

An Analyzing the Impact of Task-Based Language Teaching on Communication Skills through Collaborative Learning

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Abstract: *Collaborative learning involves students working together to solve issues, complete tasks, or create a product. Language instructors utilize several methods to help students learn. Current English classes use collaborative learning to help pupils learn the language methodically. The researcher emphasizes innovative methods that foster holistic growth and collaboration. The study examined whether Task-Based Language Teaching (TBLT) improves English language ability. The researcher utilized qualitative and quantitative data. Both pre- and post-tests gave quantifiable data. Students' communication abilities improved in creative and cooperative learning environments, according to the t-test.*

Keywords: Task-Based Language Teaching (TBLT), Communication Skills

I. INTRODUCTION

National Education Policy 2020 completes student development. To instruct, school professionals must enhance their abilities. NIPUN Bharat will strengthen Indian mainstream institutions and include all stakeholders. A well-structured education system is essential for progress in today's competitive world. Education promotes human resources' knowledge, skills, values, and attitudes for sustainability. Additionally, it will promote student overall development. Comprehensive learning is needed. It strives to reach the public and provide students and teachers with many conveniences. Many schools plan classes to encourage creativity and flexibility. Research shows that collaborative critical thinking helps students learn in groups.

Includes cooperative learning, pair work, group projects, joint problem solving, debates, study teams, and more. Most students nowadays share ideas via collaborative learning. Current English courses use collaboration to teach English systematically. Constructivist theory maintains that knowledge is mental and does not have to match reality, according to Driscoll (2000). Students will examine, explain, and construct novel learning models. With new experiences, learners update their mental models and generate new learning aspects. Tam (2000) lists four CLE elements that constructivist teachers must address:

- Knowledge will be shared among the teachers and students.
- Teachers and students will share authority.
- The teacher's role is that of mentor, facilitator, and guide.
- Learning groups will consist of small groups of heterogeneous students.

In this process, the teacher must assume the role of a guide or facilitator, encouraging students to actively engage in a Collaborative Learning Environment and providing assistance with the learning material.

II. COLLABORATIVE LEARNING ENVIRONMENT

Collaborative Learning involves a group or team of students helping each other understand their curriculum. CL entails thinking more and holding knowledge longer than independent learners. These groups learn via projects, riddles, role plays, presentations, clarification, and assessment. Their task-related conversation is remembered longer. When group members are autonomous and the job is open and discovery-based with no proper answers or prescribed solutions,

interaction is crucial to productivity (Gillies, 2004). Cooperative group learning entails aiding each other, encouraging each other's learning, and taking responsibility for the group's job. Task-Based Language Learning involves engaging, exploring, and explaining. English Communication skills are improved using Task-Based activities instead than Topic-Based ones.

Traditional Method/Task-Based Language Teaching For Improving English Communication Skills

S. No	Traditional Method	Collaborative Approach
1	Topic-Based method activity	Task-Based Language learning
2	Debates	Puzzles and Projects
3	Discussions	Role Plays
4	Teacher as a guide	Teacher as a mentor & facilitator

Task 1: Projects in a Collaborative Learning Environment.

Task 2: PowerPoint Presentations.

Task 3: Inclusion of Role plays for improving English communication.

Task 4: Comprehension passages for improving Reading Skills.

In order to enhance English communication in a Collaborative Learning Environment (CLE), the aforementioned activities were incorporated into Task-Based Language Teaching (TBLT).

III. REVIEW OF RELATED LITERATURE

The Role of Social-Media for Collaborative Learning to Improve Academic Performance of Students and Researchers in Malaysian Higher Education by Waleed Mugahed Al-Rahmi, Mohd. Shahizan Othman, and Lizawati Mi Yusuf (2015) found that social media improves collaborative learning among students and researchers. Social constructivist learning is used to demonstrate the effectiveness of social media for collaborative learning, engagement, and intention to use. The results showed that collaborative learning, engagement, and intention to utilize social media positively and substantially affected research group members' and students' supervisor-student interactions to increase academic performance in Malaysian higher education.

Zhang Zhen (2016) Teaching English using Multimedia. US-China Foreign Language shows that multimedia technology in English instruction is a trend, thus education must be upgraded to benefit language learning.

Pourdana, et al. (2011) examined the effects of three language task types Topic Writing (TWT), Picture Reconstruction Task (PRT), and Text Reconstruction (TRT) on Iranian EFL learners' accuracy, fluency, and complexity. Topic Writing Tasks showed high accuracy and complexity, but low fluency. This conclusion was significant to this research since it examined how Task-Based Language Teaching (TBLT) affected student performance.

IV. RESEARCH OBJECTIVES

- To find out the effects of Task-Based Language Teaching in improving Communication Skills.
- To find out the effects of the Collaborative Learning Approach in improving Communication Skills.

V. RESEARCH HYPOTHESIS

- There is no significant effect of Task-Based Language Teaching in improving Communication Skills.
- There is no significant effect of the Collaborative Learning Approach in improving Communication Skills.

VI. METHODOLOGY

A. Research Design:

The researcher has conducted a comprehensive review of the existing literature on the English language and the advantages of reading comprehension, role-playing, projects, puzzles, and presentations. The researcher employed Task-Based Language Teaching to enhance the communication skills of undergraduate students at Nirmala College, Ujjain. The investigation implemented a parallel group experimental design. Randomization is implemented in the genuine experimental design to regulate the equivalence of groups and the exposure to treatments. The study implemented the Equivalent group design consisting of pre-test and post-test.

B. Sample:

The investigation was restricted to 60 undergraduate students at Nirmala College in Ujjain. The controlled group consisted of 30 students, while the other 30 students were regarded as a study instrument. The experimental group of students received treatment using Task-Based Language Teaching for a week in order to enhance their communication skills, while the control group was prohibited from receiving any exposure to the subject matter beyond the traditional classroom teaching.

C. Tools:

The poem "Where the Mind is without Fear" and the English language chapter "Tryst With Destiny" were chosen for Task-Based Language Learning.

The researcher created a self-made achievement evaluation for the study, which consisted of worksheets that included objective-type questions.

D. Analysis Technique:

The objectives and the study's design were considered when the data was collected and analyzed. In order to characterize the data, descriptive statistics, including the mean and standard deviation, were calculated. A t-test was implemented to ascertain the perceived impact of Task-Based Language instruction on the enhancement of communication skills. The traditional procedure was employed to instruct the control group for a week. Nevertheless, the experimental group was instructed in Task-Based Language teaching for a week in order to enhance their communication skills. Consequently, the efficacy of Task-Based Language instruction with a Collaborative Approach was assessed.

VII. DATA ANALYSIS

Control and experimental groups' pre-test scores for communication skills improvement.

Table-1: Comparison of the difference between the means of pre-test scores of experimental and control groups in improving Communication Skills

Groups	N	df	Mean	SD	Critical Ratio
Control	30	29	9.2	1.55	1.05
Experimental	30		9.6	1.51	

The post-test result of the control and experimental groups in terms of their communication skills improvement.

Table-2: Comparison of the difference between the means of post-test scores of experimental and control groups in improving Communication skills

Groups	N	Df	Mean	SD	Critical Ratio
Control	30	29	10.56	1.68	5.75**
Experimental	30		12.86	1.53	

VIII. RESULTS AND INTERPRETATION

In the pre-test, the critical ratio for the experimental and control groups obtained is 1.05. The values in the table are 1.69 and 2.46 at the .01 and .05 levels, respectively. The value obtained is not statistically significant at the .05 level and is less than the tabular values (C.R.=1.05, df =29). It is evident that the students of the two groups did not exhibit any substantial differences in their initial learning abilities prior to the experiment. The critical ratio for the experimental and control groups was 5.75 in the post-test. The value that was obtained is statistically significant at the .05 and .01 levels, surpassing the table values (C.R.= 5.75, df = 29). Based on this, it is evident that the experimental group's pupils demonstrated superior proficiency in the acquisition of English. The Collaborative Approach has been effective in enhancing English communication. Consequently, the hypothesis is disproven.

IX. FINDINGS

- CL promotes intellectual knowledge among the group of learners.
- CL assists the learners in developing their deep critical thinking skills.
- CL motivates even the average learners to participate actively in the task.
- CL stimulates the habit of active participation among the learners.
- CL develops good and favorable relationships among the learners.
- CL cultivates the learners to have a positive attitude towards the peer group and their teachers.
- CL stimulates learners' self-management skills.
- CL develops cooperation among the learners.
- CL helps the learners in developing their oral communication skills.
- CL supports a learner-centered approach.

The aforementioned points facilitate our comprehension of the significance of Collaborative Learning and its application in the classroom to inspire and reinforce students at all developmental stages of the learning process.

X. SUGGESTIONS

- Timely updating of curriculum.
- Enriching of life skills.
- Developing ICT competencies.
- Towards a new vision.
- Fair quality assurance system.

Consequently, it is imperative to take immediate action to guarantee the development of pupils of exceptional quality and caliber through the implementation of effective learning techniques and methodologies. Therefore, the curriculum should be redesigned to equip students with the ability to evaluate their own value and to consider the perspectives of others. Only then can the concept of Quality Education be realized.

XI. CONCLUSION

The National Education Policy 2020 has mandated that the immediate national mission be the acquisition of foundational literacy and numeracy for all students. In order to achieve this, the Department of School Education & Literacy has initiated a National Mission, the National Initiative for Proficiency in Reading with Understanding and

Numeracy (NIPUN Bharat), to guarantee that every child in the nation has attained foundational literacy and numeracy by Grade 3 by 2026-27. It is intended to provide full support and encouragement to students, as well as their schools, instructors, parents, and communities, in order to assist and empower them in the acquisition of foundational skills, which serve as the foundation for all future learning. In an endeavor to enhance the holistic development of pupils at all levels of education and instruction, the NEP 2020 has organized all efforts to implement it.

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