# CHAPTER - ONE

# INTRODUCTION

## 1.1 Background of the Study

The grammar translation method has been in use for hundreds of years. It became popular between 1840s and 1940s (Richards and Rodgers, 2002, p. 6). Among four skills, it gives much emphasis on reading and writing. Vocabulary is taught through bilingual word lists, dictionary study, and memorization. Grammatical rules are taught deductively. The students' native language is the medium of instruction. Accuracy is emphasized than fluency. Although the grammar translation method often creates frustration for students, it makes few demands on teachers. In modified form it continues to be widely used in some part of world today.

Since the grammar translation method was not very effective in preparing students to use the target language in communication, the direct method became popular. The direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (Diller 1978, as cited in Larsen- Freeman 2000, p. 23). The main theme of direct method is to teach the meaning by making direct connection with the words through demonstration and action. Grammar is taught inductively. Correct pronunciation and grammar are emphasized. Both speech and listening comprehension are taught.

Then, oral approach or situational language teaching emerged to overcome the shortcomings of grammar translation method. It began with the work of British applied linguists in the 1920s to 1930s (Richards and Rodgers 2002, p. 36). It emphasizes in oral- structural drills and situational presentation. The target language is the language of the classroom. New language points are introduced and practiced situationally. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered. Items of grammar are graded following the principle that simple forms should be taught before complex ones.

On the basis of OSS approach, audio-lingual method emerged between 1950s and 1960s. This method drills students in the use of grammatical sentence patterns. Audiolingualism claimed to have transformed language teaching from an art into science which would enable learners to achieve mastery of a foreign language effectively and efficiently. Audiolingualism holds that language learning is like other forms of learning. Since language is a formal, rule- governed system, it can be formally organized to maximize teaching and learning efficiency. They also stress the mechanistic aspects of language learning and use.

Audio-lingual method lacked fluency and appropriateness so communicative approach came in the field of language teaching in the late 1960s (Richards and Rodgers). communicative language teaching aims to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Larsen-Freeman, 2008). The characteristics of CLT as stated in Richards and Rodgers (2002, p. 156) are as follows:

- It pays systematic attention to functional as well as structural aspect of language.
- Language learning is learning to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Meaning is paramount.
- Students' errors are tolerated.
- Fluency and acceptability are primary.
- Task is a goal-oriented activity with a clear purpose. It is an activity in which students use language to achieve specific outcome. It reflects real life and learner's focus on meaning; they are free to use only language they want.

Prabhu (1987) defines task as "an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teacher to control and regulate that process."

## 1.2 Statement of the problem

Teaching of the English language in Nepal remains in various circle with nebulous ideas and practices. Nepali teachers of the English language have been lobbying with many approaches: some are already established and some are already established and some are emerging. The greatest misfortune for adopting such approaches is that they lack relevancy to our context. They are experimented in America, Britain and other English speaking countries in native language context and we try adopting to these which may no longer be suitable in our context. We are still using GT method which is outdated and has been severely criticized for its failure to develop communicative method and task based learning methods. We do not know which method is suitable for us. Thus, the standard of ELT in Nepal is deteriorating. In Task Based Language Teaching students perform the task in pairs or small group while the teacher monitors from a distance. Teacher's role is to prepare the leaner for tasks. But in the context of Nepal the teacher of English are unknown about that approach, although that have some idea they are unwilling to use to this approach because of various problems & reason. Large class size, poor pronunciation of learners. Inapproapriate materials are the reason behind it.

According to Richards and Rodgers. (2001, p151)

Some current communicative approaches are:

⎞ The communicative language Teaching
⎞ The Natural Approach
⎞ Co-operative language learning
⎞ Context-Based language (CBI)
⎞ Task-Based language Teaching (TBLT)
⎞ The post methods Era.

## 1.3 Objective of the Study

The objectives of the study were as follows:

- ) To find out the role of task based language teaching approach in teaching vocabulary.
- ) To suggest some pedagogical implications.

## 1.4 Research Question:

This study were oriented to find out the answers research of the following questions.

- ) What is the role of TBLT in teaching vocabulary?
- ) Is TBLT a better way to teach vocabulary effectively?

## 1.5 Significance of the study

This study will be significant to those who are interested in language teaching and learning (particularly to English language teachers) and will be equally significant for syllabus designers, textbook writers, publishers, students as well as methodologist.

## 1.6 Delimitations of the study

It is difficult to include a large area in this kind of small research due to the limited time and resources. The limitation of this study were as follows:

- ) The population of the study were limited to the students of class 9 of Metro Higher Secondary School, New Baneshwor, Kathmandu.
- ) It were limited to 28 days teaching only.
- ) The study were limited to vocabulary aspect of language only.
- ) This study were limited to task based technique only.
- ) The findings were based on the analysis and interpretation of the test scores obtained through pre-test, time on tests, progressive tests and post tests.

## 1.7 Operational definitions of the key terms

Beginning teacher- (new teacher, novice, novice teacher)

Mentore- Individual who plays a significant role in offering guidance and assistance.

Profession: It is an occupation describing a job type, usually reserved for a recognized specific career, i.e. doctor, layers, engineers, etc.

# CHAPTER- TWO

## REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

### 2.1 Review of Theoretical Literature

### 2.1.1 Task- Based Language Teaching

Task is a goal-oriented activity with a clear purpose. It is an activity in which students use language to achieve specific outcome. It reflects real life and learner's focus on meaning; they are free to use only language they want.

Prabhu (1987) defines task as "an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teacher to control and regulate that process."

In Crookes (1986) words, task is "a peace of work or activity, usually with a specified objective, undertaken as part of an educational course, or at work." According to Long (1985),

> Task is a piece of work undertaken from oneself or for others freely or for some rewards. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library books, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a  road. In other words, by 'task' is meant the hundred and one thing people do in everyday life, at work, at play and in between. Tasks are the things people will tell you they do if you ask them and they are not applied linguists.

Willis (1996) states that a task is a goal-oriented activity with a clear purpose. Doing a communicative task involves achieving an outcome, creating a final product that can be appreciated by others. Tasks can be used as the central component of a three-part framework: 'pre-task', 'task-cycle', and 'language focus'. These components have been carefully designed to create four optimum conditions for language acquisitions and thus provide rich learning opportunities to suit different types of learners.

Task may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of the variety of different kinds of tasks in language teaching is said to make language teaching more communicative.

According to Nunan (1989, p.10), the communicative task is " a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form".

So, he suggests that tasks will contain some form of input data which might be verbal or non- verbal (e.g. pictures) and an activity which is in someway derived from the input and which sets out what the learners are to do in relation to the input. The tasks are sequenced coherently. They contain the following components

**Figure No. 1**
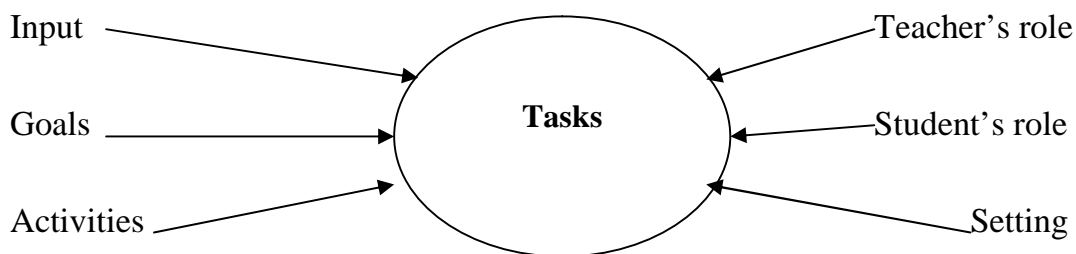


(Source: Nunan 1989: 11)

From the above diagram, a task can be viewed as a piece of meaning focused work, involving learners in comprehending, producing and/ or interacting in the target language.

Task- Based Language Teaching (TBLT), also known as Task- Based Learning (TBL) or Task- Based Language Learning (TBLL), was originated in 1979 in Banglore, south India by N.S. Prabhu. He implemented a long running project which used task based learning in a very different context. Prabhu suggested that if the emphasis in class was on meaning, the language would be learnt incidentally. TBLT is a method of instruction in the field of language acquisition. It focuses on the use of authentic language, and to students doing meaningful tasks using the target language; for example visiting a doctor, constructing an interview or calling customer services for help. In Nunan's (1987) words, "Task- based teaching and learning is teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objectives". A task as defined by Nunan (1987) is an activity (or technique) where students argued to accomplish something or solve some problem using their language preferably, this activity is open ended: there is no set way to accomplish their goal.

Task- based language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Willis (1996) presented it as a logical development of communication language teaching. During 1980's it has drawn several principals that formed part of the communicative language teaching. They are:

a. Activities that involve real communication are essential for language learning.
b. Activities in which language is used for carrying out meaningful tasks promote learning.
c. Language that is meaningful to the learner supports the learning process.

Tasks are proposed as useful means for applying these principals. Researchers who are interested in developing pedagogical application of second language acquisition theory, promoted tasks as the research tools in 1980s and have focused on strategies and cognitive processes employed by second language learners. They argued that grammar focused teaching activities do not reflect the cognitive learning process. Engaging learners in task work provides a better contexts for the activation of learning process than form focused activities and hence ultimately provides better opportunities for language learning.

According to Wood (1981), two aspects of communicative language use should be clearly incorporated into the teaching learning process. In the first place, task oriented activities have to be included i.e. learners have to set tasks to be mediated through language. Actual meaning should be central to these tasks. The emphasis should be on the ability to understand and convey information and activate cognitive faculties and make the effort in the target language. As the result, language is learned naturally.

The key assumptions of task- based teaching are summarized by Feez (1998, p.17) as follows.

a. The focus is on process rather than product.

b. Basic elements are purposeful activities and tasks that emphasize communication and meaning.

c. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

d. Activities and tasks can be either:

-those that learners might need to achieve in real life;

-those that have a pedagogical purpose specific to the classroom.

e. Activities and tasks of a task based syllabus are sequenced according to difficulty.

f. The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

The difficulty level of a task depends on a range of factors including the previous experience of the learner, the complexity of task, the language required to undertake the task and degree of support available.

Task- based language teaching suggests real communication activities that carry out meaningful tasks, and stresses the importance of targeting these tasks to the individual students as much as possible. The tasks are central to the learning activity and are based on the belief that students may learn more effectively when their mind is focused on the task, rather than on the language they are using.

TBLT aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Since interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning. By so doing, they have to check to see if they have comprehended correctly and at times, they have to seek clarification. By interacting with others, they get to listen to language which may be beyond their present ability, but which may be assimilated into their knowledge of the target language for use at the later time.
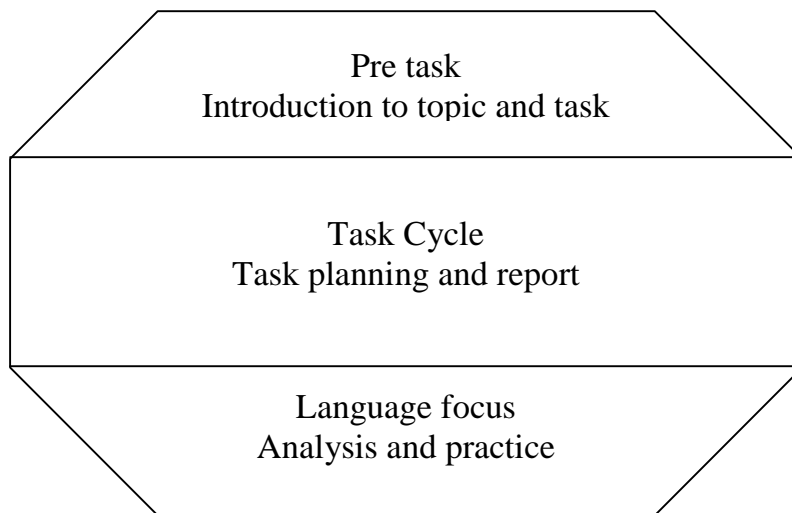
In short Task- based language teaching is an approach which seeks to allow students to work somewhat at their own pace and within their own level and area of interest to process and restructure their interlanguage. It moves away from a prescribed developmental sequence and introduces learner freedom and autonomy into a learning process. The teacher's role is also modified to that of helper.

### 2.1.2 Framework of Task- Based Language Teaching

Task- Based Language Teaching (sometimes referred to as a Task Based instruction) makes the performance of the meaningful task central to the learning process. It is informed by the believe that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms.

In the model of task-based learning described by Willis (1996), the traditional PPP (presentation, practice, production) lesson is reversed. The students start with task. When they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students' performance. In "A Framework for Task- based Learning", Willis (1996) presents a three stage process:

Figure No. 2



Pre task
Introduction to topic and task

Task Cycle
Task planning and report

Language focus
Analysis and practice

(Source: Willis, 1996)

In the pre-task stage, the teacher explores the topic with the class and may highlight useful words and phrases helping students to understand the task instructions. The students may hear according to other people doing the same task.

During the task cycle stage, the students perform the task in pairs or small groups while other teacher monitors from distance. The students then plan how they will tell

the rest of the class what they did and how it went, and they then report on the task either orally or in writing, and/ or compare notes on what has happened.

In the language focus stage, the students examine and discuss specific features of any listening or reading text which they have looked at for the task and/ or the teacher may conduct some form for practice of specific language features which the task has provided.

### 2.1.3 Procedures of Task- Based Language Teaching

As Candlin and Murphy (cited in Freeman, 2000, p. 144) note, "The central purpose we are concerned with is language learning and tasks present this in the form of a problem solving negotiation between knowledge that the learner holds and new knowledge."

According to Candlin and Murphy(cited in Freeman, 2010,p.144) The procedure of TBLT goes like this:

a) **Pre-task:-** Teacher introduces the topic and task, presents sample task in meaningful situation, then sets the similar task for the students. Students try to understand the task by discussing in pair/ group.

b) **Task:** Students do the task by discussing in pairs or small groups or by thinking alone. Teacher monitors from a distance, encouraging but not correcting while doing communication. They plan, draft and rehearse what they want to say or write.

c) **Planning:** Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. The teacher stands by to give language advice.

d) **Report and planning:** Students report their performance to the class or exchange written reports and compare results. Teacher acts as a chairperson, and then comments on the content of the reports.

In all the stages, emphasis is on spontaneous and exploratory talk and confidence building and there is no use of explanation and focus on grammatical form.

### 2.1.4  Types of Task- Based Language Teaching

TBLT proposes the notion of 'task' as a central unit of planning and teaching. A task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call. Prabhu (cited in Freeman, 2000, p. 148) presents the following tasks:

a) **An information-gap activity:** This activity involves a transfer of given information from one person to another or from one form to another or from one place to another generally calling for the decoding encoding of information from or into language.

b) **Reasoning-gap activity:** This activity involves deriving some new information from given information through process of interference, deduction, practical reasoning, or a perception of relationships or patterns.

c) **An opinion-gap activity:** This activity involves identifying or articulating a personal preference, feeling or attitude in response to a given situation.

According to Shavelson and Stern (1981), task contains the following elements.

a) **Content –** the subject matter to be taught
b) **Materials –** the things that learners can observe/ manipulate
c) **Activities –** the things that learners and teacher will be doing during the lesson
d) **Goals –** the teachers' general aims for the task
e) **Students –** their abilities, needs and interests are important
f) **Social community –** the class as a whole and its sense of 'groupness'

But Candlin was not satisfied with the components of TBLT, so the components of task according to Candlin (1987) are as follows:

a) **Input:** refers to the data presented for learners to work on
b) **Roles:** specify the relationship between participants in a task

c) **Settings:** refers to the classroom and out of class arrangements entailed in the tasks

d) **Actions:** are the procedures and sub-tasks to be performed by the learners

e) **Monitoring:** refers to the supervision of the task in progress

f) **Outcomes:** are the goals of tasks

g) **Feedback:** refers to the evaluation of the tasks

However, Wright (1987) suggests that tasks need minimally contain just two elements.

a) **Input data:** which may be provided by materials, teachers or learners

b) **Initiating question:** which instructs learners on what to do with the data

The components of TBLT suggested by Nunan (1987) is diagrammatically presented below.



(Source; Nunan 1987, p. 11)
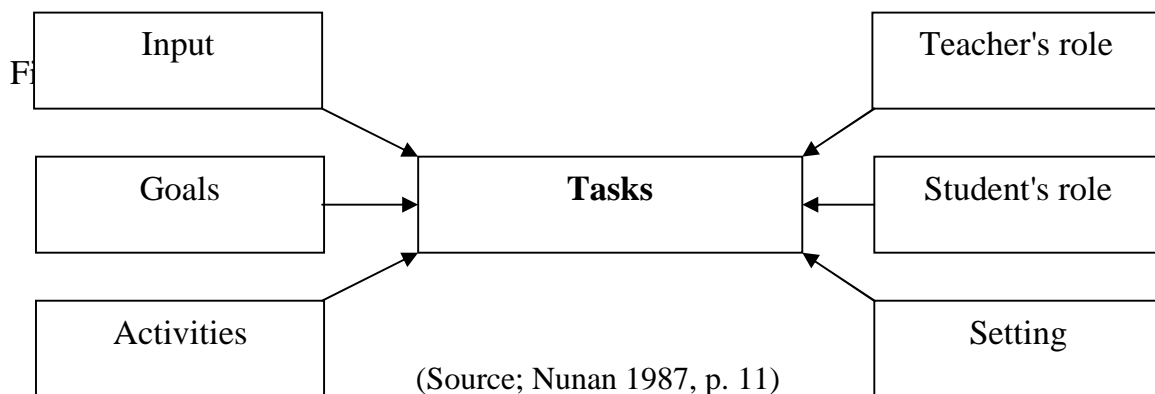
He suggests that tasks will contain some form of input data which might be verbal (for example dialogue) or non- verbal (for example picture) and an activity which is in some way derived from the input and which sets out what the learners are to do in relation to the input. The task will also have (implicitly or explicitly) a goal and roles for teachers and learners. In synthetic terms, lessons or units of work will consists' among other things, of sequences of tasks, and the coherence of such lessons or units will depend on the extent to which the tasks have been integrated and sequenced in some principled way.

### 2.1.5 Advantages of Task- Based Language Teaching

Task based learning offers change from the grammatical practice through which many learners have previously failed to learn to communicate. This approach encourages learners to experiment with what ever English they can recall and try things without fear to failure and public correction.

The advantages of TBLT are as follows:

a) It is more student-centered.
b) It allows for meaningful communication and often provides for practical extra-linguistic skill building.
c) Although the teacher may present language in the pre- task, the students are ultimately free to use what grammar constructs and vocabulary they want.
d) They can use all the languages they know and the language they are learning, rather than just the 'target language' of the lesson.
e) The tasks are likely to be familiar with the students.
f) It is motivating to the students.
g) It integrates all four skills and move from fluency to accuracy.

Every language teacher realizes the importance and relevance of the student centered, practical and flexible approach to the worldwide demand for communicative language teaching which helps learners to understand the language in context and to use it effectively in situation outside the classroom.

### 2.1.6 Definition of Vocabulary

Richards et al. (1999,p:400) define vocabulary as 'a set of lexemes, including single words, compound words and idioms.'

Similarly, Harmer (1997) defining the term 'vocabulary' says that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.

In Microsoft Encarta (2008) the term 'lexeme' is defined as "a fundamental unit of the vocabulary of a language that may exist in a number of different forms, e.g. "make" existing as "makes, making, maker, made"

Cambridge International Dictionary of English (1995,p.1238) defines vocabulary as 'all the words which exist in a particular language or subject.'

According to Oxford Advanced Learners Dictionary of Current English (2000,p.1447), the term vocabulary has been defined as 'body of words known to a person or used in a particular book, subject etc.' Te meaning of vocabulary is also given as 'total number of words that make up a language.'

From the above definitions, we can conclude that 'vocabulary' can be a single word or a group of words that take a single meaning.

### 2.1.7 Types of Vocabulary

So far as the type of vocabulary is concerned, it has been divided into different categories. Harmer (1997,p 205) makes a distinction between 'active' and 'passive' vocabulary. 'Active' refers to vocabulary that students have been taught or learnt and which they are expected to be able to use whilst 'passive' refers to words which the students will recognize when they meet them but which they will probably not be able to use.

Frisbly (1954,p. 94) says that we have four types of vocabularies. We have our speaking vocabulary, listening vocabulary, writing vocabulary and reading vocabulary. This is associated with two levels of language use i.e. the production level and recognition level.

Fries (1945,p. 44-50) classifies English words into four groups. Function words, substitute words, grammatically distributed words and content words. The function words primarily perform grammatical functions e. g. the 'do' as signaling question. The substitute words e.g. he, she, they etc. replace class of words and several classes. Grammatically distributed words, e.g. some, any etc. show unusual grammatical restrictions in distribution. The number of words in the first three groups is rather

small say 200 in around numbers in English. The fourth group i.e. content words constitute the bulk of the vocabulary of English. On the basis of the types of meaning they convey, vocabulary can be classified into two categories: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary, e.g. pen, book, glass etc. On the contrary, if it signifies something which has no definite shape, size or measurement and entirely dependent on our personal imagination, it is called abstract vocabulary e.g. love, anger, die etc.

Similarly, words are also classified as content and function words. Content words give lexical meaning. They are also called words of major class. Nouns, verbs, adjectives and adverbs come under this category. Function words give grammatical meaning. They are also called words of minor class. They show grammatical relationship; pronouns, articles, conjunctions, prepositions etc. come under this category. Content words are also called words of open class and function words are also called words of closed class. Similarly Aarts and Aarts (1986,p. 21) say that word class membership may be said to be dependent upon at least two kinds of properties: morphological and syntactic. On the basis of the structure, there are three types of words: simple, compound and complex. Simple words consist of a single free morpheme followed or not by an inflectional affix such as play, plays, played etc. Compound words consist of two or many free morphemes where the constituents themselves and constitute are words; e.g. backboard etc. Compound word is a lexical item composed 0f two or more parts written (-) where the parts themselves are usually words e.g. buspark, schoolgirl etc. Complex words consist of a root plus one or more derivational affixes; e.g. boyhood, determination etc.

To conclude, a word is a smallest meaningful bit of speech that can occur in isolation. Todd (1991,p. 49-50) says that the term words is used for the following five senses.

i)      'Orthographic word' represents the word in its conventional alphabetical writing. An orthographic word has space on either   side; e.g. book, go, etc.

ii)     'Phonological word' refers to the word in spoken form. Phonological word is preceded and followed by pause or silence in speech. Phonological word is

represented in phonemic or phonetic symbol. For example 'cat' is orthographic word and /kæt/ is phonological word.

iii) 'Morphological word' considers the form but not meaning. 'Ball' has two meanings (a spherical object used in games and a formal social gathering for dancing) but is a single morphological word.

iv) A 'lexical word' is also called lexeme. The lexical word is an abstract unit, which underlies many morphological words. For example, the set of morphological words sing, sings, singing, sang and sung represent a single lexeme.

v) A 'semantic word' considers the meaning of a linguistic unit. The morphological word 'ball' represents two semantic words because it has two different unrelated meanings.

## 2.1.8 Teaching of Vocabulary

It is true that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Grammatical knowledge allows us to generate sentences. At the same time, though we must have something to say; we must have meanings that we wish to express and we need to have a store of words that we can select from when we wish to express these meanings.

For many years vocabulary was seen as incidental to the main purpose of language teaching- namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning itself.

Recently, however, methodologists and linguists have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is now clear, for example, that the acquisition of grammar though the two are obviously interdependent.

In any well-structured vocabulary program there needs to be the proper mix of explicit teaching and activities from which vocabulary learning can occur.

**2.1.9 Aspects of Learning Words:**

Knowing a word does not mean just understanding its meaning(s). There are many things about words that we need to know. In this regard Celce Murcia and Larsen-Freeman (1993,p 75) mention some points what one actually need to know to learn a word. They are (i) spelling (orthography); (ii) phonetic representation (pronunciation, syllabification and stress [if multi-syllabics]); (iii) morphological irregularity (where applicable); (iv) syntactic features and restrictions (including part of speech); (v) common derivation and collocation, (i.e. words with which it occurs) and (vi) semantic feature and restriction.

Harmer (1997,p. 158) presents the categorization of what knowing a word means. He has given a four-point categorization of knowing a word.

a) Word meaning (meaning in context and sense relations)

b) Word use (metaphor and idiom, collocation, style and register)

c) Word information (parts of speech, prefixes and suffixes, spelling and pronunciation)

d) Word grammar (nouns: countable and uncountable etc., verb complementation, phrasal verb etc., adjectives and adverbs: position, etc.)

**2.1.10 Techniques of Teaching Vocabulary**

In ELT, new approaches, methods and techniques of teaching and learning have appeared. The traditional way of teaching and learning, which was dominant in and after 1950s have been replaced by modern communicative ways of teaching. In the past, vocabulary teaching was basically considered to meaning aspect only and translation was the basic method of teaching to second language learners. In the present context, a number of techniques of vocabulary teaching have been appeared which represent the vision of modern approaches and methods of teaching vocabulary. Some techniques of teaching vocabulary are as follows:

i. Discovery techniques in which learner will often be asked 'discover by them.' Clues are given where students activate their previous      knowledge and share what they know.

ii. Use of realia, pictures.

iii. Mime, action, gesture

iv. Contrast (empty, full.)

v. Enumeration (shirts, trousers, jackets, under dress etc.)

vi. Explanation

vii. Translation

viii. Teaching word phonetically through modeling visual representation and phonetic symbols

ix. Dictionary use

x. Synonyms, antonyms.

Techniques presented above and several others are used to teach vocabulary. But for such teaching the selection and gradation of vocabulary items depending upon the targeted learners are of prior importance. The items are selected according to the need, interest and level of the learners. They are selected according to the criteria of frequency, range, coverage, availability, learnability and productivity. Such selected items are to be presented gradually following the criteria of gradation. Simple to complex, major to minor word class must often used to less used, concrete to abstract are some principle bases for grading vocabulary items.

**2.1.11 Testing Vocabulary:**

There are a number of reasons why vocabulary testing would be regarded as a useful element in a well-run language-teaching programme. Most obviously, if vocabulary is considered to be an important component of language knowledge, then it naturally needs to be assessed in some way. For some learners, particularly beginners, vocabulary may be about the only aspect of language they know well enough to be tested on. If a language programme focuses on the skill of reading, vocabulary measurement is appropriate because its knowledge is one of the most important factors in reading ability.

Another reason has to do with learner attitudes. Testing researchers have found that tests have consequences for beyond providing estimates of examinees' abilities. They also shape the way learners view the content of a course. Most teachers are aware that

learners partially judge the importance of classroom material by whether it appears on subsequent tests or not. This effect is called backwash (or wash back) effect, and can be positive/negative. If a teacher thinks vocabulary is important then it is worth including a vocabulary component in an assessment scheme to build positive attitudes towards vocabulary study. On the other hand, if vocabulary is stressed in classes, but never addressed during assessment, students might come away with the negative conclusion that vocabulary does not really matter.

For whatever reason, most teachers will wish to gauge their learners' vocabulary progress and knowledge. For this it is needed to have enough background to be able to better evaluate existing vocabulary tests and with a framework to write teachers tests. And in this respect four key questions are to be born in mind for vocabulary test development. They are put forward as:

i)   Why do you want to test? Or what use will you make of the resulting test scores?

ii)  What words do you want to test?

iii) What aspect of these words do you want to test?

iv)  How will you elicit students' knowledge of these words?

Testing vocabulary is a more complicated business then might at first be assumed. A number of important factors as given above need to be considered in the development of a well-designed vocabulary test.

## 2.2. Review of Empirical Literature

Many researches have been carried out in the field of English language teaching in the foreign countries and Nepal. Likewise many researches have been conducted in the field of reading comprehension. TBLT is also one of the recent field for research. Different researchers have applied TBLT for different topics but  no one has done the research on role of TBLT in teaching vocabulary using action research. The related studies are reviewed as follows:

In 1979, NS Prabhu conducted a long running project using task based learning in Banglore in Southern India. The project syllabus comprised a list of tasks which consisted of activities like finding your way on maps, interpreting timetables or

answering questions in which students have to solve the problems. The main interaction in the classroom took place between teacher and students. The class performed pre tasks which involved questions and vocabulary checking and they answered the questions with which they solved the problem that were set. He theorized that emphasis in class is given in meaning rather than form, language can be learned incidentally.

Oli (2005) carried out a research on 'The Effectiveness of Task- Based Technique for Teaching Simple Present Tense'. The research focused mainly primary level students. He applied experimental methods to conduct the research which was based on government level school. The main purpose of this research is to find the effectiveness of Task- based techniques for teaching simple present tense. This report concludes that task based teaching is very effective in teaching simple present tense.

Khadka (2007) carried out a research on 'Task- Based and Form Focused Techniques of Teaching Grammar'. The researcher applied action research to focus the importance of TBLT in secondary level students. The researcher conducted the research on government level students out of valley. The main purpose of this research was to determine the effectiveness of task based technique of teaching grammar. This report concludes that task- based techniques is very effective in teaching simple past tense. The finding of his research is that TBLT can play active role in teaching grammar.

Joshi(2010) carried out a research on 'Effectiveness of TBLT in teaching reading. She applied her research in primary level students. The main purpose of carrying out this research was to find out the effectiveness of TBLT in teaching reading. She found out that TBLT is more effective in teaching reading in primary level. Her research was also based on action research and focused on TBLT approach. Chaudal(1997) carried out a research to investigate the students' achievements of English vocabulary used in English text book of Grade 6. His research was based on survey. His study concluded that the vocabulary achievement of the student was no satisfactory in total. The boys

were found better than the girls. Similarly the students of urban areas were better than the students from rural areas.

Similarly Twari(2001) conducted a research on 'a study on English vocabulary achievement by the students of grade 10' . He found that the students vocabulary achievement largely dependent upon text items, students response were more correct in objective then in a subjective test. He applied survey research between 25 students of private schools and his objective was to find out the achievements of English vocabulary by students of class 10 and he found that vocabulary achievements is better in private based students then government.

But no research activity has been carried out on the effectiveness of task- based approach on teaching reading. So I carried out this research to find out the role of Task- based approach in teaching vocabulary using action research.

## 2.3 Implication of the review of study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational steps. The most important function of the literature review is to ensure researcher read widely the subject area in which you intend to research study. Kumar (2009, p.30) states "Reviewing literature can be time consuming, daunting and frustrating but it is also rewarding". Reviewing literature helps researchers in different ways, Kumar (ibid) states a list of help, a researcher gets from reviewing literature.

a. bring clarity and focus to your research problem.

b. improve you methodology.

c. broaden your knowledge base in you research area.

d. contextualize your finding.

Above mentioned different studies were conducted regarding the role of TBLT in teaching grammar and other syntactic level. Mainly all researches were based the role of task based language teaching in teaching sector. After reviewing these work I have got a lot of idea regarding the role of TBLT in teaching vocabulary. I got a lot of authentic information about TBLT, its role, vocabulary and about action research. In order to conduct those research they have used survey research and mainly based on primary level student. Therefore after reviewing those research works I got ideas on the purpose of my research. Their research and my research are somehow similar but I have conducted research on similar topic differently. My research is different in sense of using sample, data collection procedure and tools that I used in the process of research.

# CHAPTER THREE

## METHODS AND PROCEDURE OF THE STUDY

This chapter deals with the methodology adopted during the study. The study was carried out as follows:

### 3.1 Design of the study

To find out role of TBLT in teaching vocabulary for secondary level, I followed mixed research design (i.e. both qualitative and quantitative) in general and action research design in particular. In this type of research I visit classroom and investigate the problem and try to find out the reason and solves the specific problems. It is activity based research, conducted to bridge the gap between theory and practice.

### 3.1.1 Action Research

Action research refers to teacher conducted classroom research that seeks to clarify and resolve practical classroom issues and problems. It is a teacher initiated classroom investigation which seeks to increase teachers understanding of classroom teaching and learning.

The term 'action research' refers to two dimensions of activity. The word 'research' in action research refers to a systematic approach carrying out investigations and collecting information that is designed to illuminate an issue or problem and to improve classroom practices. Richards (2005,p.171): The word action refers to taking practical action to resolve classroom problems.

Action research is one of the approaches to classroom investigation in reading in which teacher conducts research to clarify and resolve practical teaching problems. Similarly, Kemmis and McTaggart (1988 as cited in Richards and Lockhart 1994) define "Action research typically involves small scale investigative projects in the teachers own classroom and consists of a number of phases which often reoccur in action and reflection cycles; planning, action, observation".  AR is propounded by Kurt Lewin in 1946 to bridge the gap between research and practice or theoretical

research and applied research that is practiced by practitioners. AR takes place in the teachers own classroom and involves a cycles of activities. These cycles of activities are centering on identifying a problem or a issue collecting information about the issue devising a strategy and deriving its effects.

Cohen, Manion and Morrison (1994) define AR as a small-scale intervention in the functioning of the real world and a class examination of the effects of such an intervention. In the same way, Corry (1953) argues that it is a process in which practitioners study problem scientifically so that they can evaluate, improve and steer decisions-making and practice. Corry's definition represents that AR is investigating problems by practitioners and they can evaluate their own action themselves. So, it is self initiated in nature. Kemmis and McTaggart (1992 as cited in Cohen, Manion and Morrison (2010,p.289) define AR as,

> Action research is concerned equally with changing individuals on the one
>
> hand and on the other hand the culture of the groups, institutions and societies
>
> to which they belong. The culture of group can be defined in terms of the
>
> language discourses activities and practices and social relationships and
>
> organization which constitutes the interaction of a group.

They argue that the defining characteristics of AR are that it is carried out by practitioners (for our classroom teachers) rather than outside researchers. Secondly, that it is collaborative; and thirdly, that it is aimed at changing things.

### 3.1.2 Characteristics of Action Research

Regarding the characteristics of AR Cohen, Manion and Morrison (1985,p.187) state that "action research is first and foremost situational being concern with the identification and solution of problems in a specific context". They also argue that collaboration is an important feature of this type of research. The aim of AR is to improve the current state of affairs within the educational context in which the research is being carried out. According to Kemmies and Me Taggart (1992 as cited in Cohen, Manion and Morrison 2010) some of the principles of AR are:

- AR is an approach to improving education by changing it and learning from the consequences of changes.
- AR is participatory.
- AR develops through the self reflective a spiral of cycles of planning, acting, observing reflecting and re-planning.
- AR is collaborative.
- It establishes self-critical communities.
- It is a systematic teaching process in which people act deliberately.
- It involves people in theorizing about their practices.
- It requires that people put their practices.
- It is open-minded about what counts as evidences.
- It involves keeping a personal journal in which we record our progresses and our reflection.
- It is a practical process because it involves us in making changes.
- It involves people in making critical analysis of the situations.
- It starts small and works towards extensive chances.

Similarly, Richards (2005, p.121) listed the following characteristics of an AR:

- Its primary goal is to improve teaching and learning in school and classroom and it is conducted during the process of regular classroom teaching.
- It is usually small scaled and is intended to help resolve problem rather than simply be research for its own sake.

AR is the practitioner initiated research which is generally collaborative in nature and requires improvements in existing practices or situations. Analyzing different views of different scholars, the characteristics of AR can be summarized in the following points:

⟩ It is carried out by practitioners.

⟩ It is conducted during the regular classroom teaching.

⟩ The nature of action research is mostly collaborative.

⟩ Its nature is cyclical; planning, acting, reflecting and re-planning.

⟩ Improvement is desired.

⟩ It is participatory in nature.

### 3.1.3 Steps or Procedures of Action Research

Various researchers have identified various steps of AR. The general steps of AR are: Planning, acting, observing and reflecting. Following Nunan (1992) the main steps of action research are as follows:

    i. Identification

    ii. Preliminary investigation

    iii. Hypothesis

    iv. Intervention

    v. Evaluation

    vi. Dissemination

    vii. Follow up

Likewise, Meniff (2002, p. 71) sets out eight step model of action research process. They are:

    i. Reviewing current practices

    ii. Identifying an aspect to improve

    iii. Imagining a way forward

    iv. Trying it out

    v. Monitoring and reflecting on what happens

    vi. Planning in light of what is found

vii. Evaluating the modified action

viii. Continuing until the satisfaction is gained

## 3.1.4 Importance of Action Research

Action research is a research based teaching; it is best thought of as adding a research dimension to existing practice as a way to better understand and improve such practice. Teachers who have carried an AR often report significant changes to their understandings of teaching. AR also seeks to change the role of teacher by giving teachers the means to their own aspects for improvements. It also shifts the responsibility for change from the outsiders to teachers themselves. In this regard Seiger (1998 as cited in Richards 2005) comments "By changing the role of teachers we can profoundly change the teaching and teaching process in our school system". Following Kemmis and McTaggart (1988) AR typically involves small scale investigative projects in the teachers own classroom and consists of a number of phases which often reoccur in cycles; and initiative for these who are related to educational process.

Action research works on and tries to solve the real, practitioner identified problems of everyday practice. It is collaborative and builds in teacher involvements and seeks causes and tries to work on these causes. The solutions are suggested by the practitioners involved. AR involves a divergent phase and convergent phase. It plans an intervention and evaluates the success of the intervention in studying and identifying problems. Kimber (2000 as cited in Norton 2009, p.14) states employing an AR approach does not guarantee a change in beliefs. AR projects though do at least provide a mechanism for perspectives transformation through regular meetings with participants". Here Kimber sees that AR as collaborative reflective practices which provide opportunities to the teachers work with colleagues. It is one of the strategies for teacher learning.

From the above views about the AR, we can find that when teachers conduct research in their classroom, they not just only reflect their teaching but they also help to change the way we practice in our classroom, change the materials and also revise the

curriculum. In this regard the small scale researches help in the field of curriculum development, classroom management and materials development.

Action research requires the teacher to investigate an issue that he or she has been puzzled for a period of time and engaging them in a process of planning action, observation and reflection. As a result of insight gained from undertaking an AR project language teachers not only learn a lot about their own teaching but can also become more expert at investigating the practiced theory in their own classroom.

Regarding the importance of collaborative AR Woothouse (2005 as cited in Norton 2009, p.31) says that there are two main benefits of doing research collaboratively;

- ) Time (in terms of making time for research and realizing that development is not always instant)

- ) Support from others (both within the AR group and the wider research community)

The AR process encourages teachers to take control of their own professional development by being active learners. Hence, Hankay and Telford and Seller (2003) argue that there is because AR

- ) Encourages teachers ownership to the change initiative

- ) Encourages collaboration

- ) Increase teacher's willingness to invest time in addressing problems

- ) Gives teacher a voice

Similarly, Elliot (1997 as cited in Norten 2009, pp.10-12) explores the importance of AR in the following points,

- ) Empowers teachers

- ) Involves teaching practices

- ) In an importance and influential sources of PD

- ) Provides public as opposed to specialist knowledge produces by academics

### 3.1.5 Action Research for Professional Development

Action research empowers individuals and groups to take control over their lives within a framework of the promotion, rather than the suppression of generalizable interests. Habermas (1997 as cited in Cohen, Manion and Morrison, p.203) states that the AR can be seen from three fold grounding typification; they are technical AR, practical AR and emancipator AR. Technical AR is designed to render an existing situation more efficient and effective. Practical AR is designed to promote teachers professionalism by drawing on their informed judgment. And, emancipator AR has an explicit agenda which is political as it is educational.

The AR can be conducted in small scale or in broad scaled affair and practices. Whatever the type of AR is the major goal is the empowerment of person for their professional development. In AR the practitioners are dividing into two camps (Kemmis, 1997) the reflective practitioners: who are involved in improvement for practice at local level perhaps classroom level, within the capacities of individuals and the situations in which they are working: and the critical theorists: who are working for a border agenda of changing education, changing schooling and changing society. In giving stress on AR practices for PD, Richards (2005) states as,

> Whatever level the practitioners work they empower themselves for achieving professional autonomy through professional development. Being collaborative in nature, teachers work in team so they can get better opportunity of learning from the senior or more experience teachers. They have mutual sharing of knowledge and experience while doing action research which is valuable source of professional growth. (p.2)

Action research is an approach to teaching for teacher's professional growth and student's effective learning. This helps teachers to be mature in their teaching profession and solving the classroom problems. It is a collaborative and rigorous teaching for better improvement for their teaching. Hence, AR helps teachers to promote their professionalism in teaching.

## 3.2 Population and Sample

The population of research were the 25 students of class 9 of Metro Higher Secondary School, New Baneshwor, Kathmandu.

## 3.3 Sampling Procedures

For this research Metro Higher Secondary School, New Baneshwor, Kathmandu were selected through purposive non random sampling procedure. All the 25 students of grade nine were taken as the sample of the study. So the students were purposively selected.

## 3.4 Data/Information Collection Tools

The tools I used to collect the data include pre- test, progress test and post- test. The pre- test and post- test consisted of the same test items whereas progressive tests consisted of the test items related to how lessons were in progress. Similarly, time- on- tasks were designed in relation to the two respective lessons. Regarding marking scheme, pre- and post- tests were designed with fourteen items consisted 90 marks; each of the progressive tests and time- on- tasks was assigned 10 marks.

## 3.5 Data collection procedure

In order to collect data I used primary sources by collecting the test results directly from class 9. First of all I visited the school's head teacher and established rapport with him. I explained the purpose of the study and got his permission to carry out the action research on the ninth graders. With the permission from the head teacher I prepared materials necessary for study. I sorted out the difficult words from their text book and prepared the word list. Then I prepared pre-test for assessing student's initial proficiency level on English vocabulary use. Then the pre-test to determine their initial level of proficiency in the use of vocabulary was administered. After that I I took regular class in fifth period for 28 days. I taught them using TBLT approach. After teaching them for 28 days post test was administered and progress test were also administered. The result of progress test was improved continuously and finally post test was administered and the result of post test proved that the TBLT is really a best approach for teaching vocabulary.

# CHAPTER FOUR

## DATA ANALYSIS AND INTERPRETATION PROCEDURES

This chapter consists of analysis and interpretation of the data from primary sources the collected data have been analyzed and interpreted descriptively as well as analytically using appropriate tools and tables. Analysis and interpretation of the data are given in the following order.

a. Analysis and interpretation of the individual test score obtained from pre-test, time and task tests, progress tests and post-test.

b. Analysis and interpretation of item wise correct and incorrect responses on pre-test, progressive tests and post-test.

### 4.1 Analysis and Interpretation of the Test Scores

The data obtained from pre-test, time-on-task tests, progress tests and post-test have been analyzed and interpreted in the following sub headings:

**Table 1**

| Test Items | Full Mark | Average Score | Average percentage |
|------------|-----------|---------------|--------------------|
| pre test   | 50        | 16.62         | 33.32              |
| post test  | 50        | 31            | 62                 |

As the above table shows the average score of pre test is 16.62 which is 33.32 percent. Out of 50 full mark but in post test average score was increased as 31 which is 62 percent this shows the TBLT is effective for teaching vocabulary.

### 4.1.1 Pre-test Scores

Before I began action research using Task Based Language teaching method, I administered a set of test items (i.e. pre-test) to determine the students' initial

proficiency level on vocabulary. The pre-test items consisted of multiple choices, single word, match the word, synonyms, antonyms, fill in the blanks, sentence making, cross word puzzle, arranging jumbled words, changing word class items. The scores of the students on pre-test are as follows:

**Table 2**

**Individual Source on Pre-test**

| S.N. | F.M. | Score | Percentage | No. of Student | Percentage |
|------|------|-------|------------|----------------|------------|
| 1 | 50 | 25 | 50% | 1 | 4.16% |
| 2 | 50 | 23 | 46% | 3 | 12.5% |
| 3 | 50 | 22 | 44% | 3 | 8.33% |
| 4 | 50 | 20 | 40% | 3 | 12.5% |
| 5 | 50 | 19 | 38% | 1 | 4.16% |
| 6 | 50 | 17 | 34% | 3 | 12.5% |
| 7 | 50 | 15 | 30% | 3 | 12.5% |
| 8 | 50 | 14 | 28% | 2 | 8.33% |
| 9 | 50 | 13 | 26% | 1 | 4.16% |
| 10 | 50 | 10 | 20% | 3 | 12.5% |
| 11 | 50 | 9 | 18% | 2 | 8.33% |
| **Average Score: 16.62** | | | | | |

As the above table shows, 4.16 of the student have scored 25 marks out of 50 full marks. If is the highest score in per-test. The lowest score is 9 which is scored by 8.33% of the student. The average score is 16.62 out of 50 full marks which shows unsatisfactory score. Around 54.16% of the student are above the average and about 45.83% of the student are below the average.

From this table, it is obvious that the students are found with mixed ability. Some students are medium and some are weak on vocabulary proficiency. Though they had

already studied it in previous classes while reading the textbook and the teacher also had taught, the result presents unsatisfactory level of proficiency.

## 4.1.2 Progress Tests

After administering pre-test, the same students were taught in real class following the Task Based Approach. During the classroom teaching, three progress tests were administered in an interval of five days. Each progress test has been analyzed and interpreted under the following sub-headings:

**Table 3**

**Average score of progress test**

| test items | full mark | average score | average percent |
|---|---|---|---|
| First progress test | 20 | 14.20 | 71 |
| second progress test | 20 | 15.4 | 77 |
| third progress test | 20 | 15.54 | 77.7 |

As the above table shows the average score of first progress test is 14.20, second progress test is 15.4 and third progress test is 15.54 which is respectively 71, 77, 77.7 percent out of full marks 20 which shows that TBLT effective to improve the result of students.

## 4.1.2.1 The First Progress Test Scores

After the interval of the first 5 classes, I administered the first progress test to get an insight into the effectiveness of the intervention i.e. teaching through Task Based Approach. The aim was to find out whether the classes are in progress or not and what further improvements in teaching strategy were necessary. the scores of first progress test are as follows:

**Table 4**

Individual Scores on the First Progress Test

| S.N. | F.M. | Score | Percentage | No. of Student | Percentage |
|------|------|-------|------------|----------------|------------|
| 1 | 20 | 18 | 90% | 1 | 4.16% |
| 2 | 20 | 17 | 85% | 3 | 12.5% |
| 3 | 20 | 15 | 75% | 6 | 25% |
| 4 | 20 | 14 | 70% | 7 | 29.16% |
| 5 | 20 | 13 | 65% | 4 | 16.66% |
| 6 | 20 | 11 | 55% | 2 | 8.33% |
| 7 | 20 | 10 | 50% | 1 | 4.16% |
| Total | 20 | 20 | 100% | 24 | 100% |
| Average Score: 14.20 | | | | | |

The above table shows that 4.16% of the student have scored 18 marks out of 20 full marks which is the highest score and same percentage of student have scored 10 marks out of 20 full marks which is the lowest mark in this test. The average mark obtained by the students is 14.20, which is 71% of full marks. Around the 41.67% of the students have obtained above the average score and about 58.33% student have scored below the average marks.

While comparing the result of the first progress test with the pre-test result. the students have shown satisfactory progress in learning vocabulary and it is because of the use of Task-Based Language Learning.

In pre-test, the highest score was 25 out of 50 full marks whereas in the first progress test, it is 18 out of 20 full marks. Similarly, the lowest score in the pre-test was 9 out of 50 full marks whereas in the first progress test, it is 10 out of 20 full marks. The average score of pre-test is 16.62 of the 50 full marks whereas the average score of the first progress test is 14.20 out of 20 full marks.

### 4.1.2.2 The Second Progress Test Scores

After teaching 10 periods, again another progress test was administered. It was administered to find out whether students are progressing or not. The scores of the students are tabulated as follows;

**Table 5**

Individual Scores on Second Progress Test

| S.N. | F.M. | Score | Percentage | No. of students | percentage |
|------|------|-------|------------|-----------------|------------|
| 1 | 20 | 20 | 100% | 1 | 4.16% |
| 2 | 20 | 18 | 90% | 3 | 12.5% |
| 3 | 20 | 17 | 85% | 4 | 16.66% |
| 4 | 20 | 15 | 75% | 6 | 25% |
| 5 | 20 | 14 | 70% | 5 | 20.8% |
| 6 | 20 | 12 | 60% | 4 | 16.66% |
| 7 | 20 | 11 | 55% | 1 | 4.16% |
| Average score: 15.04 | | | | | |

All the table shows, 4.16% of the students have scored 20 marks out of 20 full marks which is the highest and the lowest score is 11 marks out of 20 full marks and it is obtained by 4.16% of the student. The average score is 15.04, which is 75.20% of full marks. As the table shows 33.33% of students average score.

While comparing the second progress test with that of the first progress test, the average score was 71% in the first progress test where as 71.20% in the second progress test. It is obvious that second progress test is satisfactory.

### 4.1.2.3 The Third Progress Test Score

After the completion of 15 period, the third progress test was administered to find out the effectiveness of the intervention using task based language teaching. The scores

obtained by the students in the third progress test are tabulated and presented in the following table.

**Table 6**

Individual Scores on the Third Progress Test

| S.N. | F.M. | Score | Percentage | No. of students | percentage |
|------|------|-------|------------|-----------------|------------|
| 1 | 20 | 20 | 100% | 1 | 4.16% |
| 2 | 20 | 19 | 95% | 4 | 16.66% |
| 3 | 20 | 17 | 85% | 6 | 25% |
| 4 | 20 | 16 | 80% | 2 | 8.33% |
| 5 | 20 | 14 | 70% | 4 | 16.66% |
| 6 | 20 | 13 | 65% | 3 | 12.5% |
| 7 | 20 | 12 | 60% | 4 | 16.66% |
| | | | | Total=24 | |
| Average score =15.54 | | | | | |

As the above table shows that 4.16% of students obtain 20 marks out of 20 full marks which is the highest score and the lowest marks is 12 out of 20 full marks which is obtained by 16.66% of the students. The average score is 15.54 of the full marks. More than 54% of the students have scored above the average score.

In comparison to the first and second test, this third progress test has become more satisfactory and average score has been increased as well. The overall performance of the students exhibited in their marks has shown their success through Task Based Approach. Because of their active involvement, the students progressed significantly.

### 4.1.3 Post-test Scores

At the end of the teaching, a test was given to the students to get the insight into the effectiveness of the intervention i.e. teaching through Task-Based Approach. The aim

of this test was to find out how much they have learnt during the stipulated time of teaching. The individual scores on the post-test are presented in the following table.

**Table 7**

Individual Scores on the Post-test

| S.N. | F.M. | Score | Percentage | No. of student | Percentage |
|------|------|-------|------------|----------------|------------|
| 1 | 50 | 47 | 94% | 1 | 4.16% |
| 2 | 50 | 46 | 92% | 2 | 4.16% |
| 3 | 50 | 44 | 88% | 2 | 8.33% |
| 4 | 50 | 43 | 86% | 1 | 4.16% |
| 5 | 50 | 40 | 80% | 3 | 12.5% |
| 6 | 50 | 39 | 78% | 2 | 8.33% |
| 7 | 50 | 37 | 74% | 2 | 8.33% |
| 8 | 50 | 36 | 72% | 2 | 8.33% |
| 9 | 50 | 34 | 68% | 3 | 12.5% |
| 10 | 50 | 31 | 62% | 1 | 4.16% |
| 11 | 50 | 29 | 58% | 2 | 8.33% |
| 12 | 50 | 27 | 54% | 3 | 12.5% |
| 13 | 50 | 25 | 50% | 1 | 4.16% |
| | | | | Total=24 | |
| Average score=36.04 | | | | | |

The above table shows that 94% out of full marks is the highest score obtain by 4.16% of the student and 50% out of full marks is the lowest score obtained by 4.16% of the student. As the table shows, 36.04 is the average score and 50% of the student are above the average score.

In comparison to the marks in pre-test, post test marks shows the remarkable improvement of the vocabulary learning of student. In pre test, the score was distributed around the average score of 16.62 and the highest score was 50% out of

50 full marks and the lowest score was 18%. But in the post-test, the score are distributed around the average score of 36.04 with 94% out of the scores are distributed around the average scores of 36.04 with 94% out of 50 full marks as the highest score and 50% as the lowest score. The average score in post test is approximately two times greater than that of pre test.

This remarkable progress in vocabulary achievement is the result of Task Based Language Teaching while presenting the vocabulary. Therefore, it can be claimed that TBLT is an effective approach to develop student's vocabulary power.

## 4.2    Analysis and Interpretation of the Test Results

### 4.2.1 Pre-test

The items in the pre-test were categorized under ten headings i.e. multiple choices, single word, matching, synonyms, fill in the blanks, sentence making, antonyms, crossword puzzle, arranging the jumbled words and change word class. The following table shows the item wise correct and incorrect responses on the pre-test.

### 4.2.2 Progress Tests

The Individual test scores of three progressive tests were analyzed for each item under the following sub-heading

### 4.2.3  The First Progress Test

The first progressive test contained four categories and twenty items. They were matching, single word, sentence making, arranging the jumbled words. Each item carries 5 questions and one mark for each; therefore, altogether, 20 full marks. The following table shows the item-wise correct and incorrect responses.

**Table 8**

Item wise correct and incorrect responses on third progress test

| S.N. | Items | No. of items | Correct Responses | Percentage | Incorrect Responses | Percentage | Total Responses |
|------|-------|--------------|-------------------|------------|--------------------|-----------|-----------------|
| 1 | Single word | 5 | 104 | 86.66% | 16 | 13.33% | 120 |
| 2 | Matching | 5 | 109 | 90.83% | 11 | 9.16% | 120 |
| 3 | Antonyms | 5 | 117 | 97.5% | 3 | 2.5% | 120 |
| 4 | Change word class | 5 | 78 | 65% | 42 | 35% | 120 |

As the table shows, item no 3, i.e. antonyms has the greatest number of correct responses and item no. 4, i.e. change word class has the least number of correct responses. Likewise, item no.3 has least number of incorrect responses and item no. 4 has the highest number of incorrect responses.

When we observe the above distribution of responses on each of the specified test items, most of the students have given most of the responses correctly. Therefore, the number of correct responses obtained by the student in each items.

### 4.4.4 The Second Progress Test

The second progress test contained four categories i.e. crossword puzzle, synonyms, fill in the blanks, multiple choice, with 20 items. Each item was assigned one mark. The following table indicates the item-wise correct and incorrect responses.

**Table 9**
**Item-wise Correct and Incorrect Responses on Second Progress Test**

| S.N. | Items | No. of items | Correct Responses | Percentage | Incorrect Responses | Percentage | Total Responses |
|------|-------|--------------|-------------------|------------|---------------------|------------|-----------------|
| 1 | Crossword Puzzle | 5 | 81 | 67.5% | 39 | 32.5% | 120 |
| 2 | Synonyms | 5 | 102 | 85% | 18 | 15% | 120 |
| 3 | Fill in the blanks | 5 | 98 | 81.6% | 22 | 18.33% | 120 |
| 4 | Multiple Choice | 5 | 118 | 98.33% | 2 | 1.66% | 120 |

As the table shows, item 4 i.e. 'multiple choice' has the highest correct responses i.e. 98.33%. On the other hand, item 1, i.e. 'crossword puzzle' has the least number of correct responses. It shows that most of the student in most of the items have given correct responses. Therefore, their performance in each item is remarkable. The result of this item-wise progress test asserts that the classroom teaching through Task-Based Learning has been effective.

### 4.4.5  The Third Progress Test

The third progress test also consisted of four categories with 20 full marks. After the 15th day of my classroom teaching, the third progress test was administered. The following table shows the item-wise correct and incorrect responses in the third progress test.

**Table 10**
**Item-Wise Correct and Incorrect Responses on Third Progress Test**

| S.N. | Items | No. of items | Correct Responses | Percentage | Incorrect Responses | Percentage | Total Responses |
|------|-------|--------------|-------------------|------------|---------------------|------------|-----------------|
| 1 | Single word | 5 | 104 | 86.66% | 16 | 13.33% | 120 |
| 2 | Matching | 5 | 109 | 90.83% | 11 | 9.16% | 120 |
| 3 | Antonyms | 5 | 117 | 97.5% | 3 | 2.5% | 120 |
| 4 | Change word class | 5 | 78 | 65% | 42 | 35% | 120 |

As the table shows, item no. 3, i.e. 'antonyms' has the greatest number of correct responses and item no. 4, i.e. 'change word class' has the least number of correct responses. Likewise, item no. 3 has least number of incorrect responses and item no. 4 has the highest number of incorrect responses.

When we observe the above distribution of responses on each of the specified test item, most of the students have given most of the responses correctly.

Therefore, the number of correct responses by the student in each item shows that the application of Task-Based Approach in teaching vocabulary is beneficial.

## 4.5    Post-test

After teaching the vocabulary selected from their textbooks using Task-Based Approach for 20 days and administering three progress test in the interval of five classes, I administered a post-test. The post-test items were the same as administered in per-test. The following table presents the item-wise correct and incorrect responses by the students in post-test.

**Table 11**
**Item-wise Correct and Incorrect Responses in Post-Test**

| S.N. | Items | No. of items | Correct Responses | Percentage | Incorrect Responses | Percentage | Total Responses |
|------|-------|--------------|-------------------|------------|---------------------|------------|-----------------|
| 1 | Multiple Choice | 5 | 115 | 95.83% | 5 | 4.16 | 120 |
| 2 | Single word | 5 | 92 | 76.66% | 28 | 23.33 | 120 |
| 3 | Matching | 5 | 101 | 84.16% | 19 | 15.83 | 120 |
| 4 | Synonyms | 5 | 87 | 72.5% | 33 | 27.50 | 120 |
| 5 | Fill in the blanks | 10 | 188 | 78.33% | 52 | 21.66 | 120 |
| 6 | Sentence making | 5 | 84 | 70% | 36 | 30 | 120 |
| 7 | Antonyms | 5 | 118 | 98.33% | 2 | 1.66 | 120 |
| 8 | Crossword Puzzle | 5 | 81 | 67.5% | 39 | 32.5 | 120 |
| 9 | Arrange the Jumble words | 5 | 112 | 93.33% | 8 | 6.66 | 120 |
| 10 | Change word class | 5 | 73 | 60.83% | 47 | 39.16 | 120 |

The above table shows that item 7, i.e. 'antonyms' has the highest number of correct responses and the item 10, i.e. 'change word class' has the lowest number of correct responses. The item no. 1, i.e. 'multiple choices' has the second highest number of correct responses. All the items have above 60% of correct responses. Comparing the item-wise correct responses in post-test with pre-test, there was 75% correct responses in multiple choice, 26.67% in single word, 33.33% in matching, 24.17% in synonyms, 17.92% in fill in the blanks, 22.5% in sentence making, 48.33% in antonyms, 18.33% in crossword puzzle, 61.61% in arrange the jumble words and 5% in change word class in pre-test whereas in post-test, they were 95.83%, 76.66%, 84.16%, 72.5%, 78.33%, 70%, 98.33%, 67.5%, 93.33% and 60.83% respectively. In comparison to pre-test more number of correct responses was achieved in post-test. These all results prove that the use of Task-Based Approach is useful and effective in developing students' vocabulary.

# CHAPTER FIVE

## SUMMARY, CONLCUSION AND IMPLICATIONS

### 5.1 Summary

There are many approaches and methods developed in language teaching. Among them, Task-Based Language Teaching (TBLT) is one. This is an approach which is based on the use of tasks as the core unit of planning and instruction in language teaching. It is recommended that vocabulary item should be taught through TBLT as far as possible which lay emphasis on learning by doing and results the long last memory of the students.

### 5.2 Conclusion

The research begins with the role of TBLT for teaching in Nepalese context. The present research is an effort to find out the role of Task-Based Approach in teaching vocabulary through action research. Thirty class were taken to conduct the action research in Metro Higher Secondary School, New Baneshwor. Twenty four students in grade 9 were sampled for the study.. I analysed and compared the scores of pre and post tests as well as progress tests. In each and every point I found the students having better performances on the given tasks. It has been found that the TBLT plays an effective role in developing vocabulary in second language learners

### 5.3 Implication

There are some researches conducted about role of TBLT in teaching  in different field. But there are only a few researches conducted about in our context. Some of the educational researches and their result showed that TBLT is student centred approach, which helps to make the learner active in class. Similarly findings of this research were determined by the marks obtained by the students. This shows that task based approach in teaching vocabulary more effective and it is useful means of teaching. Here we can point out some of the implication in policy and practice level under the following sub heading.

### 5.3.1 Implication at Policy Level

⟩ TBLT approach should be applied in order to make the students more active and motivating in the class room.

⟩ TBLT can be used in almost all levels, ages and ability of the students.

⟩ The syllabus designer and methodologists should encourage the use of TBLT in teaching foreign language .

### 5.3.2 Implication at Practice level

⟩ Language teacher should adopt TBLT while teaching vocabulary to make classroom interactive and interesting and teaching learning effective.

⟩ To deal with TBLT the teacher should have special preparation so sufficient time should be managed and the teacher should be very active.

### 5.3.3 Implication for the further research

The present study which was carried out in the private aided school situated in urban place. The result of this single study is insufficient to decide the effectiveness of TBLT in all situations. Thus, more action research in other situations i.e. rural areas, schools and different level should be carried out.

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# APPENDICES

## Appendix I

## Pre-test, progress Test and Post-test Items

## Pre-teat and Post-test Items

Name:……………………………..          Full Marks: 50

Class:………………..          Pass Marks: 16

Symbol No.:……………………          Date……………

### 1. Tick the best answer          5

a. The term 'orchard' is the best described as

     i. Field where orange trees grow.

     ii. Field were mango tree grow.

     iii. Field where apple tree grow.

     iv. Field where nothing grow.

b. A place were children without parents live is called

     i. house              iii. building

     ii. apartment         iv. orphanage

c. Animals that kill and eat other are called

     i. wild animals       iii. predators

     ii. pests             iv. domestic animals

d. A place of prayers for Muslim is called

     i. church           iii. mosque

     ii. temple          iv. house

e. People who win competitions are called

     i. umpire          iii. emperor

     ii. ruler           iv. champions

**2. Provide single words for the following descriptions.**                                    **5**

    a. Notice in a newspaper or announcement on TV………..
    b. A tool with a flat blade used in cooking………….
    c. The buying and selling of girl…………..
    d. Cutting down of forest…………….
    e. To run away from home in order to marry………………..

**3. Match the word in column A with the words in column B which have similar meaning.**                                    **5**

| A | B |
|---|---|
| Analgesic | one of the things from which something is made |
| Antipyretic | a substance that reduces pain |
| Ingredient | the process of being taken in |
| Absorption | removing harmful substances |
| Decontamination | a drug used to reduce or prevent fever. |

**4. Write the synonyms of the following words.**                                    **5**

Furiously………………………..

Massive………………………..

Set Free………………………..

Welcomed………………………..

Timidly………………………..

**5. Fill in the blank spaces with the words in the box.                5**

| wise    a prison          wants    appeal    tenderly    seven years    beaten    welcomed |
|---|
| get out    loved    a human being   feelings |

The poem is an………………for freedom. It describes the……………of the poet. He is put into……………and……………..He has been three for………………He wants to…………………….of there. He………………to be……………and feel like…………………

**6. Make sensible sentences using the following words.                    5**

a. dazzle…………………………………………………………………………

b. condolence………………………………………………………………………

c. hover…………………………………………………………………………

d. advocate…………………………………………………………………………

e. Bewilder…………………………………………………………………………

**7. Find the opposite word in column B for each word in column A. Write the number of the correct word in the brackets against each other.          5**

| Despair | ( ) | 1. clear |
|---|---|---|
| Blur | ( ) | 2. appeared |
| Wild | ( ) | 3.safe |
| Endangered | ( ) | 4.final |
| Vanished | ( ) | 5. hope |
|  |  | 6. tamed |

**8. Fill in the blanks crossword puzzle with the suitable words. The letters in the box indicate the first letter of the word.**      **5**

**Across**

1. Teasing naughtly

**Down**

2. Fair and equal state

3. Unpleasant, dreadful

4. Recommending, supporting

5. Confused

**9. Arrange the jumbled words meaningfully.**      **5**

     a. WNESPEPAR……………………………

     b. VEADNETSEMITR…………………………

     c. THSYMYAP……………………………..

     d. PHOAARNEG………………………..

     e. SUBOBNRT

**10. Change the following verbs into Noun and adjective.**      **5**

| Verb | Noun | Adjective |
|---|---|---|
| Cheer | | |
| Quarrel | | |
| Communicate | | |
| Free | | |
| Use | | |

# First Progress Test

Name:…………………………………..                          F.M.:20

Class:…………………………                          Time: 20 min

1. **Match the words in column A with the words in column B which have a similar meaning.**                          **5**

|        **A**        |        **B**        |
|---------------------|---------------------|
| Engulfed            | casualties          |
| Deaths              | flowing             |
| Made Worse          | Swallowed           |
| Surging             | livestock           |
| Animals             | aggravated          |

## 2. Provide single words for the following descriptions.                          5

   a.   Remains of prehistoric animals hardened into rock……………..
   b.   Sandy bank of the sea…………………..
   c.   Rule by one person……………………
   d.   Money given when a daughter marriage……………….
   e.   Bend down one's head……………….

## 3. Make sensible sentences using the following words.                          5

   a.   Architect…………………………………………………………………
   b.   Bargain…………………………………………………………………
   c.   Crawl…………………………………………………………………
   d.   d. Cute…………………………………………………………………
   e.   Fascinate…………………………………………………………………

**4. Arrange the jumbled words meaningfully.**                    **5**

     a.  ISWERHP

     b.  MMCECNOE

     c.  ORGIEN

     d.  FANMTREUACU

     e.  OLAPORPS

# Second Progress Test

**Name:**……………………………….. F.M.:20

Class:………………………… Time: 20 min

**1. Fill in the following crossword puzzle with the suitable words, the letters in the box indicate the first letter of the words.** **5**

**Across**

1. Re-starting breathing

4. Escape of air or liquid

**Down**

2. Close off completely

3. Instantly

5. Get bigger

**2.  Write the synonyms of the following words.** **5**

   Combat…………………………..

   Solicitor…………………………..

   Lad…………………………..

   Demise…………………………..

   Stunned…………………………..

**3. Fill in the blanks spaces with the words in the box.**                     **5**

| Refused | Insurance | |
|---------|-----------|-----------|
| Supported | Expire | Financial |

In 1950, a man named Bimal Kumar took out an………………..policy of Rs. 100,000 on his life. The policy was due to……………at 3:00 pm on a certain day. The man was in serious………………..difficulties, and at 2:30 pm on the expiry day he consulted his solicitor. He then went out and called a taxi. He asked the driver to make a note of the time, 2:50 pm. Then he shot himself. The Insurance company……………to pay man's wife, and the court……………..them.

**4. Choose the best answer.**                     **5**

a. A place where one road meets another is called………….

      i. Junction     ii. circle     iii. roundabout iv. traffic

b. If you are without hope you are in…………

      i. Dream     ii. secured condition   iii. despair     iv. sleeping

c. Ambulance was called and all the wounded passengers were…………to hospital.

      i. Faced     ii. rushed     iii. urged     iv. claimed

d. The word 'ragged' refers………..

      i. Beautiful      ii. make angry iii. badly torn  iv. confused

e. The words 'Nestling' means………,.

      i. Kids ii. baby cows  iii. baby birds  iv. baby dog

# Third Progress Test

Name:…………………………………..                          F.M.:20

Class:…………………………                          Time: 20 min

## 1. Provide single words for the following description.                          **5**

    a. Underground passage through a hill or mountain…………….

    b. A plant that is grown in large quantities, especially as food………………

    c. Someone who steal money from people's pockets…………….

    d. Person who kills wild animals illegally……………

    e. Back part of the leg between knee and ankle…………..

## 2. Match the following word with their meaning.                          **5**

| | |
|---|---|
| Monument | field where apple tree grow |
| Emperor | sand bank of the sea |
| Beach | remains of prehistoric animal |
| Fossils | building to keep the memory |
| Orchard | great king |

## 3. Write the antonyms of the following words.                          **5**

    a. Optimistic……………………….

    b. Rival……………………….

    c. Arrival……………………….

    d. Lazy……………………….

    e. Entrance……………………….

**4. Change the following words as indicated in the brackets.**        **5**

    a.   Belive (noun)……………………….

    b.   Proof (verb)……………………….

    c.   Regularity (adjective)……………………….

    d.   Able (noun)……………………….

    e.   Encourage (noun)……………………….

# Appendix II

## Test Based Model Lesson Plans

### Lesson Plan No. 1

Class: Nine

Subject: English                                        Date: 2067/09/02

No. of Student: 24                                       Time: 40mins

**Teaching Items:** Enthusiasm, Wonderful, Humor, Frightening, Vacant, Despair, Nightmare, Somersaulted, Rushed, Blur, Shattered

**Objective:**     i. Tell the meaning of the vocabulary items.

                   ii. Use the words in the sentence of their own.

**Teaching Materials:** Word cards, A picture of car accident, dictionaries.

**Activities:**

**Pre-task Activities:**

) The teacher will show the picture of car accident to the student. And he will introduce the topic to the student.
) The teacher will highlight useful words and phrases but will not pre-teach new vocabulary items.
) The teacher will introduce the task to the student for their easiness to perform the task.

**Task Activities:**

) The teacher will divide the class into four groups: A, B, C and D.
) The teacher will ask student to see the picture and describe. The student will work in group and the teacher will guide, if necessary.

- ⟩ The teacher will ask the students to read out the whole passage and find out the difficult words.
- ⟩ The teacher will show the word cards of difficult words.
- ⟩ The teacher will distribute a dictionary to each group. Then, he will ask in group. He will also tell them to find out the word class of those very words with the help of dictionary. Then, he will tell the students to use those words in their own sentences.
- ⟩ The teacher will facilitate the whole class, if necessary.

## Post-task Activities:

The teacher gives feedback on individual group work related to use of vocabulary.

## Evaluation:

The teacher will ask individual student to use the following word in sentences.

Blur, Vacant, Humor, Wonderful

# Lesson Plan No. 7

Class: Nine

Subject: English                                                    Date: 2067/09/02

No. of Student: 24                                                  Time: 40mins

**Teaching Items:** Amazing, bulky, hover, silly, shakily, crawl, dazzle, fascinates, clumsy, jealous

**Objectives:**   i. Tell the meaning of the vocabulary items.

                  ii. Use the words in the sentences of their own.

**Teaching Materials:** Word cards with their word class and meanings, sentences cards.

**Activities:**

**Pre-task Activities:**

⟩ The teacher will introduce the topic and task to the student.
⟩ The teacher will highlight useful words and phrases but will not pre-teach new vocabulary items.
⟩ Student will be given 5 minute preparation time to think about how to do the task.

**Task Activities:**

⟩ The teacher will divide the class into 3 groups: A, B and C. Each group has equal members.
⟩ He will give word cards with their word class in 'A', word cards with their meaning in group 'B' and sentence cards in group 'C'. Then, the students will read those things silently in their respective groups.
⟩ Then, the teacher will re-arrange the class into new groups containing a student from each of the original groups. Then, they share their information to each other.

)  The students will find out the meaning, word classes of those words in groups. They also use the words in their own sentences. The teacher guides and helps if they ask.

)  The student will return to their original groups and compare their task.

## Post-task Activities:

The teacher tells the meaning, word classes of those words to the students and students compare their answer.

)  The teacher gives feedback on individual group work related to use of vocabulary.

## Evaluation:

The teacher will ask individual students to use the following words in sentences.

Crawl, dazzle, clumsy, amazing, bulky

# Lesson Plan No. 16

Class: Nine

Subject: English                                           Date: 2067/09/02

No. of Student: 24                                         Time: 40mins

**Teaching Items:** Grace, timidly, blessing, bow, horrible, perplexed, advocate, equality, optimistic, arrivel.

**Objectives:**    i. Tell the opposite meaning of the vocabulary items.

                   ii. Use the words in the sentence of their own.

**Teaching Materials:** Usual classroom materials, dictionaries.

**Activities:**

**Pre-task Activities:**

- The teacher will introduce the topic and task to the student.
- The teacher will highlight useful words and phrases but will not pre-teach new vocabulary items.
- Students will be given 5 minute preparation time to think about how to do the task.

**Task Activities:**

- The teacher will divide the class into 6 groups. Each group has equal member.
- Then the teacher writes the teaching items on the board and tells students to pronounce the word.
- The teacher will distribute a dictionary to each group. Then, he asks students to find out the words in the dictionary and see their meanings. Then he asked them to find out their opposite meaning. Students may guess the opposite words and look their meanings in the dictionary.

❭ Then the teacher divides the class into two groups. One group will ask words and another will tell the opposite words.

❭ The teacher will help students if they need help. After that the teacher will ask student to use the words in their own sentences. He will tell them to take help form dictionary.

**Post-task Activities:**

The teacher tells the meaning, opposite meaning of those words to the students and students compare their answer. Teacher also makes students of each words.

**Evaluation:**

At the end, the teacher writes the following words on the board and students give the antonyms.

Optimistic, arrival, equality, timidly.