



Effectiveness of Literature-Based Tasks on the Communicative Competence of Secondary School Students in English Language

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Guide

1. Introduction

Mother tongue is learnt naturally in daily interaction with others who speak the same language, this acquired system is at work. In this system, speakers are less concerned with the structure of their utterances than with the act of communicating meaning. Learning a second language is however a challenge as it requires a higher scale of efforts and motivation. Second-language acquisition is also the scientific discipline devoted to studying that process. The field of second-language acquisition is a sub discipline of applied linguistics, but also receives research attention from a variety of other disciplines, such as psychology and education.

In present study, the researcher studied the effectiveness of different literature-based tasks on the communicative competence of secondary school students in English subject.

2. Variables of the Study

In present study, the following variables were defined by the researcher.

2.1 Independent Variables

1. Teaching Methods

- Teaching through literature-based tasks
- Traditional teaching method

2. Gender

- Boys
- Girls

2.2 Dependent Variables

Scores of Post-tests

3. Objectives of the Study

Objectives of present study are as follows:

1. To study the effectiveness of literature-based tasks on communicative competence of secondary school students in English language.
2. To study the effectiveness of literature-based tasks on communicative competence of secondary school students in English language in the context of teaching methods.
3. To study the effectiveness of literature-based tasks on communicative competence of secondary school students in English language in the context of gender.

4. Hypotheses of the Study

H₀₁ There is no significant difference between mean scores of post-tests obtained by the students of experimental and controlled group.

H₀₂ There is no significant difference between mean scores of post-tests obtained by the boys of experimental and controlled group.

H03 There is no significant difference between mean scores of post-tests obtained by the girls of experimental and controlled group.

H04 There is no significant difference between mean scores of post-tests obtained by the boys and girls of experimental group.

5. Research Method

In present research, the researcher had to study the effectiveness of literature-based tasks on communication competence of secondary school students in English subject. The researcher compared two differential teaching strategies in present study. Thus, researcher used experimental research method in present study.

Researcher also used Only Post-Test Equivalent group experimental research design. Two different but equivalent groups according to achievement were formed. Both groups were treated with different teaching strategies and after treatment a post-test was give to the students of both groups.

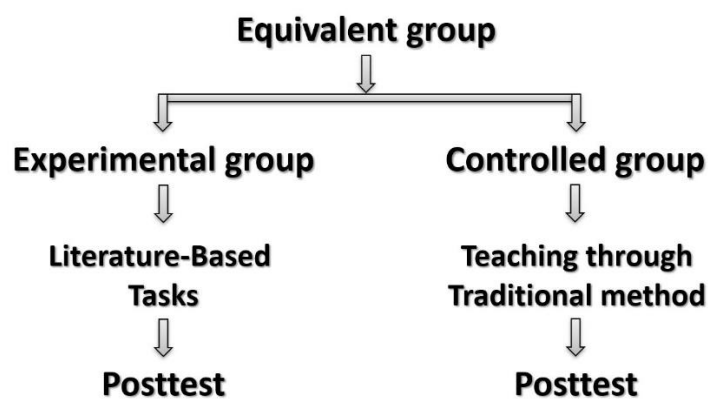


Figure 1.0: Experimental design

6. Research Tools

Two different types of research tools were used by the researcher:

- 1.Literature-based tasks
- 2.Post-test

7. Sample

For present study, the researcher selected Mother Care School which is located in Bhumel. For this school, the researcher 83 students. These students were distributed in two different groups using their marks obtained in English subject in previous school exam. The researcher used pair-match sampling technique in formation of these groups. Out of these two groups, one group was called experimental group and another group was called controlled group.

The final sample of this study was as mentioned in table 1.0.

Table 1: Sample of the study

Group/ Gender	Experimental Group	Controlled Group	Total
Boys	24	27	51
Girls	19	15	34
Total	43	42	85

8. Experiment Implementation

The researcher implemented this experiment in Mother Care School for a week in two different groups: experimental group and controlled group. As mentioned above both these groups were

equivalent in their academic achievement. The students of experimental group were treated with literature-based tasks and the students of controlled group were treated with traditional teaching method. After teaching, a post-test of 50 marks was given to the students. Two hours were given to complete this test. After test, all the answer sheets were collected and checked by the researcher. The scores of this test were classified, tabulated and used for data analysis.

9. Data Analysis

The researcher constructed four hypotheses to check the effectiveness of literature-based tasks on communication competence of students. Researcher performed t-test to check hypotheses. The results of these t-tests are as follows:

Ho₁ There is no significant difference between mean scores of post-tests obtained by the students of experimental and controlled group

Table 2: t-tests between mean scores of students of experimental and controlled group

Group	N	M	SD	MD	SED	t
Exp	43	44.93	3.00	7.17	1.19	6.04
Cont	42	37.76	7.10			

df	0.05	0.01
83	1.99	2.64

* *Exp = Experimental Group, Cont = Controlled Group*

According to above table, mean scores of students of experimental and controlled group are 44.93 and 37.76 respectively, standard deviations are 3.00 and 7.10, mean difference is 7.17, standard error of deviation is 1.19 and calculated t-value is 6.04.

For, df=83 table t-values are 1.99 at 0.05 level and 2.64 at 0.01 level. Calculated t-value is more than table-t value at both levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores of post-test obtained by the students of experimental group and controlled group. Moreover, mean score of students of experimental group is more than mean score of students of controlled group. Thus, it is revealed that the literature-based tasks are more effective on communication competence of students than traditional teaching strategy.

Ho₂ There is no significant difference between mean scores of post-tests obtained by the boys of experimental and controlled group.

Table 3: t-tests between mean scores of boys of experimental and controlled group

Group	N	M	SD	MD	SED	t
Exp	24	45.29	3.18	7.37	1.55	4.76
Cont	27	37.93	7.30			

df	0.05	0.01
49	2.01	2.68

* *Exp = Experimental Group, Cont = Controlled Group*

According to above table, mean scores of boys of experimental and controlled group are 45.29 and 37.93 respectively, standard deviations are 3.18 and 7.30, mean difference is 7.37, standard error of deviation is 1.55 and calculated t-value is 4.76.

For, $df=49$ table t-values are 2.01 at 0.05 level and 2.68 at 0.01 level. Calculated t-value is more than table-t value at both levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores of post-test obtained by the boys of experimental group and controlled group.

Moreover, mean score of boys of experimental group is more than mean score of boys of controlled group. Thus, it is revealed that the literature-based tasks are more effective on communication competence of boys than traditional teaching strategy.

H₀₃ There is no significant difference between mean scores of post-tests obtained by the girls of experimental and controlled group.

Table 4 : t-tests between mean scores of girls of experimental and controlled group

Group	N	M	SD	MD	SED	t
Exp	19	44.47	2.76	7.01	1.90	3.68
Cont	15	37.47	6.96			

df	0.05	0.01
32	2.04	2.74

* *Exp = Experimental Group, Cont = Controlled Group*

According to above table, mean scores of girls of experimental and controlled group are 44.47 and 37.47 respectively, standard deviations are 2.76 and 6.96, mean difference is 7.01, standard error of deviation is 1.90 and calculated t-value is 3.68.

For, $df=32$ table t-values are 2.04 at 0.05 level and 2.74 at 0.01 level. Calculated t-value is more than table-t value at both levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores of post-test obtained by the girls of experimental group and controlled group. Moreover, mean score of girls of experimental group is more than mean score of girls of controlled group. Thus, it is revealed that the literature-based tasks are more effective on communication competence of girls than traditional teaching strategy.

H₀₄ There is no significant difference between mean scores of post-tests obtained by the boys and girls of experimental group.

Table 5: t-tests between mean scores of students of experimental and controlled group

Exp	N	M	SD	MD	SED	t
Boys	24	45.29	3.18	0.82	0.91	0.90
Girls	19	44.47	2.76			

df	0.05	0.01
41	2.02	2.70

* *Exp = Experimental Group, Cont = Controlled Group*

According to above table, mean scores of boys and girls of experimental group are 45.29 and 44.47 respectively, standard deviations are 3.18 and 2.76, mean difference is 0.82, standard error of deviation is 0.91 and calculated t-value is 0.90.

For, $df=41$ table t-values are 2.02 at 0.05 level and 2.70 at 0.01 level. Calculated t-value is less than table-t value at both levels. Therefore, hypothesis is not rejected and there is no significant difference between mean scores of post-test obtained by the boys and girls of experimental group. Thus, it is revealed that the literature-based tasks are equally effective on boys and girls of experimental groups.

10. Findings

1. The literature-based tasks are more effective on communication competence of students than traditional teaching strategy.
2. The literature-based tasks are more effective on communication competence of boys than traditional teaching strategy.
3. The literature-based tasks are more effective on communication competence of girls than traditional teaching strategy.
4. The literature-based tasks are equally effective on boys and girls of experimental groups.

11. Conclusion

Communication in second language is almost tough if it is not practiced regularly. A grammar-translation method for second language is age old which has its own limitations. In present study, the researcher tried to study the effectiveness of a modern strategy which is known as literature-based tasks. The researcher compared this strategy with traditional teaching strategy on communication competence of students in English subject. And it was revealed that the literature-based tasks are more effective to develop communication competence compared to traditional teaching method.

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