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**An Analytical Study of Imparting English and other Skills through
Traditional Teaching Methods and Activity Based Methods**

Sunil H. Der

Research Scholar,

Dept. of English & CLS,

Saurashtra University, Rajkot

der.sunil@gmail.com



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Abstract:

This study compares and contrasts traditional and activity-based methods for teaching English language and developing English proficiency. The choices made about instructional approaches have a significant impact on how successful language and skill development programs are in the ever-changing educational landscape of today. The purpose of this research is to clarify the advantages and disadvantages of these two educational paradigms, offering educators, decision-makers, and curriculum designers insightful information. The first section of the essay outlines the basic ideas and traits of conventional teaching strategies, highlighting how organized and teacher-centered they are. On the other side, learner-centric techniques that emphasize active involvement, experiential learning, and real-world application are known as activity-based methods. A multifaceted lens is used to assess these dichotomous methods, taking into account factors including language proficiency, cognitive development, motivation, and overall learning results. A thorough analysis of the literature summarizes the body of knowledge on activity-based learning versus traditional learning strategies, emphasizing the actual data supporting each strategy's effectiveness. The approach takes into account important variables that affect language and skill learning, including student age, cultural background, and topic content. The research acknowledges the changing nature of education in the twenty-first century and investigates how well these methods work with modern educational tools and digital resources. This study uses a mixed-methods approach, combining quantitative and qualitative data gathering techniques, to support the comparative analysis. Diverse viewpoints from students, instructors, and administrators are gathered through surveys, interviews, and classroom observations. Utilizing statistical testing, content analysis, and theme coding, the data is analyzed to identify trends and differences between the two methods. Preliminary results highlight the significance of context-specific considerations by indicating that both traditional and activity-based techniques have advantages and disadvantages. Classical techniques are excellent at teaching the fundamentals of language and topic knowledge, but activity-based approaches encourage creativity, critical thinking, and practical application. In the end, the selection of these methods ought to be dictated by the objectives of education, the attributes of the students, and the resources at hand. This study adds a comprehensive knowledge of traditional and activity-based methods to English language and skill learning, which advances the continuing conversation on educational methodology. The results give educators and decision-makers evidence-based knowledge to help them choose instructional practices that will best support a flexible and responsive educational



environment that meets the varied demands of students in the contemporary world.

Key Words: Communication, Practical, Theory

1. Introduction:

One of the most important life skills is the ability to communicate information or ideas effectively, precisely, and in an intended manner, which should not be overlooked. It is recommended that you never wait until it is too late to start working or develop your communication skills, as you may likely find that you increase your overall quality of life (SkillsYouNeed, 2020). Since communication is essential to every human being, it is impossible to consider human life without considering it. It has the power to inspire you to take on any task in life. According to Shirley Taylor (n.d.), she is a "serial entrepreneur." Communication gives us the capacity to understand others and allow them to understand us. These can involve, but are not limited to, public speaking, attentively listening during conversations, encoding and decoding critical feedback, and successfully expressing thoughts, sentiments, facts, or emotions to others. Conversely, misinterpretations can lead to inadequate communication, which can cause a number of issues (Career Guide, 2019). It is expected that you will be able to communicate effectively with a diverse group of people while maintaining contact, use a shifted jargon and tailor your language to your audience, listen effectively, present your thoughts clearly, compose clearly and concisely, and function admirably in a group setting. A considerable number of them are fundamental abilities that most managers seek in their employees (SkillsYouNeed, 2020).

Furthermore, because of the importance of communication skills, the topic connected to them is introduced on a mandatory basis in the majority of sectors. However, the topic of how to teach communication skills in the classroom emerges in the mind of the reader. The difference between the two is that on one side we have only theory and on the other side we have theory followed by practise. However, whether of these two is more beneficial to the pupil is not clear.

Science and fun for kids (2016) stated how theoretical knowledge entails learning anything through the use of a textbook, which contains stuff that has already been accounted for without including a practical approach. It helps you realise why one method is successful while another is ineffective in your situation. Theory instructs you through the observation of others' experiences. When you see something in relation to a larger whole and comprehend the why behind it, theoretical knowledge can help you gain a more profound



understanding of what you're looking at. Practical means that you obtain knowledge through hands-on practise. Theoretical learning is concerned with the content of the information, whereas practical learning is concerned with the method by which the knowledge was acquired. Insightfully, theory is intangible, but practical experience makes it tangible by putting those talents to use in real-world situations and situations.

2. Review of Related Research:

According to Nilsson (2017)'s research paper, a synergy between theoretical and practical knowledge, has the potential to transform teacher education into an arena for joint theoretical and practical knowledge development, where both are equally important in educating tomorrow's educators. The authors of a recent research paper, Nováková & Giertlová (2016), stated that the educational process is realised not only through theoretical teaching, but also through practical work outside of school, where children acquire practical work experience, gain an understanding of working habits, learn to treat the land with respect, think ecologically, and construct their own value ladder. They concluded that, The site "Ecole Globale" (2019) examined the relevance of both practical and theoretical knowledge, and how they are intertwined in their importance. In spite of this, practical education provides a thorough understanding of things that are easily accepted by individual minds. Although theoretical knowledge is valuable, it is rendered ineffective if it is not put to practical use. As a result, the only option to improve the education system is to have a balanced mixture of theoretical and practical knowledge.

According to the publication "Scienceandfunforkids" (2016), in order to have the best learning experience possible, one should receive both practical and theoretical knowledge. Practical education is ineffective if it is not accompanied by theoretical education. If you are familiar with the theory, you can practise with greater confidence. As a result, both educational paths are more effective in achieving competency.

3. Research Objective:

1. To study the feedback of students of Under Graduate Programme

4. Methodology:

The Communication Skills course was completed in 15 hours which included a one-hour theoretical session and a two-hour practical session.



5. Result:

The students of Harivandana College participated in this research and their results are:

Table 1: Subject experience

Have you ever gone through this type of subject (Communication Skills) before?	Frequency	Percent
No	31	52.5
Yes	28	47.5
Total	59	100.0

Students in Harivandana College, Commerce Dept. were 59 in the academic year 2022-'23, according to Table No. 1's data on the student experience. In total, 31 of the 59 students had never taken a Communication Skills class before, while 28 had previously taken a Communication Skills class.

Figure: 1 Approach for teaching communication skills in the classroom

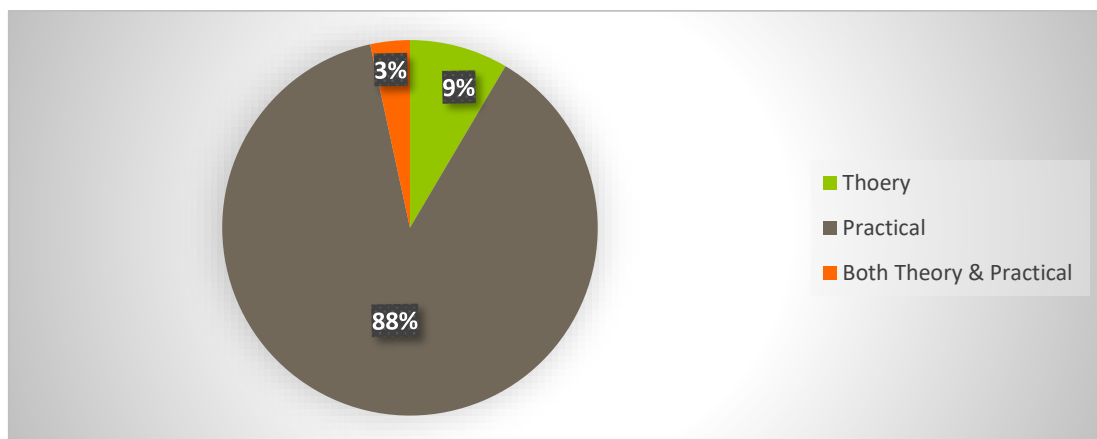


Figure 1 depicts many methods for teaching students how to communicate effectively in the classroom. During the communication skills lesson, students were questioned about what they wanted to learn in the classroom. Only two students (3%) said they were interested in both theory and practical out of 59 who took



the survey, with 52 (88 %) saying they preferred the classroom experience. Five (9 %) said they preferred the classroom experience over both theory and practical.

Table: 2 Experience of different approaches in learning Communication Skills Subject

Item	N	Minimum	Maximum	Mean	Std. Deviation
Practical is more useful in learning than the theories well. Do you agree with this statement?	59	3	5	4.27	.691

A variety of techniques for the study of Communication Skills are shown in Table 2. Students were quizzed on whether the hands-on experience was preferable to studying theorems. Table 2 shows the questions with Likert scale replies. Averages of 3.5 or higher are regarded as high use or positive attitude, while averages of 2.5-3.4 are considered medium usage or support, and averages of 2.4 or lower are considered low use or support. As a result, the students' responses indicate that doing rather than reading is the best way to learn, and their mean score of 4.27 and standard deviation of 0.69 reflect this.

Table: 3 Preference for Teaching Scheme of Communication Skills subject

Item	N	Minimum	Maximum	Mean	Std. Deviation
Each practical must be conducted after the theory which was done by our subject teacher in the classroom. Do you agree with this statement?	59	3	5	4.44	.565

Table 3 depicts the most popular Teaching Scheme for Communication Skills and students' preferences for the subject matter. Our topic teacher taught us theory in the classroom, and students were asked if practicals should follow. Table 3 lists the questions with Likert scale replies. Averages of 3.5 or higher are regarded as



high use or positive attitude, while averages of 2.5-3.4 are considered medium usage or support, and averages of 2.4 or lower are considered low use or support. A significant degree of agreement was observed from the students' replies, with a mean of 4.44 and a standard deviation of 0.56, that each practical must follow the theory presented in the classroom by our subject teacher.

Table: 4 Effectiveness of Communication Skills Subject

Item	N	Minimum	Maximum	Mean	Std. Deviation
After undergoing this subject, I learnt how to communicate effectively. Do you agree with this statement?	59	2	5	4.31	.676

Effectiveness of Communication Skills Subject is depicted in the following table. After completing a course on communication skills, students were quizzed on their progress. Table 4 lists the questions with Likert scale replies. Averages of 3.5 or higher are regarded as high use or positive attitude, while averages of 2.5-3.4 are considered medium usage or support, and averages of 2.4 or lower are considered low use or support. Students' responses reveal that they improved their communication abilities as a result of taking a communication skills course, as evidenced by their high agreement on a mean score of 4.31 and an SD of 0.67.

Figure: 2 Recommendation of the Communication Skills subject

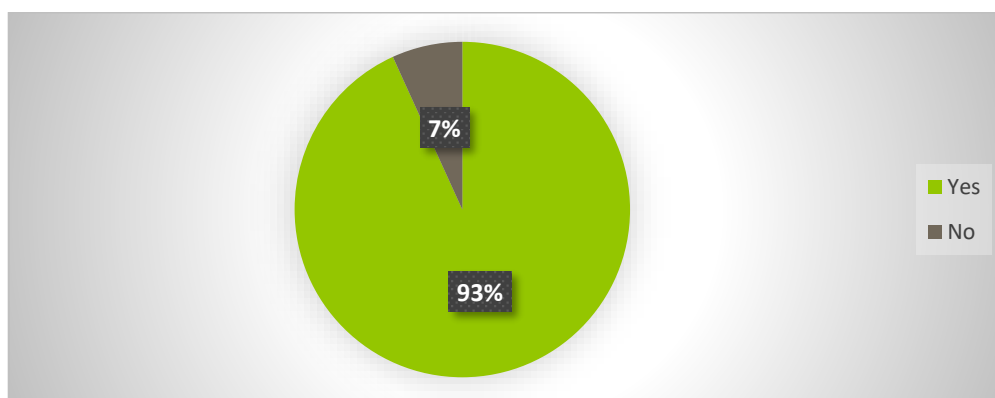




Figure 2 illustrates why the Communication Skills course is highly recommended. There were 55 (93%) good responses from the 59 students, and only 4 (7%) negative responses.

6. Conclusion:

It is clear from student feedback that a course on communication skills has to include practical elements. As previously said, because both theoretical and practical experiences are complimentary and have unique roles in the learning process, the second teaching approach—theory followed by practical experience—can be applied. The acquisition of both theoretical knowledge and practical skills is essential for field mastery. Theoretical learning is useful, but it is useless if it is not used in practical situations. Therefore, it is essential to apply theoretical knowledge in practical settings; otherwise, learning theory is useless. Thus, to ensure optimal learning outcomes, it is important to acquire both theoretical and practical information. In the absence of theoretical education, practical education is ineffective. You can practice with more confidence if you understand the theory. Therefore, the development of communication skills is more successful with both educational pathways.



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