

CHAPTER: 5 FINDINGS AND DISCUSSION

5.0 Introduction

This chapter presents the findings of the study based on analysis and interpretation of the data collected followed by discussion.

5.1 Observation Findings

The observation of the classes explained the real situation of the implementation of the tasks mentioned in the textbook. The curriculum and syllabus of English language teaching was framed on some criteria- keeping in mind certain goals and objectives to enhance communication skills of the students. At least 50% of the classroom transaction should be done in English during English class. Few instructions and daily spoken English words and phrases should be practiced in the classroom and the textbook was prepared with communicative tasks to provide a platform to the students to speak in English. During the observation of the English classes of STD IX, the researcher observed that in most of the classes, grammar translation method is still prevalent. Workbooks had been filled up by using guides. Out of 40, 38 classes grammar translation method was going on except 2 classes no group and pair work was found. Only writing tasks were emphasized and that was just copying. In one class there was quiz. Only few teachers were trying to provide opportunity to the students to listen and speak in English. The researcher observed in few classes the situation was not so bad. Teachers were not even wished to speak a single word in English in class and students were passive, some of the students didn't know what was happening in the class, the translation of the lesson was going on so fast that they couldn't even listen to the reading of the unit in English by the teacher. The natural stages of language learning are to listen, to speak, to read and to write, but during the observation the researcher observed that this order was going on in reverse in most of the classes. Students were seen only writing and it's not creative writing but just copying from guides and other sources to their notebooks.

5.2 Oral and Written Test Findings

The researcher constructed the pre and post test to test the effectiveness of task based strategies employed. On the basis of the data collected through pre and post test it was found that most of the students felt shy and hesitation to speak in English as they

didn't get experience of it. Written test was more effective than the oral one. Students were ready to answer when it's about written expression but during the oral test they tried to answer some of the questions and many students avoided to answer due to lack of vocabulary and fear to speak in English. During post test some of the students felt comfortable and confident to answer. Independent T test was used to evaluate pre and post test administered on both the groups viz. control group and experimental group. There were thirteen questions in the oral test based on five strategies i.e. auditory representation, Sharing Information, Observation, Sharing experience and Imagination. The oral test was evaluated following 5 language components and based on grade point: listening comprehension, fluency, pronunciation vocabulary appropriateness and grammar.

The calculated t value of the **oral test** indicated that there is a significant difference in the mean gain scores of the experimental group and the control group at 0.01 and 0.05 level.

The calculated t value of the **written** test indicated that there is a significant difference in the mean gain scores of the experimental group and the control group at 0.01 and 0.05 level.

The calculated t value of the **oral and written** test indicated that there is a significant difference in the mean gain scores of the experimental group and the control group at 0.01 and 0.05 level.

It shows positive effect of task based strategies. So it can be said that there is a significance difference between the mean gain scores achieved by experimental group and the control group as the calculated t value is higher than the table value in oral test, written test and overall too.

Among all the **five strategies** used in **oral test**, strategy 1 was found effective at 0.05 levels as the mean gain scores of the students of experimental group was higher than the mean gain scores of the students of control group at 0.05 level. Among all the five strategies used in oral test, strategy 2 and 3 were found effective at 0.01 and 0.05 level as the mean gain scores of the students of experimental group were higher than the mean gain scores of the students of control group at 0.01 and 0.05 levels. Among all the five strategies used in oral test, strategy 4 and 5 were not found effective at 0.01

and 0.05 levels as the mean gain scores of the students of experimental group was showing no significant difference with respect to the mean gain scores of the students of control group.

All the ten **written strategies** were found effective at 0.01 and 0.05 level as the mean gain scores of the students of experimental group were showing significant difference with respect to the mean gain scores of the students of control group at both the levels.

It shows positive effect of task based strategies. So it can be said that there is a significant difference between the mean gain scores achieved by experimental group and the control group in strategies used in written test where as in oral test out of five, 3 strategies were effective and showed significant difference and 2 strategies were not found effective at 0.01 and 0.05 level.

5.3 Reaction Scale Findings

The reactions of the students towards the task based strategies showed that in all the fifteen statements, there was a significant difference between the observed frequency and the expected frequency .The findings indicated that:

5.3.1 78.95% of the students agreed that tasks were interesting. They found that learning English language through tasks was interesting.7.89% of the students were undecided and 13.16% of the students didn't find tasks interesting.

5.3.2 10.53% of the students agreed that tasks were boring. They found that learning English language through tasks was boring, 18.42% of the students were undecided and 71.05% of the students didn't find tasks boring.

5.3.3 13.16% of the students felt translation necessary to learn English. 15.79% of the students were undecided and 71.05% of the students didn't find translation necessary to learn English.

5.3.4 81.58% of the students felt that Through tasks English can be learnt easily. 7.89% of the students were undecided and 10.53% of the students disagreed that English can be learnt easily through tasks.

5.3.5 86.84% of the students felt no need to translate to learn English5.26% of the students were undecided and 7.89% of the students felt need to translate to learn English.

- 5.3.6** 84.21% of the students felt Group and pair work helpful in communication, 7.89% of the students were undecided and 7.89% of the students didn't find group and pair work helpful in communication.
- 5.3.7** 81.58% of the students felt that tasks were helpful to learn English and use it in day-to-day life, 7.89% of the students were undecided and 10.53% of the students didn't feel that tasks were helpful to learn English and use it in day-to-day life.
- 5.3.8** 73.68% of the students felt tasks helpful in developing listening skills. 10.53% of the students were undecided and 15.79% of the students didn't find tasks helpful in developing listening skills.
- 5.3.9** 71.05% of the students felt helpful in developing speaking skills. 10.53% of the students were undecided and 18.42% of the students didn't find tasks helpful in developing speaking skills.
- 5.3.10** 76.32% of the students felt tasks helpful in developing reading skills, 13.16% of the students were undecided and 10.53% of the students didn't find tasks helpful in developing writing skills.
- 5.3.11** 84.21% of the students found tasks helpful in developing writing skills, 7.89% of the students were undecided and 7.89% of the students didn't find tasks helpful in developing writing skills.
- 5.3.12** 84.21% of the students felt that tasks made them confident to speak in English with their friends and teachers, 5.26% of the students were undecided and 10.53% of the students didn't feel that tasks made them confident to speak in English with their friends and teachers.
- 5.3.13** 86.84% of the students felt that use of dictionaries for different tasks helped them to enrich vocabulary, 5.26% of the students were undecided and 7.89% of the students didn't find use of dictionaries for different tasks helpful to enrich vocabulary.
- 5.3.14** 81.58% of the students felt that they could respond and present their views and opinions to any situations, 10.53% of the students were undecided and 7.89% of the students didn't feel that they could respond and present their views and opinions to any situations.
- 5.3.15** 81.58% of the students felt that they could complete story and reply messages orally and written. 5.26% of the students were undecided and 13.16% of the

students didn't feel that they could complete story and reply messages orally and written.

The reactions of the students made it clear that tasks were interesting and helped them to develop language skills, communicate with teachers and friends as well as they felt confident to present their views and reply messages.

5.4 Discussion

The researcher began her study with two hypotheses: there will be no significant difference between mean gain scores of experimental group and control group and there will be no significant difference between the observed frequencies and expected frequencies against equal probability on the various statements of the reaction scale.

The findings of pre and post test analysis indicated that there was significant difference between the mean gain scores of the experimental group and the control group. Significant difference was found in the mean gain scores of the written and oral test separately and combined at both levels viz. 0.01 and 0.05. This indicates that written and oral communication skills were improved remarkably.

Strategy wise analysis indicated that in oral strategy, strategy 1,2 and 3 were effective as the mean gain score of the experimental group was higher than that of the control group and strategy 4 and 5 were not effective as the mean gain score of the experimental group was not higher than that of the control group.

The findings of the observation indicated that communicative approach had not reached to the classroom yet and this could be the main reason for poor performance of students to communicate orally and written in real life situation. Only writing skill was emphasized. Except 2 classes, no classroom teaching was found to teach through activities and tasks given in the lesson to enhance communication skills of the students. Audio visual aids, teaching aids, group and pair work were rarely used in teaching English language. English language classes were not learner centered. Group work and pair work were found less in the classroom. 80% classroom teaching was based on rules of grammar only. In most of the classes grammar was taught through traditional method. In 38 out of 40 English classrooms, translation method was still used as a method of teaching.

The findings of the reaction scale indicated that most of the students found tasks interesting and helpful to enhance their communication skills. 78.95% of students

found tasks helpful to learn English and use it in day-to-day life,, 86.84% of students felt that use of dictionaries helped them in enriching their vocabulary. 76.32% of students agreed that their reading skill was developed through tasks, 10.53% of students found tasks boring. The reactions of the students towards task based strategies revealed that they found task based strategies effective in learning English and develop language skills.

In the context of the classroom teaching observation, the students were not given enough exposure to the tasks and they were passive. English spoken by the teachers and students was less.

Throughout the implementation of the task based strategies students were encouraged by providing opportunities to express their views through twenty five different tasks and they were involved in tasks through group and pair work. The students performed in post test better than in the pre test. About task based strategies students found that the tasks were interesting and helped them to communicate with their friends and teachers and in their daily life.

The communicative approach can be best implemented through various tasks and involvement of the students in the tasks is must to enhance their communication skills in English. The fundamental key aspects of task based strategies are learner-centered teaching, task-oriented teaching-learning, healthy interaction opportunities for learners, scope for creativity and task based strategies which can lead to natural learning of English language.

The students as a whole were found to be better on written task based strategies than on the oral task based strategies. It can be attributed to rare oral communication culture in English particular in vernacular schools. So, the spoken English language culture was found to be missing but it can be realized through the implementation of task based strategies.