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Developing Speaking Skills Through Task Based Language Teaching

Rajju Maharjan

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

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Submitted by
Rajju Maharjan

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal

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Declaration

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

Date: 20/12/2021

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Recommendation for Acceptance

This is to certify that **Ms. Rajju Maharjan** has prepared this thesis entitled **Developing Speaking Skills Through Task Based Language Teaching** under my guidance and supervision.

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Dedication

This work is affectionately

dedicated

to my wonderful *Family, Gurus and Friends*

for their unconditional sacrifices and being a source of inspiration, wisdom and proper guidance.

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Abstract

The research entitled **Developing Speaking Skills Through Task Language Teaching** was aimed to analyze the roles of Task Based Language Teaching in teaching English as a foreign language at the secondary level. For this purpose, Mangal Higher Secondary School, Kirtipur - 10 was selected for the study. This research is primarily a student-centered approach, and 40 students from grade IX were taken as sample population placed randomly into a controlled and experimental group. The students in the experimental group performed writing task using task-based language teaching techniques, while those in the controlled group practiced writing skills using traditional writing exercise. Test items and questionnaires were the main tools for data collection. A pre-test was administered using the same test items of the pre-test. Then, performance scores of the students were compared and analyzed. Similarly, teachers should be able to create such situation where students hold meaningful tasks that we promoted their speaking proficiency. The finding of the research indicated that the use of task-based language teaching can develop students' speaking skill. The pretest score shows the value of learning completeness was only 14.2%. The post-test score revealed that the students' speaking skills developed with satisfactory results as 16.5%. The students managed to complete different task and to evaluate their learning in pair and group work. This learning experience enable the students develop their speaking skills significantly in the future.

This thesis is divided into five chapters. The first chapter includes background of the research, statement of the problem, objectives of the study, research questions, rationale of the study, operational definitions of the key terms. Similarly, the second chapter is related to the review of the related literature and conceptual framework. Likewise, third chapter deals with methods and procedures of the study under which research design of the study, population sample, sampling procedure, data collection tools, data collection procedures, analysis and interpretation procedure, ethical considerations are mentioned. In the same way, the fourth chapter consists of results and discussion of the study. Finally, the fifth chapter includes the summary, findings, conclusion and implications. Implication of the study at policy related, practice related and further research related are suggested. The references and appendices are mentioned at the end.

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Chapter 1

Introduction

This study is on 'Developing Speaking Skills through Task Based Language Teaching.' This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Language teaching is a matter of pedagogy. The main purpose of language teaching is to impart linguistic skills to the language learners. Traditionally, language teaching is meant to make the learners able to read and write in the particular language but listening and speaking skills were neglected in the field of language teaching.

It is believed that speaking and listening were the basic skills of language; each language has its own unique structure and rule system and language learning as a matter of habit formation. But this method was criticized by linguists and said that students were unable to transfer skills acquired through this method to the real communication outside the classroom. They also found the experiences of studying through the procedure of audiolinguism to be boring and unsatisfactory. After that, several alternative methods are developed in the fields of language teaching. They are lexical approach, communicative language teaching the natural approach, the content based instruction and task based language teaching.

There are changing concepts regarding the way of language teaching. English language teaching tradition has been subjected to tremendous change in recent days. It has been common to adopt, modify and replace one method by another with changing attitude and interpretation of the best way of language teaching and learning. New approaches and methods proliferated throughout the 20th century. Some achieved wide level of acceptance and popularity at different times but some of them were replaced by methods based on newer or more appealing ideas and theories.

The communicative method to language teaching has come against all the methods. The main purpose is to develop the communicative competence in the learners. The interaction and communication is the primary function of language teaching. Similarly, language teaching means to teach all the four language skills and treated equally ; listening, speaking ,reading and writing. All these four language skills are equally focused in language teaching and learning in the world.

Speaking is one of the primary skills of other skills of language learning. As the primary function of language is to make the learners able to interact and communicate, teaching of speaking becomes one of the important skills to be taught or focused. Speaking is one of the productive skill in oral mode. Speaking refers to one's ability to express fluency in a foreign language. Bygate (2009) says that when we speak we have to know the knowledge of vocabulary and grammar but also to produce and adapt them to the circumstances. 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 thoughts, feelings and emotion. It modifies, extends and organizes thoughts. Therefore, oral language as a foundation of all language development and the foundation of all learning. Speech is a vehicle to link individuals to society. 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 includes grammar, vocabulary accuracy, fluency, pronunciation and ability to speak.

Likewise, there are different types of communicative approaches, which are called current communicative approaches by Richard and Rodgers (2002), and also very much updated, inspirational and interesting for contemporary language teachers and researchers. Those current communicative approaches according to Richards and Rodgers (ibid) are as follows:

1. The Communicative Language Teaching
2. The Natural Approach
3. Cooperative Language Learning

4. Content-Based Instruction
5. Task-Based Language Teaching

Task-Based Language Teaching (TBLT). Task Based language teaching (TBLT), also called Task Based Instruction (TBLT), also called Task Based Instruction (TBI) is a famous and widely discussed area in the language pedagogy and second language acquisition since 1980s. The concept of TBLT was first introduced by Prabhu (1987) in his Bangalore project in which he focused on communication, not in explicit grammar teaching by engaging learners in doing task. The major premise of TBLT is that acquisition takes when learners negotiate meaning to perform a particular task. TBLT constitute a strong version of communicative language teaching (CBT). That is, tasks provide the basic for an entire language curriculum.

Task-based language teaching proposes the notion or task as a central unit of planning and teaching. It also seeks to allow the students to work on the basis of their interest to own level and restructure their interlanguage TBLT aims to provide learners with a natural context for language use. The challenges for a task-based pedagogy is to choose , sequence and implement task in ways that will combine a focus on meaning with a focus on form. Skehen (1996) who has developed a theoretical framework for task-based teaching claims to balance the development of fluency with accuracy and inter language restructuring. Willis (1996) has produced a detailed practical framework of task -based classroom in which learners are led through task planning, performance, repetition and finally comparison with native speakers' norms.

Statement of the Problem

Task is any activity that learners engage into process of learning a language (Williams & Burden, 1997). Task organized set of activities plays important roles in classroom learning processes. Task based language teaching (TBLT) is an approach which offers students opportunities to actively engage in communication in order to achieve a goal or complete a task. It is an approach that emphasizes the significance of the role of tasks. 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 task and task based instruction in order to have a more effective teaching learning environment

However, there are few research studies on the use of task- based instruction in teaching a specific skill such as speaking so that I wanted to do a research in task based language teaching with these six language functions; asking for and giving directions, describing people, ordering a meal, making a phone call, making an appointment and asking for a hotel room.

So far speaking is concerned, communication does not take place just by composing sentences, but by using sentences to make statements of different kinds. To describe, to classify, to give and ask for information, to ask question, to make request. I am interested to find out developing speaking skills through task based language teaching. I would like to analyze the way learners can be involved in tasks in developing speaking skills, the type of task they can be involved in, the strategy they use to accomplish the task, the effectiveness of TBLT in developing speaking skills. While trying to get how teachers deal with the dimensions of teaching. Therefore, the students acquire the language by using it in practical situations not by mastering the structures.

Rationale of the Research

Learning to speak a foreign language is not an easy process. Both foreign language teachers and learners find speaking is the difficult language skills; therefore this skill is frequently neglected or poorly practiced in the English language classroom. English language teachers 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 community 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 community schools still feel hesitation and nervous to speak English. On the contrary, the students of school feel more comfortable to speak it. If we ask the students of community schools about their English tests, they will definitely answer that they are prepared for writing and

reading activities but scared of 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 private school feel free? 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? How can we develop their competences and confidence of speaking? How can we avoid their English-Speaking anxiety?

Objective of the Study

The main objectives of this study were as follows:

- i. To find out the effectiveness of Task Based Language Teaching to develop student's speaking ability at secondary level.
- ii. To find out effective tasks and the ways to develop speaking skill at secondary level.
- iii. To suggest pedagogical implication of this study.

Research Questions

This study had the following research questions:

- i. What are the effective tasks for speaking ability after learning through TBLT?
- ii. How do students develop speaking skill?
- iii. What are the pedagogical implications of TBLT in teaching speaking?

Significance of the Study

Teaching has always been a difficult job, and with the advent of time and development of newer and nobler methods and techniques, it has become more challenging. Language teaching trend is moving from simplicity to complexity from uniformity to diversity and from oneness to pluralism. Since this study focuses on challenges faced by the English language teachers in the use of task-based language teaching, this study can be significant too those who are interested in language teaching learning (especially to English language teachers) and can be equally

significant for syllabus designers, trainers, students, textbook writer, researchers, methodologist, and all the persons directly and indirectly involved in ELT.

Delimitation of the Study

The study had following delimitations:

- i. The research was limited to speaking skill.
- ii. It was limited to 40 EFL students of Kathmandu district.
- iii. The data was collected through observation and test items.
- iv. The study was limited to Task Based Language Teaching
- v. The study was limited to 25 days teaching only.
- vi. The data was confined to the Mangal Higher Secondary School, Kirtipur.
- vii. The study was limited to six language functions; asking for, giving direction, describing people, ordering meal, making a call, appointment, and asking for a hotel room.

Operational Definition of the Key Terms

Control group. In this study ‘control group’ means a group of students which is taught through traditional method or teacher-fronted method.

Experimental group. In this research ‘experimental group’ means a group of students which is taught through task- based method.

Speaking skills. Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one’s thoughts and feelings in spoken language.

Task based learning. Task-based learning offers an alternative for language teachers. In task based lesson the teacher doesn’t pre-determine what language will be studied, the lesson is based.

Task-based language teaching. Task based language teaching, also known as task- based instruction. In my study ‘TBLT’ means an approach to second language teaching that makes tasks central at teaching and learning.

Chapter 2

Review of Related Literature

This chapter includes review of related theoretical literature, empirical literature, implications of review for the study and conceptual framework.

Review of Related Theoretical Literature

Teaching speaking. Speaking is " the process of building and sharing meaning through the use of verbal and non- verbal symbols, in a variety of contexts "(Chaney,1998 p. 13). Speaking is the crucial part of second language learning and teaching. 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. Task based language teaching is based on a theory of language rather than a theory of language structure. Richard 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 p.17) summarizes the following basic assumptions of TBLT;

- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- The focus of instruction is on process rather than product
- 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 experiences of the learner, the complexity of the tasks, and the degree of support available. (Richards & Rodgers,2001 p.224).

Definition of 'Task'. Task is an activity which requires learners to arrive at an outcome from given information through some process of thought and which allow teachers to control and regulate to the process. For example: filing the form, telephone conversation and so on. Task is the best way to engage learners in communication. It has become both tool and subject of second language studies. Tasks are central to the learning activity and are based on the belief that students are more effectively focused on the task rather than the language they are using. It is also known as a piece of classwork which involves learners in comprehending, manipulating, producing or interpreting in the target language while their attention is principally focused on meaning rather than form. However, the validity of task-based SLA researchers is often criticized ; the performance on task in the classroom does not necessarily predict students' performing in real life situation.

Types of tasks. Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Likewise, Ellis (2003) classified tasks into the following types:

Unfocused task. 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).

Pedagogical (rehearsal, activation). Pedagogical tasks have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks.

Real-world tasks. Tasks are everywhere in everyday life tasks area apart of our lives to such an extent that there is hardly any activity that cannot be called a task.

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 verb plus-" ing " forms that appear in a reading text or identifying phrases from 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).

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

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

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.

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.

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

Sharing experience. This type of task includes narrating, describing, exploring and explaining attitudes, opinions, and reactions.

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.

Framework 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 phrases in common for task -based instruction. Ellis (2003) names these as 'pre-task', during task,' and 'post -task'.

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. In task -based framework, 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. After introducing topic, teacher 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.

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) 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.

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 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.

For the second dimension concerns 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, 1996; 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).

The theoretical literature of this study consists of information skills, interactional skills, skills in managing interactions, problem with speaking, activities for teaching oral skill, component of speaking So, this chapter aims at providing some theoretical background of the study, thematically.

Information skills. Students are supposed to be working in pairs in this activity. One student will have the information that other partner does not have and the partners will share their information. Information skill serve many purposes such as solving a problem or collecting information.

Learners should be able to:

- i. Provide personal, non- personal and required information.
- ii. Describe sequence of events
- iii. Give instructions and explanations
- iv. Express need, requirements and performances
- v. Seek help and permission
- vi. Comment, summarize, conclude and make suggestion (what they have said)

Interactional skills. All students have knowledge of a least one set of interactional skills, namely those common to their first language.

Learners should able to:

- i. Express one's purpose and recognize other's
- ii. Express agreement and disagreement.
- iii. Modify statements and comments made by other speaker.

- iv. Justify statements and comments made by other's speaker
- v. Indicate understanding or uncertainly.

Skills in managing interactions. Unlike reading, writing, and listening activities, speaking requires some degree of real- time exposure to an audience. We cannot allocate time to each individual to speak if the student number is large. Unmanageable classroom size prevents students from speaking practice.

Learners should be able to:

- i. Initiate interactions
- ii. Change the topic of an interaction
- iii. Share the responsibility for the development of an interaction
- iv. Take and give turn in an interaction
- v. Come to a decision
- vi. End an interaction

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

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.

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

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.

Language as an acceptable level. Learners express themselves in utterances that they are relevant, easily comprehension to each other, and of an acceptable level of language accuracy.

Principles of task-based language teaching. Task-based teaching mainly focuses on the task during technical learning activities. The overall purpose of task-based methodology is to create opportunities for language learning and skill development through collaborative knowledge building. Task-Based teaching has various principles. The principles of task-based language teaching given by Ellis (2003, pp. 276-78) are:

Principle 1. Ensure an appropriate level of task difficulty: Ensuring that a task is pitched at an appropriate level of difficulty is not just a matter of course design. Teachers can adjust the difficulty of a task methodologically, for example, by incorporating a pre-task phase into the task with the students in the form of an instructional conversation. Teachers can also ensure that students possess the necessary strategies to engage in task-based interaction.

Principle 2. Establish clear goals for each task-based lesson. It is not sufficient to engage learners with task on the basis that they will develop their inter-language simply as a result of using the L2. Methodology options, for example, strategic and online planning can be selected to help prioritize different aspects of language use, for example, fluency vs. accuracy.

Principle 3. Develop an appropriate orientation to performing the task in the students: students need to be made aware of why they are being asked to perform tasks. They need to treat them seriously, not just as 'fun'. In this respect, post-task options may play a crucial role as they demonstrate to the students that tasks have a clear role to play in developing their L2 proficiency and their ability to monitor their own progress.

Principle 4. Ensure that students adopt an active role in task-based lessons: One of the major goals of task-based teaching is to provide learners with an opportunity to participate fully by playing an initiating as well as a responding role in classroom discourse. A key element of being 'active' is negotiating meaning when communicative problems arise. One of the principle ways of ensuring this is through group/pair work, although, as we have seen, it is also possible to achieve it in whole-class participatory students.

Principle 5. Encourage students to take risks; when students perform tasks they need to ‘stretch’ their inter-language resources. This requires students to be prepared to experiment with language. Methodological choices that encourage the use of private speech when performing a task, that create opportunities for ‘published output’ and help to create an appropriate level of challenge in an affective climate that is supporting of risk-taking will assist this.

The principle is intended as a great guide to the teaching of task based lesson not as a set of commandment. The task-based approach was not popular in the past but at present it has become a useful approach in teaching. In this approach students are actively involved to meet the set goals language learning. Only task-based approach is a weapon which provides an opportunity to get the meaningful language. The more approaches and methods are incomplete themselves. In the same way, task-based approach also may not be appropriate in all contexts. It has also some challenges such as lack of resources, large classroom size, and untrained teachers and so on. This approach may be difficult in implementing at all levels practically but it may be practicable according to socio-cultural context.

Methodology for task-based teaching. Task-based learning is the use of authentic language learning in which meaning is given more focus. The major premise of the TBLT is that language takes place when learners negotiate meaning to perform a particular task. In addition to selecting and sequencing a set of task and preparing appropriate work plans for each task decisions have to be take regarding methodological procedures for executing the work plans in the classroom. It can be said that only selecting and sequencing a set task and preparing work plan is not enough for task- based teaching. Appropriate methodology should be prepared to implement the task and work plan in the classroom.

Role of students in task-based approach. A number of specific roles for learners are assumed for task based instruction.in language learning, learners are assumed for Task-based instruction. In language learning, learners play the vital role. If they learn language successfully expectation of our target will be fulfilled. Richards and Rodgers (202,pp.235-36)

Group participants. Many tasks will be done in pairs or small groups. For students more accustomed to whole- class and /or individual work, this may require some adaptation.

Monitor. Target group is the learners. They must be given healthy environment for learning. In TBLT, tasks are not employed for their own sake but as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notice how language is used in communication.

Risk-taker and innovator. Many tasks will require learners to create and interpret message for which they lack full linguistic resources and prior experience. In task based language teaching, learners must be active and smart in learning while language learning.

Role of teachers in task-based approach. The teachers select, adopt and create the tasks and arrange them into an instructional sequence in keeping with learners' needs and interest. A central role of the teacher is in selecting, adapting, and/or creating the tasks themselves and then forming these into an instructional sequence in keeping with learners' needs, interests, and language skill level. Most TBLT proponents suggest that learners should not go into new task 'cold' and that some sort of pre-task preparation or cuing is important. Such activities might include topic introduction, clarifying task instruction, helping students learn recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedures. Learners are the main target to learn language. They learn language through participating in task they need to attend. This is referred to as "Focus on Form". Students are asked to be conscious of form-focusing techniques, including attention focusing pre-task activities, text exploration, guided exposure to parallel task, and use of highlighted materials.

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 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:

Inhibition. Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposures 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.

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.

Low or even 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 very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

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 taking inn small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.

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

Time of exposure. Merely emphasizing structure and vocabularly 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.

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.

Pronunciation problem. 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:

- Difficulty in pronouncing sounds which do not exist in the student's own language e.g. for many Nepalese students, the constants /f/, /θ/, /v/, are difficult.
- Confusion of similar sounds e.g. /i:/, /i/, or /l/ and /s/ and /ʃ
- Use of simple vowels instead of diphthongs, e.g. /i:/ instead of /iə/
- Difficulty in pronouncing consonant clusters, e.g. 'desks' / desks/
- Tendency to give all syllables equal stress and flat intonation.

Components of speaking skill. According to M.E.d. 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 Communication

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

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.

Communication games. Games which are designed to communicate 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.

Discussion. One of the reasons that discussion fails when 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.

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.

Questionnaires. Questionnaires are useful because, by being pre-planned, they ensure that both the questionnaire 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.

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 aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, 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.

Heaton (1998, pp.88-103) lists the following activities for oral production tests.

Reading a loud
Conversational exchange
Oral interview
Short talk
Group discussion
Role playing
Retelling a short story

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

- a. Discussion and debate
 - Organizing discussion groups
 - Using discussion clues
 - 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 ?
 - Describe and draw
 - Loss of memory
 - Which place?
 - Jumbled pictures
 - Shared information
 - Some Activities of 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. Discussion /debate/ Speech/ prepared talks/ oral interview
- viii. Communication games
- ix. Information gap activities

Review of Related Empirical Literature

Review of related literature is related to the research study that the researcher is going to do. A number of works have been conducted in different areas of language skills in the department on task based language teaching.

Various researcher have found out different things in their different respective research. The findings are cited below:

Kafle (2009) carried out one research entitled " A study on the effectiveness of pair work technique for developing speaking skills." The 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, judgemental 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 techniques 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 analyze the effectiveness of Task Based Language 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 Prabhu (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 techniques 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 more. 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 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 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. 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 basic 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.

Niroula (2010) carried out a research on 'Using Task -Based Approach to Teaching Grammar'. The main objectives of his research was to find out the effect of TBLT in teaching grammar. He concluded that TBLT was more effective in teaching grammar.

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 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% of 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 problem 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 conducted 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 conducted that getting an ample exposure was found one of the better ways to develop speaking skill.

Implications of Review for the Study

By reviewing of the theoretical and empirical literature I got the significant ideas, information and guide, it has helped me to explore the objectives of the research declare the research questions, methodology and research design. This review of the study may obtain from the various sources including books, journals, articles etc. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. There were a number of researchers carried out in the information, communication and technology. This helped me to identify and analyze the previous studies and find out the gap between the present study and previous study.

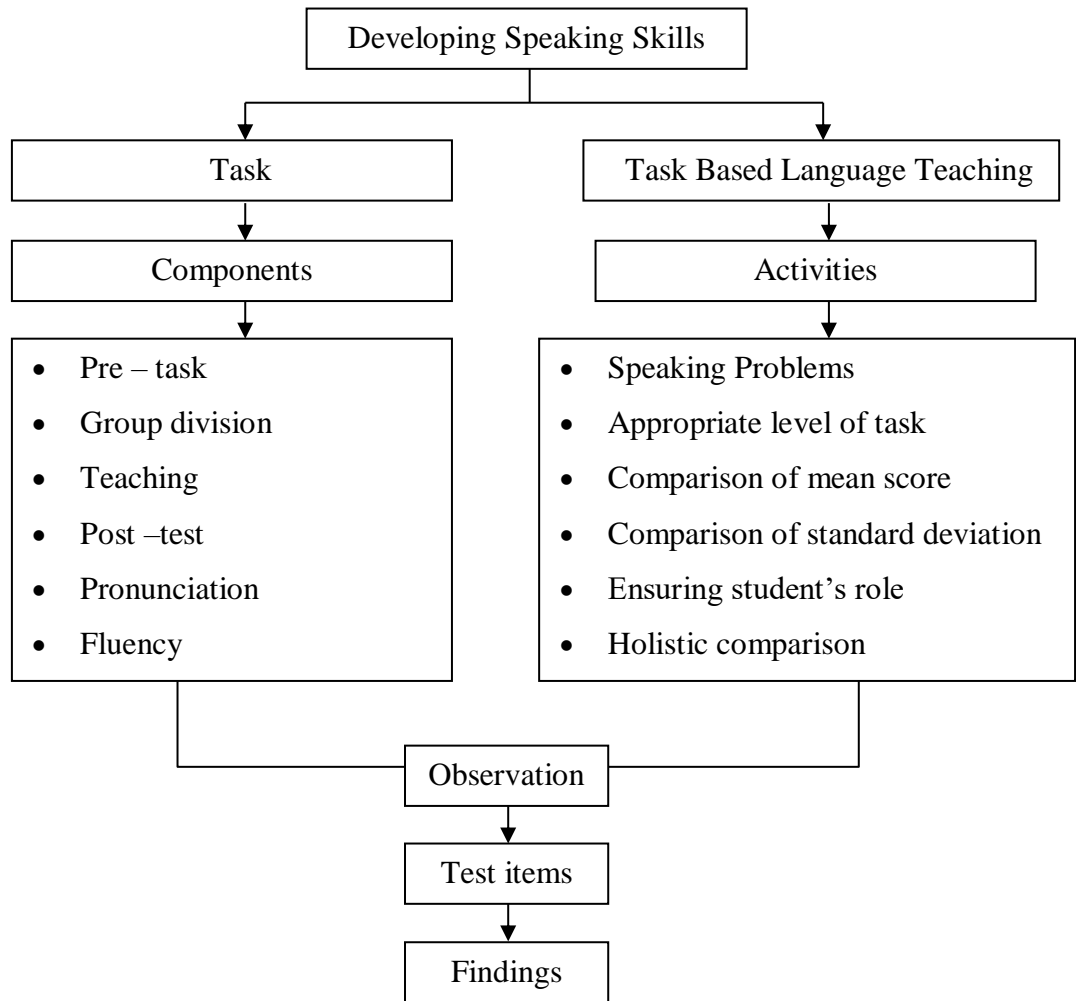
Here are my areas of interest is in the Developing Speaking Skills Through Task Based Language Teaching. After reviewing the theoretical and empirical literature, I got lots of ideas how to conduct the study what design of study to adopt for achieving the stated objectives etc. Moreover, I understand about the research tool for research. Similarly, I have gained clear and simple concept about the statement of the problem and rationale of the study which are difficult for me to deal with.

Moreover, I got Developing Speaking Skills Through Task Based Language Teaching from the study of Kafle (2009) and Joshi (2010) . Likewise, from Bam (2010), Bhandhari (2011), Niroula (2010), Lamichhane (2012), Dhami (2014). I have got some ideas about the speaking skills and task based language teaching. Finally, they helped the researcher in all aspects of the study.

Conceptual Framework

Conceptual framework is a visual presentation that explain graphically or in narrative form, the main things to be studied- the key factors, concepts or variables and the presumed relationship among them." After the intensive study of various theories and empirical researches,

I have come up with the following conceptual framework.



Chapter 3

Methods and Procedure of the Study

The chapter consists of design of design of the study, population, sampling strategy, research tool, source of data, data collection procedure, data analysis and interpretation procedure and ethical consideration.

Design of the Study

The researcher chose one experimental group and one control group. These groups were choose randomly from class Nine from Mangal Higher Secondary School. The students of section A were experimental group while the students of section B were control group. The experimental group were taught using the conventional method used by teachers of EFL at school. Both the experimental and control group were designed by the researcher. The researcher designed 25 lesson plan (see appendix B) for teaching experimental group.

The average marks in all items in pre-test and post-test was tabulated and calculated to find out the role of TBLT to develop developing speaking ability. The pre-test and post-test average sore of the students were calculated.

Experimental research is the research design that is used in the field of natural science. It is systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and, measures any change in other variable. It is a research design that uses manipulation and controlled testing to understand causal processes. Generally, one or more variables are manipulated to determine their effect on a dependent variable. The researcher collected the raw data and then listed the effective activities to develop speaking skill. Moreover, it is helpful to generalize the findings of the data obtain from large number of population.

Population and Sample Size of the Study

The sample size of study were 40 students who studied in secondary level of Mangal Higher Secondary School, Kirtipur. The data were collected by administering a pre-test and post-test on six language function ; asking for and giving direction,

making a phone call, describing people, ordering a meal, making an appointment and making a reservation for a hotel room(see appendix A).

Sources of the Study

The secondary sources of data were the related books Prabhu(1987) , Ellis (2003) , Willis (1996), the theses approved in the department of English Language Education T.U. and many other types of researches.

Sampling Procedure

The whole population was difficult to use in the study. So the sample population of this research were 40 secondary level students from Mangal Higher Secondary School. The population consisted of 15 girls and 25 boys who studied together in the same class. Experimental group were 7 girls and 13 boys and control group 8 girls and 12 boys. The researcher used judgmental sampling procedure for the selection of sample in my study. Because it helped me to give better and high quality of data. Moreover, it helped me to select the sample according to my accessibility to meet the objectives.

Data Collection Tools

Tools are the essential elements of research. For this, the researcher used test items, questionnaire and observation as a tool for data collection. Test items such as English speaking items for pretests and posttests (see appendix A) and lesson plans (see appendix B).

Data Collection Procedure

The researcher adopted the following processes of data collection:

At first, the researcher prepared the test items and scoring sheet for the pre-test. The researcher made a list of the selected school with an official letter from the department. Then, she visited the selected school to collect the data of the research. She established the rapport with the head teacher of the school and informed about the purpose of the study and ask for the permission to conduct the research in his school.

Then, she consulted the class teacher and subject teacher of English and ask for their coordination. She 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. She made the score sheet and arranged them vertically from high to low and provide ranking number to each student. Then, she divided the students into two groups, namely experimental and control group on the basic of their ranking. Section A was assigned to experimental group and section B was control group. She taught experimental group using task- based language teaching techniques while the control group taught by using traditional method or teacher centered method. She prepared lesson plan and teaching materials. After the experimentation was over, she took post-test of the students. Similarly, she distributed questionnaire to the students to respond them and analyzed the data. Finally, the researcher thanked them for their cooperation.

Data Analysis Procedure

To answer the research questions, the speaking skill tests was administered as pre-tests and post-tests on six language functions such as asking for and giving directions, describing peoples, ordering a meal, making a phone call, making an appointment and making a reservation for a hotel room. The scores from both pre-test and post-test on speaking skill were converted into mean scores. Then, the mean scores from the pretest and posttest was calculated to determine the significance of the mean score using a pair 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. She identified some problems with speaking faced by the students. She used four main tasks and activities while teaching. She found out some effective activities and ways to develop speaking skill. She tested and evaluated the participants. This was to ensure the reliability, speaking test was administered before and after the study. The results of the tools were statistically analyzed.

Ethical Consideration

Research is a systematic process to study, where ethical aspects play an important role. While conducting research, the researchers were careful about ethical things. In the field we might face different issues if we do not aware, so it is necessary to inform the purpose of study. Moreover, we should consider in our mind, do not harm public and participants from the information they provided and have to avoid the plagiarism.

For the ethical consideration, First of all, the researcher obtained approval for the study from the committee of department of English at Tribhuvan University. After obtaining approval the researcher visited to the different schools of Kathmandu district. Then, she made clear about her purpose of the study and got permission from the concerned authority in the selected school. Then, she taught task based language teaching to 40 participants, and she tested and evaluated the participants. Finally, the researcher assured to the participant that all identifiable personal information were strictly kept confidential.

Chapter 4

Results and Discussions

In this chapter of the thesis, the researcher had 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 analyze 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 data. Similarly, the responses of students to the questionnaires had calculated to find out the effective tasks and ways to developed speaking skill . The data had interpreted under the following headings. They are:

- 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 on all language function ; 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. For the purpose of comparison and findings the comparative effectiveness of both the groups, the average mean score of the two tests were computed out of the individual scores, the difference between the mean scores, their standard deviation and paired t- test have been calculated and determined. The results of the two groups had compared on the basis of the average marks; differences calculated by subtracted pretests from posttest, standard deviation and paired t- test.

Holistic Comparison

For holistic comparison, two dimensions had adopted; overall Inter-Test comparison and Overall Intra Test comparison as below:

Overall inter-test comparison (intra-group). In the comparison, the mean score obtained by control group in pretest had tabulated and compared with the mean score obtained by control group in posttest. Similarly, the mean score obtained by

experimental group in pretest had tabulated with the mean score obtained by experimental group in posttest. Their differences in mean score, standard deviation and paired-test of pre-test and post-test of the same group have been calculated.

Table 1
Overall Comparison of Pre-test and Post-test

| Speaking ability | N | M | D | S.D | T |
|-----------------------------|----------|----------|----------|------------|----------|
| Pretest Control Group | 20 | 73.8 | | 12.437 | |
| Posttest Control Group | 20 | | | 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 showed that control group got 73.8 and 80.3 average score in the pretest and posttest respectively. This group had increased its average score by 6.5. However, the average marks obtained by experimental group in the pretest and posttest are 75 and 99.55 respectively. This group has increased its average marks by 24.55. This indicated that experimental group made better progress than the control group.

The mean scores of the posttest were found higher than the mean score of the pretest in all functions. Similarly, critical value of 't' for 38 degree of freedom at 5% level of significant differences between pretest and posttest. But, calculated 't' 5.033 is higher than tabulated 't' in experimental group. Thus, there were significant differences between pretest and posttest. Comparing both, experimental and control group have significant difference heavily.

Overall intra-test comparison (inter-group). In this comparison, mean score obtained by control group in pretest tabulated and compared with the mean score obtained by experimental group in pre-test. 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 and experimental group have been calculated and compared.

Table 2
Overall Comparison of Control and Experimental Group

| Speaking ability | N | M | D | S.D | T |
|-----------------------------|----------|----------|----------|------------|----------|
| Pretest Experimental Group | 20 | 75 | 1.2 | 9.93 | |
| Pretest Control Group | 20 | 73.8 | | 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, 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 score of both groups in the pretest in this function are almost equal but in the post- test they have significant differences by 19.25. The critical value of 't' for 38 degree of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' (0.0337) is lower than tabulated 't' in pretest, null hypothesis is accepted. Thus, there is no significant differences between two groups in pretest. But, calculated 't' 4.043 is higher than tabulated 't' in the post test, null hypothesis is rejected. Thus, there is significant differences between two groups.

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.

Asking for and giving directions

Table 3

Comparison of the Mean Scores of Pre-test and Post-test Item 1

| Speaking ability | N | M | D | S.D | T |
|-----------------------------|----|-------|------|-------|-------|
| Pretest Control Group | 20 | 12.65 | | 2.222 | |
| 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 pretest 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 posttest 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 posttest. 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 posttest.

Describing people

Table 4

Comparison of the Mean Scores of Pre-test and Post-test 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 average score in the pre-test and posttest respectively. This group has increased its average score by 0.85. However, the average marks obtained by experimental group in the pretest and posttest 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 post-test are higher than the mean scores of the pretest in this function. Similarly, critical value of 't' for 38 degree of freedom at 5% level of significance for two tailed test is 2.021. Since calculated 't' 1.085 is lower than tabulated 't' in control group, null hypothesis is accepted. Thus, there is no significance difference between pretest and posttest. 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.

Ordering a meal

Table 5

Comparison of the Mean Score of Pre-test and Post-test 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 pretest and post-test respectively. This group has increased its average score by 0.85. Similarly the average marks obtained by experimental group in the pre-test 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 score of the posttest are higher than the mean scores of the pretest in this function.

Similarly, critical value of 't' for 38 degree 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 posttest.

Making a phone call

Table 6

Comparison of the Mean Scores of Pre-test and Post-test 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 pretest 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 12.25 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 score of the post-test are higher than the mean score of the pretest in this function.

Similarly, critical value of 't' for 38 degree of freedom t 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 pre-test 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 posttest.

Making an appointment

Table 7

Comparison of the Mean Scores of Pre-test and Post-test Item

| 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 as 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 score 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 differences between pretest and posttest. But, calculated 't' 5.593 is higher than tabulated 't' in experimental group, null hypothesis is rejected. Thus, there is significant differences between pretest and posttest.

Making a reservation for a hotel room

Table 8

Comparison of the Mean Scores of Pre-test and Post-test Item

| Speaking ability | N | M | D | S.D. | T |
|-----------------------------|----|-------|------|-------|------|
| Pretest Control Group | 20 | 12.9 | | 2.931 | |
| Posttest Control Group | 20 | 11.95 | 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 pretest and posttest respectively. This group has increased its average score by

0.95. However, the average marks obtained by experimental group in the pretest and posttest 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 score of the posttest are higher than the mean scores of the pretest in this function. Similarly, critical of 't' for 38 degree 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 differences between pretest and posttest. But calculated 't' 4.65 is higher than tabulated 't' in experimental group, null hypothesis is rejected. Thus, there is significant differences between pretest and posttest.

Item Wise Test Comparison (Inter Group)

The mean scores of both pre-test and post-test with respect to both experimental and control group were calculated (appendix F) using descriptive statistics for the mean 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 t- test calculated on mean scores of both group showed that there was no statistically significant difference between the mean score of those groups in pretest while there was statically significant difference between the men scores of those groups in posttest.

Asking for and giving directions

Table 9

Comparison of Control and Experimental Group Item

| 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, 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 posttest 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 test they have significant difference by 2.65. The critical value of 't' for 38 degrees of freedom at 5% level of significant for two tailed test is 2.021. Since calculated 't' is 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 posttest, null hypothesis is rejected. Thus, there is significant difference between two groups.

Describing people

Table 10

Comparison of Control and Experimental Group Item

| 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, 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 posttest are 13.9 and 17.1 respectively. The average differences between the two groups are 3.2. This indicates that experimental group made better progress than control group

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

38 degree 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.

Ordering a meal

Table 11

Comparison of Control and Experimental Group Item

| Speaking ability | N | M | D | 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, 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 pretest 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 score 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 rejected. Thus, there is significant difference between two groups.

Making a phone call

Table 12

Comparison of Control and Experimental Group Item

| 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 the table, 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 posttest 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 degree of freedom at 5% level of significance for two tailed test is value 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.

Making an appointment

Table 13

Comparison of Control and Experimental Group Item

| 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 , 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 posttest, null hypothesis is rejected. Thus, there is significant difference between two groups.

Making a reservation for hotel room

Table 14

Comparison of Control and Experimental Group Item

| 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, 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 differences between the two groups are 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 degree 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 post- test, null hypothesis is rejected. Thus, there is significant difference between two groups.

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; role play, pair work, information gap and communication game to teach each language function. From the response 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

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

Table 15

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 |

This table 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.

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

Asking for and giving directions

Table 16

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 |

This 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 all giving directions.

Describing people

Table 17

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 |

This 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.

*Ordering a meal***Table 18****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 |

This table 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.

*Making an appointment***Table 19****Comparison of Tasks for Making an Appointment**

| Tasks and 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 |

This table 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.

*Making a reservation for hotel room***Table 20****Comparison of Tasks for Making A Reservation for Hotel Room**

| Tasks and 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 | 58 | 0.63 |

This 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.

Ways to Develop Speaking Ability

While teaching in the beginning, the researcher found many problems, inhibition, nothing to say, uneven participation, mother tongue use and pronunciation problem. I taught control group in traditional way whereas, experimental group was taught with four activities; role play, information gap pair work, and communication games. Then the researcher used speaking ability to overcome the problems faced by the learners. She provided students with maximum opportunity to speak and authentic materials. All the students were involved in every speaking activity. She did not correct students' mispronunciation immediately. She encouraged the students to speak out of the class as well.

Chapter 5

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.

Summary

To analyze the effectiveness of task-based language teaching, six language functions were given. There were six items altogether in the pretest and post-test. These pre-test and posttest were analyzed and interpreted. In the 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 techniques used in the classroom teaching. The control group was taught using the traditional way of teaching whereas the experimental group was taught using task- based language teaching. Before teaching, a pretest was administered to the students and when the research period was over, a post test was taken. 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, and 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 problem, different techniques and methods were adopted by the researcher.

Conclusions

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

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 direction, 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 13.5 average marks and increased its marks by 1.25 in post- test. In comparison to this, experimental group improved its marks by 1.25 in posttest. 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 teaching 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 posttest. In comparison to this, experimental group improved its marks scoring 15.55 in post-test and added 5.

7. 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.
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 pre-test 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 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 pre-test 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.

Objective II. In our country, Nepal government has listed many activities like demonstration, dramatization, question answer, role-play, group work, simulation, 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 six language functions. The effective tasks are role play, information gap and communication game.

The following ways are effective to develop speaking skill:

- Providing maximum opportunity to student to speak the target language by

providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

- Try to involve each student's in every speaking activity; for this aim, practice different ways of student participation. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Provide written feedback like "Your presentation was really good. I really appreciated your efforts in preparing the materials and efficient use of your voice.
- Do not correct student's pronunciation mistakes very often while they are speaking. Correction should not distract student from his/ her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around the classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Implications

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

Policy level. Policy makers and curriculum designers should analyze the needs and interests of the learners. Curriculum development center should develop and design syllabus, textbooks and materials to support the task-based language teaching inside the classroom. 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 classroom teaching. Also a text book writer should write the book addressing various activities and tasks and prepare the materials to overcome common speaking faced by the learners.

Practice level. 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. Task-based language teaching provided freedom to the students while completing the task. So, it is fruitful for the students. The teacher should be constructive and careful while designing and introducing the tasks in the classroom. 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. Even the shy students can take benefit of this type of teaching. They can also improve their communication skills.

TBLT creates a feeling of cooperation among the students since they involve in pairs or group to solve a particular task in the class. 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 whole or not. The teacher should develop his/her language lesson using TTT approach. (Test- Teach- Test) not PPP (Presentation, Practice and Production). 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.

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. 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. Task-based language approach creates more favorable conditions for the development of second language acquisition. Thus, 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.

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 in business and tourism.

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Appendices

Appendix A

Speaking Test

1. Asking for and giving directions

Name:

School :

Class:

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

1. Hollywood Theatre

2. Indian Restaurant

3. Cinema Hall

4. Nike shoes

Hollywood Theatre

High School

IT computer

Aquarium

Library

Coffee Shop

Mark's Supermarket

Art Gallery

Nike shoes

Car park

Cinema Hall

Aquarium

Department store

Indian Restaurant

Police Station

1. Asking for and giving direction

Student B

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

1. The Police Station
2. The Pub
3. Cyber cafe
4. Imc Hospital

Police station

Hospital

Beauty Shoes

Future Computer

Cyber Cafe

Department Store

Imc Hospital

Star Video

Pub

Tom Cafe

Art Gallery

Chinese Restaurant

Museum

Car Park

2. Describing People

Student A

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

Name : **Roshan**

- **The length of his hair is**

- short medium long

- **The color of his eyes is**

- grey black brown

- **His age is**

- young middle elderly

- **His height is**

- short medium tall

➤ **What is he wearing today ? (Clothes)**

.....
.....

2. Describing people

Student B

You are travelling in Kathmandu but your brother Roshan is missing. He is 12 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 Yummy 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 course, two dessert, and one drink.
3. Ask for the bill.

| Menu | Main Course |
|----------------------|--------------------|
| Spicy soup | Rs 90 |
| Spaghetti meatballs | Rs 80 |
| Buff Momo | Rs 100 |
| Roasted chicken | Rs 350 |
| Wonton soup | Rs 50 |
| Chicken fried rice | Rs 120 |
| Grilled fish | Rs 290 |
| Pizza | Rs 375 |
| | Dessert |
| Cheese cake | Rs 70 |
| Pineapple pie | Rs 100 |
| Oreo shake | Rs 140 |
| Strawberry Ice cream | Rs 70 |
| Ice tea | Rs 60 |
| Red velvet cake | Rs 140 |
| | Drinks |
| Mineral water | Rs 40 |
| Apple juice | Rs 95 |
| Coke | Rs 80 |
| Slice | Rs 80 |
| Coffee | Rs 50 |
| Nepal ice | Rs 300 |

4. Making a phone call

You are the caller.

Your name

Your telephone number is 98362020211.

You want to speak to Mr. Rojeet Maharjan.

Your message is

" There is a meeting tomorrow. Please call me back at 3: P.M "

You are the operator.

Your name is

The caller wants to speak to Mr. Rojeet Maharjan 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 badminton from 5.00 p.m. – 7.00 p.m. |
| Monday | Go to school from 8.00 a.m. – 4.00 p.m. See movie from 7.00 – 9.00 p.m |
| Tuesday | Go to school from 10.00a.m. – 2.00 p.m. |
| Wednesday | Go to the mall with mom from 9.00 .m. – 1.00 p.m. Have dinner with friends from 6.00 p.m. – 7.30 p.m. |
| Thursday | Go to school from 8.00a.m. – 1.30 p.m. Have family lunch from 3.00p.m –5.00p.m. |
| Friday | Go to picnic with my sister from 9.00 a.m to 3.00p.m Go to a party from 7.00p.m –9.30 p.m. |
| Saturday | Go swimming from 12.00p.m – 2.00p.m. Take a bath from 3.00 –3.45 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. –10.00a.m. Go to work from 11.00.m. – 4.00 p.m. |
| Monday | Go to school from8.00 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. – 3 p.m. Go to Japanese class from 4 p.m – 5.00 p.m. |
| Wednesday | Go to school from 10.00 a.m. – 3 p.m. Have dinner with friends from 5.00 p.m – 6 p.m. |

| | |
|----------|--|
| Thursday | Play basketball from 7.00 a.m – 10.00 a.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 Lavish 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:
 - The researcher will teach new vocabulary, useful words and phrases along with preposition.
 - She show a map about places and students pronounce them such as cyber cafe, hospital.
 - She 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 hospital?
 - She will order one group to ask for direction and another to give instruction.
 - Teacher will give feedback to the students and discuss among them.
 - c. Post- task
 - The teacher will present the chart of the expressions and map of places. Then he/she will order one student to ask for direction using expressions of the chart and another to give the directions. All the students will have chance to practice.
 - She will provide the students with sufficient time to practice.

Lesson Plan

Describing People

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

1. Introduce the topic describing peoples.
2. Complete the given tasks of guiding questions.

B. Teaching Materials :

1. Table of sentences related to describing peoples.
2. A set of questions.

C. Teaching Learning Activities:

a. pre-task

- Teacher will introduce and define the related topic.
- She will teach about the comparison words like darker, smaller, etc.
- She will make a chart of their own height and compare to others.

b. During-task

- The teacher will warm up the students and show the picture of comparison in terms of height.
- The teacher will set a situation and assigns time for doing the following activity you are traveling and your brother is missing? How can you give description about him?
- She will order one group to be in situation and on group to be overcome from that situation.
- Students share ideas in the class and the teacher will give feedback to them.

c. Post-task

- The teacher will present the chart of comparison in terms of height.
- She will order one student to compare the things which are surrounded to them. All the students will have chance to practice.
- She will motivate students to make a conversation with each other by using adjectives to describe people.

Lesson Plan
Ordering a Meal

- A. Specific Objectives:** At the end of the lesson students will be able to:
1. To read conversation in a normal speed.
 2. Complete the given tasks of guiding questions.
- B. Teaching Materials:**
1. A conversation chart between two friends.
- C. Teaching Learning Activity:**
- a. Pre-task**
- Teacher will warm up the students with the conversation based on topic up to 3 minutes.
 - She will show a chart of menu to students.
 - She will divide the students into group of four, brainstorming of place how they get the particular meal.
- b. During- task**
- The teacher will give a situation to students to have a " request and offer " text related conversation.
 - The teacher will motivate the students to make conversation with each other to have them competitive vibes.
 - After that, she will encourage and monitors the students. If the students need some help. She will help them.
- c. Post- task**
- The teacher will present the chart of conversation and picture of ordering meal in restaurant.
 - She will order one student to ask for ordering meal and another offering the meal.
 - She will provide the students with sufficient time to practice.

Lesson Plan

Making a Phone Call

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

1. Introduce the topic making a phone call.
2. Complete the given task of guiding questions.

B. Teaching Materials:

1. Table of sentences related to phone call.
2. A chart of conversation between two friends.

C. Teaching Learning Activities:

a. Pre-task

- Teacher will introduce and define the topic.
- She will show a chart of conversation between two friends.
- She will divide the students into groups of four, and give them a topic to conversation.

b. During task

- The teacher sets situation and assigns time for doing the following activity, who did you want to speak with? When was the meeting?
- She will order one group to be a caller and another be a receiver .
- She will give a topic to conversation between them. If the students need some help, she will help them.
- Students share their ideas, opinions in the class and the teacher will give feedback to them.

c. Post-task

- The teacher will present the chart of the conversation between caller and operator.
- She will order one student to read the conversation using expressions of the chart and another to reply the conversation. All students will have chance to engage and practice too.
- She will provide the students with sufficient time to practice.

Lesson Plan

Making an appointment

- A. Specific Objectives:** At the end of this lesson, students will be able to :
1. Introduce the topic making an appointment.
 2. Complete the given tasks of giving questions.
- B. Teaching Materials:**
1. A daily routine chart.
 2. A table of chart related to an appointment.
- C. Teaching Learning Activities:**
- a. Pre-task**
- Teacher will introduce and define the topic.
 - After that, she will show a daily routine chart to the students.
- b. During task**
- The teacher sets situation and assign time for doing the following activity.
 - She will ask the students about the chart and related questions about the timetable, such as what time to go to school? When will movie starts? Which day will be swimming day? so on.
 - She will order one group to ask the question an another to give answer related to the daily routine chart.
 - She will encourage the students and give feedback to them.
- c. Post- task**
- The teacher will present the chart of the time table and daily routine chart.
 - She will order one students to read the daily routine chart and another to fix an appointment. All the students will have chance to practice.
 - She will provide sufficient time to practice to students.

Appendix C

Expressions for asking for and giving directions

| Asking for directions | Giving direction |
|---------------------------------|---|
| 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 (into street) |
| 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 |
| I'm trying to find | left/right |
| | 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, junction, etc. |

Appendix D
English Speaking Ability Evaluation

Pre-test

Student: _____ Assessor: _____ Date: _____

Total Score _____

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

Post- test

Student: _____ Assessor: _____ Date: _____

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

Total Score _____

Appendix F

Speaking Pretest score of Experimental Group

| S.N. | STUDENTS | ITEMS | | | | | | TOTAL |
|------|------------------|-------|-----|-----|-----|-----|-----|-------|
| | | I | II | III | IV | V | VI | |
| 1 | ASHISH TAMANG | 16 | 17 | 16 | 15 | 11 | 17 | 92 |
| 2 | AAYUSH KHANNAL | 16 | 16 | 15 | 15 | 12 | 16 | 90 |
| 3 | ALINA CHAUDHARY | 15 | 14 | 13 | 14 | 11 | 15 | 82 |
| 4 | ALOK KUSHWAHA | 12 | 11 | 11 | 11 | 9 | 11 | 65 |
| 5 | ANISH SHRESTHA | 13 | 13 | 10 | 13 | 10 | 12 | 71 |
| 6 | ANJALI RANA | 13 | 14 | 12 | 13 | 11 | 13 | 76 |
| 7 | AVILASHA B.C | 15 | 14 | 11 | 14 | 10 | 13 | 77 |
| 8 | BICKEY JHA | 13 | 14 | 12 | 12 | 11 | 12 | 74 |
| 9 | BIMLESH YADAV | 14 | 13 | 10 | 12 | 11 | 14 | 74 |
| 10 | BINITA GIRI | 11 | 12 | 11 | 11 | 9 | 10 | 64 |
| 11 | CHANDRA NEUPANE | 11 | 10 | 11 | 12 | 11 | 11 | 66 |
| 12 | JANARJAN AIR | 12 | 11 | 9 | 13 | 10 | 13 | 68 |
| 13 | KAJAL BHANDHARI | 11 | 11 | 9 | 11 | 9 | 11 | 62 |
| 14 | KIRAN LAMICHANNE | 12 | 13 | 11 | 12 | 10 | 13 | 71 |
| 15 | KRIPA B.K. | 14 | 15 | 14 | 16 | 12 | 15 | 86 |
| 16 | KUSUM BHUJEL | 12 | 13 | 11 | 12 | 10 | 13 | 71 |
| 17 | LIJEN MAHARJAN | 11 | 10 | 11 | 9 | 9 | 11 | 61 |
| 18 | KARUN SAHI | 12 | 13 | 10 | 12 | 10 | 12 | 69 |
| 19 | AAYOG LIMBU | 16 | 15 | 16 | 15 | 13 | 15 | 90 |
| 20 | AJAY NAPIT | 16 | 14 | 17 | 16 | 12 | 16 | 91 |
| | TOTAL | 265 | 263 | 240 | 258 | 211 | 263 | 1500 |

Speaking Pretest score of Control Group

| S.N. | STUDENTS | ITEMS | | | | | | TOTAL |
|------|--------------------|-------|-----|-----|-----|-----|-----|-------|
| | | I | II | III | IV | V | VI | |
| 1 | AMRITA KHATRI | 17 | 16 | 14 | 16 | 12 | 17 | 92 |
| 2 | ANKUSH MAHARJAN | 15 | 17 | 15 | 15 | 11 | 15 | 88 |
| 3 | ANAND KISHOR MAJHI | 12 | 15 | 12 | 14 | 12 | 11 | 76 |
| 4 | ANKUSHA PAUDEL | 11 | 11 | 12 | 10 | 10 | 10 | 64 |
| 5 | ANURAG RAYAMAJHI | 9 | 12 | 11 | 10 | 9 | 10 | 61 |
| 6 | ASBIN CHALAUNE | 14 | 12 | 11 | 12 | 10 | 12 | 71 |
| 7 | ASMITA SUBEDI | 13 | 13 | 13 | 14 | 14 | 17 | 90 |
| 8 | BABITA ARYAL | 17 | 18 | 11 | 16 | 14 | 18 | 94 |
| 9 | BIBEK SHRESTHA | 13 | 13 | 13 | 12 | 11 | 11 | 73 |
| 10 | BIBIN MANANDHAR | 15 | 14 | 10 | 13 | 12 | 16 | 80 |
| 11 | BIKRAM SUNAR | 11 | 13 | 11 | 12 | 10 | 12 | 69 |
| 12 | BISHAL PANDIT | 9 | 10 | 10 | 10 | 9 | 10 | 58 |
| 13 | BISHAL SYANGTAN | 9 | 10 | 11 | 9 | 9 | 9 | 57 |
| 14 | RONISHA OLI | 11 | 11 | 10 | 9 | 9 | 10 | 60 |
| 15 | JENISHA SHRESTHA | 13 | 11 | 14 | 12 | 10 | 14 | 74 |
| 16 | KHUSHI SAUDEN | 11 | 12 | 11 | 13 | 11 | 12 | 70 |
| 17 | GAURAV BOGATI | 11 | 11 | 9 | 11 | 10 | 10 | 62 |
| 18 | JENISHA SHRESTHA | 10 | 10 | 11 | 9 | 9 | 11 | 60 |
| 19 | HARSIT PANDEY | 14 | 13 | 15 | 13 | 12 | 16 | 83 |
| 20 | JITENDRA YADAV | 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 | ASHISH TAMANG | 21 | 22 | 23 | 23 | 21 | 23 | 133 |
| 2 | AAYUSH KHANNAL | 21 | 23 | 23 | 22 | 22 | 22 | 133 |
| 3 | ALINA CHAUDHARY | 17 | 18 | 17 | 19 | 19 | 19 | 109 |
| 4 | ALOK KUSHWAHA | 14 | 15 | 12 | 11 | 10 | 14 | 76 |
| 5 | ANISH SHRESTHA | 16 | 17 | 17 | 18 | 13 | 18 | 99 |
| 6 | ANJALI RANA | 17 | 18 | 15 | 19 | 15 | 18 | 102 |
| 7 | AVILASHA B.C | 19 | 19 | 18 | 21 | 17 | 21 | 115 |
| 8 | BICKEY JHA | 16 | 18 | 12 | 17 | 13 | 17 | 93 |
| 9 | BIMLESH YADAV | 18 | 16 | 15 | 19 | 14 | 16 | 98 |
| 10 | BINITA GIRI | 13 | 14 | 10 | 12 | 12 | 11 | 72 |
| 11 | CHANDRA NEUPANE | 13 | 12 | 15 | 14 | 11 | 13 | 78 |
| 12 | JANARJAN AIR | 14 | 13 | 13 | 13 | 16 | 14 | 83 |
| 13 | KAJAL BHANDHARI | 15 | 14 | 14 | 16 | 11 | 15 | 85 |
| 14 | KIRAN LAMICHANNE | 15 | 16 | 13 | 14 | 14 | 15 | 87 |
| 15 | KRIPA B.K. | 19 | 20 | 19 | 22 | 18 | 22 | 120 |
| 16 | KUSUM BHUJEL | 19 | 20 | 19 | 22 | 18 | 22 | 103 |
| 17 | LIJEN MAHARJAN | 14 | 13 | 11 | 11 | 11 | 14 | 74 |
| 18 | KARUN SAHI | 15 | 14 | 12 | 15 | 13 | 14 | 83 |
| 19 | AAYOG LIMBU | 22 | 21 | 18 | 22 | 22 | 20 | 125 |
| 20 | AJAY NAPIT | 21 | 21 | 19 | 21 | 19 | 21 | 122 |
| | TOTAL | 337 | 342 | 310 | 258 | 346 | 344 | 1990 |

Speaking Post-test of Control Group

| S.N. | STUDENTS | ITEMS | | | | | | TOTAL |
|------|--------------------|-------|-----|-----|-----|-----|-----|-------|
| | | I | II | III | IV | V | VI | |
| 1 | AMRITA KHATRI | 19 | 17 | 17 | 17 | 14 | 18 | 102 |
| 2 | ANKUSH MAHARJAN | 17 | 18 | 15 | 15 | 12 | 15 | 92 |
| 3 | ANAND KISHOR MAJHI | 12 | 16 | 13 | 14 | 11 | 12 | 78 |
| 4 | ANKUSHA PAUDEL | 10 | 12 | 12 | 12 | 10 | 11 | 67 |
| 5 | ANURAG RAYAMAJHI | 16 | 12 | 12 | 10 | 10 | 12 | 72 |
| 6 | ASBIN CHALAUNE | 14 | 13 | 13 | 14 | 12 | 15 | 81 |
| 7 | ASMITA SUBEDI | 17 | 17 | 14 | 16 | 14 | 16 | 94 |
| 8 | BABITA ARYAL | 19 | 19 | 12 | 18 | 15 | 18 | 101 |
| 9 | BIBEK SHRESTHA | 13 | 13 | 13 | 13 | 12 | 13 | 77 |
| 10 | BIBIN MANANDHAR | 16 | 14 | 11 | 17 | 14 | 16 | 88 |
| 11 | BIKRAM SUNAR | 14 | 14 | 12 | 12 | 11 | 14 | 77 |
| 12 | BISHAL PANDIT | 10 | 11 | 11 | 11 | 10 | 11 | 64 |
| 13 | BISHAL SYANGTAN | 9 | 11 | 11 | 10 | 9 | 10 | 60 |
| 14 | RONISHA OLI | 12 | 12 | 10 | 12 | 11 | 12 | 69 |
| 15 | JENISHA SHRESTHA | 15 | 12 | 14 | 14 | 12 | 15 | 82 |
| 16 | KHUSHI SAUDEN | 13 | 13 | 12 | 12 | 11 | 14 | 75 |
| 17 | GAURAV BOGATI | 13 | 12 | 11 | 12 | 13 | 12 | 73 |
| 18 | JENISHA SHRESTHA | 11 | 11 | 11 | 11 | 9 | 10 | 63 |
| 19 | HARSIT PANDEY | 16 | 14 | 16 | 14 | 14 | 17 | 91 |
| 20 | JITENDRA YADAV | 18 | 18 | 16 | 15 | 15 | 16 | 100 |
| | TOTAL | 284 | 278 | 258 | 270 | 239 | 277 | 1606 |

Appendix G

Testing Statistical Significance

$$\text{Paired test (t)} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(s^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)\right)}}$$

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 no significant difference)

Level of significance (α) = 0.05 or 5%

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

$t_{0.05v} = 38$ 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.

Overall comparison (Inner Group) -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 |
| $\sum X = 15000$ | $\sum X^2 = 114472$ | $\sum Y = 1476$ | $\sum Y^2 = 112026$ |

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

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

$$\text{S.D } (S_1) = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

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

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

$$= 9.93$$

$$\text{S.D } (S_2) = \sqrt{\frac{\sum y^2}{N} - \left(\frac{\sum y}{N}\right)^2}$$

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

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

$$= 12.437$$

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

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

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

$$= 126.642$$

$$\text{Hence, } t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(s^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)\right)}} = \frac{75 - 73.8}{\sqrt{\left(126.642 \left(\frac{1}{20} + \frac{1}{20}\right)\right)}} = \frac{1.2}{3.559} = \mathbf{0.337}$$

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

Overall Comparison (Inter Group) -Posttest

| Experimental Group | | Control Group | |
|--------------------|-----------------------|-------------------|-----------------------|
| X | X ² | Y | Y ² |
| 102 | 10404 | 92 | 8464 |
| 92 | 8464 | 88 | 7744 |
| 78 | 6084 | 76 | 5776 |
| 67 | 4489 | 64 | 4096 |
| 72 | 5929 | 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 |
| 13 | 169 | 70 | 4900 |
| 10 | 100 | 62 | 3844 |
| 13 | 169 | 60 | 3600 |
| 15 | 225 | 83 | 6889 |
| 14 | 196 | 94 | 8836 |
| $\Sigma X = 1606$ | $\Sigma X^2 = 136085$ | $\Sigma Y = 1476$ | $\Sigma Y^2 = 112026$ |

$$\text{Mean } (\bar{x}) = \frac{\Sigma x}{N} = \frac{1606}{20} = 80.3$$

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

$$\text{S.D } (S_1) = \sqrt{\frac{\Sigma x^2}{N} - \left(\frac{\Sigma x}{N}\right)^2}$$

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

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

$$= 12.496$$

$$S.D (S_2) = \sqrt{\frac{\sum y^2}{N} - \left(\frac{\sum y}{N}\right)^2}$$

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

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

$$= 12.437$$

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

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

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

$$= 155.415$$

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

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

Overall comparison (Intra Group) – Control Group

| | | | |
|----|-----|----|-----|
| 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 |
| $\sum X = 239$ | $\sum X^2 = 2925$ | $\sum Y = 218$ | $\sum Y^2 = 2432$ |

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

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

$$\text{S.D } (S_1) = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

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

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

$$= 1.857$$

$$\text{S.D } (S_2) = \sqrt{\frac{\sum y^2}{N} - \left(\frac{\sum y}{N}\right)^2}$$

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

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

$$= 1.67$$

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

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

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

$$= 3.119$$

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

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

Overall Comparison (Intra Group) - Experimental Group

| 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 | 5929 | 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 |
| 13 | 169 | 70 | 4900 |
| 10 | 100 | 62 | 3844 |
| 13 | 169 | 60 | 3600 |
| 15 | 225 | 83 | 6889 |
| 14 | 196 | 94 | 8836 |
| $\sum X = 1606$ | $\sum X^2 = 136085$ | $\sum Y = 1476$ | $\sum Y^2 = 112026$ |

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

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

$$\text{S.D } (S_1) = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

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

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

$$= 12.496$$

$$S.D (S_2) = \sqrt{\frac{\sum y^2}{N} - \left(\frac{\sum y}{N}\right)^2}$$

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

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

$$= 12.437$$

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

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

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

$$= 155.415$$

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

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

Overall Comparison (Intra Group) – Experimental Group

| 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 |
| 72 | 5184 | 64 | 4096 |
| 78 | 6084 | 66 | 4356 |
| 83 | 6889 | 68 | 4624 |
| 85 | 7225 | 62 | 3844 |

| | | | |
|-------------------|-----------------------|-------------------|-----------------------|
| 85 | 7225 | 62 | 5041 |
| 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 |
| $\Sigma X = 1990$ | $\Sigma X^2 = 205552$ | $\Sigma Y = 1500$ | $\Sigma Y^2 = 114472$ |

$$\text{Mean } (\bar{x}) = \frac{\Sigma x}{N} = \frac{1990}{20} = 99.55$$

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

$$\text{S.D } (S_1) = \sqrt{\frac{\Sigma x^2}{N} - \left(\frac{\Sigma x}{N}\right)^2}$$

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

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

$$= 19.423$$

$$\text{S.D } (S_2) = \sqrt{\frac{\Sigma y^2}{N} - \left(\frac{\Sigma y}{N}\right)^2}$$

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

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

$$= 9.93$$

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

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

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

$$= 237.929$$

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

Since calculated 't' (5.033) is less than tabulated 't' (2.021), there is no significant difference between pretest and pos-test.

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. | Speak with minimal pause 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 |
| Communication | 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 error do not interfere with | Use some incorrect grammatical structure. Some error interfere with | Often uses incorrect grammatical structure; errors interfere with communication | Unable to use grammatical structure to communicate correctly |

| | | | | | |
|----------|-----------------------------|--|--|------------------------------|-----------------------------------|
| | | communication | communication | | |
| 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 |