

Effectiveness of Task based Learning to Enhance Functional Grammar Competency

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ABSTRACT

In order to evaluate the effectiveness of a new method of teaching English among the students of primary section, the researcher carried out an experimental study. Having just the understanding to English language and having competency over English language are two separate aspects. One must be accurate at the English language instead of just getting communicative competency. The researcher aimed to develop not only the functional grammar competency but also sub skills such as communicative and functional language competencies at English. It was an experimental study and both qualitative and quantitative type of study. Two group pre test programme and post test research design was selected for the study. The researcher implemented a set of tasks on selected chapters of grammar topics and implemented among the students of experimental group. The study found out that the students having the treatment of such programme have become more competent than the students learnt through the conventional mode of learning. The researcher also observed that all the students were excited and curious during the implementation of each activity of the programme. In all ten tasks on different grammar items were selected for preparing the programme.

1. Introduction

With a view to developing understanding of English language and functional grammar competency, the classroom teaching pedagogies are to shaped and modified. The English is not only considered as global language but also considered as the most need based language. It is the language which is considered as an inevitable language. It is considered as the most used language in education. Communication and technology which is one of the most crucial part in developing any country. The information, science and technology are in English. The goods and services are all set in global language. There are almost all the methods based on developing confidence and fluency whereas the grammar competency is not noticed.

Functional Grammar means the grammar which is based on developing the accuracy at the spoken language keeping in mind the functions of human beings. There are many comments and jokes passed by the people if the language accuracy is not noticed. The classroom teacher while teaching English doesn't make any sense and if it is being interpreted meticulously then it crakes the big jokes.

The teacher while teaching language says last bench stand up,, how can a furniture be stood up. The principal is rotating. How can the principal rotates?, Why are you looking monkey outside as I am inside? It means the teacher himself is the monkey. There are many such examples as a result the students also follow what teacher speaks. Learning English grammar means learning the core of English language. Most of the experts opined that communicative approach of teaching English is need based where as this does not emphasises on developing functional grammar competency.

2. Rationale of the Study

The knowledge of English grammar is primary thing in compare to the just have superficial understanding. To teach English language, the experts suggested many teaching learning practices such as Grammar translation method, direct method, task based method, eclectic method and many more. The selected grammar items like present, past and future, tense, direct indirect speech, active passive voice, change the degree and language functions.

Task based learning is a unique method to teach the language. 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.

The researcher carried out to test whether the prevailing language teaching methods are effective or Task based method is useful. The prevailing method says the teacher translates, explains, gives test and shares the feedback whereas the new teaching learning method TBLT says the student centred interactive group and pair activities. Students

are provided exposure, confidence, motivation, encouragement, and special facilitation.

3. Objectives of the Study

1. To construct and validate Task based Programme
2. To construct and validate the Functional Grammar Achievement Test
3. To study the effectiveness of task based programme among the primary students of primary section
4. To study gender differences with reference to their enhancement of functional grammar competency
5. To study the students' expressions for the enhancement of the Functional Grammar Competency
6. To record the students' performances for effective suggestions through observation

4. Variables of the Study

- ✓ **Independent Variable:** Task based Programme
- ✓ **Secondary Independent Variable:** Gender: Boys and Girls
- ✓ **Dependent Variable :** Functional Grammar Competency
- ✓ **Control Variable:** 8th Standard Second Language Learners, Selected Grammar items

5. Hypotheses of the study

Ho1. There is no significant difference between the pre test and post test mean scores of the students' in Functional Grammar Competency through Task based Programme.

6. Delimitations of the Study

- The study was conducted on 8th Standard students of Gujarati medium schools.
- Selected grammar topics from 8th Standard Second Language textbook were included in the programme.
- The study was delimited to two schools of Anand district, Gujarat only.
- The study exclusively based on evaluating TBLT Programme on Functional Grammar competency.

7. Research Methodology

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

Research Design

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

Population and Sample of the Study

- The population for the study comprised 8th standard students of all the Gujarati medium schools of Gujarat State was considered as a population of the study.
- The researcher used convenient sampling technique to select the sample of the study. The students of standard 11th of one primary school of, Anand district was used as the sample of the study.

Research Tools

1. Functional Grammar Competency Test was constructed to evaluate the achievement of the students.
2. Task based Programme: It was constructed to develop functional grammar competency 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 one class of primary section. In the beginning the researcher identified the needs and then prepared a pre test and implemented on the students after a month time the researcher implemented the task based programme on the students. The students were immediately given the post test. The students have got the wide range of exposure. The small experimental research continued for six months.

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 pre test and post test mean scores of the students' in Functional Grammar Competency through Task based Programme.

Table 1 Student' Functional Grammar Competency in Pre-test and Post-test

	Mean	N	SD	SEM	df	t
Control	25.53	58	8.93	1.56	57	6.16
Experimental	35.14	57	8.06			

**Significant at 0.01 level*

The computed t-value i.e. 6.16 is greater than the table t-value 2.66 at 0.01 level of significance for 57 degree of freedom.

So, the null hypothesis that there is no significant difference between the pre test and post test mean scores of the students' in Functional Grammar Competency 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.

It can be observed from the result that mean achievement score of the students' learning through Task based Programme is higher in compare to pre test score which indicates that the Task based Programme is effective in developing Functional Grammar Competency among the students.

9. Findings of the Study

- The task based programme was effective in developing Functional Grammar Competency among the students.
- The Task based programme was effective in developing functional grammar competency among the girls. However the result of pre test explains that there is increment in post test scores of both the boys and girls.
- The feedback of the students explains that the classroom procedure for teaching grammar was effective and innovative.
- All the students opined that the grammar points and the activities designed for the teaching functional grammar were effective, creative and needbased.

10. Implications from the Study

1. The selected grammar items were need based for the students.
2. Stories, simulation and role plays were quite needful activities for the students of primary to build confidence and functional grammar.
3. Students developed English grammar understanding and applicability.
4. It develops students' academic achievement through participating in various interactive activities.
5. The experiment of the study brought suggestions for quality teaching learning practices of functional grammar.

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