Impact Of Tblt On Self-Esteem Of Undergraduate Students

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ABSTRACT

This study aimed to investigate the impact of Task Based Language Teaching (TBLT) on self-esteem of undergraduate students. The study population consisted of Arya Degree College Nurpur. In this study, 160 students are selected by descriptive method. For examine the impact of TBLT researcher selected the topic 'Globalization.' First of all, students were taught by TBLT approach and then researcher conducted the self-esteem scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar on 160 students. The statistical technique t-test was used for analysed the data. Results of the study reveal that there was no significance difference between impact of TBLT approach on Self Esteem of Graduation students in relation to gender and stream.

Keywords: Task based language teaching, Self-esteem

Theoretical framework

English, an international language, plays an ever-increasingly important role in the world. Considering the importance of second language teaching, many foreign language teaching researchers have been devoting themselves to the course of exploring more practical and efficient teaching methods. TBLT is a new concept in education that is also known as CLT Communicative language teaching. Task-Based Language Teaching (TBLT) has become increasingly recognized as an effective pedagogy. Task Based Language Teaching that is known as TBLT, is a branch of Communicative Language Teaching (CLT) but has developed its own discipline and principles. It is also known as Task Based Instruction (TBI) and popularized and coined by N. S. Prabhu in Bangalore, Southern India in the mid- 1980s. N.S. Prabhu (1987) believed that students may learn more effectively when their minds are focused on the task, rather than on the language they are using. TBLT focused on target language to complete meaningful task. This approach

to language learning implicates the so-called 'Presentation-Practice-Production' model. First of all, the relevant structures are presented to the learner, then a controlled practice is implemented and afterwards, the students have to perform the structures introduced in an accurate and fluent way. According to N. S. Prabhu there are three main categories of task in TBLT approach: Information gap activities, Reasoning gap activities, Opinion gap activities. Task-Based Language Teaching method has three stages: Pre-Task Activity (Introduction to topic and task, Teacher explores the topic with the class, highlights useful words and phrases, learners may be exposed to examples). Task Cycle (Task, Planning, Report) in this cycle students do the task in pairs or groups, teacher monitors the task and students exchange of present the report. Language focus or Post-Task (analyse and practice) in which teacher analyse the task and after that conduct the next task.

SELF-ESTEEM

Self-Esteem is a sense of self confidence. Sense of competence, sense of belonging and sense of security. Self-Esteem is a good opinion of any individual character and abilities. It is based on our own opinion and abilities, that is difficult to change. There are three types of Self-Esteem that are: low self-esteem, healthy self-esteem and excessive self -esteem (high self-esteem). Self- esteem can be influenced by your own beliefs what can you do, your strengths, weaknesses and your expectations of your future. Self-Esteem impacted by individual's age, disability, genetics, illness, physical abilities, socioeconomic status and though patterns. Self-esteem is important for development. Self-esteem defined as self-confidence and self-satisfaction-is among the emotional variables most studied by psychology experts. Some of them have noted that language learning is a specific domain in which self-esteem plays an important role and is particularly at risk because of the way we learn languages in the classroom setting. Task-based language teaching approach is one of the effective language teaching approach to improve their self-esteem level.

REVIEW OF RELATED LITERATURE

Bhave et. al (2024) conducted a study on "Self-esteem: a study on the relationship between self-esteem and factors affecting student life." In this study research was used Rosenberg self-esteem scale and data were analysed using t-test and one-way ANOVA. The sample was 354 students. The results of the study showed that the majority of the group has low scores. Low scores were seen in those participating in interschool competitions vs who didn't participants had significantly higher moderate scores. Other demographic variables had no statistically significant effects.

Abuzar et. al (2024) conducted a study on "Self-esteem matters: examining its impact on academic achievement in the context of gender and age diversity in higher education." The sample of the study was 309 students from Indonesian University and analysed by using the Pearson correlation and multiple regression technique with SPSS. The finding of the study confirmed that self-esteem significantly impact academic achievement and gender differences were notable in self-esteem. Age didn't significantly affect the self-esteem and no significant gender gaps in academic performance were observed.

Souzandehfar et. al (2023) conducted a study on "Task-supported language instruction in an EFL context: impacts on academic buoyancy, self-esteem, creativity and language achievement." They revealed in the study that TSLI has a positive impact on academic buoyancy, self-esteem, creativity and language

achievement in the EFL context. It also fostered self-esteem by encouraging self-confidence, practical language application and motivation.

Rahimi (2022) conducted a study on "The Effects of Task-Based Speaking Tasks on Iranian University Students Willingness to Communicate and Self-Efficacy in Online Classes: A Mixed-Methods Study." This was a mixed-methods study and experimental group went through an eight-week teaching program, whereas the control group received the usual content-based instruction. Results of the quantitative analysis using ANCOVA revealed a positive effect of the online TBLT approach on university students' self-efficacy and willingness to communicate in speaking in the Iranian context. Moreover, the findings of the focus group interview disclosed several themes about the merits of TBLT on self-efficacy and willingness to communicate in oral interaction skills.

Gultom et, al (2022) conducted a study on "The Correlation Between Students' Self-Esteem and Their English Proficiency Test Result." were interested in whether or not students' self-esteem correlates with their degree of English proficiency because self- esteem and academic success are linked. The quantitative technique was applied in this study, which included 38 individuals from Teknokrat Indonesia University. The findings of this study demonstrated a relationship between students' self-esteem and their EPT score. The researchers conclude that students' levels of self-esteem did affect their EPT scores, with higher levels of self-esteem resulting in higher EPT scores.

Utami et, al (2022) conducted a study on "Does self-esteem influence student English proficiency test scores?" The results of the calculations indicate that the correlation coefficient was .454. According to this research, there was a marginally favourable correlation between students' self-esteem and their EPT results. Therefore, their EPT score increases as their sense of self increases.

After reviewing the literature the investigator found that not sufficient researches had been done on TBLT and self-esteem with irrespective variables like academic buoyancy, self-esteem, creativity and language achievement in the EFL context, English proficiency test scores, self-efficacy but in the context of TBLT approach there is very few studies which showed its impact on self-esteem. It was felt that TBLT had been directly influencing the student's self-esteem. For both students and teacher TBLT task could prove a better approach for teaching the content and improving the self-esteem of students. The investigator found that enough study had been conducted on TBLT. That's why the researcher intended to study the deep impact of TBLT on self-esteem.

OBJECTIVES

1. To find out the significant difference between impact of TBLT on self-esteem of boys and girls.

2. To find out the significant difference between impact of TBLT on self-esteem of arts and commerce.

HYPOTHESIS

1. There will be no significant difference between impact of TBLT on self-esteem of boys and girls.

2. There will be no significant difference between impact of TBLT on self-esteem of arts and commerce.

METHODOLOGY

The researcher used random sampling for the study and the sample of the study was 160 students in which 80 students were from arts stream and 80 students were from commerce stream and further divided into boys and girls. For examine the impact of TBLT researcher selected the topic 'Globalization.' First of all, students were taught by TBLT approach and then researcher conducted the self-esteem scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar on 160 students.

STATISTICAL TECHNIQUES

For analyse and interpretation of the data the researcher decided to make use of the technique of t-test, mean, standard deviation to find out the level of significance.

RESULT ANALYSIS AND INTERPRETATION

H_01 There will be no significant difference between impact of TBLT on self-esteem of boys and girls.

With the view of verify the above hypothesis data were treated statistically to get the result. The mean, standard deviation, standard error deviation, and 't' value are computed which are presented in Table 1.1

Gender	N	Mean	S.D.	SE_d	df	t-value
Boys	80	55.5	15.2			
Girls	80	54.25	12.9	2.22	158	0.56
P > 0.01					Not Significant	

❖ Significant at 0.01 (the table value of 0.01 level of significance for df 158=2.61)

Hence the hypothesis, There will be no significant difference between impact of TBLT on self-esteem of boys and girls stand accepted. Therefore, it can be inferred that impact of TBLT on self-esteem was same on boys and girls students.

H_02 There will be no significant difference between impact of TBLT on self-esteem of arts and commerce.

To test the above hypothesis data is treated statistically to get the result. The mean, standard deviation, standard error deviation, and 't' value are computed which are presented in Table 1.2

Stream	N	Mean	S.D.	SE_d	Df	t-value
Arts	80	55.25	14.03			
Commerce	80	54.62	14.4	2.24	158	0.28
P > 0.01					Not Significant	

❖ Significant at 0.01 (the table value of 0.01 level of significance for df 158=2.61)

Hence the hypothesis, There will be no significant difference between impact of TBLT on self-esteem of boys and girls stand accepted. Therefore, it can be inferred that impact of TBLT on self-esteem was same on arts and commerce students.

DISCUSSION

Results of the study reveal that there was no significance difference between impact of TBLT approach on Self Esteem of Graduation students in relation to gender and stream. Thus the researcher suggested to the teachers that they must use the Task based language teaching approach as a teaching method for teaching the second language because this is a effective approach for learning achievement and improvement for self-esteem. Most of the teachers used the traditional method of teaching. In this changing scenario teachers should be adopt a effective way for teaching the second language for better learning results. TBLT is the effective approach for teaching and also engaged the students in learning because it made the learning process more enjoyable and purposeful. It also improve the communication skill between a learners and teachers.

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