Preparation and Try-out of Language Tasks to Enhance Written Expression of M.Ed. Students

Minal R. Khachar
M.A., M.Ed.(Gold Medalist)
(NET, GSET)

ABSTRACT: : *The Present research was undertaken for the enhancement of written expression. Objectives are as given below : (1) To prepare and try-out a set of language tasks on composition for enhancing written expression. (2) To measure the effectiveness of task based learning. To enhance written expression, the researcher has given language tasks to the students. For this, the researcher has chosen purposive sampling. There was one experimental group with pre-test and post-test 'Language Tasks' was used for learning process, prepared by researcher. The pre-test and post-test prepared by teacher were used as a tool. The data analysis was made with the help of SPSS programme. At the end of the research, by providing opportunities to think and write based on the requisite skills; the written expression was enhanced and after experiment the enhancement in written expression was visible.*

Introduction
It is an acknowledged fact that writing is a complex task. Students do write fairly well using number of skills, but it is necessary for the teacher to help them organize their ideas and sue the right skills at the right place. There are a number of aspects that the teacher has to keep in mind in order to help the students to write well and certain questions arise in the mind of the learner. Teachers usually tend to give guided composition to write. The present sutdy is an attempt to answer some of the questions of students which they face in writing. It ries to prepare different types of strategies and material for helping the students to coordinate, organize and precisely write all that they have in their mind.

Objective of the Research
1. To prepare and try-out a set of language tasks on composition for enhancing written expression.
2. To measure the effectiveness of task based learning.

Hypothesis of the Research
The researcher has constructed following null hypothesis keeping the objectives of the study in mind.
1.   There will be no significant difference regarding the enhancement of written expression among the students who are taught by using language task material,   according to the mean score of pre-test and post-test.

Variables of the study
In the present study the following are the variables :

Independent Variable : Here the enhancement of written expression is taken as a Independent Variable.
Dependent Variable : The language task is Dependent Variable.
Operational Definition of the Terms
Language Tasks. 'Language Tasks' refers to the set of exercise prepared based on language items like vocabulary, reading, comprehension, guided writing etc. etc. enhance the student's abilities to write efficiently.

Population and Sampling
The population of the present study included the student of M.Ed. who are studying in Saurashtra University, Rajkot.
30 Students of M.Ed. Semester-3 (2016-17) of the Department of Education had been served as a sample of the study.

Research Method

The present research was an experimental research based on one group design - the experimental pre-test and post-test design.

Tool
The thing which collects the data is called tool in research. In this study, data had been collected through pre-test and post-test.

Collection of Data
The data had been collected in the form of scores of the pre-test and post-test held for the group i.e. primary data collection.

Analysis of Data
For the analysis of the data the standardized statistical methods had been used. i.e. t-test for checking hypothesis.

Analysis and Interpretation of Data
According to pre-test and post-test scores one group paired t-test was administered. The result of t-test is presented in the table.

Table
Mean, Standard Deviation, Co-relation and t-value of Pre-test and Post-test Score

Sr. No.	Test	Strength	Mean	Std. Deviation	Co-relation	t-value
1	Pre	30	21.00	3.70	0.846	4.15**
2	Post	30	22.50	3.23		

Significant at 0.01 Level

Table reveals that the t-value calculated for the mean differences of the pre-test and post-test was 4.15. It was significant at 0.01 level. The mean score of pre-test is 21.00. While mean score of post-test is 22.50 which is higher than pre-test mean score. The co-relation of pre-test and post-test score is 0.84 which is very good. It shows the effectiveness of program. The null hypothesis of the present research "There will be no significant difference regarding the enhancement of written expression among the students who are taught by using language task material, according to the mean score of pre-test and post-test" is rejected.

Conclusion
By providing opportunities to think and write based on the requisite skills, the written expression was enhanced. Thus, the language tasks which were prepared to enhance written expression were provided successful and after experiment the enhancement in written expression was visible.

Research Implication
1. Allow the students to use their creative abilities so that they can present them in their own terms with the right effect and the right expressions.
2. The teacher plays a major role in the development of the different skills in the students. If proper writing exercises are administered by the teacher in the class, be it at the school or the college level, then enhanced and effective written expression would be every student's cup of tea.

References
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