

**SUSTAINABLE DEVELOPMENT OF BACHELOR OF ARTS STUDENTS
IN COMMUNICATION SKILLS THROUGH TASK BASED LANGUAGE TEACHING**

Dr. Ketki Ramesh Shinde, Asst. Prof., Tilak Maharashtra Vidyapeeth Pune-37.
drketki.shinde@tmv.edu.in

Abstract:

English is an international language. It is one of the languages used widely in the fields of law, international business, medical etc. In the era of globalization Communication Skills has huge importance. In the field of Arts English language has immense importance. Students studying Art courses need to have command over oral skill in preparation of today's globalized context. After obtaining the degree in Arts students start to search jobs in the fields such as writing, law, public relations, journalism, linguistics, politics, publishing, psychology, social work, management, marketing, public policy, civil services. To grab the opportunities in these fields it's very important for Art students to have competency over communication skills in English. It is quiet challenging for teachers to teach Communication Skills in the BA classrooms where students learn English as a second language. Apart from traditional methods innovative methods need to be followed for the sustainable development of Communication Skills of BA students. Sustainable development of Communication Skills is a need of time. The present paper focuses on the need of sustainable development of Communication Skills of BA students in English. It has been observed that many Arts graduate students fail to communicate effectively and therefore they are fail to grab good opportunities. There are several approaches and methods of teaching Communication Skills. Task based language learning can be helpful to develop communication skills of students of Bachelor of Arts. Communication Skills are beneficial for students to connect the opportunities across the world. The use of activitybased language learning is an effective method to develop communication skills of BA students. Activity based language learning provides an opportunity to learners to express themselves and develop competency among them.

Keywords: *Sustainable development, communication skills, activity based language learning, students of BA.*

Introduction:

Today's world is known as a world of communication. Communication is the vital part of every one's life. Sustainable development of graduate students in communication skills enables students to express themselves internally and externally by using appropriate mode of education. In the global world Arts graduate students have to present their knowledge in English. Teaching English in Indian classrooms has always been a difficult task. The reasons for the difficulty in developing an effective strategy to teach English as a second language seem to be diverse and not easily specifiable. While there have been an innumerable variety of theoretical and practical studies of the issue and a variety of strategies proposed, classroom activities are one of the methods favoured by teachers.

Many Arts graduate students fail to obtain good opportunities after completion of education due to lack of competency in communication skills. "A survey of 303 employers across the country by the Federation of Indian Chambers of Commerce and Industry (Ficci) in 2010 found a majority of graduates lacked adequate "soft skills" to be employed in the industry. Only about one-third employers were satisfied with the communication ability of their employees and about 26 per cent with their employees' writing ability. If this trend continues, the prospects for the 1.4 billion youth estimated to enter the work force by 2020, and consequently for the economy, look anything but promising." Therefore, English language teachers have to use innovative, creative and interactive methods at the graduate level, so students do not lose their interest in learning communication skills. Teachers need to be innovative in dealing with the specific barriers to effective learning by the students. The present paper focuses on importance of sustainable development of communication

skills of Arts graduate students, different methods and approaches of language learning and role of task based language learning in sustainable development of Arts graduate students' Communication Skills.

Survey of Literature on the Topic:

A large number of books, full-length studies, and articles are available on the aspects intended to be covered by the present study. The researcher has come across some of them in her studies so far. Penny Ur (1998) has written a book named *Grammar practice activities: A practical guide for teachers*. This book gives resources to the teachers who wish to combine grammar teaching with a broadly communicative methodology. It contains a collection of imaginative and engaging grammar practice activities for all types of learners. Classroom activities have a vital role in teaching and learning a language.

Khan, J. (1996) in *Using Games in Teaching English to Young Learners* shows that "Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or programme and how, more specifically, different games will benefit students in different ways." The key to a successful language game is that the rules are clear, the defined and the ultimate goal is that game must be fun.

David Nunan's *Designing Tasks for the Communicative Classroom* (1989) aims at foreign language teachers who want to develop their own tasks or adopt those of others. The main aim is to integrate recent research and language teaching practices into a framework for analysing learning tasks.

Wang Cheng-jun, in his dissertation titled *Designing Communicative Tasks for College English Courses* (2006) which puts great emphasis on the students' ability to use English in an all-round way, and sets the ability to study independently to solve problems with the target language as the main objective of college English teaching.

Penny Ur's *A Course in English Language Teaching* (2012) focuses on the core principles of teaching English, considering the specific needs of younger, teenage, and adult learners. It also focuses on common teaching challenges, such as mixed-ability classes, classroom discipline, and assessment and testing.

Saranraj L and Ebenezer Sam Paul R have written a research paper on "Impact of Task-based Language Learning among Engineering Students: A Try-Out" (2020) focuses on the learner's interest in task-based learning amongst rural engineering students in a rural area. In this study, the researcher has used a sampling technique. In the findings, it has been revealed that task-based language learning is one of the best alternative methods for teaching English as a second language in the classroom.

Thornbury Scott's *How to Teach Grammar* (1999) focuses on different approaches to teaching grammar. Different approaches are explained with different examples. The importance of grammar in language learning and grammar teaching with different types of examples is explained in the book.

Watcyn-Jones Peter has a book titled *Grammar Games and Activities for Teachers* (1995), which gives different grammar games and activities for teachers to teach grammar. It mainly focuses on pair and group activities to develop the confidence of the students using grammar in language skills. The ideas given in this book are to encourage and stimulate teachers to develop their own activities for any grammatical item. This process makes language teachers competent to devise new grammar teaching activities.

Fiona Davi, Rimmer Wayne, and Penny Ur have written the book *Active Grammar* (2011) grammar points in a meaningful context. The key features of the book are clear explanations and useful tips that highlight common mistakes usually made by low-level learners. In the book, writers have given exam-style exercises that give plenty of challenging practice and encourage students to use their creativity to solve those exercises.

Importance of Sustainable Development of BA students' Communication Skills:

Sustainable development of students' Communication Skills means students of Bachelor of Arts must be able to communicate effectively in English for long period of time. During their graduation they must acquire English language effectively. To sustain in the global market it is very important for them to be competent at Communication Skills. While completing graduation BA students have to make presentations, they have to prepare projects on different topics in English. It has been observed that despite learning the English language for many years, many students can hardly write and speak the English language intelligibly. Especially students of Arts fail to present their work effectively due to poor English language skills.

Many BA students prefer to complete their graduation in vernacular medium because they think that completing Arts graduation in English medium is very difficult. Researcher has been observed in her 10 years of teaching experience that, many Arts graduate students hesitate to speak in English in the classroom. They are afraid of being laughed by peers. They are also afraid of being scolded by teachers. Most of the students do not get opportunities to speak in English because outside the classroom they prefer to communicate in their mother tongue. The students who speak in English with speed, found less accuracy in their communication. Student is called good communicator when he has fluency along with accuracy. To overcome above mentioned problems and for their sustainable development it is very important for students to get adequate practice. Without practice students cannot develop their communication skills.

For the development of students' communication skills teachers need to teach them communication skills through innovative ways. Task based language teaching can be an effective method to overcome these problems.

Activity-Based English Language Teaching

Teaching English as a second language has been a challenging exercise. In Indian classrooms, the English language is taught as a second language. Different methods are used to teach the English language effectively. Task-based language teaching is one of the effective methods. Classroom Activity is the task, and language is the tool to complete it. Task-based language teaching is an effective method to teach language skills. Grammar is the fundamental part of every language and therefore essential to develop language skills. Competency over speaking and writing skills is essential for graduate students. Task-based language teaching is helpful for the development of language competencies of Bachelor of Arts students. With the help of language activities, grammar aspects and vocabulary aspects of the English language are taught effectively. Language activities have the advantage of allowing students to practice and internalize grammar and structure extensively. Students are often interested in participating in activities than deskwork. During the activity, students focus on the task and end up absorbing the language skills subconsciously. The tedious process of grammar learning becomes more interesting because of activity-based language teaching. Activity-based language teaching helps learners to learn language intuitively and with interest.

Place of Task Based Activities in Language Learning and Teaching

Students' participation, interest, motivation, and engagement are essential to learning the English language. Task based activity is a procedure, which is designed to help to achieve particular learning goals. In this procedure, learners work together as well as individually. Task based activities have vital importance in teaching and learning the English language as they can be practiced effectively with the help of task based activities. There is a need to use innovative methods to teach the English language. Various methods like grammar-translation, direct, indirect, and audio-lingual, among others, are used for teaching the English language. Despite various methods, technical students fail to develop language skills. In many Indian classrooms, students are taught language skills by using

different methods, but students fall short of grasping language skills. The reasons vary and are not easily specifiable behind failure to grasp language skills. Here, the role of a language teacher is more important. Classroom activity is one of the favourable methods to be known. Classroom activities connect students to each other. They learn to work in a group. Interaction among learners while learning is a kind of break from the traditional lecture method.

Usefulness of Task Based Teaching and Learning to Develop Communication Skills:

Students belonging to Arts background must be able to write and speak grammatically correct English to put their skills and knowledge in front of people from different parts of the world. Most of the BA students find English language difficult. Due to this attitude, students lose interest in language learning, task based activities work as a power booster in classroom teaching. To teach structural part and language skills of a non-native language has always been a challenge for language teachers. While teaching the English language at a non- technical college, a language teacher needs to consider the mental stamina of students. That is to say, how much the students can take in, their previous knowledge of language, their background, how much they can be motivated, and their cultural environment. These points are crucial to designing specific activities to stimulate in them the interest to learn language. Concurrently it is also necessary to plan activities to increase students' confidence about improving their knowledge of language skills. In general, the attention span of an adult is tentatively 15 minutes. Task based activities are helpful to boost the interest in selected units and enhance the students' attention span. Along with interest and attention span, classroom activities are useful to build up confidence among students.

Conclusion:

In the present paper shows that English language has immense importance in global market. It is passport to success and development. It highlights that Communication Skills is the vital part of Bachelor of Arts' students. It focuses on Bachelor of Arts students who need a practical methodology to improve their Communication Skills. The literature review illustrates that some scholars have given essential insights about grammar teaching methods and task-based language teaching. In the present paper it is suggested that Task based language teaching gives opportunities to students to apply learned knowledge in reality. This methodology is helpful to develop confidence of the students in Communication Skills with fun and interest.

References

1. Ur, Penny. *A Course in English Language Teaching*. Cambridge, New York, 2012.
2. Ur, Penny. *Grammar Practice Activities*. Cambridge University Press, Cambridge, 1988.
3. Wajnryb, Ruth. *Grammar Dictation*. Oxford University Press, Oxford, 1990.
4. Wang Cheng-jun. *Designing Communicative Tasks for College English Courses*.
5. M.A Dissertation Submitted to School of Foreign Languages and Literature
6. Chongqing Normal University & Yangtze Normal University, China, 2006.
7. Watcyn-Jones Peter. *Grammar Games and Activities for Teachers*. Penguin, 1995.
8. Tilak, G., & Sundke, A. (2021). Impact And Adverse Effects On The Youth Of Crippled Language Used In Social Media.
9. Sultanova D. T. "The Use of Games in Learning English Grammar." *Gunadarma University Repository*. Vol.1, October 2011.
10. Nunan, D. *Designing Task for Communicative Classroom*. Cambridge University Press, Cambridge, 1989. Print.
11. Saranraj L and Ebenezer Sam Paul R. "Impact of Task- based Language Learning among Engineering Students: A Try-Out" *Researchgate*. Vol.33, May 2020.
12. Thornbury Scott. *How to Teach Grammar*. Pearson Education, Harlow, 1999.