

ACTIVITY BASED TEACHING: ENHANCEMENT IN LEARNING ENGLISH COMMUNICATION

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Abstract

The present paper highlights study of English teaching with different activities and its impact in the class for communication. Teaching is Continuous process for teacher and if he makes it innovative then the results will be enhancing for students to participate in the English Communication. English language learning is the second language learning and learner needs to develop their interest in acquiring skills of English Language. Fear of learning a new language and errors involved in producing it in the right manner have made learners introvert. In short there are many obstacles in learning English language for second language learner. The present paper focuses on some new techniques and methods for learning English, that will enhance confidence of new learner of English and it will develop interest for learning of English Language.

Key words: *Activities, Enhancement, Learning, Communication etc.*

1. INTRODUCTION:

English language learning for other than native learner is difficult task and such second language learners are not acquiring skills of English Language effortlessly. In our country there are many regional languages and these languages are civilized as first language to learners and therefore while learning second language to learners is difficult one. Hence teachers and learners of English need to think innovatively for Second language learning. *Learning is “ a bitter medicine that needs the sugar coating of entertainment to become palatable” (Resnick, 2004)* If the teachers while teaching English instead of just as syllabus if we made it innovative with some new innovative activities then learning will

become more reliable and it will create attentiveness of learners in learning. Now days there is much more demand to English professionals who have developed their communication competencies therefore it is needed to develop communication competencies among the students from rural area. *“In recent years language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker’s objectives. This new area of focus, known as communicative competence, leads language teachers to seek task oriented activities that engage their students in creative language use” (Chen2005).* Experience of researcher as teacher, is very disappointing while dealing with the students in the class, they are not enthusiastic to learn English communication with traditional methods. The present research paper highlights various kinds of activities through which English can be taught to students in recreational way.

2. AIM AND SCOPE OF THE STUDY:

The objective of the present research work is to study effect of activity based teaching to the students in the class for their English Communication competencies. Students are less interested in traditional methods of English teaching, teachers are hurried to complete the syllabus in time therefore it is need to find some innovative ideas to teach English communication. The scope of the present research is to study the effect of activity based teaching to students for the development of communication competencies.

3. LIMITATIONS OF THE PRESENT STUDY:

Some of the limitations of the present study are as given below-
The findings of this research works are strictly limited to sixteen selected subjects.
The findings of this research work are limited to English communication abilities only.
The findings of the researcher are based on performance of the selected subjects in the communication activities.

4. METHODOLOGY OF RESEARCH:

The present research is a experimental study, in the beginning researcher studied subject’s communication ability with the help of self introduction and participation in the group discussion as pre test. Then three innovative activities for communication were

presented before the subjects in the class and the responses of the subject's in these activities were observed, studied and analyzed.

4.1 Communication ability of Subject's is observed before activity.

4.2 Three activities introduced

4.2.1 Music Chair:

a. It is individual activity

b. All Sixteen subjects participated in the activity, fifteen chairs were available

c. All were running in one direction, musical song played in the background

d. Suddenly music stopped and one student who is without chair that student has to share his four actions he performed yesterday.

4.2.2. Word Whomp:

a. It is Group activity, four groups were formed and four students were in each group

b. Each group was given six letters of English asked them to determine how many words can be spelled with those letters and later on use those words in to sentences.

4.2.3. Translation of Dialogues:

a. It is group activity, four groups of four students in each group.

B. Students were shown short video clipping of popular Hindi film dialogues

c. They were asked to translate that dialogue in to English

4.3 A study of the subject's participation in the activities

5. ABOUT RESPONDENT:

For the present study sixteen subjects were selected. Ten female subjects and six male subjects were selected for the present research. All these subject's are from third year B.A. compulsory class selected from one of the college in Kolhapur district.

All these sixteen subjects are gathered for four lectures in the week for the compulsory English Class. Samples were selected at random for the research.

6. OBJECTIVES OF THE RESEARCH:

Now days English communication is essential for the job seeker and students from under graduation level they lack the power of communication skill. Therefore it is difficult for the students in the future to acquire new kind of job opportunities available to them, they will not able communicate effectively and it will decrease their confidence regarding job. It

has been observed that, if students are given only lectures during the classroom concerning their syllabus, they lack interest and often incline to cavort classes. Consequently after consideration of student's background and the level of learners for English communication it is needed that there must be some innovative kind of activities introduced for obtaining communication skill.

7. Data Analysis:

There are sixteen subjects selected for the study pursuing their graduation in different subjects like English, Marathi, Hindi, Economics, Sociology, Geography, Political Science and History studying in the last year of the graduation. There were two activities used for the pre test of the subjects, first one is group discussion, only three subjects 18% have participated and remaining subjects were only silent participants. 81% participants were neutral at the time of actual group discussion, only two subjects that is 12% initiate the group discussion, no one has oppose any body's statement in the group discussion, it is only because of communication barriers.

Second one is the self introduction, 25% subjects have actively participated in this activity and they have expressed themselves in the self introduction and 75 % subjects have not expressed them in the self introduction, 18% subjects have spoken more than five minutes regarding themselves, 12% have covered almost all points of self introduction. Two subjects that is 12% have expressed fluently it means 86% subjects don't have fluency in their communication. Just 06 % subjects have discussed about their family background and about their educational qualification. In short the average performance was very low as we can be seen from the figures and most of the students are not able to communicate effectively in the pre test of the subjects. After the pre test when the three activities were introduced in the compulsory English Classroom, the result is clearly enhancing and number of students for participation is increased because it has turned as student centric.

8. Findings:

1. Participation in Music Chair 80%, word Whomp 100% and Translation of dialogue 50% whereas participation in pre test is 18% and 25 % is found.
2. 80% subjects are neutral in participation in the pre test where as 20% participants are neutral in music chair, 0% in word Whomp and 50 % in the dialogues translation.

3. The subject's involvement is found in the music chair, word whomp and 50 % involvement is in dialogue translation hence it is more involvement compare to group discussion and self introduction.
4. Most of the subject's 60 % without fluency tried to narrate past experiences in music chair; it means subject's efforts of the subjects are important here in the new innovative activities. .
5. 31 % subjects have given their efforts to form words as well as sentences in the word whomp activity; it means it is enhancement in the word vocabulary as well as construction of the sentences.
6. 25 % subjects have translated Hindi dialogues as it is with some words in English, 12% subjects have translated mix of Hindi and English where as 50% subjects have tried to translate it into English, inshort subjects have participated for translation even though spoke in Hindi but gave active participation.
7. There is ascend in the participation of different communication activities by subjects when it is made student centric and different from the traditional method of teaching.

9. Conclusion:

It is observed that performance of the subjects is changed drastically due to new kind of innovative activities. These activities have really shown the wonderful result regarding performance of the subjects. It is kind of tool that has helped participants to involve in the English Communication. Learners are more easy and comfortable to acquire skill of English communication. The difference in pre test performance and performance of the participants in the activity is observed and remarkable changes are found there. Activities have promoted, encouraged, motivated subjects participants in communication. Students are able to develop their interest in the second language learning, it is because of innovative, fun creating, relax atmosphere for the learning of the language.

Annexure I

Table No: 01 Results of pre test- Group discussion and self introduction

Pre Test of the Subjects						
Sr. No.	Subject's Participation in Group Discussion	No of students	Percentage	Subject's self introduction	No of subjects	Percentage
01	Initiate the Group Discussion	02	12.5%	Self Introduction Activity Participated	04	25%
02	Interfere the group discussion	01	06.25%	Subjects spoke for more than five minutes	03	18.75%
03	Actively participated in the group discussion	03	18.75%	Almost cover all points of Self introduction	02	12.5%
04	Disagree with the statement of someone	01	06.25%	Fluency in presentation	02	12.5%
05	Strongly oppose the opinion of someone	00	100%	Detail family background discussed by subjects	01	06.25%
06	Neutral in the group discussion	13	81.25%	Discussed about educational qualification	01	06.25%

Annexure II

Table No: 02 Results of –Activities

Post activities performance of the Subjects									
Sr. No	Subject's Participation in Music Chair	No of	Percentage	Subject's Participation in Word Whomp	No of subjects	Percentage	Subject's Participation in Translation of Dialogues	No of subjects	Percentage
01	Participation in Music Chair	13	81.25	Participation in word Whomp	16	100	Participation in translation of dialogues	08	50
02	Yesterdays four actions narrated	08	50	Subjects in the word Whomp used all six letters	13	81.25	Subjects narrated dialogues as it is in Hindi	04	25
03	Yesterdays just one action narrated	04	25	Subjects used words in to sentences	07	43.75	Subjects translation grammatical correct 60%	05	31.25
04	Without fluency tried to narrate	10	62.5	Involvement of subjects for formation of words and sentences	11	68.75	Subjects translation mix of Hindi and English	02	12.5
05	Full involvement in the activity	14	87.5	Subjects efforts to make maximum words	05	31.25	Subjects incorrect translation	04	25
06	Tried to use mother tongue in communication and English	07	43.75	Subjects formed only words	05	31.25	Subjects neutral in translation	05	31.25

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