertise

The project does rely on appropriate materials and books; but most importantly the project depends on the trainer expertise and creativity where trainers not only make use of the available materials but also supplement them by designing their own tasks and exercises but still modeling them on the ones found in the course books prescribed earlier.

For tapping the trainers' resources as indicated above, the project employs a crucial strategy, namely, of pooling together the collective pedagogic experience of trainers along with the feedback on trainers through project discussions for which one hour a week is allotted in the time table.