

CHAPTER-ONE

INTRODUCTION

This study is on “teaching communicative functions through TBLT”. Under this title I have included the general background of task-based language teaching such as: general background of task-based approach, definition of tasks, features of tasks, types of tasks, the methodology of task-based approach and language teaching, task and teaching, teachers’ and learners’ roles in task based language teaching, meaning of language function, action research, and review of related literature, objectives of the study and lastly Significance of the study.

1.1 General Background

Language is the most widely used means of communication among human beings. Today English is the world’s most widely studied foreign language. According to Harmer (2007, p.17) between 600 – 700 millions peoples in the world speak English. It is the dominant language of education, commerce, religion, culture, science, media and government in the world. It has not a long history of teaching and learning English in Nepal. It has been included formally in our education system since Durbar School was established in 1910 B.S. In Nepal English is taught as compulsory subject from class one to bachelor’s level and optional subject from intermediate (+2) to master in faculty of education and Humanities. Many official documents, books, journals, advertisements, reports, newspapers and magazines, academic certificates, passports etc. are being printed in “English language. Hence the needs and importance of the English is increasing day by day in Nepal. So, learning English has become an important part for the people in order to fulfill day to day activities for survive. New approaches and methods proliferated throughout the 20th century. Some achieved wide level of acceptance and popularity at different times but some of them were replaced by methods based on newer or more appealing ideas and theories. Examples of this kind include the direct methods, audio-lingual and the situational approach. Some methods, such as communicative language teaching, were adopted a most universally

and achieved the status of methodological orthodoxy. Those methods (for example grammar translation method) which could not go with newly established scientific principles in the field of linguistics and learning psychology and did not address the contemporary ELT situation and its need for the learners then disappeared gradually. Other methods (direct method, audio-lingual method, etc.) were also criticized for not being effective in preparing students to use target language communicatively with fluency and appropriateness.

Communicative approach came in the field of language teaching in the late 1960s to fulfill the needs of contemporary language situation. Communicative language teaching (CLT) aims to apply the theoretical perspective of the language teaching by acknowledging the interdependence of language and communication. Many methods have come and gone in the last 100 years in pursuit of the 'best method. Richards (2010, p: 3) lists the following chronology of the dominance of methods:

1. Grammar Translation Method (1800-1900)
2. Direct Method (1890-1930)
3. Structural Method (1930-1960)
4. Reading Method (1920-1950)
5. Audio-lingual Method (1950-1970)
6. Situational Method (1950-1970)
7. Communicative Approach (1970-present)

Richards and Rodgers (2010, p. 151) mention different types of communicative approaches that are very much updated, inspirational and interesting for contemporary language teachers and researchers. Those current communicative approaches according to them are as follows:

- The communicative Language Teaching (CLT)
- The Natural Approach

- Co-operative Language Learning
- Content-Based Instruction (CBI)
- Task-Based Language Teaching (TBLT)
- The Post Methods Era

Thus, many linguists, educationists, methodologists, researchers and teachers have been investing their time, knowledge, and efforts for developing appropriate theories, approaches, methods, and techniques of language teaching. Any new innovation is the results of the previous work that has been done and implemented. If we see the history of teaching theories, approach and methods; the existing methods is the foundation of new methods and approach. When one approach of teaching English language cannot fulfill the expectation of language teaching then new methods appear in existence. Similarly task-based language teaching came into existence with the view of fulfilling the weakness or drawback of communicative language teaching (CLT).

1.1.1 Task-Based Language Teaching

With the advent of the communicative language teaching approach in the early 1980s and much emphasis is on learners' communicative abilities over the last two decades. The term Task-Based language teaching (TBLT) came into existence or prevalent use in the field of second language acquisition in terms of developing process-oriented syllabi and designing communicative tasks to promote learners' actual language use. Within the varying interpretations of TBLT related to classroom practice, recent studies exhibit three recurrent features: TBLT is compatible with a learner-centered educational philosophy; it consists of particular components such as goal procedure, specific outcome (Nunan 2005, Ellis 2003, as cited from Jeon & Hahn 2005; p.3); it advocates content oriented meaningful activities rather than linguistic forms (Littlewood, 2004; p.5). Ellis (2003, p.30) explains the emergence of Task-based language teaching as: "One of the attractions of a task-based approach is that it appears to blur the traditional distinction between syllabus, i.e. a statement of what is to be taught, and methodology, i.e. a statement of how to teach..."

So, task-based language teaching is considered as a unified approach of teaching language. In fact, a number of rather different approaches to using tasks in language pedagogy can be identified. We will now briefly consider these. Perhaps one of the earliest proposals for task-based teaching is that associated with ‘humanistic language teaching’. Humanistic principles of education emphasize the achievement of students’ full potential for growth by acknowledging the important of the effective dimension in learning as well as the cognitive.

In order to make more clear concept about task-based language teaching let’s see the following definitions given by various scholars:

Richard & Rodgers (2010, p. 223) say “task-based language teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.”

According to them tasks are proposed as useful vehicles for applying these principles. Tasks are viewed as the building blocks of a language where students perform the tasks and focused on language form as they do the tasks.

Markee (2010, p. 96) has given the following definition of task-based language teaching:

An analytic approach to syllabus design and methodology in which chains of information-gathering, problem-solving, and evaluative tasks are used to organize language teaching and learning: these interdependent pedagogical tasks, which combine insights from sociolinguistic and psycholinguistic research, are designed to methodologically simulate the communicative events that learners encounter in specific second language-using environment.

As Ellis explains, a key pedagogical issue is how a task can be fitted into a cycle of teaching. Various proposals have been advanced. Willis, for example, envisages a

‘task cycle’ consisting of three broad phrases (1) pre-task, (2) task, and (3) language focus. There are opportunities for attention to form in all three phases. In the pre-task phase one option is for the teacher to highlight useful words and phrases. The task phase ends with a ‘report’ where the learners comment on their performance of the task. In the final phase learners perform consciousness-raising and practice activities directed at specific linguistic features that occurred in the input of the task and/or in transcripts of fluent speakers doing the tasks.

Task-based language teaching is an innovation. “It is an umbrella term that subsumes the process syllabus, the procedural syllabus and pedagogical applications of more recent theoretical and empirical work in SLA studies classroom research and action research” (Markee; 2010, p. 35).

From the above discussion we can say that task-based teaching offers the opportunity for ‘natural’ learning inside the classroom. It emphasizes meaning over form but can also cater for learning form. It is intrinsically motivating and compatible with a learner-centered educational philosophy but also allows for teacher input and direction. It caters to the development of communicative fluency while not neglecting accuracy. It can also be used alongside a more traditional approach. It requires the teacher and learner training for the successful implementation in the real classroom teaching.

A very different approach to Task-based teaching is that embodied in the ‘procedural syllabus’ proposed by Prabhu (1987, as cited in Jeon, 2005). Prabhu instituted an innovative curriculum project in Secondary School in southern India whereby the structural-oral situational method, which was the predominant method at that time, was replaced by a task-based method. He devised a series of meaning-focused activities consisting of pre-tasks, which the teacher completed with the whole class, followed by tasks where the students worked on similar activities on their own, these tasks provided a basis for what Prabhu called meaning focused activity, that required students to understand, convey or extend meaning and where a attention to language forms is only incidental.

A third approach to task-based teaching is the ‘process syllabus’ advocated by Breen and Candlin, where as the procedural syllabus provides a specification of the tasks to be used in the classroom, the process syllabus is constructed through negotiation between the teacher and the students.

Finally, tasks can be designed with a meta-cognitive focus for learner-training purposes. This can be achieved by constructing tasks that help learners to become aware of, reflection on and evaluate their own learning style and strategies they use to learn.

1.1.1.1 Defining a ‘Task’

What exactly is a ‘task’? How does a ‘task’ differ from other devices used to elicit learner language, for example an ‘activity’, or an ‘exercise’, or ‘drills’? There is no complete agreement between researchers about the definition of tasks ‘what constitutes a task’. Let’s see the following definition of task given by various scholars:

Long (1985, as cited from Ellis; 2010, p. 4) defines task as:

A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, shorting letters, taking a hotel reservation, writing a cheque, finding a street destination, and helping someone across a road. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between. “Tasks” are the things people will tell you they do if you ask them and they are not applied linguists.

On the basis of this definition tasks may be both verbal and non-verbal. Tasks are those activities that fulfill the everyday needs of a person for the hoping of some kinds of rewards or personal satisfaction. Similar view put by Richards, Platt, and Weber (1985, as cited in Ellis, 2010, p. 4) and define task as:

A task is an activity or action which is carried out as the result of processing or understanding language, i.e. as a response. For example, drawing a map while listening to a tape, and listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative...since it provides a purpose for classroom activity which goes beyond practice of language for its own sake.

According to him tasks are not only for doing any activities but it should serve the language, while performing it. The tasks of language teaching should make teaching more communicative and practical.

Lee (2000; as cited from Ellis 2010, p. 4) has given the following definition of task:

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 produce the target language as they perform some set of workplans.

Markee (1989, as cited in Richards and Rodgers, 2010; p. 124) defines communicative task as:

A communicative task is ‘a piece of classroom work which involves learners in comprehending, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

Here task refers to the classroom activities that focus more on meaning than form. It should be free and complete for fulfilling communicative act. Similarly Skehan (1996a, as cited in Ellis, 2010, p. 4) notes 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 task performance is in terms of task outcome”. Bygate, Skehan, and Swain (2010, as cited in Ellis, 2010, p. 5) define a task as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective”.

By observing the above definition we can say that a broad definition, such as that provided by Long (1985), includes task that require language, for example, making an airline reservation and tasks that can performed without using language, for example, painting a fence. However, more narrow definition, such as those of Richards, Platt and Weber (1985, as cited form Ellis,2010, p.4) and Nunan (1989, as cited form Ellis,2010, p.4); defines task as an activity that necessarily involves language (as cited in Ellis 2010, p: 5). Given that the overall goal of tasks, in both research and teaching, is to elicit language. Therefore in this study I will be concerned only with tasks whose successful completion involves language. Scope of task played an important role in research and teaching. Should the term ‘task’ be restricted to activities where the learners’ attention is primarily focused on message conveyance or should it include any kind of language activity including those designed to get learner to display their

knowledge of what is correct usage? Long (1985), Richards, Platt, and Weber (1985), Nunan (1989) and Skehan (1996a) clearly wish to restrict the use of term to activities where meaning is primary. Breen's (1989), definition seems broader one because that incorporates any kind of language activity, including 'exercises'. His definition seems synonymous with the term 'activity'. According to Rod Ellis (2010; p. 3) 'tasks' are activities that call for primarily meaning-focused language use, whereas 'exercises' are activities that call for primarily form-focused language use. This distinction is objected by Widdowson (1998) pointing out that learners will need to pay attention to both meaning and form in both tasks and exercises. For example, when learners involved in 'making an airline reservation' he/she will need to find out the linguistic form to explain where they want to fly to, what day and time they want to fly, what kind of ticket they want, etc, As Ellis (2010, p. 3) explains:

...Widdowson argues that what distinguishes a task from an exercise is not 'form' as opposed to 'meaning' but rather the kind of meaning involved.

Whereas a task is concerned with pragmatic meaning; i.e. the use of language in context, an exercise is concerned with 'semantic meaning; i.e. the systematic meanings that specific forms can convey irrespective of context. However, it is precisely this distinction that the terms 'form-focused' and 'meaning-focused' are intended to capture, so Widdowson's objection is more one of terminology than substance.

Task is also defined from two different perspectives; research-based definition and pedagogic definition. The former is concerned with how SLA researchers define task and the latter is concerned with how it is defined from language learning and teaching point of view. Second language acquisition researchers describe tasks in terms of their usefulness for collecting data and eliciting samples of learners' language for research purpose.

Thus, a 'task' requires the participants to function primarily as 'language users' in the sense that, they must employ the some kinds of communicative process as those involved in real-world activities.

Feeze (1998, p. 17; as cited from Markee 1997, p.30) summarized the following key assumptions of task-based instruction:

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

From the above discussion we can say that Task-based teaching offers the opportunity for 'natural' learning inside the classroom. It emphasizes meaning over form but can also cater for learning form. It is intrinsically motivating and compatible with a learner-centered educational philosophy but also allows for teacher input and direction. It caters to the development of communicative fluency while not neglecting accuracy. It can also be used alongside a more traditional approach. It requires the teacher and learner training for the successful implementation in the real classroom teaching.

Undoubtedly task is useful means to elicit data related to language. SLA researchers have used the task as a tool to collect sample of the data related to second language

acquisition. Though task-based approach is more appropriate in teaching language, it has some criticism too. None of the innovations are complete in itself. There are many researches on task which are often criticized for being too much psycholinguistic.

1.1.1.2 Features of a Task

By observing the above definition we can find out various features of task. Here it is better to mention the features given by Ellis (2010; pp. 9-10) who provides the following six fundamental features of task:

1. A task is a work plan. A task constitutes a plan for learner activity. This workplan takes the form of teaching materials or of ad hoc plans for activities that arise in the course of teaching. The actual activity that results may or may not match that intended by the plan. A task, therefore, may not result in communicative behavior.
2. A task involves a primary focus on meaning i.e. it is similar to what Skehan and Long and Crookes claim. Task involves the activities like information gap, opinion gap etc., that focus on meaning.
3. A task involves real world processes of language use.
4. A task involves any of the four language skills.
5. A task engages cognitive process (this feature is similar to that of Prabhu's definition. This feature is related to the cognitive processes like selecting, classifying, ordering, reasoning).
6. A task has a clearly defined communicative outcome (this feature is similar to what Skehan argues about the success in performing the task).

1.1.1.3 Types of Task

The classification of tasks can be different depending on the perspectives of the linguists or researchers. Some classifications are general and others are more specific.

The following is on the different types of tasks described in the literature. They have presented various types of tasks for task-based language teaching concerning for the following things:

-) Any activity should engage learner's interest.
-) There should be a primary focus on meaning.
-) There should be visible outcome.
-) Success should judge in terms of outcome.
-) Activity should relate to real world activities.

Willis (1996; p. 1) classified task into the following seven types:

1. Listening
2. Ordering and shorting (sequencing, ranking, classifying)
3. Matching
4. Comparing
5. Problem solving
6. Sharing personal experiences
7. Projects and creative tasks

Richards (2001,cited in Nunan 2004, p:76) classify tasks according to the types of interaction in the product.

- a) **Jigsaw Tasks:** These tasks involve learners in combining different pieces of information to form a whole (e.g. three individuals or groups may have three different parts of a story and have to piece the story together).
- b) **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.

- c) **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 a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.
- d) **Opinion Exchange Tasks:** Learners engage in discussion and exchange of ideas. They do not need to reach agreement.
- e) **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.

Similarly, Ellis classified task into two broad types as: **Unfocused** and **Focused** tasks.

1. Unfocused Tasks

Unfocused tasks refer to those tasks that require specific modes of discourse, for example, narrative or description, and that may result in learners using specific linguistic features, for example, past tense or prepositions. As Ellis (2010, P. 141) states 'unfocused tasks are not designed with the intention of eliciting the linguistic features rather, researchers identified them a posteriori when they analyzed the learner productions that resulted from the performance of the task.' Unfocused task may predispose learners to choose from a range of forms but they are not designed with the use of a specific form in mind. In unfocused tasks the topics are drawn from real life or perhaps from the academic curriculum that students are studying. So, it is meaning-focused task. In particular, there must be primary concern for message content, the participant must be able to choose the linguistic and non-linguistic resources needed, and there must be a clearly defined outcome.

2. Focused Tasks

Focused tasks must meet all the criteria of unfocused tasks in general. In task-based language, focused-task should involve language production rather than learning the

form. Where the learners are not informed of the specific linguistic focus and therefore treat the task in the same ways as they would an unfocused task; i.e. pay primary attention to message content. Ellis (2010; p. 16) states about focused tasks as:

...focused tasks aim to induce learners to process, receptively or productively, some particular linguistic features, for example, a grammatical structure. Of course, this processing must occur as a result of performing activities they satisfy the key criteria of a task, i.e. task language is used pragmatically to achieve some non-linguistic outcome. Therefore, the targeted feature cannot be specified in the rubric of the task. Focused tasks, then have two aims: one is to stimulate communicative language use, the other is to target the use of a particular, predetermined target feature...

Thus, Focused tasks primarily concerned with the linguistic form and contextual or real world meaning together. This task includes both the structure and content but linguistic forms are taught indirectly while participating in the real and authentic tasks through cognitive process.

1.1.1.4 The Methodology of Task-Based Teaching

Methodology here refers to the procedures of task-based language teaching. In addition to selecting and sequencing a set of tasks and preparing appropriate work plan for each task decision have to be taken regarding the methodological procedures for executing the workplan in the classroom. There are two basic kinds of such procedures firstly, there are those procedures that specify how the activities mentioned in the syllabus can be converted into actual lesson. Secondly, there are procedures relating to how the teachers and learners are to participate in the lesson.

Ellis (2010, p. 243) has put these two procedures under the heading 'lesson design' and 'participatory structure.

A. Lesson Design

The design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. Various designs have been proposed by various scholars. However they all have in common three principal phases: Pre-task, During-task, and Post-task phases. These phases reflect the chronology of a task-based lesson.

Pre-Task Phase

It is the first stage of task-based language teaching lesson. This phase concerns the various activities that teachers and students can undertake before they start the task. It is carried out as a whole class activity with the teacher and involved the learners in completing the task of the some kind as and with similar content to the main task. It is also called the 'preparation' phase. The purpose of 'pre-task' phase is to prepare students to perform the task in ways that will promote acquisition.

During-Task Phase

This is the second stage of task-based language teaching lesson. This phase, centers around the task itself and affords various instructional options, including whether students are required to operate under time pressure or not. Among these three phases, only the 'during – task' phase is obligatory in task –based teaching. Thus, a task – based lesson consists of the students just performing a task. In during- task phase, the teacher can elect to allow students to complete the task in their own time or can set a time limit. Ellis (2010, p. 149) explains that Lee (2000) strongly recommends that teachers set strict time limits. Similarly, Yuan and Ellis (2003, as cited from Ellis, 2010, p. 150) found that:

... giving students an unlimited time to perform a narrative task resulted in language that was both more complex and more accurate in comparison to a control group that was asked to perform the same task under time pressure.

Process options differ from task- performance options in that they concern the way in which the discourse arising from the task is to be handled. Whereas performance option can be selected in advance of the actual performance of the task, process options must be taken in flight while the task is being performed. Ellis (2010, p. 258) states it is clear that process options cannot be prescribed. Nevertheless, it is possible to identify in broad terms, the kinds of processes that the participants in a task performance need to strive for. These are:

- a. Discourse that is essentially ‘conversational’ in nature.
- b. Discourse that encourages the explicit formulation of messages.
- c. Opportunities for students to take linguistic risks.
- d. Occasions where the task participants focus implicitly and/or explicitly on specific linguistic forms.
- e. Shared goals for the task (including the use of the L1 to establish these).
- f. Effective scaffolding of the participants’ efforts to communicate in the L2.

Post-Task Phase

The final phase is ‘post-task’ and involves procedures for following up on the task performance. This phase has three major pedagogic goals: (1) to provide an opportunity for a repeat performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

Let's see the following table which makes us clear about these three phases of task-based language teaching lesson:

A Framework for Designing Task-Based Lesson

| Phase | Examples |
|----------------|---|
| A. Pre-task | Framing the activity, e.g. establishing the outcome Of the task Planning time Doing a similar task |
| B. During task | time pressure Number of participants |
| C. Post-task | learner report Consciousness rising Repeat task |

Figure – 1

Source: Ellis (2010, p.244)

From the above discussion we can say that only the ‘during-task’ phase is obligatory in task-based teaching. Thus, a task-based lesson consists of the students just performing a task. ‘Pre-tasks’ are non-obligatory but, can serve a crucial role in ensuring that the task performance is maximally effective for language development. Similarly, Willis (1996, p: 52; as cited from Ellis, 2010, p.263) suggests three basic stages of task-based language learning: the pre-task, the task-cycle and the language focus.

Participatory Structure

The participatory structure of a lesson refers to the procedures that govern how the teacher's and students' contributions to the performance of the task are organized. A basic distinction can be made according to whether the type of participation is

individual, i.e. each student works by him or herself, or social, i.e. interaction occurs between the participants. These options are available in each phase of a lesson, including main task phases. Willis (1996; p: 52) states that ‘students do the task in pairs or small groups in her overviewed of the ‘task cycle’. Discussions of task-based teaching are often based on the assumption that the main task will be performed in pairs or small groups. For example, Pica (1987, as cited in Ellis, 2010, p: 263) calls for tasks that require information exchange and emphasize collaboration and equal participant structure.

The choice of participatory structure will influence to what extent there is interaction in the classroom and also its nature explains as suggested in the following table:

Types of Classroom Participatory Structure

| Participatory structure | prototypical form of interaction |
|--------------------------------|--|
| A. Individual | intrapersonal, e.g. by means of private speech |
| B. Social | Interpersonal |
| 1. Teacher-class | Teacher students |
| 2. Student-class | Student teacher and other students |
| 3. Small group or pair work | Student student (teacher) |

Figure -2,

Source: Ellis (2010, P: 263)

1.1.1.5 Principles of Task-based Language Teaching

Teacher need to ensure that the decisions they make with regard to the design and participatory structure of a task-based lesson are principled ones. Thus, it seems appropriate to conclude with a list of general principles that can inform the planning and teaching of task-based lessons. The overall purpose of task-based methodology is to create opportunities for language learning and skill development through collaborative knowledge building. Ellis (2010, pp. 276-278) present the following

principles can be used to guide the selection of implementation options and participatory structures that can help to achieve this:

Principle 1: Ensure an appropriate level of task difficulty.

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

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

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

Principle 5: Encourage students to take risks.

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

Principle 7: Provide opportunities for focusing on form.

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

These principles are intended as a general guide to the teaching of task-based lessons, not as a set of commandments. The approach throughout this chapter has been descriptive; that is, I have sought to codify and describe the various methodological possibilities relating to the design and participatory structure of lessons, drawing on a wide range of sources, but especially socio-cultural theory.

1.1.1.6 Task and Teaching

Task-based learning has become as orthodoxy in contemporary EFL teaching and in recent years has been exported to many countries around the globe. Much has been written about it in definitions of task and the role of tasks in second language acquisition as well as the different stages in task-based lessons. However, there is little practical discussion of how tasks are actually implemented in school settings, particularly where conditions may be less than ideal, in terms of one or more of the following conditions:

1. Large class sizes

2. Cramped classrooms
3. Lack of appropriate resources
4. Teachers not trained in task-based methodologies
5. Teachers with limited language proficiency
6. Traditional examination-based syllabi.

1.1.1.7 Teachers' and Learners' Role in Task-Based Language Teaching

Teachers have the important role on task-based language teaching because teachers are the designer of task. If the task is not designed properly and appropriate to address the learners' needs and interest teaching and learning becomes in vain. On the other hand, students are the central concern for task-based language teaching. Students directly participate in doing and completing task designed by the teachers. In task-based approach, language is learned through communication. Thus, student's role is to create the target language based on context and situation. In task-based language teaching the learners are assumed to be able to perform task adequately hence, they play central role in the process of language learning. Richards and Rodgers (2010, pp. 235-236) specify the roles of teacher as selector and sequencer of task, preparing learners for task and consciousness rising whereas students work as group participant, monitor, risk-taker and innovator.

1.1.1.8 Task-Based Assessment

Task based assessment means here how tasks are employed to assess learners' communicative ability in a second language (L2). 'Tasks' are taken variously by language teaching methodologists. The term task is used to refer to any device for carrying out an assessment, which is the broad definition of tasks in language pedagogy. Here my concern is assessment task are viewed as devices for eliciting and evaluating communicative performance from learners in the context of language use that is meaning-focused and directed towards some specific goal. Task-based assessment has favourable a washback effect; it enables assessment to be more easily

integrated into the learning process. It provides learners with useful diagnostic feedback on progress and achievement. It also enables the result of an assessment to be reported in a way that is intelligible to non-specialists. In conclusion task-based testing is seen as a way of achieving a close correlation between the test performance, i.e. what the testee does during the test and the criterion performance, i.e. what the testee has to do in the real world.

1. Task-Based Language Assessment Paradigms

Any types of test should have a certain types of patterns so task-based assessment also have a certain patterns of test to test the students' performance after learning some certain language items. Ellis (2010, p.280) mentioned the following three types of task-based language assessment paradigms.

i) The Psychometric Tradition

This tradition in language testing is based on structural linguistic. It is also taken as psychological testing. On this types of test objective questions (multiple choice , true false, fill in the blanks, matching) are designed to test the testees performance. And test scores are then subjected to various statistical procedures i.e. item and factor analysis to establish reliability and validity. Language is broken down into discrete elements, i.e. phonemes, vocabulary items, grammatical patterns, and morphemes. It is tested in relation to the four language skills listening, speaking, reading and writing. The test of English as a Foreign Language (TOEFL) is the good example of these types of test.

ii) Integrative Language Tests

Unlike psychometric tradition, integrative Language tests prioritize objective questions in order to establish the objectively and reliability. This test is unitary in nature rather than discrete-point in nature. The validity is established by analyzing the scores from different test. While designing test we should be sensitive on the items

that should not be weak to test learner is unitary language faculty in holistic, real time language activities.

iii) Communicative Language testing.

Communicative language testing paradigms focuses on performance of the learners, authenticity and real-life outcomes. This method of assessment should ensure that the tests performance and the criterion performance are as far as possible the same. In other words, the test tasks and target language use tasks should be closely match. Communicative language testing also should test the testee's ability to recognize the communicative purpose of a task in order to respond appropriately. It also should test the testee's real-life outcomes whether the testee performs the task successfully or not. It is clear from the description that communicative language testing is a form of task-based assessment. It prioritizes 'real world task' on the ground that these ensure authenticity and face validity (Ellis. 2010, p. 283) .

1.1.2. Language Functions

A function of language refers to the purposes for which an utterance or unit of language is used. Such functions are often described as categories of behavior, e.g. request, advice, asking for permission etc. The functional use of language cannot be determined simply by studying the grammatical structures of sentences but also the purposes for which they are used. Language functions broadly classified as linguistic/grammatical function and communicative function. Grammatical function deal with the relationship that a constituent in a sentence has with another constituent, E.g. In a sentence 'I killed a snake', 'I' is the subject of the verb 'killed' is verb and 'snake' function as an object. The scope of the present study does not cover grammatical functions. It mainly concerns with communicative functions but for our purpose language functions mean communicative functions of language.

Communicative function of language refers to the communicative goal for which a language is used in a community. E.g. greeting, requesting, arguing, complaining, etc.

The main aim of language teaching is to make students able to use language in communication. Students need to develop listening, speaking, reading, and writing skills to use language in communication. Knowing English, therefore, means to know how to communicate in English. This involves not only producing language correctly but also using language for particular purposes. If learners are able not only to produce and understand structure of language but also use it to express the ideas of feeling, they are said to be communicatively competent. Obviously students need to learn how to express these functions in English.

The word 'function' is a key term in Communicative Language Teaching (CLT) just as 'structure' is the central concern in structural approach. Functions denote what is done with language. They refer to communicative properties of sentences to accomplish through language what language does or what we do through the use of language and its function. A language is used to communicate something. So, communication is the global function of language. A function is the purpose for which language is used. The purpose of using language is to communicate something. Human beings use very sophisticated forms of language to communicate their feelings, intentions, desires, and so on. The use of language is to greet others, to bid farewell, to express gratitude, to ask for permission, to request for something, to get things done and so on. By the same token, language serves the purposes of describing people. So describing people is one functions of language.

How many types of functions does language have? Regarding this question Sthapit (2003, P. 10) says:

This question cannot be answered definitely, partly because the complex nature of language and society and their relationship defines any such enumeration and partly because there is nothing like the only right or proper way of classifying language depends on how broad or narrow a given classification is. So, one can claim that his/her system of classification is only way or only right

way of doing the job of classifying the complex system of functions. However, a writer or a pedagogue has to follow one or the other system so as to make his description consistent and complete.

This states that the linguists are not at one regarding the classification of language functions i.e. linguists do not seem to follow a consistent system of classifying communicative functions.

Curriculum of Bachelor Second in English Education T.U. has classified the language function in the following categories:

1. SOCIOLIZING FUNCTION

1. Greeting
2. Taking leave or Farewells
3. Welcoming
4. Announcing
5. Addressing / Vocatives
6. Introducing
7. Congratulating
8. Expressing Good Wishes
9. Thanking
10. Attracting Attention
11. Asking to Repeat
12. Apologizing
13. Excuses
14. Expressing compliments
15. Expressing condolence

16. Expressing Sympathy

17. Extending an offer

18. Extending an invitation

19. Proposing a Toast

20. Using Conversation/Discourse Fillers

2. MAKING A QUERY

1. Asking for information

2. Checking

3. Checking with a choice

4. Seeking confirmation

5. Seeking permission

6. Seeking favours

7. Asking for Clarification/explanation

8. Asking about activity

9. Asking about trouble/problems

10. Asking about thoughts/Feelings

11. Asking about Health/Physical state

12. Asking to be quiet

13. Asking to wait/Not to wait

3. GETTING THINGS DONE

1. Requestion

2. Ordering

3. Telling

4. Telling to go first

5. Telling not to interrupt/not to disturb

6. Telling to be serious/not to Lie

7. Telling to begin/Stop Doing Something

8. Directing

9. Instructing

10. Encouraging/Discouraging

11. Persuading

12. Urging

13. Prohibiting/Forbidding

14. Threatening/Warning/Cautioning

15. Advising/Recommending/Suggesting

16. Making plans/Proposals/Reasons

17. Making appointment

18. Making Bookings

4. EXPRESSING MORAL AND EMOTIONAL ATTITUDE

1. Expressing

Likes/dislikes/preferences

2. Expressing interest/Lack of interest/Enjoyment

3. Expressing pleasure/ Displeasure

4. Expressing Satisfaction/ Dissatisfaction/Complaints

5. Expressing willingness/ Unwillingness

6. Expressing Approval/Disapproval

7. Expressing want/desire/hope/wish

8. Expressing Appreciation/ Praise/Credit

9. Expressing care/concern/Love

10. Expressing Surprise

11. Expressing Enthusiasm/excitement

12. Expressing indifference/Resignation

13. Making Promises

14. Expressing pain

15. Expressing Disappointment

16. Expressing Fear/Worry

17. Scolding/Reprimanding

18. Expressing Sorrow/Regret

19. Expressing impatience/Annoyance

20. Expressing Disgust

21. Expressing Anger/indignation

5. EXPRESSING MODAL ATTITUDE

1. Expressing Ability

2. Expressing Degrees of Certainty

3. Expressing Obligation/Need

6. EXPRESSING INTELIECTUAL ATTITUDE

1. Expressing presence/Absence of knowledge

2. Accepting/Denying

3. Expressing Agreement/Disagreement

4. Complaining

5. Reminding

6. Making Comparison and Contrast

7. Notifying

8. Expressing Opinions/Comments

9. Expressing Belief/Doubt/Trust

10. Expressing Decision/Indecision

11. Expressing speculation/ Prediction

12. Defining

13. Specifying/generalizing

14. Qualifying

15. Supporting/Opposing/Objecting to

16. Stating assumption

17. Assessing/Evaluation

18. Inference

19. Discussing

20. Changing the subject

21. Showing you are listening

22. Taking a point

7. IMPARTING FACTUAL INFORMATION

1. Identifying persons/Objects

2. Describing Things

3. Describing persons

4. Describing places

5. Describing process

6. Describing use and purpose

7. Narrating

actions/Events/Experiences

8. Reporting/quoting things

Told/overheard

9. Illustrating/Giving examples

10. Expressing intention/Lack of intention/plans

11. Live commentaries

12. Summing up

13. Using the Telephone

1.1.3. TBLT and Communicative functions

From my study it is clear that TBLT is the newly used successful teaching methodology. Many more researchers and teachers' attractions are on this methods because it focuses on meaning. Language learning means learning how to communicate in a real life. One won't be able to communicate well only by learning the grammatical structures and storage of huge amount of vocabulary. Supporters of TBLT believes that language learning is learning communicative function. Communicative function of language refers to the communicative goal for which a language is used in a community.

Language is used to express identity of the speakers, his personality, social status, regional origin, social background, level of education, occupation, age, sex etc. that is possible through using certain language function. In TBLT language is learned through communication which is only possible if the learners are active for learning language. Learners be active only when they feel that the learned items is useful and essential for their day to day communication. In day to day communication, language functions plays a vital roles. Function based analysis of language designs language materials for formal, informal and familiar situation. It also gives emphasis on the functions and situations thinking that communication is the basic functions of language so functions is the primary aspect of language. In TBLT, task should design to fulfill the meaning based language performance of learners. TBLT test are based on communicative performance from the learners in the context of language use that is meaning-focused.

The fact proved that TBLT methodology and language functions are related each other. If we want to make learners perfect and fluent speaker in order to use language functions in an appropriate place why it wouldn't be better to use TBLT methods to teach communicative function.

1.1.4. Action Research

The day to day activities of teaching normally constitute a sufficiently demanding workload for most teachers. Advocates of action research suggest that this concern reflects misunderstanding of action research. Because action research is research based on teaching, it is best thought of as adding a research dimension to existing practice as a way to better understand and improve such practice. It also seeks to redefine the role of the teacher by giving teachers the means to set their own agendas for improvement and by shifting the responsibility for change or improvement from an outsider to teachers themselves. Richards and Farrell (2010, p. 171) define action research as:

The word research in “action research” refers to a systematic approach to carrying out investigations and collecting information that is designed to illuminate an issue or problem and to improve classroom practice. The word action refers to taking practical action to resolve classroom problems.

Action research takes place in the teacher’s own classroom and involves a cycle of activities centering on identifying a problem or issue, collecting information about the issue, devising a strategy to address the issue, trying out the strategy, and observing its effects.

Thus, action research can be a powerful way for language teachers to investigate their own practice. It is usually undertaken with the idea of improving a teacher’s classroom practice. This type of research requires that the teacher investigate an issue that he or she has been puzzled by for a period of time by engaging in a process of planning, action, observation, and reflection.

1.1.2.1 Characteristics of Action Research

There is not any uniformity in characterizing the action research. Various scholars have provided various characteristics of action research. Carr and Kimmins (1985, p. 220; as cited in Nunan, 1992, p. 17) has given the following three defining characteristics of action research:

- i. It is carried out by practitioners
- ii. It is collaborative
- iii. It aims at changing thing.

But Nunan doesn't believe that collaboration is a defining characteristic of action research, rather he emphasized a research question supported by interpretation and carried out by practitioner in his or her own context. Similarly, Richards and Farrell (2010, p.171) has given the following three characteristics of action research:

- i. Its primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching.
- ii. It is usually small-scale and is intended to help resolve problems rather than simply be research for its own sake.
- iii. It can be carried out by an individual teacher or in collaboration with other teachers.

1.1.2.2 Steps of Action Research

There is not always uniformity in the designing steps to action research between researchers. Kemins and Taggart (1985, P. 14) give four steps as: develop a plan of action, act to implement plan, observe the effect, and reflect on these effect (as cited in Burns, 2010, p. 9). The first cycle may become a continuing, spiral of

cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

These four steps are described well on the following figure.

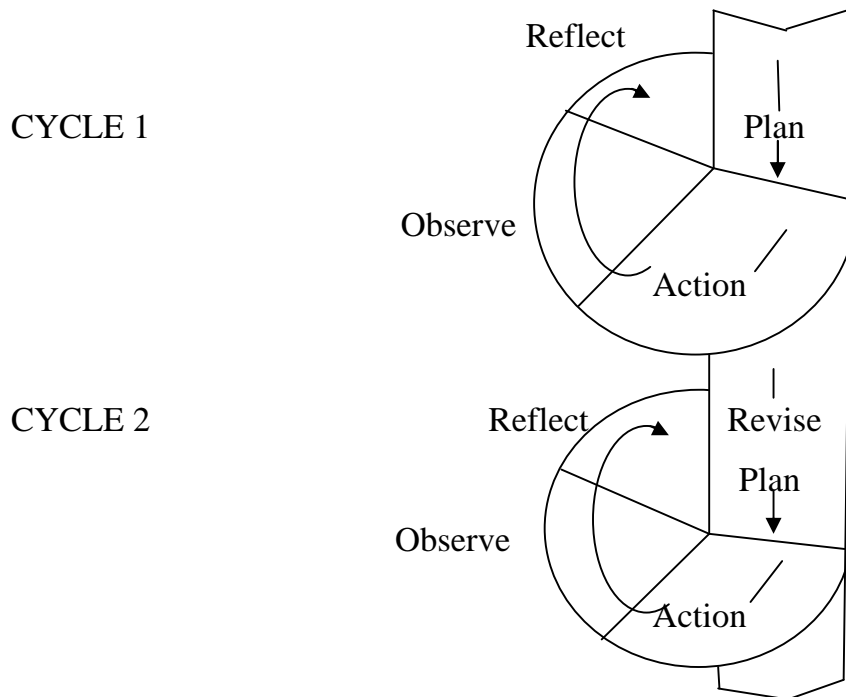


Figure-3

(cited from Anne Burns 2010, p.9)

The following points makes more clear about these steps of action research.

1. Planning

In this phase the teacher (researcher) identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where the researcher considers: i) what kind of investigation is possible within the realities and constraints of their teaching situation; and ii) what potential improvements they think are possible.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into the researcher's teaching situation that she put into action over an agreed period of time. The interventions are 'critically informed' as she question her assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where she uses 'open-eyed' and 'open-minded' tools to collect information about what is happening.

4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue we have explored more clearly. The researcher may decide to do further cycles of AR to improve the situation even more, or to share the 'story' of your research with others as part of your ongoing professional development.

Norton (2009, p. 70) has given the following five stages of pedagogical action research:

Step 1: Identifying a problem/paradox/issue/difficulty

Step 2: Thinking of ways to tackle the problem

Step 3: Doing it

Step 4: Evaluating it (actual research findings)

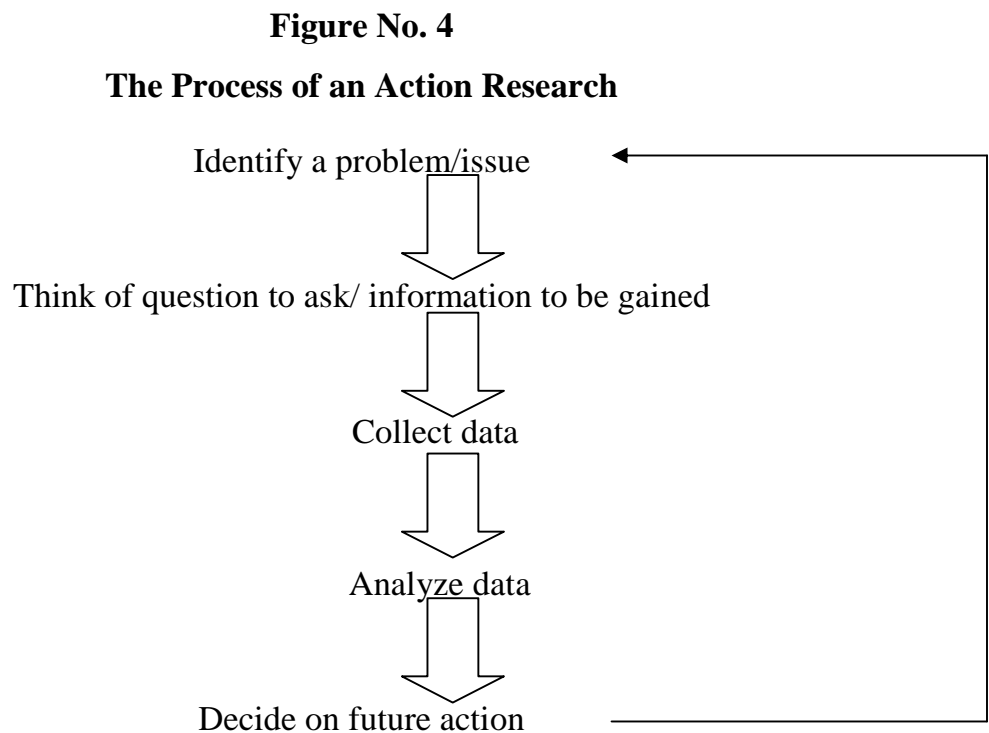
Step 5: Modifying future practice

But Nunan (1992) gives the following steps of action research:

1. Initiation

2. Preliminary investigations
3. Hypothesis
4. Intervention
5. Evaluation
6. Dissemination
7. Follow up

Harmer (2007, P. 347) has made the following figure which shows the continuous process of Action Research.



1.2 Review of the Related Literature

Review of the related literature provides information of previous researches and other related literature on “teaching communicative function through TBLT”. The aim of reviewing the previous researches and literature is to explore what has already done before and what is left to be done in the very realm. Many researchers have been conducted research in the field of teaching different skills

and aspects through TBLT for the context of foreign countries and in our department as well. Some of them that are related to may study are as follows:

Fotos and Ellis (1991) conducted a research entitled 'Communicating about grammar: A task-based approach'. This study demonstrated that Japanese EFL learners at the college level were able to increase their knowledge of a difficult L2 rule by completing a grammar task. It also showed that the interaction which resulted from grammar task had the opportunity to learn about grammar while taking part in communication centered on an exchange of information.

Cheng-Jung (2006) conducted a research on 'Designing Communicative Tasks for College English Courses' in China. The major aim of his study was to provide college teacher with a framework for analyzing and designing communicative tasks, presenting teachers with two approaches of design communicative tasks to solve the learners' two main problems of expressing themselves with basic fluency and accuracy. The sampled populations of his study were 74, college students, 38 from one class who gets opportunity of communicative language practice and 36 from another class who were not get opportunity of communicative language practice. Through his study he found out that communicative task design has been proved to be effective in teaching a foreign language in promoting the learners' competence in using the language to do things they need to do. Communicative tasks design offers a change from the traditional teaching routines through which many learners have previously failed to communicate. It encourages learners to experiment with whatever English pieces they can recall, to try things out without fear of failure, to express themselves with basis fluency and accuracy.

Murad (2009) carried out a research on 'The Effect of Task-Based Language Teaching on Developing Speaking Skills Among the Palestinian Secondary EFL Students in Israel and Their Attitudes Towards English'. His main objectives of the research was to investigate the effect of a task-based language teaching program on developing the speaking skills of Palestinian Secondary Students and their attitudes towards English. The sampled populations of this study were 91

grade eleventh students, 37 boys and 54 girls from Nujidat and Tamra High Schools. He found out that TBLT improves students' speaking skills and develops student's attitudes towards English, girls' speaking skills improved more than the boys' and the result of this research show that through TBLT student's fluency and accuracy have improved significantly. His results also show that TBLT could be one of the most appropriate teaching procedures that may help students to communicate accurately and fluently with other speakers of English.

Bhandari (2011) conducted a research on "Effectiveness of Task-Based Language Teaching in Teaching Writing." His objective of the study was 'to find out the effectiveness of TBLT in teaching Writing. He conducted an action research and 20 students of grade X of Ghanghasya Secondary School (Dadeldhura district) were his respondents. In his study he found out that TBLT is effective in teaching writing skills.

Similarly, Bhatt (2011) conducted a research on "The effectiveness of Task-Based Approach in Teaching Vocabulary" under the guidance of department of English education in partial fulfilment for the master of education in English. His aim of study was to find out the effectiveness of task-based language teaching in teaching vocabulary. He conducted an action research where his respondents are grade nine (9) students of Dasharath Chandra Secondary School (Chhatreaurali, Dhading). His study concludes that the TBLT plays an effective role in developing vocabulary in second language learners and using task-based approach in teaching vocabulary is more effective and it is a useful means of teaching.

1.3 Objectives of the Study

The objective of this study will be as follows:

- a. To find out the students' development in learning through task-based teaching technique.
- b. To find out the problems students faced while learning through TBLT.

- c. To suggest some pedagogical implications.

1.4 Significance of the Study

The Nepal education system, including English language education, has been criticized for its teacher-centered and theory orientation. The business community, other job provider institutions and government offices have blamed poor teaching for many people perceive to be a declining standard of English. Although such criticism may not be valid, teachers still need to improve the quality of their teaching in meeting the challenges imposed by the education reform which emphasizes learner-centered, knowledge-based, target-oriented, communicative and integrative approaches. Research into how local teachers interpret and implement TBLT can be useful in helping teachers better understand TBLT, its theories, methods and implementation in the Nepal context. So, the present study will be significant equally to those who are interested in language teaching and learning, particularly to English language curriculum developer, textbook writers, and ministry of education, curriculum resource persons, syllabus designers, ELT teachers, practitioners, students and methodologists.

CHAPTER-TWO

METHODOLOGY

Methodology, in this chapter refers to the procedures to carry out the research. The sources of data, population, sampling procedures, research tools and their preparation, administration and other procedures are described below:

2.1 Sources of Data

In order to complete my study I used both primary and secondary sources of data. Primary sources of data were used to collect required and current data and the secondary sources of data were used to facilitate my research to complete successfully.

2.1.1 Primary Sources of Data:

The primary sources provide first-hand information to the related study. In my study the primary sources of data were elicited from the grade 10 students of Shree Laxmi Secondary School.

2.1.2 Secondary Sources of Data

The secondary sources of data in my study were books, theses, journals, articles, magazines, websites, and internet etc., related to this study. The detail list is given on the reference section. Some of them are Rod Ellis (2010), David Nunan (1989), Harmer (2007), Richards and Rodgers (2009), and different volumes of NELTA journals, EFL journals, and ELT journals etc.

2.2 Sampling Procedures and Population

Laxmi Secondary School was selected through non-random judgemental sampling procedure. All the students of Grade 10 were taken as the sample of the study. Twenty seven students of Grade 10 of Laxmi Secondary School of Kerabari-9, Morang District were the sample population of the study.

2.3 Tools for Data Collection

Several methods can be used to collect primary data. The choice of a method depends upon the purpose of the study, the resources available and the skills of the researcher. I used note taking and test items (pre-test, progress test and post test) as a tool for data collection. The pre-test and post-test had the same items, whereas the two progressive tests consisted of the test items related to how lessons were in progress. The tests were designed with five items to test the communicative functions (Expressing agreeing and Disagreeing, expressing probability, criticizing, expressing conditions, and asking and giving permission) that are used in Compulsory English grade 10 carrying 40 full marks and each of them was assigned 8 marks. Similarly, each of the progressive tests had 25 full marks. I also tabulate three lesson note and analyzed it.

2.4 Process of Data Collection

For collecting primary data of this study, I used the following procedures:

- i) First of all I consulted the relevant literature; curriculum and textbook of grade-X, a set of test items. Test items were develop as a tool for testing pre-test, progress-test, and post-test. The test items were constructed within the selected communicative functions of the course.
- ii) Then I visited to the sampled school to meet the head teacher and the subject teacher then informed them about my research and requested for seeking their consent.

- iii) After getting permission, I built rapport with the students and informed them about my plan and duration.
- iv) Then after, I took pre-test to measure their initial proficiency on communicative function and kept record of it.
- v) I taught for twenty-seven days preparing complete lesson plan everyday on the basis of my proposed study. During this period I took two progress tests.
- vi) I took the progress tests in the interval of nine classes. I took twenty-seven classes having 45 minutes time in each class.
- vii) The collecting information was indeed by taking the post-test. I utilized the same test items that were used in pre-test.
- viii) Finally, I conducted the finding of this study by the process of tabulating, comparing and analyzing the individual scores obtained by the students on pre-test, progressive tests , the post-test and note of classroom dynamic diary report.

2.5 Limitations of the Study

This study had the following limitations:

1. Grade 10, 27 students of Laxmi Secondary School of Morang District are the sampling population.
2. The ‘test items’ as a tool to elicit data.
3. i) Expressing agreeing and Disagreeing ii) expressing probability iii) criticizing iv) expressing conditions v) asking and giving permission only are the communicative function to be tested.
4. This study was measured only the strengths and weaknesses of TBLT in teaching communicative functions used in the Grade-10 Compulsory English.

CHAPTER-THREE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the systematically collected data from primary sources have been presented, analyzed and interpreted descriptively and analytically. The analyzing primary sources of data were obtained through a pre-test, two progressive tests and a post-test. Data collection was initiated keeping the objectives of research study in mind i.e. to find out the effectiveness of task-based language teaching in teaching communicative function, the problems students face while learning through task-based language teaching, and to suggest some pedagogical implication.

For the formulation of clarity, I have analyzed the systematically collected data under the following three main headings:

- 1) Comparative analysis of the test scores.
- 2) Analysis and interpretation of the individual test scores.
- 3) Tabulation and analysis of the classroom dynamic diary report.

3.1 Comparative Analysis of Test Scores

In this topic I have included the comparative analysis of pre-test and first-progress test; first-progress test and second-progress test, second-progress test and post-test, and lastly pre-test and post-test.

3.1.1 Comparative analysis of the pre- test and Post-test

Pre-test was administered before starting my lesson which was set the questions covering the items of communicative functions that was going to teach them during my study time whereas, post test was administered after teaching all the lesson which was supposed to teach them.

The comparisons of the pre-test and post-test have been shown in the following table.

Table No. 1
Comparison of Pre-Test and Post-Test

| Test | Students No. | Total F. Marks | Obtained Marks | Percentage (%) | Ind. Ave.Marks |
|-------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| post-Test | 27 | 1080 | 380 | 35.2 | 28.4 |
| pre-Test | 27 | 1080 | 242 | 22.4 | 14.37 |
| Increased% | | | | 12.8 | 14.03 |
| Decreased % | -- | -- | -- | -- | -- |

Above presented table shows that the total score of pre-test was 242 i.e. 22.4% where as the total score of post-test was 380 i.e. 35.2%. The percentage of the post-test increased by 138 i.e. 12.5% that is very high in comparison to the pre-test score. Similarly the individual average increased marks are 14.03. Thus, there is a vast difference between the scope of pre-test and the post-test. So the difference of the percentage between the two tests proved that grade ten students' proficiency level on communicative function was increased, teaching through TBLT.

3.1.2 Comparative Analysis of the Pre-Test and the First-Progress Test Score

After administering the pre-test scores of the students, I came to know that the individual students' average mark is 14.37 out of 40 full marks. After seven days of teaching them intervening through Task-based teaching methodology the full marks of pre-test was forty (40) and the first- progress test was only twenty five (25).

. The following table makes the comparative analysis more crystal.

Table No. 2

Comparison of the Pre-Test and the First Progress Test Score

| Test | Students No. | Total F. Marks | Obtained Marks | Percentage (%) | Ind. Ave.Marks |
|-------------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Pre-test | 27 | 1080 | 242 | 22.4 | 14.37 |
| 1st Progress test | 27 | 675 | 104 | 15.4 | 12 |
| Increased % | | | | | |
| Decreased % | | | | 7 | 2.37 |

Table No-2 presented above shows that the total obtained mark of pre-test is 242 i.e. 22.4% and the total obtained mark of first-progress test is 104 i.e. 15.5%. Here the total marks in the first-progress test are decreased by 7%. Similarly, the average individual score has also decreased by 2.37%. Thus, the difference between the percentages of the two tests says that for class 10 students' level on learning communicative function was not improve teaching through task-based language teaching methodology

3.1.3 Comparative Analysis of the First-Progress Test Score and Second Progress Test

In this topic, I tabulated and compared the first-progressive test score and the second-progressive test score.

The following table shows the differences and similarity between these two test scores.

Table No. 3

Comparison of the First-Progress Test and the Second-Progress Test Score

| Test | Students No. | Total F. Marks | Obtained Marks | Percentage (%) | Ind. Ave.Marks |
|----------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1st. Pro. Test | 27 | 675 | 104 | 15.4 | 12 |
| 2nd. Pro. Test | 27 | 675 | 151.5 | 22.4 | 18 |
| Increased% | 27 | | 47.5 | 7 | 6 |
| Decreased % | | | | | |

On the basis of the above presented data, I can describe that the total marks of the first- progress test and second-progress test is 675 out of which students obtained 104 i.e. 15.4% in first-progress test, and 151.5 i.e. 22.4% in second-progress test. That means in second progress test 7% mark is increased and, the average individual score is increased in 6% in the comperison of first-progress test. Here, increased percentage of the second progress test proved that the better proficiency level of class ten students on English function teaching using through TBLT technique. The rate of development in learning seems faster than the first progress test.

3.1.4 Comparative Analysis of the Second-Progress Test and Post-Test

In this topic, the score of the second-progress test is compared and analyzed with the score of the post-test.

Both tests comparison is shown in the following table.

Table No. 4

Comparison of the Second-Progress Tests and the Post-Test Score

| Test | Students No. | Total F. Marks | Obtained Marks | Percentage (%) | Ind. Ave.Marks |
|----------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2nd. Pro. Test | 27 | 675 | 151.5 | 22.4 | 18 |
| post-Test | 27 | 1080 | 380 | 35.2 | 28.4 |
| Increased% | | | | 12.8 | 10.4 |
| Decreased % | | | | | |

Above table shows the fact that 151.5 i.e. 22.4% is the total obtained marks of second-progress test and the 380 i.e. 35.2% is the total obtained marks of the post-test. It means 12.8 % individual score is increased in post test in comparison to second-progress test. Similarly, increased individual average mark between second-progress test and post-test is 10.4. However, the overall performance exhibited in their scores has again shown the significance evidence supporting effectiveness of TBLT.

3.2 Analysis and Interpretation of the Individual Test Scores Obtained in Pre-Test, Progress Tests and Post-Test.

This section comprises the analysis and interpretation of the scores of the students on the pre-test, progress test and post-test.

3.2.1 Analysis and Interpretation of the Pre-Test Score

In order to find out the students previous knowledge on communicative function, I administered a set of test items which is named as pre-test that provided me information the students' initial level on the concerned items. The pre-test items consisted of i) Expressing agreeing and Disagreeing ii) expressing probability iii) criticizing iv) expressing conditions v) asking and giving permission.

On the pre-test, the students obtained the following scores:

Table No.5
Individual Scores on the Pre-Test

| S.N. | Full Marks | Obtained Marks | O.M. (%) | No of students | S.Percentage (%) |
|-------------|-------------------|-----------------------|-----------------|-----------------------|-------------------------|
| 1 | 40 | 28 | 70 | 1 | 3.704 |
| 2 | 40 | 23 | 57.5 | 2 | 7.407 |
| 3 | 40 | 22 | 55 | 2 | 7.407 |
| 4 | 40 | 21 | 52.5 | 1 | 3.704 |
| 5 | 40 | 20 | 50 | 2 | 7.407 |
| 6 | 40 | 18 | 45 | 1 | 3.704 |
| 7 | 40 | 17 | 42.5 | 2 | 7.407 |
| 8 | 40 | 15 | 37.5 | 1 | 3.704 |
| 9 | 40 | 14 | 35 | 2 | 7.407 |
| 10 | 40 | 13 | 32.5 | 3 | 11.11 |
| 11 | 40 | 12 | 30 | 1 | 3.704 |

| | | | | | |
|----------------|------|-------|-------|----|-------|
| 12 | 40 | 10 | 25 | 2 | 7.407 |
| 13 | 40 | 8 | 20 | 2 | 7.407 |
| 14 | 40 | 7 | 17.5 | 1 | 3.704 |
| 15 | 40 | 6 | 15 | 2 | 7.407 |
| 16 | 40 | 5 | 12.5 | 1 | 3.704 |
| 17 | 40 | 3 | 7.5 | 1 | 3.704 |
| Total | 1080 | 242 | | 27 | 100% |
| Average Score: | | 14.37 | 35.9% | | |

The data presented on page-42 (Table No.5) shows that the total full mark of the pre-test is 1080 out of which total obtained marks is 242 i.e. 22.40%. And the individual average score is 14.37 i.e. 35.93%. As the table reveals, the highest score on the pre-test is 28 out of 40 full marks i.e.70% of the total students. The lowest score is 3 obtained by one student which is also the 3.70% out of 27 total number of students. The average score is 14.37 i.e, 35.93%, which is not satisfactory score. Less than 45% of the students are above the average and about 55% students are below the average. This shows that this class consists of mix ability groups where only one student obtained 70% and his nearest competitors obtained only 57.5%.

3.2.2 Analysis and Interpretation of the Post-Test Score

After second progress test was administered and kept the record I again continued my teaching. I administered the post-test after taking eight revise classes. The questions items of post-test were the same questions which were administered in the pre-test i.e. the questions of the pre-test and the post-test cover all lessons were taught during my study period.

Data presented on page 44 (Table No- 6) shows the fact that 1080 is the total full marks of the post-test out of which total obtained mark by the students is 380 i.e. 67.85%. The highest score is 38 or 95% which is obtained by 3.7% students and

the lowest score is 17 or 42.5% i.e. obtained by 3.7% student. Similarly the individual average score is 28.44 marks i.e. 71.1% of full marks 40. Altogether, 55.6% students have got higher marks than the average score and 44.4% students have got lower marks than the average score. Therefore, from the analysis and interpretation table, it is proved that the result of the post-test is satisfactory in comparison to previously taken three test. And if we compare the score of the post-test with the score of the pre-test, the result of the post-test is better than the pre-test.

The following table shows the score obtained by the students in post-test.

Table N0. 6

Individual Scores on the Post-Test

| S.N. | Full Marks | O. Marks | O.M. (%) | No of students | Students (%) |
|------|------------|----------|----------|----------------|--------------|
| 1 | 40 | 38 | 95 | 1 | 3.7037 |
| 2 | 40 | 35 | 87.5 | 2 | 7.4074 |
| 3 | 40 | 34 | 85 | 2 | 7.4074 |
| 4 | 40 | 32 | 80 | 3 | 11.111 |
| 5 | 40 | 30 | 75 | 7 | 25.926 |
| 6 | 40 | 28 | 70 | 2 | 7.4074 |
| 7 | 40 | 27 | 67.5 | 1 | 3.7037 |
| 8 | 40 | 26 | 65 | 1 | 3.7037 |
| 9 | 40 | 25 | 62.5 | 1 | 3.7037 |

| | | | | | |
|----------------|------|-------|-------|----|--------|
| 10 | 40 | 24 | 60 | 2 | 7.4074 |
| 11 | 40 | 23 | 57.5 | 2 | 7.4074 |
| 12 | 40 | 21 | 52.5 | 1 | 3.7037 |
| 13 | 40 | 20 | 50 | 1 | 3.7037 |
| 14 | 40 | 17 | 42.5 | 1 | 3.7037 |
| Total | 1080 | 380 | 35.2% | 27 | 100% |
| Average Marks= | | 28.44 | 71.1% | | |

3.2.3 Analysis of the Progress Tests Scores

Progress tests are administered in order to know the students' progress in a certain period. In my study, I have carried out only two progress tests in the interval of 7 days hoping that it helps me to find out the students' problems and strengths which makes my study easier.

3.2.3.1 Analysis and Interpretation of the First-Progress Test Score

After administering the pre-test I started teaching to the same class using various types of productive tasks. I taught seven days regularly and at the 8th day administered the first-progress test to find out the effectiveness of task-based language teaching in teaching language function. Another aim of this test was to know how the teaching and learning is in progress and what further improvement in teaching strategies was necessary. After holding the test, test score is calculated and kept in record. The test is designed including only the topic that I taught them. There were only five questions. The students' obtained score on first-progress test are presented in the following table.

Table No. 7

Individual Scores on the First-progress Test

| S.N. | Full Marks | Obtained Marks | O.M. (%) | No of students (f) | S.Percentage (%) |
|---------------|------------|----------------|----------|--------------------|------------------|
| 1 | 25 | 15 | 60 | 2 | 7.4074 |
| 2 | 25 | 14.5 | 58 | 3 | 11.111 |
| 3 | 25 | 14 | 56 | 3 | 11.111 |
| 4 | 25 | 13 | 52 | 5 | 18.519 |
| 5 | 25 | 12 | 48 | 2 | 7.4074 |
| 6 | 25 | 11.5 | 46 | 6 | 22.222 |
| 7 | 25 | 11 | 44 | 2 | 7.4074 |
| 8 | 25 | 8 | 32 | 3 | 11.111 |
| 9 | 25 | 5 | 20 | 1 | 3.7037 |
| Total | 675 | 104 | 46.22% | 27 | 100% |
| Average Score | | 12.02 | 48.08% | | |

On the basis of the data presented above (Table No-7) reveals the fact that the total full marks of the test is 675 out of which the total obtained score by all students is 104 i.e. 46.22%. Average individual score is 12.02 out of 25 full marks i.e. 48.08%. The highest score is 15 out of 25 i.e. 60%, scored by 2 students i.e. 7.4% and the lowest score is 5 i.e. 3.7% of the total students. In this test highest score is decreased by 10%. This data reveals the fact that 48.1% students obtained more than average score and 51.9% students obtained less than average score.

3.2.3.2 Analysis and Interpretation of the Second-Progress Test Score

After the first-progress test was administered and kept the record I continued my teaching through Tblt methodology engaging students into performing tasks. After other seven lesson i.e. fourteen lessons from the beginning, again I administered the second-progress test. The scores of the students obtained in this test are presented in the following table.

Table No. 8

Individual Scores on the Second-Progress Test

| S.N. | Full Marks | Obtained Marks(X) | O.M. (%) | No of students (f) | Students (%) |
|---------------|------------|-------------------|----------|--------------------|--------------|
| 1 | 25 | 21 | 84 | 2 | 7.4074 |
| 2 | 25 | 20 | 80 | 4 | 14.815 |
| 3 | 25 | 19.5 | 78 | 3 | 11.111 |
| 4 | 25 | 19 | 76 | 4 | 14.815 |
| 5 | 25 | 18 | 72 | 9 | 33.333 |
| 6 | 25 | 17 | 68 | 2 | 7.4074 |
| 7 | 25 | 14 | 56 | 1 | 3.7037 |
| 8 | 25 | 13 | 52 | 1 | 3.7037 |
| 9 | 25 | 10 | 40 | 1 | 3.7037 |
| Total | 675 | 151.5 | 22.4% | 27 | 100% |
| Average Score | | 18.13 | | | |

The above presented data (Table No-8) reveals the fact that the total full marks of the second progress test is 675 in which total obtained score is 151.5 i.e. 67.3% and the individual average score is 18.13. The highest score is 21 and the lowest score is 10 that represent in percent 84% and 40% respectively, where highest score is obtained by two students. The difference between highest and second highest score is only 4 marks obtained by four students. Altogether, 48.1% students have scored more than average score and 51.9% students have scored less than the average score.

3.3 Analysis of the classroom dynamic diary report.

In this topic I analyzed the note taken while teaching inside the classroom. I took note on my diary everyday in certain behaviour of the students performance for example students' participation of the task, use of target language, doing homework etc.

The following table is the three days representative summury of note taking.

Table No. 9

Tabulation of the Classroom Diary Report

| | | Lesson 8 | Lesson 17 | Lesson 27 |
|-------------|--|-----------------|------------------|------------------|
| S.N. | Area of observation | No. Std. | No. Std | No. Std |
| | Present | 26 | 26 | 28 |
| | Absent | 2 | 2 | 0 |
| | Have done complete homework | 17 | 21 | 25 |
| | Have done incomplete homework | 6 | 3 | 3 |
| | Who haven't done homework | 5 | 2 | 0 |
| | Active participant on task | 3 | 13 | 24 |
| | Don't want to participate on task | 22 | 13 | 4 |
| | Trying to use mother tongue in performing task | 23 | 16 | 9 |
| | Fluent speaker | 1 | 2 | 3 |
| | Fluent and accurate speaker | 1 | 2 | 2 |
| | Playing roles | 2 | 6 | 13 |

In my study while teaching English Functions, at the beginning class almost all the students kept silent due to prohibition of using mother tongue in performing task. It created problem to adopt TBLT methodology until and unless students be willing to interact in the classroom using the target language. So, I invest more time for reducing reluctant students hesitation and be able to speak more.

While presenting everyday's lesson, I have observed various activities shown by the students during teaching learning activities. I notice their activities and prepared day to day notes. This helped me in finding the accuracy of my study. From the beginning of my study three students were actively took part in the task presentation. There were only 12 students who be present in whole 28 classes. Four students be present only 9 days, 7 students took part in 26 class, only 5 classes have taken by whole students, 21 students had done all homework, 7

students had missed someday to do their homework. During first week the students felt difficulty in participating on the task, they don't want to share even their introduction. They repeatedly used their mother tongue except the function/exponents they had taught and learned. To complete one task they needed teacher's help, very few students became ready to present task and play their roles on task. Gradually students performance on task increased. At the last of second week 21 students had done complete homework, 7 students had done incomplete homework, 2 students hadn't done any homework, out of 26 presented participants, only 16 students tried to use mother tongue and six students took part in role playing task without hesitation. Similarly one days before my last class, 27 students were present, 25 participants had done complete homework, 19 students actively participate in task, 26 students were ready to present the summary orally what they had learn in that lesson. Thirteen students play roles on task. It also proved that the positive role of task-based technique in students' learning in communicative function.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

In this chapter, I attempt to derive the main findings of the study drawn on the basis of data analysis and interpretation. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Findings

My study focused on identifying the effectiveness of task-based language teaching in teaching communicative functions, and the major problems students faced while

teaching through TBLT. On the basis of analysis and interpretation of data presented in chapter three, I have come up with the following findings:

1. From the analysis and interpretation of collected and tabulated data in chapter three the score obtained by the students in pre-test and post-test, it can be concluded that the task-based language teaching methodology (TBLT) is effective in teaching English Language function in the context of Nepal. The score of the students in post-test were distributed around the average score 28.4% which is nearly double to the pre-test average score 14.37. Similarly, 28 marks was the highest and 3 is the lowest marks in pre-test, but in the post-test it was 38 and 17 respectively. These facts proved the positive role of Task-Based Technique in students' development in learning communicative function.
2. In first-progress test total score obtained by the students was 104 i.e.15.4%, highest score was 15 i.e.60 %, lowest score was 5 i.e. 20%, and individual average marks was 12 i.e. 48 % whereas, in second-progress test total score obtained by the students was 151.5 i.e. 67.3 %, highest marks was 21 i.e. 84 % lowest score was 10 i.e. 40% and the individual average score was 18 i.e. 72%. By the analysis and interpretation of the first-progress test and second-progress test score it is also be proved that Task-Based Technique is effective in teaching Language function.
3. The students average scores on the second progress test scores (72%) compared to the first-progress test scores (48%) also showed that the students have satisfactory progress in communicative function teaching through TBLT.
4. The students' individual average scores on second-progress test 18 compared to the post-test scores 28.4; thus, increased individual average mark between second-progress test and post-test is 10.4. However, the

overall performance exhibited in their scores has again shown the significance evidence supporting effectiveness of Task-Based Technique.

5. Comparing between the Pre-Test and First-Progress Test Score (where in pre-test total obtained marks 242 i.e. 22.4%, average marks 14.37 i.e. 36%, highest mark 28 i.e. 70% and lowest marks is 3 i.e. 7.4%, whereas, in first-progress test total obtained marks 104 i.e. 15.4%, average marks 12 i.e. 48%, highest marks 15 i.e. 60% and the lowest marks 5 i.e.20%) where the total score percent is decreased by 7, highest score percent is decreased by 10 , and individual average score is decreased by 2.37 but in all other test scores after first-progress test increased. So, the decreased percent shows the fact that students face some kinds of problems while using Task-Based Technique in teaching communicative function.
6. On the basis of day to days diary reports analysis, observation of the students' task performance, and analysis of the answers of the questions asked while preparing diary, I have summarized the following problems students faced while learning through Task-based Technique:
 - a) They felt hesitation in performing task with groups.
 - b) Lack of participation habit in previous lesson.
 - c) Lack of exposure to authentic English.
 - d) Lack of communicative competence.
 - e) Habits of learning through translating into their mother tongue.
 - f) In their text-book there weren't such types of task to perform so it took time to be habituated in learning through performing task.

4.2. Recommendations

On the basis of the above mentioned findings of the study, I would like to make the following recommendations:

1. Students' pre-test, progress test and post-test result have shown progressive result; it can be inferred that the TBLT proved an effective methodology in teaching communicative function, so the English Language teachers have advised to use TBLT methodology in teaching Language function.
2. Task-Based Technique is an effective methodology for developing co-operation, confidence, and habit of learning by doing, leadership, fluency, and motivation as well of the students and it also helps the teachers' habit of continuous learning, therefore, it should be used by all the teachers.
3. TBLT gives the students a chance to practice their English by using different activities in real world tasks and in a stress free atmosphere in the classroom setting. Through TBLT procedures, students have more time to discuss the task topic using their personal experiences either with the friends or with the teacher. It can be the solution for the lack of exposure to authentic English so, it is recommended to use TBLT in teaching language function.
4. It is recommended that the teachers should use TBLT procedures in their teaching, since it enhances students' accuracy and fluency as well as their positive attitudes towards English Language.
5. Due to the important role that teachers play in TBLT procedure, I would like to recommend that English supervisors should organize pre-service and in-service training programs for teachers in the use of TBLT procedures and principles in their daily classroom practices.
6. Curriculum designers are recommended to include TBLT in the English textbooks, Well-designed activities and tasks should be included in the teachers' and students' books.

7. This study was limited to the academic achievement of the students in the aspect of language function. So, further researches should be carried out to find out the role of Task-Based Technique on students' development in learning.

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APPENDIX

APPENDIX –I (test items)

Test Items both for pre-test & post-test

Subjective Questions:

Full Marks: 8*5=40

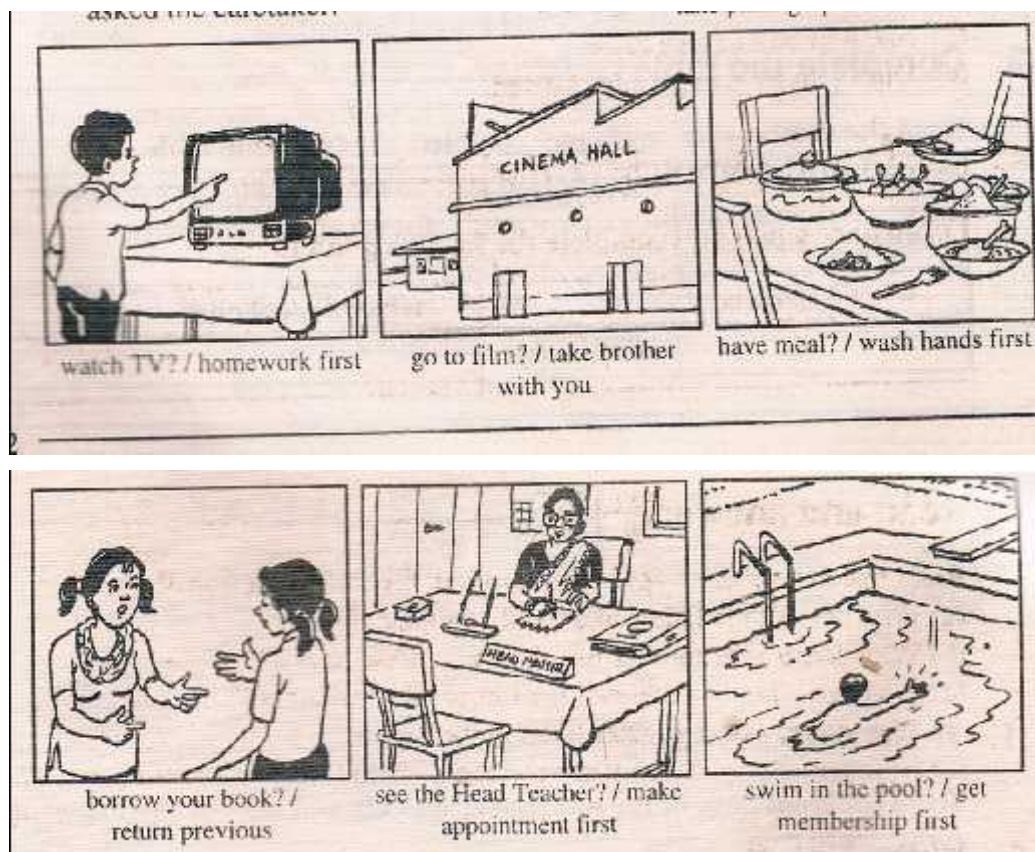
Attempt all the questions (each questions have equal marks)

1. Look the following pictures and clue below it, then ask questions and give answers of it.

Example:

A: Can I watch TV?

B: You can, but you should do your homework first.



Ans:

i) A:.....

B:.....

ii) A:.....

B:.....

iii) A:.....

B:.....

iv) A:.....


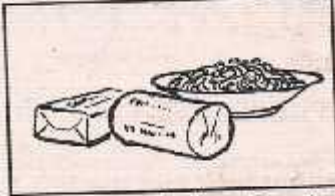
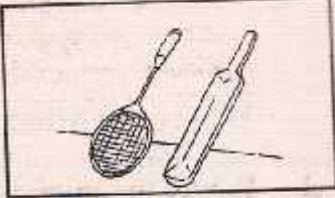
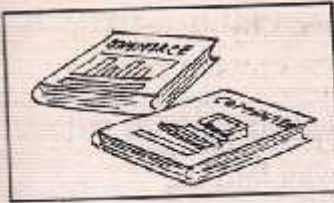


B:.....

v) A:.....

B:.....

2. Look at the pictures below and describe them using the clues.

Example:
If number 3 doesn't run faster she will lose the race.

| | | |
|--|--|---|
|  |  |  |
| not run faster/win the race | not like noodles/eat biscuits | not play cricket/badminton |
|  |  |  |
| not commerce/computer | go with Ma/Pa | not newspaper/comics |

i.

ii.

iii.

iv.

v.

3. Look at the following list of criticism between father and son; and complete each as given in the example.

Exercise:

Father: I'm angry because my son dresses badly and has a ugly hairstyle.

Son: I'm really upset because my father always criticizes my appearance.

Father:

-dresses badly and has an ugly hairstyle

-doesn't help around the house

-doesn't listen to my advice

-watches too much TV

i.

ii.....

iii.....

Son:

- criticizes my appearance
- doesn't like my friend
- always tells me what to do
- doesn't listen to my opinions.

i.....

ii.....

..

iii.....

.....

4. Make a couple of conversation of each of the following clues. Follow the examples as given below:

Example: Nabin forget/ wife's birthday: Yes.

A: Did Nabin forget his wife's birthday?

B: Yes, he did. He shouldn't have forgotten it.

i. Devika speak/politely boss: No.

A:

B:

ii. Hari and Binita late/meeting: Yes.

A:

B:

iii. Anisha remember/do homework: No.

A:

B:

iv. Khadga finish/ report: No.

A:

B:

v. Ramesh enter without asking permission/ Head Teacher's room: No.

A:

B:

5. Read the following passage carefully and make a list of sentences found, that show 'expressing condition'.

If you ask someone about Terai festivals they will probably mention Holi or Chhath. But I like Sama-Chekewa best. It's a festival which is celebrated in the month of Kartik. If you talk about festival in Nepal you must talk about Teej a festival celebrated mostly by married Hindu women. On the day of Teej the women wear beautiful dresses and dazzling ornaments and pray for the health and long life of their husband. The women who celebrate the festival neither eat nor drink anything, not even a single drop of water, On Teej day. Similarly, have you ever seen Chandi Naach? If you are lucky you might see it at Tundikhel, Kathmandu. But if you want to experience its real flavor you have to go to the eastern hills of Nepal. It is the festival which is celebrated by Rai people on Baishak Purnima.

Ans:

i).....

.....

ii).....

.....

iii).....

.....

iv).....

.....

v).....

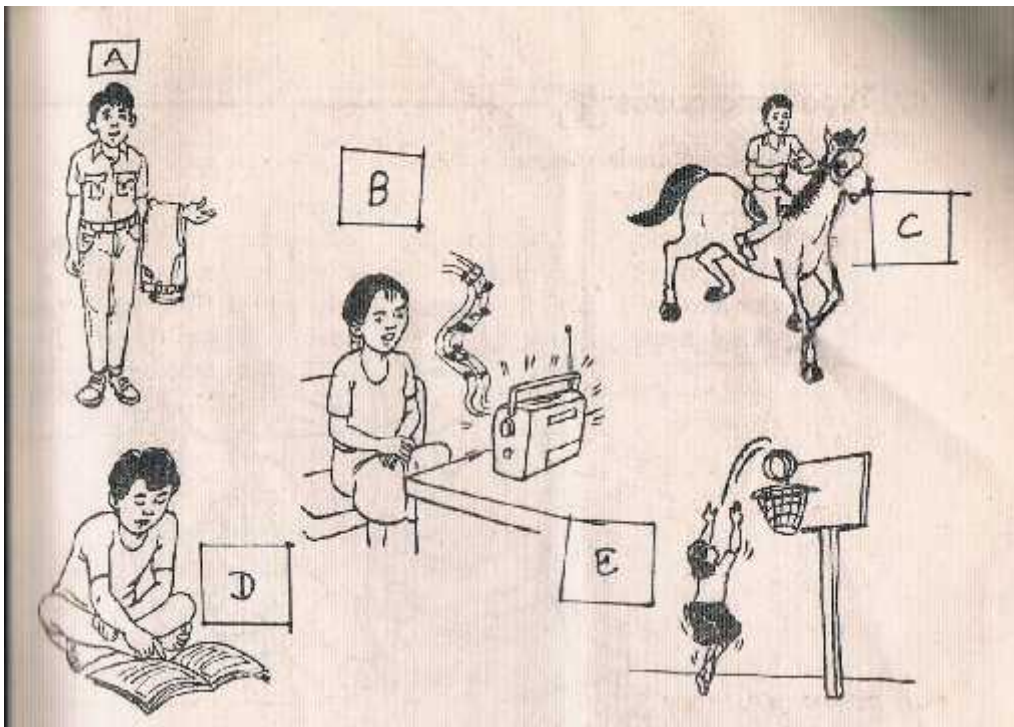
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APPINDIX –B
First Progressive test Questions

Attempt all the questions

1. Read the following sentences and match them with the pictures.

- i) I like shopping. []
- ii) I like riding a horse. []
- iii) I always play basketball. []
- iv) I usually listen to music. []
- v) I like reading book. []



2. Fill in the blank spaces with suitable clauses.

Example:

If it goes on raining like this, the whole area will be flooded.
there will be a lot of landslides.
the rice crops will be destroyed.
we may not be able to go out.

- i) If the population goes on increasing,
-
-
-

ii) If our teacher doesn't teach us well,
.....
.....
.....

3. Write any five exponents of 'expressing condition'.

- i.
 - ii.
 - iii.
 - iv.
 - v.
-

4. Complete the following conversation between a lawyer and his client who are talking about his divorce.

Lawyer: O.K, Bishal. It seems as if your wife's going to ask for half of everything: half the property, half the investments, etc. Do you agree to that?

Client:

L: She wants your children.

C:

L: You can meet the children anytime any week-end.

C:

L: And lastly she wants the dogs.

C:

L: She says that the dogs belong with the kids.

5. Write a conversation in the following situation:

a) Tomorrow you are going to picnic, your camera doesn't work properly, you brought it to a repairer at a camera shop.

Ans:

You:.....

Repairer:

You:

Repairer:

APPENDIX - C

Second progressive-test questions

Attempt all the questions

1. Make the conversation in the following situation:

a) A son is asking his very busy father to promise to play tennis with him during the weekend.

Ans:

Son:

Father:

Son:

Father:

2. Write a conversation between you and your friend about asking what she/he will probably do during her/his next vacation. Use the phrases: "I'll probably", "we're sure", and "I may/might".

Ans:

You:

Friend:

You:

Friend:

You:

Friend:

3. Write the exponents of agreeing and disagreeing (three of each).

Ans:

A. Agreeing

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

B. Disagreeing.

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

4. Look at the following pictures and guess.

a) Where are they?

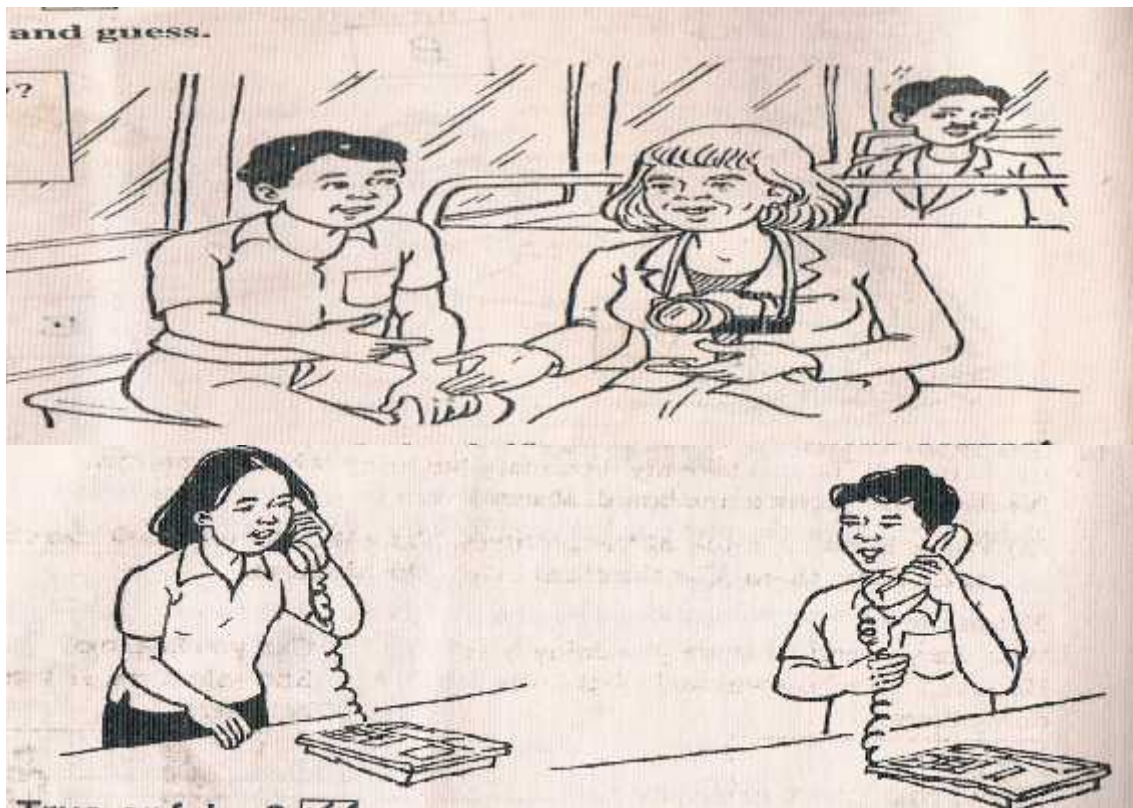
Ans:.....

b) Who are they?

Ans:.....

c) What are they talking about?

Ans:



5. Match the following sentences (Column A) with the appropriate communicative functions (Column. B).

Column A

1. We may pass in first division
2. If she passed in first division she may not in this college.
3. My father always forces me to do bad thing.
4. Would you mind if I close this door please?
5. A: I like playing football.

Column B

- a) Asking for permission
- b) Requesting
- c) Criticizing
- d) expressing condition
- e) asking for permission

B: Neither do I.

f) expressing probability

g) agreeing

APPENDIX- D

Lesson Plan No: 1

Subject: English

Teaching Items: Asking for permission

Class: 10

Time: 45 min.

Objectives: Students will be able to :

- ask permission with other people in any given situation.
- make conversation between their friends in given situation of asking for permission.

Materials: Pictures, situation cards and daily uses materials.

Teaching learning activities:

Pre-task stages:

1. The class begins with asking them about how they usually use to ask permission to other. The students share their experiences to whole class.
2. Teacher notes their ideas on the board.
3. Teacher asks the students to make a list of asking for permission. He may provide clues if necessary.

While-task stage

1. Teacher divides the class into eight groups.

2. He distributes separate pictures to each group and asks them to make a pair of asking for permission and answering it.
3. Each group tells at least one pair of sentence.
4. Each group is asked to listen carefully and write others answer on their note book. If they found other group's mistake, they will correct them.
5. If any group makes any types of error, teacher will correct them by providing clues.
6. Teacher again provides another situation cards to each group and ask them to discuss and make a conversation.
7. The volunteers read out their conversation.
8. And then, they are asked to play role by producing the same conversation as a pair work.
9. The teacher provides any appropriate situation like: 'You forgot to bring your pen and you want to go out to by one now', and asks them to write a conversation. Then asks any two students to make a conversation on that situation. They will ask to change their role too.

Post-task stage

1. Teacher asks the whole class to make a list of sentences which can be used in asking for permission and replying to it. In this stage, the students discuss and make a list e.g.
 Asking for permission
 May I go to.....
 Can I doetc.
 Replying for permission
 No, you can't...
 You may.....etc.
2. Each student read out their lists, other listens and add what he/she hasn't include on their list.
3. Teacher writes their lists on the board, explaining when it is used.
4. At last teacher writes some situations on the board like: '*You are celebrating your friend Sarita's birthday, suddenly your mother call you to pick up your maternal uncle*

from the bus station, he never come to your house', and asks them to make a complete conversation between you and your friend Sarita as homework.

APPENDIX - E

Lesson plan no- 2

Subject: English

Student no: 46

Topic: Speaking

Time: 45

Language focus: Expressing degree of Probability

Class: 10

Objectives:

- i) To rearrange the list of expressing probability into higher to lower degree of probability and vice-versa.
- ii) To make conversation based on the given situation.

Prior knowledge: Students know how to make simple conversation based on the situation (e.g. asking for permission).

Materials: Situation cards, lists of exponents. Pictures etc.

Teaching/ Learning activities

| Step | Time | Teacher tasks | Students tasks | Interaction | purposes |
|------|-----------|---|--|----------------|--|
| 1 | 5-10 min | Teacher opens class with revision. T asks to guess what will or may happen in 20 years time (e.g. population in Nepal etc.) | Students listen. Ss answer the questions (e.g. In 20 years time pop. In Nepal may be more than 8 karods etc.). | T Ss T Ss | Arouse students interest in the topic Focus attention. |
| 2 | 5-10 min | T presents some pictures with clues and Ss asks to make sentences | Ss listen, see and make the sentences of probability. | T Ss | Ss listen and make sentences. |
| 3 | 10-15 min | T groups the Ss into 6, and distributes the tables and asks them to make as many sentences as possible that show probability. T asks each group to read their sentences. Teacher gives some situations (e.g. you are talking about what will you be in 10 years of time etc.) to make conversation. | Ss make as many sentences as possible (by discussing with their friends (e.g. He will believe me or He will probably believe me). Ss reads out from their lists and other groups will check them if necessary. Ss make conversation coming in front of the class, and others listen carefully. | Ss Ss Ss Ss | Get ideas to make lists from the table. Exchange ideas and make a lists of exponents. Get ideas to use the sentences into real conversation. |
| 4 | 5 min | T gives other | Ss produces oral | T Ss | Reminds Ss that |

| | | | | | |
|---|-------|--|---|------|--------------------------------------|
| | | situations and asks open questions; e.g. when do we use these exponents. | answer and tell answer to the teacher. | | what they have learned. |
| 5 | 5 min | T summarizes the whole class and give situations to make conversation as evaluation. Teacher gives homework. | Students make conversations with their friends. | T Ss | Evaluation, Follow up, and Homework. |

Key instructions
T = Teacher
S = Students
Ss = Students
() = Interaction

APPENDIX –F

Shample of taking notes on diary

| S.N. | Area of Observation |
|------|--|
| 1 | Present |
| 2 | Absent |
| 3 | Have done complete homework |
| 4 | Have done incomplete homework |
| 5 | Who haven't done homework |
| 6 | Active participant on task |
| 7 | Don't want to participate on task |
| 8 | Trying to use mother tongue in performing task |

| | |
|----|-----------------------------|
| 9 | Fluent speaker |
| 10 | Fluent and accurate speaker |
| 11 | Playing roles |