

CHAPTER – ONE

INTRODUCTION

The present study entitled "Effectiveness of Task Based Language Teaching in Speaking Skills". It begins with background of the study, statement of the problems, objectives of the study, research of the question, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the study

Language teaching and learning is a matter of pedagogy. The teaching of any subject matter is usually based on an analysis of the subject itself. Professionally language teaching came into existence in the twentieth century and became highly and widely popular. When it got popularity then different linguists and language specialists sought to improve the quality of language teaching. They referred to some general principles and theories concerning how language are learned, how knowledge of language represented and organized in memory or how language itself is structured, then different applied linguists, (such as Henry Sweet, Otto-Jespersen and Harold Palmer), elaborated principles and theoretically accountable approaches to the design of language teaching. Then in 1963, to clarify the difference between a philosophy of language teaching at the level of theory and principles and set of procedures for teaching a language, a scheme was proposed by the American applied linguist Edward Antony. He identified three levels of conceptualization and Organization, which he termed as approach, method and technique.

Anthony (1963 as cited in Richards and Rodgers, 2001, p.19) says "an approach is correlative assumption dealing it with the nature of language teaching and language learning... it describes the nature of subject matter to be taught.

To Anthony (ibid) approach is the level at which assumption and beliefs about language learning are specified. It is a theoretical position and belief about the nature of language and applicability of both to pedagogical settings. He (ibid) defines a method as "an overall plan for orderly presentation of language material a method is procedural". Method is the level at which theory is put into practice and choices are made about the particular skill and content to be taught and the order in which the content will be presented. Method is primarily with teacher and student, rules and behaviors and secondarily with such features as linguistics and subject matter, objectives sequencing and materials. He (ibid) defines technique as "an implementation which actually takes place in a classroom. It is particular tricks techniques must be in harmony with an approach as well". So a technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

However, Richards and Rodgers (2001) modified the theoretical framework of Anthony (1963) and developed a new framework. They gave more emphasis on method, as an umbrella, and said that method includes approach, design and procedure respectively; approach is theory of language and language learning. Design involves objectives, activities and role of teachers, learners and materials. Procedures are the real practices in the classroom.

New approaches and methods proliferated throughout the twentieth century. Some achieved wide level of acceptance and popularity at different times but some of them were replaced by methods based on newer or more appealing ideas and theories. Examples of this kind include the direct methods, audio-lingual and the situational approach. Some methods, such as communicative language teaching, were adopted almost universally and achieved the status of methodological orthodoxy. Those methods (for example grammar translation method) which could not go with newly established scientific principles in the field of linguistics and learning psychology and did not address the contemporary ELT situation and its

need for the learners then disappeared gradually. Other methods (direct method, audio-lingual method, etc.) were also criticized for not being effective in preparing students to use target language communicatively with fluency and appropriateness.

Communicative approach came in the field of language teaching in the late 1960s to fulfill the needs of contemporary language teaching situation. Communicative language teaching (CLT) aims to apply the theoretical perspective of the language teaching by acknowledging the interdependence of language and communication. There are different types of communicative approaches, which are called current communicative approaches by Richards and Rodgers (2001) and also are very much updated, inspirational and interesting for contemporary language teachers and researchers. Those current communicative approaches according to Richards and Rodgers (ibid) are as follow:

- i. The Communicative Language Teaching (CLT)
- ii. The Natural Approach (NA)
- iii. Co-operative Language Learning (CLL)
- iv. Content –Based Instruction (CBI)
- v. Task-Based Language Teaching (TBLT)

These all methods and approaches are used in English language teaching (ELT). But, here my concern is about Task-Based Language Teaching

1.2 Statement of the Problem

English language teaching in the present context has become more challenging and complex because of the issues of linguistic and cultural imperialism, cultural identities, learning context etc. there is no concrete analysis found in the field of communication skills of the students in the secondary level education system. Students are facing challenges of incompetent teachers guidelines especially in our context, Nepal. Most of the teachers find the use of tasks in the classroom is meaningful but some however feel that it is challenging and difficult. Despite the

challenges teachers use tasks in teaching speaking skill. In the context of Nepal, many teachers use just textbooks and they are habituated with it. Teaching speaking skill through tasks is not taken seriously. However, tasks are more useful to develop speaking skill on the part of learners. So I am interested to carry out research on Effectiveness of Task-Based Language Teaching in Speaking Skills.

1.3 Objectives of the study

The objectives of the study are as follows:

- i. To find out the effectiveness of Task based language teaching in speaking skill
- ii. To suggest some pedagogical implication

1.4 Research Questions

This study was tried to find out the answers of the following research questions:

- i. Could task based language teaching maximize the learner's participation in speaking activities?
- ii. Can we improve learners speaking skill through task based language teaching?

1.5 Significance of the study

This study will be significant to those who are interested in teaching and learning English language. However it will be useful to the teachers, students, researchers, and educationist as well as curriculum designers. It will be a useful reference to the other researcher to collect information about different activities used in the classroom and their uses in languages classes for developing students speaking skill in English language. It will also be guideline for language teachers. The students will be significant to curriculum designers to select and induce classroom

activities while designing English language curriculum. The finding of this study will be equally beneficial to all levels and various people concerned with language and learning like language experts, textbook writers, curriculum designers, English language experts and students who are directly or indirectly engaged in English language teaching or learning for communication.

1.6 Delimitations of the study

This study had the following delimitations :

- i) This study was limited to only one school, Shree Himalaya Higher Secondary School, Ilam
- ii) The study was limited to speaking study.
- iii) The test items will be limited to English course of grade nine only.
- iv) The number of students was limited to twenty.
- v) The primary data for the study was collected only from oral test i.e. pre-test, to progressive test and post-test.

1.7 Operational definition of key terms

Effectiveness: Producing a successful result.

Task-Based Language Teaching (TBLT): This is an approach based on the use of task as the core of planning and instruction.

Speaking skill: Speaking is the productive skill in oral mode.

Induce : To persuade or influence somebody to do something.

Phatic Communication: Relating to language used for social purposes rather than to give information or ask questions.

Intervene: To become involved in a situation in order improve or help it.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section includes review of different researches carried out in the department of English education and discussion on the implication of these literature. Different theoretical aspects are discussed under theoretical framework. And finally, conceptual framework is developed in order to carry out the present study.

2.1 Review of the Related Theoretical Literature

In this section, I try to describe different topics such as English language teaching, language skills, speaking skills, Task based language Teaching etc. in order to develop theoretical understanding for my research.

2.1.1 English Language Teaching

Language teaching is the process of facilitating student's learning. Regarding language teaching Richards and Rodgers (2001. p.1) writes "Language teaching came into own as a profession in the twentieth century". Due to its increasing popularity, English language teaching has established as a populate job. Among various languages in the world, English language plays the vital role for the international communication. Thus the English language is used world-wide.

English is taught in Nepal of a foreign language it is taught as a compulsory subject from school level to college level. Private school level on English medium curriculum and sense of government aided school level also English medium curriculum. The development of science and technology added the importance of English language teaching in the present world. Due to its strung economic, cultural and political backup, it is existed as a powerful language. In this present globalized world, the knowledge of English is in inevitable to survive. Most of the

valuable information is available in English. Now, English is taken as a prerequisite to enter in an international national business and communication. So, sand knowledge of on spoken and written English is necessary in order to sustain in the age of information and technology.

English language is given a great importance in the education system of Nepal. In Nepal teaching in English was formally introduced in 1910 B.S. during Ranas regime but it had been confined to their families. Nepalese students could avail themselves of English education at higher education which started with the establishment Tri Chandra College in year of 1918 with the establishment of the democracy in 1950 A.D., all people are free to get education. According to Awasthi (2005, p. 22). "The introduction of ELT in Nepalese education started only in 1971 A.D. with the implementation of National education system plan 1971". The same year Tribhuvan University started B.Ed. programme in English education. English language is taken as a medium of instruction in technical subject like, science, medicine, engineering and processional course like Bachelor of Business Administration (BBA), Bachelor in Hotel Management (BHM), Benign Prostatic Hyperplasia (BPH) nursing and so on. In this context it is necessary to make cut learner competent in English's language.

In course of English language teaching the teacher should play the role of facilitator, instructor and friendly and guide as well. Different researcher in the field of language teaching proved the effectiveness of learner centered teaching. The more the learners involved in learning the more they learn language effectively. So, as a language teacher we have to maximize the learner's participation in the process of learning a language.

2.1.2 Language Skills

There are basically four skills to be taught in language teaching. They are listening speaking reading and writing. According to Harmer (2008, P.65) these four skills

are divided into two types. Receptive skill is a term used for reading and listening, where meaning is extracted from the discourse. A productive skill is the term for speaking and writing skills where students actually have to produce language themselves. Generally, we can say that receptive skills are somehow passive whereas productive skills are in some way more active.

Eli Hinkel points out in meaningful communication, people employ incremental language skills not in isolation, but in tandem (as cited in Harmer 1991, p. 265). When we speak because we could not interact with the person who we are speaking to. All skills are important as these are interrelated to each other. Learners learn to speak by speaking and learn to write by writing. So, learners should provide adequate opportunities to have a practice as these skills.

2.1.3 Speaking Skill

Speaking skill is one of the productive skills and has second position in its order of presentation. We speak when we want to express our ideas, opinions and desire to establish social relationship and friendship. When we are trying to teach our learners speaking skill, we have to make them able to communicate what they desire to express. Teachers need better understanding of this skill to train their learners to speak the target language fluently and appropriately. One important purpose of teaching speaking is to make our students learn some of the features of spoken English which includes pronunciation, vocabulary and grammar are the main elements of speaking skill.

Major objective of the most of the language teaching programmes is to prepare the learners for meaningful interacting, making them able to use and understand natural speech from the genuine interaction. Classroom activities that develop learner's ability to express themselves through speech would therefore seem an important component of a language course (Ur, 1996, p.120).

Munby (1979, as cited in Sharma and Phyak, 2009, p.214) has identified the following sub skills of speaking :

- articulating sounds in isolate forms.
- Articulating sounds in connected speech.
- Manipulating varieties in stress in connected speech.
- Manipulating the use of stress in connected speech.
- Producing intonation patterns and expressing attitudinal meaning through variation in pitch, height, pitch rang and pause.

Thus, to be a fluent and efficient speaker of a language, the learners need sound knowledge of grammatical and semantic rule, knowledge of suprasegmental features such as pitch, stress and intonation and the knowledge of non-linguistic elements like gesture and body language/posture, facial expression and so on.

2.1.4 Components of Speaking

Speaking is a complex skill. It consists of several elements. Speaking ability has often been compared with communicative ability are considered to be the components of speaking ability.

There are mainly three component of speaking: pronunciation communicative and social component. Pronunciation component of speaking skill deals with how to use or produce sands stress and intonation in the language.

Communicative component refers to how to communicate things for converting message by using language and social component of speaking skill. There is no information gap even then uses speak to serve the function of maintaining social relationship. According to the pedagogical point of view,

- i) Articulation and production of sounds and sequences.
- ii) Production of stress and intonation patterns.
- iii) Connected speech

- iv) Communicative skills
- v) Phatic communication

2.1.5 Stages of Teaching Speaking

Generally, the teaching of speaking involves three stages: early stage, controlled/guided conversation and free conversation. In Harmer's words (1991, p. 51) teaching speaking involves (a) introducing new language (b) practice and (c) communicative activities. Though stages of speaking skill are categorized into three, there is no demarcation like among the stages and one stage can overlap to its adjacent. The stages of speaking are given below:

i) Early Stage

It is the presentation stage of new language items. Introducing a new language item usually begins with non-communicative activities. The following activities can be done at this stage:

- Presentation of the new language item.
- Elicitation of the new language item from the students.
- Checking students' understanding
- Limitation drill or pattern practice

ii) Controlled conversation

It is the practice stage as the students are involved in various activities of newly learnt language items. Practice activities are "those activities which fall somewhere between the two extremes of our speaking continuum" (Harmer 1991, p.51). Practice is done for accuracy. While students are performing they may have a communicative purpose and while they may be working in pairs, there may also be a lack of language variety and the materials may determine what to do or say. During the practice stage, the teacher may intervene slightly to help, guide and to point out inaccuracy.

iii) Free conversation

It is the production stage for fluency in which the students freely produce the utterances in near natural and communicative acts. In this stage, there is the completely free use of language as in debating, storytelling, free conversation, not guided dialogue etc. the role of the teacher is that of supervisor and the students are the participants in activities. It is also called communicative activities as well. Communicative activities are those which exhibit the characteristics at the communicative end of speaking continuum, students are somehow involved in activities that give them both the desire to communicate and propose which involves them in a varied use of language (Harmer, 1991, p.52).

2.1.6 Activities for Teaching Speaking

Many interactional activities can be conducted in the classroom to develop communicative competence on the part of the learner. Students learn to speak in second language by interacting. For this the teacher should create a classroom environment where the students have real-life communication and meaningful tasks that promote oral language.

Harmer (1983, as cited in Bygate, 1997, p.71) includes the following of types of communicative activities for developing speaking skill.

a) Reaching Consensus

Examples of this kind of activities includes selecting ten objects for a journey: arguing about moral dilemmas, discussing reading comprehension.

b) Relaying Instructions

One group learns a dance, or builds a model (with logo, for instance) and then the group's members instruct others, without using the original instruction.

c) Communication Games

- Describe and Draw : One student describes a picture to another who is to draw it.
- Finding similarities : Without looking at each other's pictures pairs of students try to find as many similarities between the picture as possible
- Describe and Arrange: Student A has picture in a certain arrangement and the student B has to arrange his or her six the same way.

d) Problem Solving

Grips are given a problem situation, for example, they have to imagine that they have survived a plane crash in a desert; with same tools and limited survival relations, they must decide what to do.

e) Interpersonal Exchange

In pairs or small groups students find out some aspect of each other's experience or interests.

f) Story construction

Each student is given a different picture, and groups are to compose a story together. The pictures may be from different stories or resources.

g) Simulation and Role play

Examples include individual people cards for a travel agent and a customer; for five students arranging to meet for a meal; for two interviewers and four candidates for a job; and a police man and four witnesses of a monster in loch Ness..

In the same way, Ur (1981, as cited in Bygate, 1997, p.75) mentions the following communication activities for developing speaking sill. They are:

a) Brainstorming Activities

- Guessing games : guess the object/profession/country; (cluse : First sound or letter; a pieces of mime; stronge; a puzzle clue)

- Finding connections : between in congruous prompts (verbal or pictorial)
- Combining elements into story; finding things in conman.
- Ideas from a central theme: listing objects with the some qualities; listening different uses of characteristics (e.g of a good teacher).
- Implications and interpretations; doodles; pictures; sounds; faces; foreseeing results; explanations for strong situation.

b) Organizing Activities

- Comparisons : Old men out, categorizing
- Detecting differences : picture difference; alibi.
- Priorities : Rating; survival games; features and function.
- Choosing candidates; grant winners; heirs; prisoners; victims; teachers.
- Language problems; animals in a zoo; dinner playing; marital pairings.
- Combining version; combining two or more similar texts into one which will make sense.

c) Compound Activities

- Composing letter
- Debates
- Publicity campaigns
- Surveys
- Planning projects

Being based on the oral interaction activities provided by different scholars, the following activities can be conducted to develop oral skill in our context.

- Debates
- Communication games
- Prepared talks
- Chain stories
- Information gap activities

- Brainstorming
- Interviews
- Drama activities
- Problem solving activities
- Discovering secrets
- Finding the differences
- Describing pictures
- Recitation
- Drilling activities

2.1.7 Task-Based Language Teaching (TBLT)

This is an approach based on the use of task as the core of planning and instruction. Task-Based language was firstly, introduced in 1980s by N.S. Prabhu. He organized a long running Bangalor's project, in which he made learners engage in doing tasks. Communicatively, not on memorizing grammar rules and structures. They require premise of the Task-Based language Teaching (TBLT) is that language acquisition tasks place when learners negotiate meaning to learn from a particular task.

Richards and Rodgers (2001, p.22) define TBLT as "an approach based on the use of tasks as the core unit of planning and instruction in language pedagogy".

In short, TBLT is an approach which seeks to allow students to work some what their own seeks what their own pace and within their own level and area of interest to process and deconstructive their inter language. It provides freedom and autonomy into the learning process the teacher's role is also modified to that of life.

2.1.8 Task in Language Class

The tasks is easy to introduce and design in the second language setting, from real life situation. There are infinite numbers of tasks that can be easily picked up to

use in the classroom. The researcher can eerily elicit the data what is required when the students forced to negotiate meaning through task. In other words, we can say 'task' is the best way to engage learners in communication. Specifically, Crooks (1986, as cited in Ellis 2010, p.4) says "a task is a piece of work or as activity, usually with a specified objective, undertaken as a part of an educational course, at work or use to elicit data for research"

Bygate, Skehan and Swain (2010, as cited in Ellis *ibid*) say "A task is an activity which requires learners to use language with emphasis on meaning, to attain an objective". TBLT is broadening in the field of teaching English as second language (ESL) and teaching English of foreign language (EFI) situations. TBLT just as communicative language teaching (CIT) has guided wide-spread acceptance TBLT can prove useful approach in our context because real life tasks are the core of designing syllabus which culminates motivations in students learning. It is also called Task-Based learning (TBL). It makes the performance of meaningful tasks central to the learning process.

2.1.9 Task-Based Language Teaching in Speaking

Speaking is the productive skill in oral mode. Khaniya (2005) defines "Speaking is a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking"

The task based language teaching in developing speaking skill is very useful in EFL/ESL classroom. The task-based speaking needs to accommodate mental speaking models to new experiences in social and cultural context. Speaking is driven by the task in this setting. It is used in social interaction. The aim of task-based speaking is to improve an individual's speaking competence generated as purposeful communication, which cannot be separated from social context.

To develop speaking skill in learner through task-based language teaching is easier than through other because learners are given freedom to express their ideas to

each other. In TBLT students are active and interesting. They can work in group and pair.

So we can find that TBLT is best teaching method which help the students to be active in develop all skills. It is easily develop the speaking skill of the students. Speaking can be tested in several different ways. Some of them are:

a) Describing pictures

Students are given a picture or a series of picture which they have to describe as asked by the teacher. The teacher can asked the students the picture the way she likes: she may ask them to describe them as a story or to describe the pictures in a particular tense and so on. The picture should be clear and as far as possible less ambiguous.

b) Story telling

In order to develop speaking ability of students, teacher can also use story telling activity in English language classroom, if possible daily share small related story to the students and ask them to share their story if they have. In this way, share story and go to the class activity. For the classroom purpose organize group, if possible distribute the pictures related to the each event of the story. And ask them to share their ideas about the pictures which they have got. This process goes on until the story ends. Teacher can practice this activity until the students enjoy practicing story. The teacher shouldn't forget to play the role of facilitator.

c) Role play

Role play is a powerful way of testing speaking. In role play the teacher creates a situation and two students or more than two students are assigned certain roles. Then, students will be engaged in sharing their ideas on the role which they have got. Students will play their roles in front of the class. The teacher should encourage them to express their own ideas.

d) Interview

It is probably the best way of testing speaking skill because the student is put in the real situation. They talk with the teacher, and they have to think and use all of various kinds: the teacher may talk with the student about anything weather education, his/her ambition/family/school/parent- the list can be endlessly long – depending upon the purpose of her testing (whether she wants to evaluate particular function or fluency in the language and so on).

e) Giving directions

Giving directions is directly related with the students day-to day life. This helps to bridge the gap between skill getting in the class room situation and skill using in the real situation. The teacher can start this activity with great interest among the students. To initiate the class ask one particular student how can you get to his/her house from school?. Ask different questions which cause the selected student to provide the directions or teacher can initiate their class activity by sharing small related anecdote. Then he/she can provide this opportunity to the students if they have this kind event in their lives. To conduct this activity as we expect teach some vocabularies which frequently occur while giving direction.

e.g possible chunks

-) Turn left/right
-) Go ahead
-) Straight
-) Along the road
-) Round about
-) Walk two minutes

2.2 Review of Related Literature

Different research studies are carry out in the field of speaking skill under the Department of English education. And some research works are carried in Task-

Based Language Teaching (TBLT). Some of the related research works we reviewed as follows.

Hua (1966) conducted a research on "Task based Approach and its implications in English teaching and learning in Chinese context". Test was the major tool of data collection this was applied in different level of students. He studied TBLT in language classroom for 2 years. His research findings showed that most students taught in TBLT framework has been learnt how to learn English by themselves rather than being dependent on teacher. But he also underline some problems in applying TBLT in ELT classroom, have to control the time of doing task and how to assign different task to different level of student are two main problems.

Oli (2005) carried out a research entitled "The effectiveness of Task Based technique for teaching simple present tense". The main purpose of his study was to find out the effectiveness of task-Based techniques for simple present tense. The findings of his study suggested that task-Based techniques are very effective in teaching simple present task. He also suggested implementing TBLT in classroom to teaching grammar.

Khadka (2007) conducted a research entitled "Task-Based and form focused techniques of teaching grammar". The main objective of his study was to compare the applicability and suitability of task-Based and form focused techniques and find out their effectiveness he compared both techniques in teaching grammar and his research findings suggested that task-based techniques were more effective in teaching grammar than form-focused techniques.

Niroula (2010) carried out a research on "Using Task-Based approach to Teaching Grammar". The main objective of his research was to find out the effect of TBLT in teaching grammar. He conducted his research in grade viii of Sansarimai Secondary School. And after his testing he concluded that TBLT was more

effective in teaching grammar. While teaching grammar during his research, he has only limited his study on teaching present perfect tense.

Poudel (2011) conducted a study on "Speaking Proficiency of the Students". The main objectives of this research was to identify the proficiency of the students in speaking. To accomplish his objectives, he used both, primary and secondary sources of data. The primary sources of data were the students of private and public school of Kathmandu district. The random sampling procedure was selected for his study to be accomplished. This research came with the finding that proficiency level of private schools students is better the proficiency level of public students.

Singh (2014) conducted a study on "The Role of English Speaking School to Enhance Students Speaking Proficiency". The main objectives of this study was to find out the role of English Medium School to enhance students proficiency in the use of English language to suggest some pedagogical implications. He collected data using non-random sampling procedure. Further more questionnaire and taking interview were the tool for the study. He came with the finding that students in formal situation were more sensitive than informal situation in terms of grammar and regularity of an activity in the public school to enhance English proficiency.

Bashyal (2016) carried out a research on "Classroom Activity, used and challenges Faced by Grade X English Teachers in Teaching Speaking Skill". The main objective of this study was to explain the grade X English teachers' classroom activities used and the challenges they face in teaching speaking skill. He selected twenty grade X English teachers from palpa district as a sample population for this study. He purposive non-random sampling procedure to select the sample under the tools of data collection. He used questionnaire and classroom observation checklist. The finding of the study showed that group discuss, debates, telling story or talking about famous people in English were the common classroom

activities used by grade X English teacher while teaching speaking skill. Similarly, it was found that students' poor grammar, pronunciation, hesitation were the main challenges for grade X English teacher to address while teaching speaking.

The present study is a new area of research in our context. The area on research works carrying out of effectiveness of TBLT for teaching speaking in the department of English education T.U. Kritipur. The study will be conducted applying Task-Based approach with different technique speaking.

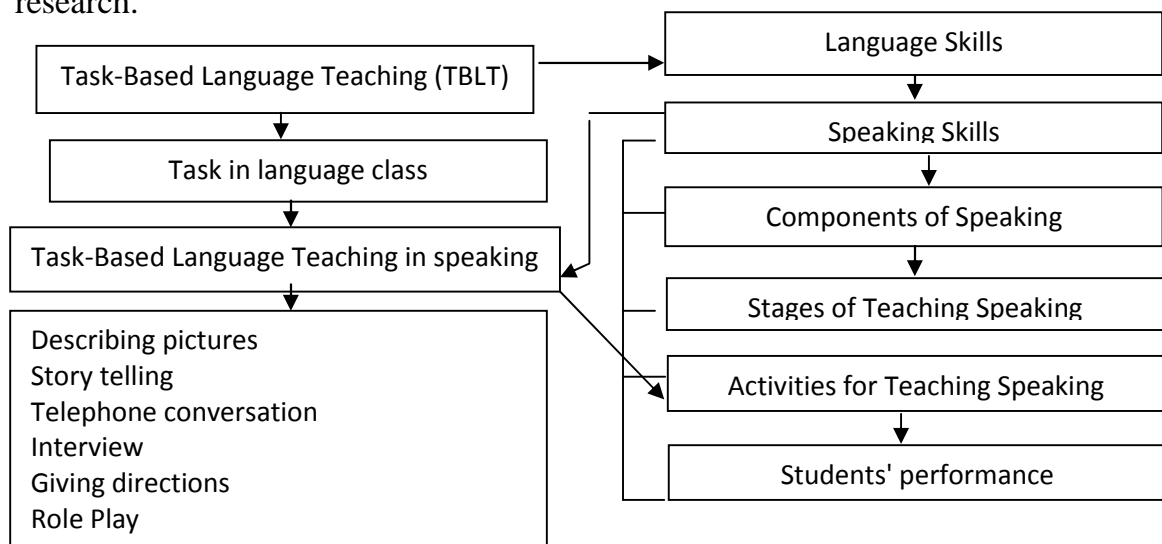
2.3 Implications of the Review of the Study

Research work takes advantage of the knowledge which was explored in the past. The review of the researches provides theoretical and practical ideas for carrying out the research in present context.

This research studies were conducted under the department of English Education. All these reviews mentioned above are some extent related with may study. After reviewing this study I got lots of ideas regarding task-based language teaching. In order to conduct this type of study. My research is to find out but my research is different from these as it tries to find out the effectiveness of TBLT in speaking skill.

2.4 Conceptual Framework

On the basis of the ideas getting from review of theoretical and empirical literature, I developed following conceptual framework in order to carry out this research.



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the above mentioned objectives:

3.1 Design and Method of the Study

To find out the effectiveness of task based language teaching in speaking skill, I follow experimental study research design. Experimental research is carried out in order to find out the relationship between variables. In this type of research, researcher brings change in independent variables and tries to find out the effect of treatment in dependent variables and tries to find out the effect of treatment in dependent variables. Independent variables are also known as input variables and dependent variables are known as output variables.

Sommer & Sommer (1991) "An experiment involves the creations of an artificial situation in which events that generally to together are pulled apart (separated). The participants in an experiment are called subjects. The elements or factors included in the study are termed variableIndependent are those that are systematically uttered by the experimenter. Those items that are affected by the experimental treatments are the dependent variables"

According to Kumar, (1999) if a relationship is studied in the first ways starting from the cause to establish the effects, the study is classified as an experimental one".Similarly, Cohen et.al. (2007, p.272) write the following lines on experimental research :

The essential feature o experimental research is that investigators deliberately control and manipulate the conditions which they are interested, introduce an intervention and measure the difference that it makes. An experiment involves

making a change in the value of one variables-called the independent variable and observing the effect of that change on another variable-called the dependent variables.

He further enlisted following key features of experimental research as follows:

-) One or more control groups
-) One or more experimental groups
-) Random allocation top control and experimental groups
-) Pre test of the groups to ensure parity
-) Post test of the groups to see the effects on the dependent variables
-) One or more interventions to the experimental groups (s)
-) Isolation, control and manipulation of independent variables
-) Non-contamination between the control and experimental group. (ibid. p. 275)

From this what we come to know that, experimental research is conducted in order to find out the effect of new treatment. It is also find out the cause effect relationship between the dependent and independent variables either by testing the hypothesis or by verifying the existing theory. In the field of language teaching, experimental research tries to find out the applicability of new teaching methods, techniques, materials in student learning.

There are different designs which can be used in experimental research.

Campell and Stanley (1996) suggest the following four of designs of experimental research. They are as follows:

Design 1 : Post-test only equivalent research design

Design 2 : The post-test only equivalent group design used to compare two treatments

Design 3 : The pre-test post –test equivalent group

Design 4 : The soloman four groups design.

Similarly, Cohen, et.al. (2007, p.275) present different design of experimental research as follows :

-) The pre-test post-test control and experimental group design
-) The two control groups and one experimental pre-test post –test design
-) The post-test control and experimental group design
-) The post –test two experimental group design
-) Pre-test post –test two treatment design
-) Pre-test post-test two treatment design
-) The matched pair design
-) The factorial design
-) Repeated measure design

Getting ideas from these I selected pre-test/ post-test equivalent group as a research design for my study. In this design, the participants are randomly allocated into two groups. One is experimental groups and other is control groups. Pre test is conducted to find out the proficiency of the participants before the treatment. New treatment is introduced in experimental group and control group does not receive any treatment. After the completion of the experimental period, post test is conducted. The result of the both groups in pre test and post test are calculated and analyzed. In this way, the impact of the treatment is found out. The pre test post test equivalent group design is presented diagrammatically as follows:

Figure of per test post test equivalent group design

R	O1	X	O2
R	O3	X	O4

Here, R = Random sampling
 X = Experimental group
 C = Control group
 O = Observational

There are some steps of experimental research which are presented by Shindu (2001, p.204) are as follows:

- i. Identifying defining and delimiting the problem
- ii. Reviewing the literature
- iii. Formulating hypothesis and deducing their consequences
- iv. Drawing up the experimental design
- v. Defining the population
- vi. Carrying out the study
- vii. Measuring the outcomes
- viii. Analyzing and Interpreting the outcomes
- ix. Drawing up the conclusions
- x. Reporting the Results

These ten steps of research briefly explain the procedures of carrying experimental research. In my research, I follow most of these stages.

3.2 Population, Simple and Sampling strategy

Students of grade nine from Shree Himalaya Higher Secondary School of Ilam district were selected using non-random sampling strategy for teaching an testing purposes as the sample of research. The researcher included twenty students of the selected class. The students were divided in to experimental and control group.

3.3 Study Areas/Fields

Class nine students' of Shree Himalaya Higher Secondary School, Gorkhey-4, Ilam were the study areas of this study.

3.4. Data Collection tools and Techniques:

I used pre-test, two progress tests and post-test in order to elicit the required data. The same test items were used for both pre-test and post test while progress test were constructed depending upon how the lesson were in progress. The test items were made from class IX compulsory English book. There were only oral test items consisting of 50 full marks. Five test items were constructed consisting of five different language functions and each item curved ten marks.

3.5. Data Collection Procedures

I collected the data from the tools. For this purpose, I adopted the following steps:

- i. At first, I visited the selected school and explained briefly.
- ii. Then I established rapport with the concerned teachers.
- iii. I meet the students and developed the rapport with them.
- iv. I divided students into two groups one is experimental group and another is control groups.
- v. I administered as per test for the both groups and calculated the scores of both groups and compared.
- vi. After that I started to teach experimental group with task and controlled group with usual way
- vii. Then I administered post test. The result of the test compared to determined the effectiveness of task based language teaching in speaking skill.

3.6 Data Analysis and Interpretation

The collected data were analyzed and interpreted with the help of simple statically computation like mean median ration and so on. Then they were presented and displayed in different charts and tables.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out the effectiveness of task based language teaching in speaking skill for this purpose, I selected twenty students of grade nine of Shree Himalaya Higher Secondary School, Ilam.

In this chapter, data were obtained through a pre-test, two progressive tests and post-test.

4.1 Comparison of the result of the pre-test and post-test of control Group and Experimental Groups

Pre-test was conducted before starting any experimental teaching after teaching some lessons through different tasks to develop student's proficiency on speaking skill, the post test was administered. When the result of the control group pre test and post test was compared with the experimental group, it clearly shows that students progressed significantly after the implementation of the new technique i.e. task based language teaching in speaking skill. The comparison between these two groups (control and experimental) have been presented in the following table:

Table - 1

Comparison of the result of pre-test and post test of control group

Test	No. of the students	Obtained marks	Percentage	Average score
Pre-test	10	101	40.41	20.0
Post-test	10	117	46.8	25.2

Table - 2

Comparison of the result of pre-test and post test of experimental group

Test	No. of the students	Obtained marks	Percentage	Average score
Pre-test	10	113	45.2	22.6
Post-test	10	200	80.4	40.0

The above tables reveal the fact that the post-test score of control groups is less than experimental group. In control group pre-test score is 40.41 percentage and post-test score is 46.8 percentage but in experimental group pre-test score is 45.2 percentage and post-test score is 80.4 percentage. Therefore, from this comparison, it is proved that tasks are effective to develop the student's proficiency on the speaking skill.

4.2 Analysis and Interpretation of the Data obtained through Test Results

This section includes the analysis of the scores of the students on the pre-test, two progressive tests and post-test.

4.2.1 Analysis and Interpretation of Pre-test

I administered a set of oral test items (i.e. pre-test) to the students before I started any experimental teaching in order to determine the student's proficiency on speaking skill. Pre-test consisted of fifty full marks having five test items from different language functions viz giving directions, asking for permission, giving instructions and describing purpose.

The following tables apparently shows the students' score on the pre-test.

Table - 3

Students' score on pre-test in control groups

Test	No. of the students' in pair	Obtained marks	Marks obtained in frequency	Percentage
1	01	50	23	46
2	01	50	18	36
3	01	50	19	38
4	01	50	24	48
5	01	50	17	34
Total	5		101	
	Average score		20.2	

The above table indicates that the highest score on the pre-test was 48 percentage out of 50 full marks. The lowest score was 34 percentage. The average score was 20.2 out of full marks which show unsatisfactory result.

Table No. 4

Students' score on the pre-test in experimental groups

Test	No. of the students' in pair	Obtained marks	Marks obtained in frequency	Percentage
1	01	50	25	50
2	01	50	19	38
3	01	50	23	46
4	01	50	20	40
5	01	50	16	32
Total	5		103	
	Average score		20.6	

The above table indicated that the highest score on the pre-test was 50 percentage out of 50 full marks. The lowest score was 32 percentage. The average score was 20.6 out of full marks this is also unsatisfactory result.

4.2.2 Analysis and Interpretation of first progress test.

After conducting the pre-test, I taught seven lessons through tasks to develop students proficiency on speaking skill in experimental groups and usual way in control groups.

Those lessons consisted of giving direction and asking for permission. After teaching those lessons, I administered the first progress test of both groups. The following table shows the score of the students on the first progress test:

Table - 5

Students' score on the first progress test in control groups

Test	No. of the students' in pair	Obtained marks	Marks obtained in frequency	Percentage
1	01	50	24	48
2	01	50	19	38
3	01	50	20	40
4	01	50	25	50
5	01	50	17	44
Total	5		103	
	Average score		20.6	

The above table presented that the highest score was 50 percentage of the students in the first progressive test. The lowest score was 38 percentage out of the full marks. The average ore obtained by the students in this test was 20.6 out of 50.

Table - 6

Students score on the first progress test in Experimental groups

Test	No. of the students in pair	Obtained marks	Marks obtained in frequency	Percentage
1	01	50	28	56
2	01	50	22	44
3	01	50	26	52
4	01	50	23	46
5	01	50	24	48
Total	5		123	
	Average score		24.6	

The above table presented that the highest score was 56 percentage of the students in the first progress test. The lowest score was 44 percentage.

Similarly, the highest score in the first progress of control group was 50 percentage of the students in the class and on the pre-test, it was 48 percentage. In the same way, the lowest score was 34 percentage and in progress test it was 38 percentage. So this is also unsatisfactory result. But in comparison to the pre-test and the result on first progress test of experimental group is satisfactory. In this group the highest score in the first progress test was 56 percentage whereas on the pre-test it was 50 percentage and the lowest score was 32 percentage and in first progress test it was 44 percentage.

Therefore, it is clear that in comparison of control group test result and experimental group result. The first group is less than second group. The result of experimental group is satisfactory which seems to be the effect of the intervention, i.e. task-based language teaching.

4.2.3 Analysis and Interpretation of the second progress test

After administering the first progress test, I taught another seven lessons to develop students proficiency on the speaking skill through different tasks. Those lessons included giving instructions and describing purpose and describing people and places. Then the second progress test was administered. The following table shows the record of the second progress test of control group and experimental group.

Table - 7

Students' score on the second progress test of control group

Test	No. of the students' in pair	Obtained marks	Marks obtained in frequency	Percentage
1	01	50	26	52
2	01	50	19	38
3	01	50	21	42
4	01	50	24	52
5	01	50	18	36
Total	5		108	
	Average score		21.0	

The above table shows, the highest score was 26 out of 50, which was the 52 percentage and the lowest score was 19, which was the 38 percentage. The average score was 21.

Table - 8

Students' score on the second progress test of experimental group

Test	No. of the students' in pair	Obtained marks	Marks obtained in frequency	Percentage
1	01	50	31	62
2	01	50	27	54
3	01	50	30	60
4	01	50	25	50
5	01	50	28	56
Total	5		131	
	Average score		26.2	

The above table shows, the highest score was 31 out of 50, which was the 62 percentage and the lowest score was 25, which was the 50 percentage. The average score was 26.2

While comparing the result of second progress and first progress test of both groups, it is obvious that the experimental group was more satisfactory than control group result. This also helps to justify the positive effect of intervention i.e. task based language teaching in speaking skill.

4.2.4 Analysis and Interpretation of post-test

After completion of the first progress and the second progress tests of control group students' and experimental groups the record was kept, I taught other lessons to develop the students' proficiency on the speaking skill through different tasks. The test items of post-test were similar to the pre test in both groups. The scores of the students on the post test of both groups have been displayed in the following table :

Table - 9

Students' score on the post- test of control group

Test	No. of the students' in pair	Obtained marks	Marks obtained in frequency	Percentage
1	01	50	26	52
2	01	50	24	48
3	01	50	25	46
4	01	50	21	42
5	01	50	22	44
Total	5		117	
	Average score		23.4	

The above table presents' that 52 percentage was the highest score whereas the lowest score was 42 percentage. So, it was clear that control groups results are not satisfactory in post-test also.

Table - 10

Students' score on the post- test of experimental group

Test	No. of the students' in pair	Obtained marks	Marks obtained in frequency	Percentage
1	01	50	43	86
2	01	50	42	84
3	01	50	37	74
4	01	50	40	80
5	01	50	38	76
Total	5		200	
	Average score		40.0	

The above table presents that 86 percentage was the highest score whereas the lowest score was 74 percentage. This differences in scores helps to show the positive effect of task-based language teaching in speaking skill.

The increment on the scores from the pre-test to the post –test of both groups (control groups and experimental groups) shows the significant progress of the experimental groups than the control groups. Therefore, it can be proved that task-based language teaching is an effective technique in developing students speaking skill.

CHAPTER – FIVE

CONCLUSIONS AND RECOMMENDATIONS

The present study was carried out to find out the effectiveness of task based language teaching in speaking skill at a secondary level (grade nine) English classroom. I carried out a practical study to fulfill the objectives which helped me to be experienced in my way to research. The students got chance to play with different tasks in the classroom while teaching speaking. Though the class was heterogeneous with varying degree of proficiency level, the effectiveness of this approach shows the satisfactory result, that I found through administering different tests. The conclusions of the study have been encapsulated point wise.

5.1 Conclusions

The following conclusions have been drawn on the basis of the analysis and interpretation of the data:

- i. After analysis and comparison of the pre-test and the post-test of both groups i.e. control and experimental group, it was found that the average score and the percentage of the experimental groups was higher than control groups. Therefore, on the basis of this analysis, it can be claimed that task based language teaching is effective in speaking skill.
- ii. The highest score of the control groups students in the pre-test was 40.41 percentage and 46.8 percentage in the post-test. Similarly the highest score of the experimental group students in the pre-test 45.2 percentage and 80.4 percentage was in the post –test. These show the experimental groups have progress highest than control groups.
- iii. After the analysis of the score on the progress test, it was found that task-based language teaching is effective in developing speaking skill.

- iv. While teaching speaking through TBLT, students were found to be highly motivated because there was active participation of all students.
- v. Task-based language teaching is very useful and helpful to the teacher as well. It makes teachers very active and devoted towards their profession. I found teaching becomes interesting using TBLT because all the students were very active towards teaching and learning process.

The findings of this research study were determined by the marks obtained by the students. This shows that using task-based language teaching in speaking skill is more effective and useful.

5.2. Recommendations

Every research study has its recommendations. So, this research work has also some recommendations. In the light of the findings obtained through the analysis and interpretation of data. I have presented the following recommendations.

5.2.1 Policy Related

- a) The government should focus on different teaching techniques regarding student-centered.
- b) School supervisors and head teachers' role should be specified so that there should be proper monitoring and supervision.
- c) The government policy regarding curriculum should be focused on theoretical as well as practical aspects which should be focused on task-based language teaching.
- d) Government should determined the policy of regular programme to use of task-base language teaching.
- e) Implementation of task-based language teaching should be made flexible, regular and accessible to all.

- f) Teachers should be trained in using tasks so that they could apply this in speaking skills and other skills of language.

5.2.2 Practice Related

- a) All the teachers should be informed with task based language teaching to implement in effective way.
- b) In the class teachers should play the role of facilitator, guide and manager.
- c) The teachers should be provided with the ideas of task based language teaching and its teaching environment and so on.
- d) There should be regular provision of interaction between teachers and the subject experts regarding the task based language teaching.
- e) Teachers should be well-prepared in subject matter while implementing task based language teaching.

5.2.3 Further Research Related

As one of the limitations of this research is that is limited to Ilam district and only twenty students of class nine at Himalaya Higher Secondary School. It has limitations in terms of populations, sample data, collection tools and so on. Researcher can make use of ideas suggested in this research to investigate the use of new method in teaching not only speaking skill but also other language skills. So, further researches can be conducted concerning the limitations of this research. Here are other related areas recommended for further research.

-) Effectiveness of task based language teaching in teaching grammar.
-) It is also important to carry out a research to find out the problems faced by the grade eight students while speaking skill.
-) Problems faced by lower secondary level English teachers while using task based language teaching in speaking skill.

REFERENCES

- Basyal, N. (2016). *Classroom Activity, used and challenges faced by Grade X English Teachers in Teaching speaking skill*. Unpublished. M.Ed. thesis, T.U. Kirtipur.
- Bygate, M.(1997). *Speaking*. Oxford: OUP
- Cohen,L.et.al.(2007), *Research methods in education*. London: Routledge.
- Ellis. R. (2010). *Task-based language learning and teaching*. Oxford : Oxford University Press.
- Harmer,J.(1991).*The practice of English language teaching* London: Longman
- Hua,(1996). *Task-based approach application in classroom English teaching learning*. *Sino-US English. Journal*. December 2006, Vol.3 No-12132-36
- Jesperon, O.(1994). *Language and its nature, development and origin*. London: George Allen & Unwin Ltd.
- Khadka, G.B. (2007). *Task-based and form focused techniques for teaching grammar*. Unpublished M.Ed. thesis, T.U., Kirtipur.
- Khaniya, T.R.(2005). *Examination for enhanced learning*. Lalitpur: Millenium Publication.
- Kumar, (1994). *Research methodology*. London : Sage Population.
- Niraula, L.B.(2010). *Using task based approach to teaching grammar*. Unpolished thesis of M.Ed., T.U., Kirtipur.
- Oli, B.B.(2005). *The effectiveness of task based teachings for teaching simple present tense*. An unpublished thesis of T.U.Kirtipur

Poudel, R. (2011). *Speaking proficiency of the students*. Unpublished M.Ed. thesis, T.U, Kirtipur.

Richards, J.C. & Rodgers, T.S.(2001). *Approaches and methods of language teaching*. Cambridge: CUP

Scrivener, J.(2005). *Learning teaching* : Heinemann.

Sharma, B.K. & Phyak, P.B.(2009). *Teaching English language*. Kathmandu: Sunlight Publication.

Shindu, K.S.(2001) *Methodology of research in Education*. New Delhi Sterling Publication Private Limited.

Singh, G. (2014). *The Role of English speaking school to Enhance students speaking proficiency* unpublished M.Ed. thesis, T.U. Kirtipur.

Ur.P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press.

Willis, J. (1996a). *A framework for task-based learning*. Wiley; Longman. CELTA Journal 2008.Vol.31.No-16.

Woodward, T. (2010) *Planning lessons and courses*. Cambridge : Cambridge University Press.

EXPERIMENTAL GROUP

LESSON PLAN - ONE

Subject: English

Time: 45Min.

Class: Nine

Topic: Giving Directions

Unit: Nine

1. SPECIFIC OBJECTIVES:

On completion of this lesson, the students will be able to:

Give directions based on the given clues

2. TEACHING MATERIALS:

a. Textbook

b. Pictures

3. TEACHING LEARNING ACTIVITIES:

- a. At first the teacher will give the instruction clearly that the students have to follow during the lesson.
- b. Then, the teacher divides all the students in to different groups and each groups nominate a leader.
- c. The teacher will distribute the same pictures to each group and tells them to search the shortest way to reach the given destination. The asks them to inform when they finish.
- d. The teacher notes down the time when the groups complete the task.
- e. When all the teams have finished the task. She asks the fastest group(Winner group) to read their directions. All the students check the directions to the map in the text book. If there is any mistake, the next fastest group will be asked to read their and so on.

4. EVALUATION

Tell the way to reach your school from the bus park.

LESSON PLAN - TWO

Subject: English

Time: 45Min.

Class: Nine

Topic: Asking for permission

Unit: Fourteen

1. SPECIFIC OBJECTIVES:

On completion of this lesson, students will be able to:
ask for permission based on the given situation.

2. TEACHING MATERIALS:

Pictures

Sentences cards.

3. TEACHING LEARNING ACTIVITIES:

- i. Firstly, the teacher introduces the lesson and shows the picture in front of the students and ask them to guess about the topic.
- ii. She provides the model example to the students.
- iii. She divides all the students into different pairs.
- iv. Then she calls each group in front of the class turn by turn and asks each pair to choose one of the pictures based on which they have to use in asking for permission.
- v. When all the pairs complete their task, the pair that gives the best will be the winner.

4. EVALUATION:

Ask for permission to use the following things:

a. Motorbike

b. book

c. Shoes

d. Cell phone

LESSON PLAN – THREE

Subject: English

Time: 45Min.

Class: Nine

Topic: Express Condolence and Sympathy

Unit: Four

1. SPECIFIC OBJECTIVES:

On completion of this lesson, students will be able to:

Express condolence and Sympathy.

2. TEACHING MATERIALS:

Flash cards

News paper and photocopies of news paper condolence.

3. TEACHING LEARNING ACTIVITIES:

- i. Firstly, the teacher will ask some related questions about condolence. For Example:
 - a. What is condolence?
 - b. Why do we express condolence?
- ii. Then, the teacher demonstrates a variety of photocopies of newspaper which contain the different model of expressing condolence.
- iii. Then, the teacher will inform them that they are going to discuss about expressing condolence.
- iv. The teacher divides the class into different group.

- v. Then, the teacher distributes the photocopies of condolence to each group and tells them to read it and underline the difficult words.
- vi. Then, she shows the flash cards one by one listing the words in column 'A' and their meaning in column 'B'.
- vii. Then, the teacher will provide them different situations on which they will practice expressing condolence.

4. EVALUATION:

Ask to the students to express condolence that one of your friends father was dead.

LESSON PLAN – FOUR

Subject: English

Class: Nine

Unit: Three

Time: 45Min.

Topic: Describing pictures

1. SPECIFIC OBJECTIVES:

On completion of this lesson, students will be able to:

Describe the given pictures orally

2. TEACHING MATERIALS:

Pictures

Example Charts

3. TEACHING LEARNING ACTIVITIES:

- i. At first, the teacher asks the students to look at the pictures and say something about the picture.
- ii. Then, She presents first pictures and given the clear instruction to the students with example;
- iii. Then, she divides the students into different groups.
- iv. And then, she distributes the pictures to every group
- v. Then, the students discuss the pictures and create a sentences based on the pictures.
- vi. Then, the student tells the sentences in the class with the help of examples and pictures.

4. EVALUATION:

Tell as many sentences as you can look at the pictures.

LESSON PLAN – FIVE

Subject: English

Time: 45Min.

Class: Nine

Topic: Making plans and Expressing Intentions.

Unit: One

1. SPECIFIC OBJECTIVES:

On completion of the lesson students will be able to:

Express intention with their partner.

2. TEACHING MATERIALS:

Text book

Example charts

3. TEACHING LEARNING ACTIVITIES:

- i. Firstly, the teacher will ask some related questions of the topic to the students.
- ii. Then, she shows some examples of making plans and expressing intentions.
- iii. Then, She will inform them that they are going to discuss about making plan and expressing intentions.
- iv. The teacher divides the class into different pairs.
- v. And then, she gives different new situation and asks them to practice the dialogue with their partner.

4. EVALUATION:

Ask to the students tell about your plan and express intention with your partners.

LESSON PLAN – SIX

Subject: English

Time: 45Min.

Class: Nine

Topic: Talking about Past.

Unit: Eight

1. SPECIFIC OBJECTIVES:

On completion of the lesson students will be able to:

Talk about past tense.

2. TEACHING MATERIALS:

Example chart.

3. TEACHING LEARNING ACTIVITIES:

- i. Firstly, the teacher will show the example chart on the board and ask students to guess the topic. If students don't know then teacher will introduce the topic.
- ii. Then, the teacher will ask them to guess condition of using past tense as well as structure on the basic of example chart.
- iii. The teacher will ask some questions which are related to the topic.

4. EVALUATION:

Ask to the students about their childhood.

LESSON PLAN - SEVEN

Subject: English

Time: 45Min.

Class: Nine

Topic: Making request and responding

Unit: Three

1. SPECIFIC OBJECTIVES:

On completion of the lesson students will be able to:

Make request and respond to each other.

2. TEACHING MATERIALS:

Example chart.

3. TEACHING LEARNING ACTIVITIES:

- i. Firstly, the teacher will ask some questions to the students which are related to the topic.
- ii. Then the teacher will show the example chart in which is conversation between two people is written.
- iii. After that, ask any two students to read loudly.
- iv. Then, she divides the students into different pairs.
- v. And then, she gives some roles to the students that one of you makes requests and the other responds to the request.

4. EVALUATION:

Ask to the students to make requests and the other respond to the request to use the following roles.

A wants B to:	B responds
pass the book	positively
Switch on the light	negatively
Lend him/her not copy	Positively

CONTROL GROUP

LESSON PLAN – ONE

Subject : English

Time : 45 mins

Class : Nine

Topic: Describing pictures

1. SPECIFIC OBJECTIVES:

On completion of this lesson students will be able to:

Describes different pictures.

2. TEACHING MATERIALS:

Usual teaching materials

3. TEACHING LEARNING ACTIVITIES:

- i. Firstly, the teacher will write topic on the board and explain the lesson briefly.
- ii. Then, the teacher describes the picture briefly which is in the textbook.
- iii. The teacher asks some student to describe some pictures which are include in the textbook.

4. EVALUATION:

Ask students to describe pictures which are in the textbook.

LESSON PLAN – TWO

Subject : English

Time : 45 mins

Class : Nine

Topic : Express condolence and Sympathy

Unit : Four

1. SPECIFIC OBJECTIVES:

On completion of this lesson students will be able to :
Express condolence and sympathy

2. TEACHING MATERIALS:

Usual materials

3. TEACHING LEARNING ACTIVITIES:

- i. At first, the teacher writes the topic on the board.
- ii. Then, teacher express briefly about the topic
- iii. The teacher tells students to look at the model of condolence and Sympathy which are in the textbook.
- iv. Then, the teacher explain briefly about condolence and sympathy.

4. EVALUATION:

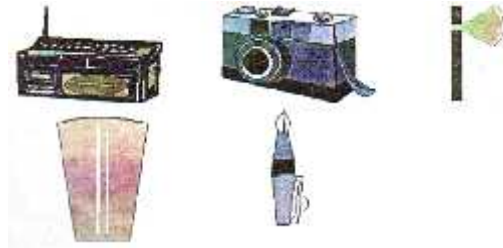
Ask to the students to express condolence that one of your friends father was dead.

APPENDIX – I

Pre-test and post-test Items

F.M.:50

1. Look at the following pictures and say what are these and what they are used for?



2. Tell any five rules and regulations you have to obey in the examination hall.
3. What will you do in coming vacation? Say any five things.
4. Tell about yourself to your friend.
5. Answer the following questions.
 - a) Where do you live?
 - b) Which book are you studying now?
 - c) Which book do you like very much?
 - d) Have you ever been Kathmandu?
 - e) How many members are there in your family?

APPENDIX - II

First progress Test Item.

F.M.:50

1. Work in pairs. You are in hurry and you need to use your friend motorbike. How do you ask for permission to use his/her motorbike?
2. Work in groups. Discuss the role of education in human life and prepare a short talk on it.
3. How can your friends get to your house from school? Direct them.
4. Work in pairs. Ask for permission to use the following things.
 - a. Cricket bat
 - b. bicycle
 - c. Cell phone
 - d. camera
 - e. Telephone
5. Work in pairs. Your friends ask you to get to the following places and you give directions. Give directions from:
 - a. The temple to the museum
 - b. The police office to the hospital

APPENDIX - III

Second progress test Items.

F.M.:50

1. Work in pairs. Give advice to your friends who:
 - a. wants to learn English
 - b. is suffering from headache
2. Work in pairs. Have a conversation describing the artist that you like most.
3. Work in pairs. You have lost your cell phone. You need to dial an emergency call.
How do you ask for permission to use his/her cell phone?
4. Have a conversation describing your room.
5. Work in pairs. Describe the place that you have visited recently.

APPENDIX – IV

Marking scheme for speaking skill

Marking answers are often performed after the administration of the test. It is the way of giving mark to each answer based on particular level of the students. Marking in speaking skill is very problematic job. In this my research I used the following marking scheme to check different test items. This marking scheme is based on class 9/10 English curriculum:

- | | | |
|------|-----------------------|-----------|
| i) | Fluency | - 3 Marks |
| ii) | Content | – 3 marks |
| iii) | Grammatical Accuracy | – 2 Marks |
| iv) | Clarity of expression | – 2 Marks |

APPENDIX – V

Sample Responses

Questions for pre-test and post-test

— 26 —
50

The answer written here is the oral answer and I have given graphic representation here :

Name : Sita Parajuli

F.M. 50

Class : Nine

School : Shree Himalaya H.S.S. Ilam

1. Look at the following pictures and say what are these and what they are used for?



- a) It is a radio. It is use for listen to news and songs.
- b) It is a camera. It is use for take photo.
- c) It is an axe. It is use for cutting down trees.
- d) It is a glass. It is use for drink water.
- e) It is a pen. It is use for write letters.

0

2. Tell any five rules and regulations you have to obey in the examination hall.

- a) We should attend the examination hall in time.
- b) We are not allowed to leave the hall before passing one hour.
- c) We should take the administration card with us.

6

3. What will you do in coming vacation? Say any five things.

- a) I ll go to Pokhara.

4

- b) I'll see the Phewa lake, Begnas lake etc.
- c) I visit the Barahi temple.

4. Tell about yourself to your friend.

My name is Sita Parajuli. I'm fifteen years old.

I've got one sisters.

I'm going to learn to dance.

I went to zoo yesterday.

I can speak English well.

10

5. Answer the following questions: (Interview Questions)

- a) Where do you live?

I live in Gorkhey Ilam.

- b) Which book are you studying now?

I am studying English now.

- c) Which book do you like very much?

I like English very much.

- d) Have you ever been Kathmandu?

Yes, I have been to Kathmandu.

- e) How many members are there in your family?

There are four members in my family.

6

APPENDIX – VI

Questions for pre-test and post-test

42
50

F.M. 50

Name : Rajesh Karki

Class : Nine

School : Shree Himalaya H.S.S. Ilam

1. Look at the following pictures and say what are these and what they are used for ?



- a) It's radio. It's used for listening to news and songs.
- b) It's camera. It's used for taking photo.
- c) It's an axe. It's used for cutting down trees.
- d) It's a glass. It's used for drinking water/milk etc.
- e) It's a pen. It's used for writing letters/stories etc.

10

2. Tell any five rules and regulations you have to obey in the examination hall.

- a) We should attend the examination hall in time.
- b) We should take materials we need ourselves.
- c) Cheating and talking with friends are strictly forbidden.

6

3. What will you do in coming vacation? Say any five things.

- a) In coming vacation, I'll go to Kathmandu.
- b) I plan to go with my sisters.
- c) I'll enjoy visiting the pashupatinath temple.

6

4. Tell about yourself to your friend.

My name is Rajesh Karki. I'm sixteen years old.

I have got two sisters.

I can speak Newari well.

I went to temple yesterday.

I'm going to learn English.

10

5. Answer the following questions:

a) Where do you live?

I live in Gorkhey Ilam.

b) Which book are you studying now?

I am studying science now.

c) Which book do you like very much?

I like science very much.

d) Have you ever been Kathmandu?

Yes I have been to Kathmandu.

e) How many members are there in your family?

There are Six members in my family.

10

APPENDIX – VII

Questions for pre-test and post-test

30

50

Name : Nagendra Limbu

F.M. 50

Class : Nine

School : Shree Himalaya H.S.S. Ilam

1. Look at the following pictures and say what are these and what they are used for?



- a) It is a radio. It is use for listen to songs.
- b) It's a camera. It's used for taking photos.
- c) It's an axe. It's used for cutting down trees.
- d) It's a glass. It's used for drinking water.
- e) It's a pen. It's use for write letters.

6

2. Tell any five rules and regulations you have to obey in the examination hall.

- a) We are not allowed to leave the hall before passing one hour.
- b) Taking books, notebooks and cheats are strictly prohibited.
- c) We take material we need ourselves.

4

3. What will you do incoming vacation? Say any five things.

- a) I'll go to Darjeeling.
- b) I plan to go with my parents.
- c) I 'll enjoy the visiting the Zoo.

6

4. Tell about yourself to your friend.

My name is Nagendra Limbu. I've fourteen years old.

I has two Sisters.

I can speak Limbu well

I want to visit many places.

I am going to dance class.

8

5. Answer the following questions:

a) Where do you live?

I lived in Gorkhey Ilam.

b) Which book are you studying now?

I am studying Nepali now.

c) Which book do you like very much?

I like Nepali very much.

d) Have you ever been to Kathmandu?

No, I am not go Kathmandu.

e) How many members are there in your family?

There are four members in my family.

6

APPENDIX – VIII

Questions for pre-test and post-test

26
50

Name : Nabina Tamang

F.M. 50

Class : Nine

School : Shree Himalaya H.S.S. Ilam

1. Look at the following pictures and say what are these and what they are used for?



- a) It's a radio. It's used for listen to songs.
- b) It's a camera. It's used for taking photos.
- c) It's an axe. It's used for cutting down trees.
- d) It's a glass. It's used for drinking water.
- e) It's a pen. It's used for write letters.

10

2. Tell any five rules and regulations you have to obey in the examination hall.

- a) We should take materials we need ourselves.
- b) Cheats are strictly prohibited.
- c) We should take the administration card with us.

6

3. What will you do in coming vacation? Say any five things.

- a) I go to Ilam.
- b) I plan to go to with my friends.
- c) I see the Kanyam, Maipokhari etc.

2

4. Tell about yourself to your friend.

- a) My name is Nabina Tamang. I'm fifteen years old.
- b) I speak Tamang well.
- c) I go to Zoo yesterday.

2

5. Answer the following questions:

a) Where do you live?

I live in Gorkhey Ilam.

b) Which book are you studying now?

I am studying English now.

c) Which book do you like very much?

I like English very much.

6

d) Have you ever been to Kathmandu?

No, I am not go Kathmandu.

e) How many members are there in your family?

There are seven members in my family.

APPENDIX – IX

Questions for pre-test and post-test

40
50

Name : Renuka Dahal

F.M. 50

Class : Nine

School : Shree Himalaya H.S.S. Ilam

1. Look at the following pictures and say what are these and what they are used for?



- a) It's a radio. It's used for listen to songs.
- b) It's a camera. It's used for taking photos.
- c) It's an axe. It's used for cutting down trees.
- d) It's a glass. It's used for drinking water.
- e) It's a pen. It's used for write letters.

10

2. Tell any five rules and regulations you have to obey in the examination hall.

- a) We should attend the examination hall in time.
- b) Cheating and talking with friends are strictly forbidden.
- c) We are not allowed to leave the hall before passing one hour.

6

3. What will you do incoming vacation? Say any five things.

- a) I go to Ilam..
- b) I'll see the Tea garden in Kanyam.
- c) I'll enjoy visiting the Antu Danda, Pathivara temple etc.

2

4. Tell about yourself to your friend.

- a) My name is Renuka Dahal. I'm fifteen years old.
- b) I've got one sister.
- c) I can speak English well.
- d) I went to Zoo yesterday.

8

5. Answer the following questions:

f) Where do you live?

I live in Gorkhey Ilam.

g) Which book are you studying now?

I am studying Nepali now.

h) Which book do you like very much?

I like Nepali very much.

10

i) Have you ever been to Kathmandu?

Yes, I've been to Kathmandu.

j) How many members are there in your family?

There are four members in my family.