

Effectiveness Of Certain Tasks Based On Experiential Learning For Enhancing Listening Skill In English Of Students At Higher Secondary Level In Kerala

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INTRODUCTION

Language has a variety of uses. Lack of language suggests communication death. There is no explanation for the importance of language in human life. The four requirements in any language commonly known as the four competencies –Listening, Speaking Reading and Writing—are defined as the hour's need. LSRW skills play a very important role in the development of language learning. The four skills are the language levels that will lead one to the higher learning heights. They form the essential elements of one's potential for communication with an inseparable bond. Such four abilities should be addressed in a way that helps students meet their academic expectations and slowly improve their communicative skills.

NEED AND SIGNIFICANCE OF THE STUDY

Integrating Listening and Speaking with Reading and Writing would allow students to communicate effectively as good listeners, speakers, readers and writers. It's a gradual process to learn these abilities. Teachers should therefore subject learners to assignments and content that are more and more challenging. When a teacher makes use of specific tasks and practices intended to integrate multiple language skills at the same time, such as listening speaking reading and writing they provide their students with situations that enable them to improve and progress in all aspects of language learning. By daily tasks, teachers provide learners with opportunities to develop each skill: listening to students (the instructor uses the target language, a poem, story, each other in a group / pair activity), speaking (practice of speech, greetings, formation or recitation of dialogue, music, role-playing), reading (instructions, written drills) and writing (fill-in blank pages, sentences / paragraphs).

Knowing how to communicate in English simply means how to use the language skills properly. English is being taught in schools of Kerala as almost a compulsory second language. But, it is the content that is stressed in the classrooms which ultimately produce a group of students who score high marks in the theory examination, but shockingly poor in the performance using the language. The performance using the language implies the effective use of the four skills of language namely, listening, speaking, reading and writing. In the schools, these skills are not taught tenaciously thinking that the students would acquire these skills automatically. The only exception is writing. But the fact is that these skills should be taught, and not caught incidentally. Even though the school curriculum follows discourse-oriented pedagogy, the skills of language are almost neglected, especially the skills of listening and speaking. The investigator herself experienced the lack of competence of students in communication skills even among the teacher trainees at B.Ed. level. The students may be getting chances to develop their writing skill and, to an extent, reading skill, but, the other two skills remain untouched. Because of this reason, the students lack confidence in using the English language in their life situations. They are afraid of being fooled in front of others for their

incorrect use of language. So, this lack of self-efficacy in using English may affect the total performance of students in their life.

It is evident from all the established literatures that one of the easiest and most effective ways of providing exposure to the English language is through extensive use of tasks in the classroom. It is strongly believed that helping learners to experience some tasks can facilitate and accelerate language acquisition. The best way of achieving this is the preparation of tasks based on experiential learning which will undoubtedly help learners motivate and enhance language learning and develop their communicative competence.

So, for an effective beginning of development of communicative competence, the first skill to be enhanced is the listening skill. It is the first skill to be developed in students when we follow the natural order of learning any language. Therefore, in this study, the investigator analyzes the effectiveness of certain Tasks based on Experiential Learning to ascertain if there is a significant difference in the listening skill in English before and after using the Tasks.

The teaching learning process of English language in the schools of Kerala is not sufficient enough to create a student community who are equipped with communicative competence essential for their day to day encounters. The awareness regarding the practical nonfeasance of English language in spite of the time and effort spent on its instruction urged the investigator to prepare some materials suitable for developing the language skills together. It was also realized that very little importance was conferred to the development of communicative competence in schools, especially those in public sector. The investigator also realized the need for providing experiences to the students for the learning of the language skills since mere activities do not make any change in their communicative competence. Experiential learning will be of great significance as far as natural way of language learning is concerned.

Various studies indicate that even though the communicative approach is being implemented in the classroom and the teachers claim to be following a communicative approach, in practice, they seem to be not much effective especially in the development of the listening skill. So, the present study was undertaken to assess the listening skill of students at higher secondary level and to test the effectiveness of certain Tasks based on Experiential Learning in enhancing their listening skill. In fact, acquiring listening skills is a difficulty for most English language teachers because most of the techniques applied in schools don't allow the language experience for the students. The tasks based on Experiential Learning are an optimal alternative for engaging learners in communicative exchanges on listening skills.

Keeping in mind all these, the investigator planned to make the students undergo some Tasks based on experiences to develop their listening skill effectively. There is a scantiness of literature on how activities or Tasks based on Experiential Learning can be used for enhancing the listening skill in English of students at higher secondary level. The objectives of the study are formulated from this abyss in literature. Not many studies have been undertaken with regard to finding the effectiveness of Tasks based on Experiential Learning in enhancing communicative competence in English, and especially listening skill. This served as a spur of thought for the investigator to conduct this type of experimental study.

STATEMENT OF THE PROBLEM

The research study, based on the observations and the review of the related studies is aptly titled as, "Effectiveness of certain Tasks based on Experiential Learning for enhancing Listening Skill in English of Students at Higher Secondary Level in Kerala."

OPERATIONAL DEFINITION OF KEY TERMS

Effectiveness: Effectiveness is to what extent an intervention achieves a desired effect when used in ordinary circumstances (Cooper, 2008). In the present study, 'Effectiveness' is perceived in terms of acquisition of listening skill in English.

Tasks: They denote activities generally. Here, they denote real life activities which involve real life situations.

Experiential Learning: Experiential Learning is a recurrent process which involves setting up of goals, contemplating, planning, experimentation, reflection, observation and review and, it capitalizes on the learners' experiences for attainment of knowledge. In the present study, the investigator provided the students with some real-life experiences with English language learning to reflect on.

Higher Secondary Level: It denotes students attending XI and XII courses. The researcher has selected students from Standard XII for the present study.

OBJECTIVES

1. To prepare certain Tasks based on Experiential Learning for enhancing listening skill in English of students at Higher Secondary Level.
2. To find out whether there is any significant difference in the pre test scores on listening skill in English of Experimental and Control groups.
3. To find out whether there is any significant difference in the post test scores on listening skill in English of Experimental and Control groups.

HYPOTHESES

1. There exists significant difference in the pretest scores on Listening skill in English of Experimental and Control groups.
2. There exists significant difference in the post test scores on Listening skill in English of Experimental and Control groups.
3. There exists significant difference in the gain scores on Listening skill in English of Experimental and Control groups.
4. There exists significant difference in the Analysis of Variance (ANOVA) between the Experimental and Control groups with regard to the post test scores on Listening skill in English.
5. There exists significant difference in the Analysis of Covariance (ANCOVA) between the Experimental and Control groups with regard to the post test scores on Listening skill in English.

METHODOLOGY IN BRIEF

In order to determine the efficacy of the tasks based on experiential learning over the activity-oriented method experimental substantiation became required. Thus the study was carried out using experimental method and the chosen design was non-equivalent group design, pre-test and post-test designs (Best & Kahn, 2004).

Variables of the Study

The types of variables manipulated in this study are independent variable and dependent variable.

Independent Variable

Since the method of treatment is experimental, the independent variables selected in the study were:

- Instruction through Tasks based on Experiential Learning.
- Activity Oriented Method.

Dependent Variable

The dependent variable selected in the study was:

- Listening skill in English of students at Higher Secondary level.

Sample

The total sample selected for the purpose of standardization of the Listening Assessment Test (LAT) constitutes 370 higher secondary school students from various strata. Students were taken from 4 schools of Pathanamthitta District (Kerala State) and two divisions each from the four schools were taken.

Four schools were chosen from the Pathanamthitta District for the experimental study. The trial sample consisted of 320 standard XII students from eight classes of the 4 high schools chosen for the study (two classes from each school).

Tools and Materials used for the study

1. Listening Assessment Test (LAT) (prepared and standardized)
2. Tasks based on Experiential Learning (prepared & validated).
3. Lesson Transcripts based on the Activity Oriented Method to teach both prose and poem.

Statistical Techniques Employed for Analysis

The following statistical techniques were used for the analysis of the data:

1. Measures of Central Tendency (Mean, Median, Mode)
2. Measures of Dispersion (SD)
3. Skewness
4. Kurtosis
5. Tests of Significant Difference between Means (Independent Samples- 't' Test)
6. ANOVA (F test)
7. ANCOVA (F test).

PROCEDURE

The main dimensions/sub skills included in the LAT in the final form after standardization are given below:

Listening Assessment Test (LAT)

- Identifies the main idea
- Identifies the minimal pairs
- Distinguishes the sounds
- Identifies the intonation
- Distinguishes the stress patterns
- Identifies the contextual meaning
- Understands specific details
- Discriminates sounds in isolate word forms
- Understands the speaker's intentions

Tasks based on Experiential Learning

The major objective of the study was the preparation of certain Tasks based on Experiential Learning for enhancing listening skill in English of the Higher Secondary School students in Kerala. In view of the pre test scores on listening skill obtained after the administration of the LAT, the investigator has decided to prepare certain Tasks based on Experiential Learning for enhancing listening skill in English of students at higher secondary level. Also, certain valuable books and articles on Task based learning and Experiential Learning motivated the investigator to prepare the Tasks based on Experiential Learning for

enhancing listening skill in English of students. The investigator termed the set of Tasks as Listening Enhancement Task (LET).

While preparing the Tasks, the investigator has given utmost care to follow the definite procedures of Experiential Learning process. The essentials of Experiential Learning process that are followed by the investigator are *Concrete Experience, Observation, Reflection, Creative Activity (Creation of new ideas)* and *Evaluation*. While preparing the 'tasks', the investigator provided the students the opportunity to 'reflect' on 'concrete experience', to 'observe', to 'act creatively' and to 'evaluate' them. Each task is designed in such a way that the students got a chance to experience all these processes. To make it clearer, it can be said that the students were encouraged to do (*experience*) a task, think (*reflect*) on it, find a solution or answer (*conceptualize*) and express their responses orally or in written format (*application*). The students experienced these processes in the Pre, Main, During and Post Task sessions (especially in the last two sessions) of the Tasks.

Structure of the Tasks

The Tasks were named as "Enhancement Tasks" because, "task" represents real life situations and activities based on the theory of experiential learning. This is again divided into sub sections. It has got four sessions too:

- Pre Task Session
- Main Task Session
- During Task Session
- Post Task Session.

Pre-Task Session

This part refers to the preparation session. Here the teacher lists out the specific objectives of the Tasks to be obtained at the end. The sub skills of the main skill are also described here. Here the teacher prepares the students for undergoing the tasks. The teacher engages in friendly talk with the students in order to reduce their inhibitions in performing the tasks. Also, this session is marked by its most important feature, that is, the 'purpose explanation'. The purpose of the conduct of the Tasks is explained well in advance to the students. This will make the students more alert and

enthusiastic while performing the tasks. This session is, thus, making the students face a new experience through different tasks. So, the 'Pre Task' session involves:

- Objectives
- Sub skills
- Preparation
- Explaining Purpose
- Mental readiness to face new task.

Main Task Session

This part is the crux of the section in which the actual 'task' is being provided to the learners. This part has got four different tasks. The teacher introduces the learning resources and gives proper instructions to the students regarding the conduct and procedure of the task. The learning resources denote the resources and aids used in the teaching-learning process. They include usual classroom aids and innovative aids prepared by the investigator. Then the teacher introduces the task to the students. 'Task description' is another major element in this session. The teacher 'describes' the task in the real sense of the term. The nature of the task, the time to be taken on its completion, the nature of the groups, the nature of the activities done and the purpose of the task are described here. So, the 'Main Task' session involves:

- Task Description
- Learning Resources
- Teacher's Instructions
- Introducing different items in the Tasks.

The Main Tasks involved in the LET

Choose Me

Recognize Me

Identify Me

Arrange Me

Post Task Session

During this session, the students are exposed to certain exercises to check their attainment of the skill. They apply their knowledge in a new yet similar situation. Here also they sit in group or pair, and discuss each other to find solution to problems. For their better understanding, feedback is given to them. The teacher gives them the correct answers in the form of audio mode, written document or oral mode since proper feedback is necessary for the completion of any task. Here the teacher's interference is comparatively less except for the final feedback. So the 'Post Task' session involves:

- Exercises
- Discussion
- **Application** of knowledge
- Feedback
- Better understanding of the skill.

It can be well concluded that while completing this package, the learners undergo the essential procedure of Experiential Learning, that is, experience, reflection, conceptualization and application and enhance their communicative competence by improving their ability in using the four fold language skills namely, Listening, Speaking Reading and Writing

A Brief Description of the 'Pre Task', 'Main Task', 'During Task' and 'Post Task' Sessions of the LISTENING ENHANCEMENT TASK (LET)

Pre Task

The investigator started the Task Enhancement section by explaining the objectives to be attained while completing the LET. The students were made clear about the various sub skills of listening to be acquired. The investigator prepared the students for experiencing the new Tasks by asking them certain informal questions. While having the informal conversation, the investigator explained the purpose of implementing the Tasks. The students were asked to pronounce some familiar tongue twisters and rhyming words. The students were asked to sing songs of their choice particularly English songs. Students were introduced to phonetic symbols as shown in the phonetic dictionary, which has not been seen or used by other children. Across the black board is written one, two, and three syllable phrases, and learners were asked to read them. Pupils could see the disparity in their classmates' pronunciation. We knew how the native speakers spoke through audio clippings. Students understood the importance of correct pronunciation as inaccurate pronunciation could result in a breakdown in communication and would be confused and separated. On the board were written phonetic symbols and students were asked to read them and mistakes were corrected. They were told that there is no scope for punishment or negative grading for wrong answers. The investigator created a joyful

environment in the classroom where the students could freely perform without any inhibitions. The investigator made the atmosphere very conducive for the students to be mentally ready for undergoing the Tasks.

Main Task

The 'Main Task' session of the Listening Enhancement Task (LET) Section consisted of four Tasks each of which included different items to be practiced. The investigator provided the students with some learning resources which supported the conduct of the Tasks. They included usual classroom aids, picture cards, wordcards, audio clips, response sheets, pronunciation dictionary, handouts of pictures, flash cards, article abstracts, dictionary, pictures based on the passage and video recording.

Then the investigator gave ample instructions as to how the items in the Tasks should be carried out in order to achieve the pre-determined objectives. After this, the Task with items was introduced to the students. The students were very eager to this because the Task was described at this point.

The 'Main Task' session of LET consisted of the following four Tasks with 48 items/ sub items:

- ChooseMe
- RecognizeMe
- IdentifyMe
- ArrangeMe.

Main Task (a): Choose Me

Items 1-10 (Listening Words)

This Task contained 10 items. For the first 6 items, (Items 1-6) the students were given some words. Picture card containing three sets of pictures was also given to them. The words were pronounced. For each word, there were 3 pictures distributed. These three pictures correspond to three words of almost similar pronunciation. By listening carefully, the students are to choose the correct picture corresponding to the word they hear. They are to encircle the correct picture.

For the next 4 items (Items 7-10) in this task, the students were asked to listen to some words. By listening carefully, the students are to choose the word they hear and put a tick mark in the correct word in the word card given to them. Here they have to choose the correctly spelt word also.

Main Task (b): Recognize Me

Items 1-10 (Listening Sentences/Phrases/Words)

This Task contains 10 items. For the first 6 items, (Items 1-6) the students were given some sentences/phrases. Picture card containing pictures was also given to them. The sentences/phrases were uttered. For each sentence/phrase, a set of 3 pictures were distributed. By listening carefully, the students were to choose the correct picture corresponding to the sentence/phrase they hear. They were to encircle the correct picture. Along with the ability to listen carefully, the students here require the ability to recognize items very quickly which definitely requires skill of coordination.

For the next 4 items (Items 7-10) in this task, the students were asked to listen to some words/phrases. By listening carefully, the students were to choose the words/phrases they hear and encircle the correct picture correspond to them in the picture card given to them.

Main Task(c): Identify Me

Items 1-3 (Listening Short Description/Passage/Words)

This Task contains 3 items. For the first item, the students were given a small description of an incident happened in a dental clinic. After listening carefully, they were to identify the correct picture sequence according to the description. For the second item, the students were given a passage to listen carefully for understanding the details. After listening, the students were to identify some information given in the passage. For the third item, the students were given some words to listen carefully. After listening, the students were to identify the opposite of these words from the list of words given to them in the word card. All these items require perfect concentration and logical thinking on the part of the students.

Main Task (d): Arrange Me

Items 1-3 (Listening Passage/Sentences/Words)

This Task consisted of 3 items. For the first item, the students were given a passage to listen. After listening it carefully, they arranged some pictures given to them in the correct order as they heard in the description. In the second item, the students arranged the stressed words in the correct order as they heard when some sentences were uttered loudly. The third item required the students to listen 10 words and arrange them in the alphabetical order as they occur in the dictionary.

CONCLUSION

Experiential learning stresses that they foster a learner-centered class and instructor is a facilitator. And putting them at the middle of the learning process in the beginning caused the participants some pain, but later they started to enjoy it. In addition to student's linguistic performance, "inter-language acquisition is also revealed through the kind of help that is jointly negotiated between experts and novices" (Aljaafreh and Lantolf 1994, 480). A change from a teacher-centered approach to a learner-centered approach is desirable in order to increase the student's attempt to learn the second language, particularly in second language learning based in the classroom. This foresees the denial of social supremacy by the school. The instructor will support the student's effort to learn through the implementation of various learning experiences in the classroom.

Phase III - Assessment Phase (4 Hours)

This is the final phase during the implementation of the LET (Listening Enhancement Task) based on Experiential Learning. Immediately after the execution phase, the LAT (Listening Assessment Test) is applied again as a posttest to assess the listening skill in English of students at higher secondary level. The data obtained were analyzed for deriving the conclusion on the effectiveness of the LET based on Experiential Learning in enhancing listening skill. The LET based on Experiential Learning was administered among the 160 students belonged to the 4 selected schools. Before the implementation of the LET, the Listening skill was assessed using the LAT as a pre test. Students were given concrete experiences as 'tasks' and there were provisions for try-out and self-evaluation. After the implementation of the LET, the enhancement of their listening skill was evaluated using the LAT as posttest.

The investigator had taken the last two units of the XII Course Book for teaching with the help of the LET and this was done within a time span of 8 hours (excluding the Preparation Phase and the Assessment Phase). All the tasks used here are properly incorporated with the

skill. The investigator tried to include the most suitable task for the skill.

RESULTS

Comparison of effectiveness of Listening Enhancement Task (LET) based on Experiential Learning for enhancing listening skill in English of students at higher secondary level

The details of analysis based on Listening skill are presented below.

Comparison of the pre test scores on Listening skill in English of students in Experimental and Control groups

Until beginning the experiment the Test group's output was correlated with the Control group's results by checking the significant difference between the two groups' pre-test scores and determining the significant difference between the two means test. The meaningfulness test data and results are presented below:

Data and results of test of significance of the pre test scores on Listening skill in English of students in Experimental and Control groups

Group	N	Mean	SD	CR
Experimental	160	3.93	0.9561	0.111
Control	160	3.92	1.025	

The critical ratio achieved is 0.111, which at 0.05 level is not significant. It indicates that there is no significant difference between the Experimental group and Control group measures of pre-test scores of pupils. Therefore, the two sides have no significant differences in their English listening skills. So it is inferred that the two groups had more or less the same ability to listen in English before the experiment.

Tenability of Hypothesis

The t-test between the means of Experimental and Control groups revealed that, the two groups do not differ significantly with regard to the pre test scores on Listening skill in English. Hence the hypothesis formulated in this context viz., *(There exists significant difference in the pre test scores on Listening skill in English of Experimental and Control groups)* is rejected.

Comparison of the post test scores on Listening skill in English of students in Experimental and Control groups

Using t'-test the observed disparity in the mean post-test scores of Experimental and control groups was checked for statistical significance. In the Experimental and Control Groups post-test, standard deviation and t' value of the entire sample are observed. The related details and test results are presented below:

Data and results of test of significance of the post test scores on Listening skill in English of students in Experimental and Control groups

Group	N	Mean	SD	CR
Experimental	160	6.9375	1.142036	21.33
Control	160	4.40625	0.973206	

The Experimental group mean (6.93) is greater than the Control group mean (4.40). The critical ratio obtained is 21.33, which at 0.01 point is very important. Since the mean of the Experimental group is higher than that of the Control group, it is inferred that the Experimental group of their English listening skills is better than the Control group.

Tenability of hypothesis

The t-test between the means of the Experimental and Control groups revealed that, the two groups differ significantly with regard to the post test scores on Listening skill in English. Hence the hypothesis formulated in this context viz., *(There exists significant difference in the post test scores on Listening skill in English of Experimental and Control groups)* is accepted.

Comparison of the gain scores on Listening skill in English of students in Experimental and Control groups

Students' success in both groups was measured by testing the significant difference between the two groups' means of benefit scores on English listening abilities. The critical ratio for this is checked for significance. The meaningfulness test data and results are presented below:

Data and results of test of significance of the gain scores on Listening skill in English of students in Experimental and Control groups

Group	N	Mean	SD	CR
Experimental	160	3	1.06399	23.04
Control	160	0.48125	0.882905	

The Experimental group mean (3.00) is higher than the Control group mean (0.48). The critical ratio obtained is 23.04, which at 0.01 is highly significant. Since the mean of the Experimental group is higher than that of the Control group, it is inferred that in their English listening skills the Experimental group is better than the Control group.

Tenability of hypothesis

The t-test between the means of the gain scores of Experimental and Control groups revealed that the two groups differ significantly with regard to the gain scores on Listening skill in English. Hence the hypothesis formulated in this context viz., *(There exists significant difference in the gain scores on Listening skill in English of Experimental and Control groups)* is accepted.

Only by analyzing the pre-test scores, post-test scores, gaining scores, and finding out the critical ratio, it can not be concluded that after conducting the experiment, the two groups may or may not differ significantly in their English listening skills. The investigator also selected two intact groups without taking into account any variables such as sex, age, socioeconomic status, etc. It is therefore necessary to analyze the data using the 'Covariance Analysis' (ANCOVA) statistical technique.

Comparison of effectiveness of Listening Enhancement Task (LET) based on Experiential Learning for enhancing Listening skill in English of students at higher secondary level over the Activity Oriented Method in Experimental and Control groups

The pre test and post test scores of the Experimental and Control groups were subjected to ANCOVA to determine the effectiveness of LET based on Experiential Learning on Listening skill in English over the Activity Oriented Method. The summary of Analysis of Variance of pre test(x) and post test (y) scores on Listening skill in English of students in Experimental and Control groups taken separately is given below:

Summary of Analysis of Variance of the pre test (x) and post test(y) scores on Listening skill in English of students in Experimental and Control groups, taken separately

SOV	df	SS x	SS y	MS _x (V _x)	MS _y (V _y)
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AM	1.00	0.01	512.6	0.01	512.58
WG	318.00	312.48	358.0	0.98	1.13
Total	319.00	312.49	870.5	-	-

The obtained F_x and F_y ratios were tested for significance.

$F_x = 0.01$

$F_y = 455.35$

From table df 1/318

F at 0.05 level= 3.86

F at 0.01 level= 6.70.

For df 1/318, the table value of the F ratio is 3.86 at 0.05. The F_x obtained at 0.05 level is therefore not significant ($F_x = 0.01 > 0.05$). Because the F test applied to the pre-test scores and F_x falls short at 0.05 level, it is clear that the meaning of x is not significantly different. For df 1/318, the table value of the F ratio is 6.70 at 0.01. The F_y obtained is therefore significant at the level of 0.01 ($F_y = 455.35$; $p < 0.01$). Since the F_y falls beyond the level of significance of 0.01, it can be interpreted that the y means of the two groups differed significantly.

Tenability of hypothesis

Analysis of Variance between the Experimental and Control groups revealed that, the two groups differ significantly with respect to the post test scores on Listening skill in English. Hence the hypothesis formulated in this context viz., *(There exists significant difference in the Analysis of Variance (ANOVA) between the Experimental and Control groups with regard to the post test scores on Listening skill in English)* is accepted.

The final y scores have been changed in the original x results for variations. To this end, SS_y was adjusted for any variability in y and calculated for $SS_{y.x}$, F ratio and $F_{y.x}$. The overview of Covariance Analysis of the pre-test and post-test scores on English-language listening skills of experimental and control group students is given below:

Summary of Analysis of Covariance of pre test and post test scores on Listening skill in English of students in Experimental and Control groups

SOV	df	SS x	SS y	SS xy	SS $y.x$	MS $y(V_{y.x})$	SD $y.x$
AM	1.00	0.01	512.6	2.53	509.59	509.59	0.089
WG	317.00	312.48	358.0	183.25	250.50	0.79	
Total	318.00	312.49	870.5	185.78	760.10		

The obtained $F_{y.x}$ ratio was tested for significance.

$F_{y.x} = 644.87$

From table df 1/317

F at 0.05 level= 3.86

F at 0.01 level= 6.70.

Since the F-ratio table value for df 1/317 is 6.70 at 0.01 level, the $F_{y.x}$ ratio obtained is highly significant at 0.01 level ($F_{y.x} = 644.87$; $p < 0.01$). It is obvious from the large $F_{y.x}$ ratio that after being corrected for the original discrepancy on x , the two final results based on the Experimental and Control groups differ significantly.

Comparison of the adjusted post test scores on Listening skill in English of students in Experimental and Control groups

Calculated the modified values of the students' post-test scores (x, y measures) in the Experimental and Control groups. The discrepancy was checked for significance between the modified y means. The results for the modified y means of the post-test scores on English-language listening skills of Experimental and Control group students are given below:

Data for the adjusted means of the post test scores on Listening skill in English of students in Experimental and Control groups

Groups	N	Mx	My	Mxy
Experimental	160.00	3.94	6.9	6.93
Control	160.00	3.93	4.4	4.41
Total	320.00	3.93	5.67	-

Adjusted y means for posttest scores are tested for significance for df 320.

SEm = 0.10

CR = 25.39

From table df 320

t at 0.05 level = 1.96

t at 0.01 level = 2.58.

The critical ratio observed is 25.39 and the table value for df 320 is 2.58 at the point of 0.01 (CR=25.39; $p < 0.01$). The major discrepancy between the modified y means shows that the Experimental and Control group students vary substantially in their post-test English communication skills. So the Experimental and Control group post-test results means specifically indicate that the Experimental group is better in English listening skills. Therefore, it can be considered that the students' communication abilities in English learned by the Teacher Assisted Learning Program focused on an Experiential Education are higher than those provided by the Activity Oriented Method.

Tenability of hypothesis

The test of significance between the means of Experimental and Control groups revealed that there is significant difference in the ANCOVA between the Experimental and Control groups with regard to the post test scores on Listening skill in English. Hence the hypothesis formulated in this context viz., *(There exists significant difference in the Analysis of Covariance (ANCOVA) between the Experimental and Control groups with regard to the post test scores on Listening skill in English)* is accepted.

CONCLUSION

Thus, it can be concluded that implementation of materials like Tasks (LET) based on Experiential Learning is highly essential for developing listening skill in students. The study clearly signposts the need for teaching a second language with the help of materials based on Experiential Learning. The Tasks based on Experiential Learning is not the only 'silver bullet' in the development of listening skill in students. But it is more amiable and experience sensitive than the Activity Oriented Method. It is hoped that the findings of this study would be helpful to the members of the teaching community to modify the traditional ways of teaching English

skills and shift their emphasis from the limited conventional methods of teaching English to the number of innovative teaching methods based on Experiential Learning such as the LET.

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