

**DEVELOPING SPEAKING SKILL THROUGH TASK
BASED LANGUAGE TEACHING**

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

**Submitted by
Dikendra Raya**

**Faculty of Education
Tribhuvan University
Janta Multiple Campus,
Itahari, Sunsari, Nepal**

2016

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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dikendara Raya** has completed this thesis entitled **Developing Speaking Skill Through Task Based Language Teaching** under my guidance and supervision.

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DEDICATION

I dedicate this humble work to my parents who were very enthusiastic, proud and supporting through my study; to my wife, Kalpana, for her patience in the difficult situations and for her encouragement; and to my son, Dikson.

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ABSTRACT

This research report **Developing Speaking Skill through Task Based Language Teaching** was aimed to find out the roles of Task Based Language Teaching in teaching English as a foreign language at the secondary level students' oral performance, enlist effective tasks and suggest some ways to develop speaking skill. It has been carried out practically. For this purpose, Public Higher Secondary School Dharan-13 was selected by purposive sampling method and 40 students from grade IX were taken as sample population. Test items and questionnaires were the main tools for data collection. A pre-test was administered to determine the existing proficiency level of the students. They were divided into two groups: experimental and control group on the basis of the sections they belonged to. After dividing them into two groups, both groups were taught 25 lesson plans separately. After completion of teaching 25 lesson plans, a post-test was administered using the same test item of the pretest. Then performance scores of the students of both tests were compared and analyzed. The main finding of the research is that use of task based language teaching was found more effective for developing speaking ability than traditional way of teaching.

This thesis consists of five chapters. Each chapter is divided into different sub-chapters. The first chapter is an introductory chapter. It includes general background, statement of the problem, rationale of the research, objectives of the research, research questions, significance of the study and delimitations. The second chapter deals with the review of the related literature, implications of related literature, theoretical and conceptual framework. The third chapter deals with the methodology. It includes design of the study, sources of data, sample population, sampling

procedure, data collection tools, data collection process and data analysis and interpretation procedure. The fourth chapter deals with results and discussion. It includes interpretation of pretest and posttest, interpretation of students' responses and ways to develop students' speaking ability. The fifth chapter deals with summary, conclusions and implications.

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LIST OF ABBREVIATIONS AND SYMBOLS

Av	Average
D	Difference
ed.	Edited
et. al	and others
PPP	Presentation Practice Production
TBLT	Task Based Language Teaching
TPR	Total Physical Response
TTT	Test Teach Test
n	Number
M	Mean
σ	Standard Deviations
t	Paired T-test
\bar{X}	Mean of Posttest and Experimental Group
\bar{Y}	Mean of Pretest and Control Group
n_1	Number of Classes in Posttest and Experimental Group
n_2	Number of Classes in Pretest and Control Group
s^2	Sample Variance
H_0	Hypothesis 1
H_1	Hypothesis 2
α	Level of Significance
%	Percentage
ϑ	Degree of Freedom
Σ	Sum

CHAPTER ONE: INTRODUCTION

1.1 General Background

Of all the four skills of learning English viz. listening, speaking, reading and writing, speaking seems intuitively the most important. People who know language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak (Ur, 2005 p. 120). The speaking skill refers to ability to express themselves through speech or oral language. It is an essential tool for communication that helps to express ideas, thoughts, feelings and emotions with other people. It is the tool that helps for thinking and learning. It shapes, modifies, extends, and organizes thoughts. Therefore oral language is taken as foundation of all language development and the foundation of all learning. Therefore, it is the base for other language strands. Speech is a vehicle to link individuals to society. Harmer (2001) and Gower et al. (1995, cited in Vilimec, 2006) note down that from the communicative point of view, speaking has many different aspects, including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities, and, fluency, considered to be 'the ability to keep going when speaking spontaneously.' So speaking does not only include the ability to express ideas feelings, emotions, in order to convey the message to each other in oral form rather it involves many other aspects such as accuracy, fluency, correct use of vocabulary, grammar and pronunciation in controlled way, ability to speak spontaneously.

Similarly, Ur (2005) taking similar stand, says, "Language proficiency can be defined in terms of accuracy and fluency if a learner has mastered on a language successfully, it means that he or she can understand and produce it both accurately and fluently." Therefore, accuracy and fluency are more focused in speaking the target language in EFL situation because they are directly related with conveying the message, communicating and receiving the content. Though students can use different skills and techniques to develop their oral skill with accuracy and fluency, to express their personal feelings and emotions but what has been realized that students still feel difficulty to express their ideas through speaking in the target language. Therefore the teachers in EFL classes apply various alternative techniques to develop their speaking skill, bringing the authentic teaching materials and real life conversation and encouraging them to involve actively in the classroom discussion, and other various activities.

Hasan (2014, p.252) Speaking is the most important language skill because from which skills such as dialogues, lecturing, presentation, radio talks, TV programs erupt. The speaking skill is concerned with all these purposes such as expressing feelings, sensations, ideas, and beliefs. It is true that most language activities are done orally. The speaking skill, when it is mastered, helps individuals promote their feelings of self esteem and realization. Students pay more attention to reading and writing. They disregard the oral skills. It is not an exaggeration if we say that students do not even pay attention to the correct pronunciation of the vocabulary they learn with the excuse that they can spell and write it correctly. On the other hand, teachers neither have the aptitude nor the readiness to conduct or administer such

oral tests. They either find them difficult to conduct or administer or they are in the dark about the various techniques of oral testing. Because of lack of concentration on the speaking skill in the teaching /learning program, it has become natural to note the inability of students to express themselves orally. In spite of the fact that they have had a high level of education, they find difficulty to express themselves in their own language. Thus, they disappoint their audience and sometimes they do not gain their appreciation. Why are students suffered from expressing themselves orally? In addition to the disregard of this skill in the teaching/learning program of teaching English as a foreign language, there are many other reasons. Poor self confidence, lack of ideas, inability to arrange ideas, poor vocabulary, poor structure, lack of oral practice, shyness, are some of the hindrances of communicating orally. To help both teachers and students to practice the speaking skill in their teaching/learning program, they need to be convinced with the importance of the speaking skill as well as to practice this skill in a way far from the traditional methods that compel students to practice the language they do not like in the way they do not like either. In other words, both teachers and students need to teach and learn, respectively, out of the pattern. In spite of the importance of this skill, the teaching /learning programs in schools stress reading and writing at the expense of listening and speaking. Even, the assessment and evaluation techniques in schools do not have listening or speaking tests. Students, in turn, pay more attention to reading and writing. They disregard the oral skills.

1.1.1 Task Based Language Teaching:

Prabhu (1987) used a task based approach with secondary school classes in Bangalore, India, in his communicational teaching project, beginning in 1979. The term task can mean different things to different people (Leaver and Willis, 2004). There are different definitions of the word task. Most of the definitions include achieving and arriving at an outcome or attaining an objective. The definitions also show that tasks are meaning focused. Prabhu (1987:2) defines a task as “an activity which requires learners to arrive to an outcome from given information through some processes of thought and which allowed teachers to control and regulate that process was regarded as a task.” Nunan (1999:10) defines task as “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.”

Willis (1996:53) asserts that task is a goal-oriented activity with real outcome; this implies that a task is “a goal-oriented activity which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game or share and compare experiences.” Skehan (1998:95) says that task is “an activity in which: meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real world activities; task completion has some priority; and assessment of task performance is in terms of task outcome.”

TBLT is also discussed from a psycholinguistic perspective. Ellis (2000, p. 197) says, “A task is a device that guides learners to engage in certain types of information-processing that are believed to be important for effective language use and/or for

language acquisition from some theoretical standpoint.” It assumes that while performing the tasks, learners engage in certain types of language use and mental processing that are useful for acquisition. Ellis (2006, p. 23) asserts that “tasks reduce the cognitive or linguistic demands placed on the learner.”

Task based language teaching is based on a theory of language rather than a theory of language structure. Richards and Rodgers (2001:228) suggest that reason because “tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning.”

Feez (1998: 17) summarizes the following basic assumptions of TBLT;

- The focus of instruction is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in meaningful activities and tasks.
- Activities and tasks can be either those that learners might need to achieve in real life, or those that have a pedagogical purpose specific to the classroom.
- Activities and tasks of a task based syllabus can be sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the tasks, and the degree of support available. (Richards and Rodgers, 2001: 224)

1.1.2 Task Features

Ellis (2003:16) mentioned six criterial features of a task:

- A task is a work plan. A task constitutes a plan for learning activity. This work plan takes the form of teaching materials. The actual activity that results may or may not match that intended by the plan.

- A task involves a primary focus on meaning. A task seeks to engage learners in using language pragmatically rather than displaying language. It seeks to develop L2 proficiency through communicating. Thus, it requires a primary focus on meaning.

- A task involves real-world processes of language use. The work plan may require learners to engage in language activity such as that found in the real-world, for example, completing a form, or it may involve them in language activity that is artificial, for example, determining whether two pictures are the same or different.

- A task can involve any of the four language skills. The work plan may require learners to (1) listen or read a text and display their understanding, (2) produce an oral or written text, or (3) employ a combination of receptive and productive skills.

- A task engages cognitive processes. The work plan requires learners to employ cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the task.

- A task has a clearly defined communicative outcome. The work plan stipulates the non-linguistic outcome of the task, which serves as the goal of the activity for the learners. The stated outcome of a task serves as the means of determining when participants have completed a task.

1.1.3 Types of Tasks

Ellis (2003) classified tasks into the following types:

a. Unfocused Tasks: An unfocused task is one that encourages learners to use English freely without concentrating on just one or two specific forms (i.e., a replication activity).

b. Pedagogic (rehearsal, activation): Pedagogical tasks have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks. For example, four students are given pictures and must describe them to the rest of the class. The other students ask the four students questions about their pictures, and a student then tries to tell a story.

c. Rehearsal tasks: The following tasks of pair-work and role play are examples of rehearsal tasks.

A: You are a passenger calling to reconfirm a reservation. Use the ticket (provided separately) to check the details of your flight.

B: You are an airline employee. Use the information sheet (provided separately) to answer your partner's questions.

d. Activation tasks: The teacher gives pairs of students two different pictures, and then asks each one to talk to their partner about the differences between the pictures.

e. Real-world tasks: Tasks are everywhere in everyday life. Washing our face is a task, as is preparing breakfast, going to work by car, etc. Tasks are a part of our lives to such an extent that there is hardly any activity that cannot be called a task.

f. Focused Tasks: A focused task (Ellis, 2003) is either a consciousness-raising activity that focuses on examining samples of language to explore particular features. These are sometimes called "meta-cognitive" activities. Examples of this are classifying the uses of a verb plus – "ing" forms that appear in a reading text or identifying phrases from a spoken transcript containing the preposition in and categorizing them into time, location, or other, or a task used because it is likely to encourage the comprehension of, and/or the use of, particular language forms (i.e., a citation or simulation activity).

Long and Crooks (1991) provided an example by using a split information quiz with facts derived from a written report about company sales over the last half year. This report on company sales contained a large number of noun and verb expressions of increase and decrease, including the use of past simple and present perfect verb forms. Learners had to obtain information from each other in order to complete the graph representing sales trends. The follow-up exercise entailed reading the full report in detail in order to check the figures in their graph. Most of this work plan involved receptive skills of listening to others reading out their information and reading the text to check results. In doing so, students were obliged to focus on the meaning of the expressions of quantity and increase and decrease.

Willis (1996: 149) listed the following types of tasks of TBLT:

1. Listing: Including a brainstorming and fact-finding, the outcome is a completed list or draft mind map. This type of task can help train students' comprehension and induction ability.

2. Ordering, sorting: Including sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific criteria. These types might foster comprehension, logic and reasoning ability.

3. Comparing: This type of task includes matching, finding similarities, or differences. The outcome can be appropriately matched or assembled items. This type of task enhances students' ability of differentiation.

4. Problem solving: This type of task includes analyzing real situations, reasoning, and decision-making. The outcome involves solutions to the problem, which can then be evaluated. These tasks help promote students' reasoning and decision-making abilities.

5. Sharing experience: This type of task includes narrating, describing, exploring and explaining attitudes, opinions, and reactions. The outcome is usually social. These tasks help students to share and exchange their knowledge and experience.

6. Creative tasks: These include brainstorming, fact finding, ordering and sorting, comparing and many other activities. The outcome is an end product that can be appreciated by a wider audience. Students cultivate their comprehensive problem-solving abilities as well as their reasoning and analyzing abilities.

These tasks are listed from easy to difficult, and all of them reveal the recognition process of students. The tasks in TBLT should be applicable to real life to help students accomplish the tasks and show their communicative competence in classroom teaching and real life situations (Willis, 1996: 149).

A somewhat different categorization of tasks is Nunan's (2001) description of task types as pedagogic and real-world tasks. Pedagogic tasks are communicative tasks that facilitate the use of language in the classroom towards achievement of some instrumental or instructional goal, whereas real-world tasks involve "borrowing" the target language used outside the classroom in the real world.

1.1.4 Principles of Task Based Language Teaching

David Nunan (Net) presents eight principles of TBLT via slide share.

a. Scaffolding: Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce that has not been explicitly taught.

b. Task Dependency: Within a lesson, one task should grow out of, and build upon the ones that have gone before.

c. Recycling: Recycling language maximizes opportunities for learners and activities for learning and activates organic learning principle.

d. Active Learning: Learners acquire the language by activating and using it.

e. Integration of Form and Function: Learners are taught in ways that make clear the relationships between grammatical form, communicative function and semantic meaning.

f. Reproduction and Creation: In reproductive tasks, learners reproduce language models provided by the teacher, the text book or the CD. These tasks are designed to give learners mastery of form, meaning and function and provide a base for creative tasks. In creative tasks, learners are recombining familiar elements in novel ways.

g. Learning Strategies: Learners focus on learning process as well as language content.

h. Reflection: Learners should be given opportunities to reflect on what they have learned and how well they are doing.

1.1.5 Frameworks of Task-based Language Teaching

For task-based instruction, there have been different sequencing frameworks proposed by researchers (Ellis, 2003; Lee, 2000; Prabhu, 1987; Skehan, 1996; Willis, 1996). They assume three phases in common for task-based instruction. Ellis (2003) names these as 'pre-task', 'during task', and 'post-task', while Willis (1996) divides these into 'pre-task', 'task cycle' and 'language focus'.

The task-based framework differs from the traditional teaching (PPP) methods in terms of different sequencing of the instructional phases. In a traditional classroom, the first step is to present the target language function and forms, and then to practice them, and finally to produce examples of these language function/forms

(PPP) without teacher support. In a task-based framework, however, learners first perform a communicative task (with the help of any previously learned language structures) after they are introduced to the topic and the task itself. Learners then write or talk about necessary planning to perform the task they have just attempted. At this stage, they might listen to a recording of learners working on the same or a similar task or read something related to the task topic. After they have some sense of the task production, they apply this knowledge to re-try the task. During this stage, they have access to requested linguistic forms. In short, a holistic approach is used in task-based framework since learners are first involved in the task, and they try to negotiate for meaning using existing resources.

Then, they focus on the target language forms they find they need. They have been familiarized with the specific language functions and language forms useful in task completion. Therefore, these functions and forms are contextualized and have become more meaningful for the learners within the focused task (Ellis, 2003; Skehan, 1996; Willis, 1996).

The pre-task phase

The aim of this phase is first to introduce task and task topic to learners. According to

Ellis (2003) and Lee (2000), framing of the task plays an important role before implementing the task since it informs learners about the outcome of the task and what they are supposed to do to fulfill the task. Revealing the purpose of the task in advance also serves as a motivator (Dörnyei, 2001).

After introducing the topic, teachers may need to explain the task theme if learners are unfamiliar with it. In order to do this, they can provide learners with vital vocabulary items and phrases or help them remember relevant words or phrases (Willis, 1996). If the topic is a familiar one, teachers can elicit the known phrases and language related to the topic. In the process, teachers can have an opportunity to observe what learners actually know and what they need to know. However, there is no explicit teaching of vocabulary or language in this model.

The third step is to perform a similar task to the main task. Prabhu's (1987) study was conducted in a whole class context. The teacher asked similar questions that would be directed to the students in the main task. This demonstration in the pre-task should be counted as an activity that enhances learners' competence in undertaking the real task.

Having learners experience "ideal" performance of the task either by listening to a recording of a fluent speaker or reading a related text to the task, fosters learners' optimal performance in the task (Ellis, 2003, p. 246). Although some researchers find it effective to "prep" learners on the type of task they are going to perform (Ellis, 2003; Willis, 1996), others urge learners to find their own way through discussion and negotiation with fellow learners in the pre-task phase (Lam & Wong, cited in Ellis, 2003).

The last step in the pre-task phase is to allocate learners time for task planning. Giving time to learners to prepare themselves for the tasks enhances the use of various vocabulary items, complex linguistic forms, fluency and naturalness with

which the tasks are carried out (Skehan, 1996; Willis, 1996). Ellis (2003) calls this session the strategic planning phase. In strategic planning, either the learners decide by themselves what to do in the task or teachers lead them in focusing on accuracy, fluency or complexity. Although teacher guidance is important at this point in order to explicitly inform learners what to focus on during preparation (Skehan, 1996), Willis (1996) argues that learners tend to perform the task less enthusiastically when they are guided by the teacher than when they plan the task on their own.

Foster and Skehan (1999) offer three options for strategic planning, 'no planning', 'language-focused guided planning' and 'form focused guided planning'. There is another essential issue related to allowing preparation time for students in this phase. For Willis (1996) and Ellis (2003), the amount of preparation time may change according to the learners' familiarity with the task theme, difficulty level and cognitive demand of the task. The more complex and unfamiliar the task is, the more preparation time students need.

The during-task phase

In this phase, learners do the main task in pairs or groups, prepare an oral or written plan of how and what they have done in task completion, and then present it to the whole class (Willis, 1996).

The task performance session enables learners to choose whatever language they want to use to reach the previously defined outcome of the task. Ellis (2003) proposes two dimensions of task performance: giving students planning time and

giving them the opportunity to use input data which will help them present what they produce easily.

The first dimension concerns the effect of time limitation on task completion. Lee (2000) finds that giving limited time to students to complete the task determines students' language use. Yuan and Ellis (2003) argue that learners given unlimited time to complete a task use more complex and accurate structures than the ones in the control group given limited time. On the other hand, time limitation in the control group encouraged fluency. When they are given the chance to use their own time, learners tend to revise and find well-suited words to express themselves precisely. However, Willis (1996) claims that if learners have limited time to finish the task, their oral production becomes more fluent and natural because of unplanned language use.

For the second dimension, the use of input data during task-performance is discussed. Getting help from the input data means that learners use, for instance, the picture about which they are talking or the text they have read as background (Ellis, 2003; Prabhu, 1987). In the last part of the "during-task phase", some groups or pairs present their oral or written reports. Teachers' giving feedback only on the strengths of the report and not publicly correcting errors increases the effectiveness of the reporting session (Willis, 1996).

The post-task phase

This phase enables learners to focus on the language they used to complete the task, repeat the performed task, and make comments on the task (Ellis, 2003). The

teacher can present some form-focused tasks based on the texts or listening tasks that have been examined. This stage is seen as adding accuracy to fluency since it also involves explicit language teaching (Willis, 1996a; Ellis, 2003). The teacher selects the language forms to present, monitors learners while they are performing the “re-task” and notes of learners’ errors and gaps in the particular language forms they use.

Learners are also given the opportunity to repeat the task. Task repetition helps them improve their fluency, use more complex and accurate language forms and so express themselves more clearly (Bygate, 1996; Ellis, 2003).

Finally, learners are given the opportunity to reflect on the task they have finished. Willis (1996) describes this part as the conclusion of the task cycle, which is “during-task” in Ellis’s (2003) description of the task-based framework. In Willis’s (1996) description, reflecting on the task means summarizing the outcome of the task.

Ellis (2003) states that it is also possible for students to report on their own performance and how they can advance their performance, which are all related to developing their metacognitive skills, such as self-monitoring, evaluating and planning. In addition to self-criticism, learners are asked to evaluate the task as well, which will, in turn, influence their teacher’s future task selection (Ellis, 2003).

1.2 Statement of the Problem

Tasks as organized sets of activities play essential roles in classroom learning processes. Task-based Language Teaching is an approach that emphasizes the

significance of the role of tasks in these processes. As learners in EFL contexts have fewer opportunities to practice language outside school, classroom activities become more important (Nunan, 1989). Teachers and syllabus designers turn to the role of tasks and task-based instruction in order to have a more effective teaching-learning environment. There are some important studies examining the use of task-based instruction and its focus on communicative competence, such as the Bangalore/Madras Communicational Teaching Project and the Malaysian Communicational Syllabus (1975, Beretta & Davies, Beretta, cited in Richards & Rodgers, 2001; Prabhu 1987). However, there are few research studies on the use of task-based instruction in teaching a specific skill, such as speaking.

So far as speaking is concerned that communication does not take place just by composing sentences, but by using sentences to make statements of different kinds viz. to describe, to classify, to give and ask for information, to ask questions, to make requests and so on. Therefore students acquire the language by using it in practical situations not by mastering the structures.

1.3 Rationale of the Research

Learning to speak a foreign language is not an easy process. Both foreign language teachers and learners find speaking the most difficult language skills; therefore this skill is frequently neglected or poorly practiced in the English language classroom. Teachers of English tend to stress drilling patterns, reading texts and writing tasks but rarely have their students involved in speaking activities. Learning to speak English is more effectively achieved by speaking than by listening or reading. Of the

four skills, listening and speaking skills are obligatory. Speaking comes first before writing and reading but most students at public schools feel anxiety to speak English. Although many teaching approaches, techniques and methods are discovered to teach all the skills of language, the students in government schools still feel hesitation and nervous to speak English. On the contrary, the students of boarding school feel free to speak it. If we ask the students of class ten at public schools about their SLC exams of English tests, they will definitely answer that they are prepared for writing and reading activities but scared of listening and speaking tests. They seem much worried about having listening and speaking tests. Their lips tremble to speak. They are able to write and read but they cannot speak, why? What are the problems they are facing? Why do pupils in boarding schools feel free? It is true that the students cannot speak like native speakers but we can improve the speaking level of students at public schools if we try properly. The problems that the students are facing give birth of many questions. What are the causes? Are teachers able to provide the students with opportunities to practice the target language in EFL classes or not? There must be some weaknesses. If some weaknesses exist there, what can we do? How can we develop their competence and confidence of speaking? How can we avoid their English speaking anxiety?

1.4 Objectives of the Research

The research had the following objectives:

- a. To find out the roles of Task Based Language Teaching to develop students' speaking ability at secondary level.

- b. To find out effective tasks and the ways to develop speaking skill at secondary level.
- c. To suggest some pedagogical implications of this study.

1.5 Research Questions

To make the study more specific for the required information related to the problem, the following research questions were concluded:

1. Do students improve their speaking ability after learning through TBLT?
2. What are the effective tasks for developing speaking skill?
3. How do students develop speaking skill?
4. What are the pedagogical implications of TBLT in teaching speaking?

1.6 Significance of the Study

In the recent years, English has been used as the global language as lingua franca among the people of the different languages. As Verghese (1990, p. 1) points out, “of all the languages in the world today. English deserves to be regarded as a world language. It is the world’s most widely spoken language.” Similarly, English as an international language is learnt and used all over the world. Moreover, it is also used as a medium of instruction in the classroom teaching as well as the language of administration in a number of countries of Asia and Africa today. In this regards, Verghese (1990) further says, “English is being learnt and used all over the world not out of any imposition but through the realization that it has certain inherent advantages. Today the compulsions of learning English are no longer merely political but scientific and technological” (p.3). Teaching and learning in EFL situation is

sometimes frustrating among the EFL learners because of the various problems existing in the field of English language learning. Since this research deals with the teaching learning strategies for developing speaking skills, problems with teaching speaking, ways of solutions that I have developed from my own teaching learning experience as well as pedagogical aspects of teaching speaking in EFL context.

Similarly, research is important for the study of problems or issues that help to identify the problems related to our improvement in the existing system. Therefore, through this research it has been expected that it can help to improve the researchers' teaching learning practices "by embracing the notion of researcher as reflective practitioner" (Luitel, 2010, p. 6). Therefore the significance of this study is to improve my own educative practices as an English teacher. This research is also significant from various points of views but mainly to reflect myself critically so that I can improve my teaching learning activities in the days to come avoiding my own weaknesses. The next thing, I hope from this research is to develop my own living educational theories on the basis of my experiences and studies. This study can be also helpful for many students, fellow teachers, educators, policy makers to apply suitable pedagogy that can address the needs and interests of the learners. Moreover, it provides necessary feedback to curriculum designers to design the suitable curriculum to address the learners' needs.

1.7 Delimitations of the Research

The study had the following limitations:

1. The research was limited to speaking skill.

2. The study was limited to 25 days teaching only.
3. The study was limited to task based language teaching.
4. The data was collected from secondary/primary sources.
5. The data was confined to the Shree Public Higher Secondary School, Dharan.
6. The study was limited to 40 EFL students and a teacher i.e. a researcher himself.
7. The study was limited to six language functions only viz. asking for and giving directions, describing people, ordering a meal, making a phone call, making an appointment and asking for a hotel room.
8. The study was limited to four tasks and activities only viz. role play, group work, information gap and communication games.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Literature

A number of works have been conducted in different areas of language skills in the department of English Education. For the purpose of my literature review, I visited Central Library TU and studied various books and dissertations, browsed different websites and went through different articles, journals and books, dissertations and research papers by different scholars related to my topic. I reviewed some books related to my research questions. Similarly, I visited Nepal English Language Teachers' Association (NELTA) and explored various related books and journal articles. Before selecting this topic for the research work, the researcher went through different researches available to him. After that he reached the final

conclusion to choose the topic. Different researchers have found out different things in their different respective research work. Their findings are cited below:

Kafle (2009) carried out one research entitled “A Study on the Effectiveness of Pair Work Technique for Developing Speaking Skill.” The major objective of this research was to find out the effectiveness of pair work technique for developing speaking skill. The researcher took the primary data administering a pre – test and post – test. He collected data from related books such as Cross (1992), Ur (1996), Journal (NELTA, 13th Volume) and many other researches. He used non random, judgmental sampling procedure in his research. He divided the class into control and experimental groups using systematic random sampling procedure. He used test papers and interviews for data collection. The researcher found out that pair work technique for developing speaking skills was better, more effective and significant than conventional techniques.

Joshi (2010) did a research on “The Effectiveness of Task Based Approach in Teaching Reading.” The main purpose of her study was to find out the effectiveness of Task Based Language Teaching in teaching reading. The researcher took twenty students of class nine as the primary source of data and many books related tasks based teaching and reading such as Prabu (1987), Harmer (1991) and many more resources. She selected students using purposive sampling. She conducted pre-test, time on task test progressive test and post-test. She found that TBLT was effective as the students were highly motivated. They had active participation. TBLT was found to be more effective in subjective test than objective test.

Bam (2010) conducted his research entitled “Role of Task Based Technique in Teaching Reading Comprehension.” His objectives for his research were to find out the effectiveness of TBLT in teaching reading comprehension and to suggest some pedagogical implications. He collected primary data from 60 students of grade ten. He also adopted secondary data from related books, journals, articles, textbooks, websites and many other theses. He used non random sampling judgemental procedure. He selected the students using random sampling procedure. He divided the students into control and experimental group. He took pre-test and post-test. On the basis of the pre-test and post-test analysis and interpretation, task based technique was found to be more effective than the traditional way of teaching as experimental group performed better than control group.

Bhandari (2011) conducted an experimental research on “Effectiveness of Task Based Language Teaching in Teaching Writing” to find out the effectiveness of task based language teaching in teaching writing skills. The researcher adopted both primary sources and secondary sources. He collected data from Ghanghasya Secondary School Khateda, Dadeldhura. Similarly he went through many articles, books, journals and many more theses. He selected 30 students of class 10 using purposive non random sampling procedure. He administered pre- test and post- test containing same test items. He prepared test items on the basis of controlled, guided and free composition writing. After comparing and contrasting the analyzed data he concluded that the students remarkably progressed since 24% increment was seen when the tests were compared. TBLT was found to be effective to teach writing skills.

Thanghun (2012) carried out a research on “Using of Task Based Learning to Develop English Speakers Ability.” His main purposes of the research were to investigate the effectiveness of the students’ English speaking ability through task based learning and to investigate about students’ opinion towards task based learning after experiment is positive. He selected 30 students. Those participations were selected through random sampling procedure. He used lesson plans, English speaking assessment charts as the research tools. He investigated that TBLT improved in students speaking ability.

Lamichhane (2012) conducted research on “Use of Task Based Language Teaching in Nepalese Context” to find out challenges faced by the English language teachers in the use of task based language teaching. He used survey research design. He used primary and secondary sources of data for his study. He selected 40 English teachers of higher secondary level working in Kaski district. He selected 20 teachers from government aided school and 20 from private school using random sampling. He collected information from different books, journals and theses. He adopted objective and subjective questionnaire. He found that the majority of teachers considered TBLT and Communicative Language Teaching as same. 80% teachers were interested in practicing TBLT in the ELT classes. But, lack of the training, large number of students, fixed class management, present examination system, learners’ low level of language proficiency were found more serious problems for applying TBLT in Nepalese context. He also found that those traditional syllabi were major challenges for the implementation of TBLT.

Dhami (2014) did a research on “Strategies Used for Developing Speaking Skill: A Case of M. Ed. Students.” His research was oriented to find out the strategies used by M. Ed. Students for developing speaking skill, problems faced in developing skill and solving the problems. The researcher adopted survey research design. He selected 45 students of M. Ed. second year studying in three different campuses. He selected 15 students from each campus. Along with sampling quota procedure, he collected data through survey questionnaire. He concluded that 80% of students used English in daily communication thinking in mother tongue and translating in English strategies to develop speaking skill. Many students emphasized both accuracy and fluency to develop speaking skills. Students were found to apply different techniques such as presentation on the topics, group work, pair work, using English inside and outside the class, pronunciation activities and so on to develop speaking skills. Finally he concluded that getting an ample exposure was found one of the better ways to develop speaking skill.

2.2 Implications of Related Literature

All the researches reviewed were related to developing speaking skill in EFL situation. These researches were immensely resourceful to my study. After reviewing these works, I gathered many ideas regarding skills of language. The researchers mentioned above used survey design and I also followed the same. My research was concerned with Task Based Language Teaching, tasks and activities for

developing speaking skill among the Nepali learners of EFL classrooms. I used pre-test and post-tests, experiment and questionnaires as tools of data collection.

2.3 Theoretical Framework

Speaking is a productive skill like writing. It is very complex and complicated skill in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. It involves thinking of what is to be said. We can define speaking as the ability to express oneself fluently in a foreign Language. But it is especially difficult in foreign language because effective oral communication requires the ability to use the language appropriately in social interaction. It requires more than its grammatical and semantic rules. Harmer (2001) calls 'it is a store' and argues that to achieve communicative purpose the speakers, both native and non-native, select the language from the store they think appropriate for the purpose. It is also difficult to describe how an utterance is followed by another one, and how they are processed. Speaking takes place in a situation where the speaker is under pressure to produce his/her utterances without having much time to organize what and how he/she wants to say.

Ur (1996, p.120) says, "Speaking seems intuitively the most important: People who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak."

John Munby (1979, p.58) has identified the following sub skills of speaking:

- a) Articulating sounds in isolate forms.
- b) Articulating sounds in connected speech.
- c) Manipulating variation in stress in connected speech.

- d) Manipulating the use of stress in connected speech.
- e) Producing intonation patterns and expressing attitudinal meaning through variation in pitch, height, pitch range and pause.

Referring to Bygate (1996), and Hughes (2003) presents a list of speaking sub-skills which are presented below:

a. Information Skills

Candidates should be able to:

- a) Provide personal, non-personal and required information
- b) Describe sequence of events
- c) Give instructions and explanations
- d) Make comparisons
- e) Present arguments
- f) Express need, requirements and performances
- g) Seek help and permission
- h) Ask for apology and make excuses
- i) Express and justify opinions and attitude
- j) Complain
- k) Speculate
- l) Comment, summarize, conclude and make suggestions (what they have said)

b. Interactional Skills

Candidates should be able to:

- a) Express one's purpose and recognize other's
- b) Express agreement and disagreement

- c) Elicit opinions and information
- d) Modify statements and comments made by other speakers
- e) Justify statements and comments made by other speakers
- f) Justify or support statements made by other speakers
- g) Persuade others
- h) Repair breakdowns in interactions
- i) Elicit clarification
- j) Indicate understanding or uncertainty

c. Skills in Managing Interactions

Candidates should be able to:

- a) Initiate interactions
- b) Change the topic of an interaction
- c) Share the responsibility for the development of an interaction
- d) Take and give turn in an interaction
- e) Come to a decision
- f) End an interaction

(As cited in Khaniya 2005, pp.136-137), Ur (1996, p.120) identifies four characteristics of a successful speaking activity.

1. Learners talk a lot: As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even: Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high: Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.3.1 Problems with Speaking

Speaking is a complex skill, that is to say, it is a network of skills, and therefore teaching speaking is not an easy task. Native speakers of a language possess all the sub-skills of their language: they can understand and use innumerable types of sentences. Not only that but they can also understand and use entirely new sentences which they have never been used before. But there may be a lot of problems with the students who are studying English as a foreign language. The problems may lie with the teaching process or with the students or with the materials itself.

The problems according to Ur (1996, p.121) are as follows:

1) **Inhibition:** Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about

trying to say things in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts.

ii) **Nothing to say:** Even if they are not inhibited, we often hear learners complain that they can't think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

iii) **Low or uneven participation:** Only one participant can talk at a time if he/she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

IV) **Mother- tongue use:** In classes where all, or a number of, the learners share the same mother-tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother-tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.

In addition to the above mentioned problems, Phyak & Sharma (2006, pp.216-217) have mentioned the following problems:

v) **Classroom size:** We cannot allocate time to each individual to speak if the student number is large. Unmanageable classroom size prevents students from speaking practice.

VI) Time of exposure: Merely emphasizing structure and vocabulary practice doesn't automatically develop speaking ability of the students. Few numbers of hours available for speaking is not enough to develop speaking habit of the learners.

VII) Syllabus/examination system: Our syllabus and examination system underestimate the importance of speaking skill reflecting students' communicative ability through paper-pencil work is not a genuine way of testing. In the Nepalese context, testing speaking is just for formality, not for reality.

VIII) Pronunciation problems: Pronunciation problems are real problems regarding the spoken language pronunciation problems will of course vary greatly from one country to another. Common problems that are likely to occur are:

- a) difficulty in pronouncing sounds which do not exist in the students' own language e.g. for many Nepalese students, the consonants /ð/, /θ/, /f/, /v/ are difficult.
- b) confusion of similar sounds e.g. /i:/, /i/, or /l/ and /r/ or /s/ and /ʃ/
- c) use of simple vowels instead of diphthongs, e.g. /i:/ instead of /iə/
- d) difficulty in pronouncing consonant clusters, e.g. 'desks' /desks/, twelfths /twelfθs/
- e) tendency to give all syllables equal stress and flat intonation.

Ur (1996, pp.121-122) has given some suggestions to solve the above mentioned problems. They are:

i) Use group work: This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwillingly

to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

ii) Base the activity on easy language: In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

iii) Make a careful choice of topic and task to stimulate interest: On the whole, the clearer the purpose of the discussion the more motivated participants will be.

iv) Give some instruction or training in discussion skills: If the task is best on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

v) Keep students speaking in the target language: The best way to keep students speaking the target language is simply to be there as much as possible. The teacher has to work as a monitor or facilitator to ensure that all the students speak the target language.

In addition to the above mentioned suggestions, Phyak & Sharma (2006,p.218) has mentioned two more ones.

vi) Provide appropriate feedback: Based on the students' performance the teacher should provide appropriate feedback. The teacher can give verbal feedback like 'Yeah', 'Well done', 'Good', 'Keep on the job', which encourages the learners.

vii) Avoid immediate correction: Immediate correction should avoid as far as possible. Immediate correction inhibits the learners to speak in front of his/her fellow students. Some common and serious errors can be noted down and later discussed in the classroom.

2.3.2 Components of Speaking Skill

According to M.Ed. English Curriculum (1999), the ability to speak in a foreign language consists of the following components which are very important from pedagogical point of view.

- i) Articulation and production of sounds and sound sequences.
- ii) Production of stress and intonation patterns
- iii) Connected speech.
- iv) Communicative skills.
- v) Phatic communion

According to Harmer (2001, pp.269-270), the necessary elements for speaking production are the following:

I) Connected speech: Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent 'connected speech' (as in I'd've gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r) or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specially to improve their connected speech.

II) Expressive devices: Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed and slow by other physical and non verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

III) Lexis and Grammar: Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stage of an interaction.

IV) Negotiation language: effective speaking benefits from a negotiatory language we use to seek clarification and to show the structure of what we are saying.

2.3.3 Activities for Teaching Oral Skill

Littlewood (1981) proposes two sets of activities, **pre-communicative and communicative**. Pre-communicative activities are actually the early stage of teaching speaking in which the teacher guides the students in controlled conversation practice. Later, they are gently pushed into the free conversation which is communicative activities. The pre-communicative activities are as follows:

1. Sharing information with restricted co-operation

I) Identifying one picture from the set: Students are divided into two pairs and given pictures. A gets the whole set, B gets just one of the pictures from the set. A has to discover which one B is holding.

II) Discovering sequences or locations: Both A and B are given pictures. A has a particular sequence of pictures, and B has to arrange his in the same sequence.

III) Discovering missing information: Two learners have incomplete tables and each has to get missing information from the other.

2. Sharing information with unrestricted co-operation

I) Discovering differences: A and B have pictures which have several very slight differences. They find out the differences by talking to each other.

II) Following direction: A and B use identical maps, but only A knows the destination.

3. Sharing and processing information:

Reconstructing story sequence: This activity is done in groups. Each member of the group has picture from a story. They cannot see each other's picture. They have to talk about the pictures to construct the story.

4. Processing information: Placing items in order of importance, deciding use of money for presents creating story from random pictures are some of the activities that come under this heading. The communicative activities are as follows:

1. The classroom as a social context: Using the foreign language for classroom management, using the foreign language as a teaching medium, conversation or discussion sessions, basing dialogues and role plays on school experience etc. in which a lot of interaction is done can be included in this activity.

2. Simulation and role-playing: Role playing controlled through cued dialogues, role-playing controlled through cues and information, role-playing controlled through situation and goals, large-scale simulation activities, and improvisation /unscripted dramatization etc. are some of the activities that can be simulated and/or role-played.

Bygate (1987 as cited in Rai, 2005, p.82) includes four major kinds of activities for developing interactional skills in the learners. They, with some examples, are given below:

1. Information-gap activities: Different learners are given different bits of information, and by sharing this information, they complete a task. For example, A and B have the same list of items but specific information about those items are different. They talk together and complete the information.

2. Communication games: A lot of games such as describe and draw, describe and arrange, find the difference, ask the right question etc. can be played to enhance communication.

3. Simulation: The term simulation refers to "an activity which involves decision-making, in which the participants may act as themselves or in social roles. It is not performed for an audience, and the participants work together within the constraints of the imaginary setting."

4. Project-based interaction activities: Project activities take longer time and are used with advanced learners. For example, having read and studied the differences between five different newspapers reports about a terrorist attack on the airport, students are invited to say what they have discovered about the difference. In groups, students think up a story about a robbery, or decide on a current news story that they would like to report. They are invited to consider their circle of social contacts and evaluate what they speak about to each of them, and they compare their contacts and conversations with other people's etc.

Harmer (2001, pp.271-275) includes some of the most widely classroom activities for developing speaking ability. They are given below:

a) Acting from a script: We can ask our students to act out scenes from plays and/ or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b) Communication games: Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or to find similarities and differences between pictures.

c) Discussion: One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

d) Prepared talks: A popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than like this. However, if possible, students should speak from notes rather than from a script.

e) Questionnaires: Questionnaires are useful because, by being pre-planned, they ensure that both the questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the bases for written work, discussions or prepared talks.

f) Simulation and role-play: Many students derive great benefit from simulation and role-play. Students 'simulate' a real-life encounter (such as a business meeting, an

encounter in an aero-plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or talking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency. Role-play is used to refer to those types of activities where learners imagine themselves in a situation outside the classroom and use language appropriate to this new context.

In simulation the individual participants speak and react as themselves but the group role, situation and task are imaginary ones. For a simulation to work it must, according to Jones (1982, pp.4-7) have the following characteristics.

- **Reality of functions:** The students must not think of themselves as students, but as real participants in the situation.
- **A simulated environment:** The teacher says that the classroom is an airport check- in area, for example.
- **Structure:** Students must see how the activity is constructed and they must be given the necessary imagination to carry out the situation effectively.

Heaton (1988, pp.88-103) lists the following activities for oral production test.

- a. Reading aloud
- b. Conversational exchange
- c. Oral interview
- d. Short talk
- e. Group discussion

- f. Role playing
- g. Retelling a short story

Cross (1992, pp.282-294) presents a range of communicative activities for developing oral skills, they are as follows:

a. Discussion and debate

- Organizing discussion groups
- Using discussion cues
- Project presentation
- Topic talks

b. Drama activities

- Role adoption
- Prescribed role play
- Free role play
- Free role play from a text

c. Information gaps activities

- Which face?
- Who is who?
- Describe and draw
- Loss of memory
- Which place?
- Jumbled pictures
- Shared information

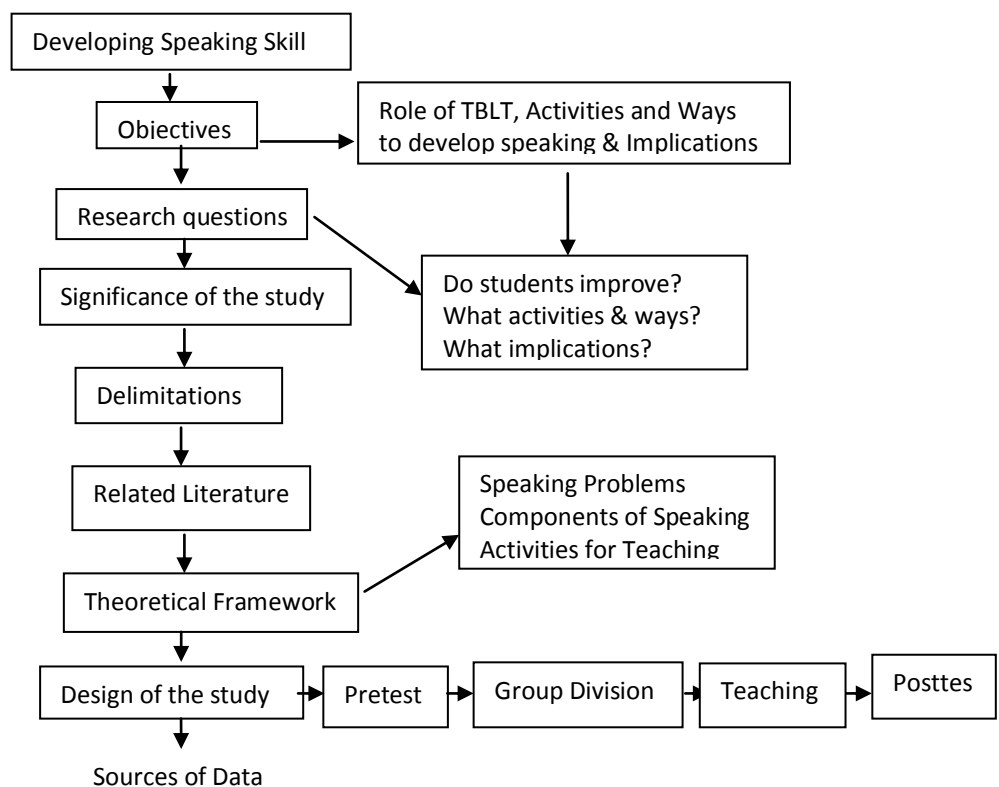
Some Activities for Teaching Speaking

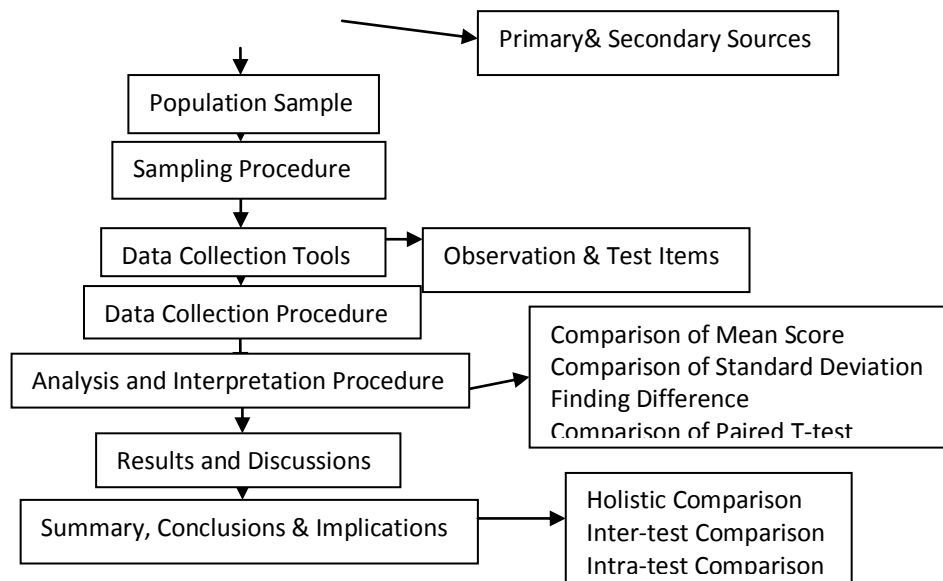
The small group or pair work is always helpful to teach speaking. Learners are exposed to different kinds of language through different activities. Some of the widely used speaking activities are listed below:

- i. Drill
- ii. Pair work
- iii. Group work
- iv. Role play
- v. Simulation
- vi. Dramatization
- vii. Recitation
- viii. Discussion/debate/Speeches/prepared talks/ oral interview
- ix. Communication games
- x. Information gap activities.

2.4 Conceptual Framework

The study was based on the following conceptual framework.





CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

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

The researcher chose one experimental group and one control group. These groups were chosen randomly from nine – class from Shree Public Higher Secondary School. The students of section A were experimental group while the students of section B were control group. The experimental group was taught using the TBLT designed by the researcher and control group was taught using the conventional method used by teachers of EFL at school. Both the experimental and control group were pre-tested and post-tested in their speaking skill.

Both the experimental group and control group were taught by the researcher at the school. Teaching learning activities for experimental group were designed by the

researcher. The researcher designed 25 lesson plans (see appendix B) for teaching experimental group.

The average marks in all items in pre-test and post-test were tabulated and calculated to find out the role of TBLT to develop speaking ability. The pre-test and post-test average score of the students was calculated. Their difference and T-test was calculated to find out the significance difference between the pre-test and post-test scores (see appendix G).

Similarly, the researcher taught the students with four main tasks and activities. He prepared questionnaire. The questionnaire was distributed to the experimental group during the treatment after each four tasks. The aim was to compare effective responses to the tasks. In the questionnaire there were 16 statement items. Items were designed on a four-point Likert-scale and were assessed with values ranging from 1 to 4. The scoring for the positive statements were as follows: Strongly agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1. He collected the raw data and then analyzed by calculating the mean values and standard deviations. He listed effective activities to develop speaking skill. While teaching, he found some problems with speaking faced by the students and found some ways to solve those problems.

3.2 Sources of Data

The researcher used both primary and secondary sources of data. The sources are as follows:

3.2.1 Primary Sources

This study was based mostly on the primary sources of data. The primary sources of data for this study were 40 students at grade – nine of Shree Public Higher Secondary School Dharan, Sunsari district and data was collected by administering a pre-test and post-test on six language functions viz. asking for and giving directions, describing people, ordering a meal, making a phone call, making and appointment and making a reservation for a hotel room (see appendix A).

3.2.2 Secondary Sources

The secondary sources of data will be the related books Prabhu (1987), Nunan (1989),

Willis (1996), Richards and Rodgers (2002), Ellis (2003), the theses approved in the department of English Language Education T.U. and many other types of researches.

3.3 Population Sample

40 students from Shree Public Higher Secondary School were the sample population of the study. The population consisted of 25 boys and 15 girls who studied together in the same class.

3.4 Sampling Procedure

The researcher used non participant judgmental sampling procedure to select the students of Shree Public Higher Secondary School, Dharan. The following table shows sample population.

Table 1: Sample Population

S.N.	Group	Public Higher Secondary School		
		Boys	Girls	Total
1.	Experimental	13	07	20
2.	Control	12	08	20
Total				40

3.5 Data Collection Tools

In order to collect the data, the researcher used questionnaire (see appendix E), observation and test items such as English speaking items for pretests and posttests (see appendix A) and lesson plans (see appendix B).

3.6 Data Collection Procedure

I adopted the following processes of data collection:

At first, I prepared the test items (see appendix A) and scoring sheet for the pre-test (see appendix D). Then, I visited the selected school to collect the data for the present research. I established the rapport with the head teacher of the school and inform about the purpose of the study and ask for the permission to conduct the research in his school. Then, I consulted the class teacher and subject teacher of English of grade 9 and ask for their help and support during research. I took necessary suggestions from them. I administered the oral pre-test to the ninth graders with the help of English teachers in order to find out the proficiency and performance level of the students and examine their answers. I made the score

sheet (see appendix F) and arrange them vertically from high to low and provided ranking number to each student. Then divided the students into two groups, namely experimental and control group on the basis of their ranking. They were grouped on the basis of their respective sections in the pre-test. Section A was assigned to experimental group and Section B was assigned to control group. I taught experimental group using task based language teaching technique while the control group was taught using traditional method or teacher centered method. I prepared lesson plans (see appendix B) and teaching materials (see appendix C) and taught 25 lesson plans for a month, six periods in a week for a period of 45 minutes. There were six language functions. After the experimentation was over, I took post-test of the students. The test items used in the pre-test were used in the post-test as well. Similarly, I distributed questionnaire to the students to respond them and At last, I analyzed and interpreted the collected data and the findings were derived and recommendations were made.

3.7 Data Analysis and Interpretation Procedure

To answer the research questions, the speaking skill tests were administered as pre-test and post-test on six language functions such as asking for and giving directions, describing people, ordering a meal, making a phone call, making an appointment and making a reservation for a hotel room. The scores from both the pretest and posttest on speaking skill were converted into mean scores and standard deviations. Then, the mean scores and standard deviations from the pretest and posttest were calculated to determine the significance of the mean scores using a paired t-test to

compare the students' speaking ability before and after learning with task based language teaching.

Permission to conduct the study was obtained from the school principal. The relevant literature was reviewed to establish the theoretical background of the study. The TBLT program was prepared and validated. The speaking skill tests were prepared and validated. A teaching session was held by the researcher implementing TBLT. He identified some problems with speaking faced by the students. He used four main tasks and activities while teaching. He found out some effective activities and ways to develop speaking skill. He tested and evaluated the participants. This was to ensure the reliability of the instrument. The speaking test was administered before and after the study. The results of the tools were statistically analyzed. The designed program was applied for a period of three months. The findings of the study were analyzed and discussed. The researcher wrote and produced the dissertation according to the guidelines presented in the guide for writing theses and dissertations at Janta Multiple College, TU.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

In this section of the thesis, I have made analysis and interpretation of the data received from test items and questionnaires. The data collection tools were test items and questionnaires. The raw score (see appendix F) which was obtained by the students in test items has been calculated and tabulated to find out the role of the

task based language teaching to develop students' speaking ability. The pretest and post test score were taken into consideration while analyzing the raw data.

Similarly, the raw responses of students to the questionnaires (see appendix E) has been calculated and tabulated to find out the effective tasks and ways to develop speaking ability. The data have been interpreted under the following headings. They are:

- a) Interpretation of pretest and posttest.
- b) Interpretation of students' responses & ways to develop speaking.

4.1 Interpretation of pretest and posttest

The raw data obtained from pretests and posttests have been interpreted under three main headings:

- a) Holistic Comparison
- b) Item Wise Inter Test Comparison (Intra Group)
- c) Item Wise Intra Test Comparison (Inter Group)

While analyzing the data, the individual scores of both tests (pretests and posttests) on all language functions viz. asking for and giving directions, describing people, ordering a meal, making a phone call, making an appointment and making a reservation for a hotel room have been taken and tabulated group wise (appendix F). For the purpose of comparison and finding the comparative effectiveness of both the groups, the average mean scores (M) of the two tests were computed out of the individual scores, the difference between the mean scores (D), their standard deviation (SD) and paired t-test (t) have been calculated and determined (appendix

G). The results of the two groups have been compared on the basis of the average marks; difference calculated by subtracting pretest from post test, standard deviation and paired t-test.

4.1.1 Holistic Comparison

For holistic comparison, two dimensions have been adopted i.e. Overall Inter test Comparison and Overall Intra test Comparison as below:

a. Overall Inter Test Comparison (Intra Group)

In this comparison, the mean score obtained by control group in pretest has been tabulated and compared with the mean score obtained by control group in posttest. Similarly the mean score obtained by experimental group in pretest has been tabulated with the mean score obtained by experimental group in posttest. Their difference in mean scores, standard deviation and paired t-test of pretest and posttest of the same group have been calculated (appendix G) and tabulated below.

Table 2 Overall Comparison of Pretest and Posttest

Speaking ability	n	M	D	S.D.	t
Pretest Control Group	20	73.8		12.437	
Posttest Control Group	20	80.3	6.5	12.496	1.649
Pretest Experimental Group	20	75		9.93	
Posttest Experimental Group	20	99.55	24.55	19.423	5.033

The table no. 2 shows that control group got 73.8 and 80.3 average score in the pre test and post test respectively. This group has increased its average score by 6.5.

However, the average marks obtained by experimental group in the pretest and post test are 75 and 99.55 respectively. This group has increased its average marks by

24.55. This indicates that experimental group made better progress than control group.

The mean scores of the posttest are found higher than the mean scores of the pretest in all functions. Similarly, critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (1.649) is less than tabulated 't' in control group, null hypothesis is accepted. Thus, there is no significant difference between pretest and post test. But, calculated 't' (5.033) is higher than tabulated 't' in experimental group, null hypothesis is rejected. Thus, there is significant difference between pretest and post test. Comparing both, experimental and control group have significance difference heavily.

b. Overall Intra Test Comparison (Inter Group)

In this comparison, mean score obtained by control group in pretest has been tabulated and compared with the mean score obtained by experimental group in pretest. Similarly, the mean score obtained by control group in posttest has been tabulated and compared with the mean score obtained by experimental group in posttest. Their difference in mean scores, standard deviation and paired t-test of control group and experimental group have been calculated (appendix G) and compared.

Table 3 Overall Comparison of Control and Experimental Group

Speaking ability	N	M	D	S.D.	t
Pretest Experimental Group	20	75		9.93	
Pretest Control Group	20	73.8	1.2	12.437	0.337
Posttest Experimental Group	20	99.55		19.423	
Posttest Control Group	20	80.3	19.25	12.496	4.043

As shown in table 3, control and experimental group have got 73.8 and 75 average score in the pretest respectively. The average difference between two groups in pretest is 1.2, whereas, the average marks obtained by control and experimental group in the post test are 80.3 and 99.55 respectively. The average difference between the two groups is 19.25. This indicates that experimental group made better progress than control group.

The mean scores of both groups in the pretest in this function are almost equal but in the post test they have significant difference by 19.25. The critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (0.337) is lower than tabulated 't' in pretest, null hypothesis is accepted. Thus, there is no significant difference between two groups in pretest. But, calculated 't' (4.043) is higher than tabulated 't' in post test, null hypothesis is rejected. Thus, there is significant difference between two groups.

4.1.2 Item Wise Inter Test Comparison (Intra Group)

In this comparison, the mean score obtained by control group in pretest has been tabulated and compared with the mean score obtained by control group in posttest with reference to an individual item. Similarly the mean score obtained by experimental group in pretest has been tabulated with the mean score obtained by experimental group in posttest. Their difference in mean scores, standard deviation

and paired t-test of pretest and posttest of the same group have been calculated (appendix H) and tabulated below.

a. Asking for and Giving Directions

Table 4 Comparison of the mean scores of pretest and posttest item 1

Speaking ability	n	M	D	S.D.	t
Pretest Control Group	20	12.65		2.555	
Posttest Control Group	20	14.2	1.55	2.943	1.78
Pretest Experimental Group	20	13.5		1.813	
Posttest Experimental Group	20	16.85	3.35	2.78	4.515

From the given table, it is depicted that control group got 12.65 and 14.2 average score in the pre test and post test respectively. This group has increased its average score by 1.55. However, the average marks obtained by experimental group in the pretest and post test are 13.5 and 16.85 respectively. This group has increased its average marks by 3.35. This shows that experimental group made better progress than control group.

The mean scores of the posttest are higher than the mean scores of the pretest in this function. Similarly, critical value of t for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (1.78) is lower than tabulated 't' in control group, null hypothesis is accepted. Thus, there is no significant difference between pretest and post test. But, calculated 't' (4.515) is higher than tabulated 't' in experimental group, null hypothesis is rejected. Thus, there is significant difference between pretest and post test.

b. Describing People

Table 5 Comparison of the mean scores of pretest and posttest item 2

Speaking ability	N	M	D	S.D.	t
Pretest Control Group	20	13.05		2.439	
Posttest Control Group	20	13.9	0.85	2.468	1.095
Pretest Experimental Group	20	13.15		1.851	
Posttest Experimental Group	20	17.1	3.95	3.16	5.887

The given table shows that control group got 13.05 and 14.8 average score in the pre test and post test respectively. This group has increased its average score by 0.85.

However, the average marks obtained by experimental group in the pretest and post test are 13.15 and 17.1 respectively. This group has increased its average marks by 3.95. This indicates that experimental group made better progress than control group.

The mean scores of the posttest are higher than the mean scores of the pretest in this function. Similarly, critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (1.095) is lower than tabulated 't' in control group, null hypothesis is accepted. Thus, there is no significance difference between pretest and post test. But, calculated 't' (5.887) is higher than tabulated 't' in experimental group, null hypothesis is rejected. Thus, there is significant difference between pretest and post test.

c. Ordering a Meal

Table 6 Comparison of the mean scores of pretest and posttest item 3

Speaking ability	N	M	D	S.D.	t
Pretest Control Group	20	12.05		2.012	
Posttest Control Group	20	12.9	0.85	2.119	1.302
Pretest Experimental Group	20	12		2.324	
Posttest Experimental Group	20	15.5	3.5	3.599	3.653

As shown in table, control group got 12.05 and 12.9 average score in the pre test and post test respectively. This group has increased its average score by 0.85. Similarly the average marks obtained by experimental group in the pretest and post test are 12 and 15.5 respectively. This group has increased its average marks by 3.5. This indicates that experimental group made better progress than control group. The mean scores of the posttest are higher than the mean scores of the pretest in this function.

Similarly, critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (1.302) is less than tabulated 't' in control group, null hypothesis is accepted. Thus, there is no significant difference between pretest and post test. While, calculated 't' (3.653) is higher than tabulated 't' in experimental group, null hypothesis is rejected. Thus, there is significant difference between pretest and post test.

d. Making a Phone Call

Table 7 Comparison of the mean scores of pretest and posttest item 4

Speaking ability	n	M	D	S.D.	t
Pretest Control Group	20	12.25		2.233	
Posttest Control Group	20	13.5	1.25	2.335	1.682
Pretest Experimental Group	20	12.9		1.136	
Posttest Experimental Group	20	17.3	4.4	3.809	4.949

The given table shows that control group got 12.25 and 13.5 average score in the pre test and post test respectively. This group has increased its average score by 1.25. However, the average marks obtained by experimental group in the pretest and post test are 12.5 and 17.3 respectively. This group has increased its average marks by 4.4. This indicates that experimental group made better progress than control group. The mean scores of the posttest are higher than the mean scores of the pretest in this function.

Similarly, critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (1.682) is lower than tabulated 't' in control group, null hypothesis is accepted. Thus, there is no significant difference between pretest and post test. But, calculated 't' (4.949) is higher than tabulated 't' in experimental group, null hypothesis is rejected. Thus, there is significant difference between pretest and post test.

e. Making an Appointment

Table 8 Comparison of the mean scores of pretest and posttest item 5

Speaking ability	n	M	D	S.D.	t
Pretest Control Group	20	10.9		1.67	
Posttest Control Group	20	11.95	1.05	1.857	1.882
Pretest Experimental Group	20	10.55		1.117	
Posttest Experimental Group	20	15.55	5	3.84	5.593

The given table shows that control group got 10.9 and 11.95 average score in the pre test and post test respectively. This group has increased its average score by 1.05. However, the average marks obtained by experimental group in the pretest and post test are 10.55 and 15.55 respectively. This group has increased its average marks by

5. This indicates that experimental group made better progress than control group. The mean scores of the posttest are higher than the mean scores of the pretest in this function. Similarly, critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (1.882) is less than tabulated 't' in control group, null hypothesis is accepted. Thus, there is no significant difference between pretest and post test. But, calculated 't' (5.593) is higher than tabulated 't' in experimental group, null hypothesis is rejected. Thus, there is significant difference between pretest and post test.

f. Making a Reservation for a Hotel Room

Table 9 Comparison of the mean scores of pretest and posttest item 6

Speaking ability	n	M	D	S.D.	t
Pretest Control Group	20	12.9		2.931	
Posttest Control Group	20	13.85	0.95	2.475	1.45
Pretest Experimental Group	20	13.15		1.931	
Posttest Experimental Group	20	17.2	4.05	3.385	4.65

The given table shows that control group got 12.9 and 13.85 average score in the pre test and post test respectively. This group has increased its average score by 0.95. However, the average marks obtained by experimental group in the pretest and post test are 13.15 and 17.2 respectively. This group has increased its average marks by 4.05. This indicates that experimental group made better progress than control group.

The mean scores of the posttest are higher than the mean scores of the pretest in this function. Similarly, critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (1.45) is lower than

tabulated 't' in control group, null hypothesis is accepted. Thus, there is no significant difference between pretest and post test. But, calculated 't' (4.65) is higher than tabulated 't' in experimental group, null hypothesis is rejected. Thus, there is significant difference between pretest and post test.

4.1.3 Item Wise Intra Test Comparison (Inter Group)

The mean scores of both pretest and posttest with respect to both experimental and control group were calculated (appendix F) using descriptive statistics for the means and standard deviations and then the mean scores of the experimental and control group with regard to pretest and posttest were compared using a paired t-test respectively. The analysis of the paired t-test calculated on mean scores of both groups showed that there was no statistically significant difference between the mean scores of those groups in pretest while there was statistically significant difference between the mean scores of those groups in posttest.

a. Asking for and Giving Directions

Table 10 Comparison of control and experimental group item 1

Speaking ability	N	M	D	S.D.	t
Pretest Experimental Group	20	13.25		1.813	
Pretest Control Group	20	12.65	0.6	2.555	0.857
Posttest Experimental Group	20	16.85		2.78	
Posttest Control Group	20	14.2	2.65	2.943	2.928

As shown in table 10, control and experimental group have got 12.65 and 13.25 average score in the pretest respectively. The average difference between two groups in pretest is 0.6, whereas, the average marks obtained by control and experimental group in the post test are 14.2 and 16.85 respectively. The average

difference between the two groups is 2.65. This indicates that experimental group made better progress than control group.

The mean scores of both groups in the pretest in this function are almost equal but in the post they have significant difference by 2.65. The critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (0.857) is lower than tabulated 't' in pretest, null hypothesis is accepted. Thus, there is no significant difference between two groups in pretest. But, calculated 't' (2.928) is higher than tabulated 't' in post test, null hypothesis is rejected. Thus, there is significant difference between two groups.

b. Describing People

Table 11 Comparison of control and experimental group item 2

Speaking ability	N	M	D	S.D.	t
Pretest Experimental Group	20	13.15		1.851	
Pretest Control Group	20	13.05	0.1	2.439	0.146
Posttest Experimental Group	20	17.1		3.16	
Posttest Control Group	20	13.9	3.2	2.468	3.567

As shown in table 11, control and experimental group have got 13.05 and 13.15 average score in the pretest respectively. The average difference between two groups in pretest is 0.1, whereas, the average marks obtained by control and experimental group in the post test are 13.9 and 17.1 respectively. The average difference between the two groups is 3.2. This indicates that experimental group made better progress than control group.

The mean scores of both groups in the pretest in this function are almost equal but in the post test they have significant difference by 3.2. The critical value of 't' for 38

degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (0.146) is lower than tabulated 't' in pretest, null hypothesis is accepted. Thus, there is no significant difference between two groups in pretest. But, calculated 't' (3.567) is higher than tabulated 't' in post test, null hypothesis is rejected. Thus, there is significant difference between two groups.

c. Ordering a Meal

Table 12 Comparison of control and experimental group item 3

Speaking ability	N	M		S.D.	t
Pretest Experimental Group	20	12		2.324	
Pretest Control Group	20	12.05	0.05	2.012	-0.073
Posttest Experimental Group	20	15.5		3.599	
Posttest Control Group	20	12.9	2.6	2.119	2.784

As shown in table 12, control and experimental group have got 12.05 and 12 average score in the pretest respectively. The average difference between two groups in pretest is 0.05, whereas, the average marks obtained by control and experimental group in the post test are 12.9 and 15.5 respectively. The average difference between the two groups is 2.6. This indicates that experimental group made better progress than control group.

The mean scores of both groups in the pretest and post in this function are almost equal. The critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (-0.073) is lower than tabulated 't' in pretest, null hypothesis is accepted. Thus, there is no significant difference between two groups in pretest. While, calculated 't' (2.784) is higher than tabulated 't' in post test, null hypothesis is rejected. Thus, there is significant difference between two groups.

d. Making a Phone Call

Table 13 Comparison of control and experimental group item 4

Speaking ability	N	M	D	S.D.	t
Pretest Experimental Group	20	12.9		1.136	
Pretest Control Group	20	12.25	0.65	2.233	1.161
Posttest Experimental Group	20	17.3		3.809	
Posttest Control Group	20	13.5	3.8	2.335	3.804

As shown in table 13, control and experimental group have got 12.25 and 12.9 average score in the pretest respectively. The average difference between two groups in pretest is 0.65, whereas, the average marks obtained by control and experimental group in the post test are 13.5 and 17.3 respectively. The average difference between the two groups is 3.8. This indicates that experimental group made better progress than control group.

The mean scores of both groups in the pretest in this function are almost equal but in the post test they have significant difference by 3.8 average score. The critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (1.161) is lower than tabulated 't' in pretest, null hypothesis is accepted. Thus, there is no significant difference between two groups in pretest. But, calculated 't' (3.804) is higher than tabulated 't' in post test, null hypothesis is rejected. Thus, there is significant difference between two groups.

e. Making an Appointment

Table 14 Comparison of control and experimental group item 5

Speaking ability	n	M	D	S.D.	t
Pretest Experimental Group	20	10.55		1.117	
Pretest Control Group					

	20	10.9	0.35	1.67	-0.776
Posttest Experimental Group	20	15.55		3.84	
Posttest Control Group	20	11.95	3.6	1.857	3.774

As shown in table 14, control and experimental group have got 10.9 and 10.55 average score in the pretest respectively. The average difference between two groups in pretest is 0.35, whereas, the average marks obtained by control and experimental group in the post test are 11.95 and 15.55 respectively. The average difference between the two groups is 3.6. This indicates that experimental group made better progress than control group.

The mean scores of both groups in the pretest in this function are almost equal but in the post test they have significant difference by 3.6 average score. The critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (-0.776) is lower than tabulated 't' in pretest, null hypothesis is accepted. Thus, there is no significant difference between two groups in pretest. But, calculated 't' (3.774) is higher than tabulated 't' in post test, null hypothesis is rejected. Thus, there is significant difference between two groups.

f. Making a Reservation for Hotel Room

Table 15 Comparison of control and experimental group item 6

Speaking ability	n	M	D	S.D.	t
Pretest Experimental Group	20	13.15		1.931	
Pretest Control Group	20	12.9	0.25	2.931	0.318
Posttest Experimental Group	20	17.2		3.385	
Posttest Control Group	20	13.85	3.35	2.475	3.571

As shown in table 15, control and experimental group have got 12.9 and 13.15 average score in the pretest respectively. The average difference between two

groups in pretest is 0.25, whereas, the average marks obtained by control and experimental group in the post test are 13.85 and 17.2 respectively. The average difference between the two groups is 3.35. This indicates that experimental group made better progress than control group.

The mean scores of both groups in the pretest in this function are almost equal but in the post test they have significant difference by 3.35. The critical value of 't' for 38 degrees of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (0.318) is lower than tabulated 't' in pretest, null hypothesis is accepted. Thus, there is no significance difference between two groups in pretest. But, calculated 't'(3.571) is higher than tabulated 't' in post test, null hypothesis is rejected. Thus, there is significant difference between two groups.

4.2 Interpretation of students' responses

In this section, I have made analysis and interpretation of the data received from questionnaires. The data collection tool was questionnaire. The researcher used four activities i.e. role play, pair work, information gap and communication game to teach each language function. From the responses of the experimental group, mean score and standard deviation were calculated to find out whether those tasks were effective. The data have been interpreted under the following headings:

- a. Holistic Comparison
- b. Item-wise Comparison
- c. Ways to develop speaking

4.2.1 Holistic Comparison

In this comparison, the mean score and standard deviation of control group with regards to four activities have been compared.

Table 16: Comparison of mean scores of tasks

Tasks and activities	n	M	S.D.
Role play	20	60.07	1.286
Pair work	20	54.13	2.428
Information gap	20	54.97	2.22
Communication game	20	57.33	3.085

Table 16 shows that when examining questionnaire responses to all tasks, students responded to role play more positively than to any other tasks. It has the highest mean score 60.07. This overall comparison shows that role play is effective for teaching speaking skill.

4.2.2 Item wise comparison

In this comparison, the mean score of all tasks has been calculated and compared with one another.

a. Asking for and giving directions

Table 17 Comparison of tasks for asking for and giving directions

Tasks and Activities	n	M	S.D.
Role play	20	61.4	0.5
Pair work	20	58.6	0.5
Information gap	20	54.8	0.4
Communication game	20	50.8	0.4

Table 17 shows that students preferred role play the most while teaching speaking skill as it has the highest mean score 61.4 amongst all. Hence, role play is the best task to teach asking for and giving directions.

b. Describing people

Table 18 Comparison of tasks for describing people

Tasks and Activities	n	M	S.D.
Role play	20	57.6	0.8
Pair work	20	54	0.18
Information gap	20	50.6	0.1
Communication game	20	60.6	0.1

Table 18 shows that students preferred communication game the most while teaching speaking skill as it has the highest mean score 60.6 amongst all. Hence, communication game is the best task to teach describing people.

c. Ordering a meal

Table 19 Comparison of tasks for ordering a meal

Tasks and Activities	n	M	S.D.
Role play	20	60.6	1.367
Pair work	20	54.8	4.26
Information gap	20	56	3.85
Communication game	20	58.8	2.23

Table 19 shows that students preferred role play the most while teaching speaking skill as it has the highest mean score 60.6 amongst all. Hence, role play is the best task to teach ordering a meal.

d. Making a phone call

Table 20 Comparison of tasks for making a phone call

Tasks and Activities	n	M	S.D.
Role play	20	61.2	0.4
Pair work	20	54.4	4.67
Information gap	20	58	2.68
Communication game	20	58.4	1.35

Table 20 shows that students preferred role play the most while teaching speaking skill as it has the highest mean score 61.2 amongst all. Hence, role play is the best task to teach making a phone call.

e. Making an appointment

Table 21 Comparison of tasks for making an appointment

Activities	n	M	S.D.
Role play	20	60.2	0.748
Pair work	20	50.8	0.4
Information gap	20	55	0
Communication game	20	57.4	0.48

Table 21 shows that students preferred role play the most while teaching speaking skill as it has the highest mean score 60.2 amongst all. Hence, role play is the best task to teach making an appointment.

f. Making a reservation for hotel room

Table 22 Comparison of tasks for making a reservation for hotel room

Activities	n	M	S.D.
Role play	20	59.4	1.743
Pair work	20	52.2	1.6
Information gap	20	55.4	3.2
Communication game	20	55.4	3.2

20	58	0.63
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Table 22 shows that students preferred role play the most while teaching speaking skill as it has the highest mean score 59.4 amongst all. Hence, role play is the best task to teach making a reservation for hotel room.

4.2.3 Ways to Develop Speaking Ability

While teaching in the beginning, the researcher found many problems viz. inhibition, nothing to say, uneven participation, mother-tongue use and pronunciation problem. He taught control group in traditional way, whereas, experimental group was taught with four activities viz. role play, information gap, pair work and communication games. Each language function was taught consisting of four lesson plans. Each lesson plan included an individual activity. Then the researcher used different ways to develop speaking ability to overcome the problems faced by the learners. He provided students with maximum opportunity to speak and authentic materials. All students were involved in every speaking activity. He reduced teacher speaking time. He provided written feedback and positive signs. He did not correct students' mispronunciation immediately. He encouraged the students to speak out of the class as well. He provided the vocabularies beforehand.

Eventually, the researcher found out some activities more effective although Nepal government has enlisted a plenty of activities viz. demonstration, dramatization, question answer, simulation, role play, group and pair work, information gap, inquiry and discovery, brainstorming, mind mapping, guessing meaning from context and

quick write. The effective activities are role play, information gap, pair work, question answer, drill, communication game and interview.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Finally, the summary of the study was written on the basis of results. The conclusion of the study was encapsulated point wise. After that the implications of the study were recommended for the following level: policy level, practical level further research.

5.1 Summary

To find out the role of task based language teaching, six language functions were given. There were six items altogether in the pre-test and post-test. These pretest and posttest items were analyzed and interpreted. In this research study, two groups were formed, namely control and experimental group. They were taught using the same material and objectives. But the difference was on the use of technique used in the classroom teaching. The control group was taught using the traditional way of teaching or teacher centered technique whereas the experimental group was taught using task based technique. Before teaching, a pretest was administered to the students and when the research period was over, a post test was taken. The results of both the test were interpreted and tabulated for data analysis. The result of those test showed that experimental group was far more ahead than the control group. It means experimental group showed better performance than control group in speaking.

To find out effective tasks and activities, students were engaged in four activities such as role play, information gap, pair work and communication game. To find out the ways to develop speaking skill, problems with speaking skill were found out. On the basis of the problems, different techniques and methods were adopted by the researcher. And then useful ways were listed.

5.2 Conclusions

On the basis of analysis and interpretation of primary data, the findings are represented as follows:

a. Objective I:

1. As a whole, the role of TBLT for developing speaking skills was found better since experimental group had better performance with 19.25 more average scores. It is relatively better more effective and significant than the conventional technique since calculated value of 't' (5.055) which is greater than tabulated value of 't' (2.021).
2. In the language function asking for and giving directions, control group scored 14.2 average marks and increased its marks by 1.55 in post test. In comparison to this, experimental group improved its marks scoring 16.5 in post test and added 3.35. This shows that teaching speaking through task based language has been more effective than usual way of teaching since calculated value of 't' (4.515) is greater than tabulated value of 't' (2.021).
3. In the language function describing people, control group scored 13.9 average marks and increased its marks by 0.85 in post test. In comparison to this, experimental group improved its marks scoring 17.1 in post test and added 3.95. This shows that teaching speaking through task based language has been more effective than usual way of teaching since calculated value of 't' (5.887) is greater than tabulated value of 't' (2.021).
4. In ordering meal, control group added 0.85 more marks in its pretest score 12.05. Experimental group added 3.5 more marks in the post test. Though both groups improved their marks but the improvement of experimental group was more observable because this group obtained more marks. Since calculated 't' value (3.653) is greater than tabulated value of 't' (2.021), teaching speaking through task based language teaching is more effective than traditional way of teaching.

5. In the language function making a phone call, control group scored 13.5 average marks and increased its marks by 1.25 in post test. In comparison to this, experimental group improved its marks scoring 17.3 in post test and added 4.4. This shows that teaching speaking through task based language has been more effective than usual way of teaching since calculated value of 't' (4.949) is greater than tabulated value of 't' (2.021).
6. In the language function making an appointment, control group scored 11.95 average marks and increased its marks by 1.05 in post test. In comparison to this, experimental group improved its marks scoring 15.55 in post test and added 5. This shows that teaching speaking through task based language has been more effective than usual way of teaching since calculated value of 't' (5.593) is greater than tabulated value of 't' (2.021).
7. In the language function making a reservation for hotel room, control group scored 13.85 average marks and increased its marks by 0.25 in post test. In comparison to this, experimental group improved its marks scoring 17.2 in post test and added 3.35. This shows that teaching speaking through task based language has been more effective than usual way of teaching since calculated value of 't' (4.65) is greater than tabulated value of 't' (2.021).
8. In intra test comparison, mean score differences between control group and experimental group were 0.6, 0.1, 0.05, 0.65, 0.35 and 0.25 in pretest while the differences were observed as 2.65, 3.2, 2.6, 3.8, 3.6 and 3.35 in post test. The overall difference of in pretest was 1.2 while the difference increased to 19.25 in the post test. Similarly, calculated 't' with respect to pretest (0.857, 0.146, -0.073, 1.161, -0.776 and 0.318) in all language function is lower than tabulated 't' (2.021). So, no significant difference was observed in pretest

between control group and experimental group in all language functions.

Whereas, calculated 't' with respect to post test (2.928, 3.567, 2.784, 3.804, 3.774, 3.571) is higher than tabulated 't' (2.021) in all language functions. So, there is significant difference between control group and experimental group. Overall paired t-test shows that there was no significant difference between control group and experimental group in pretest since calculated 't' (0.337) is lower than tabulated 't' (2.021) of control group while the calculated 't' (4.043) is higher than tabulated 't' (2.021) of experimental group. It shows that teaching speaking ability through task based language teaching is more effective than usual way of teaching.

b. Objective II:

The government of Nepal listed many activities viz. demonstration, dramatization, question answer, simulation, role play, group and pair work, information gap, inquiry and discovery, brainstorming, mind mapping, guessing meaning from context and quick write. Some of them are quite effective to develop speaking ability with reference to these six language functions. The effective tasks are role play, information gap and communication game.

The following ways are effective to develop speaking skill:

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

3. Reduce teacher speaking time in class while increasing student speaking time.
Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary beforehand that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

5.3 Implications

On the basis of the findings of the study, the following recommendations have been made.

5.3.1 Policy Level

1. Policy makers and curriculum designers should analyze the needs and interests of the learners.
2. Curriculum development center should develop and design syllabus, textbooks and materials to support the task based language teaching inside the class room.
3. The concerned authority should conduct trainings and seminars on task based language teaching so that the teacher can understand TBLT and apply this in the class room teaching.
4. A text book writer should write the books addressing various activities and tasks and prepare the materials to overcome common speaking problems faced by the learners.

5.3.2 Practice Level

1. Experimental group showed better performance in all language functions in comparison to the control group. So task based language teaching proved to be effective in teaching speaking ability.
2. Task based language teaching provided freedom to the students while completing the task. So it is fruitful for the students.
3. The teacher should be constructive and careful while designing and introducing the tasks in the classroom.
4. Students become active in the class. They work in pairs or group. This enhances their communicative ability and fluency can be achieved. So this technique is effective in this matter.
5. Even the shy students can take the benefit of this type of teaching. They can improve their communication skills.

6. TBLT creates a feeling of cooperation among the students since they involve in pairs or group work to solve a particular task in the class.
7. The language teacher should bear in mind that whether the tasks and the materials are functioning with respect to their goals and objectives of programs as a whole or not.
8. The teacher should develop his/her language lesson using TTT approach (Test-teach-test) not PPP (Presentation, Practice and Production).
9. The teacher should analyze the level of students' linguistic competence and then only he/she should design communicative tasks with spirit of task based language teaching.
10. The traditional materials are to be designed to fit the task based language teaching because they may not fit in the framework and methodology of TBLT.
11. TBLT leads from fluency to accuracy plus fluency. Therefore it is to be adapted to develop the communicative ability of students.
12. While using TBLT, the tasks become more engaging for the students and the usage of the language becomes more meaningful when the task is the center of attention.
13. Task-based language approach creates more favorable conditions for the development of second language acquisition.
14. It is necessary for the teacher, as a practical control and facilitator of learners' activities in the classroom, to have a positive attitude towards TBLT in order to implement it.

5.3.3 Further Research

In order to provide a clear picture of the Task Based Language Teaching used for learning English, the researchers could apply TBLT in order to develop workers' speaking ability in the workplace such as in a hotel, restaurant or factory. They could apply TBLT to develop other speaking skills including listening, reading and writing. They could compare the effectiveness of task based language teaching with other approaches such as Communicative Activities (CA), Total Physical Response (TPR) and so on. Researchers could apply the TBLT to develop students' language skills in English for specific courses such as in business and tourism.

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Appendix A

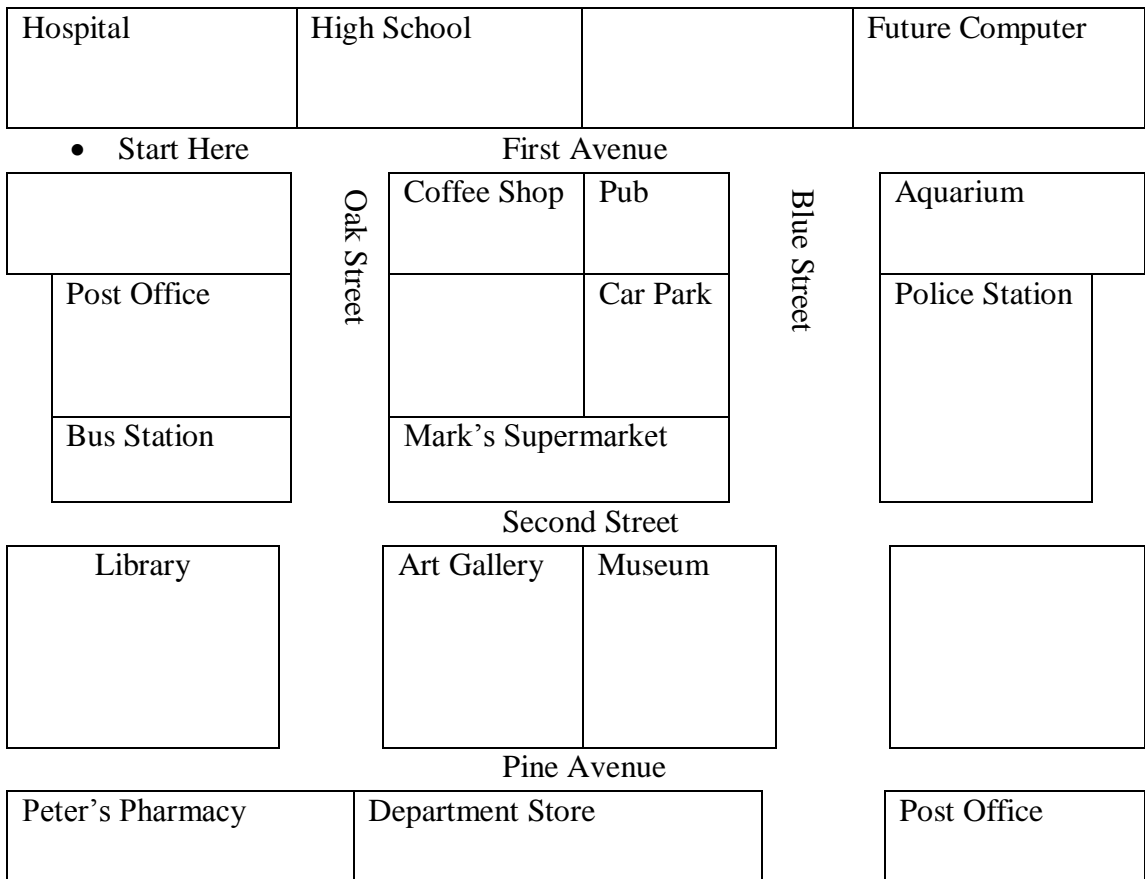
Speaking Test

1. Asking for and giving directions

Student A

Instruction: Ask your partner for directions to the following places in order to complete the map.

1. Hollywood Theatre
2. Chinese Restaurant
3. Star Video
4. Beauty Shoes

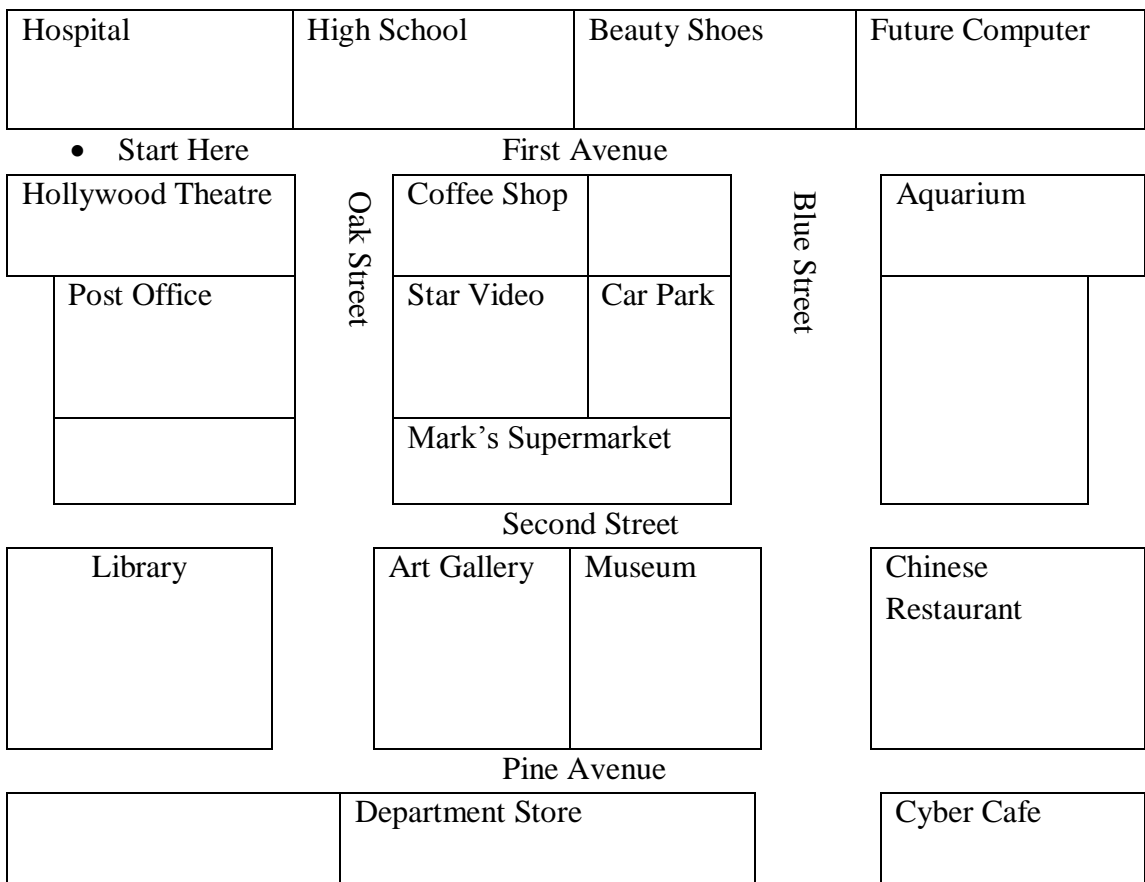


1. Asking for and giving directions

Student B

Instruction: Ask your partner for directions to the following places in order to complete the map.

1. The Bus Station
2. The Pub
3. The Police Station
4. Peter's Pharmacy



2. Describing People

Student A

Imagine you are a police officer in Dharan. Student B's brother is missing. His name is Bobby. Try to find out his information by asking the appropriate questions.

Name Bobby

Hair

The length of his hair is

Short medium long

The color of his hair is

His age is

Young middle elderly

His height is

Very short Fairly short Medium height Pretty tall

Very tall

What is he wearing today? (Clothes)

.....

.....

2. Describing People

Student B

You are travelling in Dharan but your brother Bobby is missing. He is 15 years old.

You have to describe your brother to the police officer so that he can find him for you.

3. Ordering a Meal

Student A

Imagine you are a waiter/waitress at Yammy restaurant.

1. Give a menu to your customer.
2. Take an order.
3. Give the bill to the customer.

Student B

Imagine you are a customer

1. Order food from the menu.
2. Order three main courses, two desserts and one drink.
3. Ask for the bill.

Menu

Main Courses

Spicy soup	Rs 90
Spaghetti meatballs	Rs 79
Roasted duck	Rs 200
Grilled fish	Rs 250
Wonton soup	Rs 50
Grilled steak	Rs 69
Steak teriyaki	Rs 59
Seafood spaghetti	Rs 99
Chicken Fried rice	Rs 49

Desserts

Yoghurt	Rs 20
Cheese cake	Rs 45
Fresh fruit	Rs 40
Pineapple pie	Rs 59
Pudding	Rs 19
Strawberry Ice cream	Rs 29
Chocolate Ice cream	Rs 29

Drinks

Milk	Rs 29
Mineral water	Rs 30
Apple juice	Rs 20
Orange juice	Rs 20
Coffee	Rs 25
Coke	Rs 20
Beer	Rs 35

4. Making a phone call

You are the caller.

Your name is _____

Your telephone number is 9842027206.

You want to speak to Mr. Nirodha Chandra Dahal.

Your message is

“There is a meeting tomorrow. Please call me back at 4 P. M.”

You are the operator.

Your name is _____

The caller wants to speak to Mr. Neerodha chadra Dahal who is not in the office

You offer to take a message.

Find out his/her name and telephone number.

Take the message.

5. Making an appointment

Student A

Task: Invite your partner to go and watch a movie. Try to find available hour for it.

The theater opens from 11:00 a.m. – 9:00 p.m.

Sunday	Go to a dance class from 9:00 a.m. – 11:00 a.m. Play tennis from 5:00 p.m. – 7:00 p.m.
Monday	Go to school from 8:00 a.m. – 4 p.m. See movie from 7:00 – 9:00 p.m.
Tuesday	Go to school from 10:00 a.m. – 2p.m.
Wednesday	Go to the mall with mom from 9:00 a.m. - 1:00 p.m. Have dinner with friends from 6:00 p.m. – 7:30 p.m.
Thursday	Have lunch with my brother from 11:00 a.m. – 1:00 p.m. Go to a party from 7:00 p.m. – 8:00 p.m.
Friday	Go to school from 8:00 a.m. – 10:00 a.m. Go to O ₂ Bar with your sister from 3:00 p.m. – 7:00 p.m.
Saturday	Go swimming from 3:00 p.m. – 8:00 p.m. Have family dinner from 8:00 p.m. – 10:p.m.

5. Making an appointment

Student B

Task: Invite your partner to go and watch a movie. Try to find available hour for it.

The theater opens from 11:00 a.m. – 9:00 p.m.

Sunday	Go jogging from 9:00 a.m. – 10:00 a.m. Go to work from 11:00 a.m. – 4:00 p.m.
Monday	Go to school from 8:00 a.m. – 4 p.m. Have a family dinner from 6:00 p.m.– 8:00 p.m.
Tuesday	Play tennis from 10:00 a.m. – 3p.m. Go to Korean class from 5:00 p.m. – 6:00 p.m.
Wednesday	Go to school from 10:00 a.m. – 1:00 p.m. Have dinner with friends from 5:00 p.m. – 6:00 p.m.
Thursday	Have lunch with from 10:00 a.m. – 12:00 p.m. Play soccer from 2:00 p.m. – 4:00 p.m.
Friday	Go shopping from 4:00 p.m. – 7:00 p.m.
Saturday	Play badminton from 9:00 a.m. – 11:00 a.m. Go swimming from 3:00 p.m. – 7:p.m.

6. Making a reservation for a hotel room

Student A

Imagine you work as a receptionist at the Dreamland Hotel. You have to ask the guest for the following information.

Name

Last Name

Telephone number

Room size

Number of people

Number of nights

Method of payment

Appendix B

LESSON PLAN

ASKING FOR AND GIVING DIRECTIONS

A. Specific Objectives: At the end of this lesson, students will be able to:

1. Introduce the topic giving and asking for directions.
2. Complete the given tasks of guiding questions.

B. Teaching Materials:

1. Table of sentences related to asking for and giving directions.
2. A map of places.

C. Teaching Learning Activities:

a. Pre-task

Teacher will introduce and define the topic.

He will teach new vocabulary, useful words and phrases along with prepositions.

He shows a map about places and students pronounce them such as avenue, aquarium, etc.

He will divide the students into group of four, brainstorming of place how they get the particular place.

b. During task

The teacher sets situation and assigns time for doing the following activity where is department store? How do I get to museum? And so on.

Showing the table, he will tell two groups to stand up.

He will order one group to ask for directions and another to give directions.

He will encourage and monitors the students. If the students need some help, he will help them.

Students share their ideas in the class and the teacher will give feedback to them.

c. Post-task

The teacher will present the chart of the expressions and map of places.

He will order one student to ask for directions using the expressions of the chart and another to give the directions. All students will have chance to practice.

He will provide the students with sufficient time to practice.

Appendix C

Expressions for asking for and giving directions

Asking for directions	Giving directions
How do I get to	Go straight on (until you come to
What's the best way to	Turn back/ go back.
Where is	Turn left/ turn right (intostreet)
Do you know how to get to	Go along
How do I get to	Cross
I'm looking for	Take the first/ second road on the left/right
I'm trying to find	It's on the left/ right
	Opposite
	Near
	Next to
	Between
	At the end of
	On/ at the corner
	(just) around the corner
	Traffic lights
	Crossroads, junctions, etc.

Appendix D

English Speaking Ability Evaluation

Pre-test

Student _____ Assessor: _____ Date: _____

Content	Score				
	1	2	3	4	5
Fluency					
Pronunciation					
Vocabulary					
Grammar					
Strategy					

Total Score _____

Post-test

Student _____ Assessor: _____ Date: _____

Content	Score				
	1	2	3	4	5
Fluency					
Pronunciation					
Vocabulary					
Grammar					
Strategy					

Total Score _____

Appendix E Questionnaire

Name: Task: Date:

Language Function:

Please consider the task that you have just completed. Please indicate your answer by circling the appropriate number and give **only one** answer for each statement. Please do not leave any **unanswered** questions.

(1) Strongly disagree (2) Disagree (3) Agree (4) Strongly agree

S.N.	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	This task excited my curiosity.	(1)	(2)	(3)	(4)
2	This task was interesting in itself.	(1)	(2)	(3)	(4)
3	I felt that I had no control over what was happening during this task.	(1)	(2)	(3)	(4)
4	While doing this task, I was aware of distractions.	(1)	(2)	(3)	(4)
5	This task made me curious.	(1)	(2)	(3)	(4)
6	This task was fun for me.	(1)	(2)	(3)	(4)
7	I would do this task again.	(1)	(2)	(3)	(4)
8	This task helped me extend myself.	(1)	(2)	(3)	(4)
9	This task allowed me to control what I was doing.	(1)	(2)	(3)	(4)
10	When doing this task, I was totally absorbed in what I was doing.	(1)	(2)	(3)	(4)
11	This task bored me.	(1)	(2)	(3)	(4)
12	During this task, I could make a decision about how to study to complete the task.	(1)	(2)	(3)	(4)
13	This task was too long.	(1)	(2)	(3)	(4)
14	This task aroused my imagination.	(1)	(2)	(3)	(4)
15	I would do this task even if it were not required.	(1)	(2)	(3)	(4)
16	I would prefer doing the tasks in the book as they are.	(1)	(2)	(3)	(4)

Appendix F
Speaking Pretest Score of Experimental Group

S.N.	STUDENTS	ITEMS						TOTAL
		I	II	III	IV	V	VI	
1	SHRISTY SHARMA	16	17	16	15	11	17	92
2	SAROJ BANIYA	16	16	15	15	12	16	90
3	TEKRAJ RAI	15	14	13	14	11	15	82
4	SHRISTI RAI	12	11	11	11	9	11	65
5	KAMAL TIMSINA	13	13	10	13	10	12	71
6	SAMIP SHRESTHA	13	14	12	13	11	13	76
7	SUMNIMA SHRESTHA	15	14	11	14	10	13	77
8	SUSMITA RAJBANSI	13	14	12	12	11	12	74
9	SUSHANT DHAKAL	14	13	10	12	11	14	74
10	KRISHA KAFLE	11	12	11	11	9	10	64
11	ANKIT CHAUDHARY	11	10	11	12	11	11	66
12	ANUSKA KARKI	12	11	9	13	10	13	68
13	RIKESH RAI	11	11	9	11	9	11	62
14	ANISH TAMANG	12	13	11	12	10	13	71
15	BIDHAYAK POKHREL	14	15	14	16	12	15	86
16	SISHER KHADKA	12	13	11	12	10	13	71
17	ROSHAN THAKUR	11	10	11	9	9	11	61
18	NIRAJ TAMANG	12	13	10	12	10	12	69
19	ROJESH CHUDAL	16	15	16	15	13	15	90
20	ROSHANI THAPA	16	14	17	16	12	16	91
TOTAL		265	263	240	258	211	263	1500

Speaking Pretest of Control Group

S.N.	STUDENTS	ITEMS						TOTAL
		I	II	III	IV	V	VI	
1	AYUSH AACHARYA	17	16	14	16	12	17	92
2	KSHITEEZ K.C.	15	17	15	15	11	15	88
3	SASHI YADAV	12	15	12	14	12	11	76
4	BINITA TAMANG	11	11	12	10	10	10	64
5	KRISHNA SHAH	9	12	11	10	9	10	61
6	PRATIKSHA RAI	14	12	11	12	10	12	71
7	ROHAN LIMBU	16	16	13	14	14	17	90
8	BINAYAK SUBEDI	17	18	11	16	14	18	94
9	ABINASH SHAH	13	13	13	12	11	11	73
10	SUBASH SHRETHA	15	14	10	13	12	16	80
11	KHAGENDRA KARKI	11	13	11	12	10	12	69
12	RIYA ADHIKARI	9	10	10	10	9	10	58
13	NITESH YADAV	9	10	11	9	9	9	57
14	DIKSHYA LIMBU	11	11	10	9	9	10	60
15	DANIEL TAMANG	13	11	14	12	10	14	74
16	DIKSHYA BHANDARI	11	12	11	13	11	12	70
17	RUBINA ADHIKARI	11	11	9	11	10	10	62
18	AYUSH CHAUDHARY	10	10	11	9	9	11	60
19	REJINA TAMANG	14	13	15	13	12	16	83
20	KARUNA GAJAMER	15	16	17	15	14	17	94
TOTAL		253	261	241	245	218	258	1476

Speaking Post Test of Experimental Group

S.N.	STUDENTS	ITEMS						TOTAL
		I	II	III	IV	V	VI	
1	SHRISTY SHARMA	21	22	23	23	21	23	133
2	SAROJ BANIYA	21	23	23	22	22	22	133
3	TEKRAJ RAI	17	18	17	19	19	19	109
4	SHRISTI RAI	14	15	12	11	10	14	76
5	KAMAL TIMSINA	16	17	17	18	13	18	99
6	SAMIP STHA.	17	18	15	19	15	18	102
7	SUMNIMA STHA.	19	19	18	21	17	21	115
8	SUSMITA RAJBANSI	16	18	12	17	13	17	93
9	SUSHANT DHAKAL	18	16	15	19	14	16	98
10	KRISHA KAFLE	13	14	10	12	12	11	72
11	ANKIT CHAUDHARY	13	12	15	14	11	13	78
12	ANUSKA KARKI	14	13	13	13	16	14	83
13	RIKESH RAI	15	14	14	16	11	15	85
14	ANISH TAMANG	15	16	13	14	14	15	87
15	BIDHAYAK POKHREL	19	20	19	22	18	22	120
16	SISHER KHADKA	17	18	14	17	20	17	103
17	ROSHAN THAKUR	14	13	11	11	11	14	74
18	NIRAJ TAMANG	15	14	12	15	13	14	83
19	ROJESH CHUDAL	22	21	18	22	22	20	125
20	ROSHANI THAPA	21	21	19	21	19	21	122
TOTAL		337	342	310	346	311	344	1990

Speaking Post-test of Control Group

S.N.	STUDENTS	ITEMS						TOTAL
		I	II	III	IV	V	VI	
1	AYUSH AACHARYA	19	17	17	17	14	18	102
2	KSHITEEZ K.C.	17	18	15	15	12	15	92
3	SASHI YADAV	12	16	13	14	11	12	78
4	BINITA TAMANG	10	12	12	12	10	11	67
5	KRISHNA SHAH	16	12	12	10	10	12	72
6	PRATIKSHA RAI	14	13	13	14	12	15	81
7	ROHAN LIMBU	17	17	14	16	14	16	94
8	BINAYAK SUBEDI	19	19	12	18	15	18	101
9	ABINASH SHAH	13	13	13	13	12	13	77
10	SUBASH SHRETHA	16	14	11	17	14	16	88
11	KHAGENDRA KARKI	14	14	12	12	11	14	77
12	RIYA ADHIKARI	10	11	11	11	10	11	64
13	NITESH YADAV	9	11	11	10	9	10	60
14	DIKSHYA LIMBU	12	12	10	12	11	12	69
15	DANIEL TAMANG	15	12	14	14	12	15	82
16	DIKSHYA BHANDARI	13	13	12	12	11	14	75
17	RUBINA ADHIKARI	13	12	11	12	13	12	73
18	AYUSH CHAUDHARY	11	11	11	11	9	10	63
19	REJINA TAMANG	16	14	16	14	14	17	91
20	KARUNA GAJAMER	18	17	18	16	15	16	100
TOTAL		284	278	258	270	239	277	1606

Appendix G

Testing Statistical Significance

$$\text{Paired test (t)} = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where, \bar{X} = Mean of the posttest and mean of experimental group

\bar{Y} = Mean of the pretest and mean of control group

n_1 = Number of classes in posttest and experimental group

n_2 = Number of classes in pretest and control group

σ = Standard Deviation

s^2 = Sample variance

Procedure of Testing Hypothesis

Claim H_0 : $u_x = u_y$ (there is no significant difference)

H_1 : $u_x \neq u_y$ (there is significant difference)

Level of significance (α) = 0.05 or 5%

Degree of Freedom (v) = $n_1 + n_2 - 2 = 20 + 20 - 2 = 38$

$t_{0.05, v = 38}$ for two tailed test is 2.021

Decision: If calculated value of 't' is greater than tabulated value, reject the null hypothesis.

If calculated value of 't' is less than tabulated value, accept the null hypothesis.

1 Intra Test Comparison (Inter Group) – Pretest

1.1 Asking for and Giving Directions

Experimental Group		Control Group	
X	X ²	Y	Y ²
16	256	17	289
16	256	15	225
15	225	12	144
12	144	11	121
13	169	9	81
13	169	14	196
15	225	16	256
13	169	17	289
14	196	13	169
11	121	15	225
11	121	11	121
12	144	9	81
11	121	9	81
12	144	11	121
14	196	13	169
12	144	11	121
11	121	11	121
12	144	10	100
16	256	14	196
16	256	15	225
$\sum X = 265$	$\sum X^2 = 3577$	$\sum Y = 253$	$\sum Y^2 = 3331$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{265}{20} = 13.25$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{253}{20} = 12.65$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{3577}{20} - \left(\frac{265}{20}\right)^2}$$

$$= \sqrt{178.85 - 175.563}$$

$$= 1.813$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3331}{20} - \left(\frac{253}{20}\right)^2}$$

$$= \sqrt{166.55 - 160.023}$$

$$= 2.555$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (1.813)^2 + 19 \times (2.555)^2}{20 + 20 - 2}$$

$$= \frac{186.484}{38} = 4.907$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{13.25 - 12.65}{\sqrt{4.907 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{0.6}{0.7} = 0.857$$

Since calculated 't' (0.851) is less than tabulated 't' (2.021), there is no significant difference between control and experimental group.

1.2 Describing People

Experimental Group		Control Group	
X	X ²	Y	Y ²
17	289	16	256
16	256	17	289
14	196	15	225
11	121	11	121
13	169	12	144
14	196	12	144
14	196	16	256
14	196	18	324
13	169	13	169
12	144	14	196
10	100	13	1679
11	121	10	100
11	121	10	100
13	169	11	121
15	225	11	121
13	169	12	144
10	100	11	121
13	169	10	100
15	225	13	169
14	196	16	256
$\sum X = 263$	$\sum X^2 = 3527$	$\sum Y = 261$	$\sum Y^2 = 3525$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{263}{20} = 13.15$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{261}{20} = 13.05$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{3527}{20} - \left(\frac{263}{20}\right)^2}$$

$$= \sqrt{176.35 - 172.923}$$

$$= 1.851$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3525}{20} - \left(\frac{261}{20}\right)^2}$$

$$= \sqrt{176.25 - 170.030}$$

$$= 2.439$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (1.851)^2 + 19 \times (2.439)^2}{20 + 20 - 2}$$

$$= \frac{178.124}{38} = 4.687$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{13.15 - 13.05}{\sqrt{4.687 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{0.1}{0.685} = 0.146$$

Since calculated 't' (0.146) is less than tabulated 't' (2.021), there is no significant difference between control and experimental group.

1.3 Ordering a Meal

Experimental Group		Control Group	
X	X ²	Y	Y ²
16	256	14	196
15	225	15	225
13	169	12	144
11	121	12	144
10	100	11	121
12	144	11	121
11	121	13	169
12	144	11	121
10	100	13	169
11	121	10	100
11	121	11	121
9	81	10	100
9	81	11	121
11	121	10	100
14	196	14	196
11	121	11	121
11	121	9	81
10	100	11	121
16	256	15	225
17	289	17	289
$\sum X = 240$	$\sum X^2 = 2988$	$\sum Y = 241$	$\sum Y^2 = 2985$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{240}{20} = 12$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{241}{20} = 12.05$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{2988}{20} - \left(\frac{240}{20}\right)^2}$$

$$= \sqrt{149.4 - 144}$$

$$= 2.324$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{2985}{20} - \left(\frac{241}{20}\right)^2}$$

$$= \sqrt{149.25 - 145.203}$$

$$= 2.012$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (2.324)^2 + 19 \times (2.012)^2}{20 + 20 - 2}$$

$$= \frac{179.533}{38} = 4.726$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{12 - 12.05}{\sqrt{4.726 \left(\frac{1}{20} + \frac{1}{20}\right)}} = -\frac{0.05}{0.687} = -0.073$$

Since calculated 't' (-0.073) is less than tabulated 't' (2.021), there is no significant difference between control and experimental group.

1.4 Making a Phone Call

Experimental Group		Control Group	
X	X ²	Y	Y ²
15	225	16	256
15	225	15	225
14	196	14	196
11	121	10	100
13	169	10	100
13	169	12	144
14	196	14	196
12	144	16	256
12	144	12	144
11	121	13	169
12	144	12	144
13	169	10	100
11	121	9	81
12	144	9	81
16	256	12	144
12	144	13	169
9	81	11	121
12	144	9	81
15	225	13	169
16	256	15	225
$\sum X = 258$	$\sum X^2 = 3394$	$\sum Y = 245$	$\sum Y^2 = 3101$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{258}{20} = 12.9$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{245}{20} = 12.25$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{3394}{20} - \left(\frac{258}{20}\right)^2}$$

$$= \sqrt{167.7 - 166.41}$$

$$= 1.136$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3101}{20} - \left(\frac{245}{20}\right)^2}$$

$$= \sqrt{155.05 - 150.063}$$

$$= 2.233$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (1.136)^2 + 19 \times (2.233)^2}{20 + 20 - 2}$$

$$= \frac{119.259}{38} = 3.138$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{12.9 - 12.25}{\sqrt{3.138 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{0.65}{0.56} = 1.161$$

Since calculated 't' (1.161) is less than tabulated 't'(2.021), there is no significant difference between control and experimental group.

1.5 Making an Appointment

Experimental Group		Control Group	
X	X ²	Y	Y ²
11	121	12	144
12	144	11	121
11	121	12	144
9	81	10	100
10	100	9	81
11	121	10	100
10	100	14	196
11	121	14	196
11	121	11	121
9	81	12	144
11	121	10	100
10	100	9	81
9	81	9	81
10	100	9	81
12	144	10	100
10	100	11	121
9	81	10	100
10	100	9	81
13	169	12	144
12	144	14	196
$\sum X = 211$	$\sum X^2 = 2251$	$\sum Y = 218$	$\sum Y^2 = 2432$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{211}{20} = 10.55$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{218}{20} = 10.9$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{2251}{20} - \left(\frac{211}{20}\right)^2}$$

$$= \sqrt{112.55 - 111.303}$$

$$= 1.117$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{2432}{20} - \left(\frac{218}{20}\right)^2}$$

$$= \sqrt{121.6 - 118.81}$$

$$= 1.67$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (1.117)^2 + 19 \times (1.67)^2}{20 + 20 - 2}$$

$$= \frac{76.695}{38} = 2.018$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{10.55 - 10.9}{\sqrt{2.018 \left(\frac{1}{20} + \frac{1}{20}\right)}} = -\frac{0.35}{0.451} = -0.776$$

Since calculated 't' (-0.776) is less than tabulated 't'(2.021), there is no significant difference between control and experimental group.

1.6 Making a Reservation for Hotel Room

Experimental Group		Control Group	
X	X ²	Y	Y ²
17	289	17	289
16	256	15	225
15	225	11	121
11	121	10	100
12	144	10	100
13	169	12	144
13	169	17	289
12	144	18	324
14	196	11	121
10	100	16	256
11	121	12	144
13	169	10	100
11	121	9	81
13	169	10	100
15	225	14	196
13	169	12	144
11	121	10	100
12	144	11	121
15	225	16	256
16	256	17	289
$\sum X = 263$	$\sum X^2 = 3533$	$\sum Y = 258$	$\sum Y^2 = 3500$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{263}{20} = 13.15$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{258}{20} = 12.9$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{2533}{20} - \left(\frac{263}{20}\right)^2}$$

$$= \sqrt{176.65 - 172.923}$$

$$= 1.931$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3500}{20} - \left(\frac{258}{20}\right)^2}$$

$$= \sqrt{175 - 166.41}$$

$$= 2.931$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (1.931)^2 + 19 \times (2.931)^2}{20 + 20 - 2}$$

$$= \frac{234.07}{38} = 6.16$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{13.15 - 12.9}{\sqrt{6.16 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{0.25}{0.785} = 0.318$$

Since calculated 't' (0.318) is less than tabulated 't' (2.021), there is no significant difference between control and experimental group.

1.7 Overall comparison of pretest

Experimental Group		Control Group	
X	X ²	Y	Y ²
92	8464	92	8464
90	8100	88	7744
82	6724	76	5776
65	4225	64	4096
71	5041	61	3721
76	5776	71	5041
77	5929	90	8100
74	5476	94	8836
74	5476	73	5329
64	4096	80	6400
66	4356	69	4761
68	4624	58	3364
62	3844	57	3249
71	5041	60	3600
86	7396	74	5476
71	5041	70	4900
61	3721	62	3844
69	4761	60	3600
90	8100	83	6889
91	8281	94	8836
$\sum X = 1500$	$\sum X^2 = 114472$	$\sum Y = 1476$	$\sum Y^2 = 112026$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1500}{20} = 75$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{1476}{20} = 73.8$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{114472}{20} - \left(\frac{1500}{20}\right)^2}$$

$$= \sqrt{5723.6 - 5625}$$

$$= 9.93$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{112026}{20} - \left(\frac{1476}{20}\right)^2}$$

$$= \sqrt{5601.3 - 5446.44}$$

$$= 12.437$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (9.93)^2 + 19 \times (12.437)^2}{20 + 20 - 2}$$

$$= \frac{4812.394}{38} = 126.642$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{75 - 73.8}{\sqrt{126.642 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{1.2}{3.559} = 0.337$$

Since calculated 't' (0.337) is less than tabulated 't'(2.021), there is no significant difference between control and experimental group.

2 Intra Test Comparison (Inter Group) – Posttest

2.1 Asking for and Giving Directions

Experimental Group		Control Group	
X	X ²	Y	Y ²
21	441	19	361
21	441	17	289
17	289	12	144
14	196	10	100
16	256	16	256
17	289	14	196
19	361	17	289
16	256	19	361
18	324	13	169
13	169	16	256
13	169	14	196
14	196	10	100
15	225	9	81
15	225	12	144
19	361	15	225
17	289	13	169
14	156	13	169
15	225	11	121
22	484	16	256
21	441	18	324
$\sum X = 337$	$\sum X^2 = 5833$	$\sum Y = 284$	$\sum Y^2 = 4206$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{337}{20} = 16.85$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{284}{20} = 14.2$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{5833}{20} - \left(\frac{337}{20}\right)^2}$$

$$= \sqrt{291.65 - 283.923}$$

$$= 2.78$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{4206}{20} - \left(\frac{284}{20}\right)^2}$$

$$= \sqrt{210.3 - 201.64}$$

$$= 2.943$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (2.78)^2 + 19 \times (2.943)^2}{20 + 20 - 2}$$

$$= \frac{311.403}{38} = 8.195$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{16.85 - 14.2}{\sqrt{8.195 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{2.65}{0.905} = 2.928$$

Since calculated 't' (2.928) is greater than tabulated 't'(2.021), there is significant difference between control and experimental group.

2.2 Describing People

Experimental Group		Control Group	
X	X ²	Y	Y ²
22	484	17	289
23	529	18	324
18	324	16	256
15	225	12	144
17	289	12	144
18	324	13	169
19	361	17	289
18	324	19	361
16	256	13	169
14	196	14	196
12	144	14	196
13	169	11	121
14	196	11	121
16	256	12	144
20	400	12	144
18	324	13	169
13	169	12	144
14	196	11	121
21	441	14	196
21	441	17	289
$\sum X = 342$	$\sum X^2 = 6048$	$\sum Y = 278$	$\sum Y^2 = 3986$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{342}{20} = 17.1$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{278}{20} = 13.9$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{6048}{20} - \left(\frac{342}{20}\right)^2}$$

$$= \sqrt{302.4 - 292.41}$$

$$= 3.16$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3986}{20} - \left(\frac{278}{20}\right)^2}$$

$$= \sqrt{199.3 - 193.21}$$

$$= 2.468$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (3.16)^2 + 19 \times (2.468)^2}{20 + 20 - 2}$$

$$= \frac{305.456}{38} = 8.038$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{17.1 - 13.9}{\sqrt{8.038 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{3.2}{0.897} = 3.567$$

Since calculated 't' (3.567) is greater than tabulated 't'(2.021), there is significant difference between control and experimental group.

2.3 Ordering a Meal

Experimental Group		Control Group	
X	X ²	Y	Y ²
23	529	17	289
23	529	15	225
17	289	13	169
12	144	12	144
17	289	12	144
15	225	13	169
18	324	14	196
12	144	12	144
15	225	13	169
10	100	11	121
15	225	12	144
13	169	11	121
14	196	11	121
13	169	10	100
19	361	14	196
14	196	12	144
11	121	11	121
12	144	11	121
18	324	16	256
19	361	18	324
$\sum X = 310$	$\sum X^2 = 5064$	$\sum Y = 258$	$\sum Y^2 = 3418$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{310}{20} = 15.5$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{258}{20} = 12.9$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{5064}{20} - \left(\frac{310}{20}\right)^2}$$

$$= \sqrt{253.2 - 240.25}$$

$$= 3.599$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3418}{20} - \left(\frac{258}{20}\right)^2}$$

$$= \sqrt{170.9 - 166.41}$$

$$= 2.119$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (3.599)^2 + 19 \times (2.119)^2}{20 + 20 - 2}$$

$$= \frac{331.416}{38} = 8.721$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{15.5 - 12.9}{\sqrt{8.721 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{2.6}{0.934} = 2.784$$

Since calculated 't' (2.784) is less than tabulated 't' (2.021), there is significant difference between control and experimental group.

2.4 Making a Phone Call

Experimental Group		Control Group	
X	X ²	Y	Y ²
23	529	17	289
22	484	15	225
19	361	14	196
11	121	12	144
18	324	10	100
19	361	14	196
21	441	16	256
17	289	18	324
19	361	13	169
12	144	17	289
14	196	12	144
13	169	11	121
16	256	10	100
14	196	12	144
22	484	14	196
17	289	12	144
11	121	12	144
15	225	11	121
22	484	14	196
21	441	16	258
$\sum X = 346$	$\sum X^2 = 6276$	$\sum Y = 270$	$\sum Y^2 = 3754$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{346}{20} = 17.3$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{270}{20} = 13.5$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{6276}{20} - \left(\frac{346}{20}\right)^2}$$

$$= \sqrt{313.8 - 299.29}$$

$$= 3.809$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3754}{20} - \left(\frac{270}{20}\right)^2}$$

$$= \sqrt{187.7 - 182.25}$$

$$= 2.335$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (3.809)^2 + 19 \times (2.335)^2}{20 + 20 - 2}$$

$$= \frac{379.253}{38} = 9.98$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{17.3 - 13.5}{\sqrt{9.98 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{3.8}{0.99} = 3.804$$

Since calculated 't' (3.804) is greater than tabulated 't' (2.021), there is significant difference between control and experimental group.

2.5 Making an Appointment

Experimental Group		Control Group	
X	X ²	Y	Y ²
21	441	14	196
22	484	12	144
19	361	11	121
10	100	10	100
13	169	10	100
15	225	12	144
17	289	14	196
13	169	15	225
14	196	12	144
12	144	14	196
11	121	11	121
16	256	10	100
11	121	9	81
14	196	11	121
18	324	12	144
20	400	11	121
11	121	13	169
13	484	9	81
22	361	14	196
19		15	225
$\sum X = 311$	$\sum X^2 = 5131$	$\sum Y = 239$	$\sum Y^2 = 2925$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{311}{20} = 15.55$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{239}{20} = 11.95$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{5231}{20} - \left(\frac{311}{20}\right)^2}$$

$$= \sqrt{256.55 - 241.803}$$

$$= 3.84$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{2925}{20} - \left(\frac{239}{20}\right)^2}$$

$$= \sqrt{146.25 - 142.803}$$

$$= 1.857$$

$$\therefore (S^2) = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}$$

$$= \frac{19 \times (3.84)^2 + 19 \times (1.857)^2}{20+20-2}$$

$$= \frac{345.687}{38} = 9.097$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{15.55 - 11.95}{\sqrt{9.097 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{3.6}{0.954} = 3.774$$

Since calculated 't' (3.774) is greater than tabulated 't' (2.021), there is significant difference between control and experimental group.

2.6 Making a Reservation for a Hotel Room

Experimental Group		Control Group	
X	X ²	Y	Y ²
23	529	18	324
22	484	15	225
19	361	12	144
14	196	11	121
18	324	12	144
18	324	15	225
21	441	16	256
17	289	18	324
16	256	13	169
11	121	16	256
13	169	14	196
14	196	11	121
15	225	10	100
15	225	12	144
22	484	15	225
17	289	14	196
14	196	12	144
14	196	10	100
20	400	17	289
21	441	16	256
$\sum X = 344$	$\sum X^2 = 6146$	$\sum Y = 277$	$\sum Y^2 = 3959$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{344}{20} = 17.2$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{277}{20} = 13.85$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{6146}{20} - \left(\frac{344}{20}\right)^2}$$

$$= \sqrt{307.3 - 295.84}$$

$$= 3.385$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3959}{20} - \left(\frac{277}{20}\right)^2}$$

$$= \sqrt{197.95 - 191.823}$$

$$= 2.475$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (3.385)^2 + 19 \times (2.475)^2}{20 + 20 - 2}$$

$$= \frac{334.093}{38} = 8.792$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{17.2 - 13.85}{\sqrt{8.792 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{3.35}{0.938} = 3.571$$

Since calculated 't' (3.571) is greater than tabulated 't' (2.021), there is significant difference between control and experimental group.

2.7 Overall Comparison Posttest

Experimental Group		Control Group	
X	X ²	Y	Y ²
133	17689	102	10404
133	17689	92	8464
109	11881	78	6084
76	5776	67	4489
99	9801	72	5184
102	10404	81	6561
115	13225	94	8836
93	8649	101	10201
98	9604	77	5929
72	5184	88	7744
78	6084	77	5929
83	6889	64	4096
85	7225	60	3600
87	7569	69	4761
120	14400	82	6724
103	10609	75	5625
74	5476	73	5329
83	6889	62	3844
125	15625	91	8281
122	14884	100	10000
$\sum X = 1990$	$\sum X^2 = 205552$	$\sum Y = 1606$	$\sum Y^2 = 136085$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1990}{20} = 99.55$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{1606}{20} = 80.3$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{205552}{20} - \left(\frac{1990}{20}\right)^2}$$

$$= \sqrt{10277.6 - 9900.25}$$

$$= 19.423$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{132085}{20} - \left(\frac{1606}{20}\right)^2}$$

$$= \sqrt{6604.25 - 6448.09}$$

$$= 12.496$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (19.423)^2 + 19 \times (12.496)^2}{20 + 20 - 2}$$

$$= \frac{10134.656}{38} = 266.701$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{99.55 - 80.3}{\sqrt{266.701 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{19.25}{4.761} = 4.043$$

Since calculated 't' (4.043) is greater than tabulated 't'(2.021), there is significant difference between control and experimental group.

3 Inter Test Comparison (Intra Group Comparison) - Control Group

3.1 Asking for and Giving Directions

Posttest		Pretest	
X	X ²	Y	Y ²
19	361	17	289
17	289	15	225
12	144	12	144
10	100	11	121
16	256	9	81
14	196	14	196
17	289	16	256
19	361	17	289
13	169	13	169
16	256	15	225
14	196	11	121
10	100	9	81
9	81	9	81
12	144	11	121
15	225	13	169
13	169	11	121
13	169	11	121
11	121	10	100
16	256	14	196
18	324	15	225
$\sum X = 284$	$\sum X^2 = 4206$	$\sum Y = 253$	$\sum Y^2 = 3331$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{284}{20} = 14.2$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{253}{20} = 12.65$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{4206}{20} - \left(\frac{284}{20}\right)^2}$$

$$= \sqrt{210.3 - 201.64}$$

$$= 2.943$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3331}{20} - \left(\frac{253}{20}\right)^2}$$

$$= \sqrt{166.55 - 160.023}$$

$$= 2.555$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (2.943)^2 + 19 \times (2.555)^2}{20 + 20 - 2}$$

$$= \frac{288.596}{38} = 7.595$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{14.2 - 12.65}{\sqrt{7.595 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{1.55}{0.871} = 1.78$$

Since calculated 't' (1.78) is less than tabulated 't'(2.021), there is no significant difference between pretest and posttest.

3.2 Describing People

Posttest		Pretest	
X	X ²	Y	Y ²
17	289	16	256
18	324	17	289
16	256	15	225
12	144	11	121
12	144	12	144
13	169	12	144
17	289	16	256
19	361	18	324
13	169	13	169
14	196	14	196
14	196	13	1679
11	121	10	100
11	121	10	100
12	144	11	121
12	144	11	121
13	169	12	144
12	144	11	121
11	121	10	100
14	196	13	169
17	289	16	256
$\sum X = 278$	$\sum X^2 = 3986$	$\sum Y = 261$	$\sum Y^2 = 3525$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{278}{20} = 13.9$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{261}{20} = 13.05$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{3986}{20} - \left(\frac{278}{20}\right)^2}$$

$$= \sqrt{199.3 - 193.21}$$

$$= 2.468$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3525}{20} - \left(\frac{261}{20}\right)^2}$$

$$= \sqrt{176.25 - 170.03}$$

$$= 2.439$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (2.468)^2 + 19 \times (2.439)^2}{20 + 20 - 2}$$

$$= \frac{228.755}{38} = 6.02$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{13.9 - 13.05}{\sqrt{6.02 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{0.85}{0.776} = 1.095$$

Since calculated 't' (1.095) is less than tabulated 't' (2.021), there is no significant difference between pretest and posttest.

3.3 Ordering a Meal

Posttest		Pretest	
X	X ²	Y	Y ²
17	289	14	196
15	225	15	225
13	169	12	144
12	144	12	144
12	144	11	121
13	169	11	121
14	196	13	169
12	144	11	121
13	169	13	169
11	121	10	100
12	144	11	121
11	121	10	100
11	121	11	121
10	100	10	100
14	196	14	196
12	144	11	121
11	121	9	81
11	121	11	121
16	256	15	225
18	324	17	289
$\sum X = 258$	$\sum X^2 = 3418$	$\sum Y = 241$	$\sum Y^2 = 2985$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{258}{20} = 12.9$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{241}{20} = 12.05$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{3418}{20} - \left(\frac{258}{20}\right)^2}$$

$$= \sqrt{170.9 - 166.41}$$

$$= 2.119$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{2985}{20} - \left(\frac{241}{20}\right)^2}$$

$$= \sqrt{149.25 - 145.203}$$

$$= 2.012$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (2.119)^2 + 19 \times (2.012)^2}{20 + 20 - 2}$$

$$= \frac{162.228}{38} = 4.269$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{12.9 - 12.05}{\sqrt{4.269 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{0.85}{0.653} = 1.302$$

Since calculated 't' (1.302) is less than tabulated 't' (2.021), there is no significant difference between pretest and posttest.

3.4 Making a Phone Call

Posttest		Pretest	
X	X ²	Y	Y ²
17	289	16	256
15	225	15	225
14	196	14	196
12	144	10	100
10	100	10	100
14	196	12	144
16	256	14	196
18	324	16	256
13	169	12	144
17	289	13	169
12	144	12	144
11	121	10	100
10	100	9	81
12	144	9	81
14	196	12	144
12	144	13	169
12	144	11	121
11	121	9	81
14	196	13	169
16	258	15	225
$\sum X = 270$	$\sum X^2 = 3754$	$\sum Y = 245$	$\sum Y^2 = 3101$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{270}{20} = 13.5$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{245}{20} = 12.25$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{3754}{20} - \left(\frac{270}{20}\right)^2}$$

$$= \sqrt{187.7 - 182.25}$$

$$= 2.335$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3101}{20} - \left(\frac{245}{20}\right)^2}$$

$$= \sqrt{155.05 - 150.063}$$

$$= 2.233$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (2.335)^2 + 19 \times (2.233)^2}{20 + 20 - 2}$$

$$= \frac{198.332}{38} = 5.519$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{13.5 - 12.25}{\sqrt{5.519 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{1.25}{0.743} = 1.682$$

Since calculated 't' (1.682) is less than tabulated 't' (2.021), there is no significant difference between pretest and posttest.

3.5 Making an Appointment

Posttest		Pretest	
X	X ²	Y	Y ²
14	196	12	144
12	144	11	121
11	121	12	144
10	100	10	100
10	100	9	81
12	144	10	100
14	196	14	196
15	225	14	196
12	144	11	121
14	196	12	144
11	121	10	100
10	100	9	81
9	81	9	81
11	121	9	81
12	144	10	100
11	121	11	121
13	169	10	100
9	81	9	81
14	196	12	144
15	225	14	196
$\sum X = 239$	$\sum X^2 = 2925$	$\sum Y = 218$	$\sum Y^2 = 2432$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{239}{20} = 11.95$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{218}{20} = 10.9$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{2925}{20} - \left(\frac{239}{20}\right)^2}$$

$$= \sqrt{146.25 - 142.803}$$

$$= 1.857$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{2432}{20} - \left(\frac{218}{20}\right)^2}$$

$$= \sqrt{121.6 - 118.81}$$

$$= 1.67$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (1.857)^2 + 19 \times (1.67)^2}{20 + 20 - 2}$$

$$= \frac{118.51}{38} = 3.119$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{11.95 - 10.9}{\sqrt{3.119 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{1.05}{0.558} = 1.882$$

Since calculated 't' (1.882) is less than tabulated 't' (2.021), there is no significant difference between pretest and posttest.

3.6 Making a Reservation for a Hotel Room

Posttest		Pretest	
X	X ²	Y	Y ²
18	324	17	289
15	225	15	225
12	144	11	121
11	121	10	100
12	144	10	100
15	225	12	144
16	256	17	289
18	324	18	324
13	169	11	121
16	256	16	256
14	196	12	144
11	121	10	100
10	100	9	81
12	144	10	100
15	225	14	196
14	196	12	144
12	144	10	100
10	100	11	121
17	289	16	256
16	256	17	289
$\sum X = 277$	$\sum X^2 = 3959$	$\sum Y = 258$	$\sum Y^2 = 3500$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{277}{20} = 13.85$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{258}{20} = 12.9$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{3959}{20} - \left(\frac{277}{20}\right)^2}$$

$$= \sqrt{197.95 - 191.823}$$

$$= 2.475$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3500}{20} - \left(\frac{258}{20}\right)^2}$$

$$= \sqrt{175 - 166.41}$$

$$= 2.931$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (2.475)^2 + 19 \times (2.931)^2}{20 + 20 - 2}$$

$$= \frac{163.224}{38} = 4.295$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{13.85 - 12.9}{\sqrt{4.295 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{0.95}{0.655} = 1.45$$

Since calculated 't' (1.45) is less than tabulated 't' (2.021), there is no significant difference between control and experimental group.

3.7 Overall Comparison

Posttest		Pretest	
X	X ²	Y	Y ²
102	10404	92	8464
92	8464	88	7744
78	6084	76	5776
67	4489	64	4096
72	5184	61	3721
81	6561	71	5041
94	8836	90	8100
101	10201	94	8836
77	5929	73	5329
88	7744	80	6400
77	5929	69	4761
64	4096	58	3364
60	3600	57	3249
69	4761	60	3600
82	6724	74	5476
75	5625	70	4900
73	5329	62	3844
62	3844	60	3600
91	8281	83	6889
100	10000	94	8836
$\sum X = 1606$	$\sum X^2 = 136085$	$\sum Y = 1476$	$\sum Y^2 = 112026$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1606}{20} = 80.3$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{1476}{20} = 73.8$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{132085}{20} - \left(\frac{1606}{20}\right)^2}$$

$$= \sqrt{6604.25 - 6448.09}$$

$$= 12.496$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{112026}{20} - \left(\frac{1476}{20}\right)^2}$$

$$= \sqrt{5601.13 - 5446.44}$$

$$= 12.437$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (12.496)^2 + 19 \times (12.437)^2}{20 + 20 - 2}$$

$$= \frac{5905.751}{38} = 155.415$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{80.3 - 73.8}{\sqrt{155.415 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{6.5}{3.942} = 1.649$$

Since calculated 't' (1.649) is less than tabulated 't'(2.021), there is no significant difference between pretest and posttest.

4 Inter Test Comparison (Intra Group Comparison) – Experimental Group

4.1 Asking for and Giving Directions

Posttest		Pretest	
X	X ²	Y	Y ²
21	441	16	256
21	441	16	256
17	289	15	225
14	196	12	144
16	256	13	169
17	289	13	169
19	361	15	225
16	256	13	169
18	324	14	196
13	169	11	121
13	169	11	121
14	196	12	144
15	225	11	121
15	225	12	144
19	361	14	196
17	289	12	144
14	156	11	121
15	225	12	144
22	484	16	256
21	441	16	256
$\sum X = 337$	$\sum X^2 = 5833$	$\sum Y = 265$	$\sum Y^2 = 3577$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{337}{20} = 16.85$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{265}{20} = 13.5$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{5833}{20} - \left(\frac{337}{20}\right)^2}$$

$$= \sqrt{291.65 - 283.923}$$

$$= 2.78$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3577}{20} - \left(\frac{265}{20}\right)^2}$$

$$= \sqrt{178.85 - 175.563}$$

$$= 1.813$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (2.78)^2 + 19 \times (1.813)^2}{20 + 20 - 2}$$

$$= \frac{209.292}{38} = 5.508$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{16.85 - 13.5}{\sqrt{5.508 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{3.35}{0.742} = 4.515$$

Since calculated 't' (4.515) is greater than tabulated 't'(2.021), there is significant difference between pretest and posttest.

4.2 Describing People

Posttest		Pretest	
X	X ²	Y	Y ²
22	484	17	289
23	529	16	256
18	324	14	196
15	225	11	121
17	289	13	169
18	324	14	196
19	361	14	196
18	324	14	196
16	256	13	169
14	196	12	144
12	144	10	100
13	169	11	121
14	196	11	121
16	256	13	169
20	400	15	225
18	324	13	169
13	169	10	100
14	196	13	169
21	441	15	225
21	441	14	196
$\sum X = 342$	$\sum X^2 = 6048$	$\sum Y = 263$	$\sum Y^2 = 3527$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{342}{20} = 17.1$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{263}{20} = 13.15$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{6048}{20} - \left(\frac{342}{20}\right)^2}$$

$$= \sqrt{302.4 - 292.41}$$

$$= 3.16$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3527}{20} - \left(\frac{263}{20}\right)^2}$$

$$= \sqrt{176.35 - 172.923}$$

$$= 1.851$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (3.16)^2 + 19 \times (1.851)^2}{20 + 20 - 2}$$

$$= \frac{254.824}{38} = 6.706$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{17.1 - 13.15}{\sqrt{6.706 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{3.94}{0.671} = 5.887$$

Since calculated 't' (5.887) is greater than tabulated 't' (2.021), there is significant difference between pretest and posttest.

4.3 Ordering a Meal

Posttest		Pretest	
X	X ²	Y	Y ²
23	529	16	256
23	529	15	225
17	289	13	169
12	144	11	121
17	289	10	100
15	225	12	144
18	324	11	121
12	144	12	144
15	225	10	100
10	100	11	121
15	225	11	121
13	169	9	81
14	196	9	81
13	169	11	121
19	361	14	196
14	196	11	121
11	121	11	121
12	144	10	100
18	324	16	256
19	361	17	289
$\sum X = 310$	$\sum X^2 = 5064$	$\sum Y = 240$	$\sum Y^2 = 2988$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{310}{20} = 15.5$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{240}{20} = 12$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{5064}{20} - \left(\frac{310}{20}\right)^2}$$

$$= \sqrt{253.2 - 240.25}$$

$$= 3.599$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{2988}{20} - \left(\frac{240}{20}\right)^2}$$

$$= \sqrt{149.4 - 144}$$

$$= 2.324$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (3.599)^2 + 19 \times (2.324)^2}{20 + 20 - 2}$$

$$= \frac{348.722}{38} = 9.177$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{15.5 - 12}{\sqrt{9.177 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{3.5}{0.958} = 3.653$$

Since calculated 't' (3.653) is greater than tabulated 't' (2.021), there is significant difference between pretest and posttest.

4.4 Making a Phone Call

Posttest		Pretest	
X	X ²	Y	Y ²
23	529	15	225
22	484	15	225
19	361	14	196
11	121	11	121
18	324	13	169
19	361	13	169
21	441	14	196
17	289	12	144
19	361	12	144
12	144	11	121
14	196	12	144
13	169	13	169
16	256	11	121
14	196	12	144
22	484	16	256
17	289	12	144
11	121	9	81
15	225	12	144
22	484	15	225
21	441	16	256
$\sum X = 346$	$\sum X^2 = 6276$	$\sum Y = 258$	$\sum Y^2 = 3394$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{346}{20} = 17.3$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{258}{20} = 12.9$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{6276}{20} - \left(\frac{346}{20}\right)^2}$$

$$= \sqrt{313.8 - 299.29}$$

$$= 3.809$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3394}{20} - \left(\frac{258}{20}\right)^2}$$

$$= \sqrt{167.7 - 166.41}$$

$$= 1.136$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (3.809)^2 + 19 \times (1.136)^2}{20 + 20 - 2}$$

$$= \frac{300.18}{38} = 7.899$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{17.3 - 12.9}{\sqrt{7.899 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{4.4}{0.889} = 4.949$$

Since calculated 't' (4.949) is greater than tabulated 't' (2.021), there is significant difference between pretest and posttest.

4.5 Making an Appointment

Posttest		Pretest	
X	X ²	Y	Y ²
21	441	11	121
22	484	12	144
19	361	11	121
10	100	9	81
13	169	10	100
15	225	11	121
17	289	10	100
13	169	11	121
14	196	11	121
12	144	9	81
11	121	11	121
16	256	10	100
11	121	9	81
14	196	10	100
18	324	12	144
20	400	10	100
11	121	9	81
13	169	10	100
22	484	13	169
19	361	12	144
$\sum X = 311$	$\sum X^2 = 5131$	$\sum Y = 211$	$\sum Y^2 = 2251$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{311}{20} = 15.55$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{211}{20} = 10.55$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{5231}{20} - \left(\frac{311}{20}\right)^2}$$

$$= \sqrt{256.55 - 241.803}$$

$$= 3.84$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{2251}{20} - \left(\frac{211}{20}\right)^2}$$

$$= \sqrt{112.55 - 111.303}$$

$$= 1.117$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (3.84)^2 + 19 \times (1.117)^2}{20 + 20 - 2}$$

$$= \frac{303.387}{38} = 7.997$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{15.55 - 10.55}{\sqrt{7.997 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{5}{0.894} = 5.593$$

Since calculated 't' (5.593) is greater than tabulated 't' (2.021), there is significant difference between pretest and posttest.

4.6 Making a Reservation for Hotel Room

Posttest		Pretest	
X	X ²	Y	Y ²
23	529	17	289
22	484	16	256
19	361	15	225
14	196	11	121
18	324	12	144
18	324	13	169
21	441	13	169
17	289	12	144
16	256	14	196
11	121	10	100
13	169	11	121
14	196	13	169
15	225	11	121
15	225	13	169
22	484	15	225
17	289	13	169
14	196	11	121
14	196	12	144
20	400	15	225
21	441	16	256
$\sum X = 344$	$\sum X^2 = 6146$	$\sum Y = 263$	$\sum Y^2 = 3533$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{344}{20} = 17.2$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{263}{20} = 13.15$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{6146}{20} - \left(\frac{344}{20}\right)^2}$$

$$= \sqrt{307.3 - 295.84}$$

$$= 3.385$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{3533}{20} - \left(\frac{263}{20}\right)^2}$$

$$= \sqrt{176.65 - 172.923}$$

$$= 1.931$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (3.385)^2 + 19 \times (1.931)^2}{20 + 20 - 2}$$

$$= \frac{288.553}{38} = 7.593$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{17.2 - 13.15}{\sqrt{7.593 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{4.05}{0.871} = 4.65$$

Since calculated 't' (4.65) is greater than tabulated 't' (2.021), there is significant difference between control and experimental group.

4.7 Overall Comparison

Posttest		Pretest	
X	X ²	Y	Y ²
133	17689	92	8464
133	17689	90	8100
109	11881	82	6724
76	5776	65	4225
99	9801	71	5041
102	10404	76	5776
115	13225	77	5929
93	8649	74	5476
98	9604	74	5476
72	5184	64	4096
78	6084	66	4356
83	6889	68	4624
85	7225	62	3844
87	7569	71	5041
120	14400	86	7396
103	10609	71	5041
74	5476	61	3721
83	6889	69	4761
125	15625	90	8100
122	14884	91	8281
$\sum X = 1990$	$\sum X^2 = 205552$	$\sum Y = 1500$	$\sum Y^2 = 114472$

$$\therefore \text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1990}{20} = 99.55$$

$$\therefore \text{Mean } (\bar{Y}) = \frac{\sum Y}{N} = \frac{1500}{20} = 75$$

$$\therefore \text{SD } (S_1) = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

$$= \sqrt{\frac{205552}{20} - \left(\frac{1990}{20}\right)^2}$$

$$= \sqrt{10277.6 - 9900.25}$$

$$= 19.423$$

$$\therefore \text{SD } (S_2) = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2}$$

$$= \sqrt{\frac{114472}{20} - \left(\frac{1500}{20}\right)^2}$$

$$= \sqrt{5723.6 - 5625}$$

$$= 9.93$$

$$\therefore (S^2) = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{19 \times (19.423)^2 + 19 \times (9.93)^2}{20 + 20 - 2}$$

$$= \frac{9041.299}{38} = 237.929$$

$$\text{Hence, } t = \frac{\bar{X} - \bar{Y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} = \frac{99.55 - 75}{\sqrt{237.929 \left(\frac{1}{20} + \frac{1}{20}\right)}} = \frac{24.55}{4.878} = 5.033$$

Since calculated 't' (5.033) is greater than tabulated 't' (2.021), there is significant difference between pretest and posttest.

Appendix H

Rubric of Speaking Test

Content	Score				
	5	4	3	2	1
Fluency	Speaks consistently without pauses or hesitation; consistently communicates all ideas without difficulty	Speaks with minimal pauses or hesitation; has slight difficulty in communicating all ideas	Speaks with some pauses and hesitation; is able to communicate some ideas with some difficulties	Often unable to speak with frequent pauses and hesitation; unable to communicate most ideas	Unable to speak or give only one word or very short utterance with a long pause; unable to communicate ideas
Pronunciation	Pronounces clearly and correctly	Pronounces almost clearly without interfering comprehension	Sometimes pronounces unclearly: errors interfere with communication	Often pronounces with errors; difficult to understand; have to repeat frequently	Pronounces unclearly interfering with communication; unable to communicate ideas
Vocabulary	Uses varied and correct vocabulary; able to communicate properly	Uses varied and almost correct vocabulary; often communicate properly	Has adequate vocabulary; minor errors do not interfere with communication	Has limited vocabulary; has difficulty in communicating	Has insufficient vocabulary resulting in comprehension breakdown
Grammar	Consistently uses correct grammatical structures	Rarely uses incorrect grammatical structure; minor errors do not interfere with communication	Uses some incorrect grammatical structure. Some errors interfere with communication	Often uses incorrect grammatical structure; errors interfere with communication	Unable to use grammatical structure to communicate correctly
Strategy	Uses gestures appropriately	Tries to use gestures to help in speaking when having difficulty in using vocabulary	Tries to use gestures but they are inappropriate	Speaks rarely using gestures	Never uses gestures when speaking

Adapted from Phuphabet (2004), Scanlon and Zemach (2009) and Domesrifa (2008)