

**EFFECTIVENESS OF TASK BASED LANGUAGE
TEACHING IN DEVELOPING SPEAKING SKILLS**

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

**Submitted by
Hari Prasad Kattel**

**Faculty of Education
University Campus Kirtipur,
Kathmandu, Nepal
2017**

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2017**

**T.U. Regd. No.: - 9-2-218-482-2009
Fourth Semester Examination
Roll No. 280124/2071**

**Date of Approval of
Thesis Proposal:2073-04-04
Date of Submission: 2016-12-8**

DECLARATION

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

Date: 2016-12-08

.....

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RECOMMENDATION FOR ACCEPTANCE

This is certify that Mr. Hari Prasad Kattel has prepared this thesis entitled **Effectiveness of Task Based Language Teaching in Developing Speaking Skills** under my guidance and supervision.

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DEDICATION

Affectionately Dedicated

To

*My lovely parents who have devoted their entire lives to enlighten me and
struggled with their tireless striving to
make me what I am today.*

ACKNOWLEDGEMENTS

I would like to express my gratitude to all who directly or indirectly co-operated me for the successful completion of this study. First of all, I would like to express my sincere gratitude to my thesis supervisor **Dr.**

AnjanaBhattarai, Professor, Department of English Education for her scholarly guidance, encouragement, continuous assistance, enlightening ideas and invaluable suggestions. I feel very much proud to have worked under her guidance and supervision.

I am very much grateful to **Dr. Ram Ekwel Singh**, Reader and Head, Department of English Education T.U. for his supporting ideas.

My sincere gratitude goes to **Ms.MadhuNeupane**, Lecturer, Department of English Education, and member of the Thesis Guidance Committee for providing me invaluable suggestions during the period of the study.

I am genuinely indebted to **Dr. Govinda Raj Bhattarai**, Professor for his great ideas and enthusiastic encouragement in my academic life.

Similarly, I would like to extend my profound gratitude to **Prof. Dr. AnjuGiri, Prof.Dr. Laxmi Bahadur Maharjan, Mr. Raj Narayan Yadav, Mr. Bhesh Raj Pokhrel,Mr. Guru Prasad Poudel, Mr. Khem Raj Joshi, Mr. ReshamAcharya, Mr. Ashok Sapkota, Mr. LaxmiOjha** for their valuable suggestions and instructions that enabled me to carry out this research.

I would like to express my deep respect to **Mrs.MadhaviKhanal and MrsNabina Shrestha**, Librarian for their kind co-operation and regular help. I am also grateful to the head teacher **HemchandraDhakal** and co-operating teacher staff of ShreeVishwapremi Secondary school, Yaku-7, Bhojpur for their co-operation and support in collecting data. I would like to warmly thank the students on whom I conducted research and all the students of this school too. My special thanks go to **Mr Dinesh Kumar Chaudhary (Tharu)** and **Shiva Tamang** for their neat type and layouts. Last, but not the

least thanks to all those people who directly or indirectly helped me in completing this research.

Hari Prasad Kattel

ABSTRACT

The present study **Effectiveness of Task Based Language Teaching in Developing Speaking Skills** aimed at finding out the effectiveness of task based language teaching in developing speaking skills in students of grade VII. I selected 34 students of grade VII of Vishwapremi Secondary School, Yaku of Bhojpur district. After that those 34 students were divided into two groups, control and experimental groups. Pre-test was given to both groups to find out the initial speaking ability and post-test was given after the treatment to find out the effectiveness of task based language teaching in developing speaking skills. The control group was taught using lecture method and experimental group was taught using task based approach for 28 days during the treatment. The average scores and marks of post-test of both groups were analyzed and compared with pre-test mean scores. It has been found that experimental group performed better than control group. It means the use of Task Based Language Teaching technique produced better results than that of traditional technique.

This thesis has been presented into five chapters. The first chapter is introductory part which introduces the study in terms of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. The second chapter consists of the details of the reviewed studies, their implications and conceptual framework for the study. Different theories and empirical studies are reviewed in this part. The third chapter deals with the methodology adopted for the study, which consists of design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. Fourth chapter analyzes and interprets the data based on response of test results mean score. Data is analyzed and interpreted descriptively using simple statistical tools. The facts are presented in different lists, tables, and charts in descriptive form. The fifth chapter concludes the study point wisely, provides findings and further recommendations along

with the implications being based on results. Finally, the references and appendices form the ending part of the thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

&	-	Ampersand (And)
CUP	-	Cambridge University Press
Dr.	-	Doctor
et.al	-	Other People
etc.	-	Etcetera
ETC	-	Education Training Center
FM	-	Full Mark
M.Ed.	-	Master of Education
MOE	-	Ministry of Education
OUP	-	Oxford University Press
Prof.	-	Professor
Reg.No.	-	Registration Number
S.N.	-	Serial Number
TBLT	-	Task Based Language Teaching
TU	-	Tribhuvan University

CHAPTER – ONE

INTRODUCTION

The present research study entitled "Effectiveness of Task Based Language Teaching in Developing Speaking Skills" is a study primarily intended to deal with task-based language teaching for developing speaking skills at lower secondary level. This study tries to find out the effects of Task Based Language Teaching (TBLT) at lower secondary level. TBLT provides meaningful context for the students to develop their speaking skill in more entertaining and enjoyable way. Therefore, I decided to carry out this very topic for exploring the effectiveness and impact of task based language teaching in developing speaking skills.

1.1 Background of the Study

Teaching is Art as well as Science. It is art as it involves teachers' strategies and skills in a particular subject. And it is sciences as it involves various procedures, methods and techniques. Language teaching is an act of skillful practice. A teacher needs to be careful in different factors related to teaching. He/she should have the knowledge and nature of input, process of intake and role of interaction. Teacher should also be careful to the learner's aptitude, learning styles, learning strategies, motivation and other affecting factors. Knowledge of number of explicit theories, principles and procedures related to social, cognitive, affective and linguistic perspectives are the primary guidelines for teachers and planners of the English in order to establish different approaches, methods and techniques in ELT.

The primary aim of teaching English as second language is to make the learners able to take part in communication through different kinds of methods and techniques. There are various approaches and methods which have guided the language teaching. These approaches are: grammar, translation, audio-visual, direct method, total physical response, the silent way, community

language learning multiple intelligence, neuro-linguistic programming, the lexical approach, competency-based language teaching, task based language teaching, communicative language teaching etc. Traditional method grammar translation gave emphasis simply to translate source language to target language while communicative language teaching to develop language through communication in real world.

Speaking is the productive skill in oral mode. It is a productive skill like writing. It is the process of building and sharing meaning through the use of verbal and non- verbal symbols, in a variety of contexts. Speaking is complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. (Khaniya,2005,p.133).

Khaniya (2005, p.133-134) further says: unlike writing, speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how he wants to say oral interaction is so complex that even a professor of English who can speak on an academic topic for hours to an audience (monologue) may have difficulty in copying with the situation where he has to get things done orally interacting with English speaking people. Speaking is based on successful interaction.

Speaking is complex and complicated skill because in addition to the structure and vocabulary items, it involves thinking of what is to be said. Simply, we can define speaking as an activity to express oneself intelligibly and fluently in a foreign language. To be a fluent speaker of a foreign language, the sound knowledge of both linguistic and non-linguistic elements of that language is required.

Task Based Language Teaching (TBLT), also called Task Based Instruction (TBI) is a famous and widely discussed area in the language pedagogy and second language acquisition since 1989s. The concept of TBLT was first introduced by Prabhu (1987) in his Bangalore project in which he focused on communication, not in explicit grammar teaching, by engaging the learners in

doing tasks. The major premise of TBLT is that acquisition takes place when learners negotiate meaning to perform a particular task. TBLT constitute a strong version of communicative language teaching. That is, tasks provide the basis for an entire language curriculum. Nunan (1989, p.11) says, "Tasks based teaching and learning language by using language to accomplish open ended tasks. Learners are given a problem or objectives to accomplish but are left with some freedom in approaching this problem or objectives."

1.2 Statement of the Problem

Task based language teaching uses tasks for teaching and learning activities. Learners learn language doing tasks. That is why; task should be interesting and motivating. It should also be communicative. The performance of meaningful task should be central for acquiring language. Learners should be involved in meaningful task with various speaking situations in developing their speaking skills. They also should use various communicative strategies such as comprehension checks, confirmations check for the negotiation of meaning.

Here, I have attempted to find out the effect of task based language teaching in developing speaking skill to the students of lower secondary level, especially of class seven in keeping in consideration the hypothesis that finding might be beneficial to adopt this technique in the days to come. I would like to find out the way learners can be involved in tasks in developing speaking skills, the type of task they can be involved in, the strategy they use to accomplish the task, the effectiveness of TBLT in developing speaking skills.

1.3 Objectives of the study

Objectives of the study are as follows: -

- i) To find out the effectiveness of task based activities in teaching and developing speaking skills in class seven and
- ii) To suggest some pedagogical implication.

1.4 Research Question

The study is oriented to find out the answers of the following questions-

- i) How effective can task based activities be in teaching and developing speaking skills in class seven?

1.5 Significance of the Study

This study is a new innovation in the field of research in Nepalese context. It would try to find out the way task can be used in developing speaking skills at elementary level. It would be fruitful to all teachers in the way that it would help them to design task for their students. Teachers will be well acquainted with what sorts of task can be designed for what sorts and levels of students. Curriculum designers will design the curriculum according to the level and interest of the students. Textbook writers will find the task helpful as an interesting activity which will help to place the sorts of tasks with different level, interest, capacity and age of students. Learners will be benefited with meaningful and contextual speaking situations which will entertain them to develop their speaking skills.

Thus, this research will be expected to be useful for those who are involved in the domain of teaching and learning. They would use the findings and suggestions of the research in their teaching, learning and testing situation. Moreover, this study will be equally important to the subject experts and examiners. Furthermore, it would be helpful for the researchers who want to carry out further researches on this area. Last, not the least, it would be fruitful for all the people who are interested in the domain of teaching and learning.

1.6 Delimitations of the Study

It is difficult to include a large area in this kind of small research due to the limited time and resources. So, it has some limitations of the study which are as follows:

The study was limited to the government aided Shree Vishwapremi Secondary School, Yaku of Bhojpur District. The population was the 34 students of class Seven. The data were collected in 28 days. Only pre- test and post tests were used for data collection. Pre- test was used to evaluate the initial language proficiency and post- test was used to find out the effectiveness of task based language teaching in developing speaking skills.

1.7 Operational Definitions of the Key Terms

Closed tasks: -Those task which the students of class seven require to reach single, correct or one of a small finite set of solution.

Information gap activity: - The task which involves the students of class seven for the transfer of given information from one person to another or from one place to another generally encoding and decoding of information.

Opinion gap task: -The task which helps the class seven students in identifying and articulating a personal preference, feeling, attitude in response to given situation.

Open tasks:- Those tasks which are open in nature in which the class seven students know there is no pre-determined solution.

Real world tasks:- The tasks designed for the seventh grade students to practice or rehearse the activities seen in the real world context.

Reasoning gap activity:- The tasks which involve the grade seven students deriving some new information from given information through the process of inference, deducting and practical reasoning.

CHAPTER –TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of theoretical literature provides an insight to researcher related to a number of aspects that have a direct or indirect bearing in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that researcher wishes to do.

2.1 Review of Related Theoretical Literature

I have reviewed the literature related to the task based language teaching and speaking skill. The theories related to IBLT and Speaking Skills accredited by scholars and researchers are reviewed as follows;

2.1.1 Teaching Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998 p. 13). Speaking is the crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today world requires that the goal of teaching speaking should improve student's communicative skills. Teachers should create such a environment in which students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. In order to teach second language learners to make them speak in better way, some speaking activities are mentioned below that can be applied to ESL and EFL classroom settings.

2.1.2 Strategies to Develop Speaking

A teacher can start his job in a way he prefers but the most crucial thing is that the way that makes the lesson students centered. It is the teacher's ability to what extent he can engage students in various activities and enable them to be more imaginative, creative and communicative.

Strategy is a generalized plan for a lesson which includes structures, desired learner behavior in terms of goals of instruction and an outline of practice necessary to implement the strategy.

In the field of pedagogy, teaching strategy refers to the pattern of teaching acts that serve to attain certain outcomes and to guard against others. In another words, teaching strategy is a purposefully conceived and determined plan of action. Teaching is not an easy job. It is an integrated form of science and art. As a teacher he/she is responsible for the all-round development of the learners, he/she has to adopt different activities, techniques, ways and tasks. Such tasks, activities and ways adopted by the teachers in course of teaching are known as teaching strategies.

The strategies of teaching have its aims and objectives. It develops clear thinking on the part of the students towards learning and creates their interest in the subject matter to be learnt. It aims at helping the learners as well as the teachers to achieve the objectives of teaching within a short period of time. The strategy of teaching aims to motivate the students to exchange their ideas, feelings, sharing.

According to Kiyi(2006), teaching speaking strategies are;

- a) Discussion
- b) Role play
- c) Simulation
- d) Information gap
- e) Brainstorming

- f) Story telling
- g) Interview
- h) Story completion
- i) Reporting
- j) Language game (playing cards)
- k) Picture narrating
- l) Picture describing
- m) Find the difference

English language learners have been taking the speaking as the difficult task at first sight but it can be improved if we integrate speaking skill to the lessons. Classroom should provide various speaking situations like group interaction, role playing and presentations to boost of student confidence.

i. Group interaction

It is necessary to use interactive strategies to help students build fluency while speaking. We have to spend our time talking about favorite music groups and song title. We have to bring the favorites music and lyrics to the classroom. We have to listen to the song carefully and lead to our class to practice to improve the speaking ability of the students. Teacher has to give time to retell the story in their own words where they get time to organize their thoughts and check pronunciation of uncommon words.

ii. Role playing

It is the best way to provide opportunities for the students to engage in role playing to improve their speaking skills.

iii. Presentations

It is good idea to give students opportunities to present information in class in order to develop the students speaking skills.

There are various strategies to develop the speaking skills of the students which are briefly described below:

i. Role Play

Role playing is a good way of getting students to speak in which students pretend they are in various social contexts and have a variety of social roles. The teacher gives information to the learners such as who they are and what they think or feel. The teacher can tell students "you are David, you go to the doctor and tell him what happened last night, and....." (Harmer, 1984)

ii. Simulations

Simulations are very familiar to role-playing but simulations are more elaborative. Students bring items to the class to create a realistic environment in simulations. For example, If a student is acting as a singer, she brings a microphone to sing and so on. There are many advantages of simulations. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self- confidence of hesitant students.

iii. Information gap

Students are supposed to be working in pairs in this activity. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. Everybody gets the opportunity to talk extensively in these activities so these activities are effective to develop students speaking skill.

iv. Brainstorming

It is a way of producing the ideas in a limited time by the students. Students, either individually or in group generate ideas quickly and freely. The good

characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

v. Story telling

Students can briefly summarize a tale or story heard from somebody or they may create their own stories to tell to their classmates. Story telling helps students to express ideas in the format of beginning, development and ending including the characters and setting. Students can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, teacher addresses the student's speaking ability and gets the attention of the class.

vi. Interview

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know the types of questions to be asked and the path to follow conducting interviews with people who give students a chance to practice their speaking ability not only in class but also outside and helps them to become socialized. Each student can present their study to the class. They even can interview each other and introduce their partner to the class.

vii. Story completion

This is a very enjoyable, whole-class, free speaking activity in which teacher starts to tell story but he stops after few sentences. Then, each student starts to add with characters, events and descriptions.

viii. Reporting

Students are asked to read a newspaper or magazine in class before the students come to the class. They report to their friends about the most interesting news in class.

ix. Playing cards

Students should form groups of four in this game. Each group represents a topic for instance:

Diamonds:- Earning money

Hearts:- Love and relationships

Spades:- An unforgettable memory

Clubs:- Best teacher

Each student in a group will choose a card. Then, each student will write 4/5 questions about the topic to ask to other friends in the group. For example: if the topic "Diamonds, Earning money" is selected here are some possible questions;

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery?

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions because of the answer yes or no as students get little opportunity to develop their speaking skill. Students

should be asked open ended questions to each other so that they reply in complete sentences.

x. Picture narrating

This activity is based on several pictures. Students are asked to tell the story being based on the sequential pictures. Students have to pay attention to the criteria provided by the teacher in the rubric. Rubrics can include vocabularies or structures they need while narrating.

xi. Picture describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

xii. Find the difference

For this activity, students can work in pairs and each couple is given two different pictures. For example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and differences in the pictures.

On the basis of the above mentioned discussion of strategies of developing speaking skill, we can conclude that these activities are related to the task based language teaching because these activities also involve learners in comprehending, manipulating, interacting and producing through the meaningful tasks.

2.1.3 Task Based Language Teaching

This is an approach based on the use of task as the core of planning and instruction. The concept of TBLT first was introduced by Prabhu (1987, p.1) in his Bangalore project. This is natural acquisition process by having students work through a syllabus of task that has no formal grammar instruction provided. Task based language teaching 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 solving a problem. Richard and Rodgers (2010, p.223) define TBLT as 'an approach based on the use of tasks as the core unit of planning and instruction in language pedagogy'. 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.

Larsen-Freeman (2000, p.144) states that 'a task-based approach aims to provide learners with a natural context for languages use.' 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.

2.1.4 Defining task

To say what exactly is a 'task'-as Ellis (2003, p.2) suggests is rather complex and problematic task itself. In neither literature nor language pedagogy there is complete agreement to say what constitutes a task nor there is consistency in the terms that are employed to describe the different devices for eliciting learner language. A range of definitions can be cited from the research and pedagogic literatures and these suggest that a task is an activity which has clearly an outcome and defines the purpose of language use. In this regard, Prabhu (1987, p.1) defines a task as; "An activity which requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process."

This definition of task by Prabhu is clearly influenced from the cognitive and Socio-cultural theories of SLA. In particular, Prabhu's definition characterizes a task as the activity that requires information processing in the L2 learners. At the same time, the internal mechanism of processing is facilitated by the teachers regulation and control.

Similarly, Nunan (1989, cited in Ellis 2003, p.3) defines a communicative task as; "A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the foreign language while their attention is principally focused on meaning rather than on form. The task should also have a sense of completeness".

The definition by Nunan also captures the cognitive processing that is required to take place within the learners' inner mechanism. It is suggested that a task involves the learners in the cognitive processing such as comprehending and manipulating. At the same time, it is also argued that a task encourages the learners to produce and to interact in the target language. Skehan (1996) offers a more comprehensive definition of task. He also emphasizes the role of task to mediate learners with the real contexts of the world through the tasks assigned to them. Skehan states that; "A task is an activity in which meaning is primary, there is some sort of relationship to the real world, task completion has some priority, and the assessment of tasks performance is in terms of task outcome."

Skehan's focus is found to be directed towards the task outcome that may define the learners' achievement in the L2 inter language. Lee (2000, cited in Ellis, p.4) defines a task as:

... A task is: (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction and (c) a focus on meaning exchange: (2) a language learning

endeavor that requires learners to comprehend, manipulate and/or to produce the target language as they perform some set of work plans.

This definition incorporates process and output of the learning. The task requires learners to be involved in the interaction, pay attention to the exchange of meaning and to achieve a desired outcome. The L2 learners employ their knowledge, skills, strategies and abilities in their L2 to have the task accomplished.

In conclusion, task is any activity which has goal and outcome. TBLT uses task for acquiring language. It focuses on communication not on grammar teaching. The major emphasis of TBLT is that language acquisition takes place when learners negotiate meaning to perform a particular task.

2.1.5 Types of Task

Categorizing task is really a tough job. A task is an activity or goal designed to achieve a particular language such as using a telephone to obtain the information, drawing maps based on oral instruction, reading a set of instruction and respond accordingly. According to Prabhu (1987, p.8), there are three types of task in TBLT. They are as follows:

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

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

Similarly, Pica, Kanaya and Falodun (1983) (as cited in Richards and Rodgers 2001, p.234) have mentioned the following classification of task:

- i) Jig saw tasks: - These tasks involve learners combining different pieces of information to form a whole.
- ii) Information-gap tasks: - One students or group of students have one set of information and another students or group has complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.
- iii) 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.
- iv) 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.
- v) Opinion exchange task: - Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

Likewise, Ellis (2003) there are two types of tasks. They are as follows:

- i. Unfocused task: - The tasks that may predispose learners to choose from a range of forms but are not designed with the use of a specified form in mind are known as unfocused tasks. The topics are drawn from real life or perhaps from the academic curriculum that students are studying a language point is made the topic of the task in unfocused task. Unfocused tasks have aim to stimulate communicative language use. For examples;

Student A

Have you ever been in a situation where you felt your life was in danger?
Describe the situation to your partner. Tell him/her what happened. Give an account of how you felt when you were in danger and afterwards.

Student B

Listen to your partner telling you about a dangerous moment in his/her life.
Draw a picture to show what happened to your partner. Show him/her your picture when you have finished it.

- ii. Focused task: - The tasks that include learners to process some particular linguistic features, e.g. a grammatical structure is known as focused task. This processing must occur as a result of performing activities to satisfy the key criteria of a task. Focused tasks have two aims:
 - a) To stimulate communicative language use and
 - b) To target the use of a particular predetermined target feature. For examples:

Student A

Work with partner. Describe the picture marked with an arrow so that your partner can find it.

Student B

Work with a partner. Listen to your partner. Write down the letter of the picture he/she describes. Then, describe your picture marked with an arrow.

More recently, Richards (2001, p.162, as cited in Nunan, 2004 pp.58-59) has proposed the following typology of pedagogical tasks:

- i. Jigsaw tasks: - These tasks involve learners in combining different pieces of information to form a whole i.e. three individuals or groups

may have three different parts of a story and have to make piece to the story together.

- ii. Information-gap tasks: -These are tasks in which one student or group of students has one set of information and another student or group has complementary set of information. They must negotiate and find out what other party's information is in order to complete an activity.
- iii. 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 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.
- iv. Opinion exchange tasks: - Learners engage in discussion and exchange of ideas. They do not reach agreement. Learners express their personal preferences, feelings or attitudes in response to a given situation. As different views, ideas or attitudes are expressed by different learners, task has many solutions and they have to discuss on appropriate solution of task. Thus, open nature of task affords many possible solutions.

Similarly, Nunan (1995; as cited in Richards and Rodgers 2010, p.132), suggests that a syllabus might specify two types of tasks:

- i. Real world tasks: - Real world tasks are designed to practice or rehearse those tasks that are found to be important in a need analysis and turn out to be important and useful in the real world. These are the tasks that occur in real life. Learners perform the activities of the real world to accomplish the task to learn language. It means they use language in doing the activities of real life and acquire the language unconsciously. The real world tasks require the learners to engage in language activity. The process of language use that results from performing a task will reflect those that occur in real world communication. The task bears

some resemblance to real life language use. Completing a form, determining whether two pictures are same or different are examples of real world activities which involve them in language activity.

- ii. Pedagogical tasks: - Pedagogical tasks have a psycholinguistic base in SLA theory and research but not necessarily reflect real world tasks. These tasks are related to learning activities. Students need to do cognitive processing, information processing, etc. Learners are involved in selecting, reasoning, sequencing and transforming in such tasks. Teachers control and regulate the process and learners are involved in comprehending, manipulation, producing or interacting in the target language.

Willis (1996, as cited in Richards and Rodgers, 2010, p.234) proposes six task types built on more or less traditional hierarchies. She labels her task examples as follows;

- i. Listing: - Learners are asked to list the things related to the task of particular topic.
- ii. Ordering: - After listing learners' grade, the listed things come either in ascending order or descending order.
- iii. Comparing: - Learners compare the related things with each other to find out the similarities and differences between them.
- iv. Problem solving: - Learners are given a particular problem and students communicate, interact and share their ideas to solve the problem.
- v. Sharing personal experiences: - Students tell their personal events that have occurred in their life like story which is related with the tasks they are involved in.
- vi. Creative tasks: - Learners are involved in various creative tasks like drawing pictures, games which are interesting to them to interact, communicate, share their ideas and reach the conclusion to solve the problem.

I adopted this type as a base and guideline of my research.

2.1.6 Principles of Task

Principles are the set of guidelines that inform the planning and teaching of task based lessons. Principles help in designing of a task based course and methodological issues. The overall purpose of task based methodology is to create opportunities for language learning and skill development through collaborative knowledge building. Ellis (2003, pp. 276-278) proposes the following principles which can be used to guide the selection of appropriate task options.

Principle 1:- Ensure an appropriate level of task difficulty.

Teachers can adjust the difficulty of task methodologically. For example: by incorporating a pre-task phase into the lesson, by appropriate use of teacher talk or by choosing to perform the task with students.

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

Clear goals for each task-based lesson not only help the learner's inter-language but also prioritize strategic and online planning for different aspects of language use.

Principle 3:- Develop an appropriate orientation to performing the task into the students

It's not the fun they need to know seriously about why they perform the task. They need to treat them seriously, not just as 'fun'. In this respect, pest task options may help a crucial role as they demonstrate to the students.

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

They need to be active for negotiating meaning. One of the major goals of task based teaching is to provide learners with an opportunity to participate in classrooms discourse.

Principle 5:- Encourage students to take risks.

Methodological choices that encourage the use of private speech when performing the task, that creates opportunities for 'pushed output' and that help to create an appropriate level of challenge.

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

The main purpose of a task is to provide a context for processing language communicatively.

Principle 7:- Provide opportunities for focusing on form

Any stages of lesson have been proposed for achieving the form of language. It has been emphasized that attention to form is both possible and beneficial in the during task phase.

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

There need to evaluate the progress if they need help. A task based lesson needs to engage and help to foster meta-cognitive awareness of the students.

These principles are intended general guideline to the teaching of task based lessons. It is not as a set of commandments. Teachers must make their own methodological decisions based on their understanding of what work best with their own students. I will use these principles in my research while giving tasks to the students.

2.1.7 Components of Task

The language learning task requires specification of four components, the goals, the input, the activities derived from this input and finally the roles implied for teacher and learners.

Skehan and Stern (1981, as cited in Nunan 1995, p. 47), the people are concerned with general educational planning rather than TESOL planning suggest that task design should take the following components;

- i) Content – The subject matter to be taught.
- ii) Materials – The things that learners can observe.
- iii) Activities – The things the learners and teacher will be doing during the lesson.
- iv) Goals – The teachers general aim for the task.
- v) Students – Their abilities, needs and interests are important.
- vi) Social community – The class as a whole and its sense of 'group'.

The task designers have to consider these components in order to make the tasks more effective and appropriate in the context.

2.1.8 Methodology for Task

In addition to selecting and sequencing a set of task and preparing appropriate work plan for each task, decision has to be taken regarding the methodological procedures for executing the work plan in the classroom. Phabhu (1987), Skehan (1996), Willis (1996), and Lee (2000) have suggested the various methodological procedure. However, Ellis (2003) has suggested the three principle phases which are as follows;

- i) Pre-task phase
- ii) During task phase
- iii) Post-task phase

Pre-task phase

It deals with various activities that the teacher and students do before they start the task. It helps to prepare the students to perform the task for language acquisition. Skehan (1996, as cited in Ellis, 2003) refers two broad alternatives available to the teacher during the pre-task phase. Phase first, the cognitive demands and the next phase the linguistic demands of the task. In pre-phase, the students should be involved in the activities that reduce cognitive and

linguistic pressure. They should be prepared linguistically and cognitively for carrying out the task. It involves the following activities;

- a) Farming the task
- b) Planning the time
- c) Doing the similar task
- d) The strategic planning

During task phase

It is the real performance stage of the task. Students are involved in task framed and planned in the pre-task phase. Students plan and do the tasks. The methodological option available to the teachers in the during task phase as argued by Ellis (2003) are of two basic kinds:

- a) Task performance option
- b) Process option

Task performance option

Students are concerned with the performance of tasks in task performance option. For example:-

- i) Whether to give time limit or not: - Teacher limits the time as well as can make the students free from the time limit. If students are given the time limit, they have to perform the tasks within the limited time. If students are free from the limitation, they can enjoy the performance of tasks freely without being under time limitation pressure.
- ii) Whether to allow enriched input or not: - Teacher can provide input to students. On the one hand language teaching can have sufficient examples from real life situations. It can be in the form of audio-video, dramatization, mimicry, simulation, drilling, etc. On the other hand teacher does not provide the input. Students perform the task freely without any input provided.

Process option

Teacher can have various options while the students are carrying out the given tasks. The options define the relationship between the roles of teachers and students in carrying out the tasks. Teacher is clear about his/ her role with the help of process and performance option. Students perform the task on the basis of guideline which leads them to:-

- a) Task risk
- b) Negotiate meaning with skilled learner
- c) Get scaffoldings, give feedback, etc.

Generally, students need to involve in following activities in during task phase.

- a) Take part in interaction
- b) Work out the task
- c) Perform a role play
- d) Work in pairs and groups
- e) Solve a given problem
- f) Gather and present the information

Post-task Phase

This phase is concerned with learner's report, reflection and awareness raising. Learners repeat and regulate what they did during the task. Teacher evaluates the learners' errors and adopt different error correction techniques for the remedy of error. Teacher summarizes the things they practiced. Self- reflection activities are done to develop meta-cognitive awareness. It involves the following activities;

- a) Learner report
- b) Self- reflection
- c) Consciousness raising
- d) Repeat task
- e) Focus on form
- f) Analysis of learner errors
- g) Remedy of learner errors
- h) Brief explanation
- i) Summarization

2.2 Review of the Related Empirical Literature

Various research works have been carried out in the Department of English Education on task based language teaching. Some of the researches carried out in the department and out of the department are reviewed as below;

Bom(2010) carried out a study on "Role of task based technique in teaching, reading comprehension." This study aimed to investigate the effectiveness of task based technique in teaching reading comprehension. The population of the study was sixty students studying at grade ten and non-random sampling procedure was adopted for selecting them. The tool for data collection was the test item. He found that the task based technique is better than traditional technique. The holistic comparison of experimental and control group was that control group increased its average marks by 2.30 or 11.47% where experimental group increased its mark by 12.71 or 62.15%. Hence, experimental group did better progress in Post-test on the whole.

Bhatta (2011) carried out research on "The effectiveness of task based approach in teaching vocabulary." The objective of the study was to find out the effectiveness of task based language teaching in teaching vocabulary. He used primary as well as secondary sources of data. The population of his study was the students of grade nine. He used non-random sampling procedure. He made comparison between the scores obtained by students in pre- test and post-test. The scores of students were distributed around the average score of 16.62 in pre-test where in post-test their score was distributed around the average score of 36.04 which is approximately two times greater. Similarly, 25 were the highest score in pre-test but in the post test it was 47. The facts prove the effectiveness of task-based approach in teaching vocabulary.

Lamichhane (2012) carried out research on "Use of task based language teaching in Nepalese context." This study aimed at finding out challenges faced by the English language teachers in the use of task-based language teaching. The population of the study was forty English teachers of higher secondary

level working in Kaski district in which half of them were selected from government aided schools and rest of them from private schools. The selection was done on the basis of simple random sampling. The tool for data collection was the objective and subjective questionnaire. He found that the majority of the teachers (i.e. 80%) were interested to practice TBLT in ELT classes. But lack of sufficient training on ELT, large number of students, fixed classroom management, present examination system etc. were found more serious problem for the application of this approach in Nepalese context.

Sharma (2012) carried out research on "Effectiveness of task based language teaching in teaching writing." The objective of this study was to find out the effectiveness of TBLT in teaching writing in secondary level. He studied on the students of class nine in private school in Baglung district. The students were divided into control and experimental groups. Pre-test and post-test were taken for data collection. Average score of both groups was calculated. Average score of pre-test was 26.62 and post- test was 34.45 out of 50. The student's score increased by 8 marks. The overall findings show that the use of task based approach in writing was effective and useful.

Prasain (2014), carried out a research on "Strategies used in teaching speaking." This study aimed to find out the extent to which the secondary level English teachers use different teaching speaking strategies. The population of the study was limited to ten ELT teachers and their forty ELT classes. Non- random purposive sampling procedure was adopted. The tool for data collection was observation check list. The chief finding of this research was that speaking skill of the students can be increased if teachers use the different speaking strategies in the classrooms.

Yadav (2015) carried out a study on "Effectiveness of task based activities in teaching and learning language functions." The main objective of this study was to find out the task based activities in teaching and learning language functions in class nine. The population of his study was the thirty six students

of class nine. He used the simple random sampling procedure. He made comparison between the scores obtained by students in pre-test and post-test. The score of students were distributed around the average score of 16.25 in control group and 17 in experimental group in pre- test while in post- test average score of experimental group was 34.7 and that of control group was 45. The overall findings show that task based language teaching helps in developing students' ability to get the knowledge of language functions.

2.3 Implications of the Review for the Study

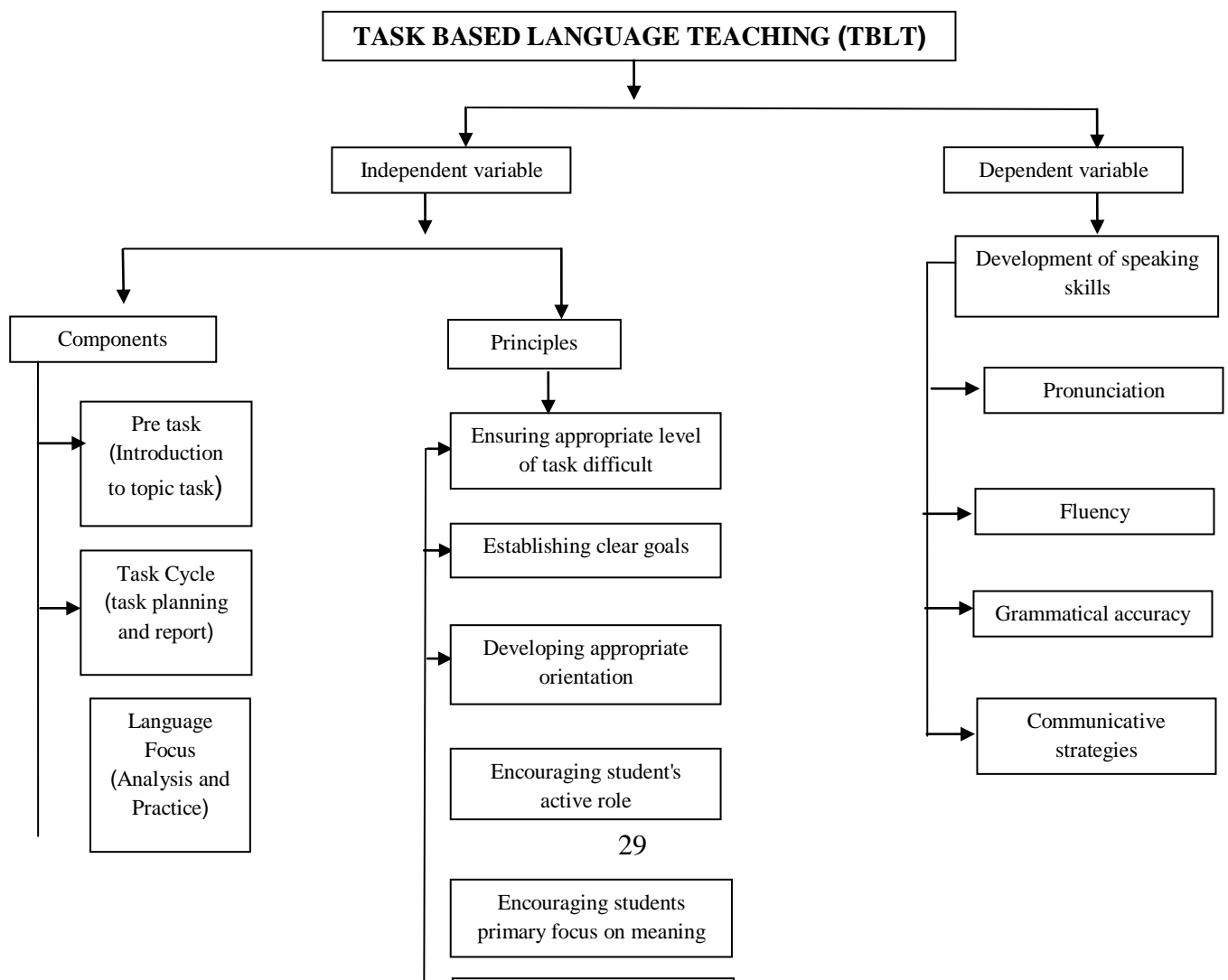
I have understood after reviewing all above research works that task based language teaching is based on communicative approach. It has drawn the attention of the scholars towards the application of it in language learning. It is widely accepted through different researches that second or foreign language is also acquired as we acquire the first language. Various linguists, pedagogists scholars have been involved in searching and finding out how second or foreign language be acquired like first language. They have propounded many cognitive, psychological and other theories which have provided guidelines for acquiring the second language like first language.

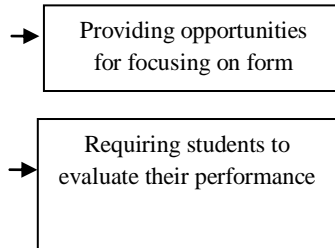
I have reviewed the different theses submitted to the Department of English Education. I have gone through the Bom's(2010) work and Bhatta's (2011) work and have got the ideas of objectives, research questions and background of the study. Similarly, Lamichhane's (2012) work has provided me the ideas of task, types and methodology of task. Likewise, Sharma's (2012) work has given lots of ideas of objectives, research questions, methodology, findings and other things to conduct the research. I have got the good ideas of task, types of tasks, methodology of task, principles of tasks and other things too from these studies. Similarly, I have gone through the Prasain's (2014) work and Yadav's (2015) work and have got ideas of teaching speaking and strategies to develop speaking. I have also gone through the different books in order to widen the theoretical insight of my research.

Similarly, I have got lots of ideas regarding the effectiveness of task based teaching in language teaching and learning. I have got the ideas on the process of experimental research design after reviewing the above mentioned works. I came to know that experimental research is systematic and scientific approach in which researcher manipulates one or more variable and controls the measures any change in other variables. The subjects are randomly assigned between the control and experimental groups. Regular activity is intervened to see the cause and effect relation of two variables. The teacher changes and manipulates the situation and introduces a new treatment in experimental research design.

So, my study is distinct in the sense that no research has yet been carried out on the topic “Effectiveness of Task Based Language Teaching in Developing Speaking Skills.”

2.4. Conceptual Framework





CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

I adopted following methodology in carrying out the research:

3.1 Design and Methods of the Study

I adopted experimental research design in order to complete the study. Experimental research is systematic and scientific approach to research in which the researcher manipulates one or more variables and controls and measures any changes in other variables. It is research design that uses manipulations and controlled testing for understanding causal process. Generally, one or more variables are manipulated to determine their effect on dependent variable.

An experiment involves the creation of an artificial Situation in which events that generally go together are pulled apart. The participants in experiment are called subjects, the elements or factors included in the study are termed variables. Variables are those that are systematically altered by the experiment. Those items that are altered by the experimental treatment are dependent variables."

The researcher has to prepare an artificial situation because an experimental research is not conducted in natural or regular setting. Regular events or activities are intervened by creating artificial situation or environment. Natural setting does not mean to consider with nature. Classroom setting is an example of natural situation. In fact, artificial situation is created by intervening the regular activity using a new technique to develop speaking skills instead of the regular technique used can be taken as an example of creating artificial situation.

There are number of designs within experimental research design. Campbell and Stanley (1996), the major designs of experimental research are,

Design 1:- The post- test only equivalent group design

Design 2:- The post- test only equivalent research design

Design 3:- The pre- test, post-test equivalent group design

Design 4:- The solomon four group design.

I used pre-test, post-test equivalent group design for my study. This design has pre-test as well as post- test. The researcher randomly assigned the subjects into two groups. The pre-test was taken and adjustments were made to both the groups equal. The pre-test was taken to find-out the initial differences.

Adjustment was made in two groups based on the results of pre-test so that both the groups have same level of proficiency. One group was taken as experimental and the next was taken as control group. New treatment was introduced in the experimental group but regular activities went in control group. Post test was administered after four weeks to the both groups. The post- test mean scores of both groups were compared with pre-test mean scores of respective groups. Interpretation was made after comparison of the data.

This can be shown diagrammatically as below,

R: - O₁ x O₂

R : - O₃ C O₄

Here,

R = Random assignment of the subjects

O₁ and O₃ = Pre-tests

O₂ and O₄ = Post-tests

X = Experimental group

C = Control group

The finding/ Conclusion :- (O₂ – O₁)-(O₄ –O₃)

I used lecture and chalk and talk method to the control group and task based technique to the experimental group. Students were involved in various tasks and activities related to their real life experience for experimental group. But regular activity went for control group. Post-test mean scores of both groups were compared with pre-test mean score of respective groups.

3.2 Population Sample and Sampling Strategy of the Study

Population is the large area, students of class seven of Bhojpur district was the population of this study and sample population of the study was the students of grade 7 of a government aided school of Bhojpur district.

I chose the school and the class through the purposive non random sampling procedure because I teach in that school. The students of class 7 were divided into two groups i) control and ii) experimental group through the simple random sampling procedure in which everybody gets equal opportunity to be selected in the sample. I used fish-bowl technique. I wrote control group and experimental group in small slips of paper. Then, I put them in a box. I called each student to box and to pick the folded paper turn by turn. After that I saw their paper they have picked and divided them into either control or experimental group.

3.3 Research Tools

Test items were used as the tool for collecting the required information. Pre-test and post- test were designed to find out the effectiveness of task based

language teaching in developing speaking skills at lower secondary level. Each test item was designed for two marks that helped to develop their speaking skills. Each item was evaluated on the four areas that are related to the development of speaking skill. They were pronunciation, fluency, grammatical accuracy and communicative strategies. Each area was given equal 0.5 marks. The good pronunciation with correct stress and intonation was given 0.5 marks and the pronunciation with not accurate stress and intonation was given 0.25 marks. For the grammatical accuracy, good coherence between sentences, proper use of cohesive devices with grammatical correctness was given 0.5 marks and 0.25 marks was given to the grammatical accuracy if the utterance was not produced with good coherence between the sentences, no proper use of cohesive devices but meaning is understood. Similarly, for the fluency it was given 0.5 marks if the utterances were produced with considerable speed, without any halt and natural flow of speech and 0.25 marks was given if the utterances produced with poor fluency and slow speed. In the same way, 0.5 marks was given for communicative strategies in the condition students used communicative strategies like turn taking, paraphrasing, rephrasing, etc and 0.25 marks was given if such communicative strategies were not used by the students but they have provided the meaning to some extent.

3.4 Sources of Data

I used both primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources were used to facilitate the study.

3.4.1 Primary Sources of Data

The primary data was taken from the students of class 7 of Vishwapremi Secondary School, Yaku, Bhojpur by administering pre-test and post-test so that I had found out the effectiveness of task based language teaching for developing speaking skills.

3.4.2 Secondary Sources of Data

I consulted books, thesis, journals, articles, websites, magazines and materials available in the internet related to the present research. I basically consulted the Harmer (1984), Kiyi (2006), Nunan (1995), Prabhu (1987), Richard, & Rodgers (2010), Willis (1996) and others.

3.5 Data Collection Procedures

I adopted the following stepwise methodological procedures to collect the required data.

i. Ask permission

At first, I visited the school and asked permission to carry out the study and then explained the process and purpose of the study.

ii. Assign the subjects into two groups

I divided the whole class into two groups i) control group and ii) experimental group. I used simple random procedure and fishbowl technique. I wrote control group and experimental group in a small slip of paper for this process. I put them in a box. Then, I asked each student to pick up a slip of paper. I saw the unfolded paper picked up by them and saw which group they fell.

iii. Give a pre-test

I took pre-test to find out initial speaking proficiency of students in related language functions.

iv. Mark the answer sheet

I marked the answer sheet after the test be administered.

v. List the raw score

I listed the marks of students without going to any kind of statistical process.

vi. Calculate the mean (average) of both groups

The average score of both groups were calculated to find out the better group. The sum of whole group was compared.

vii. Find the difference and adjust

I made the adjustment of groups after seeing score in order to make the equal proficiency of the both group's students.

viii. Start the experiment

I started to treat the experimental group with new treatment. I treated the experimental group with TBLT method giving them the speaking situations that they face in their real life situations. I developed students' speaking skills engaging them in picture description, role play, and interview and found the differences. Regular activity went to the control group. They were taught through chalk and talk method.

The experiment completed after four weeks.

ix. Give a post test

I conducted the post- test after the completion of the experiment.

x. Mark the answer sheets

The answer sheets were marked after the test was administered to get the score.

xi. List the raw score

The marks obtained by the students were listed by doing statistical processes like addition, subtraction, division and standard deviation.

xii. Calculate the average (mean) of both groups

The average score of the groups were calculated to find out the better group as in the pre-test.

xiii. Compare the mean of both groups

I compared mean score of both groups control and experimental group.

3.6 Data Analysis Procedures

The systematically collected data were analyzed, interpreted and presented quantitatively with the help of simple statistical tools and tables.

3.7 Ethical Considerations

At first, I went to the school, asked permission and took informed consent with respondents then I took confidentiality regarding the information of respondents. I did not use the data except for my study without permission of respondents. Similarly, I did not make manipulation in collected data. I did not do any harm to informants while collecting data. Likewise, I did not analyze data subjectively. In the same way, I did not pay attention on accuracy, honesty, truthfulness of data in my study. I gave extra time to the control group after the research was over. I treated the experimental group in the morning before the school hour and control group was taught after the school hour.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Analysis and interpretation is one of the most important stages to be dealt in the process of thesis writing. This chapter deals with the analysis and interpretation of data collected mainly from primary sources. The primary sources were the students of grade seven of one of the secondary school of Bhojpur district. The records of student's performance in pre-test and post- test are analyzed from different angles to find out the effectiveness of task based language teaching in developing speaking skills. The analysis of pre-test and post- test are analyzed and interpreted under the following headings.

1. Holistic comparison of different test scores
2. Analysis and interpretation of individual test scores
3. The highest score, average score and lowest score of both groups of both tests
4. Item-wise analysis and interpretation of test scores

In this process, the whole class was divided into two groups, control group and experimental group. The subjects were randomly assigned between the groups. Both groups were taught the same items to develop their speaking abilities. The students of control group were taught through the lecture and chalk and talk method while the students of experimental group were taught through the task based approach or new treatment was done for experimental group to see the cause and effect. Individual scores of both groups along with average scores were calculated, tabulated, presented in charts and tables and comparison of both groups were made to see the effects of TBLT in upcoming sections.

4.1 Holistic comparison of Different Test Scores

In this section, the result of pre- test and post- test of experimental and control group have been compared. Students of grade seven are divided into two groups. Each group consists of 17 students. They are given test items of 50 full marks. The comparison is shown as follows;

Table – 1

Performance of experimental and control group in pre- test and post test

Group	Num.ofstds	F.M	Total marks	Total marks obtained	Average marks in pre-test	Total marks	Total marks obtained	Average score in post-test	differences
Experimental	17	50	850	79	4.64	850	615	36.17	31.53
Control	17	50	850	87	5.11	850	314	18.47	13.36

The above table indicates that the experimental group has the average score 4.64 in pre-test and 36.17 in post-test. Experimental group has increased its average marks by 31.53. On the other hand, control group has average score 5.11 in pre-test and 18.47 in post-test. Here, control group has increased its average marks by 13.36 in post-test.

It shows that the students of experimental group have progressed by 31.53. It is the effect of TBLT. Control group has not progressed in this way. This means the use of TBLT technique in developing speaking skills is effective.

4.2 Analysis and Interpretation of Individual Test Scores

In this section, the data obtained from pre-test and post- test of both control and experimental groups are analyzed and interpreted individually.

4.2.1 Analysis and Interpretation of pre -test scores

In experimental method, after the division of whole class into two groups i) control group and ii) experimental group, pre - test is given to find out the ability of students and to make adjustments in both groups being based on the scores so that both groups have same level of ability. That's why, I

administered a set of test items of 50 marks to both groups before intervening and manipulating the variables in experimental group and to determine students ability in speaking skills. The pre-test items consisted of i) offering , advising and suggesting through dialogues , ii) role playing, iii) giving instructions, iv) creating dialogues in different situations , v) picture describing and vi) comparing

Table 2.

Average score of pre-test of control group and experimental group

S.N	F.M	Control Group				Experimental Group			
		Score (x ₁)	Score %	No.ofstds(f ₁)	x ₁ f ₁	Score (x ₂)	Score %	No.ofstds(f ₂)	x ₂ f ₂
1	50	1	2	2	2	1	4	2	2
2	50	3	6	2	6	4	8	5	20
3	50	4	8	2	8	5	19	8	40
4	50	5	10	9	45	6	12	1	6
5	50	6	12	1	6	11	22	1	11
6	50	20	40	1	20			N ₂ =17	∑x ₂ f ₂
				N ₁ =17	∑x ₁ f ₁				2

Average Score of Control Group average Score of Experimental Group

$$\begin{aligned} \bar{X}_1 &= \frac{\sum f_1 x_1}{N_1} \\ &= \frac{87}{17} \\ &= 5.11 \end{aligned}$$

$$\begin{aligned} \bar{X}_2 &= \frac{\sum f_2 x_2}{N_2} \\ &= \frac{79}{17} \\ &= 4.6 \end{aligned}$$

The above table shows that the highest scores of control group was 20 and experimental group was 11. The lowest score of control group was 1 and lowest score of experimental group was also 1. The average score of control group was 5.11 and that of experimental group was 4.64.

4.2.2 The Post Test Scores

Finally, on the completion day of the experimental research, the effectiveness of TBLT as a whole was evaluated. The students of both groups were taught for 28 days in different items of developing speaking skills. The same set of

question items of pre-test was administered to both groups of students. The scores of students on post- test were as follows:

Table- 3
Average score of post- test of control group and experimental group

S.N.	F.M.	Control Group				S.N.	F.M.	Experimental Group			
		Score (x ₁)	Score %	No.ofstds (f ₁)	x ₁ f ₁			Score (x ₂)	Score %	No.ofstds (f ₂)	x ₂ f ₂
1	50	7	14	1	7	1	50	20	40	1	20
2	50	8	16	5	40	2	50	22	44	1	22
3	50	12	24	2	24	3	50	23	46	2	46
4	50	16	32	1	16	4	50	26	52	1	26
5	50	17	34	1	17	5	50	28	56	1	28
6	50	18	36	1	18	6	50	31	62	1	31
7	50	27	54	2	54	7	50	33	66	1	33
8	50	31	62	2	62	8	50	38	76	1	38
9	50	34	68	1	34	9	50	39	78	1	39
10	50	42	84	1	42	10	50	44	88	1	44
				N ₁ =17	∑x ₁ f ₁ =314	11	50	46	92	1	46
						12	50	48	96	3	144
						13	50	49	98	2	98
										N ₂ =17	∑x ₂ f ₂ =615

Mean Score of Control Group

$$\begin{aligned} \bar{X}_1 &= \frac{\sum f_1 x_1}{N_1} \\ &= \frac{314}{17} \\ &= 18.47 \end{aligned}$$

Mean Score of Experimental Group

$$\begin{aligned} \bar{X}_2 &= \frac{\sum f_2 x_2}{N_2} \\ &= \frac{615}{17} \\ &= 36.17 \end{aligned}$$

The above table shows, the highest mark of control group was 42 and that of experimental group was 49. In the same way, the lowest score of control group was 7 and that of experimental group was 20.

The average score of control group was 18.47 and that of experimental group was 36.17. The average score of experimental group is more than the average score of control group. This shows the effectiveness of experimental treatment.

4.3 The Highest Score, Average Score and Lowest Score of both groups of both tests

Table 4.

The Highest Score, Average Score and Lowest Score of both groups of both tests

Score	Pre-Test				Post Test			
	Control Group		Experimental Group		Control Group		Experimental Group	
	Score	%	Score	%	Score	%	Score	%
Highest	20	5.88 of total stds	11	5.88 of total stds	42	5.88 of total stds	49	11.76 of total stds
Average	5.11	11.76 above and 88.23 below	4.64	58.82 above and 41.17 below	18.47	35.29 above and 64.70 below	36.17	52.94 above and 47.05 below
Lowest	1	11.76 of total stds	1	11.76 of total stds	7	5.88 of total stds	20	5.88 of total stds

The table shows that the highest score of pre-test of control group is 20 and that of post- test is 42 which are secured by one-one students (5.88%)of total students.

Similarly, the highest score of pre-test of experimental group is 11 which was secured by one student (5.88%) of total students and that of post- test was 49 which are secured by two students (11.76%)of total students. The differences of score of control group of both tests is 22 marksand that of experimental group is 38 marks. It means the students of experimental group of post- test has progressed a lot because there is the difference of more than double marks. It indicates that the exposure of TBLT made such difference.

The lowest score of control group of pre-test is 1 which is secured by two students (11.76%)of total students and that of post- test is too 1 which was also secured by two students (11.76%)of total students. Similarly, the lowest score of control group of post-test is 7 and that of experimental group is 20 which are secured by one-one students (5.88%) of total students. The lowest score of experimental group increased by 19 marks. This progress is also because of exposure of TBLT in experimental group.

The average marks of control group of pre-test is 5.11 in which 11.76% of students are above and 88.23% of students are below average score. In the same way, the average score of control group of post- test is 18.47 which is 35.29% above and 64.70% below average score. But the average score of experimental group of post- test is 4.64 in which 58.82% of students are above and 41.17% of students are below average score. Similarly, the average score of experimental group of post- test is 36.17 in which 52.94% of students are above average score and 47.05% of students are below average score. The average score of experimental group has increased by 32 marks. It shows the effectiveness of TBLT.

4.4 Item-wise Analysis and Interpretations of Different Tests

In this section, students' responses to particular item of different tests are individually analyzed, compared, interpreted and presented quantitatively. The numbers of correct and incorrect responses to particular items are presented here in table along with their percentage. The items which were difficult and easy to the students of both groups are evaluated in this section based on their correct and incorrect responses to a particular item in different tests. The test items asked to the students of both control and experimental groups were; i) Offering, advising, suggesting through dialogue ii) Roleplaying, iii) Giving instructions, iv) Creating dialogue in different situations, v) Picture describing and iv) comparing.

Test items should have discrimination capacity. They should be able to discriminate the weak and talent student's ability called item discrimination. Thus, item discrimination capacity of item is evaluated on the basis of four scales namely, poor, satisfactory, good and excellent. The students of both groups achieving 0 – 2.5 (0% – 25%) in one items are placed under poor, 2.6– 5 (26% – 50%) marks under satisfactory. 5.1– 7.5 (51% – 75%) marks under good and 7.6 – 10 (76% – 100%) marks under excellent. Similarly, the item of 5 marks is also evaluated on the basis of same scales.

4.4.1 Item-wise Analysis and Interpretation of Pre-test

Pre-test was administered to the students of both groups to find out the speaking ability of students of both groups based on score. A set of test items of 50 marks were administered to both groups before intervening and manipulating the variables in the experimental group. The pre-test items consisted of ; i) offering, advising and suggesting through dialogue , ii) Role playing, iii) Giving instructions , iv) creating dialogue in different situations , v) picture describing and vi) comparing.

The student's achievement of both groups in different test items is described, analyzed, interpreted and tabulated quantitatively below;

Table - 5

Itemwise performance on pre-test of both groups

SN	Items	Achievement															
		Control Group								Experimental Group							
		Poor		Satisfactory		Good		Excellent		Poor		Satisfactory		Good		Excellent	
		No Ofstds	%	No of stds	%	No of stds	%	No of stds	%	No of stds	%	No of stds	%	No of stds	%	No of stds	%
1	Offering, Advising and Suggesting through dialogue	16	94.12	1	5.88					17	100						
2	Role playing	16	94.12					1	5.88	17	100						
3	Giving instructions	17	100							17	100						
4	Creating dialogue in different situations	16	94.12	1	5.88					17	100						
5	Picture describing	16	94.12	1	5.88					17	100						
6	Comparing	17	100							17	100						

Based on the table, it can be calculated that student's ability in speaking skills was very poor. Only one (5.88%) of students of control group has given excellent answer in role playing item. Similarly, one (5.88%) of students have given the satisfactory answer in offering advising and suggesting through dialogues, creating dialogues in different situations and picture describing.

It is proved that students needed special treatment to the areas like offering, advising and suggesting through dialogues, role playing, giving instructions, creating dialogue in different situations, picture describing and comparing.

4.4.2 Item-wise Analysis and Interpretations of the post test

Post- test is given to find out the effectiveness of intervention and manipulation and to see the result of cause of effect of variables in experimental research. The total progress of both control group and experimental group was evaluated finally through the post test. On the completion day of data collection, a post-test was administered to evaluate the purpose for which it was carried out. The same set of test items of pre-test was administered to the students of both groups on 28th day of data collection. Then scores of both groups were listed after the marking. The correct and incorrect answers of both groups were sorted out to find out the difficulty and ease items of test. The status of students in each items of test are analyzed, interpreted, described, tabulated and evaluated below quantitatively.

Table -6

Itemwise performance on Post- test of both groups

SN	Items	Achievement															
		Control Group								Experimental Group							
		Poor		Satisfactory		Good		Excellent		Poor		Satisfactory		Good		Excellent	
		No of std	%	No of std	%	No of std	%	No of std	%	No of std	%	No of std	%	No of std	%	No of std	%
1	Offering , Advising and Suggesting through dialogue	2	11.76	9	52.94	5	29.41	1	5.88			4	23.52	4	23.52	9	52.94
2	Role playing			7	41.17	6	35.29	4	23.52					4	23.52	13	76.47
3	Giving instructions	8	47.05	2	11.76	1	5.88	6	35.29			1	5.88	3	17.64	13	76.47
4	Creating dialogue in different situations	12	70.58	1	5.88	2	11.76	2	11.76	4	23.52	1	5.88	4	23.52	8	47.05
5	Picture describing	12	70.58			5	29.41			1	5.88	1	5.88	8	47.05	7	41.17
6	Comparing	17	100							7	41.17	1	5.88			9	52.94

The above table reveals the progressive nature of students of experimental group. They progressed a lot in developing their speaking skills. Their pace of progress was marvelous. But the students of control group were not improving in developing their speaking skills. Their progress was just satisfactory not excellent in comparison to that of experimental group students.

Students of control group were found weak in comparing to their friends. Cent percent students of control group were found weak in creating dialogue in different situations and picture describing too. Only one (5.88%) of students of control group secured excellent marks in advising, suggesting and offering through dialogues while nine (52.94%) of experimental group students secured excellent marks. Only four (23.52%) of students of control group secured excellent in role playing while thirteen (76.47%) of students of experimental group secured excellent marks. Similarly only six (35.29%) of students of control group secured excellent marks in giving instructions in various situations while thirteen (76.47%) of students of experimental group secured excellent marks in giving instructions to various situations. Similarly, majority students of control group secured poor marks in creating dialogues in different situations while nearly half of students secured excellent marks in this item. Similarly, majority students of control group got poor marks in picture describing while nearly half of the students got excellent marks in this item. Similarly, 100% of students got poor marks in comparing to their friends while more than 50% of students got excellent marks. Thus, from the above table and description it can be said that the students of experimental group progressed a lot in comparison to that of control group. The reason behind this was the exposure of TBLT techniques to them. This shows the effectiveness of TBLT in developing speaking skills.

CHAPTER – FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this section, conclusion of study is done being based on the findings and further recommendations are provided for pedagogical implications.

5.1 Summary of the findings

Being based on above analysis and interpretations, the findings of this research are summarized below:

- i. The score of students were distributed around the average score of 5.11 in control group and 4.64 in experimental group in pre-test. High test score of control group was 20 and that of experimental group was 11 in pre-test. The lowest score of control group was 1 and that of experimental group was also 1. This finding proved the low and mix ability of students in both groups.
- ii. The average mark of control group of post- test was 18.47 and that of experimental group was 36.17. Similarly, the highest score of control group was 42 and that of experimental group was 49. The lowest scores were 7 and 20 of both control and experimental groups respectively. This proved that the students of experimental group progressed a lot than that of control group during the period of 28 days.
- iii. While comparing the scores of pre-test and post- test, the highest score of control group in pre-test was 20 and that of post- test was 42. Similarly, the highest score of experimental group in pre-test was 11 and that of post- test was 49. There was the vast difference in highest score of experimental group between pre-test and post- test. The difference was that of more than 4 times double marks which proved the effectiveness of TBLT. Similarly, the average score of control

group in pre-test was 5.11 and post- test was 36.17. The average score of experimental group in pre-test was 4.64 and that of post- test was 18.47. The average score of post- test was also more than 8 times double the pre-test in experimental group. The lowest score of control group in pre-test was 1 and that of post- test was 20. The difference was that of 19 marks in lowest score of experimental group. This proved poor students progressed a lot. This also indicates the effectiveness of TBLT.

- iv. The student's performance in specified items in pre-test and post- test was impressive. In most of the items, the number of correct responses of experimental group was better than that of control group.
- v. In pre-test, both control and experimental groups students secured very poor marks in picture describing, comparing, creating dialogues to different situations, role playing and other items too.
- vi. In post- test, 76.47% of students of experimental group secured excellent marks in role playing and creating dialogues in different situations while 23.52% and 35.29% of students of control group secured excellent marks in these items. Similarly, 52.94% of students of experimental group secured excellent marks in comparing items but no students of control group were able to give excellent answer in this item. 52.94% of students of experimental group secured excellent marks in offering, advising and suggesting item while 5.88% of students of pre-test secured excellent marks in this item. 47.05% of students of experimental group secured excellent marks in creating dialogue in different situations but 11.76% of students secured excellent marks in this item. In the similar way, 41.17% of students of experimental group secured excellent marks in picture describing but no any students of control group secured excellent marks in picture describing.

- vii. After analyzing the marks of test items, the students' excellent progress in the experimental group than that of control group was the result of experimental groups' students' exposure to the TBLT while developing speaking skills.
- viii. After analyzing the correct and incorrect responses in different items in different tests, the items that proved most difficult to both groups were i) picture describing and ii) comparing. The items that proved to be the easiest one to both groups were giving instructions to various situations.

5.2 Conclusions

The primary aim of teaching and learning activities is to make the students able to communicate to each other and to make them able to express the ideas they wish to. There are various approaches that guide the teaching and learning activities. There are several language teaching methods and approaches like grammar translation, audio-lingual, direct method etc. They are now outdated because of the failure in helping the learners to acquire the language for communication. So, communicative method came into existence. TBLT is one of them which focus on performance of meaning full task involving students in completing task for solving problems.

Task based language teaching uses tasks as instructional activities. It suggests that second language can be acquired if students are involved in doing different tasks. That's why; teachers should use communicative tasks as techniques for developing speaking skills of students. Different sorts of tasks can be designed by the teachers based on the topics, students' level, size of the class, etc. But for this, teachers should have the knowledge about different sorts of tasks and their nature. Tasks should suit the students' level and selected topic. Considering these things if a task is designed, the students will learn communicative items successfully and ultimately they can be able to acquire the language. On the basis of analysis and interpretation of data the conclusions are derived below.

- i. Students can be involved in task activity by dividing them into pairs and groups.
- ii. The students can be involved in the tasks like giving instructions, role playing, creating dialogues in different situations, picture describing, comparing, etc in order to develop their speaking skills.
- iii. Students interact with each other in pairs, groups, half class, whole class, etc.
- iv. Students use different communicative, cognitive and psycholinguistic strategies like negotiation, rephrasing, modification, simplification, etc to accomplish the task.
- v. TBLT was found to be one of the best methods for developing speaking skills to the students.
- vi. Students being exposed with TBLT were found to be highly motivated because of their active participation in task and because of activities like pair work, group work, picture description, creating dialogues in different situations, role playing, etc.
- vii. The comparison of scores obtained by the students in pre-test and post-test also supports TBLT as one of the effective methods in developing speaking skills.

Thus, it can be concluded that TBLT is one of the best methods for teaching and learning speaking skills. It means students and teachers are very active and classroom also becomes interesting. Students get motivated towards learning because of their active participation in tasks and activities.

5.2 Recommendations

It is now clear from above findings that TBLT is one of the best methods for teaching and learning speaking skills. On the basis of findings derived from the analysis and interpretation of the data, the following recommendations for pedagogical implications are presented.

5.2.1 Policy Related

As far the polices are concerned regarding the use of TBLT at school level and university level, Ministry of Education should formulate the law for the use of TBLT in all other fields of language teaching and learning. At policy level, the following implications can be suggested;

- i. The effectiveness of task based activities in developing speaking skills proves TBLT as one of the best method so that MOE should formulate the law to implement TBLT from lower level of school to high level of university studies in almost all ages, abilities and levels of students.

5.2.2 Practice Related

TBLT has out dated lecture method. It should be brought in practice by teachers. Stake holders should play important role of implementing the TBLT in practical field. The following implications can be suggested at practice level;

- i. Curriculum designers should be awared about TBLT so that they will know the sorts of task useful to the appropriate level of students. Then they have to design the curriculum according to the level and interest of the students.
- ii. Textbook writers should be made well aware about TBLT so that they can find tasks as an interesting activity which will help them to place different sorts of tasks with different levels, interests, capacities and ages of the students in their book.

I used the role play, interviews, simulation, pair work, group work, picture description and other activities in teaching students with task based method. So, teachers should also use these activities in their classroom to effectively implement the curriculum for developing their speaking skills.

5.2.3. For Further Research Related

Research is tough, challenging and rigorous activity. No work is final and no research is complete. New approaches, methods and techniques of study and

presentation of data should be innovated in research. This research is the result of great hardships. There was the lack of thesis done by other researchers in T.U. Other thesis researchers lack complete and systematic presentations of data quantitatively and qualitatively in detail. This thesis has tried to complete those incompetence's. Systematic and complete presentation of research will be important for other researchers for carrying out experimental study in language teaching and learning and other areas and fields.

The drawback of this research is that it talks only about the effectiveness of TBLT in developing speaking skills. It does not talk about other fields. So, further research should be carried out to find out its effectiveness in developing vocabulary, grammar, pronunciation, listening skill, speaking skill, writing skill, reading skill and other areas.

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APPENDICES -I

Sample Lesson Plan (Experimental Group)

School: -Shree Vishwapremi Secondary School Yaku, Bhojpur.

Teaching item: -Speaking skill (experimental group)

Topic:- Formal greetings, introducing and leave taking.

Time:- 40 minutes

Period:- 1st

1. Specific Objectives

At the end of the lesson, students will be able to;

- i) Engage in conversation considering the exponents of formal greetings, introducing and leave taking.

2. Teaching Materials

Pictures

3. Teaching Learning Activities

- The teacher will show pictures of greeting to the students and ask them to guess the topic they are going to learn.
- Teacher presents a model dialogue in the situation of picture using the exponents of formal greetings, introducing and leave taking.
- Teacher gives instruction to the students that he is giving the similar situations to the students and they have to try to develop the similar conversation as presented in the model.
- Teacher will give the students situation that their uncle is coming to meet them after five years and tells them to engage in conversation in their pairs.
- Teacher makes one student uncle and the next niece and tells them to engage in conversation.
- Teacher sees all pairs conversation and helps if necessary.
- Teacher provides other situations too to the students and tells them to engage in the similar conversation they had engaged.
- Teacher tells the pairs again to engage in the conversation by giving similar situations.
- Teacher asks students at last about the lesson they learnt through the conversation and helps if they are not able to tell.

4. Evaluation

- i. Engage in conversation to your friend as uncle when you are going to meet your uncle after five years.

APPENDICES -II

Sample Lesson Plan (Control Group)

School: Shree Vishwapremi Secondary School

Teaching item: Speaking skill (control group)

Topic : Formal greetings, introducing and leave taking

Time : 40 minutes

Period: 1st

1. Specific objectives

At the end of the lesson, students will be able to,

- i) Tell 3 exponents of formal greetings, introducing and leave taking.

2. Teaching materials

Daily used materials

3. Teaching learning activities

- Teacher enters to the classroom and asks previous lessons exponents and draws the students attention towards the lesson.
- Teacher writes down the five exponents of formal greetings, introducing and leave taking.
- Teacher tells the students to copy down the exponents in their answer sheets.
- Teacher reads out the exponents written on the board and tells the students to follow.
- Teacher tells the students to recite the exponents giving ten minutes' time and asks after ten minutes individually and helps if they are not able to tell.
- Teacher tells the students to discuss to each other and to write 3 exponents individually.
- Students individually present the exponents to the class.

4. Evaluation

- i) Tell at least 3 exponents of formal greetings, introducing and leave taking.

APPENDICES -III

Pre- test & Post Test

Name of the School:

Full Mark : 50

Student's Name:

Class: 7

Roll No. :

Sex:-

Q.N. 1. Develop a conversation between you and your friend asking offering and advice and suggestion using clues below; $5 \times 2 = 10$

i. Buy/radio news

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.....
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ii. Lend/house money

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.....
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.....
.....
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iii. Give up/smoking cancer

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.....
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iv. Buy/dictionary/English

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.....
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v. Respect/school/ good teaching

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.....

-
.....
- Q.N. 2. Perform the role play in the following situations. $5 \times 2 = 10$
- i. Suppose you are shopkeeper and telling the price of sugar which is asked by your shopkeeper.
.....
.....
 - ii. Suppose you are tourist and telling your guest that the beautiful scene seen is Chyangre.
.....
.....
 - iii. You are sick and telling your doctor what happened last night.
.....
.....
 - iv. You have just meet your uncle after five years and going to start coversation to him. Develop a conversation with your uncle in two exchanges.
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.....
.....
.....
 - v. You are inside the room with your friend and want to close the window by your friend?
.....
.....
.....
.....
.....
.....
- Q.N. 3. Give instructions to the people in the following situations. $5 \times 2 = 10$
- i. Ram and Shyam are going to school without wearing school dress.
.....
.....
 - ii. Sita and Rita are reading books without closing the window while it is raining.

.....
.....
iii. Prem is going to enter to the class without getting permission from teacher.

.....
.....
iv. Seema is going to eat rice without washing her hands.

.....
.....
v. Mausham is climbing on the tree wearing the shoes.

.....
.....
Q.N. 4. Create a dialogue between you and your friend in the following situations. 5x2=10

i. You have just meet your friend after 2 years. Start to involve in conversation with your friend in two exchanges.

.....
.....
ii. You need your friends pen for 5 minutes. Ask pen with your friend in dialogue form and also tell why you need it.

.....
.....
iii. Iahari is 17 km far from Biratnagar. Involve in conversation with the way someone has to go. Give the direction to the person who is going to Biratnagar.

iv. My friend is unknown to my aunt. Make your friends known your aunt in conversation.

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.....
.....

v. You and your friend are about to go to your own home to complete vacation assignment. Start conversation with why you are going to home.

.....
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.....
.....
.....

Q.N. 5. Describe the picture given below? 5



.....
.....
.....
.....
.....

Q.N. 6. Compare your two friends at least in two sentences. 5

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.....
.....

