CHAPTER – V
SUMMARY AND CONCLUSION

5.1 INTRODUCTION

It is language than anything else that distinguishes man from the rest of other creatures in the world. Language is one of the most important characteristics forms of human behaviour. The purpose of language is communication which helps a person to formulate his thought and encode it for the benefit of other to decode it. India, as a country with all its multilingual and pluricultural settings has given the position of second language to English in school and college curriculum. The position to English in the curriculum was laid down by the Kothari Commission (1964 – 66). The commission points out that English has to be taught hereafter principally as “language of comprehension rather than as a literary language”.

English is taught to schools and colleges in order to make the learners to attain four aims, which are i) Understanding of the language ii) Speaking, iii) Reading and iv) Writing. Among the four skills reading is the most important one. In developed societies, ability to read and write has been treated as a vitally important index of well being.
For efficient learning and adequate mastery of the English language, the learners should acquire the reading skill along with other basic skills. Therefore, the English teacher must help the students to develop and improve their reading skill according to the objectives given under each level of education. No effective learning of language skills is possible without effective teachers. This is perhaps more true of teaching reading skills in English at different levels. The teacher of English has to make the English classroom as the practice ground of developing reading comprehension skills in English. The goal of reading is communication. The development of the communicative ability through reading confidentially and naturally must be given early practice at the earliest possible stage. These reading activities are carefully designed by the teacher of English in such a manner to achieve the goal of reading skills. For this, the teacher of English need to have a good reading proficiency and communicative competence.

Usually, the teachers are employing the traditional method for teaching English, which are not effective in developing reading skills. Therefore, in order to make improvement among students in developing reading skills in English, there is an imperative need to adopt new strategies in teaching. Task based communicative approach helps to meet this end. The task based communicative approach is modern in character,
providing opportunities to involve in reading tasks and make the learning as joyful activity. To find out whether the task based communicative approach is effective is the major concern of this present study.

5.2 SCOPE OF THE STUDY

Teaching of English at college level aims to develop the communicative competence of the learners both in spoken and written aspects of the language. To achieve their end, the teachers should be trained in such a way to adopt various pedagogical interventions and techniques to meet the communicative needs of the learners.

Most of the students leave the college with poor reading skills. This is because of the teachers who do not pay enough attention to the skills and ability of reading. The planned teaching on the part of the teacher using innovative teaching methodology becomes very essential. Based on this context, the present study aims at the use of task based communicative activities in developing reading skill of the college students who are the future pillars to the nation.

In order to develop the reading skill of the students, the researcher has developed different task based communicative activities. The research has designed the task for competencies which develop the skill of reading among the college students.
The task based communicative activities have been framed in order to understand the components of different skills of reading. These tasks call for effective training because real-life reading is purpose driven and it involves highly complex set of processes.

The main focus of the present study is to measure the effectiveness and advantages of task based communicative activities in developing the reading skills of the students in English. For this, the students studying in RVS College of Arts and Science, Coimbatore, Tamil Nadu and students studying at Huai Hua University, China are selected for the study. The investigator feels that the task based communicative activities will be more effective in developing the reading skills, because the college students are unable to communicate better in different situations. So, the investigator made an attempt to use task based communicative activities in developing the reading skills of the college students. Further this attempt is an innovative method. Hence this research study becomes a new and challenging one to use the task based communicative activities to develop the reading skills of the college students for their better performance in written communication.

The study aims to measure the extent to which task based communicative activities enable the learners to achieve mastery level in
reading English. It also aims to find out the significant difference in the achievement of the college students in terms of gender and locality.

5.3 BRIEF SUMMARY OF REALED LITERATURE

The review of related literature indicates the consistent effort taken by the researchers in the area of developing reading skills in English. The review also indicates the relation between task based communicative activities and reading skills in English language and developing reading skills in English with various novel strategies.

While studying the effects of task based communicative activities on the development of reading skills in English, many studies prove the possible effect of task based communicative activities. Four studies have done in developing writing skills through task based communicative activities. The overall analysis of the previous studies indicate a significant effect of the task based communicative activities in developing reading and writing skills in English language.

Many studies have done in developing reading skills in English through various strategies, which also indicates a favourable effect on the development of reading skills in English.

The review of related literature helped the researcher from the methodological point of view. It is noted that most of the research studies cited in the review employed experimental design as the appropriate
method for developing reading skills. For the present study also, the validity of the experimental design (pre and post-test design) is deemed significant for evaluating the effectiveness of the task based communicative activities.

After scanning the studies abstracted in all the surveys of research in education edited in India and China, the investigator draw a conclusion that less attention has been paid to the task based communicative activities. In this sense, the present study is unique and significant against series of research studies covered in this review.

5.4 TITLE OF THE STUDY

For the present study the title is precisely stated below,

“EFFECTIVENESS OF COMMUNICATIVE TASK IN DEVELOPING READING COMPREHENSION SKILLS AMONG THE COLLEGE STUDENTS IN CHINA AND INDIA”

5.5 OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

Major Objectives

i) To find out the significant difference between the effectiveness of task based communicative approach and traditional method of teaching in developing reading comprehension skills in English among college students of India.
ii) To find out the significant difference between the effectiveness of task based communicative approach and traditional method of teaching in developing reading comprehension skills in English among college students of China.

iii) To compare the effectiveness of task based communicative approach in developing reading comprehension skills in English between Chinese and Indian students.

Specific Objectives

i) To find out the significant difference between pre-test and post-test mean values of control group of Indian students.

ii) To find out the significant difference between pre-test and post-test mean values of control group of Chinese students.

iii) To find out the significant difference between pre-test and post-test mean values of experimental group of Indian students.

iv) To find out the significant difference between pre-test and post-test mean values of experimental group of Chinese students.

v) To find out the significant difference between the post-test mean values of control and experimental group of Indian students.

vi) To find out the significant difference between the post-test mean values of control and experimental group of Chinese students.
vii) To find out the significant difference between mean values of male and female students in post-test of experimental group of Indian students.

viii) To find out the significant difference between mean values of male and female students in post-test of experimental group of Chinese students.

ix) To find out the significant difference between the mean values of rural and urban students in post-test of experimental group of Indian students.

x) To find out the significant difference between the mean values of rural and urban students in post-test of experimental group of Chinese students.

xi) To compare the significant difference between the mean values of Indian students and Chinese students in relation to sex.

xii) To compare the significant difference between the mean values of Indian students and Chinese students in relation to locale.

5.6 ASSUMPTIONS OF THE STUDY

The following are the assumptions for the present study,

i) There are so many tasks in developing reading comprehension skills in English.
ii) Depending upon the objectives, the comprehension skills can be categorized.

iii) Communicative task plays a vital role in developing reading comprehension skills among students.

iv) Task based communicative activities can be used to promote various skills in developing reading skills in English among Indian students and Chinese students.

v) Learning the various skills of reading in English through Task based communicative activities enable the students of China and India to learn more about English reading, in an easy, effective and efficient manner.

vi) The effectiveness of the task based communicative approach can be measured.

vii) The effectiveness of task based communicative approach can be compared with other approaches.

5.7 HYPOTHESES OF THE STUDY

The following are the hypotheses formulated for the present study.

**Major Hypotheses**

i) “There exists significant difference between the effectiveness of Task based Communicative approach and Traditional Method of
Teaching in developing reading skills in English among the college students of India”.

ii) “There exists significant difference between the effectiveness of Task based Communicative approach and Traditional Method of Teaching in developing reading skills in English among the college students of China”.

iii) “There exists significant variation between Indian students and Chinese students in developing reading comprehension skills in English through task based communicative approach.

**Specific Hypotheses**

i) There exists significant difference between pre-test and post-test mean values of control group of Indian students.

ii) There exists significant difference between pre-test and post-test mean values of control group of Chinese students.

iii) There exists significant difference between pre-test and post-test mean values of experimental group of Indian students.

iv) There exists significant difference between pre-test and post-test mean values of experimental group of Chinese students.

v) There exists significant difference between the post-test mean values of control and experimental group of Indian students.
vi) There exists significant difference between the post-test mean values of control and experimental group of Chinese students.

vii) There exists significant difference between the mean values of male and female students in post-test of experimental group of Indian students.

viii) There exists significant difference between the mean values of male and female students in post-test of experimental group of Chinese students.

ix) There exists significant difference between the mean values of rural and urban students in post-test of experimental group of Indian students.

x) There exists significant difference between the mean values of rural and urban students in post-test of experimental group of Chinese students.

xi) There exists significant difference between the mean values of Indian students and Chinese students in relation to sex.

xii) There exists significant difference between the mean values of Indian students and Chinese students in relation to locale.

5.8 EXPERIMENTAL METHOD

In this study, the experimental method is employed. Experimentation is the name given to the type of educational research in
which the investigator controls the educative factor to which the groups of learners are subjected during the period of enquiry. In experimental research, the entry behavior of the students is measured and then the treatment is given. The comparison between pre and post-test administration is made and the difference, is attributed due to the experiment.

The experimental research is unique in two very important aspects. It is the only type of research that directly attempts to influence a particular variable and it is the only type that can really test hypothesis about cause and effect relationships.

Experimental research has the following distinguishing characteristics (McMillan and Schumacher, 1984). They are (i) Statistical equivalence of different groups, (ii) comparison of two or more groups or sets of conditions, (iii) Manipulation of independent variables, (iv) Measurement of dependent variable and (v) Control of internal and external threats to the validity of the experiment.

In this study, the investigator employed quasi-experimental design. Quasi-experimental design is used in experimental situation in which it is not possible for the researcher to assign subjects randomly to groups. Among different quasi-experimental designs, the Non-randomised Control group, Pre-test-Post-test Design was used in this study.
5.9 COMPOSITION OF EXPERIMENTAL AND CONTROL GROUPS

In the present study, one experimental group and one control group was selected. These two groups were composed from R.V.S. College of Arts and Science, Coimbatore, India. A total of 40 students studying in B.Sc Chemistry Second Year were considered as control group and another total of 40 students studying in B.Sc Physics Second Year were considered as experimental group. Both group students were more or less equal based on their previous examination scores in English subject.

The same process was done in China for composition of experimental and control group. For which a total of 40 students studying in B.Sc Chemistry second year were considered as control group and another 40 students studying in B.Sc Physics Second Year were considered as experimental group. Both groups were more or less equal based on their previous examination scores in English subject. Both experimental and control group students were taken from Huai Hua University, China.

Thus the control group and experimental groups in India as well as in China were formed.

5.10 RESEARCH TOOL

For the present study, the investigator developed and validated an Achievement test to collect data from students.
The main purpose of the Achievement test for the pre-test and post-test was to know the entering behavior and terminal behavior of the students. The difference between pre-test and post-test will show the effectiveness of the task based communicative approach in developing reading comprehension skills in English.

5.11 ADMINISTRATION OF PRE-TEST

The achievement test developed for collecting data was administered as a pre-test to the control and experimental group in India and China. This test is to assess the entry behavior of students. The duration of the test was one and half an hour. For the effective administration of the test, the following directions given by De Cecco and Crawford (1977) were carefully followed.

i) Careful organization and efficient distribution of all the test materials,

ii) Brief directions and brief answers raised by students and

iii) A record of time on the chalk board to help the students pace their efforts.

Cheating is the major problem which affects the test result. Prevention of cheating is one of the major responsibilities in administering the test. Ebel (1972) lists the following cheating behavior aspects that are prevalent among learners during test time.
i) The side-long glance at a fellow student's answer.

ii) The prevention and use of crib sheet.

iii) Collusion between two or more students to exchange information on answers during the test.

iv) Unauthorized copying of questions or stealing of test booklets in anticipation that they may be used again later.

v) Arranging for a substitute to take an examination.

vi) Stealing or buying copies of an examination before the test is given or sharing such illicit advanced copies with others.

In this study, the cheating during the test period was prevented by adopting the following measures:

i) The distance among the students has been considerably increased.

ii) As a result of increase in distance, exchange of information between the students has been prevented.

iii) The achievement test was kept under the possession of the investigator as a confidential material and thus the question of question copying did not arise.

iv) The question of `a substitute taking the test' arise because all the subjects were known to the investigator.
v) Seriously taking up invigilation duties during the test period by the investigator himself.

5.12 ADMINISTRATION OF EXPERIMENTAL GROUP

The experimental group students were taught reading skill in English through task based communicative approach for a period of 60 working days at the rate of one and half an hour per day.

Task based communicative approach influences through processes and behavioural patterns of learners to certain extent. It is also known that this task based communicative approach is learner's favourite media of learning and entertainment. Learners derive pleasure by using task based communicative approach. This approach could provide pleasurable experiences which have been utilized for triggering off the learning of communication skills. The investigator has selected the following four skills for the effective development of reading skills in English.

i) Factual comprehension

ii) Critical comprehension

iii) Evaluative comprehension and

iv) Affective comprehension

For each skill, the investigator prepared suitable task based communicative approach, while preparing the task based communicative
approach, the psychology of the students had been taken into account. Therefore, the communicative approach combined humour, suspense, thrill and variety. In certain task based communicative approach, the words and sentences were not arranged in a proper sequence. These things were done in order to bring the principles of information gap and information transfer and thereby to generate real comprehension in the classroom.

In the experimental group itself the students were given task based communicative activities in which part of the information is hidden. The students were asked to guess the hidden information by way of indulging in asking questions and getting clarification. This is one of the ways of generating real communication in the classroom. Here the principle of information gap is used. After each and every activity was over, the investigator gave more examples and asked comprehension questions.

The investigator also provided activities based on the principle of information transfer. Thus the communication between two groups of students is generated. For the first group, certain information relating to a topic is given. For the second group, different information relating to the same topic is given. Here, the peer group interaction in the items of questioning, answering and clarifying the things was facilitated and conducive atmosphere without fear, anxiety and stress was created. But at the same time the enquiry mind of the students is developed. In fact all
these facilitated effective communication skills of students in English and its grammar. In this process, the investigator acted as guide and facilitator to the students for developing the various skills of reading comprehension in English language.

In the whole experimentation, the students were made active partner in giving and receiving information from other members. Likewise, for promoting the skills of finding and correcting errors in English students were asked to write down a dialogue using the language function learnt and they exchange their writings and discuss. In this process, the students got their mistakes corrected with the help of the peer group members or they were rewarded for their correct responses.

5.13 ADMINISTRATION OF CONTROL GROUP

For the control group students, language functions and various skills in developing reading comprehension skill in English were taught orally using the traditional method. In traditional method, the investigator simply explains the ideas found in the passage by way of using synonyms or definitions. In the Traditional Method, mechanical drill was given importance. Individual, group and choral drilling activities in language acquisition were provided in a mechanical way. This process was lasted for 60 days as in the case of the experimental group.
5.14 ADMINISTRATION OF POST-TEST

The achievement test was administered to the control and experimental groups after a period of 60 days from the day of the experiment. For the achievement test, the time fixed was one and half an hour. The suggestions offered by Ebel (1972) and De Cecco and Crawford (1977) were carefully weighed while administering the post-test.

5.15 STATISTICAL ANALYSIS

The data collected from students were analysed at descriptive and differential level. The following statistical techniques were employed for the analysis and interpretation of the collected data.

i) Mean and Standard Deviation

ii) Product Moment Correlation Technique

iii) ‘t’ test to find out the significance of difference between mean scores.

5.16 DELIMITATIONS OF THE STUDY

i) Though there are so many techniques in learning English, only Task based Communicative Approach was used for experimental study.

ii) The sample covers the students of B.Sc Chemistry and B.Sc Physics second year of the RVS College of Arts and Science, Coimbatore, India and Huai Hua University, China.
iii) Only limited portions were taken for the present study.

iv) The experimental treatment was given only for 60 days.

5.17 MAJOR FINDINGS

i) The post-test scores of the experimental group which was taught through task based communicative approach is far greater than the post-test scores of control group which was taught through traditional method of teaching among Indian students. It shows the effectiveness of the task based communicative approach in developing reading comprehension skills in English.

ii) The post-test scores of the experimental group which was taught through task based communicative approach is far greater than the post-test scores of control group of Chinese students. It shows the effectiveness of the task based communicative approach in reading comprehension skills in English.

iii) When comparison is made between the post-test values of experimental group of Indian students and the post-test values of experimental group of Chinese students, no difference is found. It indicates that no difference is made between the Indian and Chinese students in their performance due to the influence of task based communicative approach.
iv) There exists significant difference between the pre-test and post-test mean values of control group of Indian students. It shows the impact of the traditional method of teaching.

v) There exists significant difference between the pre-test and post-test mean values of control group of Chinese students.

vi) The post-test mean values of experimental group of Indian students are far greater than the pre-test mean values of experimental group. From this result the superiority of the task based communicative approach is proved in developing reading comprehension skills in English.

vii) The post-test mean values of experimental group of Chinese students are greater than the pre-test mean values of experimental groups of Chinese students. This finding proved the effectiveness of task based communicative approach in developing reading comprehension skills in English among Chinese students.

viii) The post-test mean values of experimental group of Indian students are greater than the post-test mean values of control groups of Indian students. This finding proves the domination of task based communicative approach in developing reading skills in English among Indian students.
ix) The post-test mean values of experimental group of Chinese students are greater than the post-test mean values of control groups of Chinese students. From this result, it is concluded that the task based communicative approach is more effective than the traditional method of teaching in developing reading comprehension skills in English among college students of China.

x) When compared the mean values of male and female students of India, no difference is found. It shows both male and female students of India at college level are equal.

xi) As stated above, the mean values of male and female students of China are not differed. From this result, both male and female students achieved the same level of proficiency developing reading comprehension skills in English.

xii) When comparison is made between the mean values of rural and urban students of India, no difference is found between them. From this findings, it is understood that both urban and rural students of India performed equally through task based communicative approach in developing reading comprehension skills in English.

xiii) The mean values of urban students find no difference with the mean values of rural students of China. It shows that both urban
and rural students of china performed equally through task based communicative approach in developing reading comprehension skills in English.

xiv) The mean values of Indian students and Chinese students have not differed in relation to sex. It shows that there is no difference between male students of India and china as well as female students of India and china.

xv) The mean values of Indian students and Chinese students have not differed in relation to locale. The findings reveals that there is no difference between rural students of Indian and china as well as urban students of India and china.

5.18 IMPLICATIONS OF THE STUDY

On the basis of the findings, the following recommendations are offered.

The results of the present study have proved the supremacy of the task based communicative approach over the traditional method of teaching in developing reading comprehension skills in English among college students of China and India. In the present scenario, the teachers who are shaping the destiny of the nation in the classroom should take note on the recent development in education in general and educational technology in particular. The modern English teachers cannot remain in
isolation or following outmoded traditional teaching methods. Based on the requirements of the learners and the society, the teachers have to adopt newer approaches, methods and techniques to improve the achievement of the students in enhancing the reading comprehension skills in English. The task based communicative approach helps the teacher to achieve optimum result in teaching of English.

The investigator emphasizes the fact that reading comprehension skills play a vital role in scholastic achievement. It has also provided evidence that practice through task based communicative approach plays an important role in developing reading comprehension skills in English among college students.

The findings of the present study are significant for the curriculum planners in order to give due emphasis in developing reading comprehension skills in English among college students. This calls for large scale effort on the part of curriculum planners, researchers and educationists to introduce changes in the existing system of teaching methods in English by implementing task based communicative approach in developing reading comprehension skills in English in particular. The task based communicative approach helps the learners removing the constraints and attaining the objectives of reading comprehension skills. Moreover, the task based communicative approach in developing reading
comprehension skills for pre-service and inservice training for teacher will have to be developed at college level, university level, etc. The teachers of English at college level could be trained to know the importance of the task based communicative approach in teaching English.

The teachers working in colleges should be given pre-service and inservice training programme in implementing task based communicative approach in developing reading comprehension skills. It implies that educationist should pay special attention to the task based communicative approach in reading English. Curriculum of English and teaching process should be modified suitably to introduce the task based communicative approach.

English subject at college level requires to be suitably modified and changed so that task based communicative approach can be incorporated in the day to day teaching learning process. It is further suggested that periodically, the reading ability of the students should be evaluated and reported in a separate note book.

The important recommendation of the present study is to produce new text books, source books, based on the task based communicative approach to develop reading comprehension skills in English in a systematic and interesting manner. This calls for large scale efforts on the part of all English language teachers, researchers to devise
ways and means to change over teaching – learning process at college level.

Orientation programmes and workshops for English language teachers can be organized by the Central Institute of English and Foreign Language (CIEFL) with regard to the effective preparation and use of task based communicative approach to develop reading comprehension skills in English at college level.

In order to help the learners in developing reading comprehension skills, instructional video programmes may be developed by the NCERT with the help of the expertise of the talented teachers. The video cassettes may be supplied to all the colleges to make use of it, since almost all colleges are having TV sets, it is possible to them to play the cassettes and view the recorded instructional programmes. In this way expertise of the talented teachers may be made available to all type of colleges.

Attempt may be made to telecast the effectiveness of task based communicative approach in developing reading comprehension skills of the students through ETV programmes and teleconferencing. For such type programmes, the students should be informed about the time of the programme well in advance so that they can view the programmes. After the programme is over, the English language teacher can generate
discussions among the students. The reading ability of the students should be evaluated by them and grades should be awarded suitably and these grades should be mentioned in their final mark statement.

The National Policy on Education (1986) stressed the importance of the study of English. The main aim of teaching English is to help the learners acquire practical command of English. Reading is one of the four main aims of teaching English according to National Policy on Education. This aim can be achieved by adopting task based communicative approach, which is proved in this study as effective method in developing reading comprehension skills in English at college level.

Both the state and central government may form research wing in NCERT, SCERT exclusively for investigating the problem associated with reading skill and by introducing innovations in this area at college level. NCERT can take up the task based communicative approach with clear cut guidelines for their effective use to teach and develop reading skills in English. The teachers’ hand book, module or source book can be prepared and supplied to all the teachers of English at college level, so that the teachers can effectively make use of these task based communicative approach in reading in their day to day classroom activities.

Task based communicative approach helps the students in developing reading comprehension skills in English at college level. This
approach is useful in terms of its simplicity, economy and novelty in nature. Therefore, the task based communicative approach can be employed for the benefit of the students.

5.19 SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the results of the present study, appropriate recommendations are made. The scope for further research exploration in this are suggested below:

i) In the present study, task based communicative approach was taken for comparison with traditional method of teaching to find out its effectiveness in developing reading comprehension skills in English. Research efforts may be taken to employ the same approach in developing other skills i.e., writing skills or listening skills.

ii) The present study was conducted at college level students in developing English reading comprehension skills. The same study may be done at higher secondary school students level also.

iii) In this study, the investigator compared the students of China and India. In further research, some other countries may be taken as sample.
iv) The study on finding the alternative ways of using task based communicative approach in other languages may be done.

v) A study may be done to assess the attitude of students and teachers towards the use of task based communicative approach in developing various skills in different language subjects.

5.20 CONCLUSION

English is an international language, by which people can communicate with any one, anywhere in the world. Reading skill is one of the important aspects of a good communication in English. In schools and colleges, there is no proper concentration is given in teaching English. Only traditional methods, particularly translation method is being employed, which are not effective in making the learners to develop various skills in English. Therefore, English teaching needs some new and innovative approaches. The task based communicative approach fulfills the development of reading skills among the college students. The present study demonstrates the effectiveness of the task based communicative approach in enhancing the development of reading comprehension skills in English among the college students of China and India.