
**ENGLISH LANGUAGE PRACTICE THROUGH A LABORATORY-
PRACTICAL APPROACH: AN ACTIVITY-BASED MODEL FOR
DEVELOPING PROFESSIONAL COMMUNICATION SKILLS
WITH REAL-TIME ACCURACY**

***Sarat Babu Kodali**

Senior Lecturer in English Department of English A.A.N.M. & V.V.R.S.R. Polytechnic,
Seshadri Rao Knowledge Village, Gudlavalleru-521356.

Article Received: 25 April 2026, Article Revised: 15 May 2026, Published on: 05 June 2026

***Corresponding Author: Sarat Babu Kodali**

Senior Lecturer in English Department of English A.A.N.M. & V.V.R.S.R. Polytechnic, Seshadri Rao Knowledge Village, Gudlavalleru-521356.

DOI: <https://doi-doi.org/101555/ijarp.9293>

ABSTRACT

English language proficiency has become an essential requirement for academic excellence, employability, workplace communication, and global interaction. However, many learners from rural and semi-urban backgrounds face challenges in developing practical communication abilities due to limited exposure, mother tongue influence, fear of speaking, lack of confidence, and traditional theoretical teaching methods. This paper proposes an “English Language Laboratory-Practical Approach” that integrates activity-based learning, real-time communication tasks, peer interaction, situational practice, and continuous performance assessment to improve professional communication skills with reasonable accuracy.

The study emphasizes experiential learning through structured laboratory activities such as role plays, group discussions, JAM sessions, presentations, interview simulations, pronunciation drills, workplace communication tasks, listening practices, and collaborative speaking exercises. The approach aims to bridge the gap between theoretical knowledge and practical language use in professional environments. The paper further discusses implementation strategies, learner outcomes, teacher roles, assessment methods, and classroom adaptability for diploma, engineering, and professional education institutions. The proposed model promotes confidence, fluency, communicative competence, and employability-oriented language skills.

KEYWORDS: English Language Teaching, Language Laboratory, Activity-Based Learning, Professional Communication, Real-Time Communication, Experiential Learning, Rural Learners, Employability Skills.

1. INTRODUCTION

English has emerged as the global language of education, technology, business, administration, and professional interaction. In the modern competitive world, students are expected not only to possess academic knowledge but also to communicate effectively in real-time professional situations. However, many learners, particularly from rural and vernacular-medium backgrounds, struggle to use English confidently despite studying the language for several years.

Traditional classroom methods often emphasize grammar rules, memorization, written examinations, and passive learning. Such approaches fail to provide adequate opportunities for authentic communication practice. As a result, learners develop theoretical understanding without acquiring practical communicative competence.

To address this gap, there is a growing need for a practical, learner-centered, and activity-based English language teaching model. The English Language Laboratory-Practical Approach focuses on “learning by doing,” where students actively participate in communication-oriented activities that simulate real-life and workplace situations.

This paper presents a comprehensive framework for implementing laboratory-based English practice sessions that develop professional communication skills with reasonable accuracy and functional fluency.

2. Objectives of the Study

The major objectives of this study are:

1. To develop practical English communication skills among learners.
2. To improve professional interaction abilities through activity-based learning.
3. To reduce fear, hesitation, and mother tongue influence in communication.
4. To create real-time communication opportunities in classroom environments.
5. To enhance listening, speaking, presentation, and interpersonal skills.
6. To promote learner confidence and employability.
7. To integrate laboratory-practical methods into English language teaching.

3. Need for the Study

Many students in professional institutions face the following challenges:

- Lack of English-speaking environment
- Fear of making mistakes
- Limited vocabulary usage
- Poor pronunciation and listening skills
- Dependence on mother tongue
- Lack of confidence in interviews and presentations
- Minimal exposure to workplace communication

These issues become major barriers during campus placements, higher education, and professional interactions. Therefore, a practical and activity-oriented teaching model is necessary to transform passive learners into active communicators.

4. Concept of the Laboratory-Practical Approach

The Laboratory-Practical Approach refers to structured language practice sessions conducted similarly to science laboratory activities. Students learn communication skills through observation, practice, participation, correction, repetition, and performance.

In this model:

- The teacher acts as a facilitator and trainer.
- Students actively perform communication tasks.
- Learning occurs through participation and interaction.
- Errors are corrected constructively.
- Continuous practice leads to gradual improvement.

The approach emphasizes “functional communication” rather than “perfect grammatical accuracy.” The goal is to achieve effective communication with reasonable accuracy suitable for real-time professional purposes.

5. Principles of the Laboratory-Practical Approach

The approach is based on the following principles:

5.1 Learning by Doing

Students acquire language effectively through active participation rather than passive listening.

5.2 Real-Time Communication

Activities simulate workplace and real-life communication situations.

5.3 Collaborative Learning

Peer interaction encourages confidence and social communication.

5.4 Continuous Practice

Regular speaking and listening tasks improve fluency gradually.

5.5 Constructive Feedback

Teachers and peers provide supportive corrections to improve performance.

5.6 Confidence Building

Activities reduce fear and hesitation among learners.

6. Activity-Based English Laboratory Practices

The following activities form the core of the laboratory-practical approach:

6.1 Self-Introduction Practice

Students introduce themselves formally and informally.

Outcomes:

- Confidence building
- Sentence formation
- Pronunciation improvement
- Personality development

6.2 Role Play Activities

Students enact real-life situations such as:

- Job interviews
- Customer interactions
- Office communication
- Telephone conversations
- Team meetings

Outcomes:

- Situational communication
- Professional etiquette
- Fluency development

6.3 JAM Sessions (Just A Minute)

Students speak on a topic for one minute without hesitation.

Outcomes:

- Spontaneous speaking
- Vocabulary activation
- Thinking in English

6.4 Group Discussions

Students discuss contemporary, academic, or workplace topics.

Outcomes:

- Team communication
- Listening skills
- Opinion expression
- Leadership abilities

6.5 Presentation Skills Practice

Students prepare and deliver short presentations using visual aids.

Outcomes:

- Public speaking
- Confidence enhancement
- Professional communication

6.6 Pronunciation and Accent Training

Activities include:

- Phonetic drills
- Minimal pairs
- Stress and intonation practice
- Listening imitation exercises

Outcomes:

- Improved clarity
- Better listening comprehension
- Reduced mother tongue influence

6.7 Listening Laboratory Tasks

Students listen to:

- Speeches
- Workplace conversations
- Interviews
- Podcasts
- Announcements

Outcomes:

- Listening comprehension
- Pronunciation awareness
- Real-time understanding

6.8 Interview Simulation

Mock interviews are conducted individually and in groups.

Outcomes:

- Employability readiness
- Professional interaction
- Confidence in placements

6.9 Workplace Writing Practice

Students practice:

- Emails
- Reports
- Notices
- Instructions
- Meeting summaries

Outcomes:

- Professional writing skills
- Formal language usage

6.10 Peer Corrective Feedback

Students evaluate and support each other constructively.

Outcomes:

- Collaborative learning
- Error awareness
- Communication confidence

7. Teacher's Role in the Laboratory-Practical Model

The teacher functions as:

- Facilitator
- Motivator
- Language trainer
- Performance evaluator
- Communication mentor

Teachers should create a supportive environment where students feel comfortable making mistakes and learning through practice.

8. Assessment Methods

Assessment in the laboratory-practical approach should focus on performance rather than rote memorization.

Suggested Assessment Criteria:

| Skill Area | Assessment Focus |
|---------------|------------------------------|
| Speaking | Fluency, confidence, clarity |
| Listening | Comprehension accuracy |
| Pronunciation | Intelligibility |
| Presentation | Organization and delivery |
| Interaction | Participation and teamwork |
| Writing | Professional formatting |

Continuous assessment methods include:

- Observation
- Peer evaluation
- Performance rubrics
- Audio/video recording analysis
- Self-assessment journals

9. Benefits of the Laboratory-Practical Approach

The approach offers several advantages:

- Enhances communication confidence
- Promotes active learning
- Improves employability skills
- Develops practical language usage
- Encourages collaborative learning
- Reduces communication anxiety
- Supports rural and first-generation learners
- Bridges classroom learning and workplace requirements

10. Challenges in Implementation

Some challenges include:

- Large classroom size
- Limited laboratory facilities
- Time constraints
- Mixed proficiency levels
- Lack of trained instructors
- Student hesitation

However, these challenges can be minimized through proper planning, teacher training, flexible activities, and institutional support.

11. Recommendations

The following recommendations are suggested:

1. Establish dedicated English language laboratories in institutions.
2. Introduce activity-based communication sessions regularly.
3. Conduct spoken English practice beyond textbook learning.
4. Encourage peer interaction in English.
5. Integrate technology-based listening and speaking tools.
6. Train teachers in communicative teaching methodologies.
7. Include employability-oriented communication tasks.
8. Promote continuous performance-based assessment.

12. CONCLUSION

The English Language Laboratory-Practical Approach provides an effective framework for developing practical communication abilities among learners, especially those from rural and vernacular-medium backgrounds. By integrating activity-based learning, real-time communication practice, collaborative interaction, and continuous assessment, learners gradually develop confidence, fluency, and professional communication competence.

The approach transforms English learning from a theoretical subject into a practical life skill. In the context of globalization and employability demands, institutions must adopt experiential and laboratory-oriented methodologies to prepare students for academic, professional, and social success.

The future of English language teaching lies not merely in teaching grammar rules but in enabling learners to communicate effectively, confidently, and meaningfully in real-world situations.

REFERENCES

1. Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education.
2. Richards, Jack C. *Communicative Language Teaching Today*. Cambridge University Press.
3. Harmer, Jeremy. *The Practice of English Language Teaching*. Longman.
4. Krashen, Stephen. *Principles and Practice in Second Language Acquisition*. Pergamon Press.
5. Nunan, David. *Task-Based Language Teaching*. Cambridge University Press.
6. Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
7. Littlewood, William. *Communicative Language Teaching*. Cambridge University Press.
8. Ellis, Rod. *Task-Based Language Learning and Teaching*. Oxford University Press.