CHAPTER V

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CHAPTER - V

SUMMING UP

5.1 Overview

This chapter highlights the overall structure of the present study. It consists of six sections. The first one brings out the overview of the entire chapter. The second section states the problem, general objectives and hypotheses of the study. The third one summarizes the findings of the study. The fourth section is a discussion on the findings and their implications. The fifth lists the limitations of the study. The final section identifies the scope for further research in the field.

5.2 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 characteristic forms of human behaviour. The purpose of language is communication which means that language helps a person to formulate his thought and encode it for the benefit of others to decode it. Languages are of many types. They are L1, L2, L3, FL, DL, CL and ML.

L1 is the mother tongue of the child. It is the first language and is essentially the language spoken by the mother of the child. The child acquires his mother-tongue
naturally, gradually, automatically and unknowingly because of the constant exposure to the language in the environment. L2 is the second language which a person learns consciously after or with the mother tongue. Learning of a second language is a special accomplishment because he learns this second language in an artificial environment through formal teaching where the learner has no contact with the community in which the language is used or spoken. India, as a country with all its multilingual and pluricultural settings has given the position of second language to English in the school curriculum. The position given to English in the school 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”.

The National policy on Education adopted by the Government of India in 1968 stressed the importance of the study of English. The main aim of teaching English is to help the learners acquire practical command of English so that it may be useful for practical purposes. There are four main aims of teaching English to Indian school children. They are:

i. Understanding of the language, when it is spoken by some one else.

ii. Speaking when the need arises.

iii. Reading the matter written by others.
iv. Writing for the benefit of those with whom we wish to share our ideas.

These aims emphasize the mastering over all the four skills in learning a language viz., Listening, Speaking, Reading and writing. Listening and Reading are passive or receptive skills, while Speaking and Writing are active or productive skills. All the four aims of teaching English are equally important to attain mastery over the language. These skills should continue all through the school and not one of them should be neglected, though there are stages when one or other may require special emphasis. Language is not inherited but learnt. The purpose of learning a language is to communicate in that language. It is essential therefore that every language class is directed to equip students with the language skills they really need either immediately or in future. The learning of English as a second language (L2) is not an exception.

Among the four major language skills, writing is the last but the most difficult of all the language abilities to acquire. Since writing is a difficult art, the learner needs an intensive apprenticeship in mastering the skills of writing. None can forget the fact that if one takes more efforts, the writing will be more effective and rewarding. In developed societies, ability to read and write has been treated as a vitally important index of well being. In developed societies, literacy, ability to read and write has been treated as a vitally important index of well being.
efficient learning and adequate mastery of the English language, the learners should acquire the writing skill along with other basic skills. Therefore the English teacher must help the pupils to develop and improve their writing 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 writing skills in English at different levels. The teacher of English has to make the English classroom as the practice ground of developing the writing skill in English. Learning of a language remains incomplete without the writing aspect. The goal of writing is communication. The development of the communicative ability through writing confidentially and naturally must be given early practice at the earliest possible stage. The advanced stage in teaching writing ends with productive writing which is looked upon as the ultimate stage of language learning and a superior indication of language mastery. But what chiefly matters are that teaching of productive writing has been the most neglected aspect in English classroom. This calls for a good and steady effort of the teachers of English to offer the kinds of stimulus to develop writing skills through various writing activities. These writing activities are carefully designed by the teachers of English in such a manner to achieve the goal of writing skills. For this, the teachers of English need to have a good writing proficiency and communicative competence. The teachers of English at the primary level of
education is not an exception to this because the proficiency and competency on the part of the English teacher in writing skill play a significant role in developing the writing skills of the L2 learners. The success of learning writing skills therefore heavily depends upon the quality teachers of English. The quality teachers of English can be produced if we have good system of teacher education. Therefore Teacher Education is of utmost importance and everything necessary has to be done to ensure that the teacher Education institution produce English teachers of high quality at various levels.

The effective strategies adopted by the teachers often lead to improved student performance regardless of the content being taught. The methods and approaches of teaching change according to the emerging needs of the learners. Therefore teachers should make use of a selective combination and application of different approaches in teaching so as to arrest the attention of the learners and to provide the best avenue for joyful learning. Realizing the situation, the study makes an attempt to develop the writing skills of the secondary grade teacher trainees who are solely responsible for the primary education of the country through task based communicative activities.
5.2.1 The title of the problem

"Effectiveness of Task Based Communicative Activities in developing the Writing skills of teacher trainees."

5.2.2 Objectives of the study

1. To find out whether there is any significant difference between the pre-test mean scores of control and experimental group in different kinds of writing.

2. To find out whether there is any significant difference between the post-test mean scores of control and experimental group in different kinds of writing.

3. To find out whether there is any significant difference between the pre-test mean scores of control and experimental group in different kinds of writing with regard to gender.

4. To find out whether there is any significant difference between the post-test mean scores of control and experimental group in different kinds of writing with regard to gender.

5. To find out whether there is any significant difference between the pre-test mean scores of control and
experimental group in different kinds of writing with regard to subjects studied at the higher secondary level.

6. To find out whether there is any significant difference between the post-test mean scores of control and experimental group in different kinds of writing with regard to subjects studied at the higher secondary level.

7. To find out whether there is any significant difference between the pre-test mean scores of control and experimental group students in different kinds of writing with regard to the type of school studied at the higher secondary level.

8. To find out whether there is any significant difference between the post-test mean scores of control and experimental group students in different kinds of writing with regard to the type of school studied at the higher secondary level.

9. To find out whether there is any significant difference between the pre-test mean scores of control and experimental group students in different kinds of writing with regard to the locality of school studied at the higher secondary level.

10. To find out whether there is any significant difference between the post-test mean scores of control and experimental group students in different kinds of writing
11. To find out whether there is any significant difference between the pre-test mean scores of control and experimental group students in different kinds of writing with regard to the Parents' education.

12. To find out whether there is any significant difference between the post-test mean scores of control and experimental group students in different kinds of writing with regard to the Parents' education.

5.2.3 Assumptions of the study

1. Task based communicative activities can be developed to improve writing skills in English.

2. Teaching through Task Based Communicative activities is more effective than traditional method of teaching writing in English.

3. Teaching the skills of writing through task based communicative activities enable the learners to learn the writing skills with interest and ease.

4. Teaching the skills of writing by using task based communicative activities caters to the needs of all kinds of learners at their own speed. It narrows down the gap among them.
5.2.4 Hypotheses

1. There exists no significant difference between the pre-test mean scores of control and experimental group students in different kinds of writing.

2. There exists significant difference between the post-test mean scores of control and experimental group students in different kinds of writing.

3. There exists no significant difference between the pre-test mean scores of control and experimental group students in different kinds of writing with regard to gender.

4. There exists significant difference between the post-test mean scores of control and experimental group students in different kinds of writing with regard to gender.

5. There exists no significant difference between the pre-test mean scores of control and experimental group students in different kinds of writing with regard to the subject studied at the higher secondary level.

6. There exists significant difference between the post-test mean scores of control and experimental group students in different kinds of writing with regard to the subject studied at the higher secondary level.

7. There exists no significant difference between the pre-test mean scores of control and experimental group
students in different kinds of writing with regard to the type of school studied at the higher secondary level.

8. There exists significant difference between the post-test mean scores of control and experimental group students in different kinds of writing with regard to the type of school studied at the higher secondary level.

9. There exists no significant difference between the pre-test mean scores of control and experimental group students in different kinds of writing with regard to the locality of school studied at the higher secondary level.

10. There exists significant difference between the post-test mean scores of control and experimental group students in different kinds of writing with regard to the locality of school studied at the higher secondary level.

11. There exists no significant difference between the pre-test mean scores of control and experimental group students in different kinds of writing with regard to parents' Education.

12. There exists significant difference between the post-test mean scores of control and experimental group students in different kinds of writing with regard to parents' Education.
5.2.5 Scope of the study

Introduction of English at the school level aims to develop the communicative competence of the learners both in spoken and written aspects of the language. To achieve this 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 school with poor writing skills. This is because of the teachers who do not pay enough attention to the skills and abilities of writing. Therefore the planned teaching on the part of the teachers in using innovative teaching methodology becomes very essential. It is against this context, the present study aims at the development of task based communicative activities in developing the writing skill of the teacher trainees who are the future teachers in this society.

The main focus of the study is to measure the effectiveness of task based communicative activities in developing the writing skills of the teacher trainees in English. For this, the teacher trainees in the District Institute of Education and Training (DIET), Theroor are selected for the study. The available 100 teacher trainees were assigned to two groups based on the marks scored by them in the achievement test in writing conducted prior to the pre-test of the study. Then they were assigned to the experimental and control group by the flip of a coin. Out of
hundred teacher trainees fifty teacher trainees constituted
the experimental group and the rest 50 teacher trainees
formed the control group. The control group is given the
treatment of traditional method of teaching writing and the
experimental group is given a method of teaching writing
by task based communicative activities. The two groups
are matched ones by their performance in the major kinds
of writing with the help of pre-test. The study aims to
measure the extent to which task based communicative
activities enable the learners to achieve mastery level in
five major kinds of writing in English. It also aims to find
out the significant difference in the achievement level of
the trainees in terms of gender, subject studied in their
higher secondary course, the type of school studied in their
higher secondary course, the locality of the school studied
in their higher secondary course, and the level of their
parental education.

5.2.6 Need and Importance of the study

The learning of any language is effective when the
subject matter is presented in an interesting manner without
stress, strain and anxiety. There are various pedagogical
innovations used in all English classrooms to develop the
writing skill of the teacher trainees. But still the
performance of the teacher trainees is not up to the
expected level. It is somewhat quite unsatisfactory.
Therefore a need was felt by the researcher to find out the
more suitable and an interesting intervention for developing
the writing skill of the teacher trainees. This led the 
researcher to use the task based communicative activities to 
develop the writing skill of the teacher trainees.


The problems faced by the students while learning writing have been analysed by some researchers. Some of
them have undertaken researches on using activity based methodology and task based approaches for developing creativity and composition writing skill of the students. A few researchers have done their studies on communicative skills with special reference to writing. Even though many researches have been carried out, there is a scope to explore the new ways of learning English, particularly where English is studied as a second language. From the review of the researches completed so far, it is clear that an in depth study in the use of task based communicative activities in developing the writing skills of the teacher trainees at the primary level has not been undertaken. The present study is an attempt in this direction. It is also clear that the attempts already made in this direction are not providing concrete evidences of the effectiveness of task based strategy particularly in developing the writing communicative skill in English. Attempts are required to understand the effectiveness of task based communicative activities in developing the writing skill of the teacher trainees. Therefore a study exploring the effectiveness of task based communicative activities is warranted.

5.2.7 Methodology

The various steps followed in the methodology of this study are, developing the task based communicative activities, teaching writing skills to the teacher trainees, constructing achievement test, designing the sample,
administering pre-test and post-test and using statistical techniques to arrive at logical conclusions.

5.2.7.1 Development of task based communicative activities
The major objective of the study is to prepare task based communicative writing activities to the teacher trainees at the Elementary level. In developing the task based communicative activities, the investigator kept in mind the components. For the effective writing communication, the mastery over the different kinds of writing were felt necessary. To assess the achievement of the writer in each kind of writing, the components of writing skill such as communicative quality, organization, relevance, linguistic accuracy and linguistic appropriacy are essential. The effectiveness of writing is largely depending in the right use of the various components by the learners. The main goal of all kinds of writing is communication.

The purpose of each type of writing attains perfection by the right use of their components. The right knowledge of the components depends upon the proficiency of the learners in grammar, vocabulary, mechanics and form. For writing communication, the language aspects such as fluency of writing, accuracy in writing, using new vocabulary, paragraphing, inductions and conclusions, organizing the ideas and using the correct style are to be mastered. The effectiveness of writing skills depends once again on the right use of these language aspects in the
process of writing by the students. Grammar is concerned with correct use of language. Knowledge of grammar is essential for the students to write paragraphs without any mistakes. The students must be trained to write without making any error in grammar or word order. Then only they could convey their ideas clearly. Effective use of right vocabulary is an essential input in developing writing skill. The use of words should aim at the use of right language to express one's ideas and wishes for all practical purposes. The use of punctuation and spelling has been termed as mechanics. In writing, punctuation marks are the signals that help the reader the same way that pauses and changes in voice help the listener. Form refers to organization. When there is no organization, connectivity will not be there in the written passage. The students should gain great amount of practice in every English classroom.

Although writing skill is an indispensable part to English language learning process, the skill of writing remains a daunting one for many students. They generally do not perform well up to the expected standard. An obvious reason for this failure is the ineffective teaching strategies adopted by the teachers in writing classroom. The stereotype pattern of teaching tends to be demotivating and unproductive. So it is necessary to provide good writing classroom environments to the learners, adopting innovative pedagogical strategies. In this context, it is right to think of using task based communicative activities to
develop the writing skills of the student teachers at the Elementary level.

As the present study gave importance for using task based communicative writing activities to develop writing skill, the investigator developed task based communicative activities keeping in mind the written functions in English. The task based communicative activities were keenly edited with reference to accuracy and relevance of the material, style, vocabulary, density of presenting the language functions and content interest. An attempt is made to develop task based communicative activities to teach writing skills to the teacher trainees. Twenty five task based communicative activities were prepared keeping in mind of the five major kinds of writing in English. The detailed procedure adopted in the development of task based communicative activities with their validity and reliability is explained in chapter-III.

5.2.7.2 Construction of Research Tools

To measure the performance of teacher trainees in writing skills, achievement tests were conducted before and after the experiment. The achievement test to assess the writing skill in English consisted of five descriptive type items. The total score for the each test item was twenty five. The investigator after thorough discussion with her research guide and a panel of experts in the field of educational research and ELT specialists, decided to study
the effectiveness of task based communicative activities in developing the writing skill of the teacher trainees in English with regard to the five kinds of writing, Narrative, Expository, Argumentative, Descriptive and Reflective and its components. The five major kinds of writing task which were descriptive in nature were selected for the study. Each component in each kind of writing was given five marks. The same achievement tests were used for pre-test and post-test to the control and experimental groups in the study. The detailed procedure adopted for the construction of the achievement tests used in the study with their validity and reliability are explained in chapter IV.

5.2.7.3 Sample of the study

The present study consisted of all those teacher trainees studying in the institution in the academic year 2005-2006. Since the study used two groups of teacher trainees one for the control group and the other for experimental group, it was not possible to include the entire population for the collection of data. It was considered inevitable to draw a representative sample. The sample was drawn from student teachers in I year Teacher Training course in District Institute of Education and Training (DIET), in Kanyakumari District. The sample consisted of 100 teacher trainees representing 50 female teacher trainees and 50 male teacher trainees. The available 100 teacher trainees were assigned to two groups based on parallel group design.
5.2.7.4 Teaching writing skill to the Experimental group and the Control group students

The control and experimental groups were formed primarily on the basis of their performance in the achievement test specially conducted for this purpose, prior to the pre-test in the study. It is also confirmed by conducting the pre-test. Both the groups were taught by the researcher and Instruction was provided on writing skills to both the groups for equal duration of one hour per day. The control group was exposed to the traditional method of teaching and the experimental group to the task based communicative activities.

5.2.7.5 Data Collection

After the administration of try out and finalization of the research tools, they were administered to both the groups of the sample population. The tools were administered with the previous permission from the head of the institution. The investigator administered the tools personally. It took nearly 2.30 hours to answer all the items in the test of five different kinds of writing. Since the investigator administered the tool personally to all the subjects, they had responded properly. The responses were scored and the data were organized in tabular form for analysis.
5.2.7.6 Scoring procedure

The achievement test to assess the writing skill of the teacher trainees in English consisted of five different kinds of writing which were descriptive in nature. For each descriptive type question marks were awarded according to their ability level in using the component in writing. The marks allotted for each component ranged from 1-5. The highest score was 5 for a single component and the lowest was 1. The scores indicated the ability level of the writer in each component on particular and each kind of writing in general. The total marks for the achievement test in each kind of writing is 25. The investigator assessed the writing skill of the student teachers individually before starting the experiment and after the experiment. The scoring procedure for each component has been devised based on the information given in the book entitled “Testing for Language Teachers”, written by Arthur Hughes (1989).

5.2.7.7 Statistical Techniques used in the study

The obtained data were analyzed by using the following statistical techniques such as mean, standard deviation and t-test.

5.3 Findings of the study

After analysing the achievement scores of the pre and post-test of the control group students, it may be concluded that there is no significant difference in the performance of
male and female students when considered separately. Similarly, there is no significant difference in the performance of rural and urban students in the control group. While considering the performance of the students based on the type of the school studied by them in their higher secondary level, there is no significant difference. Moreover, while classifying the subjects studied at the higher secondary level, there is no significant difference between the pre-test and post-test. It also proves that the parents' education does not make any significant difference in the achievement of the students belonging to the control group.

In the differential analysis of the pre and post-test performance of the experimental group it was found that from a meagre scores in the pre-test they could gain impressive scores in the post test which is more than double the pre-test scores. They could make a very significant mean gain in the post-test. The results of the analysis indicated that the experimental group benefited from the treatment given to them. This suggests that teaching through task based communicative activities is a valuable way of developing writing skills.

The present study has proved the effectiveness of task based communicative activities in teaching writing over the traditional method of teaching writing. The findings of the study reminds the teachers of English to adopt new
innovative pedagogic practices than to follow outmoded and sterotyped traditional instructional approaches.

The experiment reveals the fact that the mistakes committed by the trainees of the experimental group in the pre test have been decreased to a great extent due to the effectiveness of task based communicative activities practised through out the experiment.

The task based communicative activities have motivated the teacher trainees through the group, pair and individual activities adopted in the class. The trainees in the experimental group have participated in the group activities with great interest and enthusiasm. Therefore such task based group activities are to be encouraged to a substantial extent. The findings of the study assure that the learners at all levels may start writing flawless English if they are taught through task based communicative activities. These activities aim at developing learner’s communicative competence in writing. The task based communicative activities in developing writing skills are based on the principle of learning by doing by John Dewey which paves way for permanent and life long learning.

5.4 Implications of the study

The results of the study have proved that task based communicative activities are more effective than the
traditional methods in developing the writing skill of the secondary grade teacher trainees.

The study leads to the fact that writing ability plays a determining role in scholastic achievement. It has also provided evidence that practice through tasks plays an important role in developing the writing ability of the teacher trainees.

The results of the study are significant for curriculum planners as well as teachers in order to give due emphasis in developing writing ability among teacher trainees at the Elementary level. This calls for large scale effort on the part of all teacher educators in English, researchers and educationists to introduce changes in the existing system of teaching methodology in English by implementing task based communicative writing activities. The task based communicative activities in removing the constraints and attaining the objectives of English teaching at the teacher training level.

The task based communicative writing activities for pre service teacher training will have to be developed by institutions like State Institutes of Education and National Council of Educational Research and Training. Teacher educators in English could be exposed to task based communicative activities in writing through induction trainings.
The pre-service and in-service programmes will have to be reformulated so as to provide training in the development of writing skill. It implies that educationists should pay special attention to the task based communicative activities in developing the writing skills of the trainees in English language education. Teacher education syllabi and practice teaching programmes should be modified suitably to introduce task based communicative activities.

English language education in Teacher training institutions requires to be suitably modified and changed so that task based communicative activities can be incorporated in the day to day teaching learning process. Further it is suggested that periodically the writing ability of the trainees should be evaluated and reported in a separate note book.

An important implication of the present study is to produce new text books, source books based on task based communicative activities to develop the language skills in general and writing skill in particular in a systematic and interesting manner. This calls for large scale efforts on the part of all English language teacher educators, teachers and researchers to devise ways and means to change our Teacher Education system at the Elementary level in order to achieve good quality English language education.
Keeping the results of the study in mind, the Tamilnadu Government Text Book society may incorporate task based communicative activities in English language syllabus in order to develop writing skill among the learners at different levels.

The Government may form research wing in State Council of Education, Research and Training (SCERT), exclusively for investigating the problem associated with writing skill and by introducing innovations in this area at the higher secondary and Teacher Training level.

The English language Teaching centers in Directorate of Teacher Education, Research and Training (DTERT) and NCERT can take up the task based communicative activities with clear cut guidelines for their effective use to teach and develop writing skills in English language education. The teacher’s hand book, module or source book can be prepared and supplied to all the teachers of English in schools and teacher training institutions in each district so that teachers can effectively make use of these task based communicative activities in writing in their day to day classroom teaching and leaving process.

The Central Institute of English and Foreign Languages (CIEFL) the Regional Institute of English (RIE) and DTERT can organize orientation programme and workshops for the English language teachers with regard to the effective preparation and use of task based
communicative activities to teach language skills to the higher secondary students and teacher trainees.

The instructional video programmes with regard to the development and use of tasks based communicative activities may be developed by NCERT and DTERT with the help of the expertise of talented teachers. The video cassettes may be supplied to all the high schools, higher secondary schools and to the teacher training schools. Since almost all the schools have T.V. of their own it is possible for 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 types of schools both in rural and urban area.

Arrangement should be made to telecast the effectiveness of task Based communicative activities in developing the writing skills of the students and teacher trainees through ETV Programmes and Teleconferencing. The time schedule of telecast should be informed well in advance to all the educational institutions so that teachers and students can view the programme. After the programme is over, the English Language teacher can generate discussions among the students. The writing ability of the teacher trainees should be evaluated by the external examiners and grades should be awarded suitably and these grades should be mentioned in their final mark statement.
As in the case of teaching Tamil in schools, with Tamil pandits, teachers with their subject specialization in English should be appointed for teaching English right from the 1\textsuperscript{st} standard onwards at the Elementary level. This strategy would work equally effective with the pre-service and in-service teachers if it could be properly propagated and implemented through various media, orientation programmes and training modules.

5.5 Limitations of the study

The limitations of the study are as follows:

This study is confined to the secondary Grade Teacher Trainees studying in District Institute of Education and Training (DIET) Theroor and the generalization of the findings and implications is limited to the trainees and English Language Education.

The sample consists of only hundred teacher trainees. They were assigned to control group (50 No) and Experimental group (50No) based on the marks scored by them in the achievement test in writing conducted prior to the pre-test of the study. For developing the skills in writing, various tasks in five major kinds of writing were given to the trainees.

i. Narrative

ii. Expository

iii. Descriptive
iv. Argumentative

v. Reflective

Each type of writing was evaluated on the basis of the components namely,
Communicative quality
Organization
Relevance
Linguistic accuracy
Linguistic appropriacy

Nearly twenty five task based communicative activities in writing are developed emphasizing the five major kind of writing and their components.

The experiment was conducted for a period of ninety days (Three Months only). The achievement test used in this study to assess the performance of the sample is teacher made one and not standardized one.

5.6 Suggestions for further research

This study was limited to a sample of teacher trainees in DIET Theroor in Kanyakmarai District. Similar studies may be undertaken for the samples selected from different districts of Tamil Nadu.

The same study may be conducted on a wide range of Higher Secondary Schools in the District and also in different districts of Tamil Nadu.
The effectiveness of task based communicative activities may be studied through experiments with other language skills - Listening, Speaking and Reading.

A parallel study can be conducted to find out the effectiveness of task based communicative activities of the college students and graduate teacher trainees.

A separate study can be undertaken to assess the effectiveness of task based communicative activities by using Computer Assisted Instruction in learning the language skills in English Language Education. Attempts can be made to develop tasks based communicative activities for English and other languages at school levels and thereby the effectiveness of task based communicative activities can be assessed.

A study can be made to assess the attitude of the teachers serving in the higher secondary schools and teacher training institutions towards the use of tasks based communicative activities in developing the various skills in English.