

Effectiveness of TBLT in Developing Functional Language among Upper Primary Students

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ABSTRACT

English Language competency is a dire need now a days for all the students and teachers of 21st Century. The world is progressing very fast and the education has no definite prediction. Where will education go after a couple of decades? Therefore the researcher aimed to know and improve the prevailing poor condition of language competencies of the upper primary students. It has been observed and noticed in many evaluation reports of primary schools and reflections of the teachers that the students of primary schools need to develop their language competencies not only in English but also in their own mother tongue. Keeping this in mind the researcher aimed to develop the functional language competency among the students of primary schools. The research was an experimental and quantitative and qualitative both. The researcher took two schools of primary village. The result of the experiment says that the life like interactive methodology suggested by Gijubhai Badheka and many other language experts really help the learners to develop their learning. The research design was two group pre test programme and post test. The sample of the study was selected randomly. It was found from the study that the students develop their confidence and functional language competency. It was suggested by the researcher that the teachers must make use of acceptable teaching maxims for the effective result of any classroom teaching learning.

1. Introduction

English language is considered as a global language and having the language competency over it is a dire need. The language is useful in communicating culture, business, services, goods and technology. The language plays a pivotal role in education. It has been observed since the origin of the term LPG ie liberalization privatization and globalization in India, that the people having not much educated could do well in business whereas as the educated people learn the theory by heart. As a result such education does not help the learners to be true businessman. Therefore, the present research is aimed to develop functional language achievement and execution of various practical tasks so that the learning becomes permanent and life oriented.

There are many teaching learning pedagogies in teaching language. Communicative approach, functional, notional, task based teaching, direct method, grammar translation method and eclectic method of teaching English. Every method has its own principles and prospects. The task based language teaching has its own distinguishing features which has made a drastic change in teaching learning.

A latest method of teaching English is Task based method. "Task is a piece of classroom work which involves students in manipulating, producing or interacting in target language(LT)while their attention is mainly on meaning rather than form" - David Nunn- Designing Task (1989)

2. Rationale of the Study

Out of many teaching learning language pedagogies, the TBLT ie.Task based language teaching is a unique method to teach the language and has brought remarkable change in

learners learning. The researcher aimed to study the relation of the same through this study on primary students. There have been many research conducted on effectiveness of various activities based programme to teach the language yet the rationale behind appropriate methods of teaching is question. Task based learning involves students' participation; it involves every learner to learn the content because it contains many activity to learn the commerce. It makes students work in a focused way, the learners can understand very effectively the points by involving them in the task based learning method so this method is Creative critical method also. This method contains Group work or pair work ,it involves all students in particular task. It fulfils the Communication purpose and fills Information gap. One of the major characteristic is communicative activities, while involving in the task the student talk with each other and by doing so they can increase the communicative approach. In the present scenario mostly learners do not like to read much, they want to study by such a method in which they can get interest. Learners like to learn by participating in games, task based activities in groups with their friends and partners.

It is also found that most of the commerce students are taught by lecture method or more or less discussion method. Looking at the result and outcomes of such learning becomes temporary and exam oriented. The present study is on evaluating the effectiveness of the task based programme to develop functional language competency among the primary students. The researcher collected feedback from the students too.

3. Objectives of the Study

1. To prepare Task based Programme for developing English Language

2. To develop functional language achievement test
3. To study the effectiveness of task based programme among the primary students
4. To study the students' feedback for the enhancement of the functional language
5. To record the students' performances for effective suggestions through observation

4. Variables of the Study

- **Independent Variable:** Task based Programme
- **Dependent Variable :** Functional Language
- **Control Variable:** 8th Standard students, Second Language learners and some selected topics from the textbook

5. Hypotheses of the study

Ho1. There is no significant difference between the mean scores of the students of Experimental group and control group in functional language through Task based Programme.

6. Delimitations of the Study

- The study was conducted on 8th Standard students of Gujarati medium schools only.
- Selected topics from 8th standard GSEB English subject were included in the programme.
- The study was delimited to two schools of Borsad Taluka, Gujarat.

7. Research Methodology

It was an experimental study and both qualitative and quantitative study.

Research Design

The researcher selected a two group pre-test post-test design for the study.

Population and Sample of the Study

- The population for the study comprised standard 8th students of all Gujarati medium primary schools of Gujarat State.
- The researcher used convenient sampling technique to select the sample of the study. The students of standard 8th of Two primary Schools, Borsad Taluka were used as the sample of the study. Primary school students of Dedarada and Napa were used as sample of the study.

Research Tools

1. Functional Language Achievement Test was constructed to evaluate the Commerce achievement of the students.
2. Task based Programme: It was constructed to develop functional language achievement of the students.
3. Feedback Form: It was conducted to know students' expressions and opinions on the research activities and researcher's classroom intervention.

Data Collection

The researcher took two classes of Primary sections. Students of one school was kept as control group and the other group was kept as an experimental group. The researcher administered the pre-test and post-test to both the groups and executed the TBP on experimental group and the control group was taught through traditional mode.

Data Analysis

The collected data were analyzed quantitatively and qualitatively. Non-Correlated t-test was used to find out the effectiveness of the task based learning package and for quantitative analysis percentile technique will be used. Content analysis technique was used to analyse qualitative data.

8. Hypotheses Testing and Interpretation

There is no significant difference between the mean scores of the students of Experimental group and control group in functional language through Task based Programme.

Table 1 Student' Functional Language Achievement

	Mean	N	SD	SEM	df	t
Control	18.68	66	5.82	1.31	65	7.86
Experimental	28.98	65	8.83			

**Significant at 0.01 level*

The computed t-value i.e. 7.86 is greater than the table t-value 2.66 at 0.01 level of significance for 65 degree of freedom.

So, the null hypothesis that there is no significant difference between the mean scores of the students of Experimental group and control group in functional language through Task based Programme. is rejected.

It means, there is significant difference in the mean achievement score of the students' learning through Task based Programme and Traditional mode.

It can be observed from the result that mean achievement score of the students' learning through Task based Programme is higher than the mean achievement score of the students' learning through conventional mode which indicates that the Task based Programme is effective in developing functional language achievement among the students of experimental group.

9. Findings of the Study

- The task based programme was effective in developing English language achievement among the students of experimental group than the control group.
- The task based programme was effective in developing English language achievement among experimental group.
- The TBLT is effective in developing confidence, functional language skills and interactive skills.

10. Implications from the Study

1. The groups and pair activities helped the primary school students to initiate.

2. The group activities based on selected topics of textbook developed interests among the primary students.
3. Continuous motivation and use of teaching learning materials provide wide range of exposures to the students in learning English.
4. The selective maxims of interacting with the learners increase the level of quality level of learning.
5. The role play, strip story and simulation are more useful in developing functional language competencies among the primary school students.
6. It develops students' academic achievement through participating in various interactive activities.

11. Conclusion

The TBLT has brought a remarkable change in the teaching learning process of teachers and students. The tasks are designed to develop language competencies in a constructive ways. The TBLT has certain fixed strategies of teaching a set of activities. The task based language teaching give space to both the teachers and learners. The ideas of Gijubhai Badheka on classroom teaching are included in the task based programme.

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