EFFECTIVENESS OF TASK- BASED LANGUAGE TEACHING IN READING SKILL

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

Submitted by:

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Bharatpur, Chitwan, Nepal

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DECLARATION

I hereby declare this thesis is original; no part of it was earlier submitted for the research of the candidature of research degree to any university.

....

Tirtha Raj Ghimire

Date: 2069-10-04

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Tirtha Raj Ghimire** has prepared this thesis entitled **"Effectiveness of Task-Based Language Teaching in Reading Skill"** under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated to:

My grandparents and parents who donated to a school in Gorkha.

ACKNOWLEDGEMENTS

ABSTRACT

This research aimed at finding out the effectiveness of task-based Language Teaching in reading skill in Nepal. The researcher conducted to determine **The Effectiveness of Task-based Language Teaching in Reading Skill**. The test items were developed for the collection of data. The researcher collected data from the sample population of sixty students of grade ten of a government school, **Shree Bhawani Higher Secondary School**, **18 Saya Khola, Manbu, Gorkha**. A pre-test was given in the beginning. Then two groups (Experimental and Control) were made from their odd and even numbers after pre-test. The students of Experimental Group were taught for twenty-eight lessons using Task-based in their reading skill. The students of control group were taught in usual way of teaching. After the experiment, a post-test was administered with the same set of test items on two groups. The average score of all the test items were calculated. The results of the tests were compared to find out the effectiveness of task-based language teaching from the learning achievement. It was found that task-based teaching was more effective than usual classroom teaching for reading skill of class ten students since the experimental group had more average score increasement than that of the control group.

This thesis consists of four chapters. Chapter one is an introductory part which includes general background, objectives of the study, review of the related literature and significance of the study. Chapter two includes the methodology adopted to complete the research. It particularly contains the sources of data, sampling procedures, tools and process of data collection and limitations of the study. Chapter three includes the analysis and the interpretation of the data. Chapter four consists findings and recommendations of the study based on the analysis and interpretation of the data. This chapter is followed by the references and appendices.

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LIST OF SYMBOLS AND ABBREVIATION

C.G.	-	Control Group
CDC	-	Curriculam Development Centre
Dr.	-	Doctor
E.G.	-	Experimental Group
ELT	-	English Language Teaching
et al.	-	And Others
F.G.	-	Fill in Gaps
F.M.	-	Full Marks
G.T.	-	Grammar Translation Method
hr.	-	Hour
i.e.	-	That is
M.	-	Meaning
M.Ed.	-	Master of Education
Mins.	-	Minutes
Mr.	-	Mister/ Master
Ms	-	Miss/Mistress
NELTA	-	Nepal English Language Teacher Association.
p.	-	Page Number
Prof.	-	Professor
Q.A.	-	Question Answer
Reg. No.	-	Registration Number
Roll No.	-	Roll Number
S.L.C.	-	School Leaving Certificate
SLA	-	Second Language Acquisition
SN	-	Serial Number
T.U.	-	Tribhuwan University
TBA	-	Task-Based Approach
TBLT	-	Task-Based Language Teaching
TF	-	True False

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language teaching and learning is a matter of pedagogy. The teaching of any subject matter is usually based on an analysis of the nature of the subject itself. Professionally language teaching came into its existence and became highly and widely popular. When it is got popularity then different linguists and languages specialists sought to improve the quality of language teaching. They referred some general principles and theories which got approaches methods and techniques. Anthony (1963) says" an approach is correlative assumption dealing it with the nature of language teaching and language learning. Then he also defines methods as "an over all plan for orderly presentation of language material, method is procedure."A technique is an implementation which actually takes place in a classroom. It is particular trick; 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.

As the concern of language teaching, there were many approaches methods and techniques used. Different approaches like oral structural situational approach, audio-lingual approach, functional approach, communicative approach but the result of English language teaching had more quantitatively successful than qualitatively. The new course of grade ten English allocated forty percent weight for reading skill. Therefore this research is determined for modern approach with new technique. When old methods, approaches and techniques were criticized with so many weaknesses, Task- Based language Teaching (TBLT) came in the field to fulfill the needs of contemporary language teaching situation. It is an approach to language pedagogy that suggests that acquiring the second language involves doing tasks in that language.

Among others, it is goal oriented, equal participation of all students, easy to use both in rural and urban areas, not necessary of many equipments and purely student -

centered. It is more appropriate and more implemented than other approaches. Therefore, the researcher wanted to use to get refreshment in teaching profession and students' better interest than others. TBLT is more demanding and recent approach in the field of ELT. It is described below.

1.1.1 Task-based Language Teaching (TBLT)

Task–based language teaching is an approach to language pedagogy that suggests that acquiring a second language involves doing tasks in that language. It is known as task–based instruction. According to Richards and Rodgers (1989), Task-Based Language Teaching (TBLT) refers to "an approach based on the use of task as the core unit of planning and instruction in language teaching". It is entirely related to the communicative language teaching and some of its own peculiar features make it different from other communicative approaches and also a famous in the field of language pedagogy and second language acquisition since 1980s.

Task-based language was, first, introduced in 1980s by N.S. Prabhu. He organized a long running Bangalore's project, in which he made learners engage in doing tasks communicatively, not on memorizing grammar rules and structures. The major premise of the Task-Based Language Teaching (TBLT) is that language acquisition takes place when learners negotiate meaning to perform a particular task. Willis (1996) says "TBLT is a logical development of communicative language teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s." For example:

- Activities that involve real communication are essential for language development;
- Activities in which language is used for carrying out meaningful tasks promote learning; and
- Language that is meaningful to the learner supports the learning process.

Language learning is believed to depend not merely on comprehensible input but in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication in typical contexts of the second language use.

Task-based language teaching proposes the notion of 'task' as a central unit of planning and teaching in which students are simply asked to perform communicative activities in which they have to use the foreign language. The more they do the better they become in using the language.

Prabhu (ibid) suggested that if the emphasis in the class was on meaning, the language would be learnt incidentally. The way this was to come about was through series of tasks which had a problem solving element.

Task-based language teaching also draws on an interactional view of language. There has been a great deal of research and theorizing in the last approximately fifteen years on the use of task in language teaching. Particularly task which involves interaction between learners is believed to promote language acquisition by:

- Providing learners with opportunities to make the language input they receive more comprehensible,
- Furnishing contexts in which learners need to produce output which other can understand, and
- Making the classroom closer to real-life language situations.

Engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place. Task-based approach emphasizes equally on four skills of language teaching, i.e. listening, speaking, reading and writing.

1.1.2 Concepts of Tasks

'Task' is defined variously, as it has been used in the different fields, by different scholars. The concept of 'task', at first, was introduced by Prabhu in his Bangalore project in 1980s. Then it was again elaborated by Nunan (1989) in his book entitled 'Designing Tasks for the Communicative Classroom'. Prahu (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 teachers to control and regulate

that process". From this definition it is understood that, learners are required to process the thought to perform the task.

Supporting the view given by Prabhu, Nunan (1989) defines communicative task as: "a piece of classroom which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness".

When we analyze the definition given by Nunan (1989) on communicative task, we can understand that the second language learning tasks place only when learners are given tasks to manipulate, produce or interact by giving focus only on meaning (message) not on structures (forms). He gives priority in meaning aspects of language than forms.

Waters (1995) says that "task involves discussing problems, taking notes of answers, presenting ideas clearly as well as logically, keeping records of one progress and so on."

Similarly, Skehan (1996) also supports Nunan (1989) and defines task as "activities which have meaning as their primary focus. Success in the task is evaluated in terms of achievements of an outcome, and task generally bears some resemblance to real-life language use." He also gives emphasis on meaning aspect of language and talks about the outcomes after using task in the real-classroom. It means while teaching a the second language to the learners, the teachers must try to make the students understand the role of language used in different places and its message is conveyed not about the forms or structure applied in language.

Willis (1996) defines task as "a goal-oriented activity with a clear purpose. It is an activity in which students use language to achieve specific outcome". Similarly, Ellis (2003) also defined 'task ' "as an activity that calls for 'meaning-focused language use' and in tasks language is learnt incidentally but not intentionally".

From these above mentioned definitions, task can be taken as an activity which focuses on meaning aspect of language in which learners learn language without being informed explicitly what aspects of language are going to be learnt.

Although much research has been carried out on TBLT, we cannot find any congruent and plausible views on 'task' in relation to language pedagogy. So, we can say that 'task' in language pedagogy, is a piece of activity given to the learners in a classroom where language takes place incidentally not intentionally. Its primary focus is on meaning not on grammatical structures.

1.1.3 Types of Tasks

The TBLT makes the performance of meaningful tasks central to the learning process. The available literature and research on TBLT suggest that various types of tasks can be used in the second language classroom so that learners may learn the second language more effectively and more naturally. Tasks can be classified into different types. Nunan (1989) suggests two types of tasks:

i.   Real-world tasks

According to Nunan (1989), Real-world tasks are designed practice or rehearse those tasks are found to be important in a needs analysis and turn out to be important and useful in the real world. Real world tasks are more authentic and less concern with specific features for second language learning. Example of this type is using a telephone

ii.   Pedagogical tasks

Pedagogical tasks have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks. An example of this type is information gap task.

Prabhu (1980), his long running Bangalore project, has used ten different types of tasks in different times. They are:

Diagram and information: Naming parts of a diagram with numbers and letters of the alphabet as instructed.

- Drawing: Drawing geometrical figures/ formation from sets of verbal instruction.
- Clock faces: positioning hands on a clock to show a given time.
- Monthly calendar: Calculating duration in days and weeks in the context on the travel, leave, and so on.
- Maps: Constructing a floor plan of a house from a description.
- School timetable: Constructing timetables for teacher of particular subjects.
- Programs and itineraries: Constructing itineraries from descriptions of travel.
- Train timetable: Selecting trains appropriate to given needs.
- As a year of birth: Working out year of birth from age.
- Money: Deciding on qualities to be taught given the money available.

Though different researchers in different times prescribed different types of tasks during their study we cannot find any plausible views on actual numbers of tasks. In fact, tasks types depend upon the contexts, level of the subjects where and why they are used. Advocates of TBLT have made a series of attempts to define and validate the nature and functions of tasks in language teaching. On the basis of such nature and functions of tasks can be different types and categories which include:

a) Focused sand unfocused tasks
b) Real-world and pedagogical tasks
c) Information gap, reasoning gap and opinion gap tasks
d) Opened and closed tasks.

1.1.4 Framework and Methodology of TBLT

Task-Based Language Learning is broadening its horizon in the field of 'Teaching English as a Foreign Language' (TEFL) and 'Teaching English as a Second Language' (TESL) situation. It is an approach or method of teaching second language to the learners through systematic stages. Traditionally, language was taught through PPP(presentation, practice, production) model but now the new model is practiced in

the field of SLA which is often called Test-Teach-Test based learning (testing initial level of knowledge in certain skill and teaching and again testing the capacity in the same skill simultaneously) often adopted in TBLT. Conversely, TBLT has used production stage first and learners are required to perform a particular task. Willis (1996) outlines the following model for organizing lesson. There are three stages:

- **Pre- task stage:** It is related to introducing the task, presenting the model task and planning time for the completion of the task. It is supporting to learners in performing the different tasks. The Teacher gives instructions along with demonstrations and comprehension checking.
- **During task stage:** In this stage, learners perform the task by using different performance options and information processing options. It has explicitly formation of messages, shares goals of task, performs role plays etc. Students work in pairs/groups. Teacher moniters, notes problems and helps if necessary.
- **Post task stage:** It is the last stage, which incorporates the activities like repeat performance, reporting, conscious-raising activities and repeating the task. It is to encourage attention to have the forms. The teacher may summarize the things they have practised. The teacher gives feedback, deals with error correction and consciousness-raising.

TBLT is a learner-centered approach, which is mainly based on the needs and interests of the learners in learning language. Stages in this approach can be adopted of anyone but that must be in-touch with the learners' needs.

1.1.5 Components of TBLT

There are no congruent views on components of TBLT. Different scholars provide different types of components.

The components of TBLT according to Nunan (1989) are diagrammatically presentation below:
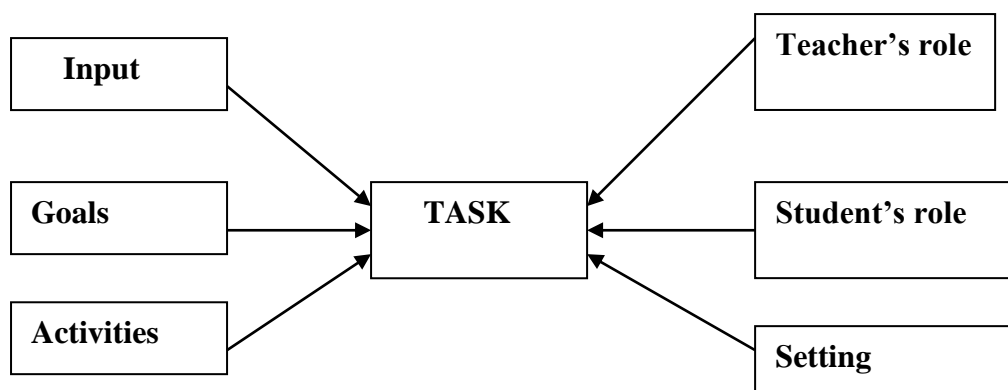
Nunan states that tasks contain some forms of input data which might be verbal or non-verbal (e.g. dialogue, picture respectively) and an activity is in some way derived from the input which sets out what the learners are to do in relation to the input. The tasks will also have explicit or implicit goal and roles for researchers and learners and to perform any kinds of tasks there must be a setting (setting will here be communicative).

Ellis presents other components:

i.   Goal: It is general Proposed of task. It can be specified in terms of 'what' aspect of communicative competence. The task can be intended to contribute to linguistics, Pragmatics, Strategic etc.

ii.   Input: A task requires to have input such as pictures, language forms, maps, questionaires etc. It can be verbal or non-verbal or combination of both.

iii.   Conditions: The ways in which information is presented in a tasks is called conditioned. for eg. picture can be given to learners to describe a to make a story etc.

iv.   Procedures: Ellis calls 'Procedures' for what Nunan says 'activities'. The learners who perform the tasks are involved in wide range of procedures such as interviewing, narrating, reporting etc. They may work individually or in pairs or groups.

v.   Predicted outcomes: The criterial feature that qualifies as activity to fuction as a task is called predicated outcomes. The product and process outcomes are involved in it.

When we analyze the components of TBLT, given by different persons, it is clear that inputs, goals, activities, roles and outcomes are the essential components of TBLT.

1.1.6   Features of TBLT

Every language teacher realizes the importance and relevance of students centered, practical and flexible approach to the world-wide demand for communicative teaching which helps learners to understand the language in context and to use it effectively in appropriate situation outside the classroom. Task-based language teaching offers these necessities of the latest demand in making teaching learning program better. Therefore different scholars provide different remarkable features/characteristics of TBLT, which are as follows:

According to Ellis (2003), there are six different types of fundamental features of the tasks which are as follows:

- Task as a work plan, i.e. task incorporates the activities designed by teachers to engage the learners in communication.
- A task involves a primary focus on meaning. Task involves the activities like information gap, option gap, etc, that focuses on meaning.
- A task involves real-world process of language use process of language use. (The activities like filling the form, writing e-mail, etc, are taken as a task).
- A task involves any of the four language skills. Oral skills of language are more practiced.
- A task engages cognitive process. This feature is related to the cognitive process like selecting, classifying, ordering, reasoning.
- A task has clearly defined communicative outcomes.

By analyzing the view that those oral skills of language are given more priority in TBLT, Phyak (2008) suggests to do research more in this area because TBLT is an

offshoot of communicative approach which emphasizes on all four skills of language, i.e. listening, speaking, reading and writing.

Similarly, Skehan (1996) gives the main features of TBLT as follows:

- Meaning is primary.
- There are some communication problems to solve.
- There is some sort of relationship to comparable real world activities.
- Task completion has some priority.
- The assessment is done in terms of outcomes.

The prominent features/characteristics of TBLT are the focus on communication by engaging learners in doing a task. TBLT is an analytical approach to syllabus design and methodology in which it claims of information gathering, problem solving and evaluative task are used to organize language teaching and learning. It is also a meaning focused approach which is realized through 'procedural syllabus', where students have to solve problems through reasoning and self reliance. In this approach, students are given materials, and they have to actively engage in the processing of it in order to achieve a goal or complete a task.

In TBLT, all the language skills are equally emphasized and students are engaged in performing tasks. Tasks are like regular activities that we perform every day. It focuses on accuracy, fluency and complexity of language use.

The usefulness of any method depends upon the way it is used and the context in which it is used. But accuracy, fluency and complexity can only be identified when language is used in real life situation rather than in a contrived and isolated situation. This approach is based on the fact that achievement to the use of communication strategies to negotiate meaning makes the communication effective.

1.1.7 Principles of Task-based Teaching

Task-based methodology, including planning and teaching is guided by a set of general principles. The principle includes the practical insights for teachers and planners relating to the design of task based course, course books, and lesson

sequences. The activities and tasks are used in the second or foreign language classroom are also designed and implemented according to the principles of TBLT.

Principle 1:   Ensure an appropriate level of task difficulty.

Principle 2:   Establish clear goals for each task-based lesson.

Principle 3:   Develop an appropriate orientation to performing the task in the students.

Principle 4:   Ensure that students adopt an active role in task-based lessons.

Principle 5:   Encourage students to take risks.

Principle 6:   Ensure the students are primarily focused on meaning when they perform a task.

Principle 7:   Provide opportunities for focusing on form.

Principle 8:   Require students to evaluate their performance and progress.

1.1.8 Evaluating Roles of TBLT

Recently Second language Acquisition Theories suggest that language learning is a process that requires opportunities for learners to participate in communication there making meaning-making and thereby for creating the conditions for language acquisition. In addition to making meaning learners need to attend and become aware of linguistic form. TBLT has been seen by various perspectives according to the roles and focus of the tasks used for the second language development. Ellis presents three perspectives to evaluate the practicality and effectiveness of tasks in language pedagogy.

a.   An innovationist perspective of TBLT

The practioners may wish to adopt the innovation in their teaching & learning practice. Ellis presents four sets or factors. The first factor suggests tasks should be suitable according to socio-cultural context of learners to negotiate meaning. The second factor suggests the second language teacher needs to be proficient in the second language to engage learners easily in their interactions. The third factor suggests that tasks should be implemented in a way clearly seen outcome can be

achieved. Final factor suggests that the task should refer to quality innovation related to relevance, complexity and originality.

b.   Empirical evaluation of TBLT

It is the research based internal evaluation of TBLT. It examines the task-based teaching works in particular contexts. It looks tasks to achieve objectives in the particular contexts from task designs and procedures as well as it offers to pedagogical suggestions to programmes.

c.   Theoretical Objections to TBLT

Critics of task-based teaching have raised many concerns about its overall applicability. Ellis pointed 3 objections:

- The restricted nature of task-based communication
- The cultural relativity of task-based teaching and
- Impossibility of teaching language as communication.

1.1.9 Teaching Reading Skill

Reading generally, means understanding of given different text. Reading is a receptive skill which is necessary for understanding the context of the subject matter, then only writing takes place. Comprehensive reading skill means the total understanding of messages or information in different texts or it is decoding the messages. Regarding this Grellet (1995) says, "Understanding a written text means extracting the required information from it as effectively as possible". Teaching of English reading is important aspects of teaching/learning a foreign language. It opens the gateway of knowledge. In other words, comprehensive reading means to understand the various sub skills through reading. Munby (1979) has given sub skills of teaching comprehensive reading skills are that recognizing the script of a language, deducting, meaning, using unfamiliar text items, understanding explicitly stated information, conceptual meaning communicative value of sentence, relation cohesion within sentence, grammatical cohesion etc, identifying main point or discourse, distinguishing ideas, summering, skimming, scanning, sketching basic reference skills

etc. Reading skill is as a receptive skill because it is predictive skill, extracting detail information skill deducting meaning skill from context, recognizing function and discourse patterns skill etc. It is old view. But, in modern view, reading skill is productive skill because it has guessing, predicting, checking, asking questions oneself, responding reading text, comparing etc.

There are many types of Reading Skill on the basis of speed; sound, focus attention and purpose. They are as follows:

- Slow Reading: It is useful of deep understanding.
- Rapid/fast Reading: It is useful to note taking to be expert.
- Silent Reading: It is useful to understand message through mental progress. It has higher level of comprehension and interpretation.
- Loud Reading: It is physical mental process changing graphic symbols to interpret the text and for correct pronunciation. It is for oral practice more than comprehension and inner thought. It emphasizes accuracy and fluency.
- Extensive Reading: It is also rapid silent reading for pleasure and conscious language learning. It is also out of text reading. It is only for fun. Students involve in close study of text and familiarize with features of written forms in second language learning.
- Intensive Reading: It is a bit slow reading which requires a higher degree of understanding for language learning, text understanding, and structure of sentences or words, grammar and do all exercise which is related to task-based.
- Skimming: This reading is for finding gist of text. It is used to get global impression of the content of a text book.
- Scanning: This reading is for only specific item. It helps to find out specific information.

Among them, intensive reading is mostly used in class ten to develop comprehensive reading skill. It has tasks in the text book which learners should do in different ways.

1.1.10 Importance of Teaching Reading at Secondary level

Reading Obviously is a receptive skill because we receive different messages by reading something. Reading without understanding is just barking. Reading involves comprehension or understanding. Reader constructs message from graphic symbols. The receptive sub skills of reading are :

i.   predicting
ii.   extracting details information's and specific information's.
iii.   deducting meaning from the context.
iv.   recognizing function and discourse patterns.
v.   getting general picture or gist.

Reading can be regarded as a productive skill because it involves relation between print and speech or pronounciation. Reading means perceiving a written text in order to understand its content. A child listens to the speech, produces orally and goes to read in print or in writing. Modern world without reading materials is on unimaginable. It is the cheapest and the best way of getting information, increasing one's professional knowledge and keeping oneself update with things happening around him/her. Teaching for reading skill is very important by the following points:

a.   It is for broadening knowledge
b.   It is for learning literature for students
c.   It is for developing moral and spiritual values
d.   It is for increasing the desire to read out of text (mail, internet, letter, newspaper etc)
e.   It is for intertainment
f.   It is for understanding the meaning of vocabulary items.
g.   It is for recognizing the organization of the text (gist, detail information etc)
h.   It is for making notes and extracting specific information.
i.   It is for correct pronunciation of words, oral practice and drills.
j.   It is for modeling and new structure of words in language.
k.   It is for doing exercises or tasks.

1.1.11 Task-based Language Teaching and Reading Skill

CDC has divided English subject at secondary level into 10%, 15%, 40% and 35% for listening, speaking, reading and writing skills respectively. Broadly, students reading activities in class ten English textbook can be used for intensive reading which is task based focusing. There are different exercises after the text in textbook for many tasks. Intensive reading involves approaching the text under the guidance of a teacher or a text which forces students to do tasks which refers to comprehensive reading skill. The text lessons are on task based and students should try to understand all messages and information doing themselves for details. Usually, in the textbook, tasks are shorter therefore, teacher's guidance is must. Most of teachers as well mine are traditional, that means teacher- centered method which cannot grow students' reading skill. The tasks are for students but not for teachers to perform. Teacher is only helper, so Task-based Language Teaching is suitable and effective in reading skill by the following points:

- It is used for language learning and teaching.
- It requires students for intensive study of text.
- Words and structures are emphasized.
- Meaning and pronunciation are taught intensively.
- Teacher is helper and facilitator and learners are active participators.
- New texts and exercises from practice books are given to perform.
- It is learner centered, goal oriented and procedural.
- It uses all types of reading skills.
- It is learning by doing (exercises)

It follows three activities or stages in reading skill. They are:

- Pre-reading activities/tasks- In which there are stimulating students interest in text from picture, predicting theme or topic, warming up etc basic activities.
- While-reading activities/tasks - In which there are actual reading of text, finding answer, guessing list, matching meaning, completing table identifying facts etc.

- Post-reading activities/tasks- In which there are evaluations of students, response of students, doing other extra tasks, discussing on topic, writing summary, role playing etc.

1.2 Review of Related Literature

Many researches related to task-based can be found in the field of ELT but very rare researches are found about teaching reading. Much research has been carried out under in activities relying on TBLT to test other skills except reading skill at grade ten. The researcher has consulted other studies to find suggestions are as follows:

Vass (2002) carried out a research on 'Friendship and collaborative creative writing in the primary classroom'. He did it on 8-years-old girls by studying the effect of friendship and the pair role of the computer tool in the development of creative writing skills. The main objectives of his study was to analyze and find out how the collaborating writers (friendship pair and acquaintanceship pair) engage in talking to cope with the demands of task, and how they use discourse to support different phases of the joint writing process. The finding of his study suggests that pairing children with a friend is clearly beneficial when they are working on challenging problem, solving tasks or engaging in activities, relying on meta-cognitive process, such as creative writing etc.

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 teaching simple present tense. The findings of his study suggested that task-based techniques are very effective in teaching Simple Present Tense. He also suggested to implement TBLT in classroom to teach grammar.

Kadka (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 to find out their effectiveness. He compared both techniques in teaching grammar and his research finding suggested that task-based techniques were more effective in teaching grammar than form-focused techniques.

B.K. (2008) has carried out a research entitled 'Techniques of teaching Reading at Lower Secondary level'. In this thesis he has tried to find out the techniques which are used in teaching reading skills for lower secondary level which includes the teacher abilities in teaching language. He emphasizes on the   teaching approaches in a language classes in isolation.

Poudel (2009) conducted a research on "A study on the Techniques of Teaching Reading in English at secondary level." His research was limited to public schools in Banke district. He focused on the observation of the techniques applied by the teachers in teaching reading items only. His research was related to the various techniques applied in teaching reading rather than the efficiency of the production of language learning.

Niroula (2010) carried out a research on '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, Sindhupalchowk. 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.

Up to now even a single research is not carried out on teaching reading skill for class ten using task-based language teaching in the Department of English Education. So, obviously, this study will be one of the new rays to introduce in this Department of English Education, Saptagandaki Campus Bharatpur, Chitwan.

1.3   Objectives of the Study

 The main objectives of this study are as follows:

a.   To find the effectiveness of task-based language teachings in reading skill at class ten.

b.   To suggest some pedagogical implications.

1.4   Significance of the Study

This study will be significant for those teachers, who are trying their best to develop reading skill of learners. It will also be significant for the students, teachers, ELT practitioners, textbook writers, syllabus designers and others who are directly or indirectly involved in ELT. In fact, it will encourage the English language teachers to implement TBLT in teaching reading skill at grade ten for SLC candidates. CDC has allocated forty percent language skill out of hundred for reading skill in English at secondary level. So this study will help to revise classroom approaches, methods and techniques based on more tasks of the language teaching for the teacher and the English course books of different levels.

CHAPTER TWO

METHODOLOGY

Methodology here means all the methods adopted in this research. As Kumar (2005) says "this research process is similar to undertaking a journey having decided upon your research question or problems, you then to think how to go about finding their answer". Likewise, it is a sequence of steps that we take one by one. The following strategies were adopted to fulfill the above mentioned objectives.

2.1 Sources of Data

The researcher used both primary and secondary sources of data but it was based mainly on primary sources of data.

2.1.1 Primary Sources of Data

This study was mostly based on primary sources of data. The primary sources of data in this study were the 60 students of grade ten in the English classroom of **Shree Bhawani Higher Secondary School 18 saya, Khola Manbu Gorkha**. The researcher conducted the pre-test before his new teaching and the post-test after his experimental teaching to compare scores of students of two groups(the experimental and control groups).

2.1.2 Secondary Source of Data

The researcher consulted various articles, thesis, journals, reports, proposals, etc related to proposed studies which are also mentioned in the references. He has searched different websites and studied relevant research papers. He also collected data from the related books, for example, Prabhu (1987), Nunan (1989), Richards and Rodgers (2002), Harmer (2003), Eillis (2003), Willis and Willis (2005), Nunan (2007), and NELTA Journals (2005, 2006, 2008, etc).

2.2 Sample Population and Sampling Procedure

The researcher selected one of the governmental schools Shree Bhawani Higher Secondary School of Gorkha district using random sampling procedures. The sample research was done within 28 teaching classes in 60 students of grade ten of that school for the study. Students were divided into two groups: Experimental and control through odd and even roll numbers after the pre-test result. It tried to maintain equal opportunity of overall learning.

2.3 Tools of Data Collection

The researcher used test items as a tool of data collection from the primary sources. Both pre-test and post-test contained the same test items; they contained different reading text (poem, story, etc) for meaning, question answer, gap filling, True/False for reading comprehensive skill.

2.4 Process of Data Collection

The process of data collection involved the following steps:

i.   First of all, the researcher gave pre-test for class ten students to find out their reading skill from his usual teaching.

ii.   He divided 60 students into two equal groups: Experimental and control group having 30 students in each group after pre-test on the basis of odd and even numbers tossing a coin.

iii.   He taught the control group as usual. He taught as prescribed from CDC text book for reading skill. Similarly he taught the experimental group as he wanted, task-based for this study. He taught 28 lessons. After teaching differently he gave the post-test from the same item of questions or tasks, tabulated the result of both group and compared statistically.

iv.   Finally, the data were compared to determine the effectiveness of task based language teaching for reading skill at grade ten.

2.5 Limitations of the Study

The study was limited in the following ways:

i. The population of the study was limited to 60 students of grade ten from one of the government schools i.e. **Shree Bhawani Higher Secondary School, 18 Saya Khola Manbu, Gorkha.**

ii. The study was confined to **Effectiveness of Task-based Language Teaching in Reading Skill** at grade ten.

iii. The primary data of this study was collected from reading comprehension of grade ten textbook and the tests were gap filling, question answer, true false, meaning etc.

iv. The study was confined within 28 periods taught by a single teacher.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. Analysis means the details study or examination of something in order to understand more about it. Similarly, the term 'interpretation' means the particular way in which something is understood or explained in a scientific way by means of different statistical tools such as average marks, mean, percentage etc. The sample students and their result are gathered, checked, compared and scientifically analyzed in order to find out the fact in teaching reading skill. The gathered data were analyzed under different headings. The further analysis of the data leads to the interpretation of the effectiveness of task-based language teaching for reading skill.

3.1 Holistic Comparison

The researcher, in the beginning made two equivalent groups of the sample students on the basis of pre-test. The researcher was very careful to establish two equal groups to balance the initial proficiency of the sample students and he taught them as he wished. If the both groups had not been equivalent, it would have been difficult to find out the difference of language learning variations between experimental and control group on the post-test result. The researcher calculated the mean scores of the pre-test of the both groups and found out uniformity between both (EG= 47.3 and control Group= 47.1)

3.1.1 Holistic Comparison between Pre-test and Post-test Result of C.G. and E.G.

The scores of the tests of students of both the tests are presented in Appendix I for holistically analysis the total average marks of the both groups in the both tests were computed and tabulated in the following table.

Table no. 1

Holistic Comparison between Pre-test and Post-test result

Group	Average score of pre-test	Average score of post-test	Different score	Different percent
C.G.	47.1	51.2	4.1	8.9%
E.G.	47.3	56.3	9.0	18.8%

The above table shows that the control group has the average score 47.1 and 51.2 in pre-test and post-test respectively. This group has increased its average score by 4. 1 or 8.9%. On the other hand, the experimental group has the average score 47.3 and 56.3 in the pre-test and post-test respectively. This group has increased its average score by 9 or 18.8%. It shows that the increase marks of difference of E.G. over C.G. are by 5.1 or 9.9% in post-test which indicated more effectiveness of Task-based teaching for reading skill at grade ten.

3.1.2 The Analysis of Pre-test Result of C.G. and E.G.

The pre-test result of both groups have been given in Appendix I. Here the summary statics on the mean achievement of the both groups has been presented in the following table.

Table no. 2

The analysis of pre-test Result

Groups	Average Mean	Different Mean	Different percent
C.G	47.1	0.02	0.35%
E.G.	47.3		

The above table shows that experimental and control groups are equivalent in their abilities in reading skill. Each group was equivalent because there was not significant difference between the mean scores of the two groups. The above table shows that the E.G. has the average score of 47.3 and the control group has the average score of 47.1. It shows the both groups were not so efficient in reading comprehensive skill.

Comparison between Experimental and Control Group of Pre-test
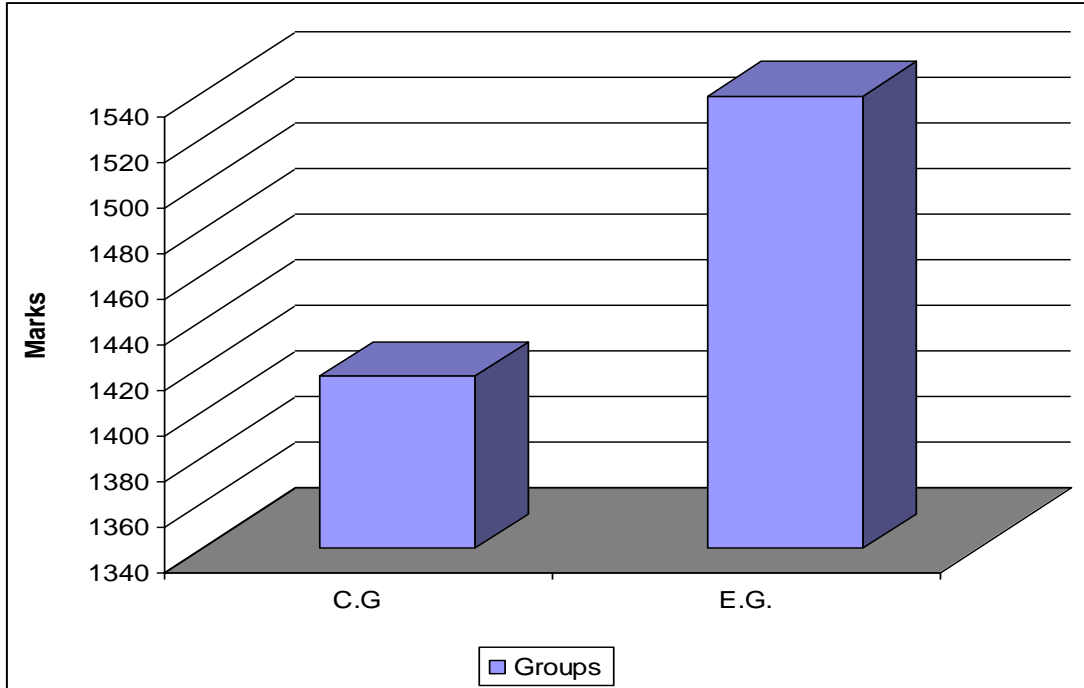
3.1.3 The Analysis of Post-test Result of C.G. and E.G.

The post-test result of the control group and the experimental group has been presented in Appendix I. The summary statistical calculation of the post-test of both groups has been given below in the table no 3.

Table No. 3

The analysis of post-test Result

Group	Average Mean	Different Mean	Different percent
C.G.	51.2	5.1	9.4%
E.G.	56.3		

C.G. & E.G. have got the average mean 51.2 and 56.3 respectively. The different mean is 5.1 or 9.4 percent. The above table shows that there is significant difference between two mean scores. The Result with significant difference between two means was due to equal emphasis in all groups for the reading skills for experimental group against control group because both groups were statistically homogeneous before the

introduction of task based teaching in reading skill. Therefore the researcher concluded that the implementation of Task based teaching got better achievement and fruitful greatly in the teaching reading field. In conclusion, the above table and chart in below show the experimental group got better performance in post test than the control group.

Figure No. 2

Comparison between Experimental and Control Group of Post-test

3.1.4 The Analysis of Pre-test and Post-test Result of Control Group

The summary statistical calculation of Pre-test and post-test of the control group has been given below in the table no. 4.

Table No. 4

The analysis of pretest and post test of control group

Group	Pretest score	Post test	Different mean	Percentage
C.G.	47.1	51.2	4.1	8.8%

The above table shows that the control group has presented the pre-test and the post-test result scores 47.1 and 51.2 respectively. The different scores or means between

pre-test and post-test of control group is 4.1 or 8.8% (percent). Thus the above table shows that the post-test average score is higher that the pre-test score. The lowest marks of pretest and post test of C.G are 34 and 39 and highest are 66 and 67 respectively.

3.1.5 The Analysis of the Pre-test and Post-test Result of E.G.

The summary statistical calculation of the experimental group has been given below in the table no. 5.

Table No. 5

The Analysis of the Pre-test and Post-test of E.G.

Group	Pretest score	Post test	Different mean	Percentage
E.G.	47.3	56.3	9.0	18.8%

The above table shows that the experimental group has presented pre-test score and post test score 47.3 and 56.3. The different score or mean between pre test and post test of experimental group is 9 or 18.8%. Thus, the above table shows that the post test score is very higher than the pretest score that means the task-based language teaching helped to get better performance in reading skill of learners. The lowest marks of pre test and post test of E.G. are 32 and 43 but highest are 66 and 78.

3.2 Item wise Analysis between Pre-test and Post-test of E.G. and C.G.

For the process of data collection, a set of test items was administered and they were categorized under the four items (question answer, fill in gaps, true/false and meaning) and the average scores obtained by students in both tests of both groups were tabulated. The item wise comparison the mean scores of both groups of pre-test and post-test were calculated to find out the effectiveness of task-based language teaching in reading skill.

3.2.1 Question-answer Test

In this test, the results and marks of pre-test and post-test of both groups (Control and experimental groups) have been given in Appendix I. The summary of statistical calculation of both groups of both tests is given below.

Table no. 6

Comparison between Pre-test and Post-test in Question-answer Test of C.G. and E.G.

Test Item	Control Group			Experimental Group		
	Pre-test Average	Post-test Average	Difference	Pre-test Average	Post-test Average	Difference
Question Answer	16.4	17.8	1.5	16.8	20.6	3.8

This table shows that control group has the average scores of 16.4 and 17.8 in pre-test and post-test respectively where as the experimental group has the average scores of 16.8 and 20.6 in pre-test and post-test respectively. The different score of pre-test and post-test of control group is 1.5 where as the different score of pre-test and post-test of experimental group is 3.8. From this table, we come to know that the students of experimental group have done better improvement than the control group. In other words, Task-based teaching has helped them more effectively in question answer than the usual teaching on control group.

3.2.2 Fill in gaps Test

The results and marks of both groups (Control and experimental) of pre-test and post-test have been presented in Appendix I. The summery of statistical calculation of both groups has been given below in the table.
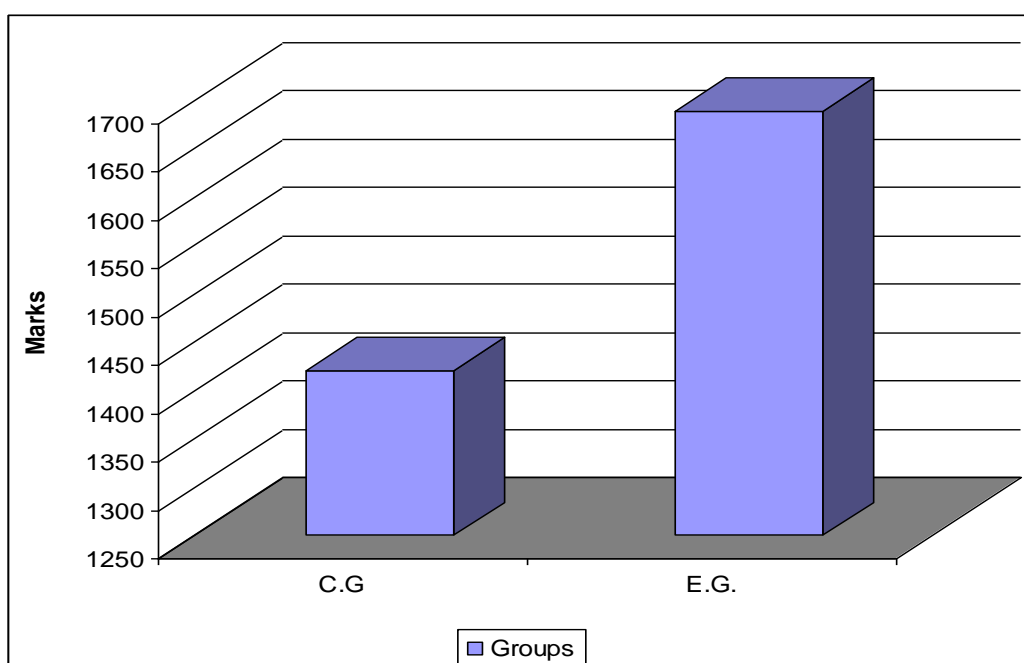
Table no. 7

Comparison between Pre-test and Post-test in Fill in Gaps Test of C.G. and E.G.

Test Item	Control Group			Experimental Group		
	Pre-test Average	Post-test Average	Difference	Pre-test Average	Post-test Average	Difference
Fill in gaps	4.5	4.6	0.1	4.6	4.9	0.3

This table shows that control group has the average scores of 4.5 and 4.6 in pre-test and post-test respectively in the test item of 'fill in gaps' where as the experimental group has the average scores of 4.6 and 4.9 in pre-test and post-test respectively. The different score of pre-test and post-test of control group is 0.1 where as the different score of both tests of experimental group is 0.3. From this, the experimental group has done better improvement than the control group that means task-based teaching helped them effectively.

3.2.3 True-false Test

The result and marks of both groups of pre-test and post-test have been presented in Appendix I. The summary statistical calculation of both groups has been given below in the table.

Table no 8

Comparison between Pre-test and Post-test in True-false Test of C.G. and E.G.

Test Item	Control Group			Experimental Group		
	Pre-test Average	Post-test Average	Difference	Pre-test Average	Post-test Average	Difference
True / false	5.5	5.5	0.0	5.6	5.7	0.1

This table shows that control group has the average scores of 5.5 and 5.5 in pre-test and post-test respectively in the true/false test item where as experimental group has the average scores of 5.6 and 5.7 in pre-test and post-test respectively. There is no different score between pre-test and post-test of control group where as the different score of both tests of experimental group is 0.1. Task-based teaching helped the students of experimental group to increase it.

3.2.4 Meaning Test

The results and marks of both groups of pre-test and post-test have been presented in Appendix I. The summary statistical calculation of both groups has been given below in the table.

Table no 9

Comparison between Pre-test and Post-test in Meaning Test of C.G. and E.G.

Test Item	Control Group			Experimental Group		
	Pre-test Average	Post-test Average	Difference	Pre-test Average	Post-test Average	Difference
Meaning	20.7	23.3	2.6	20.3	25.1	4.8

In the test item of 'meaning', the above table shows that control group has got the average scores of 20.7 and 23.3 in pre-test and post-test respectively where as experimental group has got the average scores of 20.3 and 25.1 in pre-test and post-test respectively. The different average score of pre-test and post-test of control group is 2.6 where as the different score of pre-test and post-test of experimental group is 4.8. The score obtained by the experimental group is 2.2 which is higher than the control group. This shows that task-based language teaching has been more effective to learn the meaning of words for experimental group than the usual teaching on control group.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The present study was carried out to find out the effectiveness of task-based teaching for reading skill at class ten. The researcher carried out a practical study to fulfill the objectives which helped him to be experienced in his way of research insightfully. The students got a chance to play with the different tasks in the class room while learning different texts. Though, the class was heterogeneous with varying degree of proficiency level, the effectiveness of the Task-based Teaching in the class ten showed satisfactory result which was obvious through the different tests administering.

4.1 Findings

After completing of experimental teaching through the Tasks-based Approach, the following findings are derived:

i.   The effectiveness of Task-based Teaching has been found to be significant in teaching reading skill at class ten in the context of Nepal.

ii.   The experimental group has done more improvement than the control group on the basis of pre-test and post-test result. The mean score of the experimental group has been 56.3 where it has increased its average score by 9.0 or 18.8% but in the pre-test it has been only 47.3. Similarly the control group's mean score has been 51.2 in the post- test and 47.1 in the pre-test where it has increased its average score by 4.1 or 8.9%.

iii.   In the case of pre-test result of the both groups (EG-CG), there is not significant difference between the experimental and the control groups in their mean scores. The experimental group has been 47.3 and the control group has been 47.1 and their difference is 0.02 or 0.35%.

iv.   In the analysis of post-test of the both groups, the experimental group has been 56.3 mean score and the control group has been 51.2 mean score in which their difference is 5.1 scores or 9.9%. It has been shown that the effectiveness

of the Task-based language teaching in reading skill is higher than usual teaching in class ten.

v. The highest score of a student in the pre-test result (shown in Appendix I) was 66 but 78 in the post -test result out of 100. This shows that the task-based activities are more effective in teaching English.

vi. The different mean score of the control group between the pre-test and the post-test were 4.1 or 8.9%. But the different mean score of the experimental group between the pre-test and the post-test was 9 or 18.8% where as both groups' pre-test score has not been so different. This shows that the Task-based teaching for reading skill was more effective than usual ways of teaching.

vii. In item wise scores of the both groups (control & experimental) of the both tests, 'EG' has done better improvement than 'CG'. In question answer test, EG has the average scores 16.8 and 20.6 in pre-test and post-test respectively where as 'CG' has 16.4 and 17.8 in the pre-test and post-test respectively. It shows that EG is higher than CG in question answer power because of task-base teaching. Similarly, in the test items of true/false and fill in gaps, experimental group is higher than control group in pre-test and post-test from 0.2 to 0.3 average scores. Moreover, in meaning, EG has the average scores 20.3 and 25.1 in pre-test and post-test respectively where as 'CG' has 20.7 and 23.3 average scores in the pre-test and post-test respectively. It shows that EG is higher than CG in meaning power that means task-based teaching has more proficiency in meaning learning than the usual teaching.

4.2 Recommendations

On the basis of the findings, the following suggestions for pedagogical implications have been forwarded:

i.   In the classroom, the task based teaching for reading skill was found to be more effective than other usual teaching. So, task-based teaching should be used in teaching reading by the teachers.

ii.   The students based on TBLT shows that their participation is active in learning target language when they are given tasks to perform in the class. So TBLT is effective for learners because they get equal chance to do the task in the class.

iii. The study proved that TBLT is more effective in teaching for the English language. The curriculum experts¸ designers, planners, teachers, and other related authorities should incorporate text books paying more attention towards task-based activities in English textbook because C.D.C has allocated 40% language skill out of 100% for reading in the new course of English subject at Secondary Level. The tasks given in text book are not enough for reading skill.

iv.   This approach focuses on meaning. So, language is easy when it is related to the real-life situation. They can relate their target language with their real language. They understand it easily and it is much plausible to implement in school level because students of this level are supposed to learn language being involved in activities. But the teachers should be trained and well-equipped with the knowledge of it and they should also be monitored to check whether they have used or not this approach properly.

v.   The present study was limited to one of the governmental aided schools of Gorkha district at grade ten where some students were partially present in class because of economic and cultures. The findings derived from this single study are incomplete and insufficient in all contexts. So, further research should be carried out intensively to find out its effect in other contexts too.

vi.   This study was limited to only one language skill, i.e. reading or learning skill. Other researches should be carried out in other skills except functions of language intensively.

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APPENDIX I

Pre-test Post-test Result of Control Group

S.N	Name	Roll No.	Pre-test	Post -test
1	MuskanGurung	2	34	46
2	SantoshKarki	4	34	40
3	Ganesh Thapa	6	42	42
4	DhrubaKhanal	8	36	39
5	RabindraGurung	10	38	42
6	UmaeshNeupane	12	40	44
7	Samir Neupane	14	48	49
8	DipeshKarki	16	60	64
9	Anil Lamichhane	18	38	41
10	Dhan B. Gurung	20	44	49
11	YuddhaGurung	22	66	67
12	Hom B. Gurung	24	36	43
13	Singha B. Ghale	26	50	53
14	KopilaNeupane	28	62	65
15	Surya M. Gurung	30	44	46
16	Purna B. Gurung	32	60	65
17	RupeshaGurung	34	44	52
18	SagunaSodari	36	50	55
19	JamunaAdhikari	38	64	66
20	PratimaGurung	40	58	61
21	Sabina Khadka	42	52	56
22	RashmiBhatta	44	46	47
23	SagunaThapa	46	52	54
24	Sabina Thapa	48	46	49
25	AbhisekGurung	50	44	52
26	Surya K. Gurung	52	48	53
27	PurnimaGurung	54	34	44
28	Bhim B. Gurung	56	46	49
29	AitimayaGurung	58	47	54
30	SitaGurung	60	52	51
	Total		**1415**	**1538**
Average marks			47.1	51.2

Item wise Result of Pre-test & Post-test of C.G.

Roll No	Name	Pre-test					Post-test				
		QA	TF	FG	M	Total	QA	TF	FG	M	Total
2	MuskanGurung	8	6	2	18	34	12	6	4	24	46
4	SantoshKarki	10	6	4	24	44	12	4	4	20	40
6	Ganesh Thapa	10	6	4	22	42	14	4	4	20	42
8	DhrubaKhanal	8	4	4	20	36	11	6	4	18	39
10	RabindraGurung	10	4	2	22	38	12	6	4	20	42
12	UmaeshNeupane	12	6	2	20	40	14	6	4	20	44
14	Samir Neupane	14	4	4	26	48	15	6	6	22	49
16	DipeshKarki	20	6	4	30	60	20	8	6	30	64
18	Anil Lamichhane	8	4	6	20	38	15	4	4	18	41
20	Dhan B. Gurung	12	4	4	24	44	21	6	4	18	49
22	YuddhaGurung	22	6	6	32	66	23	6	6	32	67
24	Hom B. Gurung	10	4	4	18	36	13	6	4	20	43
26	Singha B. Ghale	18	4	6	22	50	17	4	6	26	53
28	KopilaNeupane	24	6	6	26	62	21	8	6	30	65
30	Surya M. Gurung	18	6	4	16	44	16	6	4	20	46
32	Purna B. Gurung	24	8	6	22	60	25	6	6	28	65
34	RupeshaGurung	8	8	0	18	34	22	2	6	22	52
36	SagunaSodari	18	8	6	18	50	19	6	6	24	55
38	JamunaAdhikari	20	10	6	28	64	26	6	4	30	66
40	PratimaGurung	24	8	6	20	58	23	6	4	28	61
42	Sabina Khadka	22	4	6	20	52	22	6	4	24	56
44	RashmiBhatta	18	4	6	18	46	17	4	4	22	47
46	SagunaThapa	22	6	6	18	52	20	4	6	24	54
48	Sabina Thapa	20	6	4	16	46	17	4	4	24	49
50	AbhisekGurung	20	4	4	16	44	16	6	4	26	52
52	Surya K. Gurung	20	6	4	18	48	21	6	4	22	53
54	PurnimaGurung	12	4	4	14	34	16	4	4	20	44
56	Bhim B. Gurung	20	4	6	16	46	17	6	4	22	49
58	AitimayaGurung	21	4	6	16	47	22	6	4	22	54
60	SitaGurung	20	6	4	22	52	17	6	4	24	51
	Total	493	166	136	620	1415	539	162	138	700	1538
	Average	16.4	5.5	4.5	20.7	47.1	17.8	5.5	4.6	23.3	51.2

Pre-test Post-test Result of Experimental Group

S.N	Name	Roll No.	Pre-test	Post-test
1	Sandeep Karki (Sonu)	1	42	78
2	Ganga Adhikari	3	38	48
3	Mira Karki	5	38	43
4	Aita B. Gurung	7	40	51
5	ShushmaGurung	9	64	66
6	ArjinaGurung	11	48	56
7	Rishi Lamichhane	13	40	49
8	AnishaLamichhane	15	52	56
9	PuranAdhikari	17	32	44
10	Kiran Lama	19	62	66
11	Rima Neupane	21	44	59
12	MenrajGurung	23	36	46
13	Rita Devi Gurung	25	40	49
14	LaxmanNeupane	27	36	48
15	Prem Dhakal	29	44	53
16	Nava raj Karki	31	60	62
17	Haribabu Neupane	33	42	48
18	Rash B. Ghale	35	40	48
19	AnjanDhakal	37	62	66
20	SurjeGurung	39	48	54
21	NavinKarki	41	40	54
22	Anil Gurung	43	46	56
23	AnjelNeupane	45	62	67
24	Suk B. Gurung	47	40	58
25	BikashShrestha	49	36	54
26	SarojLamichhane	51	44	54
27	SanamGurung	53	56	66
28	SajanSunar	55	58	67
29	Dev Raj Ghale	57	64	72
30	Amrita Karki	59	66	50
	Total		**1420**	**1688**
Average marks			**47.3**	**56.3**

Item wise Result of Pre-test & Post-test of E.G.

Roll No	Name	Pre-test					Post-test				
		QA	TF	FG	M	Total	QA	TF	FG	M	Total
1	Sandeep Karki (Sonu)	6	10	2	24	42	26	8	6	38	78
3	Ganga Adhikari	12	6	4	16	38	18	6	4	20	48
5	Mira Karki	10	6	4	18	38	17	4	4	22	43
7	Aita B. Gurung	12	6	4	18	40	21	6	4	20	51
9	ShushmaGurung	28	8	6	22	64	30	6	6	24	66
11	ArjinaGurung	12	8	6	22	48	22	4	6	24	56
13	Rishi Lamichhane	10	6	4	20	40	26	4	6	13	49
15	AnishaLamichhane	16	8	6	22	52	28	6	6	16	56
17	PuranAdhikari	8	6	4	14	32	22	4	4	18	44
19	Kiran Lama	28	6	6	22	62	6	6	4	26	66
21	Rima Neupane	16	4	4	20	44	11	6	6	16	59
23	MenrajGurung	18	4	4	10	36	23	8	4	24	46
25	Rita Devi Gurung	18	4	6	12	40	15	4	4	26	49
27	LaxmanNeupane	16	6	4	10	36	14	6	4	24	48
29	Prem Dhakal	20	4	4	20	44	17	4	6	26	53
31	Nava raj Karki	20	4	6	30	60	22	6	4	30	62
33	Haribabu Neupane	14	6	4	18	42	14	4	4	26	48
35	Rash B. Ghale	14	6	4	16	40	14	6	6	24	48
37	AnjanDhakal	22	4	4	32	62	22	6	6	32	66
39	SurjeGurung	18	4	6	20	48	18	6	4	26	54
41	NavinKarki	16	4	4	16	40	16	6	4	28	54
43	Anil Gurung	18	4	4	20	46	18	6	4	28	56
45	AnjelNeupane	26	6	4	26	62	31	6	6	24	67
47	Suk B. Gurung	12	6	6	16	40	18	6	4	30	58
49	BikashShrestha	14	4	4	14	36	14	8	4	28	54
51	SarojLamichhane	12	4	6	22	34	18	6	4	26	54
53	SanamGurung	14	6	4	32	56	26	6	6	28	66
55	SajanSunar	20	6	6	26	58	25	8	6	28	67
57	Dev Raj Ghale	28	6	4	26	64	28	6	6	32	72
59	Amrita Karki	28	6	6	26	66	16	4	4	26	50
	Total	506	68	140	610	1420	620	170	146	753	1688
	Average	16.8	5.6	4.6	20.3	47.3	20.6	5.6	4.9	25.1	56.3

APPENDIX II

Pre-Test Questions

Grade: 10 **Sub: English** **Full mark: 50**

1. Read the poem 'Weather ''and attempt all the questions.

This is the weather the cuckoo likes and so do I;

When showers betumble the chestnut spikes,

And the little brown nightingale the chestnut bills his best,

And they sit outsides at 'The Traveller's Rest'.

And maids come forth spring-muslin dressed

And citizens dreams of the south and west

This the weather the cuckoo shuns

And so do I?

When beeches drip in brown and duns,

And thresh and ply.

And hill-hid tides throb, throe and throe

And drops on gate-bares hang in a row.

And rooks in families home wards go.

And so do I.

-Thomas Hardy

A. Give the short answer of the following questions. 6×2=12

    a. What kind of weather is described in the first verse?

    b. Does the poet like the weather described in the second verse? Why? Why not?

    c. Who has composed this poem?

    d. When does the cuckoo shun?

    e. Where are travellers in the spring season?

    f. Are Trees beautiful in the winter? Why?

B.   Fill in the gaps by choosing the correct alternatives.   3

   i)   …………………bills the best song in the spring.

      a.   Nightingale   b. Cuckoo   c. Rook

   ii)   Nestlings are called …………………

      a.   mother   b. cuckoos   c. babybirds

   iii)   …………… come out in fine dress.

      a.   Citizens   b. Cuckoo   c. Maids

C.   Find out similar meaning.   6

   a. young girls   b. trees   c. black birds

   d. sings   e. dislikes   f. rains

D.   Find out opposite meaning.   4

   a. shuns   b. boys   c. worst   d. north

2. Read the following passage and answer the questions given bellow:

Many professional sports teams have recently added a new member to their organization a nutritionist. That's because athletes have become aware that food affects performance. You don't have to be an athlete to notice this effect. If you've ever skipped breakfast and then tried to clean the house, you know that you need food for energy. Here are some tips about eating to increase your physical performance:

Eat enough food. Your body needs a certain number of calories each day. If you're thin, you'll often feel tired and you'll more likely to get sick. If you're fat, you won't be able to walk fast and will be lazy. It is, therefore, necessary to eat just enough food: no more and no less.

Avoid eating foods that contain a lot of sugar. You shouldn't eat too much food that contains sugar, such as chocolate. A chocolate bar will give you energy at first, but then it will leave you feeling even more tired.

Eat a balanced diet, one that includes complex carbohydrates, protein and fat. Use the food pyramid to help you decide how much to eat of each type of food. Complex carbohydrates provide the body with 'fuel'. They are found in fruit and vegetables, bread, rice and other foods made form grains. The body uses protein to

build muscles and it uses fat to absorb the vitamins in food. Protein and fat are found in foods like milk, cheese, meat fish, and eggs. Too much fat, however, can be harmful. So, if you want to be fit and healthy, you should eat a balanced diet.

A.   Match the similar meanings A with B.   6

    a.   Professional   Players

    b.   Performance   advises

    c.   Tips   Left out / stopped

    d.   Calory   Having skill perfectly

    e.   Skipped   holding a job

    f.   Athletes   an energy from food

B.   Find out opposite meaning   4

    i.   amateur   ii. harmless

    iii.   decrease   iv. malnutrition

C.   Answer the following questions.   10

i. Why is food important for us?

ii. What do nutritionists say about food?

iii. Why shouldn't we eat food containing a lot of sugar?

iv. What does carbohydrate function us?

v. Which food has more protein?

D.   Write True / False   5

i. Players don't like nutritionist.

ii. Eating a lot of fat is harmful.

iii. Nutritionists are experts in food.

iv. Balance diet is not important for health.

v. Bread and Rice contains carbohydrate.

Post-test Questions

Class: 10   Sub : English   Full mark : 50

1. Read the following poem and answer the questions given below:

Exile

My Shade is Striped	I have no appetite
My air is barred	Only at dusk.
(As it was before,	When the monkeys mock from stone trees
Only here the bars	And the buck (soft noses sniffing the air
Do not bend with the wind.)	For the scent they no longer fear)
My breath is short	Come down to the mudless pool to drink
My claws are blunt	Only at dusk I dare to dream
With long pacing on stone ground	Eyes half closed, bending the bars
All day I smell	Against the sun
Zebra ………….. gazelle……….	And plotting my return
But I am full of easy meat	

-Alan Duff

A. Answer the following questions.   6×2=12

    i. Who is the speaker in this poem?

    ii. What is the problem of speaker with bars?

    iii. Why are speaker's claws blunt?

    iv. What means easy meat? Is he full of?

    v. Why is the speaker not happy though he is not hungry?

    vi. What is the speaker plotting? Why?

B. Fill in the gaps choosing the correct alternatives.   3

    i. The speaker in the poem is ……………….

       a. tiger   b. zebra   c. gazelle

    ii. The speaker is not hungry because of ………….

       a. Zebra   b. easy meat   c. illness

    iii. The speaker makes plan to ……………
       a. hunt animals   b. bend bars   c. go back home

C. Find out opposite meaning. 5

    i. sharp

    ii. opened

    iii. empty

    iv. dawn

    v. hard

D. Find out similar meaning 5

    i. having different colours

    ii. sharp nails

    iii. challenge

    iv. male deer

    v. planning secretly

2.   Read the story below and do the activities that follow:

Florence Nightingale was born in Florence, Italy, on 12 May, 1820. She was well educated and when she grew up into a young woman, her family was concerned about finding her a good husband. But Florence refused to marry and, at the age of 25, told her parents she wanted to become a nurse. Her family repeatedly opposed her. In those days, hospitals were often dirty and dark and the nurses were untrained women. But she refused to change her mind and finally in 1951. Florence's father gave her permission to train as a nurse.

Florence went to Germany, where she studied to become a nurse. Two years later, she was appointed superintendent of a hospital for invalid woman in Harley Street, London.

In March 1853 Russia invaded Turkey. Britain and France went to Turkey's aid in this conflict known as the Crimean war. Within a few weeks of their arrival, about 8000 soldiers were suffering from cholera and malaria. When Florence read a report on this in The Times, she volunteered her service,. The government refused permission at first because women had never been involved in such thing before. But eventually, it allowed her to take a group of thirty-eight nurses to Turkey.

Florence found the conditions in the army hospital in Scutari, Turkey, deeply shocking. The men were kept in dirty rooms without blankets or decent food and clothes. In these conditions, it was not surprising that diseases such as typhus, cholera and dysentery were the main reasons for the high death-rate amongst wounded soldiers.

At first, military officers and doctors objected to Florence's involvement in treating the wounded soldiers. But when her friends at The Times reported the way, the British Army treated its wounded soldiers; she was allowed to work in the barracks hospital. By improving the quality of sanitation, she was able to reduce the death rate among her patients considerably. She was called the 'lady with the lamp' by the British soldiers because of the late hours she worked tending to the sick and the wounded, carrying a lamp in her hand.

In 1856, Florence Nightingale returned to England as a national figure. In October 1856, she had a long interview with Queen Victoria and Prince Albert about improving the quality of nursing in military hospitals. This resulted in the formation of the Army Medical College.

In later life, Florence Nightingale suffered from poor health. She died in London on 13 August 1910.

A. Answer the following questions.   5×2=10
    i.   Where and when was Florence born?
    ii.   What was her parents' plan after school?
    iii. Why did she go the Germany.
    iv.   Why did government refuse her to go to Turkey?
    v.   Why was she called 'lady with lamp'

B.   Write true & false.   5
    i. Florence refused to marry.
    ii. In hospital nurses were trained at first.
    iii. In 1953 Russia invaded Turkey.
    iv. She was honoured as national figure in Britain.
    v. She did not go to London.

C. Find out opposite meaning.   5
    i. departure   ii. trained   iii. accepted   iv. rich   v. fresh

D. Match the meaning A with B.   5
    i.   opposed   system of protecting health
    ii. appointed   freely service
    iii. invaded   chosen for job
    iv. volunteer   attacked
    v.   sanitation   go to against

APPENDIX III

Task-based Lesson Plans for Teaching

Lesson plan: 1

Class: X   Time: 45 minutes

Unit: 9   Dates:

Topic: Newspaper

A.   Objectives: On completion of this lesson the students will be able to:

   i.   read the front page of the newspaper silently to do the given task in text and by the teacher.

B.   Materials: Usual teaching materials and a cut newspaper.

C.   Tasks/Activities:

<u>Pre reading tasks</u>: The teacher will divide the students into five groups after warm up with a question of previous lesson. The teacher will introduce about the topic showing a front page of anyone newspaper and ask some question to create situation. Then, he will ask students to read and forward the text giving at least three questions on the board for pre-reading.

e.g. Questions

   i)   What is the text about?

   ii)   Where is NBL bank branch office?

   iii)   What did the co-ordinator of NBL arrangement section in form?

Find out opposite meaning of the words: stop, begun, traditional

<u>While reading Tasks/Activities</u>:

The teacher will give different tasks for different groups of students to perform. One group should find out meaning, next true and false, next to answer the following questions etc. Then students are told to perform tasks and they are told to discuss about their tasks each other. If there is any difficulty teacher will guide them.

<u>Post reading tasks</u>: The teacher reads the paragraph and explains about text generally writing many exercises on the black board in pairs.

D. Evaluation:

Read the paragraph and answer the following questions given in the text

e.g. I. Questions:

      i.   When was newspaper published?

      ii.   How much does it cost?

      iii.   What is the first news about?

II.   Read the passage once more and find out similar meaning:

<div align="center">Famous, diet, started, respect</div>

E.   Homework: write all exercises in the text at your home.

Lesson plan: 2

Class: X   Date:

Subject: English   Time: 45 minutes

Topic: Nepali farming   Unit: 10

A.   Specific Objectives: On the completion of this lesson, students will be able to :
   i.   read the paragraph silently to find out the suitable title.
   ii.   complete the given tasks in the text book (questions, meaning, fill in gaps etc)

B.   Teaching materials: Usual class room materials and a picture of ploughing.

C.   Tasks or Activities:

Warm up: The teacher will ask a question about previous lesson or play a joke to motivate the students.

Pre-task reading: The teacher will tell the students to read the passage to find out a suitable title and will discuss about the picture to create contex. He will give at least three questions on the board to find out after reading.

While -reading task: The teacher will tell the students to read the passage for detail questions giving in the black board. Students will read deeply to solve the different questions. He will give short questions, true/false, fill in gaps etc. The teacher will make at least four groups of students to do the tasks.

Post- reading task: It is detail reading stages to perform all questions. He will give fill in gaps, meaning matching and similar meaning or opposite meaning.

e.g. questions:

I . When do writer like to work?

    II. Why was working difficult in the summer?

    III. What had the writer done before farming?

    IV. Find out similar meaning – job, trust, water supply into field, scorching.

D. Evaluation: Read the passage and do the exercises given in practice book
(meaning, question answer, gap filling etc.)

E. Homework: Read passage at home.

Lesson plan: 3

Class: X   Date:

Subject: English   Time: 45 minutes

Topic: Exile (Poem)   Unit: 10

A.   Specific Objectives: on the completion of this lesson, students will be able to:

a.   read the poem rhythmically to do the different tasks.(meaning and
     question-answer).

B.   Materials: Picture of tiger in the zoo and daily used materials.

C.   Tasks / activities:

Pre-reading Task: The teacher asks students about the thing to find out today's
lesson hiding picture for a while.

• Students are asked about the zoo animals and not about freedom through
  the picture.

• Teacher gives some words for meaning and some questions on the board to
  say the answer in pairs.

e.g.1. Find out similar meaning(exile, appetite, pacing, mock, claws)

2. Questions

• Who is the speaker in the poem?

• Why are the speaker's claws blunt?

• What is the speaker plotting to do?

• What is the speaker plotting to do?

While-reading Task

• Students are asked to read the poem and do the exercises given in five
  groups

• The group leaders are asked to say the answers discussing in group. The
  teacher supports to do if any problems.

Post-reading Task

• The teacher explains briefly about poem and students do all exercises
  given in the text as well as practice book individually.

D.   Evaluation

- Read the poem to find out meaning

- Synonym : (claws, striped, mock, appetite, plotting,)

- Antonym : (morning, sharp, full of)

Questions:

Who is the speaker in the poem?

What is the poem about?

Why are the speaker's claws blunt?

What is the speaker plotting?

E.   Homework

Write all exercises at your home.