

**EFFECTIVENESS OF TASK BASED LANGUAGE TEACHING
(TBLT) IN SPEAKING SKILL**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for Master of Education in English**

**Submitted by
Aneja Bega**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2018**

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Second Year Examination
Roll. No.:280326**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms. Aneeja Bega has prepared this thesis entitled **Effectiveness of Task Based Language Teaching in Speaking Skill** Under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 21/03/2018

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following 'Research Guidance Committee'.

Dr. Prem Bahadur Phyak

Lecturer and Head

Department of English Education

T.U., Kirtipur

Signature

Chair Person

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur

Member

Mr. Resham Acharya

Teaching Assistant

Department of English Education

T.U., Kirtipur

Member

Date: 17/09/2014

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee'.

Signature

Dr. Prem Bahadur Phyak

Lecturer and Head

Department Of English Education

T.U., Kirtipur

Chairperson

Dr. Tara Datta Bhatta

Professor

Department Of English Education

T.U., Kirtipur

Member

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department Of English Education

T.U., Kirtipur

Member

Date:30/03/2018

DEDICATION

Dedicated to

My lovely Daughter **Jelina Pandey**

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any University.

Date: 20/03/2018

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Aneeja Bega

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ABSTRACT

The thesis entitled "Effectiveness of Task-Based Language Teaching in Speaking Skill" attempts to find out the effectiveness of Task-Based Approach in developing grade nine students' proficiency on speaking skill. The researcher used experimental design for this study. The researcher collected data from sampled population of twenty of grade IX students from Shree Himalaya Higher Secondary School Ilam. The students' were randomly divided into two groups as control groups and experimental groups. Pretest was administered to determine the students' initial proficiency on speaking skill. Two progress tests conducted in the interval of seven days. And, finally, the pre test was administered using the same test items which was in the pre test.

Use of tasks while teaching in speaking skill was found more effective than teaching without using tasks. In the research, the experimental group has been found better than the control group. The experimental groups has scored 45.2 percentage in pre-test and 80.4 percentage in post test, whereas control group has scored 40.41 percentage in pre-test and 46.8 percentage in post test. It proves that teaching through tasks in speaking skill is more effective.

This study incorporates five main chapters and other many sub-chapters. The first chapter deals with an introductory part with background of the study, statement of the study, objectives of the study, research questions and hypothesis, significance of the study, delimitation of the study and operational definition of the key terms. The second chapter includes the review of related literature and conceptual framework adapted to complete the research. It particularly contains review of theoretical literature, review of empirical literature, implication of the review of the study and conceptual framework. Chapter three consists of the methods and procedure s of the study with the design and method of the study, population, sample and sampling strategy, study areas/field, data collection tools and technique, data collection procedures and data analysis and interpretation. Chapter four consists of the analysis and interpretation of results. Chapter five consists of the conclusion and recommendations of the study based on the analysis and interpretation of the data. The final part of the study consists of references and appendices.

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LIST OF ACRONYMS AND ABBREVIATIONS

| | | |
|-------|---|-------------------------------------|
| e.g. | : | For Example |
| i.e. | : | That is |
| % | : | Percentage |
| No | : | Number |
| S.N. | : | Serial Number |
| T.U. | : | Tribhuwan University |
| CLT | : | Communicative Language Teaching |
| NA | : | Natural Approach |
| CLL | : | Co-operative Language Learning |
| CBI | : | Content-Based Instruction |
| TBLT | : | Task Based Language Teaching |
| TBA | : | Task-Based Approach |
| Prof | : | Professor |
| Etc | : | Etcetera |
| Dr. | : | Doctor |
| Et.al | : | and other people |
| ELT | : | English Language Teaching |
| BBA | : | Bachelor of Business Administration |
| BHM | : | Bachelor in Hotel Management |
| BPH | : | Begin Prostatic Hyperplasia |
| EFL | : | English of Foreign Language |
| ESL | : | English as second Language |