



ACTIVITY BASED TEACHING PROGRAMME IS THE WAY TO TEACH COMMUNICATION SKILL OF ENGLISH SUBJECT

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1.0 Introduction:-

Today world is world of information and technology. In this world of IT, we need communication skill. English language is the greatest media of communication because it has been accepted as a global language. It play key role in effective communication between people of different part of the world in the era of globalization. Good communication skill is necessary of our personal and professional life.

If we see around us we can understand many student look better communication skill. Really they can understand English talking but can't speak it fluently.

2 According to Kothari Commission

“English is dominant language in 3 language formula. It is comfortable to think study and communicate correct. Hence it is made compulsory for pupils in school from primary stage.”

English is a worldwide language. If we want to go to another country we need to know the language of that country or otherwise we need to know at list English language for better communication with people of that country.

There are five skills in English Language, **Writing skill, Reading Skill, Listening skill, speaking skill And Communication Skill**; Student must have these skills with them that's why there is need of Communication skill. “Communication is just to convey the Message.” “Communication is the process of Transmitting [A-B] and Receiving [B-A].”

3 BACKGROUND -

Communication was greatest media of globalised world. Student s were lacked that Skill that's why there was need to improve communication skill. Many student lack communication skill that why they faced lot of problems in their future life so secondary level was the first step to learn structure tens pattern etc. that why researcher selected the problem related with communication skill.

According to Kothari Commission, “English is dominant language in 3 language formula. It is comfortable to think study and communicate”. Hence, it is made compulsory for pupils in Marathi medium schools up to 12th standard. Pupils in Marathi medium find it difficult to communicate in English because of the influence of their mother tongue and medium of instruction.

Grammatical constructs like tenses cannot always be translated from one language to another. While verbs in all languages have typical forms by which they are identified and indexed in dictionaries, usually the most common present tense or an infinitive, their meanings vary among languages. Pupils in Marathi medium school cannot understand the verbs and the time correctly; hence they fail to use tense properly. This learning gap can be resolved through learning “Tense” in English grammar.

4 Theoretical aspects

Social theoretical aspects where there communication consists in social thing we communicate in the society. Social and communication skills are dependent on each other. Communication skills are one of the most important components of social skills, but social skills are much broader term than communication skills. Persons with poorly developed social skills cannot have good communication skills, while poorly developed communication skills make strong negative impact on social skills. That is why we will be equally developing social and communication skills at the Communication Skills classes.

5 Activity Based Learning Theory

Concept of Activity-based learning (ABL): It is a range of pedagogical approaches to teaching. This includes the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If child is provided the opportunity to explore by their own and provided an optimum learning environment then the learning becomes joyful and long-lasting. (Kakkar S.B.1993)

Traditional classroom practices have been known to have many limitations such as large student-teacher ratio, teacher’s role as giver of information rather than as a facilitator of learning, fear of the teacher’s role, problems due to student and teacher absenteeism, heavy schoolbags, central role of textbooks as the source of information. Further, many rural and urban schools function with just one teacher so all students have to be combined into a single or few numbers of classes resulting in multi-grade classrooms. This inadvertently posed major challenges for the teacher as to which groups of children would she teach and when and how.

The ABL methodology has been able to overcome many of these barriers. Initial studies by Schools cape and SSA 2008 have shown the physical, emotional and social environment of the schools have improved compared to prior to ABL introduction. Improvements were also seen in the ways students were assessed and given feedback about their academic work periodically. It is also expected to modify the role of the teacher from that of a giver of information to facilitator of learning. It is expected to allow teachers use their time judiciously for students in different learning levels so that all types of learners are equally benefited. This method has been tried out in certain other states such as Gujarat, Karnataka, Kerala, Uttar Pradesh, and Madhya Pradesh. In this method, the textbook

is replaced by cards. These cards are prepared from units in the textbooks. There are cards for introducing the topic, learning it, reinforcing it and testing it. These cards include activities, both individual and group. Activity-based learning started sometime in 1944 around World War II when a British man David Horsburgh came to India and finally decided to settle down there. He was an innovative thinker and charismatic leader. He started teaching in Rishi Valley School. He joined the British Council and worked in Chennai and Bangalore for many years. After his voluntary retirement, he located a 7-acre (28,000 m²) site in Kolar District and opened his school, Neel Bagh. Neel Bagh was based on an innovative idea of Horsburgh and known for its creative methods in teaching well-planned learning materials. With his wife Doreen and his son Nicholas, Horsburgh developed a diverse curriculum, which included music, carpentry, sewing, masonry, gardening, as well as the usual school subjects, English, mathematics, Sanskrit, and Telugu.

6 Need of Study

We found generally that student's lack better communication skill. Students had many problems in communication. They thought in English, they could write and read well English but can't speak English; they can't communicate in English language. They had problem of pronunciation, word structure, sentence making and other grammatical problems in communication such speaking fluent English is fast becoming an imperative in today's globalised professional world. **Fluency comes only when you speak spontaneously.** [Bansal&Harison, (Spoken English)] so the researcher worked on activity based teaching for developing student's communication skill.

7 - Important Terms

(A) **Communication skill:-** Exchange of information- The exchange of information between people e.g.by means of speaking or using a common system of signs or behavior.**Reference** [Bansal&Harison, (Spoken English)]

“Communication means proper way of circulate idea, knowledge, information etc .from teacher to student

(B) **English Subject:-** -- It is subject offered by a text book board prescribed as a school subject as Language [Chobe, Ravindra. 2011, “English Education” Insight Publication).

8 Activity and Description

Table No 1 Description of Activity

Sr. No.	Activity	Details Description
1	Group Discussion	Group discussion on 'Content Make a Group with 6 to 7 student' for discussion and arranged question answer session.
2	Observation and Listen Activity	In This Activity Two Expert arrange for dialog delivery and others are listen carefully.
3	Conversation Activity	In this Activity make Pairs of students and arrange conversation on particular subject.
4	Elocution Activity	Arrange a Elocution Lecture for student with interaction.
5	Debating Activity	Arrange a debating activity with involving whole class.
6	One word ,One sentence Activity	In this Activity provide one word for everyone and ask them to make sentence on it.
7	Communication on self strong aspect.	Arrange Communication lead by teacher with every student on their strong skills.

9 Conclusion

1) Students enjoy getting involved in activities and it would make their learning informal and constructive in a true sense. 2) Implement of activity based teaching program is very easy and suitable all Student's. 3) Activity based teaching program is more effective for developing English communication skill.

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