

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

**Dr. Paresh Jotangiya**

Assistant Professor, English Department, Surendranagar University

**Abstract:**

Communication skills become increasingly important with the birth of a child; the capacity to communicate, listen, question and write with clarity and conciseness are required for everyone at some point in their lives. The likelihood is that you will come into contact with a diverse range of organisations and institutions during your life, including shops, businesses and government offices, as well as schools. Good communication skills may make these conversations less stressful. They can ensure that you are able to convey your message calmly and clearly while also considering the reactions. On the other hand, poor communication skills can sour connections at all levels, from the professional to the personal, and make your life much more difficult. Therefore, to ensure that communication skills are learned and applied effectively in most disciplines, it is mandated that they be taught as part of the curriculum in most fields. However, the topic of how to teach communication skills in the classroom emerges in the reader's mind. The difference between the two is that we have only theory on one side and on the other side we have theory followed by practice. However, whether of these two is more beneficial to kids is debatable. This paper entitled Communication Skills: Theory and Practice seeks to determine the most effective method of teaching and acquiring communication skills in the classroom. It is divided into two parts: theory and practice.

**Keywords:** Communication, Practical, Theory

**1. Introduction:**

When it comes to human life, we can't imagine it without thinking about communication, which is the lifeblood of every individual. It has the ability to motivate you to do anything in your life. Shirley Taylor (n.d.) describes herself as a "serial entrepreneur." Communication

provides us with the ability to comprehend and be comprehended by others. These can include but are not limited to effectively communicating ideas, feelings, information, or emotions to others, actively listening in dialogues, encoding and decoding critical feedback, and public speaking, to name a few examples. On the other hand, misunderstanding can result in poor communication, which can result in a variety of problems (Career Guide, 2019).

Additionally, 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).

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 School of Physiotherapy 3<sup>rd</sup> semester at P P Savani University about the Communication Skills Subject

#### 4. Methodology:

The Communication Skills course at P P Savani University was completed in 45 hours by the third semester School of Physiotherapy class, which included a one-hour theoretical session and a two-hour practical session. They were given a feedback form to fill out at the end of the semester.

#### 5. Result:

P P Savani University's 3rd semester School of Physiotherapy has 59 participants for the study, which was done in 2019-2020.

**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 P P Savani University's 3rd semester of Physiotherapy were 59 in the academic year 2019-'20, 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**

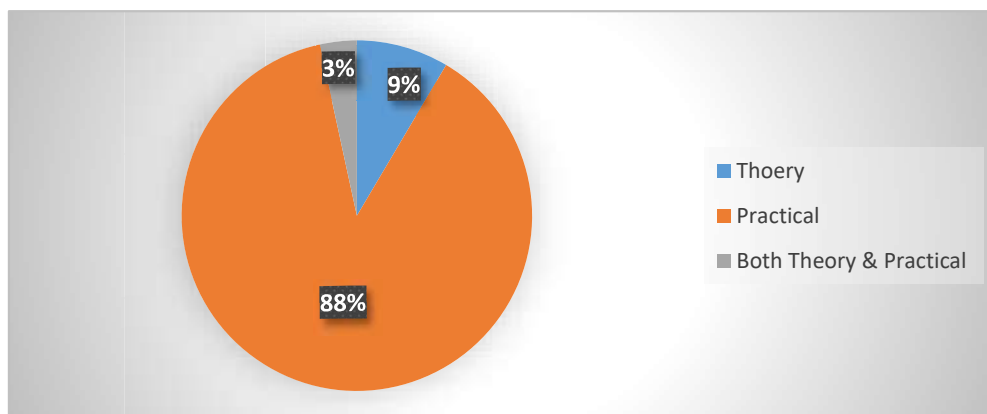


Figure 1 depicts many methods for teaching students how to communicate effectively in the classroom. During the communication skills lesson, students were questioned about what they wanted to learn in the classroom. Only two students (3%) said they were interested in both theory and practical out of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

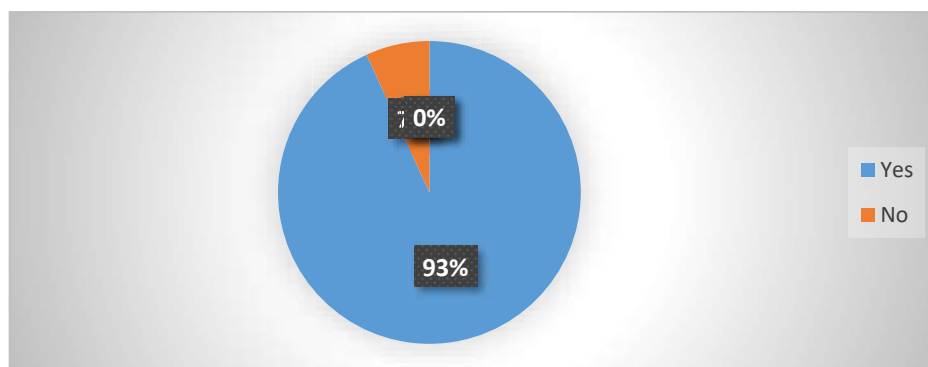


Figure 2 illustrates why the Communication Skills course is highly recommended. There were 55 (93%) good responses from the 59 students, and only 4 (7%) negative responses.

## **6. Conclusion:**

Based on the feedback received from students, it is apparent that a communication skills subject must have practical components. As previously indicated, the second method of teaching can be used, which is theory followed by practical experience, because both practical and theoretical experiences are complementary and each has its own significance in the learning process. In order to master a field, it is vital to have both theoretical knowledge and practical skills. Although theoretical learning is beneficial, it is pointless if that knowledge is not put to use in the real world. As a result, it is critical to apply theoretical information in real-world situations; otherwise, there is no use in gaining theoretical knowledge. Consequently, in order to have the best learning experience possible, one must gain both practical and theoretical knowledge. Practical education is ineffective if it is not accompanied with 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 developing communication skills.

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