



**IMPORATANCE OF CO-CURRICULAR ACTIVITIES IN ENGLISH
- A PERSPECTIVE STUDY**

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ABSTRACT

Earlier, the term extra-curricular activities were used. But now-a-days along with the instruction of various subjects, activities undertaken side by side are named as co-curricular activities. These are considered as an integral part of the curriculum. In the past, also these were organized in order to being healthy development of the child. But in the present education system it has drawn much attention. The Secondary Education Commission has very rightly stated.” Given a clean, pleasant and well maintained school building, we would like the school to see if it can provide a richly varied, pattern of activities to cater, to the development of their children’s entire personality. It has to formulate a scheme of hobbies, occupations and projects that will appeal to, draw out the powers of children of varying temperaments and aptitudes”.

According in Thompkin we can divide the co-curricular activities:

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INTRODUCTION

- Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings.
- Language is the divine gift of god only to the man. A language helps a person in the development of this personality.
- H.A.Gleason says, “Language is one of the most important characteristic forms of human behavior”.

Individual Outcomes

1. Constructive use of leisure times;
2. Development of personality;
3. Enriching of Personality;
4. Achieving self – understanding;
5. Taking initiative per individual responsibility and functioning;
6. Learning how to organize a meeting or conference and how one can participate in it;
7. Providing opportunity to the individual for self – evaluation.

Social Outcomes

1. Providing physical and mental entertainment;
2. Getting practice for working with others;

3. Developing the democratic responsibility;
4. Learning to practice good human relations;
5. Understanding group processes;
6. Encouraging good student-teacher relation;
7. Increasing social contacts.

Civil and Ethical Outcomes

- a. establishing the bonds of understand of each other without any racial, religious or economic or intellectual differences;
- b. putting natural values and ideas in practical use;
- c. providing meaning to curriculum and diversifying it;
- d. helping the students in their liking of the school.

Importance

- Students’ interest is sustained.
- Help them to lead better social life.
- Democratic spirit is developed.
- Leadership quality is inculcated.
- Leisure time is spent fruitfully.
- Participation in physical activities leads towards better health.
- ‘we feeling’ is developed among students.
- Gives opportunities to develop interning learning the language while playing with fellow students.
- To help in releasing the energy in learning activities.

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The Written aspect: Wallpaper, Manuscripts And Magazines

Language has a two-fold function to perform in an individual's daily life:

Communicate through speech and through writing

When we talk of teaching English, we have to take into account, both the spoken and the written form. The aim of every school is to inculcate in the children the powers of good expression both oral and written.

Various exercises and expression of children. even the most conscientious teacher of English will admit that normal school activities are rather inadequate in encouraging the children to express their views in writing. Even the maximum number of essays and composition exercises done in class inefficient in providing the child a free rein to express his ideas and opinions on a subject of his choice.

The school wallpaper provides an excellent opportunity for the display of such articles Witten by the children in a sincere and original manner. In such efforts, the the child is not constrained by limitations of classroom discussions or of subjects by the teachers . He can write on any thing that catches his fanny, or he may express an opinion any subject that is dear to his heart. The fact that good efforts by the student will have the honor of being displayed on the school wall-paper.it encourages the child to put in all his best efforts in producing a flawless piece of writing. The wall paper also encourages the poetic talents of some students which would otherwise have died a natural death in the absence of any favorable wind to nurture the flame of talent. Thus a wall paper provides tremendous opportunities and encouragement of children to express their ideas originally and in presentable manner. A good teacher of English should exploit this part of school's actives to encourage the children to write as they feel the inclination.

The school magazine has all the advantages of the wall papers and even more. Since all children are greatly interested in what their friends write. The magazine will have a tremendous popular appeal to the children. The teacher of English can exploit this by including some articles on famous books are pieces of literature are poem in such a manner that the children's curiosity is aroused and they are encouraged to go to the source, in this manner, children can be let great works of literature. The latest book is available in the library and other such useful information can be transmitted through the school magazine.

Moreover the school magazine has the added advantages of having a wider circulation. Hence the standard of articles and poems published can be maintained at a much higher standard. This automatically will raise the standard of writing the pupils also. Thus a well –produced school magazine poster good habits of both reading and writing in the students.

Usefulness of language, Quiz, Debate, Group discussion and other co-curricular activities in the teaching – learning of English.

Association of English Teachers

It is good if English teachers form an association academic purpose, to discuss problems, exchange ideas and find out the common solutions to various problems. Such associations may be formed at city level or district level. Various group activities such as lectures by experts, exhibitions and seminars etc. can be organized.

Since it is our native language why our students should lag behind due to poor performance in this language. It is the utmost duty of language teacher to develop the interest, competency and enthusiasm of the students. To fulfill this purpose various co-curricular activities can be organized.

Usefulness of Language Games

The following word games are very useful for the teaching and expending of vocabulary:

Preparing a word Dictionary

The children may be encouraged to enlist new words under different heads. For example, school, home, hospital, etc. This will inspire and encourage them to have new words and ultimately it will lead to the expansion of vocabulary.

Quiz

Quiz contributes significantly in student's performance Quiz can be held without prior announcement. If the subject teacher. After entering in the classroom, says write a question, which you have to attempt in this period. Teacher can select the topic which has been taught during last days. The teacher has to score out the answers and has to the students. The records of quiz's marks are also maintained by the teacher. The obtained marks can be included in the internal assessment of final examination.

You must be knowing that such quiz tests are organized in G.B.Pant Agriculture University, Pantnagar. (National)

Need of Quiz Test

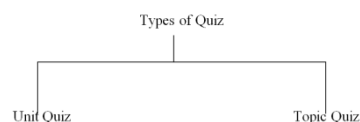
- It is an improvement over the conventional examination.
- The quiz are informal tests while traditional are formal examination.
- The quiz tests encourage students for regular studies in their subjects.
- Attendance can be given to the students for attending quiz.
- Quiz tests makes the classroom teaching valuable.

Principles of Quizzes

Quizzes are based on the following principles;

- It Provides the regular feedback for the regular study of the subject.
- It enable the students to get involve in their work seriously.
- It eliminates the fear of examination.
- Teaching and testing processes go side by side.

Types of Quiz



1. **Unit Quiz:** When a teacher completes one unit of teaching subject he / she may give a quiz test on the unit at the end of teaching. It depends when the teacher feels its requirement.
2. **Topic Quiz:** The topic quiz can be administered on the topic of unit on and day after completion of topic. Sometime teacher announces that more time will be required for completion of topic, quiz will be held later on, But you may ask questions concerned to this topic. The basic idea behind it is to make the students regular in the studies.

The teacher has to score out their answers with other students. Who have scored more.

Advantages of Quiz

- They become regular in the study.
- They are reinforced continuously.
- They acquire the mastery on the subject.
- Quiz prepares the students for final examination.
- Fear of examination is eliminated.

Suggestion

- Quiz should be based on what has been taught.
- It should be specific and pinpointed,
- Result should be announced verbally.
- If it is written type, then their answer books should be evaluated quickly and shown to the students.

Language Activity

Dialogues Learning

Dialogue learning/ dramatization is particularly well-suited for developing linguistic competence and social insight in students of all ages. Pupils gain control not only on pronunciation, structure and vocabulary but also of the cultural situations in which various features are used by Native English Speakers. Well prepared dialogues and their dramatizations duplicate the communication situations in which individuals use English normally in their everyday lives.

Dialogue may be used to introduce features of pronunciation and grammar or to reinforce them. Their primary value lies, however in showing pupils how the elements of language, they are learning fit together in actual use.

The dialogues prepared for beginning teaching should be short – two or three utterances perhaps. At intermediate or or advanced levels they may be longer – eight to twelve utterances –but these need not be learned in one lesson. The teacher may introduce the entire dialogue first time it is presented but have student learn only the first two or three lines during that lesson.

Teacher's Role

The teacher can involve the learners in not only participating in the debate but also at the organizational level.

Once the debate is organized, the teacher can include the learners in the panel of judges who will assess the debates. The criteria of judging a debate can be spelt out or elicited from the students at the very beginning. The participants can prepare for the debate keeping the criteria in mind. Thus weight age for content ideas, delivery of speech, intonation and pronunciation can be collaboratively finalized.

Once the debate is over the teacher can declare the results. Later, useful feedback can be given.

DISCUSSION

Discussion can precede or follow reading texts. In the first case, discussion can prepare students for the reading task. In the second the reading text can enable learners to delve into the theme and thus participate more effectively in the discussions that follow. The reading text can give a fillip to the imagination of students and also give the less confident learners support in terms of content.

Teacher's Role

The teacher's role while the discussion is on, is of an observer, a manager and a facilitator. If the speaking activity focuses on the use of specific language structures, then the teacher can direct the attention of learner in advance to these structures, they may be listed in the text. Once the discussion begins however, the teacher could allow it to develop rather than arbitrarily call the attention of the learners to grammatical details.

The discussion must lead to a clear task. Very often, discussion tend to wilt and collapse, if they are not planned out meticulously. The activity must have a sense of completion. Nothing is more demotivating for learners than to be left to drag on a discussion interminably. Without a clear purpose and goal.

The activity or discussion can be rounded off by inviting one member from each group to report on the group's discussion. If sufficient time is not available., then some groups may be asked to put up posters with a summary of their group's ideas. An oral activity which is well planned, organized, executed efficiently, timed correctly with a feed back and follow-up session gives the learners a sense of achievements. Thus, in turn will motivate them to participate whole heartedly in the oral activities in future.

Think – Tank Sessions

It is collective type thinking on a common issue or problem. The theme selected could be real or hypothetical.

Students think, discuss, analyse, suggests alternative solutions, exchange views without any heated debate or arguments. It enhances reflective thinking among the students, Each student is required to explain the meaning of the content of his/her play- card, paly cards are also circulated among different group for encouraging different view points on the same issue. In this way students come to learn how the same problem can be viewed from different angles, This activity enables the learners to think and express speaking skill if the students can be improved by this activity.

Original Story Writing

The teacher may motivate the learners to write original stories. A group of two or three students may be asked to write jointly. However, the teacher may tell them certain rules about it such- as the story should not have any impossible sotutions etc. in order to have accuracy in writing, the teacher may encourage students to use dictionaries etc. The completed stories can be awarded. This activity will not only bring novelty in teaching but also develop imagination and creativity.

Field Trips

A well organized trip may provide an efficient language teacher many opportunities of teaching various language skills, Children, generally, love to go on excursion or language field-trip.

Somaradne (1955) suggests the following questions. Which a teacher must ask to himself if before and after the field trip.

Before the trip

1. Is this trip really necessary?
2. Is there any other better teaching method to reach the topic?
3. What do I need to plan before hand?
4. What are the various types of material that are available on this subject?
5. How should I use them?
6. Will the time spent on preparing, planning and undertaking the trip be worthwhile?
7. What effect will this trip have on the students?

After The Trip

1. Did the trip serve the aims and purpose?
2. Were the students interested in the trip?
3. Did it help the students to think?
4. Was the spirit of inquiry and curiosity aroused in the students?
5. What effect did it have on their conduct and behavior?
6. Did the trip provide experiences that could not be arranged in a more expedient manner?

The answer to these questions will provide an overall assessment of the activity, so that, it can be made more fruitful and purposeful in future.

English Club

For the students of secondary level and senior secondary level, English clubs can be organized. The main purpose of these clubs is to develop interest and fluency in the use of language.

To Organize a club, the teacher should give the knowledge about its purpose, working system and usefulness. When the students give their consent to participate, then rules and regulations regarding membership can be decided. Various office bearers can be elected among the students. When the club comes in existence, meetings should be held to chalk out the teacher is must. Somaratne in his book 'Aids and Tests in the Teaching of English club. It may serve as a guide those teachers who wish to form such clubs.

July	1. Party games and sing – songs 2. Programme on the education box
August	1. Pen friends. 2. An evening with the tape recorder.
September	1. Play reading 2. Prepared speeches
October	1. Extempore speech 2. Debate 3. Word games
November	1. A dinner with after dinner speeches. 2. Educational excursions.
December	1. Epidiascope lesson or T.V. lesson 2. Lecture by Mr. X.
January	1. Discussion about annual function

February	2. Parnt's day 1. Book reviews. 2. Elocution contest.
March	1. True adventures. 2. Great explorers

The College Assembly

A well planned assembly may provide a language teacher immense opportunities to teach the language. The first and foremost use of assembly is training in listening skill. Students are trained to comprehend selected prose and verse pieces read in the assembly, When the assembly is over, English class students may discuss it their teacher.

Those students who participate actively in such activities are benefited more in comparison to those who are passive listeners. To provide equal opportunity to all. for each student to participate actively by rotation. The teacher may provide a helping hand to shy and weak students. The task given to each student should be in accordance in students. They learn read properly with speed and intelligence.

The House System

To each language in natural set-up house system is also a good technique. You can divide the classes into houses, and are named after great scholars while allocating the students to different houses, the teacher should keep in mind that each house must have certain bright average and dull students. i.e. there must be a balance in the structure of the houses when the houses are allotted to the students, various index-house competitions like debate extempore speech elocution etc., are organized in these activities language developing themes can be chosen and selected by the house teacher which motivates the students to learn and speak new words in English, In this way, opportunity is provided in the students in show their talent.

Interpreting

Interpreting is a popular profession amongst language learners. It can also be called liaison interpreting which one sometimes has to do when there is a foreign visitor from another region whose language you alone know in the given situations. One has to interpret when the visitor mingles with the people of the host country, goes shopping or sightseeing.

You can say interpreting in the language classroom is a good co-curricular activity because it would be a simulation exercise where one of the participants of the conversation pretends not to know English. You need to create a situation and role cards will be given to all participants. The scene may be a market place. or hospital etc., Hope fully this kind of situation will create interest for the learners.

Other learners should not interrupt in between visitor himself can do when he/she chose the sentence of the interpreter, Sometimes, if the has not interpreted (correctly something that the visitor has been able to make out) the visitor can refuse to understand and seek clarification. The teacher should explain the activity to the learners by involving few volunteers.

She needs to assure the learners who are playing the role of the interpreters that pauses, repetition hesitation and regression are common in day-to-day speech and that ought not to inhibit them.

Listening activity can be improved by it.

Use of tape recorder is also helpful as later on “Interpretation” can be discussed.

The learners would be using a lot of noun clauses like “He says that/He means that...../He wants to tell you that....” Since nothing in this activity is rehearsed, it is a challenging activity involving the mental process of providing immediate equivalent to what one said.

Resource Book for Speaking Activities

The teacher needs to have a collection of speaking activities based on various aspects of the learner’s lives. The reading list given below would provide the teacher with many activities for the second language learner. There are certain activities, which the teacher would have to adapt for his/her class.

Reports of school events, newspaper clippings, advertisements, posters and fillers of various programmes also can go into the file which could be used at the opportune moment for an activity.

- School events
- Neighborhood events
- School trips
- Neighborhood tabloids
- Periodicals
- Interviews for selection as perfects and editorial board member
- Topics of current interest
- Letters to the edition
- Televisions Programmes
- News.

Points to Remember

1. Co-curricular activities are considered as an integral part of the curriculum.
2. Leisure time is spent fruitfully
3. Teachers can guide and help the students to take part in various co- curricular activities.

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