



ACTIVITY BASED LEARNING

Dr.B.V.V.PADMAVATHI

Asst. Professor, Dept. of English, Velagapudi Ramakrishna Siddhartha Engineering College, Kanuru, Vijayawada, Andhra Pradesh, India



Dr.B.V.V.PADMAVATHI

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ABSTRACT

The purpose of this paper is to make our teachers know that technology when clubbed with activity based learning does miracles and it is a real boon to our English teachers. As English is our second language, and more of our students are first generation students, it is an Herculean to make the students get interested in the language. Moreover English is a language where all the subjects travel and it is great challenge for the English teachers to make the classroom interactive and full-fledged. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. The use of active based learning methods in educational institutions has the potential not only to improve education, but also to empower students and galvanize the effort to achieve the human development of the country.

Key words: Language, teaching, active based learning.

INTRODUCTION

Language is a tool of communication. English being a tool helps to develop our knowledge and makes us to communicate all over the world. The beauty of the English language lies in the methodology of learning it, acquiring it, and creating it. The tremendous progress in information and communication technology, the scenario of contemporary teaching techniques is entirely changed. So the teacher of 21st century should shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques.

One of such techniques is Activity-based learning or ABL describes a range of pedagogical approaches to teaching. Its core premises include 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.

David Horsburgh father of Activity-based learning developed a diverse curriculum, which included music, carpentry, sewing, masonry, gardening, as well as the usual school subjects, English, Mathematics, Sanskrit, and Telugu. These pedagogic materials were systematically planned, with sketches and drawings and an occasional touch of humour.

The philosophy of ABL finds its antecedents in the common notion that learning can be best when it is initiated by the surrounding environment and motivated by providing optimum opportunities to learn. A fearless and freedom to express environment always adds to best learning outcomes (http://en.wikipedia.org/wiki/Activitybased_learning_in_India).

Characteristics of activity-based learning

The key feature of the ABL method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill. Under the system, the curriculum

is divided into small units, each a group of Self Learning Materials (SLM) comprising attractively designed study cards for English, Tamil, maths, science and Social Science. When a child finishes a group of cards, he completes one "milestone". Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence, do maths and science, or understand a concept. The child takes up an Exam Card only after completing all the milestones in a subject. If a child is absent one day, he/she continues from where he/she left unlike in the old system where the children had to learn on their own what they missed out on.

The education on activity based teaching strategies

A variety of interactive activities based on socio-constructivist principles are designed to interest and involvement in the learning process with a positive result for active students have the knowledge to build their own and do not see him pushing students to passive. At the end of the interactive session, winning both teachers and students a sense of fulfillment and satisfaction. Substantial improvement in terms of deeper understanding of the topic and improved interpersonal skills were observed. Activity-based teaching was well appreciated by both the students and the staff as the final outcome of teaching and learning was achieved (<http://www.best-teaching.com/0605103-activity-based-teaching-strategies/>).

Activity Based Teaching Strategies incorporated in lesson proved to be effective tools in an educational environment. We observed the students participated with enthusiasm and even contributed to new activities, thus adding sparkle and liveliness to the learning atmosphere.

Activity Based Teaching Strategies focused on ways to improve the self-confidence of students who are in the beginning developmental stages of learning. As we tried various strategies, we were required to check existing practices, reexamine older practices, and experiment with novel methods to help our students grow.

It promotes teaching and learning strategies for learning activities, student's work and provide opportunities for real life so they can contribute to self-learning and this strategy can be used to

investigate the family situation, or discover an argument and the depth the sharpness.

Examples of activity based teaching strategies, as follows:

- The excursion
- Games to make oral presentations
- Discussion of the training group
- Innovative learning through projects

Benefits and advantages of activity based teaching strategies

Learning by students through activity based teaching strategies on experience you get is of great importance because the education sector, with many goals and the advantages and benefits:

- Increasing the student's attention and willingness to respond to the educational settings
- Rote learning is discouraged and almost no scope for rote learning
- Guide the development trend of students and their needs and develop their talents and the direction of education is correct.
- Provide real opportunities for students to self-study, where the benefits of the teaching learning situations in their future
- lead to the strengthening of the independence
- Group learning, mutual learning and self learning are promoted
- Encourage students to take responsibility for their own learning
- Multigrade and multilevel in learning is effectively addressed
- Move the student to reluctance to exercise and respect for manual labor
- Sense of achievement boosts child's confidence and morale
- Scope for child's development in creative and communicative skills.
- Moreover the distance between the teacher and the child is largely reduced and the teacher acts as a facilitator rather than teacher.

The role of students in the development and use of learning activities based.

The role of students to do different things, including:

1. Their personal interests

2. Participate in educational objectives
3. Developing good organizational skills to keep unions
4. Involved in the program flow
5. Demonstrate enthusiasm for seeking new knowledge
6. In collaboration with other

<http://www.best-teaching.com/0605103-activity-based-teaching-strategies>
http://en.wikipedia.org/wiki/David_Horsburgh/

The teacher role in the development and use of activity based teaching strategies. Located in the role of the teacher in developing the strategy of education by learning and the most important things the teacher must first of an activity based teaching strategies, as follows:

1. The planning and preparation for
2. Identify outcomes
3. Having noted the outcomes of learning using proper strategies such as the agenda: report or wish to evaluate the stairs
4. Choose the right activities and stimulating for students
5. Mechanisms within the group
6. Promote cooperation in carrying out activities

CONCLUSION

Activity based teaching strategies describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands on experiments and activities. The idea of activity based teaching strategies 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.

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