

ADAPTING ACTIVITY BASED TEACHING-LEARNING PROCESS TO ENHANCE COMMUNICATION SKILLS AMONG THE ESL LEARNERS: A DESIGN AND SAMPLE ACTIVITIES

Abstract

Having effective Communication Skills in English is an indispensable skill to survive in this fast growing professional world. (Rao, 2019). Considering the demand of globalization, the English Language Teaching (ELT) scene in India is undergoing seismic change as we are venturing towards advocating and applying new creative and innovative methods of teaching English to overcome fear of English in the case of ESL learners. In order to encourage students to conquer this fear and participate actively in the ESL class-room, teachers need to be creative and innovative. The idea of an activity-supported teaching-learning process is based on the perception that students become more engaged when given live tasks and games to do (Wenham, 2018). Learning becomes more joyous when students are motivated through an activity based teaching-learning environment. This paper seeks to inform, motivate and to explore the innovations in teaching and learning to enhance communication skills among the ESL learners through adapting activity based teaching-learning processes. This paper proposes creative activities to generate interest among students to learn English in fun way.

Keywords: Communication Skills, Globalization, English Language Teaching (ELT), English as a Second Language (ESL), Activity Based Learning

Authors

Dr. Kaushik Trivedi

Assistant Professor

Faculty of Humanities

Indukaka Ipcowala Institute of Management

Charotar University of Science &

Technology, Gujarat

Dr. Mayur Parmar

I/c Principal

H M Patel Institute of English Training &

Research

VV Nagar

I. INTRODUCTION

Activity-based teaching is a strategy used by the teacher to encourage students to actively participate in order to achieve the desired results and have an effective learning experience (Hernán, 2015). This method is students centric. It is an approach where the learners get involved both mentally as well as physically. Both "learning by doing" and "collaborative learning approaches" are encouraged. According to the information processing theory, students must be given the knowledge and resources they need to concentrate their thoughts and participate in the class in order to interpret the information. Teachers need to be creative and critical thinkers to adapt activity based teaching-learning processes and design the same as per the need for analysis of their student learners. (Das, B.K. & David, A., 2015). Effective session planning consisting of creative activities is always helpful to teachers to enhance communication skills in English. It Enhances:

1. Creative thinking skills.
2. Fosters higher order thinking skills.
3. Encourages collaborative learning.
4. Gives students opportunities to practice using the English language in a variety of contexts.
5. Increases the student's self-assurance in their ability to use the English language. It broadens their vocabulary.
6. Promotes the growth of interpersonal skills and positive relationships between students, teachers, and students.
7. Enhances both verbal and nonverbal communication.
8. Develops social relationships and gives users the chance to interact with others (Thinker, 1992; Tilya, 2003)

II. ACTIVITY TYPES

According to Minjey (2013), the activities-based teaching methodology can be divided into three primary categories:

1. **Exploratory:** Learning new ideas, concepts, and abilities
2. **Expressional:** Demonstrate and Presentation
3. **Constructive:** Developing skills through artistic endeavours

III. STEPS FOR ORGANISING AN ACTIVITY-BASED SESSION EFFECTIVELY ARE

1. Strategy Formation and planning
2. Execution and observation
3. Constructive Feedback

IV. FUNCTIONS OF A TEACHER FACILITATOR IN A LESSON SUPPORTED BY ACTIVITIES ARE

1. Need Analyzer
2. Thinker
3. Content Creator
4. Planner
5. Information Giver

6. Executor
7. Facilitator
8. Observer
9. Evaluator
10. Feedback Giver
11. Motivator

With a view to above review related to activity based teaching-learning process, the researcher referred the books such as Cambridge's Benchmark (Hart, 2007), New Learning to Communicate (Ram & Gunashekhar, 2017), Resource Book for Teachers (OUP, 2020) to study the new approach of activity based teaching-learning process and designed the sessions consisting activities to teach courses such as Communication Skills, Professional Communication, Soft Skills & Personality Development, Academic Writing, Academic Speaking to the University Students. Few sample activities are as follows:

V. TOPIC: ASSERTIVE COMMUNICATION IN ENGLISH

Duration: 2 hours

Target Learners: 3rd Year B.Tech. students

Objective (s)

1. To facilitate learners to:
 - become familiar with styles of communication
 - introspect his/her own personality traits
2. Skill (s) Focused
 - Assertive Communication
 - Assertive Behaviour and Attitude
 - Group Discussion
 - Presentation
3. Role (s) of the Teacher
 - Teacher discusses the styles of communication and traits of assertive communicator
 - Teacher illustrates the difference among all the styles of communication.
4. Role (s) of the Student (s)
 - Students indulge in the task as per the instructions and guidance of the teacher.
5. Pre-Task
 - Teacher discusses the concept of styles of communication with reference to real life examples of great speaker (i.e. Obama, Steve Jobs, Ted Talks)
 - Students share their views on need and significance of being an assertive communicator.
6. During Task
 - Students are divided in 10 Groups (Each group having 6 Members)
 - Each group has been given 10 Major Issues of our society

ADAPTING ACTIVITY BASED TEACHING-LEARNING PROCESS TO ENHANCE COMMUNICATION SKILLS AMONG THE ESL LEARNERS: A DESIGN AND SAMPLE ACTIVITIES

- Each group has been asked to discuss the reasons, effect and remedies of the same issue.
- At the end of the discussion, there are supposed to prepare a brief presentation and delivered same in front other groups.
- It is mandatory for each group member to share their point of view.
- Each group is judged by other groups and rank is given as per their performance.

7. Feedback

- Teacher provided feedback to each group.
Desired outcome
Students will be able to enhance their assertive communication skills

VI. TOPIC: ASSERTIVE COMMUNICATION IN ENGLISH

Duration: 2 hours

Target Learners: 3rd Year B.Tech. students

Objective (s)

1. To facilitate learners to:
 - become familiar with styles of communication
 - introspect his/her own personality traits
2. Skill (s) Focused
 - Assertive Communication
 - Assertive Behaviour and Attitude
 - Group Discussion
 - Presentation
3. Role (s) of the Teacher
 - Teacher discusses the styles of communication and traits of assertive communicator
 - Teacher illustrates the difference among all the styles of communication.
4. Role (s) of the Student (s)
 - Students indulge in the task as per the instructions and guidance of the teacher.
5. Pre-Task
 - Teacher discusses the concept of styles of communication with reference to real life examples of great speaker (i.e Obama, Steve Jobs, Ted Talks)
 - Students share their views on need and significance of being an assertive communicator.
6. During Task
 - Students are divided in 10 Groups (Each group having 6 Members)
 - Each group has been given 10 Major Issues of our society
 - Each group has been asked to discuss the reasons, effect and remedies of the same issue.

- At the end of the discussion, there are supposed to prepare a brief presentation and delivered same in front other groups.
- It is mandatory for each group member to share their point of view. Each group is judged by other groups and rank is given as per their performance.

7. Feedback:

- Teacher provided feedback to each group.

8. Expected outcome:

- The ability for students to communicate assertively will be improved.

VII. TOPIC: DRAFTING A RESUME

Time: 4 hours

Learners: The students of Professional Programmes

Learning Objectives

Making students competent to draft a suitable resume as per need

1. Skills Concentrated:

- Writing Ability
- Creativity
- Reasoning abilities

2. Role (s) of the Teacher:

- The teacher's role is to explain the components of resume writing using examples of resumes.
- The teacher provides instruction to the class as they prepare resumes.

3. The student's role :

- Students complete the assignment in accordance with the teacher's instructions and direction.
The process of Activity

4. Prewriting:

- The teacher discusses the significance, components, and format of writing a resume.
- The teacher shows some examples of resumes.
- The teacher gives the students a sample resume to use as a guide when creating their own.

5. Focusing Thoughts:

- Without thinking about accuracy, students begin to prepare their resume. With the help of provided examples, they attempt to organize the content.
- They are permitted to talk about it with the other people in their group.
- Their initial resume drafts are prepared.

6. Observing, Organising, and Editing:

- The students are asked to participate in peer editing. Students swap resumes, complete evaluations, and give feedback to one another.

- They alter their CV in response to peer input. They use this stage to assist them arrange the content in a proper manner.

7. Feedback:

- The teacher receives the students' modified drafts, evaluates them, and gives feedback.
- The teacher responds to each student's specific questions.
- To achieve the desired result, students are need to edit their resumes and submit them repeatedly.

8. The desired outcome:

- Students will be able to create a résumé that is without any errors.

9. Post Tasks Briefing on:

- On-line Resume Making
- Visual Resume
- LinkedIn and other on-line Profiles

VIII. BRIEF OF OTHER ACTIVITIES

| | |
|---|--|
| <p>Grammar</p> <ul style="list-style-type: none"> • Group activity/ Pair Work • Peer Editing/ Peer Teaching • Pictorial Worksheet Practice | <p>LSRW</p> <ul style="list-style-type: none"> • Ice-breaking • Movie Evaluation • Role Play and Dialogue Conversation |
| <p>Critical Speaking & Writing</p> <ul style="list-style-type: none"> • Case Study Interview • Introducing the product • Meeting Management | <p>Personality Development</p> <ul style="list-style-type: none"> • SWOT analysis and Discussion • Movie act on Assertive Personality • Conducting Interview on the Campus |

IX. CONCLUSION

Learners can always benefit from using creative methods combined with technology like computers, audio and video equipment, the internet, and practical projects to improve their ability to communicate in English. The responses received on the present research confirms that this type of approach, as a pedagogical strategy, enhances learners' communication skills. When the teacher selects the right teaching method, the teaching and learning process can proceed effectively. If the learning process is not monotonous, the students are going to enjoy the course. Students can fully comprehend what is being taught when the teaching-learning process is creative and engaging. The goal of teaching will be accomplished when the students grasp the subject matter adequately.

REFERENCES

- [1] Das, B.K. & David, A. (2015). A Remedial Course in English for Colleges Book 1. Central Institute of English and Foreign Language. Oxford University Press.
- [2] Hernán, A. (2015). Creativity in the English Class: Activities to Promote EFL Learning
- [3] Hart G.B. (2007). Business Benchmark Advanced. Cambridge University Press. Minjey MMS. (2013). Teaching Strategy. Blogpost.com <http://dorjigss.blogspot.com/2013/05/normal-0-false-false-false-en-us-x-none.html> Neeley, T. (2012). Global Business Speaks English. Harvard Business review. Oxford University Press. (2020). Resource Book for Teachers.
- [4] Painter, L. (2016). Homework. Resource Book for Teachers. Oxford Publication. ISBN:978-0-19-437574-0.
- [5] Ram S.K & Gunashekhar P. (2017). New! Learning to Communicate. Oxford University Press.
- [6] Rao P.S. (2019). The Importance of Speaking Skills in English Classrooms. Researchgate.https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS
- [7] Tilya F.N. (2003). Teacher Support for the Use of MBL in Activity-Based Physics Teaching in Tanzania. Thesis University of Twente.
- [8] Widdowson, H. (1978). Teaching language as communication. Oxford University Press. Thinker R.F. (1992). Mapware: Educational Application of Geographic Information Systems. J. Sci. Educ. Technol.
- [9] Whenham T. (2018). 15 active learning activities to energize your next college class. <https://www.nureva.com/blog/education/15-active-learning-activities-to-energize-your-next-college-class>