



Construction and Tryout of Literature-Based Tasks on the Communicative Competence of Secondary School Students in English Language

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Research Guide

1. Introduction

English language Teaching and learning has become very complex in India. This is mainly because of the issues, debates and discussions about the position of English language in India. The purpose of introducing English language in India has been aided as it was very beautifully intertwined into the lives of Indians. The language is recognized at all the but challenges like ideological and political opposition to English language, encouragement of other regional language-based education, poor infrastructure of English language in India, nonavailability of qualified teachers have made English language teaching India a demanding and strenuous task. In present study, the researcher constructed and tried out 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. Group of Students

- Experimental group (Taught by literature-based tasks)
- Controlled group (Taught by 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 construct literature-based tasks to develop communicative competence of secondary school students in English subject.
2. To tryout self-constructed literature-based tasks on the communicative competence of secondary school students in English subject.
3. To study the effectiveness of literature-based tasks on communicative competence of secondary school students in English language.
4. To study the effectiveness of literature-based tasks on communicative competence of secondary school students in English language in the context of groups.
5. 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

- Ho₁** There is no significant difference between mean scores of post-tests obtained by the students of experimental and controlled group.
- Ho₂** There is no significant difference between mean scores of post-tests obtained by the boys of experimental and controlled group.
- Ho₃** There is no significant difference between mean scores of post-tests obtained by the girls of experimental and controlled group.
- Ho₄** There is no significant difference between mean scores of post-tests obtained by the boys and girls of experimental group.

5. Literature-based tasks

For present study, the researcher constructed 15 different literature based tasks as following.

- 1.The Strip – Story
- 2.The Jig – Saw Puzzle
- 3.The structured story
- 4.The story completion
- 5.Story correction
- 6.Two – in – one Poems
- 7.Interview
- 8.Jumbled ideas
- 9.Jig – saw listening
- 10.Two – in – one stories
- 11.Summarize the story
- 12.Find out the expression
- 13.Summarize the story
- 14.Rewrite the story
- 15.Compare the summaries of stories

6. Research Procedure

The researcher used experimental research method in present study. The main objective of researcher was to construct and tryout the literature-based tasks on the communicative competence of secondary school students. The researcher created 15 literature-based tasks to improve communicative competence.

The researcher conducted this study in “Bharatiya Vidya Bhavan’s Smt. M. K. Patel School”, Narsanda. In this school, the researcher selected 116 students from standard 10. The students were distributed in two different equivalent group using pair match sampling techniques. The researcher used scores of students achieved in previous examination in English subject conducted by school. Using pair match sampling technique, the students were distributed in two different groups according to their scores. Thus, experimental and controlled group was formed.

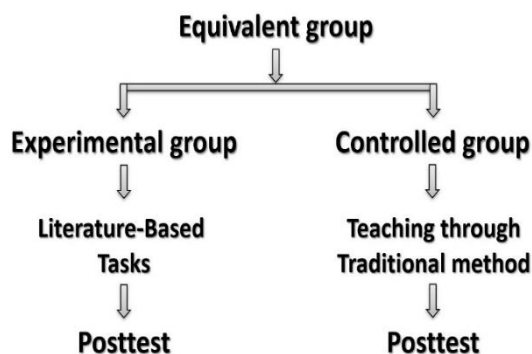


Figure 1.0: Experimental design

According to above only post-test equivalent group experimental design, experimental group was treated with literature-based tasks and students of controlled group were treated with traditional teaching method. After treatment both groups were given a post-test of 50 marks. The students were given two hours to complete this test. The sample of this experimentation was as follows:

Table 1: Sample of Experimentation

Group/ Gender	Experimental Group	Controlled Group	Total
Boys	35	30	65
Girls	23	28	51
Total	58	58	116

As a sample, 58 students were taken in each group. Overall, 116 students were selected as a sample. In experimental group, 35 boys and 23 girls were selected and in controlled group, 30 boys and 28 girls were selected as a sample.

After post-test, the researcher checked the answer sheets and classified and tabulated the obtained data. These data were used for statistical analysis. The researcher conducted t-test to check the hypotheses.

7. Discussion of Results

The results obtained by tested hypotheses 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

Students	N	M	SD	MD	SED	t
Exp	58	46.79	2.28	5.74	0.45	12.78
Cont	58	41.05	2.55			

df	0.05	0.01
114	1.98	2.62

* Exp = Experimental Group, Cont = Controlled Group

From Table 2.0, calculated t-value between mean scores of students of experimental and controlled group is 12.78. For df=114, table t-values are 1.98 at 0.05 level and 2.62 at 0.01 level. Here, calculated t-value is higher than table t-values at both levels. Thus, hypothesis is rejected and it is revealed that there is a significant difference between mean scores obtained by the students of experimental and controlled group.

The mean score of students of experimental group is higher than the mean score of students of controlled group. This shows that the literature-based tasks are more effective than traditional teaching method on communicative competence in English language of students of standard X.

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

Boys	N	M	SD	MD	SED	t
Exp	35	46.17	2.24	5.20	0.57	9.08
Cont	30	40.97	2.36			

df	0.05	0.01
63	2.00	2.66

* Exp = Experimental Group, Cont = Controlled Group

From Table 3.0, calculated t-value between mean scores of boys of experimental and controlled group is 9.08. For df=63, table t-values are 2.00 at 0.05 level and 2.66 at 0.01 level. Here, calculated t-value is higher than table t-values at both levels. Thus, hypothesis is rejected and it is revealed that there is a significant difference between mean scores obtained by the boys of experimental and controlled group. The mean score of boys of experimental group is higher than the mean score of boys of controlled group. This shows that the literature-based tasks are more effective than traditional teaching method on communicative competence in English language of boys of standard X.

Ho₃ 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

Girls	N	M	SD	MD	SED	t
Exp	23	47.74	2.05	5.24	0.64	8.14
Cont	28	42.50	2.55			

df	0.05	0.01
49	2.01	2.68

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

From Table 4.0, calculated t-value between mean scores of girls of experimental and controlled group is 8.14. For df=49, table t-values are 2.01 at 0.05 level and 2.68 at 0.01 level. Here, calculated t-value is higher than table t-values at both levels. Thus, hypothesis is rejected and it is revealed that there is a significant difference between mean scores obtained by the girls of experimental and controlled group. The mean score of girls of experimental group is higher than the mean score of girls of controlled group. This shows that the literature-based tasks are more effective than traditional teaching method on communicative competence in English language of girls of standard X.

Ho4 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	35	46.17	2.24	1.57	0.57	2.74
Girls	23	47.74	2.05			

df	0.05	0.01
41	2.02	2.70

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

From Table 5.0, calculated t-value between mean scores of boys and girls of experimental group is 2.74. For df=41, table t-values are 2.02 at 0.05 level and 2.70 at 0.01 level. Here, calculated t-value is higher than table t-values at both levels. Thus, hypothesis is rejected and it is revealed that there is a significant difference between mean scores obtained by the boys and girls of experimental group.

The mean score of girls of experimental group is higher than the mean score of boys of experimental group. This shows that the literature-based tasks are more effective on girls than the boys to develop communicative competence in English language.

8. Major Findings

1. The literature-based tasks are more effective than traditional teaching method on communicative competence in English language of students of standard X.
2. The literature-based tasks are more effective than traditional teaching method on communicative competence in English language of boys of standard X.
3. The literature-based tasks are more effective than traditional teaching method on communicative competence in English language of girls of standard X.
4. The literature-based tasks are more effective on girls than the boys to develop communicative competence in English language.

9. Conclusion

The researcher constructed literature-based tasks to develop communicative competence in English language for the students of Grade X. Researcher constructed 15 tasks and implemented on the students of experimental group while the students of controlled group were treated with traditional teaching method. After experiment, it was revealed that the literature-based tasks are more effective in

developing communicative competence in English language than traditional teaching. It was also revealed that the experimental method was more effective on girls than boys.

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