EFFECTIVENESS OF TBLT FOR TEACHING WRITING SKILL AT GRADE-VIII

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Srijana Raut

Faculty of Education

Tribhuvan University

Janta Multiple Campus,

Itahari, Sunsari, Nepal

2019

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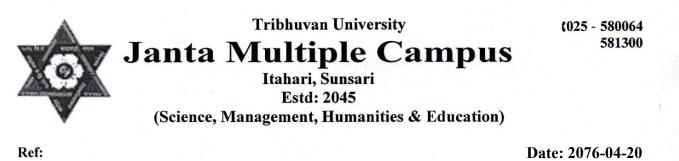**Itahari, Sunsari, Nepal**

2019

DECLARATION

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

_____

Srijana Raut

Date: 2076/04/19

   (August 05, 2019)

Tribhuvan University

Janta Multiple Campus

Itahari, Sunsari

Estd: 2045

(Science, Management, Humanities & Education)

(025 - 580064
581300

Ref:

Date: 2076-04-20

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Srijana Raut** has completed this thesis entitled **Effectiveness of TBLT for Teaching Writing Skill at Grade-VIII** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

Date: August 05, 2019

_____

Mr. Thirtha Raj Acharya

Lecturer and Supervisor

Department of English Education

Tribhuvan University

Janta Multiple Campus

Itahari, Sunsari
Estd: 2045
(Science, Management, Humanities & Education)

(025 - 580064
581300

Ref:

Date: 2076-04-24

RECOMMENDATION FOR EVALUATION

The thesis entitled **"Effectiveness of TBLT for Teaching Writing Skill at Grade-VIII" by Srijana Raut** has been recommended for evaluation by the following Research Guidance Committee.

Signature

Mr. Kamal Raj Dahal   _____

Associate Prof. and Head   Chairperson

Department of English Education

Mr. Tirtha Raj Acharya (Supervisor)   _____

Lecturer   Member

Department of English Education

Mr. Chetnath Niraula   _____

Asst. Lecturer   Member

Department of English Education

Date: August 09, 2019

DEDICATION

Dedicated to **My parents, brother, husband** and **teachers** who have devoted their

life to make me what I am today.

ACKNOWLEDGEMENTS

ABSTRACT

The present study was conducted to examine the **Effectiveness of TBLT for Teaching writing Skill at Grade-VIII**. The objectives of the study were to find out the task and the effectiveness of task based language teaching in teaching writing and to suggest some pedagogical implications. This study was conducted in SOS Hermann Gmeiner Secondary school, Itahari, Sunsari, Nepal. The students of class 8 were taken as the sample of the study. First, the researcher took a pre- test and formed into two groups after that real teaching was started. The researcher taught for 25 days using task- based approach for teaching free writing such as essay writing, letter writing, dialogue writing and news report writing . After the completion of teaching, a post-test was administered. Two progressive tests were taken in between pre-test and post-test. The results of both the tests were compared to 1determine the effectiveness of task- based approach using experimental research on teaching writing. While teaching writing skill through TBLT, students were found to be highly motivated. The result of experimental group was seen better due to the effectiveness of TBLT.

This thesis work consists of five chapters. Chapter one Introductory consists of general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study and delimitations of the study. Chapter two deals with the review of related literature, theoretical framework and conceptual framework along with the implications of the review for the study. Chapter three provides the methods and the procedures followed by the researcher in the collection of the primary as well as secondary data. Chapter four consists of results and discussions of the data. The` data were analyzed and interpreted on the basis of the average score in the pre- test and post- test along with progressive tests. The last chapter consists of summary, conclusions and implications of this research.

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LIST OF ABBREVIATIONS AND SYMBOLS

A   :   Controlled Group

B   :   Experimental Group

CBI   :   Content-based Instruction

CLT   :   Communicative Language Teaching

CUP   :   Cambridge University Press

D   :   Difference between Post- test and Pre- test. If it is
                              positive, it indicates increase in the average score of the
                              pre- test and if it is negative, it shows the decrease in
                              the average score of the pre- test.

DM   :   Direct Method

D %   :   Difference/ Increment Percent

HTML   :   Hypertext Mark Up Language

NA   :   Natural Approach

OSS   :   Oral Structural and Situational

OUP   :   Oxford University

PPP   ;   Presentation- Practice- Production

P.T   :   Progressive Test

P1   :   Pre- test

P2   :   Post- test

S.D   :   Standard Deviation

TBA   :   Task-Based Approach

TBL   :   Task-Based Learning

TBLT   :   Task-Based Language Teaching

TESL   :   Teaching English as Second Language

CHAPTER-ONE

INTRODUCTION

This is the study entitled 'Effectiveness of TBLT for Teaching Writing Skill at Grade-viii'. It begins with background of the study. It reviews related literature, objectives of the study, significance of the study, methodology, analysis, interpretation and presentation of data and findings and recommendations.

1.1 General Background

TBLT stands for task based language teaching. it's an educational framework for the theory and practice of teaching second and foreign languages. Over the past few decades, it has attracted considerable attraction from both researchers and teachers. Task-based language teaching is primarily a student –centered approach. It originated from the communicative approach ,but has since developed its own distinct principles. It can be seen as a response to more traditional teacher-led, grammar-oriented presentation –practice-production approaches of language instruction in TBLT, tasks or activities are given high importance and are designed around the learner's real life needs .They focus on the using authentic target language and linguistic strategies to complete meaningful, interactive tasks.

1.1.1 Task Based Language Teaching (TBLT)

Task based language teaching (TBLT) is an approach to language pedagogy that suggests that acquiring a second language involves doing tasks in that language. The TBLT approach is also known as task-based instruction (TBI).The idea of this widely famed approach was first introduced and developed by N.S. Prabhu in the 1980s

through his well- known Banglore-Project (1987). He introduced the notion of 'Procedural syllabus' to define the processes in which learners are engaged through different tasks used in the teaching and learning of a second language. The procedural syllabus consists not only language items but the tasks requiring increasingly complex use of language. TBLT makes the performance of meaningful tasks central to the learning process. Instead of a language structure or function to be acquired, the L2 learners are involved in completing a task or in solving a problem. Richards and Rodgers (2002) define TBLT as 'an approach based on the use of tasks as the core unit of planning and instruction in language pedagogy (P.223). The tasks generally include the activities that involve real communication and the activities in which language is used for meaningful outcomes. Engaging learners in a task provides a better context for the activation of their cognition and of their learning process. Thus, TBLT theorists believe in the tenet that tasks are vehicles for second language processing.

Larsen-Freeman (2000) states that a task-based approach aims to provide learners with a natural context for language use (P.144). The approach is thus largely connected with the assumptions of the SLA theories, such as Krashen's Input hypothesis, Long's Interaction hypothesis and Swain's Output hypothesis. As learners work to complete a task, they have an opportunity to interact in the L2.They attempt to express their own meaning and to comprehend others meaning. This is what we call negotiation of meaning from integrationist perspective. Beside this, the learners seek for clarification and confirmation of what they have perceived in theL2 discourse they have been engaged in. Through these operations involved in the completion of a task, the learners may develop their communicative competence in the L2.

A central claim of TBLT is that opportunities for production may force students to pay close attention to form and to the relationship between form and meaning. Tasks are production or outcome oriented; the L2 output elicits better and wider range of L2 input. Similarly, the interaction within a task makes the input more comprehensible and procedural. Thus, learners' interaction and output within a task may play central role in the L2 acquisition. Ellis (2003) views that the study of task in TBLT approach serves to bring SLA and language pedagogy together (P. ix). The tasks are best designed with an understanding of SLA theories, such as socio-cultural theory, cognitive theory, processing theories, socio-interactional theory and so on.

Crookes and Long (1992, as cited in Markee 2010, P. 35)state, "TBLT is not a distinct type of analytic syllabus, it is an umbrella term that subsumes the process syllabuses, the procedural syllabus and pedagogical applications of more recent theoretical and empirical work in SLA studies, classroom research and an action research".

In short, TBLT is an approach which seeks to allow students to work somewhat their own level and area of interest to process and restructure their inter-language. It provides freedom and autonomy into the learning process. The teacher's role is also modified to that of helper.

The major premise of the TBLT is that language acquisition takes place when learners negotiate meaning to perform a particular task. According to Prabhu (1987, PP. 138-143) the major task types used on the project are:

i)   Diagram formations

ii)   Drawing

iii)   Monthly calendars

iv)   Maps

v)   Tabular information

vi)   Rules

vii)   Personal details

viii)   The postal system

ix)   Stories and dialogue

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

a. The focus is on process rather than product.

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

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

d. Activities and task can be either:

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

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

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

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

1.1.1.1 Features of TBLT

Task Based Language Teaching (TBLT) provides an educational framework for the theory and practices of teaching second/foreign language. Pedagogy originally

developed by Prabhu in 1987 while implementing a five years project of exploratory teaching. The project is also known as 'The Banglore project' or 'communicational project', Prabhu (1987, P.1). "It aims to provide natural context for language use." It is partially related to Krashan's (1982) 'Natural approach' and from methodological point of view, it also matches with communicative language Teaching (CLT). Thus, it is communicative in its spirit and emphasizes the accidental learning not only intentional one. Accidental learning refers to acquisition of second/foreign language naturally as we do in the acquisition of L1. This can be made possible by creating real life tasks in ELT classroom. The tasks are much like regular tasks that we perform everyday, such as making the tea, writing an essay, talking to someone on phone etc. TBLT seeks to develop students' interlanguage through providing a task and using language to solve communication problem.

The main features of TBLT as given by Skehan (1996, P.1) are as follows:

i)   Meaning is primary-This approach focuses on meaning.

ii)   There is some sort of communication problem to solve- This approach focuses on communicative and problem solving activities.

iii)   Task completion has some priority- It focuses on the completion of task to achieve the objectives.

iv)   There is some sort of relationship to comparable real world activities-This approach gives emphasis on real world activities.

v)   The assessment is done in terms of outcomes-Students are evaluated with their completed tasks.

In the model of task-based learning described by Willis (1996), the traditional PPP (presentation, practice, production) lesson is reversed. The students start with task.

When they have completed it, the teacher draws attention to the language used, making correction and adjustment to the students' performance. In "A Framework for Task-based Learning", Willis (1996) presents a three stage process:

Figure No.1

Three Stage Process of TBLT


```
Pre task
Introduction to topic and task

Task Cycle
Task planning and report

Language focus
Analysis and Practice
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(Source: Willis, 1996)

In conclusion, TBLT aims the learners work to complete a task, they have abundant opportunity to interact. They work by using their language in natural context. The learners have to work to understand each other and express their own meaning. The process of task-based language teaching moves from prescribed developmental sequence and provides freedom and autonomy into learning process.

1.1.1.2 Components of Task-Based Language Teaching

Candlin (1987, as cited in Joshi 2010) suggests that a task should contain input, roles, settings, monitoring, outcomes and feedback. Input to work on roles for learners

specifies the relationship between participants in a task, setting refers to the classroom and out of class. Actions are procedures and sub-tasks to be performed by the learners. Monitoring refers to the supervision of the task, outcomes are the goals of the tasks and feedback refers to the evaluation of the task.

Shavelson and Stern (1981, as cited in Nunan 1992, P.47) suggest that task design should take the following components:

i) Content- the subject matter to be taught.

ii) Materials- the things that the learners can observe.

iii) Activities- the things the teacher and the learners will be doing during the lesson.

iv) Goals- the teachers' general aims of the task.

v) Students- needs, interests and their abilities.

vi) Social community- the class as a whole and its sense of 'group'.

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

a. Input: refers to the data presented for the action

b. Roles: specify the relationship between participants in a task

c. Setting: refers to the classroom and out of class arrangement entailed in the tasks

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

e. Monitoring: refers to the supervision of the task in progress

f. Outcomes: are the goals of tasks

g. Feedback : refers to the evaluation of the tasks

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

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

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

The components of TBLT suggested by Nunan (1989) are diagrammatically presented below.

Figure No. 2

Components of TBLT

Source; Nunan 1989, p.11

The designers of the task should think about those components; so that, the task will be more appropriate and effective.

1.1.1.3 Criterial Features of a Task

Task-based approach is based on the real communication of daily life activities which focus on meaning rather than the forms of language. The primary focus of this approach is meaning that is real life situation. According to Ellis (2003, PP. 9-10), the following are criterial features of a task:

a. A task is a work plan: A task constitutes a plan for learners activity (p. 9). The work plan may take the form of teaching materials through which the learners can be involved in the activities. Ellis suggests that a task may not result in communicative behavior. It rather may begin from the plan for learning activities. The instructor as well as the learners are involved in the task of preparing work plan.

b. A task involves a primary focus on meaning: A task seeks to engage learners in using language pragmatically rather than displaying language features. It seeks to develop L2 proficiency through communicating. Thus, it requires a primary focus on meaning. Skehen (1998) puts it, meaning is primary in task based instruction. In common with other realizations of communicative language teaching, TBLT emphasizes the central role of meaning in language use

c. A task involves real-world processes of language use: Nunan (1989, cited in Richards and Rodgers, 2010) suggests that two types of task can be used in a second or foreign language classroom: pedagogical tasks and real-world tasks. While the pedagogical tasks have a psycho-linguistic basis in SLA theory and research, the real-world tasks are designed to practice or rehearse those activities that are found to be important and useful in the real-world contexts.

d. A task can involve any of the four language skills: A task requires the learners to: a) listen to or read a text and display their understanding; b) produce an oral or written text; or c) employ a combination of receptive and productive skills. No task is found out of the language use; and language use involves any of the skills or aspects of language.

e. A task engages cognitive processes: Ellis (p. 10) argues that the task to be carried out requires learners 'to employ cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information.' These processes influence but do not determine the choice of language.

f. A task has a clearly defined communicative outcome: A task has non-linguistic outcome, which serves as the goal of the activity for the learners. The stated outcome of a task serves as the means for determining when participants have completed a task. This means that when learners obtain an outcome of their task, they are assumed to have completed that task. Thus, for an activity to be a task, it needs to have an explicit communicative outcome.

The extent to which the given activities can be called 'tasks' can be determined by evaluating whether they satisfy the criterial features of a task mentioned above.

1.1.2 Language skills

Using language means exploiting language in its various forms to communicate. To use language, we need to develop various skills through which we perform language functions. The basic language skills are listening, speaking, reading and writing. These four skills are categorized under receptive skills and productive skills on the basis the way the participants engage in communication. It can be made clear in the following table.

Participants	Productive skills	Participants	Receptive skills
Speaker	Speaking	Listener	Listening
Writer	Writing	Reader	Reading

Traditionally, listening and reading skills are also taken as passive skills. Reading and writing are known as active skills. It is because the participants in productive skills are physically and mentally active, whereas in listening and reading the participants only process information cognitively. Though while reading aloud, the reader may be active in both the terms.

1.1.2.1 Teaching Writing Skill

There is no doubt that writing is the most difficult skill for the learners . Writing is rarely done in isolation. Nowadays, there is electronic communication, we read what people sent to us and then reply, instantly. Actually, writing is encoding of a message in graphic symbols. The writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on. Many implementation factors to consider, planning and teaching a course in writing can be daunting.

Raimes outlines a set of guidelines in Richards and Renandya (2010, p.303): This can make the planning of a writing course a less intimidating task. While designing a course; goals, theories, content focus, syllabus, materials, methodology, activities and course evaluation need to take in consideration.

Seow describes in Richards and Renendya (2010,p.304); the process approach to teaching writing, that comprises four basic stages; planning, drafting, revising and editing. Three other stages could be inserted after the drafting stage; these are responding, evaluating and post writing. Anyway, writing is a systematic process that develops stepwise. Some grammatical inaccuracies can have negative effects on the

overall quality of students' writing. There are some activities and ides in teaching writing such as, *(source:ddeubel.edublogs.org)*

i) Listen-write (dictation, story writing, visualization)

ii)Watch-write (commercials, short videos, news caste, travel videos)

iii)Look-write (pictures, slide shows, description ,book making sequencing)

iv)Read-write (reading journal/newspaper, rewrite, opinion/essay, giving advice)

v) Speak-write (survey report, reported speech, letter writing, email/ messaging)

vi) Write-do (dialogues, drama)

1.1.2.2 TBLT in Writing

Writing is an interactive process by nature since, it evolves out of symbolic interplay between writer, text and reader. In task-based language teaching the condition is more authentic while planning a written piece. The writer need to consider the audience and to adopt a reader oriented approach a persuasive, emotive or objective function interactively. It can be promoted in the writing class by implementing suggestions given by Lyons and Hesley (1992. as cited in Massi 201) list.

i) Group-Brainstorming on a Given Topic

Students work cooperatively and write down the ideas in connection with a task. They can concentrate their ideas by thinking in a group.

ii) Collaborative Writing

Students work together to write a previously agreed text. The whole class constructing and composing a text on the blackboard.

iii) Writing Workshop or In-Class Writing

The students consult each other and co-construct text while the teacher moves around listening to their comments, providing feedback or answering questions on grammatical patterning, lexical items etc.

a) Group Research on a Text Topic

Students divide out the responsibility for different aspects of the information gathering stage on a certain topic. They can fulfill the task (writing task) in group.

b) Peer-Editing

Students exchange their first draft of a text and point out changes which are needed to help the reader. The whole class examines the text produced by other students for the purpose of analysis on specific aspects.

Thus, interactive writing becomes valuable, communicative and powerful. It enables the students to permanently challenge their current language practice and gain the most from the experience.

While designing a course; goals, theories, content focus, syllabus, materials, methodology, activities and course evaluation need to take in consideration.

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1.1.2.3 Roles of Students and Teachers in Task-Based Approach

Second or foreign language learning in tutored setting is an outcome of collaboration between teachers and between learners themselves. In task-based foreign language learning, the learners are assumed to be able to perform tasks adequately. Hence they play central role in the process of language learning. Nunan (2005) writes:

Sometimes teachers play passive role i.e. a certain sacrifice to both form and content. While at the other times, they play active role to serve preparatory   functions with both teaching language form and in establishing the expectation of a greater students' role (as cited in Cabral, 2004, p.3).

1.1.3 Experimental Research

The experimental research has a range of definitions. Experimental means based on experiment and research means inquiry. So that, experimental research refers to the investigation/ inquiry relating to or based on experiment for the knowledge. In the strict sense, experimental research is what we call a true experiment.

This is an experiment where the researcher manipulates one variable and controls/ randomizes the rest of the variables. It has a control group, the subjects are randomly

assigned between the groups, and the researcher only tests one effect at a time. It is also important to know what variable(s) you want to test and measure. A very wide definition of experimental research or a quasi-experiment is research where the scientist actively influences something to observe the consequences. Most experiments tend to fall in between the strict and the wide definition. Experiments are conducted to be able to predict phenomenon. Typically, an experiment is constructed to be able to explain some kind of causation. Experimental research is important to society. It helps us to improve our everyday lives.

An experiment involves the creation of an artificial situation in which events generally go together. The experiments are pulled apart in order to derive some changes or effects (positive or negative). The participants in an experiment are called subjects. The elements or factors included in the study are termed variables. Independent variables are those that are systematically altered by the experimentation. Those items that are affected by the experiment treat mental treatment as dependent variables.

From the above explanation we can draw following inferences:

- One or more control and experimental groups

- Natural setting is intervened dividing the class into two groups**.**

- A special treatment or experiment is introduced to bring the change.

- There are mainly two groups: controlled group and experimental group.

- Appropriate time management for two groups is made.

- Treatment is carried out by the researcher.

- Experimentation is introduced only in one group i.e. experimental group only.

- The other (controlled) group is often left naturally.

- Independent variable is manipulated by experimental researcher.

- The cause variable is an independent variable

- The result variable is dependent variable

The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested. To put in other way, an experiment involves making a chance in the value of one variable which is called the independent variable. The effect that changes on another variable is called as dependent variable.

1.2 Statement of the Problem

Despite the fact that language is primarily spoken but it is necessary to know about the writing too, mostly in foreign language is essential. It is because many foreign language learners want to be able to write for information and pleasure, for their career and for study purposes. In fact, in most EFL situations, the ability to read in a foreign language is all that students ever want to acquire. Extensive exposure to linguistically comprehensible reading and writing texts can enhance the process of language acquisition. Writing, therefore, is a skill which is highly valued and focused by students and teachers alike.

Through the studies (researches) done by my seniors previously, I came to know that many of the teachers teaching in Nepalese schools have no clear understanding of TBLT and those who have better understanding about it and who are interested to practice it, have been facing various obstacles for the implementation of this approach.

It is said that the main aim of language teaching is to enable learners to communicate in target language. TBLT is considered by many of the teachers as an approach to teach speaking. So, this misconception needs to be avoided. The researches done so far in Nepal under the stream of education (major English) have not gone through the reading skill, mainly for secondary level. So, the investigation regarding the fruitfulness of TBLT for instructing reading is inevitable.

The problems stated above for the practice of TBLT have seriously affected the achievement and proficiency of students as well as the teachers. If those obstacles are not solved, teaching of English in our schools cannot be effective and fruitful.

Now, it is concluded that there are challenges to practice TBLT in Nepalese context. So that, the obstacles related to the teachers, students, guardians, schools, curriculum, syllabuses and so on should be gradually minimized and solved. And we should get benefit from newer and nobler approach, TBLT in the field of teaching English as EFL in Nepalese schools like in the schools and institutions of other countries.

1.3 Rationale of the Study

This present research has focused on the effectiveness of TBLT for teaching writing skill at grade-viii. Several researches have been carried out on TBLT. Maximally, the researches have been done for other skills and aspects of language like reading, grammar, vocabulary, speaking and so on. Therefore, it is hard to find out the researches which focus on writing and especially for lower secondary level. So, a number of researches carried out by different researchers and books written by different scholars have directly or indirectly highlighted the importance of TBLT in general, but this study is certainly different from the others because it has focused out

the roles of TBLT for effective teaching of writing skill in lower secondary (class-viii) level. Hence, the whole research has been concentrated on the real need, environment, difficulties and solutions which will help the concerned personals to identify the significance and real use of TBLT for teaching writing skill in lower secondary level.

1.4 Objectives of the Study

The objectives of the present study are as follows:

- To find out the effectiveness of TBLT for teaching free writing (essay writing, letter writing, dialogue writing and news report writing) at grade-viii.

- To suggest some relevant pedagogical implications.

1.5 Research Questions

The following research questions have been tried to address in this research.

- How is TBLT effective in teaching writing?

- What are the relevant pedagogical implications in teaching writing?

1.6 Significance of the Study

Teaching has always been a difficult job, and with development of newer and approaches and methods it has become more challenging. Since this study has focused on effectiveness of TBLT for teaching writing skill at grade eight and reflecting challenges and their solutions to practice TBLT, it will be significant to those who are interested in language teaching-learning (especially to English language teachers) and will be equally important for syllabus designers, trainers, students, text book writers,

researchers, methodologists and all the persons who are directly and indirectly involved in ELT, mainly as second and foreign language**.**

1.7 Delimitations of the Study

- The study was limited to one of the English-medium school of Sunsari district only.

- This study was limited to the students of class eight of SOS Hermann Gmeiner Secondary School, Itahari, Sunsari.

- The study was for 25 days only.(2018/06/08 to 2018/07/03)

- The study was limited to task based language teaching.

- The total number of students was twenty eight.

- It was limited to teaching writing skill, such as essay writing. letter writing, dialogue writing, news report writing.

- The test items were limited to English course of class eight.

- The study was limited only on pre-test and post test

- This study was limited only on 20 lessons.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Theoretical Review

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 tasks and preparing appropriate work plans for each task, decisions have to be taken regarding methodological procedures for executing the work plans in the classroom. It can be said that only selecting and sequencing a set of tasks and preparing work plan may not be enough for task-based teaching. Appropriate methodology should be prepared to implement the task and work plan in the classroom. Ellis (2003, P.244) provides the three stages framework of task-based pedagogy.

a) The pre-task phase: The purpose of the pre-task phase is to prepare students to perform the task in ways that we promote acquisition. Pre-task is concerned with various activities that teachers and students can undertake before they start the task. Skehan (1998, as cited in Ellis 2003, pp.244-249) refers to two broad alternatives available to the teachers during pre-task phase: an emphasis on general cognitive demands of the task, and/or an emphasis on linguistic factors. Attentional capacity is limited, and it is needed to respond to both linguistic and cognitive demands. These alternatives can be tackled procedurally in one of four ways:

1. Supporting learners in performing a task similar to the task, they will perform during task-phase of the lesson.

2. Asking students to observe a model of how to perform the task.

3. Engaging learners in non-task activities designed to prepare them to perform the task.

4. Strategic planning of the main task performance.

b) The during task phase: It is the second phase of task-based lesson. It is the obligatory phase during task-based teaching. The methodological options available to the teacher in the during-task phase are of two basic kinds: task performance option and process option.

c) The post- task phase: It is the final phase of task-based lesson. Though it is not obligatory phase of task-based lesson, it plays crucial role in learning. The post-task phase affords a number of options. These have three major pedagogic goals:

1. to provide an opportunity for a repeat performance of the task;

2. to encourage reflection on how the task was performed; and

3. To encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

Task is a goal oriented activity with a clear purpose. It is an activity in which students use language to achieve specific outcome. Prabhu (1987, P.10), a task is "an activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process". Similarly, Nunan (1989, P.10) says, a communicative task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or

interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right". Likewise, Long (1985, P.89) states that:

Task is a piece of work undertaken for oneself or for others freely or for some rewards. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, weighting a patient, typing a letter, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across the road. In other words, by 'task' is meant the hundred and one thing people do in everyday life, at work, at play and in between.

On the basis of the above views about 'task' given by different scholars, it is an activity which is designed to achieve particular learning goal, such as using telephone to obtain information, drawing maps based on oral instruction etc. The materials used for task are stimulating, intellectually challenging for planning and implementing lessons. In other words, it is an activity which requires learners to arrive at an outcome from given information through some processes of thought and which allow teachers to control and regulate the process. To perform the task, the learners are required to process the thought.

According to Prabhu (1987) the following are the three types of tasks in TBLT.

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

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

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

Similarly, Pica, Kanagy and Falodun (1983, as cited in Richards and Rodgers 2002, P. 234) have mentioned the following classifications of tasks:

a. Jig saw tasks: These involve learners combining different pieces of information to form a whole.

b. Information-gap tasks: One student or the group of students has one set of information and another student or the group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

c. Problem-solving tasks: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

d. Decision-making tasks: Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

e. Opinion exchange tasks: Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

2.2 Empirical Review of Related Literature

Many research studies have been carried out in the field of English language teaching all over the country. Basically, many research studies have been carried out in the

effectiveness of TBLT. Among them, some have been conducted to find out the effectiveness of TBLT in teaching reading, TBA and its implication in English teaching and learning using task-based techniques for teaching simple present tense, etc. But I have not got research in TBLT to teach writing. Some of the researches carried out are in action, experimental, survey and case study research design. The related studies are reviewed as follows.

Hua (1966) conducted a research on 'Task Based Approach and its implications in English Teaching and Learning' in Chinese context. Test was the major tool of data collection. This was applied in different levels of students. He studied TBLT in language classroom for 2 years. His research findings showed that the most of the students taught in TBLT framework have been learnt how to learn English by themselves rather than being dependent on teachers. But he also underlined some problems in applying TBLT in ELT classroom, such as, how to control the time of doing task and how to assign different tasks to different levels of students etc.

In 1979, Prabhu conducted a long running project using task-based learning in Banglore in southern India. The project syllabus comprised a list of tasks which consisted of activities like finding your way on maps, interpreting timetables or answering questions in which students have to solve the problems. The main interaction in the classroom took place between teacher and students, The class performed pre-task which involved questions and vocabulary checking and they answered the questions with which they solved the problem that were set. He theorized that emphasis in class is given in meaning rather than form, language can be learnt incidentally.

The major premise of TBLT is that language acquisition takes place when the learners negotiate meaning to perform a particular task. N.S. Prabhu (1987) says the learners accomplish the task like :

i.   Information gap activity, in which learners are required to supply the information need in work.

ii.   Reasoning –gap activity, which requires learners to give logics, reason on a given issue.

iii. Opinion gap activity, in which learners have to identify and opine about the given situation or issue

Rimal (2004) studied on 'Effectiveness of Group work on Learning Writing Skills'. He experimented on the students of grade xii by using random sampling. His research finding gave impression that group work exerts positive influence on the learning writing skills. He recommends the use of group work in ELT classroom.

Ojha (2016) carried out a research on "Role of TBLT for Teaching Reading Skill at grade nine". The main objective of his study was to find out the effectiveness of TBLT for teaching reading at grade nine. The overall findings showed that by giving a task, the students collaborate and exchange ideas and enhance the reading skill. He found that TBLT is more effective in teaching reading skill.

Oli (2005) conducted a research entitled 'The Effectiveness of Task-Based Techniques for Teaching Simple Present Tense'. The students were randomly selected as primary source of data from one government school. The main purpose of this study was to find out the effectiveness of task-based technique for teaching simple present tense. The findings of this study suggested that task-based techniques are very

effective in teaching simple present tense. He also suggested implementing TBLT in classroom to teach grammar.

Sharma (2012) conducted a research on 'Effectiveness of Task-Based Language Teaching (TBLT) in Teaching Writing'. The primary sources of data were the students of grade nine, who were selected randomly. The main purpose of this research was to present a framework of TBLT for teaching writing and to find out the effectiveness of task-based language teaching in teaching writing. The overall findings showed that by giving a task, the students collaborate, negotiate and exchange ideas and enhance the writing skills. But the problem can be, it develops only writing skills.

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

a. The focus is on process rather than product.

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

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

d. Activities and task can be either:

- Those that learners might need to achieve in real life.

- Those that have a pedagogical purpose specific to the classroom

e. Activities and task pf a task-based syllabus are sequenced according to difficulty.

f. The difficulty of task depends on a range of factors including the previous experience of the task and the degree of support available.

The review of the literature as mention above shows that many researches have been conducted to find out the effectiveness of task –based approach in teaching English language using experimental research which makes it clear that it is very effective techniques to encourage students for learning language at friendly and collaborative environment.

According to Grellet (1987), understanding a written text means extracting the required information from it as efficiently as possible.

Reading offers language input, as listening does (crooks, 1986), so reading is a receptive language skill. Richards and Rennandya (2002) opine that in many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this: first, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career and reading purposes. In fact, in most EFL situations, the

2.3 Implications of the Reviewed Literature

Review of the related researches have provided the researcher with a deep insight on many aspects of the research, such as setting concrete objectives, determination of topics and sub-topics, selecting methods and procedures of the study, data collection, analysis and interpretation of the data, consulting references and so on Aapart from this, review has supported me to have broad idea and knowledge on TBLT and its different aspects.

2.4 Conceptual Framework

This study has following conceptual framework:

Role of TBLT For Teaching Writing

Sociolinguistic	→	Investigation of Non-English Teachers	←	Teaching
			←	Second /Foreign Language

Teachers		Teachers		Teachers

Educational		Strategie		Technique

School Environment		Child Centered	Teacher Centered	TBLT	Translation Lecture Explanation

Role

Influenti-

Effective role inside the classroom For Teaching writing Skills		Less effective role inside the classroom For Teaching writing Skill

Findings

CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

This step answers the question of how the research was conducted. This chapter subsumes the following sub steps.

3.1 Design of the Study

I used experimental research design to achieve the objectives. I have selected one school of Sunsari district purposively and asked the school administration for permission. Class viii was my target. Altogether there were 28 students. Then, divided class eight of that school into two groups. The students having odd numbers were in controlled group (1,3,5,7,9,11,13….). Whereas the students having even number in experimental group (2,4,6,8,10,12,14….) The control group was been taught through traditional way and the other group was experimental in which I applied TBLT approach while teaching writing skill. Before doing this, I took a pre-test and after introducing the treatment, I gave them post- test after 24 days. Two progress tests were taken between pre-test and post-test. Finally, the average marks in all terms in pre-test and post-test have been tabulated and calculated to find out the difference between pre-test and post-test scores.

3.2 Sources of Data

The researcher used both types of sources of data to carry out the study.

3.2.1 Primary Sources

The study was solely based on primary sources of data. The primary source of data was 28 students of grade viii from the English medium public school SOS Hermann Gmeiner secondary School, Itahari Sunsari. (See appendix-vi)

3.2.2 Secondary Source

The secondary sources of data for the study were related books, thesis, and articles such as Prabhu (1987), Nunan (1995), Ellis (2010), Harmer (2008), Markee (2010), Richards and Rodgers (2010), Richards and Rennandya (2002), Journals, websites and other related materials.

3.3 Population Sampling

Twenty eight students studying at grade from SOS Hermann Gmeiner secondary school located in sunsari were the population of the study where the number of boys was 19 and girl was 9.

3.4 Sampling Procedure

The researcher used purposive sampling procedure. So, I selected SOS Hermann Gmeiner secondary school located in Sunsari district. Twenty eight students were taken from grade eight of the same school and grouped as group 'A' and group 'B', where the students having odd roll numbers were kept under control (A) group and the students with even roll numbers were named as experimental (B) group.

3.5 Data Collection Tools

Test item was the main tool for the study. There are two types of test: pre-test and post- test. The test items were constructed on the basis of writing and all the tests were written. (see appendix-1)

3.6 Data Collection Procedures

As researcher I selected the school where I have been teaching for 4 years to collect the data for the research .I arranged the following process of data collection.

i.   At first, I visited the concerned authority to get permission to carry out the research and explained the purpose and process of my research

ii.   I talked to the students of grade eight and concerned teacher.

iii.   Then, a set of test items which were for them were distributed to measure the ability of the students in writing before teaching.

iv.   I checked the answer sheets and got the mean score and found out standard deviation.

v.   After analyzing the score of pre-test, the teaching was started applying TBLT procedure .The tasks /activities like listen-write, watch-write, look-write, read-write, speak-write etc. (source:ddeubel.edublogs.org)

vi.   I gave two progress tests to find out the effectiveness of this approach in teaching writing and I gave one post test after finishing all 20 lessons.

vii.   I checked the answer sheets of the post-test and got the mean score and standard deviation.

viii.   Finally, the score of the pre-test and post-test were analyzed to determine the effectiveness of TBLT in writing.

3.7 Data Analysis and Interpretation Procedures

The main tools of data collection were the tests. The primary data were collected through a pre-test, three progress tests and a post-test. The research was conducted for 20 days. I collected, tabulated, analyzed and interpreted data using appropriate mathematical tools like percentage, mean score, standard deviation etc.

Data have been analyzed and interpreted in the following ways:

a) Holistic comparison

i. Differences in pre-test and post-test

ii. Average score of grand-total

b) Subjective test-based comparison

i. Essay writing

ii. Letter writing

iii. Dialogue writing

vi. News report

c) Analysis of the scores of the progressive tests

In this way, for the above stated all the topics and items, both group 'A' and 'B' have been analyzed and interpreted to find out the average value of the both groups on pre-test and post-test. After that, difference between pre-test and post-test for both the groups was found out in average and percentage to find out the effectiveness of TBLT and finally standard deviation was derived to find out the homogeneity and heterogeneity in the performance of the students.

Mean and standard deviation have been calculated using the following formula:

i. Mean $(\overline{X}) = \dfrac{\sum x}{n}$ (where, x is individual score and n is total number of students)

ii. Standard deviation $= \sqrt{\dfrac{\sum x^2}{n}}$ (where, $x = X - \overline{X}$)

CHAPTER- FOUR

RESULTS AND DISCUSSION

4.1 Result

This sub-topic consists of the overall results received from the data collected from primary sources. By checking of the answer sheets of both groups, the result that we got from various items, we came to know that the uses of task –based activities such as pair work, group works, guessing games read and write, discussions etc. have created more motivation to students for understanding the lesson and they have also got better result than that of using non-task activities.

By checking of the answer sheets of both groups, the following results have been drawn.

1. Observing the result of grand total, 2 students of controlled group acquired 15 marks out of 20 full marks. In experimental group 3 students scored 18 marks out of 20 full marks. It is because of using task-based activities (pair work, group work, word games, read, write and discuss) in teaching to experimental group.

2. In essay writing test items, 9 students in control group secured 4 marks out of 5 full mark where as 13 students got 4 in experimental group .The better result of experimental group is due to the use of task based activity i.e. group work.

3. Likewise letter writing, 6 students got 4 marks in controlled group and 8 students from experimental group. From the evidence we can conclude that the

better result of experimental group is due to application of the task –based activity i.e. opinion exchange task.

4. In dialogue writing test item , 8 students of experimental group got 4 marks out of 5 and 1 student got full mark (5/5) .Where as only 4 students of controlled group scored 4 marks. The better result of experimental group is due to the use of task –based activity i.e. read and write in pair work and group work.

5. In news report writing ,2 students scored 5 out of 5 and 1 student scored 4 mark and 4 students got 3 marks In experimental group .Where as only 5 students got 3 marks in controlled group . Experimental group is high scorer than controlled group due to the use of TBLT.

6. By the above result that we got from various items, we came to know that the uses of task-based activities such as pair work and group work.

4.2 Discussion

This chapter consists of analysis and interpretation of data collected from primary sources. The main objective of the study was to find out the effectiveness of the TBLT in teaching writing. The main tools of data collection were the tests. The primary sources of data collection were obtained through a pre-test three progress test and a post-test. The research was conducted for twenty days in grade eight. For the achievement of the objective of my research, I collected, tabulated, analyzed and interpreted data using appropriate mathematical tools like percentage, mean score, standard deviation etc. For the purpose, I have tabulated and analyzed the data in the following order:

4.2.1 Holistic analysis

4.2.2 Test items analysis

4.2.3 Analysis of the scores of progressive tests

4.2.1 Holistic Analysis

Holistic Comparison consists of a table where the results of pre-test and post-test for 4

items are presented: Essay writing, letter writing dialogue writing and news report

writing. For analyzing the data, the individual scores of both tests (pre-test and post-

test) items have been taken and tabulated. The difference between the average scores

of the two tests is determined. The result is also converted into percentage. The marks

of each item in the pre-test have been subtracted from the marks of post-test to find

out the differences between them.

The group which has got higher mark is thought to be better than the one which has

got lower marks.

Table 1 : Differences in Pre-test and Post-test

S.N.	Test-items	Groups	P1	P2	D	D%
1	Essay writing	A	30	50	20	40%
		B	33	46	13	28.26%
2	Letter writing	A	37	57	20	35.08%
		B	29	44	15	34.09%
3	Dialogue	A	27	65	38	58.46%
		B	27	42	15	35.71%
4	News report	A	15	46	31	67.40%
		B	17	27	10	37.04%

The table 1 shows the differences between pre-test and post-test . Four test items were

listed with their scores obtained by the both groups A and B. While analyzing the

score it was found that the score in post test was higher than the score in pre test .In essay writing the difference percent is 40% and 28.26% in letter wring 35.08% and34.09% in dialogue writing 58.46% and 35.71% and in news report writing 67.40% and 37.04%. According to this table the score in essay writing and letter writing in pre-test is slightly higher than in post-test for group-'A' (Control) but in other items the score in post-test is higher than pre-test. It is also very vivid from the table that increment percentage of group 'B' (experimental) is higher than the group 'A' for almost all test items.

For the further macro-level comparison in this sub-unit, the achievement of students is observed from bird-eye-view. It means achievement of group 'A' and 'B' is compared here. For this, the total score of the students in each group in pre-test and post-test is converted into average, difference is found out, difference percentage is calculated and standard deviation is also measured.

Table 2: Average Score of Grand-total

Groups	$\bar{x}$ in P1	$\bar{x}$ in P2	D	D%
A	7.92	12.57	4.65	0.58
B	7.42	11.35	3.93	0.52

The table 2 shows the average score of grand total .According to the table students of the group 'A' scored 7.92 in average, out of 20 marks in pre-test. That score reached 12.57 in post-test and it increased by 4.65 average score, i.e. 0.58 percent. Meanwhile, the group 'B' secured 7.42 average score out of 20 marks in pre-test and it increased to 11.35 in post-test. The increased rate was 3.93 average score which is 0.52 percent.

However, there can be seen high heterogeneity in the performance of the students of group 'A' and 'B' both because the SD value of the score of Group 'A' and 'B' is 8.48 and 7.56 respectively. All the students in group 'B' got the mark increased, but obviously ratio of the increment of all the students is not equal; so that this result reminded that special attention should be paid for needy or poor students in the class while teaching the English language through TBLT approach in order to reduce the heterogeneity in the performance of the students.

The individual scores taken from pre-test and post-test were tabulated under each heading group wise. The average scores have been computed out of the individual scores of the pre-test and post-test. The difference has been calculated between pre-test and post-test. If it is higher than zero, it shows the progress of the group. The difference has also been converted into percentage and standard-deviation has been found out to find out similarity and variation of the performance of the students.

In this way, the statistical approaches of percentage (%), average or mean and standard deviation (to qualify the averages) are used to analyze the data. The effectiveness is counted on the basis of items.

4.2.2 Test Items Analysis

4.2.2.1 Essay Writing

This test item carries 5 full marks.

Table 3: Average marks of both the groups in Essay writing

Groups	$\bar{x}$ in P1	$\bar{x}$ in P2	D	D%
A	2.14	3.57	1.43	0.66
B	2.35	3.28	0.93	0.39

The table 3 shows the calculation of result of essay writing .According to the table ,the average score of group 'A' in pre-test was 2.14 and it increased to 3.57 in post-test. It increased by 0.66 percent or by 1.43 in average score. Similarly, the average score of group 'B' was 2.35 in pre-test and reached 3.28 in post- test. The score increased by 0.93 in average or by 0.39 percent. It shows that group 'B' performed better than group 'A' in essay writing since the score increment percent of group 'B' has been more than that of group 'A'. This proved that TBLT plays very crucial role on teaching this item.

4.2.2.2 Letter Writing

This test item carries 5 full marks

Table 4: Average marks of both the groups in Letter writing

Groups	$\bar{x}$ in P1	$\bar{x}$ in P2	D	D%
A	2.64	3.07	0.43	0.16
B	2.07	3.14	1.07	0.51

The table 4 shows the result of letter writing .According to the table ,the average score of group 'A' in pre-test was 2.64 and it decreased to 3.07 in post-test. It decreased by 0.43 percent or by 0.16 in average score. Similarly, the average score of group 'B' was 2.07 in pre-test and reached 3.14 in post- test. The score increased by 1.07 in average or by 0.51 percent. It shows that group 'B' performed better than group 'A' in letter writing and Not stated item since the score increment percent of group 'B' is more than that of group 'A'. This proved that TBLT is effective on teaching writing

In terms of dispersion of the score, group 'A' got more scattered scores than group 'B' since the standard deviation values of group 'A' and 'B' were 0.73and 0 respectively. Thus, the students of group 'B' had more equality in performance than that of group 'A'.

4.2.2.3 Dialogue Making

It carries 5 full marks

Table 5: Average marks of both the groups in Dialogue making

Groups	$\bar{x}$ in P1	$\bar{x}$ in P2	D	D%	σ of P2
A	1.92	3.42	0.20	1.5	0.78
B	1.92	3	1.08	0.56	0.56

The table 5 shows the result acquired from the dialogue making. The average score of group 'A' in pre-test was 1.92 and it increased to 3.42 in post-test. It increased by 1.5 percent or by 0.78 in average score. Similarly, the average score of group 'B' was 1.92 in pre-test and reached 3 in post- test. The score increased by 1.08 in average or by 18 percent. It shows that group 'B' performed better than group 'A' in gap filling

item, since the score increment percent of group 'B' is more than that of group 'A'.
This proved that TBLT is effective on teaching reading.

In terms of dispersion of the score, group 'A' got more scattered scores than group
'B' since the standard deviation values of group 'A' and 'B' were 0.34and 0
respectively. Thus, the students of group 'B' had more equality in performance than
that of group 'A'.

4.2.2.4 News Report

This test carries 5 full marks.

Table 6: Average marks of both the groups in News Report

Groups	$\overline{x}$ in P1	$\overline{x}$ in P2	D	D%
A	1.21	2.5	1.29	1.06
B	1.07	1.92	0.85	0.79

The table 6 shows the result acquired from news report .The average score of group
'A' in pre-test was 1.21 and it decreased to 2.5 in post-test. It decreased by 1.29
percent or by 1.06 in average score. Similarly, the average score of group 'B' was
1.07 in pre-test and reached 1.92 in post- test. The score increased by 0.85 in average
or by 0.79 percent. It shows that group 'B' performed better than group 'A'.

4.2.3 Analysis of the Scores of Progressive Tests

Table 7: Individual Scores on First Progressive Test

(Group - A)

S.N	F.M	Score	No. of Students	Percentage
01	20	14	1	7%
02	20	12	1	7.1%
03	20	11	3	21%
04	20	8	3	21%
05	20	7	1	7.1%
06	20	6	1	7.1%
07	20	4	3	2.1%
08	20	3	1	7.1%
Total			14	100%
Average score: 4.64				

As the table 7 shows that 20% of the students have scored 9 marks out of 10, which is the highest score and 6.66% students have scored 4 marks which is the lowest. In comparison to the pre-test, the students have shown satisfactory progress in reading.

In pre-test, one student has scored 74 marks which is the highest score and one student has scored 33 marks which is the lowest score. The average score of pre-test is 47.33, i.e. 52.59% and the average score of first progressive test is 6.87, i.e. 68.7, shows that there is a remarkable progress in writing.

After taking first progressive test, two texts were provided to the students for reading purpose. After teaching for eight days, a second progressive test was taken. The scores of second progressive test are as follows:

Table 8: Individual Scores on Second Progressive Test

(Group - B)

S.N	F.M	Score	No. of Students	Percentage
01	20	18	1	7.14%
02	20	16	1	7.14%
03	20	15	2	14.28%
04	20	13	3	21.42%
05	20	12	3	21.42%
06	20	10	2	14.28%
07	20	9	1	7.14%
08	20	8	1	7.14%
				100%
		Average Score : 11.62		

As the table 19 shows that 20% students have scored 10 marks out of 10 which is the highest score and 6.66% students have scored 5 mark which is the lowest score in this test. In first progressive test, the highest score was 9 but in this test the highest score is 10. In the first progressive test, the lowest score was 4 but in this test the lowest score is 5, which shows the progress. The students have again shown the remarkable progress in reading. It has added more expectations and has strengthened my hope to continue the use of task-based language teaching.

CHAPTER- FIVE

SUMMARY, CONCLUSION AND PEDAGOGICAL IMPLICATIONS

The present study has been carried out to find out the effectiveness of task-based activities in teaching writing at grade eight English classroom. I have carried out a practical study to fulfill the objectives, which has helped me to be experienced in my way to research. The students have got chance to play with different tasks in the classroom while learning writing skills. Though the class was heterogeneous with varying degree of proficiency level, the effectiveness of this approach has shown satisfactory result, that I have found through administering different tests.

On the basis of the analysis and interpretation of the data summary and conclusions and implications of the study have been presented as follows:

5.1 Summary and Conclusions

First language is learnt spontaneously in the natural environment because the language learners get sufficient exposure and appropriate reinforcement in acquiring it. But it is not so in the case of second language acquisition. Teaching methods play a very important role in learning a foreign language and it is learnt mostly in the artificial environment. Learners hardly get exposure to learn the second language, so it is very difficult to teach a foreign language effectively.

Lack of the selection of the appropriate method/ approach the rate of the success of the learners can not be expected high regarding English language learning as ESL/

EFL. English is taught and learnt as a foreign language in Nepal. So, it is very necessary to use an appropriate method to teach this language.

There are many methods developed in language teaching. Among them Task-Based Language Teaching (TBLT) is one. This is an approach which is based on the use of tasks as the core unit of planning and instruction in language teaching.

In order to find out the effectiveness of TBLT, a research was conducted. The present research is an effort to find out the effectiveness of teaching writing through experimental research. Twenty classes were taken to conduct the research in SOS Hermann Gmeiner Secondary School. Twenty eight students of grade 8 'A' were sampled for the study.

For the sake of completion of my current study, I carried out analysis and interpretation and received reflections on two major points namely 'score analysis of three progressive tests', ' score analysis of pre-test and post-test'. At each and every point, I found the students having better performances on the given tasks. On the basis of analysis and interpretation of primary data, the findings have been summarized and concluded as follows:

- Teaching writing through TBLT was found to be better since the progress is seen in every progressive test. So, it can be said that it is effective to teach writing through TBLT.
- While teaching writing through TBLT, students were found to be highly motivated, so that there was active participation of all students.
- Holistic comparison in terms of standard deviation in the post-test shows that there was more heterogeneity in the progress among the individuals of 'control

group' rather than 'experimental' because the standard deviation of the scores of that group. Standard deviation value of 'experimental group' was also very high. Thus, the teachers need to pay attention to all the students focusing on the levels and needs of them while carrying out any activity in the classroom.

- The control group got it's average scores increased in essay writing, news report writing, letter writing and dialogue writing items choose right information item by 7, 7.1, 21, 7.1, 7.1, 2.1 and 7.1 percent respectively in the pre test. On the other hand the experimental group got it's average scores increased in the same area by 7.14, 7.14, 14.28, 21.42 , 14.28, 7.14 and 7.14 percent respectively. Thus the performance in the post test of experimental group was very high.

- To make a macro level comparison, the students of control group scored 7.92 inn average out of 20 marks in pre test that increase 12.57 in the post test by 4.65 in average score and 0.5 percent in this way 3.93 percent increment in the score of experimental group against the 4.65 percent of control group was the result of the use of the task based activities to teach the group.

- Holistic comparison shows that in terms of standard deviation in the pre-test there was more heterogeneity in the progress among individuals of control group rather than experimental because the standard deviation of the scores of the group was 2.69 against the 7.56 of experimental group.

- Among 4 items task-based language teaching was found to be effective in all three item but found to be less effective in one item which is news report .In news report writing ,the average score of pre-test of group B is 1.07 and the average score of post test is 1.92.It shows that there is very less differences between the two i.e.0.85 is average and it is just 0.79 percent and similarly in

letter writing the average score in pre-test was 2.07 and in post –test was 3.14.It shows very less differences between the two i.e.1.07 was average and it is just 0.5 percent. In this way, 0.5 percent increment in the score of 'experiment group' against the 0.16 percent of control group was the result of the use of task-based activities to teach the group.

- Analysis of the scores of progressive tests has proved the effectiveness of TBLT (task-based language teaching) as the scores of the students have increased remarkably because average score of the students in first progressive test was 4.64, it increased to 11.62 in second test.

- Among four questions, task-based language teaching was found to be effective in all three questions but found to be less effective in one question which is 'making news report' .

- Task-based language teaching is very useful and helpful to the teachers as well. It makes teacher very active and devote towards their profession. I found that the teaching becomes interesting using TBLT because all the students were very active towards teaching and learning process.

The summary and conclusions have been drawn on the basis of result of the pre-test, progressive test and post-test. It is based on the result of group rather than the responses of individual students. So, this study reveals that teaching writing through TBLT is effective since the result of post-test of the experimental (B) group depicts that the group was benefited, as the performance of the group is better than control (A) group.

5.2 Implications

Task-based language teaching (TBLT) has very important role to play for teaching and learning the English language. Changes are the inevitable aspects of everything, the same is with teaching-learning of English too. So that, some new approaches have entered in this process and several changes and reforms have been observed in English Language teaching techniques too. In such changes, the genuine and effective researches play vital role. The findings of the present research 'The effectiveness of Task-Based Language Teaching (TBLT) for Teaching writing Skills for Grade-viii' will also have some implications for policy level and practice level and for further research. Some of the important implications are as follows:

5.2.1 Policy Level

The research task can be useful for making polices for enhancing writing skills,

Curriculum designers, methodologist teachers, educators etc. in this level, the following implications can be recommended as:

- The study will be equally fruitful to the students of ELT, text book writers, curriculum framers, language teachers, trainers, stakeholders and researchers as well. The study will be a great help to those who want to develop themselves professionally as teachers and trainers.
- Post-test yielded better result compared to pre-test. From this, researcher can say that teaching reading through TBLT is better than usual way of teaching. So, it should be applied in teaching reading skills for better results.

- Students should be involved in tasks which should be interesting and motivating. So that, they can be highly motivated and interested in their study. They can be creative, so as to solve their problems by themselves.

- Task-based language teaching should be applied in order to make the students more active and motivating in the classroom.

- The syllabus designers and methodologists should encourage the use of TBLT in teaching second language. So that, in a language classroom, a language teacher can present reading items by making active participation of the students.

- This approach focuses on meaning. So, language is easy if it is related to the real-life situation. They can understand it easily and it is much plausible to implement in school level.

- Group work, pair work, peer editing and interaction are major techniques of teaching-learning and classroom management in task-based language teaching. So, its implication is great in teaching writing skills.

- The students' continuous progress in first, second and third progressive tests claims that TBLT is fruitful for maintaining pace of learning. So, the English language teachers should promote its use in classrooms for teaching writing skills.

5.2.2 Practice Level

The research work may be helpful to the students as well as teachers to practice teaching writing skills in school. It may be helpful to practice new research work .The researcher hopes that this research work may help to teachers, students, curriculum designers, trainers, stake-holders and researchers as well who are involved in

language teaching and learning. In this level, the following implications can be recommended as:

- This research work will be useful to teachers as well as students for teaching learning activities.
- This can be very ideal method for making students more active and motivating in the classroom while doing activities.
- This can be useful tool to improve students reading speed level comprehension level and pronunciation.
- TBLT is an effective approach to implement in the classes with the students having different ability, interests and needs. So, it is very useful approach.
- If the students are involved in reading and writing by themselves, their writing comprehension level and vocabulary power can be improved.

5.2.3 Further Research Level

This research work can be very useful for those who are interested to hold research work in the days to come .In this level, the following implications can be recommended as:

- This will provided guideline to the researchers in future.
- It will be good resource for further researches.
- It can attract the attention of the language teachers and students for better results in future.

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APPENDICES

APPENDIX I

Test Items

Test Items for Pre- test and Post-test   Full marks: 20

PRE-TEST

Q.N.1. Write an essay about your favorite place.   (5)

Q.N.2. Write a letter to your friend describing the facilities that you can get in your school. (5)

Q.N.3. Write a dialogue between two friends (use the situation)   (5)

(a) You lost your friend's pen which you have to return.

(b) You tore your friend's note book.

(c) Make a plan for your school's excursion

Q.N.4. Prepare a news report on the basis of: (5)

- Passenger jeep fell down

- 9 people injured

- Taken to district hospital

- 4 children are out of danger

- 3 women died

- Others went home

POST-TEST

Q. N. 1. Write an essay about your favorite game.   (5)

Q. N.2. Write a thank you letter to your friend who has helped in your work.   (5)

Q.N.3. Describe your best friend in your own words.   (5)

Q.N.4. Prepare a news report on the basis of: (5)

- Passenger bus fell down

- 30 injured

- 3 died

- Taken to teaching hospital

- Other went home

Sample Lesson Plans

Lesson Plan No. 1   Subject: English

Unit: 1   Class: 8'A'

Teaching Item: travelogue

No. of the students: 28

School: SOS Hermann Gmeiner Secondary School

Date: 2072-10-17

Objective: able to   write a dialogue between friends about their memorable journey .

Teaching Materials: Usual   classroom materials, flashcards and photocopies of the passage.

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1:   The teacher will distribute the photocopies of a passage **travelouge**.

Task 2:   The teacher will divide the class into two groups.

Task 3:   The teacher will ask students to see the picture and describe. The students will work in group and the teacher will guide if needed only.

Task 4:   The teacher will ask the students to read out the whole conversation and find out difficult words.

Task 5:   The teacher will write difficult words on the board.

Task6:   The teacher will ask them to work in group .

Task7:   The teacher will ask them to read out the conversation turn by turn

Task 8:   The teacher will help if both the groups are unable.

Task 9:   The teacher will give the following tasks Q.N.3.

Write a dialogue between two friends (use the situation)   (5)

(a) You lost your friend's pen which you have to return.

(b) You tore your friend's note book.

(c) Make a plan for your school's excursion

Make the sentences of the following words:

keen, vacation, reached, journey, inhabitants

Lesson Plan No. 8   Subject: English

Unit: 4   Class: 8'A'

Teaching Item: Bussiness and commerce

No. of the students: 28

School: SOS Hermann Gmeiner Secondary School

Date: 2072-10-25

Objective: to enable the students to write a conversation

Teaching Materials: Usual classroom materials, flashcards and dialogues of the

conversation

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1:   The teacher will ask the students to read the conversation again.

Task2:   The teacher will distribute dialogues to different students randomly.

Task 3:   The teacher will ask the students to read out the dialogue as naturally

                   as possible.

Task 4:   The teacher will read out the dialogue if needed.

Task 5:   The teacher will ask the students to do the following task.

Write an apology dialogue when you knock over your cup of and spill it on your

friend's trousers.

Lesson Plan No. 10   Subject: English

Unit: 9   Class: 8'A'

Teaching Item: Moral stories

No. of the students: 28

School : SOS Hermann Gmeiner Secondary School

Date: 2074

Objective: able to write an essay about their childhood activities.

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1:   The teacher will divide the class into four groups.

Task 2:   The teacher will ask each student to read the passage silently and

                discuss to their own group to summarize the story.

Task 3:   The teacher will ask a volunteer from each group to tell the summary.

Task 5:   If the students are unable to summarize, the teacher will do so.

Task 6:   The teacher will ask the students to do the following tasks.

Ask your mother or father about her / his childhood activities and note down what

he/she says .Out of those points, write a passage in the past tense

Lesson Plan No. 15   Subject: English

Unit: 9   Class: 8'A'

Teaching Item: Lincoln's letter

No. of the students: 28

School : SOS Hermann Gmeiner Secondary school

Date: 2074

Objective: able to write a letter.

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1:   The teacher will divide the class into two groups.

Task 2:   The teacher will ask each student to read the letter silently and

                 summarize it with friends

Task 3:   The teacher will ask a volunteer from each group to tell the summary.

Task 5:   If the students are unable to summarize, the teacher will do so.

Task 6:   The teacher will ask the students to do the following tasks.

Write a letter to your friend by describing your school.

Test Items

S.N	Test items	Number of items	Marks
1	Essay writing	1	1 x 5 = 5
2	Letter writing	1	1 x 5 = 5
3	News report	1	1 x 5 = 5
4	Making conversation	1	1 x 5 = 5

Appendix II

T-test dialogue (group A)

Experimental(A)	X	Y	X-Y	$(X-Y)^2$
1	2	4	-2	4
2	2	3	-1	1
3	3	3	0	0
4	2	4	-2	4
5	3	5	-2	4
6	2	4	-2	4
7	1	2	-1	1
8	1	4	-3	9
9	0	4	-4	16
10	1	4	-3	9
11	4	2	2	4
12	3	4	-1	1
13	1	3	-2	4
14	2	2	0	0
		TOTAL =	-21	61

$$t = \frac{\dfrac{(\sum D)}{N}}{\sqrt{\dfrac{\sum XD^2 - \left(\dfrac{(\sum D)^2}{N}\right)}{(N-1)N}}} = \frac{\dfrac{(-21)}{14}}{\sqrt{\dfrac{61 - \left(\dfrac{(-21)^2}{14}\right)}{13 \times 14}}} = -3.72$$

Comparing t value from table using degree of freedom df = 14-1 = 13 , alpha level 0.05(5%) . the tabulated t value is 2.160 and calculated t value is 3.72 . calculated value > tabulated value , so we can reject the hypothesis .

T-test Dialogue (group B)

Experimental (A)	X	Y	X-Y	$(X-Y)^2$
1	1	4	-3	9
2	0	2	-2	4
3	1	2	-1	1
4	1	4	-3	9
5	3	4	-1	1
6	3	5	-2	4
7	2	2	0	0
8	4	4	0	0
9	3	3	0	0
10	1	3	-2	4
11	1	2	-1	1
12	2	2	0	0
13	1	1	0	0
14	4	4	0	0
		TOTAL =	-15	33

$$t = \frac{\dfrac{(\sum D)}{N}}{\sqrt{\dfrac{\sum XD^2 - \left(\dfrac{(\sum D)^2}{N}\right)}{(N-1)N}}} = \frac{\dfrac{(-15)}{14}}{\sqrt{\dfrac{33 - \left(\dfrac{(-15)^2}{14}\right)}{13 \times 14}}} = -3.5139$$

Comparing t value from table using degree of freedom df = 14-1 = 13 , alpha level

0.05(5%) . the tabulated t value is 2.160 and calculated t value is -3.5139. calculated

value > tabulated value , so we can reject the hypothesis .

T-test essay (group A)

Experimental (A)	X	Y	X-Y	(X-Y)^2
1	2	4	-2	4
2	2	3	-1	1
3	4	4	0	0
4	2	4	-2	4
5	4	4	0	0
6	4	4	0	0
7	1	2	-1	1
8	1	4	-3	9
9	1	3	-2	4
10	1	2	-1	1
11	4	4	0	0
12	1	4	-3	9
13	1	4	-3	9
14	2	4	2	4
		TOTAL =	-20	46

$$t = \frac{\frac{(\sum D)}{N}}{\sqrt{\frac{\sum XD^2 - \left(\frac{(\sum D)^2}{N}\right)}{(N-1)N}}} = \frac{\frac{(-20)}{14}}{\sqrt{\frac{46 - \left(\frac{(-20)^2}{14}\right)}{13 \times 14}}} = -4.16$$

Comparing t value from table using degree of freedom df = 14-1 = 13, alpha level 0.05(5%) . the tabulated t value is 2.160 and calculated t value is 4.16 . calculated value > tabulated value , so we can reject the hypothesis.

T-test Essay (group B)

Experimental (A)	X	Y	X-Y	$(X-Y)^2$
1	4	2	-2	4
2	2	2	0	0
3	2	0	-2	4
4	4	2	-2	4
5	4	5	-1	1
6	4	2	-2	4
7	4	4	0	0
8	3	4	1	1
9	4	4	0	0
10	4	2	-2	4
11	4	2	-2	4
12	2	1	-1	1
13	1	0	-1	1
14	4	3	-1	1
		Total =	-15	29

$$t = \frac{\dfrac{(\sum D)}{N}}{\sqrt{\dfrac{\sum XD^2 - \left(\dfrac{(\sum D)^2}{N}\right)}{(N-1)N}}} = \frac{\dfrac{(-15)}{14}}{\sqrt{\dfrac{29 - \left(\dfrac{(-15)^2}{14}\right)}{13 \times 14}}} = -4.0217$$

Comparing t value from table using degree of freedom df = 14-1 = 13 , alpha level

0.05(5%) . the tabulated t value is 2.160 and calculated t value is -4.0217. calculated

value > tabulated value , so we can reject the hypothesis.
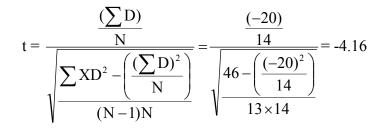
T-test News (group A)

Experimental (A)	X	Y	X-Y	(X-Y)^2
1	1	1	0	0
2	1	2	-1	1
3	1	5	-4	16
4	1	1	0	0
5	1	5	-4	16
6	2	3	-1	1
7	1	3	-2	4
8	1	1	0	0
9	0	3	-3	9
10	0	1	-1	1
11	2	1	1	1
12	4	4	0	0
13	0	2	-2	4
14	2	3	-1	1
		TOTAL =	-18	54

$$ t = \frac{\dfrac{(\sum D)}{N}}{\sqrt{\dfrac{\sum XD^2 - \left(\dfrac{(\sum D)^2}{N}\right)}{(N-1)N}}} = \frac{\dfrac{(-18)}{14}}{\sqrt{\dfrac{54 - \left(\dfrac{(-18)^2}{14}\right)}{13 \times 14}}} = \text{-3.1225} $$

Comparing t value from table using degree of freedom df = 14-1 = 13 , alpha level

0.05(5%) . the tabulated t value is 2.160 and calculated t value is 3.1225. calculated

value > tabulated value , so we can reject the hypothesis.
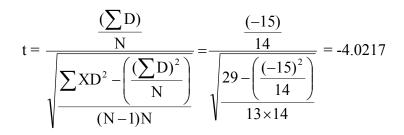
T-test News (group B)

Experimental (A)	X	Y	X-Y	$(X-Y)^2$
1	0	3	-3	9
2	0	1	-1	1
3	2	1	2	1
4	1	3	-2	4
5	2	3	-1	1
6	1	1	0	0
7	1	2	-1	1
8	1	3	-2	4
9	2	3	-1	1
10	1	1	0	0
11	1	2	-1	1
12	1	1	0	0
13	0	1	-1	1
14	2	2	0	0
		TOTAL =	-12	24

$$t = \frac{\dfrac{(\sum D)}{N}}{\sqrt{\dfrac{\sum XD^2 - \left(\dfrac{(\sum D)^2}{N}\right)}{(N-1)N}}} = \frac{\dfrac{(-12)}{14}}{\sqrt{\dfrac{24 - \left(\dfrac{(-12)^2}{14}\right)}{13 \times 14}}} = -3.123$$

Comparing t value from table using degree of freedom df = 14-1 = 13, alpha level 0.05(5%) . the tabulated t value is 2.160 and calculated t value is -3.123. calculated value > tabulated value , so we can reject the hypothesis.
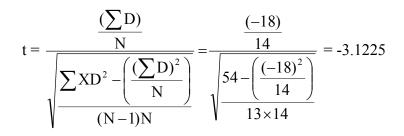
T-test Letter (group A)

Experimental (A)	X	Y	X-Y	$(X-Y)^2$
1	3	4	-1	1
2	3	2	1	1
3	4	4	0	0
4	2	3	-1	1
5	3	4	-1	1
6	3	4	-1	1
7	1	1	0	0
8	3	3	0	0
9	2	2	0	0
10	2	2	0	0
11	4	3	1	1
12	3	3	0	0
13	2	4	-2	4
14	2	4	-2	4
		TOTAL =	-6	14

$$t = \frac{\dfrac{(\sum D)}{N}}{\sqrt{\dfrac{\sum XD^2 - \left(\dfrac{(\sum D)^2}{N}\right)}{(N-1)N}}} = \frac{\dfrac{(-6)}{14}}{\sqrt{\dfrac{14 - \left(\dfrac{(-6)^2}{14}\right)}{13 \times 14}}} = -2.7937$$

Comparing t value from table using degree of freedom df = 14-1 = 13, alpha level

0.05(5%) . the tabulated t value is 2.160 and calculated t value is 2.7937. calculated

value > tabulated value, so we can reject the hypothesis.

T-test Letter (group B)

Experimental (A)	X	Y	X-Y	$(X-Y)^2$
1	2	4	-2	4
2	1	2	-1	1
3	0	2	-2	4
4	1	4	-3	9
5	4	4	0	0
6	1	5	-4	16
7	4	2	2	4
8	4	4	0	0
9	3	3	0	0
10	3	3	0	0
11	1	2	-1	1
12	1	2	-1	1
13	0	1	-1	1
14	4	4	0	0
		TOTAL =	-13	41

$$t = \frac{\dfrac{(\sum D)}{N}}{\sqrt{\dfrac{\sum XD^2 - \left(\dfrac{(\sum D)^2}{N}\right)}{(N-1)N}}} = \frac{\dfrac{(-13)}{14}}{\sqrt{\dfrac{41 - \left(\dfrac{(-13)^2}{14}\right)}{13 \times 14}}} = -2.329$$

Comparing t value from table using degree of freedom df = 14-1 = 13, alpha level 0.05(5%). the tabulated t value is 2.160 and calculated t value is -2.329. Calculated value > tabulated value, so we can reject the hypothesis.

Appendix III Individual Scores
Pre -test result sheet
Group-A (experimental)

	Essay writing	Letter writing	Dialogue writing	News writing	Total
F.M.→ Name of students ↓	**5**	**5**	**5**	**5**	**20**
1. Arogya Nepal	2	3	2	1	8
3. Aayush Nepal	2	3	2	1	8
5.Abishkar Shrestha	4	4	3	1	12
7.Aisha Baniya	2	2	2	1	7
9.Babin Acharya	4	3	3	1	11
11.Bibesh basnet	4	3	2	2	11
13Deepak Basnet	1	1	1	1	4
15Dina Guragain	1	3	1	1	6
17Depesh Basnet	1	2	0	0	3
19.Manju Kumari Magar	1	2	1	0	4
21.Mihangma Rai	4	4	4	2	14
23.Rina Khanal	1	3	3	4	11
25.Sabin Basnet	1	2	1	0	4
27.Sarthak Tamang	2	2	2	2	8
Total	30	37	27	17	111

Post-test result sheet
Group- (control)

	Essay writing	Letter writing	Dialogue writing	News writing	Total
F.M.➡ Name of students ⬇	5	5	5	5	20
2.Ayush Bhattarai	2	2	1	0	5
4.Ajaya Risidev	2	1	0	0	3
6.Bhakta B.Sarki	0	0	1	2	3
8.Dipak Parsain	2	1	1	1	5
10.Indona Rai	5	4	3	2	14
12Binaya Niroula	2	1	3	1	7
14.Prakriti Shrestha	4	4	2	1	11
16.Pranjal Khadka	4	4	4	1	13
18.Prapti Katuwal	4	3	3	2	12
20.Prashant Bhujel	2	3	1	1	7
22.Reban Chaudhary	2	1	1	1	5
24.Roshan Tamang	1	1	2	1	5
26.Samjhana Rai	0	0	1	0	1
28.Sampada Khanal	3	4	4	2	13
Total	33	29	27	15	104

Appendix IV Individual Scores
Post -test result sheet
Group-A (experimental)

	Essay writing	Letter writing	Dialogue writing	News writing	Total
F.M.→ Name of students ↓	5	5	5	5	20
1. Arogya Nepal	4	4	4	1	13
3. Aayush Nepal	3	2	3	2	10
5.Abishkar Shrestha	4	4	3	5	16
7.Aisha Baniya	4	3	4	1	12
9.Babin Acharya	4	4	5	5	18
11.Bibesh basnet	4	4	4	3	15
13Deepak Basnet	2	1	2	3	8
15Dina Guragain	4	3	4	1	12
17.Depesh Basnet	3	2	4	3	12
19.Manju Kumari Magar	2	2	4	1	9
21.Mihangma Rai	4	3	2	1	10
23.Rina Khanal	4	3	4	4	15
25.Sabin Basnet	4	4	3	2	13
27.Sarthak Tamang	4	4	2	3	13
Total	50	57	65	46	176

Post-test result sheet
Group-B (control)

	Essay writing	Letter writing	Dialogue writing	News writing	Total
F.M.➡ Name of students ⬇	5	5	5	5	20
2.Ayush Bhattarai	4	4	4	3	15
4.Ajaya Risidev	2	3	2	1	8
6.Bhakta B.Sarki	2	3	2	1	8
8.Dipak Parsain	4	3	4	3	14
10.Indona Rai	4	4	4	3	15
12Binaya Niroula	4	3	5	1	13
14.Prakriti Shrestha	4	4	2	2	12
16Pranjal Khadka	3	4	4	3	14
18.Prapti Katuwal	4	3	3	3	13
20.Prashant Bhujel	4	3	3	1	11
22.Reban Chaudhary	4	1	2	2	9
24.Roshan Tamang	2	3	2	1	8
26.Samjhana Rai	1	2	1	1	5
28.Sampada Khanal	4	4	4	2	4
Total	46	44	42	27	149

Appendix V

Holistic Comparison Value of P^2

Group-A

Individual Scores (X)	d = $X - \overline{X}$	d^2
13	0.43	0.18
10	-2.57	6.60
16	3.43	11.76
12	-0.57	0.32
18	5.43	29.48
15	2.43	5.90
8	-4.57	20.88
12	-0.57	0.32
12	-0.57	0.32
9	-3.57	12.74
10	-2.57	6.60
15	2.43	5.90
13	0.43	0.18
13	0.43	0.18
$\sum X = 176$		$\sum d^2 = 101.36$

We have,

$$\text{Mean } (\overline{X}) = \frac{\sum X}{n} = \frac{176}{14} = 12.57$$

$$\therefore (\overline{X}) = 12.57$$

We know,

$$\text{Standard Deviation } (\sigma) = \sqrt{\frac{\sum d^2}{n}} = \sqrt{\frac{101.36}{14}} = 2.69$$

The S.D value of A is 2.69

$$\therefore \sigma = 2.69$$

1 write an essay about your favourite game.

football

13/20

football is the most popular game in the world. There are all together 130 country around the world play football. football is played between two team each team consist eleven with five extra player. There are basic skills of football are they there are basic skills of football. They are passing, trapping, kicking, heading Dribbling, throwing and goal keeping. Dribbling is a drill of football that enables the footballer to move forward with football, dodging the hostile team. Throwing is a hold with two hands behind the head to throw. I also love to play foot-ball. It is played between 2 teams. The game is played for 90 minutes in 45 minutes first half and 45 minutes second half. If any touches the ball with hand except the goal keeper that is awarded as foul or hand ball. And hand ball is awarded to the opponent. If hand is done inside the D-boal area then penalty is given.

If any player kicks or hits the opponent team without touching the ball. than freekick will be given. And it is known as foul. likely gamen use makes very discipline person. So, football is most intresting and enjoyful game in the history history of the world.

So, At last I want to be football player in future. so. now I am working hard for future.

2) write a thank you letter to your friend. 03/09/2018

Kathamandu.

Dear Friend

Bishal,

I hope you are fine there and I am also fine there. you are the best one in the world for me. you help me in every sector of my study and business. I am very much satisfied by your work. Thanks you for helping me. you are the most hardworker well for I have known you. my work was incomplete without you helped me. you are the one who have worked for me till my breath and help to do and finished my work. I dont know how to thank and wished you for helping me in every sector of my life. But I am telling very shy to send only thanks letter to you. when you will come I will give yo party and we will celebrate it nicely. But I am very happy to say you thank you.

Bye Bye reply my letter soon. and I am wasting for you.

your loving friend

Aarogya Nepal.

3) Describe about your best friend in your own words.

We all have friends. Some are good friends and some are bad friends. Goods friends are always helping, hard worker, remembering and always ready to help friends. But bad friends do and think wrong about friends and others.

The shears our joys, sorrow, happiness and entertaning movements to friends that is known as best friend. We all have best friend. I have also best friend. His name is Ronaldo Shrestha. He is the gift of god for me and he is best for me in the world. He is tallented sotudent and he scored 1st in the class. He reads in class 8 'A' in sos where I also read. We read in same school, same class and we seat together. Always we help each other in every difficulties.

He is hansome and intelligent of our class. Sometimes he became very angry and some times very funny like Jocker. We are the best friends well known scienc. 8 class. I want our friendship goes like a couple married life.

So, this much for my freind.

2) Write a thank you letter to your friend. 03/09/2018

·Kathamandu·

Dear Friend

Bishal,

I hope you are fine there and I am also fine there. You are the best one in the world for me.

You help me in every sector of my study and business. I am very much satisfied by your work. Thank you for helping me. You are the most hardworker well for I have known you. my work was incomplete without you helped me. you are the one who have worked for me till my breath and help to do and finished my work. I don't know how to thank and wished you for helping me in every sector of my life.

But I am telling very shy to send only thanks letter to you. when you will come I will give to party and we will celebrate it nicely. But I am very happy to say you thank you.

Bye Bye reply my letter soon. and I am waiting for you.

your loving friend.

Arogya Nepal.

Name = Aayush Nepal

Class = 8 'A'

Rollno: Three

Subject = English I

10 / 20

(1) Write an essay about your favourite game.

There are many types of games in the world. Some like football, cricket, basketball, volleyball, Badminton, kabbadi, Table Tennis etc. my favourite game is football. football is the most popular game in the world. It was originated from the Brazil. The god of football is also known as Edsan Arantes do Nascrimanto nickname 'pele'. The main organizations or leagues are UCL, EPL, Bundesliga, La liga etc. The fifa world cup is done in the gap of every 4 year. There are 18 players in the football among the 11 player, play in the ground with (one goal) keeper and three 3 for subtitute and 4 for the other league. football is played between two teams in the football ground (stadium) There are two goal post in two side of the ground.

(2) write a thank you letter to your friend who has helped in your work.

8th march 2018
Itahari, Sunsari

Dear friend Prajawol,

I am fine here. I am very happy that to Say you I am saying you my friend. You are my best friend who helped me when I was in many trouble. You have helped me in many the times in different situation. Last time when my copy was lost and you had helped me to prepare the new notes book.

Thank you my best friend. I am lucky to say you are my True friends. I have written to you this letter to Thank you.

Your loving friend
Ayush Nepal.

(3) Describe your best friend in your own words.

My Best friend.

Everyone has their own friends. Some have good friends some have bad friends. There is one great relationship with friend. Like wise I have my best friend. His name is Prajawol karni. He is very honest.

He is my best friend. He helps me to do my homework. He teach me everything that I don't know and he encourage me to read and write. He support me and I support him in needs. He is very smart and Handsome.

He is very mush tallented tallented in his class. He is 1st standing students in class. He is very tallented in math and science. He is good looking. His height is 5 feet. I have good relationship with him.

So, I don't want to break my friendship with him.

4) Prepare a news report on the basis of:

It was raining very hard. The passanger bus was travelling from pokhara to kathmandu. The bus was filled with passanger. There were at least 40 passangers in the bus. There was raining heavily. The bus sliped from the road and passanger bus fell down in the hill. The 30 people were injured and 3 people died in the road accident. The injured people were taken to the district hospital. and the people who weren't injured went to their home.