

# **DEVELOPING A TASK BASED LANGUAGE LEARNING (TBLL) MODEL OF ENGLISH FOR SECONDARY LEVEL STUDENTS IN PAKISTAN**



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REG #: 83-FSS/PHDEDU/F11

A thesis submitted in partial fulfillment of the requirements for the  
Degree of Doctor of Philosophy in Education

**DEPARTMENT OF EDUCATION  
FACULTY OF SOCIAL SCIENCES  
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## **FORWARDING SHEET**

This thesis entitled “Developing a Task Based Language Learning (TBLL) Model of English for Secondary Level Students in Pakistan” presented by Munir Hussain Anjum, Reg. No. 83-FSS/PHDEDU/F11 in partial fulfillment for the requirements of PhD degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student’s research work and allow him to submit his thesis for further process as per IIUI rules and regulations.

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# APPROVAL SHEET

Developing a Task Based Language Learning (TBLL) Model of English  
for Secondary Level Students in Pakistan

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# DEDICATION

My relentless curiosity and desire to explore I want to dedicate this research work to my beloved wife, family and children who suffered a lot due to my study and rendered invaluable support in the completion of my dissertation and always prayed for my success and peace of mind.

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Munir Hussain Anjum

## ABSTRACT

The objective of the study was to develop a task-based language learning (TBLL) model. The purpose to develop this model was two-fold: first to evaluate the effectiveness of the proposed task-based language learning model with respect to effect of model on developing English speaking skills and, second, to explore the secondary school students' attitude towards English. By status, English is official and second language of Pakistan and has a prominent place. But in Pakistan, after learning English many years in schools, students feel shy to express their views and feelings in English because they face difficulty in using English as a foreign language. The reason behind this problem is either the curriculum taught in schools or approach of teachers' to teach English. Modern world is getting benefits from the latest teaching methodologies, but Pakistani teachers are still using the same obsolete methods i.e. Grammar Translation Method (GTM) and Lecture Method etc. The study investigated the impact of task-based teaching by employing a quasi experimental design. Two groups were taken as control and experimental group in natural setting. A TBLL Model based on three phases Pre-task, while task and post-task was developed. The model consisted of four units of the textbook of 9th class. The same units were taught to both groups for 45 days (6 weeks). Conventional method was used to teach control group, while experimental group taught through task-based teaching. The students of IX grade in public schools of Islamabad district were the population of the study. Teacher made speaking skills test and researcher made attitude/motivation test battery (AMTB) were administered to both groups as pre test and post test and two tailed t-test was applied to find out the significance of difference between the scores of both groups at 0.05 levels. The results of the study found significant differences between control and experimental group on post test with respect to students' attitude towards English and speaking skills. The difference in mean score of control group and experimental group on post test established mean figure was noticeably higher than the mean figure of the pre-test score with respect to students' attitude towards English. It provided evidence of positive change in attitude of experimental group towards English after the application of treatment. The mean score of control and experimental group on post test also provided evidence in enhancement of developing speaking skills. The results of t-test were significant that proved that TBLL significantly improved the students' speaking skill and sub skills pronunciation, vocabulary, fluency, and accuracy. The present study recommends that educators may use task-based teaching as it enhances motivation and positively affects the students' attitude towards English. However, there is a need of further research on the topic by controlling some other variables such as gender, level of intelligence, socio-economic status of students' parents and culture for more vigorously generalisation of the results of the study.



## **LIST OF ABBREVIATIONS/ACRONYMS**

CLT:	Communicative Language Teaching
CBA:	Content-Based Approach
CLL:	Community Language Learning
ELT:	English Language Teaching
EFL:	English as a Foreign Language
FDE:	Federal Directorate of Education
GTM:	Grammar Translation Method
L1:	First Language
L2:	Second Language
NA:	Natural Approach
NBCT:	National Bureau of Curriculum and Textbooks
PTB:	Punjab Textbook Board
SLA:	Second Language Acquisition
SSC:	Secondary School Certificate
SLL:	Second Language Learning
SLOs:	Students' Learning Outcomes
TL:	Target Language
TBM:	Task-Based Model
TBI:	Task-Based Instruction
TBLL:	Task-Based Language Learning
TBLT:	Task-Based Language Teaching
w.r.t:	With Respect To

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Study**

Communication is the basic trait of human life and a need being a human (Thompson, 2003), and language is the key device of human communication (Clark et al. 1994). Language is a systematic way of communication between individuals. In other words, by the help of communication every individual and conducts all his business in the society. Many subject matters are communicated through this vehicle on daily basis in the world. It is that vehicle by which numerous subject matters are communicated. Initially man started this communication within local societies and communities but with the passage of time it took a new dimension as people around the globe started interacting with each other more frequently. The world has started becoming a global village. In this situation, a common lingua franca for the global village was needed to make communication possible for all the people of different linguistic backgrounds of the world (Crystal, 2003). Doubtlessly English serves the purpose, and English is the first language of United Kingdom and United State of America, as well as spoken by 330 million of people as first language (L1), and it is commonly spoken all over the world, as well as it is considered a worldwide language (Crystal, 2003).

Language is a means of communication, interaction and socialization and it makes possible for the people of the globe to express their feelings, views and thoughts in it. It helps to sustain the cultural values of the society in the world (Chang & Wu, 2002). A language is significant because the people, who speak it are significant; socially, economically, politically, culturally, and commercially. Due to

this reason, a person should know the edifice of his language, and its relative position to other tongues in the world. The modern technology of communication of the present century has shaped the world into a global village, where English language has become prominent. Now-a-days, it is considered difficult to be successful in the global world without competency in English language (Krashen, 2003). Today, English is recognized as international language, which is used all over the world as a first, second, and foreign language. The purpose behind this reality is associated to colonialism of the nineteen century, as well as the extent of knowledge, while in 21th century English is used as the language of science and technology all over the world (Rahman, 2007). English is used exclusively as the language of science now-a-days, and almost, all activities in science and technology are carried out in English language (Drubin & Kellogg, 2012).

In Pakistan, Urdu is the national language and lingua franca and English status is second language (L2) of the country, while English has achieved the status as official language of the country. All government documents, judiciary decisions, military communications, international and national agreements, education, politics, social, cultural and economic activities are done in English. It is taught as a compulsory subject in the country and as medium of instruction at colleges and universities level. The knowledge of English language is essential for higher education as higher education mainly depends on English in various countries of the world. The Commission on National Education 1959 stressed on the importance of English and noted that English is the most powerful source of information in the field of science and technology. According to commission all educated persons should have command over English language. University Grants Commission of Pakistan also admitted English importance in its “Report on the Teaching of Language- 1982”.

Report says that English language is the language of knowledge, technology and communication and necessary for advancement in the field of science and technology and there is no scope of advancement for any country by neglecting advantages of English language.

National Education Policy (NEP), 2009 clearly says that English is necessary to compete at global level. Ministry of Education with the consultation of all the provinces also devised an action plan to improve the condition of English in the country and decided to teach the science subjects in English. Government of Pakistan through National Education Policy (NEP) 2009 chalked out a plan of action to implement the English language policy in the whole country by paying special attention to deprived groups and less developed regions (NEP, 2009).

English knowledge is imperative for accessing many discourses at a global level from international relations to popular culture to academia (MacKay, 2002). No doubt, the competence in English language is essential, but due to the historical background of Pakistani people incapability to be capable to speak as well as comprehend the verbal words in English language which could be understood to act as a hurdle for the nation's international business and trade. It is assumed that Pakistani can speak well in English if they change their academic learning purposes, which focus on listening and speaking. Traditional methods are being used to teach English in Pakistan, but researches proved that these teaching methods are unimpressive (Robinson, 2001). By using such methods like GTM and PPP, Pakistani students tend to be more accurate instead of fluent in English language. They might remember grammatical rules very well, but they seem struggling hard when applying these rules in their speech. This practice is not desirable in the global market. Researches in second language acquisition (SLA) recommend that Task Based

Learning (TBL) has more potential than GTM and PPP. Willis (2003) says that Task Based Learning (TBL) offers both input and output skills, thus it looks realistic to adopt an innovative technique, which would be well suitable for the students of Pakistan.

## **1.2 Rationale of the Study**

In Pakistan, English curricula was planned by National Bureau of Curriculum and Textbooks (NBCT) at central level, which was commonly known as Curriculum Wing. English curricula were developed and designed under the supervision of curriculum wing, which was being run by the Ministry of Capital Administration and Development Division (CADD), which is again renamed as the Ministry of Federal Education and Professional Training Govt. of Pakistan. However, under the 18th constitutional amendment, education is a provincial subject, and curriculum development & designing is done at provincial level. As a routine the students, teachers and concerned educational institutional principals are mostly not taken on board on a large scale before finalization of curricula and content material of English language. It is also observed that sometimes curriculum developers and planners skip the most important aspect of students' need analysis before finalizing the English language curricula, Hence, no questionnaire or other assessment tools are used to collect the views, needs and suggestions of the stakeholders regarding the language curricula. So, there is an urgent need for the development of English language curricula for the secondary school students on modern approach based which may meet the students' needs.

Pakistan is a multilingual country with at least sixty-nine spoken languages (Ethnologue, 2002). English status cannot be underestimated and less privileged as it is official language of Pakistan and a single compulsory language which is being

taught in Pakistani schools as a second language. In Pakistan, all humanities, science and social sciences degrees are awarded after learners pass English language examination (Rahman, 2004). In order to become a well-rounded speaker and communicator one needs to be competent in all four skills of English language i.e. reading, writing, listening and speaking. Language is considered a tool for communication and speaking skill is generally known to be most important of all four skills. Accordingly, for most people, the ability to speak is synonymous with knowing language. Speaking language often been viewed as the most demanding of four skills (Van Teijlingen & Hundley, 2002). Language teachers spend most of their time trying to teach the students how to read, to write and even to listen in second language or foreign language because grammar has a deeper and a long written tradition (Bueno, Madrid & McLaren, 2006). There are many daily life situations in which people need to speak. According to the formality of the moment, people spend and interact most of the time with other people and in every new situation they need a different register. We speak for many reasons; to be sociable, need something, want other people to do something, to do something for someone else, or to respond to someone else. We also speak to exchange information, refer to an action or event in the past, present, or future, the possibility of something happening, and so on (Lindsay & Knight, 2006).

Alam (2013) explains that Pakistan English curriculum badly ignores listening and speaking skills and does not instill oral skills in students' minds. The teachers stress on the curriculum from the examination point of view and emphasize on reading and writing skills. They mainly stress on mastery in grammatical rules and principles instead of speaking skill which is the basic skill of language and synonymous to the language. In Pakistan, after learning English language so many years, secondary level students are unable to express their ideas or feelings in English.

They feel shy as they face difficulty in using English as a foreign language. It is assumed that the reason behind this problem is either the curriculum which is in fashion in Pakistani schools, or the approach of teachers to teach English. According to many researchers, traditional methods are unimpressive and ineffective, while communicative approaches and methods are more effective in language acquisition. By using traditional methods teachers are unable to inculcate the spoken forms in the students' minds (Robinson, 2001).

Curriculum plays an integral role in all kinds of teaching. According to Aftab (2012), in Pakistan, the main part of curriculum is based on textbook. In most Pakistani schools, textbook is solely available learning material. Teachers of public schools rely heavily on course books and in Pakistan by and large, textbooks of second language is very poor. Similarly, the approved textbooks are not so effective and fail to inculcate the communicative competence in the mind of learners. English curriculum of secondary level now-a-days vogue in Pakistan does not instill oral skills i.e. listening and speaking in students' mind. In Pakistan, English curriculum badly ignores the receptive skills i.e. listening and speaking skills. The whole curriculum is designed and developed according to the examination point of view. Teachers stress heavily on reading and writing and on competence of grammatical rules and principles. Due to this reason, students hesitate to speak English in the class and out of the class. They are unable to communicate effectively in spoken form. In Pakistan, due to ineffective curricula and faulty textbooks, the students of public schools cannot express their feelings and thoughts in English. The teaching methods, curricula and prescribed textbooks fail to deal with the students' need, so it is vital to revisit the prevailing teaching methodologies, language curricula and textbooks.

In global context, English has gained crucial importance, so the researcher

devised a model of Task Based Language Learning (TBLL) based on the approach of TBLL. In this model, tasks were used as the core unit to teach the students to enhance the speaking skills of the learners of the secondary classes. TBLL is a student's center approach and tasks are considered as center of the teaching methodology. In TBLL approach, communicative tasks are connected with the students' learning outcomes (SLOs). The TBLL approach can be justified on the ecological ground as the tasks are selected in such a way that reproduces the actual common tasks and which help to promote effective learning and enhance the speaking skills in the classroom (Lynch & Maclean, 2000).

### **1.3 Statement of the Problem**

English is widely used as a means of communication, and speaking is one of the four macro skills necessary for effective communication. Many studies have been conducted to investigate the effect of TBLL on developing the reading ability, but few have examined the effect of speaking skills (Birjandi & Ahangari, 2008 and Hitutozi, 2008). Speaking in L2 has occupied a unique position throughout much of the history of language teaching. Due to the difficulty of studying speaking, it is easier for teachers, methodologists, applied linguists and linguists to focus on written than spoken language. Pakistani students are also facing difficulty with the English language and this is reflected in their achievement in examinations. They usually perform poorly in English language skills, especially in speaking. Pakistani students usually hesitate to speak English because they have problems using accurate, fluent and complex language. The reason behind this problem is either the curriculum or the approach of teachers to teach English. Modern world is getting benefits from the latest teaching methods and approaches, but Pakistani teachers are using outdated methods like GTM, Lecture Method etc. Ahmad et al. (2011) observed that the condition of

learning English at secondary level is worse and there is need to address the problem on priority bases.

Bailey (2005) and Goh (2007) described in detail how to enhance the development of speaking through different means. One among many reasons to take into consideration might be a use of wrong teaching approach. In order to enhance the speaking ability of Pakistani students, the researcher proposed a Task Based Language Learning (TBLL) model which is based on 4 unit of Punjab Textbook Board (PTB) of grade ninth book. This study aimed to investigate the effects of using TBLL on developing the speaking skills of the Pakistani students in secondary schools in Pakistan, and their attitudes towards English.

#### **1.4 Objectives of the Study**

The key purpose of this research was to develop a task-based language learning (TBLL) model. The purpose to develop this model was two-fold: first to evaluate the effectiveness of the proposed TBLL model within the context of the study and, second, to explore the secondary school students' attitude towards English. The objectives of the study were:

1. To explore the attitude of students of secondary level towards English in Islamabad district
2. To develop a task-based language learning (TBLL) model of English for secondary school students
3. To investigate the effect of task-based methodology on attitude of secondary school students towards English
4. To find out the effectiveness of the proposed TBLL model of English for secondary school students
5. To find out the effect of TBLL model on developing English speaking skills



## **1.5 Hypotheses of the Study**

- H<sub>01</sub>:** There is no significant difference between the mean scores of control group on pre test and post test with regard to attitude towards English language learning.
- H<sub>02</sub>:** There is no significant difference between the mean scores of experimental group on pretest and post test with regard to attitude towards English language learning.
- H<sub>03</sub>:** There is no significant difference between mean scores of control group and experimental group on pretest with regard to attitude towards English learning.
- H<sub>04</sub>:** There is no significant difference between mean scores of control group and experimental group on posttest with regard to attitude towards English learning.
- H<sub>05</sub>:** There is no significant difference between the mean scores of control group on pre test and post test with regard to students' motivation towards English learning.
- H<sub>06</sub>:** There is no significant difference between the mean scores of experimental group on pre test and post test with regard to achievement in English speaking skills.
- H<sub>07</sub>:** There is no significant difference between mean scores of control group and experimental group on pre test with regard to achievement in English speaking skills.
- H<sub>08</sub>:** There is no significant difference between mean scores of control group and experimental group on post test with regard to achievement in English speaking skills.

## **1.6 Delimitations of the Study**

Keeping in view constraints in terms of finance and time, the study was delimited to:

1. The male students IX Class of secondary schools in Islamabad.
2. The public schools working under Federal Directorate of Education, Islamabad.
3. The prescribed textbook of year 2013 & onward published by the Punjab Textbook Board (PTB), Lahore.
4. English speaking skills.
5. The following four units of English Book class IX:
  - i. Media and Its Impact
  - ii. All is not Lost
  - iii. Drug Addiction
  - iv. Noise in the Environment

## **1.7 Significance of the Study**

The research results can be useful for learners, teachers, policy-makers, administrators and language experts to enhance the students' performance in English learning in Pakistan. The present study would be helpful for teachers in understanding their present teaching methodology and they may modify their methodology to achieve the desired results of teaching. It will be helpful for the teachers to understand the modern approaches of teaching English at secondary level. This present research may provide them a particular way of teaching English language and teachers can practice in their classroom and can improve the students' speaking skills in SSC examinations. The study contribution may help to make the learning environment congenial and conducive for the English learners in Pakistani

educational institutions.

The study will also facilitate the English curriculum designers and developers in Pakistan by providing them information about modern TBLL approach and its effectiveness. It will also be helpful to the curriculum planners to realize the ground realities regarding curriculum of English subject. The present study will ultimately benefit the students and they can use TBLL for improving English speaking skills. It is hoped that if suggestions made in this study on the above mentioned areas are carried out, in our country overall standard of education of English language will improve. As a result of this effort our new generation will be more fluent and proficient users of English language. Similarly, the results of the present study may help to change the students' attitudes towards English language, and they will become more interested in learning English as a second language.

## **1.8 Research Methodology**

A quantitative method approach was used to investigate the problem. A quasi-experimental design, a pretest-posttest nonequivalent control group design was used by taking one experimental group and other control group. Creswell (2009) explains that education studies evaluating the impact of treatments to intact groupings of participants, use of a quasi-experimental design is appropriate.

The choice of a specific approach among the various research approaches greatly depends on a researcher's field and his/her research questions or hypotheses. No matter what research approach is decided upon, "fitness for purpose is the key" (Gorard, 2002). The basic characteristic of a quasi-experimental design is that in quasi experimental study researcher deliberately maneuvers and controls the conditions and decides the events of interest according to his purpose (Cohen et al., 2000).

The current study was interested in identifying the effect of two types of

teaching activity i.e. teaching with Task Based Language Learning (TBLL) approach and teaching with conventional approach i.e teaching with Grammar Translation Method (GTM). The purposive Sampling technique was used to select the sample of the study. Two groups of students were chosen randomly from IX class sections from one school namely Saqib Ghani Shaheed Model School for Boys (VI-X) G-9/1 Islamabad. The two groups were chosen randomly. A qualified teacher taught the experimental group and used researcher's made Task-Based Model (TBM) and similarly another qualified teacher taught to the control group by using the Grammar Translate Method (GTM).

The researcher pre tested and post tested both the groups i.e. experimental and the control group to determine the difference in their mean scores. The teachers of both the groups taught the same text material and contents with different approaches, which was based on the Punjab Textbook Board units, a prescribed textbook for the public institutions working under the administrative control of FDE, Islamabad. The duration of the experiment was forty-five (45) days with a daily period of 45 minutes.

### **1.8.1 Population of the Study**

Islamabad is the capital of Pakistan, and it is being run as a federal administrative unit and an independent district. It represents all people of the country as people from all over the country came here and become its part and parcel of this city. Federal Government of Pakistan has given responsibility to Federal Directorate of Education (FDE), Islamabad to manage public sector educational institutions in Islamabad district. FDE has divided Islamabad into five sectors i.e. Islamabad City, Bhara kau, Nilore, Sihala and Tarnaul sectors. The population of the present study was comprised 14336 all boys and girls of IX grade of Islamabad district studying

under Federal Directorate of Education (FDE), Islamabad.

### **1.8.2 Sample of the Study**

In this study, one school namely Saqib Ghani Shaheed Model School for Boys (VI-X) G-9/1 Islamabad working under the administrative control of Federal Directorate of Education Islamabad was selected to carry out the experiment. Two sections were selected from the natural setting of the school. Students of these two sections of the class IX were taken as sample of the study. Sample of the study comprised 68 students of class IX of two sections. For the purpose of study, those students who were selected from schools were representing the whole population of typical government schools in public sector of Pakistan. The selected students mostly belonged to low or medium socioeconomic culture and environment. The experimental group consisted of 33 students and it was given the treatment and was taught by Task-Based Language Learning (TBLL). While, 35 students participated in control group were taught same text material and content of textbook with conventional approach and GTM method.

### **1.9 Research Design**

A quasi-experimental design, a pretest-posttest nonequivalent control group design was used by taking one experimental group and other control group. This is a much stronger version of the nonequivalent control group design, which is often called a pretest– posttest nonequivalent control group design. The following steps are followed in this design:

1. first of all, subjects are assigned groups randomly i.e treatment or control group;
2. then all subjects of both groups are pre-tested;
3. after pre-test it is ensured that both groups have gotten the same experience and

- conditions except to administer treatment to the experimental group in addition.;
4. at the end of the study, all subjects of both groups are post tested;
  5. it is summed up by calculating the amount of change separately on the value of the dependent variable from the pre-test to the post-test for each group.

In this design, all subjects cannot be randomly assigned to either the experimental or the control group. The researcher cannot decide that which group will get the treatment. In this design, all students do not have the same possibility of being in the control or the experimental groups, and in the same way there is not an equal chance of receiving or not receiving the treatment of both groups.

### **1.10 Research Instruments**

In order to achieve the purpose of the study, the following instruments were developed and used:

#### **1.10.1 Attitude/Motivation Test Battery**

Attitude/Motivation Test Battery (AMTB) was used to find out the participants' attitudes and motivation towards English learning before and after the implementation of the TBLL model. Attitude/Motivation Test Battery (AMTB) was developed inline of Gardner (1985) and it was used to find the behavior and attitude and level of motivation of the subjects towards English language learning. Attitude/Motivation Test Battery (AMTB) was developed according to 5-point Likert scale. The Attitude/Motivation Test Battery (AMTB) was administered to all the students of both control as well as experimental groups. TBLL model which was based on four units of textbook of class 9th. A statistical difference between the groups was calculated by using a statistical technique t-test. The results of pre-test of both control and experimental group were used as a baseline of the study. According

to Anderson (1998), Likert Scale is useful in such circumstances:

Anderson (1998) states that the Likert Scale is one of the most useful question forms...a question is not asked, rather a clear statement is made, and the respondent is asked to indicate whether the statement reflects his or her views...a 5- point scale is the most practical for most common purposes. It is easy to respond to, straightforward to analyze, and sufficient for most needs (Anderson, 1998).

### **1.10.2 Use of AMTB as Pre -Test and Post-Test**

The Attitude/Motivation Test Battery (AMTB) was used to collect data about students' Attitude towards English Language before and after implementing the TBLL model in experimental group. The same Attitude/Motivation Test Battery was also administered as pre test and post test to the control group. The control group was taught through conventional approach and with GTM. On both group i.e control as well as experimental, a post-test was administered simultaneously to find out the change in students' attitude towards English Language. The obtained data of both groups were statistically analyzed, and a t-test was applied to get the difference in results/scores.

### **1.10.3 Speaking Skills Test**

The speaking skill test was developed by the researcher based on oral questions. The questions were consisted of three types i.e. biographical such as "where do you study?", guided questions "what is your favourite subject?" and open questions like "what do you think about the present education system?". The purpose of the speaking skills test was to find out the subjects' speaking skills before and after the implementation of the TBLL model. The speaking skill test was consisting of twenty questions. The developed speaking skills test was based on the grade 8th level students' learning. Some questions were biographical, guided, and some were open

ended. These questions were related to speaking and communicative skills of the learners. Students' answers regarding the speaking and communicative skills were noted and marks were awarded to every student according to his speaking ability.

#### **1.10.4 Speaking Skills Test as Pre-Test and Post-Test**

The speaking skills test which was used as pre-test and post test to both control and experimental groups. In order to find out the effect of the model on students' speaking skills, the speaking skills test was administered as a pre-test before deciding groups and allocation of students either experimental or control group. The purpose of speaking skills was to find out the difference of speaking skills of both the groups. Instantly after implementing the instructional TBLL model as a treatment, the same speaking skills test was used as post test. In Pakistan centralized system of education is in practice. The test was based on pronunciation, vocabulary, fluency, accuracy, and communication that were the sub skills of speaking skill. Statistical difference was calculated between the results of pre test and post-test scores of both groups. The results of pre-test and post-test were analyzed and compared and were further analyzed. Detailed description of speaking skill pre-test and post-test has been given in Chapter Three.

#### **1.11 TBLL Model Based on Textbook Four Units**

The researcher devised an instructional model based on the following four units of textbook of class IX, which is being taught in schools under the administrative control of Federal Directorate of Education (FDE) Islamabad.

- i. Media and Its Impact
- ii. All is not Lost
- iii. Drug Addiction



### **1.11.1 Preparation of Instructional Model**

An instructional model regarding speaking skills of English language based on TBLL methodology was devised by the researcher. The model was designed on the foundation of instructional syllabus to enhance the oral and written social interaction capacity and capability of the students included in the experimental group. The TBLL approach was adopted in preparation of the model and the main focus of the model was to enhance fluency of the students of experimental group. In the last two phases of the TBLL model which were while and post- task, emphasis was on grammar generalization to inculcate the structure of the English language in the mind of the learners.

### **1.12 Validity and Reliability**

Validity is a complex concept. Brown and Rodgers (2002) have classified validity into internal and external validity. According to Brown and Rodgers, the internal validity is the degree to which the results can be accurately interpreted, and external validity is the degree to which the results can be generalized (2002: 241). The researcher developed a speaking skills test, and its assessment scheme. Similarly, an Attitude/Motivation Test Battery (AMTB) was developed by the researcher and both instruments were administered as pre test and post test to control and experimental group. Instruments of the study were validated through experts' comments and pilot testing. In the light of the feedback of the experts, necessary changes were made in the instruments and in the proposed TBLL model. Validity of the instruments was checked by the experts and reliability was checked through Alpha reliability analysis. In such circumstances, this type of validity is the most suitable form for

such instruments. Face validity refers to relevance of the measuring instrument:

“Face validity is considered as the easiest and the most basic type of validity. It is concerned with the degree to which an instrument appears to measure what is meant to measure when there is no specific content to be measured by the item of the instrument (Gall, et. al, 1996)”.

### **1.12.1 Pilot Testing**

A pilot study was conducted on ten students of the target grade of Saqib Ghani Shaheed Model School for Boys (VI-X) G-9/1 Islamabad. Speaking skills test and Attitude/Motivation Test Battery (AMTB) were pilot tested on randomly selected students from the same school of the target grade to ensure the reliability of the instruments. The validity of the instruments was established through pilot testing and through experts’ opinion. The responses of the students were noted, and instruments were tailored accordingly. In the light of the feedback and responses of the students in pilot study, some statements, questions, and difficult words were changed, and instruments were tailored. The reliability of the speaking skills test was calculated by employing test-retest technique. The reliability of the instruments was checked by using Cronbach Alpha. Cronbach Alpha is the most reliable statistical technique as compared to other available tools to determine reliability.

### **1.13 Research Ethics**

It was essential for the researcher to follow the principles of morality in his research. A subject often provides very valuable services to the researcher, usually free of charge. It is important for a researcher to consider carefully at the outset what are the interests of the subjects and how they may be safeguarded (Taylor, Sinha & Ghoshal, 2006). Therefore, the researcher made sure to protect the subjects of the study from harms. Thus, the researcher took the consent of the participants before

including them in the research. To fulfill the procedural formalities, the researcher also got written permission from the controlling authority i.e Federal Directorate of Education (FDE) Islamabad before starting research. Permission from the principal of the concerned institution was also obtained before starting the experimental study.

### **1.14 Data Collection**

An Attitude/Motivation Test Battery (AMBT) was administered as pre-test to all subjects, then subjects were divided into two groups as control and experimental. After labeling as control and experimental group, a pre-test of speaking skills was administered to both control and experimental group. Experimental group got treatment and was taught by TBLL model, but the students of control group were taught the same material by using GTM method. After implementing the TBLL model, previously used instruments as pre-test were applied as a post-test. The post-test of speaking skills and the attitudinal questionnaire were administered at the end of the study and comparison was done with pre-test scores.

#### **1.14.1 Research Variables**

The current quasi-experimental design research was based on one control and one experimental group. There were three research variables. The TBLL instructional model was independent variable of the study, while following were the dependent variables of the study:

- (a). the students' mean scores on the English speaking skills
- (b). the mean scores of the statements of attitude/motivation Test Battery (AMTB)

### **1.14.2 Statistical Analysis**

In the present study many hypotheses were tested. The speaking skills test and AMTB were administered as a pre-test and a post-test to find out the difference in scores of both groups. A two tailed t-test was used to find out the mean scores difference of the two group results.

### **1.15 Definition of Key Terms**

In this study many definitions and key terms were used to explain the concepts. Some important key terms and definitions are separately given as under to illustrate the concept and meaning of these terms.

#### **1.15.1 Definition of Speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Forms and meaning are dependent on the participants, context in which it occurs, and the purposes of speaking (Ruenyoot, 2010).

#### **1.15.2 Operational Definition of Speaking**

It is operationally defined as the students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context by using correct pronunciation, grammar, and vocabulary.

#### **1.15.3 Teaching (TBLL)**

Task-Based Language Learning (TBLL) is an approach that is used in second or foreign language. It focuses on use of authentic language. Students are asked to perform meaningful tasks while performing these tasks, the use of target language is compulsory for the learners. We can find a number of meaningful tasks around us like

visiting a doctor, asking a way, conducting an interview, or calling customer service for help etc. The primary focus is given to the outcome of the task or to the appropriate completion to the tasks rather than on accuracy of language forms.

#### **1.15.4 Language Attitudes**

The Positive or negative feeling towards a language is referred as language attitude and it reflects the linguistic difficulty, ease or difficulty in language learning, language simplicity, importance of that language, language style and social status of that particular language. We feel the people's attitudes towards a particular language by interacting with the speakers of that language. Sometimes natives of diverse language dialects shows different attitude concerning others' dialects.

#### **1.15.5 ESL, L2 or Second Language**

The language other than the first one that is not native to the country is called second language. It is sometimes differentiated from a foreign language. Richards and Rogers (2014) states "when English functions as a second language, that is, where it is used alongside other language but it is commonly the most important language of education, government, or business, it is often regarded by its users as a local rather than a foreign language", While L2 also refers to second language or foreign language.

#### **1.15.6 Model**

A depiction of a system that allows further exploration of the properties of that system is called a model. In some cases, forecast of future outcomes can be made through model. In other words it can be said that a model is a symbolic illustration which is used to explain a real world system or any event. In TBLL model, we can say that a model is a component of curriculum, whole in himself (small programs),

while more components might be added for the accomplishments of long-term objectives (Ravi, 2016).

### **1.15.7 First Language**

Human beings learn the first language before any other language. L1 is compared to the L2 which he or she learns in addition to his/her first language. In the case of this study, Urdu is L1 and English L2 or second language.

### **1.15.8 Target Language**

The language other than mother language (L1) which is intentionally taught to the students is called target language. In this study, English is the target language.

### **1.15.9 Motivation**

Motivation is the set of thoughts and feelings that create a person's interest to do something. In this study, motivation refers to the interest in learning English.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter is divided into four parts. The first part deals with major concepts in teachings which are in vogue and related to the present study. The second part consists of an overview of teaching methods and approaches in teaching of English. The third part discusses the task-based language teaching and learning in detail. The fourth part ends with a sketch of speaking skills.

#### **2.1 Major Concepts in Teaching**

##### **2.1.1 Teaching**

According to Longman Dictionary of Contemporary English (2014), the term ‘teaching’ is defined as to instruct or give knowledge or to train someone. In other words, teaching means to change somebody’s ideas or to show somebody how to do something.

##### **2.1.2 Approach**

Anthony (2001) defines that the word 'approach' means the act of (a) getting close to something in place or time. For example, his/her approach to the problem is excellent, a convincing approach to the problem, his/her approach to teaching. In English of teaching, an approach can be defined that it is a set of those beliefs and understandings regarding the language teaching and learning is an approach or how to understand a language and learning is language approach. According to these beliefs and understandings, you deal with the language. An approach provides the theoretical base for a specific method. Many methods can be used under the ambit of one approach. Similarly, Richards & Rodgers (2001) explain that a method mentions to

philosophies towards the nature of language as well as language learning which help as the basis of practices and codes in language learning process. In English Language teaching, many pedagogical approaches exist, but Richards and Rodgers (2001) categories approaches into the following:

- a. The situational approach
- b. The natural approach
- c. The communicative approach

### **2.1.3 Method**

Anthony (2001) explained that those groups of processes, by the help of this lesson were taught in a classroom, inculcated or performed centered upon a technique which is called a method. Linguistically, a method is way and always based upon a theoretical belief or an approach. A teaching method determines the teacher' function, skills, teaching materials and its gradation, different techniques of methodology and student's role in the class. Approach determines the different elements of a method. Anthony (2001) clarifies that it is "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. However, an approach is axiomatic, while a method is procedural." A teaching method may be compatible with an approach and within one approach, there can be many methods. The following teaching methods are widely in fashion like Grammar Translation Method (GTM), The Direct Method (DM), The Total Physical Response (TPR), and Suggestopedia.

### **2.1.4 Technique**

A confusing term technique is also broadly used by educationists. Harmer (2001) says that this is any kind of stratagem or trick which is employed in the



classroom by the teachers to achieve an immediate objective. He further elaborates that a technique is implementation and what the teacher actually uses in technique may be a part of many methods. For instance, “question answer” technique is employed widely in many methods.

### **2.1.5 First and Second or Foreign Language**

When we review the literature regarding language acquisition/learning, much argument appears in the different definition of term. Some linguists quote it ‘first’ or ‘native’ language or sometimes it is said mother tongue while on the other hand, other linguists or educationists call it ‘second’ language, & ‘foreign, or target language.

### **2.1.6 First Language or Mother Tongue and Native Language**

Lightbrown and Spade (2001) have generalized the definitions and categorized into different groups as first language, mother tongue, and native language. That language which is first of all learnt is called first language or mother tongue. Many children learn more than one language from birth and may be said to have more than one mother tongue. The abbreviation L1 is often used for the mother tongue. The abbreviation L2 is often used for second language.

### **2.1.7 Target Language**

Lightbrown and Spade (2006) defined that the term target language is that language which is being learned, either in the form of first language, a second, third or fourth language. The term, mother tongue, and ‘first language, are generally used in the same sense and in the field of native language, the term ‘mother tongue’ is being used for instruction among language minority groups, especially in Britain and United States. The language of the mother tongue is often restricted to communication within

a person's family with no further or professional skills in the language being developed.

### **2.1.8 Foreign Language or Second Language (SL)**

The term foreign language is particularly used to refer to any language which is other language or not a native language of that country. Similarly, the term second language is also commonly used in the same sense. According to Crystal (2003) a foreign language is a language taught that has no status as a routine medium of communication in that country. For example, English is considered as second language in Japan or the Arab countries like Jordan. In other words, it can be said that a second language (SL) or L2 is a non-native language that is widely used for purposes of communication, usually as a medium of education or business, for instance, English in India or Pakistan.

### **2.1.9 Syllabus**

In contrast with curriculum, regarding the objectives and topic which will be covered at a specific stage, a syllabus gives a special focus on class behavior and objectives rather than devising general principles (Wang, 2009). Further the term syllabus and curriculum are differentiated in many ways. According to Nunan (2003) the term 'syllabus' refers to the content selection and its grading while the term 'curriculum' is somehow used in a broad sense and it refers to overall all aspects of an educational programme like planning the programme, implementing of the programme and evaluating & managing the programme.

### **2.1.10 Language Curriculum**

The curriculum of a language is defined as recognition of aims, goals,

objectives and general principles for language teaching and learning. Nunan (2003) argues that the concept of curriculum is very vast and complicated, and it is used in a different way in a diverse context. Sometimes curriculum is used in the sense of a specific programme of study, for instance science or mathematical curriculum. He also explains that curriculum is the sum of experiences of a student that happens in an educational process and different states used different curricula such as primary, secondary or National curricula in their respective areas. Stenhouse (2000) explains that a curriculum must have these minimum characteristics: (a). First and the most important principle is selection of content and it is decided what is to be taught and learned at this stage. (b). As a second principle, teaching strategy is developed and it is decided how it is to be taught and learned at this specific stage. (c). As a third principle, decisions regarding the sequence of the content should be included in the curriculum. (d). The last principle that a curriculum should have ability to diagnose the strengths and weaknesses of an individual learner and discriminate the general principles mentioned above at a, b and c.

## **2.2 Models of Curriculum**

### **2.2.1 The Content Model**

There are many curriculum models in fashion now-a-days. It is the most popular model and it emphasizes on the text or contents which has to be taught to the learners. Finney (2002) says that the main aim of this model is to convey the knowledge of grammatical rules and language vocabulary and language internal structure. According to him this model is very simple as it treats language as “a relatively fixed concept and it largely ignores factors such as background, suitability of use, modes of discourse or individual learner needs”. This model is easy to handle

and more feasible in use.

### **2.2.2 The Product Model**

(Dubin and Olshtain (2006) claims that the product model is also important, and this model is largely based on broadly taken goals and these goals are connected to the attainment and ultimate dimension of product. In this model, the meanings of product refer to those desirable objectives of the specific course or the behaviour that would end result of the product. In other words, objectives can be divided into two kinds that are knowledge based objectives and skill based objectives. Those objectives that are focus on accuracy of language and make use of different elements of the language are called knowledge based objectives and the objectives that aim at the real utilization of language in real context is referred to as skill based objectives. This model emphasizes on both kinds of objectives of the language.

### **2.2.3 The Process Model**

Rabbini (2002) claimed that this model is the most suitable and convenient in use. The foundation of the process model is on the language learning philosophies and theories. Finney (2002) expressed that the process model stresses on the students requirements and their interests and learning activities. Tasks are put in the centre of the model and activities are planned according to the pedagogical tasks to get the desire students learning outcomes.

### **2.2.4 The Mixed- Focus Curriculum**

In educational sphere, another model mixed-focus is in practice and this model is a combination of two or more curriculum models. In this model, both aspects of product and process models are merged. The mixed-focus model is based on eclectic

approach or integrated approach to curriculum design and the proposed model is called mixed-focus model. The mixed-focus model has characteristics of both kinds of process and product models (Finney, 2002; Rabbini, 2002).

### **2.2.5 Situation of Curriculum in Pakistan**

The situation of curriculum in Pakistan is dismal. Warsi (2004) explains that the prescribed textbooks which are used in public sector institutions overburden the learners. There are number of factors behind this problem. Students' rote learning is encouraged, and teachers and mentors do not stress on the application of the knowledge in real sense. The situation of English language in the country is not so good. Only few applied linguists are available in the country and they are doing this hectic job. Due to this reason, there is lack of informative literature of the English language in Pakistan. Nayyar & Salim (2005) say that the present curriculum of the English language does not fulfill the needs of the Pakistani students. The present textbooks do not gear towards the linguistic needs of the students and thus the standard of English language is decreasing day by day. However, situation can be improved by providing appropriate English language materials to the learners.

Textbooks being taught in Pakistan have been failed to enhance the students' intellectual capabilities and their interest in the English language. In the same vein, the purpose of these locally developed textbooks is solely to fulfill the examination requirements. Similarly, course books are poorly written, and the methodology used in these textbooks is also outdated as their focus and scope is limited. In these English textbooks, stress is given on rote learning and blind reverence to the teacher authority. Main concepts are unclear, vague, lack of logical explanations and discourage questioning of the students. These books also discourage the students who seek truth and understanding through objective logical arguments, facts and debate (Nayyar &

Salim, 2005).

### **2.2.6 Purpose of Language Programmes**

The prime aim of language programme (which is generally recognized) is to acquire communicative skills. Davies and Pearse (2000) say that the purpose of the language or second language is to make the students capable in target language that they may be able to communicate effectively, fluently and without any hesitation beyond the classroom.

### **2.2.7 Local Lingua Franca and English**

Urdu is the national language of Pakistan and it is a binding force that linguistically unites the general public of the country living in different regions and parts of the country. Pakistan has four provinces and different regional languages are being spoken as first language in different regions of the country. In this situation, Urdu plays the part of local Lingua Franca of the country (Shamim, 2011). English is an official language of Pakistan and it is being learnt as second language in the country. A very small percentage of the country men speak English. English in Pakistan does not come under the category of major languages and is included in the others category. However, no one can deny the importance of English in the country as bureaucracy, judiciary, commerce, education, research and many other major circles of the power use English language. Rahman (2004) explains that there are many local and regional languages like Punjabi, Pashto, Sindhi, Siraiki, Baloch in Pakistan. According Demographic Survey Government of Pakistan (2017), the people' first language spoken in the country are as under.

Table 1

*Languages Spoken in Pakistan*

<b>Language</b>	<b>Percentage</b>	<b>Number of Speakers</b>
Punjabi	44 %	76,367,360
Pashto	15 %	26,692,890
Sindhi	14 %	21,150,000
Siraiki	11 %	15,795,000
Urdu	08 %	11,355,000
Balochi	04 %	5,355,000
Others	04 %	6,990,000

**2.2.8 The Standard of English in Pakistan**

The standard of English in Pakistan is very low. There is lack of teaching facilities in classrooms. Teachers are poorly trained. They use outdated methodology and their main purpose is to prepare the students for Boards Exams, not for the real life. Linguists pointed out that Pakistani students lack the ability to communicate their thoughts accurately and fluently even after studying English for at least six years (Warsi, 2004; Ashraf, 2007). According to many studies conducted in Pakistan, linguists revealed that English programme which is in practice at secondary level in public institutions has many weaknesses. In these institutions, only content knowledge like characteristics of a good paragraph are assessed instead of teaching language skills of a student. The teachers focus on preparation of content-based examination so that their students might get good grades in Boards Exams and they provide little opportunities to increase their academic capabilities. Teachers and students both do not bother to use English in the class and think of it as an extra thing which is not necessary. Even after studying English six years, Pakistani students are also deficient in language skills which are mandatory in their future life. This portrays the gloomy picture of second language programme in formal education system of Pakistan.

(Shamim, 2011) Most of the students do not even know the basic structure of English language. They feel hesitation and find great difficulty in expressing their views in English. They feel much difficulty in translation of simple sentences and change of voice and narration is a big problem for Pakistani students (Ghani, Mahmood, and Akram, 2008).

## **2.3 Theory of Language and Theory of Learning**

Richards and Rodgers (2001) explain that underlie task based language teaching and learning is influenced by theory of learning rather than a theory of language. However, task based language learning approach uses many assumptions about the nature of language. According to Skehan (2008), the primary purpose of language is making meaningful communication and task based language teaching stresses on its essential role of making meaningful communication. It can be defined that how language is viewed or understood. There are three views according to SLL (second language learning) and FLL (foreign language learning) literature. These three views are as under:

### **2.3.1 Structural View of Language**

According to Longman Dictionary of Language Teaching and Applied Linguistics, this view language is a system of structure and this structure is associated to the communication of meaning. The language structure has the following elements: (a) phonemes that are called phonological units (b) phrases, clauses, sentences that are called grammatical units (c) adding, shifting, joining or transforming elements are denoted as grammatical operations (d) function words and structure words are lexical items. It is prerequisite that a teacher should have good command on these elements and he or she should focus on these elements in the class. The traditional approaches



and methods like the Grammar Translation Approach, the Audio lingual Method, Total Physical Response and The Silent Way are particular examples of structural view and these approaches and methods based on structural views of language.

### **2.3.2 Interactional View of Language**

Interactional view of language means interpersonal relations and social transaction among people. So, language is for communication and interaction. Rivers (2007) clarifies this point by saying that students learn language effectively when they are facilitated on conveying and receiving authentic messages. This situation attracts both listener and speaker and they involve in the situation. A teacher should have mastery in language and create such situation, where authentic language is used to get the students attention. In such situation, the student will learn the language effectively and willingly and process of learning will become joyful for learner.

### **2.3.3 Functional View of Language**

Van den Branden (2006) explains the functional view of language and briefly states that language is a vehicle for the expression of functional meaning. Functional view of language does not stress on grammatical structure rather its main dimensions are Semantic dimensions and communicative dimensions. In the functional view of language, contents of language teaching and learning are planned in the forms of meanings and functions instead of grammatical units.

## **2.4 Theory of Learning**

The theory of learning tries to answer two questions: (1) How do people learn their languages? (2) What are the conditions that lead to a successful language acquisition? The literature presents two main extremes of learning theories related to teaching English that tackles with these two questions. (i) the behaviourism which is

related to teacher-centered approaches and (ii) constructivism which is related to student centered approaches.

### **2.4.1 Behaviourism**

Behaviourism is a psychological theory that explains animal and human learning. Behaviourism gives importance to observable behaviours and ignores mental abilities. According to this theory, learning is a matter of acquiring new behaviour that is based on stimulus-response relationship. Experiments on animals were started in which researchers observed that an animal could be taught to perform certain tasks through stimulus and response and reinforcement (positive reinforcement for desirable behaviour and negative reinforcement for undesirable behaviour) leading to habit formation. Belkin and Gray (1977) say that the ultimate result of positive reinforcement is new learning and behind this principle is operant conditioning, and as a result of negative reinforcement old patterns are abandoned." Due to this reason, B. F. Skinner denoted this new theory as an explanation for language acquisition in humans. According to B. F. Skinner behaviourism has had a powerful influence on language teaching approaches. In Direct teaching, in which the teacher is the source of information and whose work is to pass information to learners is a case in point of the impact of behaviourism on language teaching. Thus, according to behaviourism, learning language is a matter of habit formation i.e. learners learn by repetition and memorization.

### **2.4.2 Constructivism**

This philosophy appeared in the 1950s as a reaction to Behaviourism. Reyes and Vallone (2008) explain that it is a thinking philosophy that is based on the view that learning happens as a reflection on experiences. So, learning occurs when people

adjust their mental models to accommodate new experiences. It emphasizes cognitive abilities in learning over habit formation. It goes beyond the philosophy of behaviourist where preference is given to learning of facts and skills while constructivism adds cognitive apprenticeship to the learning process. Students are encouraged to frame rules and principles deductively for their learning. Constructivism gives priority on building learner's experience. Challenging tasks are provided to build learner's experience and broaden their mental capabilities, so that students can learn and progress through the curriculum. In a nutshell, it can be concluded that cognitive theory is interested in knowing how learners learn and understand the material. Cognitive theory is also interested in knowing how students' aptitude and their capacity to learn and their personal way of learning affect the learning process. Cognitive theory explains how all learning builds on what people already know, and the dynamic of learning is characterized in terms of whether or not new knowledge fits easily with what is already known. The main principles of constructivism are: (i) Learning is searching for meaning. Any learning should be around the object of which learners try to construct meaning (ii) meaning involves in understanding wholes and parts. The context and primary concepts are important (iii) constructing meaning rather than memorization is the main goal of learning. Reyes and Vallone (2008) submitted a set of principles that characterize the constructivist language classroom. They are: (i). New learning builds on prior knowledge (ii). Learning is mediated through social interaction (iii). Problem solving is part of learning (iv). Learning is a process and teachers are facilitators of that process.

## **2.5 Major Approaches & Methods of Teaching English as a Foreign Language**

### **2.5.1 The Grammar Translation Method (GTM)**

The oldest and conventional method for teaching English is Grammar Translation Method. This approach was started in early seventeenth century. According to Wang (2009), the GTM is a technique of learning a language, according to this method first examining the grammatical rules with detail, after this relating information to the task of interpreting sentences as well as scripts, out of the target language. In grammar translation method, grammatical rules as well as their usage are learnt by the help of the using of learners' mother tongue. Brown (2000) explains that in this approach focus is given on application of grammatical rules, memorization of terminology as well as of numerous variations and conjugations. In GTM approach, words are translated into their equivalents in the mother tongue, interpretation of manuscripts, and printed practices are done. In this approach, text reading and translation is usually done from L2 literature. Students do mechanical writing drills according to the grammar rules. The main feature of this approach is to read L2 literature.

In GTM approach the teacher has full authority over class and works as the source of information as well as a translator. Wang (2009) defines different roles of teachers "as a giver or a transmitter of knowledge, a controller of activities and a knowledge authority." In GTM approach, teacher presents a model reading passage with some comprehension questions and starts reading aloud and translating the passage. In this approach, teacher reads aloud a short passage in English. Students follow the teacher and read the text on their own textbooks. After that, teacher reads

every sentence of the passage aloud and students also follow the teacher. Oral lessons are taught word-by-word, or sentence-by-sentence and translation is being done by the teacher. By using L1, the teacher illustrates the rules of a particular item of grammar and drill work is being done by writing sentences. In the text, new vocabulary items which are difficult and not familiar are translated by using the mother tongue. In GTM, accurate use of language items is central to this approach. Grammar is taught deductively where grammatical rules are presented and then supported with examples. Related method to grammar translation approach is the Grammar Translation Method, which has the same principles as the Grammar Translation Approach. Richards and Rogers (2001) identified the following salient features of Grammar-Translation Approach: (i). Rules of grammar provide the principles to put the words together and instruction (ii). Teacher taught the students in mother tongue, and small or little active use of target language (iii). Lists of isolated words are taught to enhance the vocabulary of the students (iv)Teacher stresses on inflection of words and its form (v) Usually difficult texts are started early (vi). Different disconnected sentences are translated to in calculate the rules of grammar (vii). Correct pronunciation is ignored and little or no attention is being given to pronunciation.

### **2.5.2 The Grammar Translation Method (GTM)**

According to Larsen-Freeman (2011), the GTM has the same principles of the grammar translation approach. He explains the main features of GTM and says that GTM teacher act as full authority and is a source of information while Students' role is only receivers and listeners (passive recipients). L1 is medium of instruction, while use of words in sentences, fill in the blanks and composition and passages from L2 literature are presented as material. The interaction mostly teacher-students Grammar teaching and grammatical rules are presented deductively and in L1. Vocabulary

items and words are presented in an isolated manner with their L1 equivalents. Errors are corrected strictly and immediately. Skills are taught in natural order i.e. reading, writing, and at the last grammar. GTM focuses on translation of literary text and reading comprehension questions.

### **2.5.3 The Direct Method Approach**

Direct approach was introduced in the field of teaching due to the limitations of the Grammar Translation approach and revolutionary progress in the field of English language teaching. Richards (2014) explained that possibly translation should be excluded while adopting direct approach. The main assumption of this direct approach is that the second language can be acquired similarly like to the learning of first language. This approach is called natural approach and method that comes under natural approach is referred to as natural method as it uses natural way of language acquisition.

Fries (2004) refers that direct approach is a way of teaching of English language as a foreign language through conversation, reading and discussion directly in L2, without using the learners' first language, without translating the contents and without teaching the formal grammar. In direct approach meanings are explained through the direct association between the forms and their corresponding meanings and learners cannot use translation equivalent in the classroom. Pictures, drawings, models and real objects (realia) are used to inculcate the concepts to the learners. Oral interaction and natural and spontaneous use of second language is emphasized, however students are prohibited to use the native language or translation. Minimum or little use of grammatical rules is also a quality of direct method. According to Fries (2004), the main focus of direct approach is mainly to help the students in use of second language. Teacher teaches grammar inductively and clarifies correct

pronunciation of English words. Teacher helps students to self-correct rather than correcting directly each and everything. Listening and speaking are preferred, however from the start two basic skills were taught one is reading and second one is writing. Teacher creates a hypothetical situation and students were stimulated to speak the second language. Learners are assessed by authentic usage of second language events like oral assignments, oral interview as well as written passages etc.

Richards and Rodgers (2001) enlisted the principles of direct approach. According to them, instruction is conducted exclusively in target language. Students' oral communication skills are built up in a careful way in direct approach. Teacher adopts question answer technique in small intensive class. Teacher teaches new points by the help of demonstrating and drill. Actual language is imparted by demonstration. Correct pronunciation and grammar is emphasized, and both speech and listening comprehension is emphasized. In direct approach, students are showing the extensive masses of the second language by the help of direct experience. Speaking and oral use of everyday language is practiced in the class and no other than the target language is allowed when teaching English language as a foreign language

#### **2.5.4 Direct Method**

Fries (2003) defined that direct method and direct approach are referred synonymously and this method is based on fundamental principles of the direct approach. In direct method learners work as participant and actively participate in all activities of classroom. The main feature of the direct method (DM) is that L1 is not allowed and L2 is used as medium of instruction. Emphasis is given on the speaking skills in DM, and then come listening and reading. Similarly, Words are preferred than grammar. Whatever exists in the classroom of objects and pictures, drawing and realia (direct connection between things and their meanings) are used as vocabulary.

Students' self-correction, inductively presented and question and answer, reading aloud and dictation are main techniques of direct method.

### **2.5.5 The Situational Language Teaching Approach**

Language teachers developed this approach think that oral skills and language structures are the important needs of language learners. According to the practitioners of this approach, learning is a kind of habit-formation without knowing that language learning differs from other things and that learner can acquire by habit-formation such as driving a car or typing. According to Richards and Rodgers (2001) this approach primarily this approach focuses on the processes rather than conditions of learning. Language learning is based on teaching language structures within sentences that represents different situations.

Richards and Rodgers (2001) enlisted the main characteristics of this approach. Language teaching starts with the spoken language in this approach. Teacher inculcates teaching material orally before it is presented in written form. New points are presented and practiced in situations. The teacher adopts target language as the medium of instruction. In this approach, grammatical items are introduced from simple to difficult. The reading and writing should be preceded by the grammatical and lexical base if teacher is following this approach. The important role of teacher is to create situations for practicing the structure and then model the structure for learners to repeat after him/her. In this approach, the teacher should be native-like pronouncer of English. The teacher functions in the classroom as an orchestra leader for learners who are only imitators of their teacher. This means that the second language teaching (SLT), learning process is a matter of repetition. Learners' mistakes are not tolerated and corrected immediately and strictly by the teacher because according to theory of this method they might also lead to bad habit-formation. L1 is



not allowed because it might lead to interference. The language theory underlying this approach is that human language is a collection of structures (structuralism). The learning theory is behaviourist theory i.e. where learning is treated as a process of habit formation of learners. The method associated with this approach is the Audio-lingual Method.

### **2.5.6 The Audio-Lingual Method**

As a result of behaviourism and Structuralism, the Audio-lingual Method appeared in the USA in the late 1930s. In this method, teacher uses drill techniques to teach the students foreign language. Dialogues are used to enhance the communicative ability of the students. Bygate (2008) clarifies that one of the important task of teaching the foreign language is to prepare the students to use the target language. In this method, the students, speaking and listening skills are emphasized over reading and writing skills. Students follow their teacher and repeat after the teacher. The basic concept of the method is based on the belief that the learning is a kind of form of habit formation.

Hughes (2002) noted that it is challenging for the foreign language teacher to teach the learner interactive skills to lower level of students as it the beginning point which shows that language is being used. Audio-lingual method which is also known as audio-lingualism is a way or method of teaching used in teaching foreign languages, and this method or style is based on the behaviorist theory, which claims that humans can be taught by using a system of reinforcement. In audio-lingual method, the teacher must be a role model to be imitated. The teacher acts as an orchestra director. Errors are rectified in the beginning as they may become permanent habit of the students. Teacher emphasizes on pronunciation, and first language is not allowable for the anxiety of native language intervention. Grammar is

not taught directly, but it is taught through examples and inductively. The students learn grammatical rules through examples, patterns and mechanical drills. Mainly this method depends upon the mimicry, dialogue memorization, finishing the dialogue, repetition drills, chain drill, single and multi-substitution drills are the key techniques of this technique. In this method, the new vocabulary items or words are introduced directly without using L1.

### **2.5.7 The Humanistic Approach**

As a result of humanism, this approach appeared, (a psychological term that gives a lot of importance to the human mind and feelings and emotions in the field of learning). This approach came in the field of education in early 1970s. In language teaching this approach pays attention to humanism in language teaching and stresses the importance of relationships inside the classroom among those involved in the learning process over other factors such as materials and techniques. Longman Dictionary of Applied Linguistics (2010), describes humanistic approach as (in language teaching) a term sometimes used for methods in which growth in self-awareness and in the understanding of others, growth of human values, compassion to human feelings and thoughts, active student involvement in learning and in the way learning takes place are considered important.

Johnson (2014) describes that in humanistic approach, the teacher is a facilitator and participant and concentrates on how to learn and not on what to learn and should be aware of students' needs. A teacher in humanistic approach should create a classroom filled with a feeling of belonging to one team or community, create real challenges to the students, show great trust in their learners and deal with them as valuable individuals as well as help them to build up a positive self-concept, work as facilitators rather than as disseminators of knowledge and pay much attention to the

process of learning rather than the outcome create a classroom full of the atmosphere of cooperation and respect.

### **2.5.8 The Silent Way**

Gattegno introduced a new teaching method as silent way is a language teaching in the early 1970s. As its name implies, this method is relied on the principle that language teacher must possibly be silent in the class. Learners should use target language as much as possible. Learning is facilitated by problem solving and learning should be done with physical objects.

Richards & Rodgers (2001) claimed that this method was introduced on the principle “learning by discovering is better than remembering”. In this method the teacher works as an engineer or a technician who facilitates learning, whereas learners are responsible for their learning. The learners interact and learn from each other and the nature of the interaction is usually students-students while grammatical rules are described clearly as well as dictions are demonstrating by the help of using graphics as well as maps. Pronunciation is emphasized over other skills and a structural syllabus is followed and first language is used merely to give commands. The core purpose of silent technique are: the instructors work like a specialist as well as must be alert of what the learners previously known whereas the learners' role: energetic, they do entirely learning and work on language. Contact is frequently students-students, because the teacher is silent as well as linguistic rules are demonstrated clearly. Vocabulary and dictions are taught by the help of using AVIADS, for example, resources like sound, colours as well as charts etc. The main purpose of the first language to give commands, when essential and mistake rectification is self-correction, and teacher rectification as a last option. Articulation is highlighted and structured feedback, Fidel Charts and word charts are main techniques.

### **2.5.9 Community Language Learning**

Charles A. Curran developed this method of teaching English as a foreign language in the early 1970. Newly developed method was based on psychological counseling theory used in language learning i.e. the counseling theory. The teacher who used this method functions as a counselor for learners. According to Larsen-Freeman (2011) a counselor is someone who is skilful in understanding of the struggle students' face as they attempt to process or internalize another language.

Richards & Rodgers (2001) defined that the general meaning of the term counselor is one who give advice, support or assistance to another person who has a problem or need to resolve a problem. The classroom where CLL takes place has two parts. These are the students and the counselor (knower). The knower is the teacher who helps the students to learn the target language. The student started the process and gives a message to the knower (the teacher) who translates the message into L2. The student then repeats the message until he masters it or memorizes it and similarly transfers it to another student. The classroom in the Community language Learning is one community (whole person). There should be very cooperative relationship among learners and with the teacher and should have an atmosphere of friendship and work as a team in which no one has the authority so as to reduce anxiety. The students usually sit in a circle.

Larsen-Freeman (2011) says that whole person learning means that teachers consider not only students' feelings and their intellect, but also have some understanding of the relationship among students' physical reactions, their instinctive protective reactions and a desire to learn. There are two main phases in the classroom in Community Language Learning. The first phase is the investment in which learners engage in conversation in one group or more about whatever topic they like or choose

and record their conversation and the second one is reflection in which learners stand back and look and listen to what they have done and analyze it with the teacher. Such techniques used in the Community Language Learning related to a broader set of techniques of foreign language teaching known as humanistic techniques. The language theory underlying the Community language Learning is that language is for communication and community interaction i.e. language is what people learn and share with each other's in their daily life. The Community language learning is a holistic approach and it treats human learning as both cognitive and affective.

### **2.5.10 Suggestopedia**

A Bulgarian educator Georgi Lozanov, on his ideas of 'suggestology' (study of non-conscious influences of the human mind) developed this method in early 1970s. Lozanov (1978) explains that people learn best and comprehension reaches its best level when minds are clear of other things and free of anxiety. Lozanov says that memorization by suggestion accelerates learning more than using conventional methods. According to Lozanov, a suggestopedic teacher is always very confident and enthusiastic. He is well mannered, well dressed and punctual and strict in the early stages. Teacher shows solemn attitude in the classroom and gives skilful feedback about learners' errors while he emphasizes global analysis of materials. The adopters of this method think that learners are highly motivated in suggestopedia classes.

Richads & Rodgers (2001) depicted the picture of the suggestopedia classroom which is characterized with decorated furniture, and a certain arrangement of the classroom which suits the suggestopedia, the use of music in the classroom, and at the same time a teacher with authoritative behaviour. However, as this method is based on the humanistic approach, teacher tries to guide and help their students to solve their learning problems. Teacher tries to provide a congenial and an ideal

classroom atmosphere to the students by providing furniture like couches, plants or flowers, song as well as most significantly the atmosphere of relationship in the classroom.

### **2.5.11 The Total Physical Response Method**

The Total Physical Response Method lays much emphasis on listening and actions. As a method of teaching as a foreign language, the teacher gets her teaching desire results by actions and physical responses as its name implies. Larsen-Freeman (2011) says that in the Total Physical Response method, students listen and respond to the spoken target language commands of their teacher. In this method, language acquisition starts by listening because the child acquires his first language by spending much time listening to those around him before he starts to speak. Thus, SLA should be similar to that of the first one as James Asher stresses that like first language acquisition, in the same way successful second language learning is also similar to first language acquisition.

Larsen- Freeman (2011) explains the background of the total physical response method this method was introduced to lessen the stress pupils feel while studying foreign languages. This method encourages students to carry on their study from beginning level to a higher level of skill. The scene in the classroom is commands (imperative language) given by the teacher and body movement and responses (acting out) by the teacher for a while until students understand the meaning of the commands. After this the teacher calls some volunteers to perform the actions using materials and objects in the classroom. As this method is affected by the Humanistic Approach to language teaching, feelings of students are important. To reduce stress students' speech is delayed until they are ready to speak and give commands either to the teacher or to the other students.

### **2.5.12 The Natural Approach**

The Natural Approach brought into existence a Spanish teacher Tracy Terrell in 1977. He presented his new philosophy by putting a new proposal for Philosophy of Language Learning and Teaching". He claimed that natural principles are found in successful second language acquisition. Krashen and Terrell (1983) state that the Natural Approach (NA) stresses that learners should spend much time listening to the target language (exposure to comprehensible input) before they speak like what children do when they learn their L1. Due to this reason, this approach is also regarded as a comprehension-based approach. As communication is considered as the main aim of this approach, vocabulary is emphasized and stressed because language is its lexicon and grammar which inconsequently determines how this lexicon is connected to produce message. According to them, language acquisition only takes place when people understand messages in the target language.

Krashen and Terrell (1983) identified the Natural Approach as traditional approaches to language teaching. Traditional approaches are based on the use of language in communicative situations without using the native language and without using the analysis of grammatical rules. They refer to such traditional approaches as "approaches that have been called natural, psychological, phonetic, new, reform, direct, analytic, and imitative and so forth." In natural approach the materials used are based on situational topics. The teacher who is the primary source of input should keep the students' anxiety low through creating friendly and interesting atmosphere in the classroom. Student' errors are ignored as long as they do not hinder communication. In Natural Approach, learners should be able to craft the meaning clear but not necessarily be the same or grammatically equal in all ways. Native language is not allowed and interaction between learners is stressed through role-

playing, group problem solving tasks, storytelling and discussions for developing communicative competence.

### **2.5.13 Content-Based Approach**

Content Based Instruction (CBI) or Content- Based Approach was originally used to teach specialized subjects such as mathematics and biology and in this sense, it can be seen as an outgrowth of ESP (English for specific purposes). CBI to foreign language teaching aims at teaching language and content. According to this approach the L2 is considered as a means through which content or subject matter is learned, but not as the object of study. Brinton (2003) state that content-based instruction is an approach to language teaching that relates the presentation of headings or targets of the classes (e.g., mathematics, history) contained the background of teaching a second language. Language is used as a medium for teaching subject matter such Mathematics, Biology etc. and natural languages are learned with the context of the meanings. This provides the background of meaningful communication to the learning.

Lightbrown & Spada (2001) explain that content-based instruction enhances cooperation and give and take of meaning which is important for language learning. Students exchange information about a certain topic which makes them interact and communicate, in a classroom with the content-based approach. CBA follows a topical syllabus (specific topics and subtopics) such as advertising, drugs, and movie. The teacher in this approach helps learners to understand the subject matter. So, the teacher must be knowledgeable. Strayker and Leaver (2001) say that in content based approach (CBA), a language teacher should not be only a good teacher and have a command on his subject but he should also have the knowledge of his subject with the quality to elicit that knowledge from his pupils. In CBA, teachers must also be



responsible of choosing authentic materials that are within their student's interests. In other words, teacher should be a need analyst and should create a learner- centered classroom.

#### **2.5.14 The Communicative Approach**

In a reaction to the structural approaches which were prevailed in the society at that time, the communicative approach to language appeared in the 1960s. It stresses on grammatical rules and language structures and in which teachers spent time on pattern drills such as Audio-lingualism.

Richards and Schmidt (2002) define in "Dictionary of Language Teaching & Applied Linguistics" that it is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. In other words, the communicative approach (CA) is a set of beliefs of foreign language teaching that emphasize the use of language meaningfully for communication rather than focusing on form (usage). Scholars such as Christopher Candlin and Henry Widdowson followed some works of the British functional linguist John Firth's point of view that the focus of teaching of language must be focus on the ability to communicate effectively rather than the competency of grammatical mastery. The linguists like Christopher Candlin and Henry Widdowson focus on language proficiency in term of communication and not on grammatical mastery of language structure or arrangement.

Richards and Rodgers (2001) say that the end result of teaching is to develop a communicative competence. They refer communicative competence to language as structures such as words, structures and contextual language which are related to the situation and contextual factors within which the language takes place. The Linguistic experts believe that communicative competence is how language, grammar and its

vocabulary is used in a particular social and cultural set up to communicate ideas in a particular situation. Grammatical competence, sociolinguistic competence, discourse competence and strategic competence are four main parts of communicative competence. Communicative Language teaching over emphasizes on appropriateness and probably comes at the expense of grammatical competence. This does not mean that CLT totally rejects grammar, but it adopts a different approach to the teaching of grammar.

Harmer (2002) points out six characteristics of the Communicative Language Teaching:

- i. In a class communicative approach class, activities and tasks should create the desire among learners to communicate something meaningful rather than pure memorization of rules.
- ii. Activities and tasks should contain a purpose for real communication rather than to learn grammar.
- iii. Learners should focus on content and not on how to say mean forms. Students should have a message in their minds for communication.
- iv. Activities and tasks should present learners with a language that expresses different things in daily life without limiting the language only to specific language structures. Learners should like using language that is similar to real life rather than that prepared for the class beforehand.
- v. While doing activities, learners should work freely without any intervention from the teacher. The teacher's role is only to facilitate meaningful communication among learners. Evaluation can be done at the end of the session.
- vi. Activities and tasks should not be limited to language forms

Students should be free to choose what and how to communicate by themselves. The communicative approach is used in foreign language teaching classrooms as it has a distinctive theory of language. Richard and Rogers (2001) discussed a set of comprehensive and unique characteristics of Communicative Language Teaching (CLT) and state that CLT is basically a language model and language use and facilitate teacher, defines role of student's and his specific behavior, all his activities and tasks in the classroom. One another common feature of communicative language teaching is focusing on meaning which is an important factor for successful communication. Therefore, activities must be communicative by nature that enables students to exchange information. Focusing on meaning must be contextualized. In other words, we, there must be a real context and real purpose for communication.

Larsen-Freeman (2000) clarifies this by writing that the most obvious and distinctive characteristic of community language teaching is that almost everything is done in a communicative way. He further clarifies that authentic material is an important characteristic of CLT. Real life situations are used in communicative language teaching to enhance the interest of the learners. Communicative approach adopts functional syllabus. Besides adopting grammar as core unit of teaching, CA is based on function of communication. Language is used for purpose of functions like apologizing; taking permissions and refusing etc. Elements of meanings and concepts are taught for communicative purpose. As the CLT is learner centered approach, the teacher functions areas an independent participant, facilitator, communicative activator as well as a resource itself. In other words, it can be said that CLT required a very highly qualified and competent teacher to perform these functions. Teacher is no longer considered as the authority or the source of knowledge or passer of

information.

Oxford (2008) explains that learners work with autonomy while the role of teacher is also important who facilitate and guide the students with wisdom in this approach. Teacher is no way adopts the authoritative attitude and does not dominate the classroom. Much of time is given to interaction, either it may be in the form of student-student or teacher-student. The teacher facilitates students and brings different activities and tasks for students' interaction. Interaction can be in the form of pair or groups.

Breen & Candlin (2000) identify the role of teacher as facilitator of communication and independent participant in CLT classroom. As a facilitator of communication, he arranges different activities and situation to perform tasks for the participants. As an independent participant, he observes and guides the group to communicate effectively. These roles of teachers indicate role of teacher as organizer of resources. He himself acts as a resource and guides the class according to procedure and daily routine activities. In this way, students engage different language activities in classroom. The atmosphere in the classroom becomes very active and congenial. They tried to cooperate with each other to complete the assignment or different tasks assigned by the teacher. However native language (L1) is not used in the CLT approach while grammar is taught inductively in the classroom. Students' feelings are honoured as main purpose of CLT is to facilitate communication. Students must feel secure and protected. The pupils' errors are tolerated. Teacher does not break the continuity of communication carried out in the class to rectify the corrections. However, Corrections are rectified indirectly at later stage. In CLT approach, activities like role play, pair work, different learning games, interviews, filling information gap activity, match the columns etc. are done in the classroom.

Richards and Rodgers (2001) claim that CLT has a rich theoretical basis regarding the theory of language. The communicative approach views language learning in the classroom as similar to what happens in real life outside the classroom. There are two main questions which are considered by any approach regarding the learning of a language: what is language? And how do the people learn language. The communicative approach sees language for communication and through communication. In CA, language is used to express meaning and the major characteristic of language is communication through interaction and conveying meaning. They enlisted the following features of language (i) Language is considered a system of expression of meaning (ii). the basic characteristic of language system is communication. (iii). the language is used for communicative purpose (iv). the basic units of language are not only grammatical features, but these characteristics are identified in the conversation also.

### **2.5.15 Task Based Language Learning**

The action-oriented approach to language learning is considered as Task Based Language Learning (TBLL) or Task Based Language Teaching (TBLT). Bryfonski and McKay (2017) stated that TBLT has positive effect on short term as well as long term learning outcomes of language teaching. In this approach, the learners interact and communicate in target language and perform different tasks. This approach maintains natural and real-life environment while performing task. First time in SLT, Prabhu introduced this approach by publishing the Bangalore research 1982 report in 1982. This approach to language teaching relies on using pedagogical tasks as the main central unit of teaching in the classroom. In this approach, students are given tasks and materials that are similar to those done in daily life, such as writing a letter to a friend, making coffee, interviewing someone etc.

Richards and Schmidt (2002) say that the students engage actively in the process of doing such tasks in order to complete them or to achieve a goal. By doing such tasks, students get into interaction and negotiation of meaning "what speakers do in order to achieve successful communication" Through this approach, learners make full use of their communicative abilities while performing the tasks. So, the pupils learn the second language naturally instead of practicing language mechanically in fragments. The emphasis is given on the process of language instead of outcome. TBLL shares many similarities with the CLT. For example, both approaches emphasize the importance of real-life communicative activities rather the monotonous and mechanical drills. Linguists agree that using this approach, learning process becomes meaningful and enhance the learning. In other words, it can be said that TBLL is similar to the CLT as both use tasks in teaching. However, they differ in the way tasks are employed. Patel (2017) claims that TBLT is a goal oriented activity and it facilitates students to communicate in target language and several scholars recommend to use role play as one of the communicative task in task based classes.

According to Richards and Schmidt (2002) Communicative Language Teaching tasks are used to yield the communication in target language rather to just introducing the language items in a traditional way. For instance, the teacher presents some phrases and structures about giving permission in a context such as permission for learning in the classroom. Then, the teacher provides a practice task that helps learners to use what they are taught about making permission. Secondly, task based language learning provides learner direct and immediate experience by adopting second language. However, in this approach preference is given to do the tasks by using target language and predetermined language practicing is not made. In the TBLL, the emphasis is on the task outcome, not on whether the learner used a

particular language item or not. In short, learners are successful if the task is done regardless of what language items learners use to do the task.

Long (2010) defines the most important pedagogical term task as a piece of work undertaken for oneself or others, it may be done freely or for some kind of reward. He also defines task as an activity or assignment that one has to do. In everyday life, there are hundreds of tasks people usually do, such as making a phone call, doing a certain job, booking a flight ticket, buying a T-shirt, or writing a letter. Nunan's definition of task gives importance to language learning behaviours and language meaning, whereas Prabhu stresses the importance of goal and process. Based on the above mentioned definitions, a pedagogical task may be defined as a purposeful activity done by the students in the classroom while learning the language and achieving goals while target language is used. So, doing tasks in the classroom, learners cooperate and interact each other and apply their existing experience and competence of language. Students learn the language through task, and they are involved in the task (Tale & Goodarzi, 2015). Pietri (2015) examined the effect of TBLT on Thai students and results showed that TBLT approach encourages students' learning and creativity and we can get educational results in an effective way as it stimulates the students' motivation and willingness to learn and practice the L2.

Brown (2007) claims that the TBA (Task Based Approach) can be used at random in the classroom activities or after class teaching. Task is a vital part of this approach which leads to fluency in speaking the second language. In this approach, students solve day to day real world problems or simulative by using target language L2. This helps learners to get language knowledge and developing the students' capabilities and level of comprehension in solving daily routine problems. Pedagogical tasks create conditions required for language acquisition. They create

interaction and negotiation of meaning which are very important aspects of SLA. Theories of second language acquisition stress that students should provide avenue as input to acquire the knowledge of second language while the learners are pushed to maneuver the language approximately. Foster (2009) does not admit that TBLT as ultimate method and Long (2016) also does not consider it as complement to teaching. Similarly, Mitchell, Myles, & Marsden (2019) are also not in favour it to consider the TBLT as most ideal or best way of teaching and learning. However, majority of researcher these days it considered that TBLT has integrative role in language learning rather than an option that may or may not be considered (Bryfonski and McKay, 2017; Harris, 2018).

In this approach, teachers are no longer just instructors or passers of information. Teachers work as guides, analysts, selectors and sequencers of tasks. Teachers prepare learners for tasks and different assignments and roles so that the learners can perform the tasks effectively and smoothly. They arrange classrooms for learners' requirements and needs of the tasks. Learners are no longer receivers, but they are active participants. The whole work in the classroom is for the learners who do the tasks either in pairs or in groups.

## **2.6 Student's Centered Classroom**

Harmer (2001) says that syllabus is not imposed on the students but it emerge from the learners' needs. Classrooms are arranged as student's centered and students' responses and their experiences are put at the heart of a language course in this approach while measuring a good lesson. Classroom evaluation is done on the basis of student's activities done by them and not on the basis of performance. In student's centered classroom, teacher does not act like a controller or knowledge giver rather he acts as a facilitator or resource person for the class.



## **2.7 Teacher's Role**

Spratt & Melanic (2011) observe that teachers need to trust in altered means at diverse steps of a lesson to accomplish the classroom as well as to effective direction to students by the help of lesson. These altered methods of performing in and handling the class which were called teachers roles. Teachers assume a number of diverse roles in each and every lesson. According to them teachers' roles differ dependent on way of teaching used as well as on the teachers' and pupils' wished learning styles and learning desires. They feel that as an organizer teacher makes and imitates on the lesson before teaching, expecting problems and needs, plans and familiarizes resources. As a director systematizes the learning space, make sure everything in the classroom is running easily and sets up rules as well as procedures. As a monitor goes every wherein the class during individual, pair and group work actions, examining learning and providing provision, which is essential. When becomes organizer he delivers chances for learning, supports learners to access resources and develops learners' autonomy. When takes a diagnostician role, works out the cause of learners' difficulties. As a bond builder tries to create a good relationship with and between learners.

## **2.8 Teacher as Facilitator and Interdependent Participant**

Hall & Hewings (2001) probe that within the role of a teacher in communicative methodology, the teacher in communicative methodology either participate as an independent participant in the class or as a facilitator to facilitate the communicative process and activities of the class. These roles implying the role of a teacher as a organizer of resources and as a guide within the classroom environment. Teacher guide the learners that what is the requirement of the lesson and how they have to perform the being a guide and share experiences and knowledge. Being an

independent participant, he shares responsibility within the learners and his role can be recognized as co-participant. He must be capable to distinguish what is being learned and what has performed. In this role if teacher felt that guidance is necessary, the teacher tries to make it clear to the class what they need to do in order to achieve some specific activity or pedagogical task. The teacher role as a guide largely becomes unpredictable.

## **2.9 Four Skills in Second Language**

French (2000) interprets that basically English language is based on four components or skills that are listening, speaking, reading and writing. These four components are inter-linked with each other and are related to each other in a complementary way. These four skills are an integral part of English language. Two skills listening and reading are known as receptive skills-modes of understanding. While two other skills, speaking and reading are renowned as productive skills. In this way, these four skills are inter-linked with each other by virtue of communication (oral and written form). These communicative skills are identified by the direction of communication-either receiving messages or producing messages. In second language learning, memorization, imitating, listening, speaking, reading and writing are more difficult and more important than a description of it. Students' learning of second language is based on words groups, phrase-pattern and sentence-pattern. French (2000) further elaborates in detail that in English there are three basic principles i.e. word order, word structure and inflection (change in difference in form of words).

### **2.9.1 English Four Skills**

Widdoson (2002) presents that the aims of language teaching are commonly defined in terms of four skills: speaking, understanding speech (or listening), reading

and writing. The skills speaking and listening are related to express language through aural medium while the language skills reading, and writing are basically visual medium of expression. In other words, these four skills are identified the basis of activity of language user. In this sense, speaking and writing are active or productive while listening and reading are passive or receptive skills in nature. The aural and visual, productive and receptive are the way in which language is exposed rather than the way it is realized in communication. These four skills speaking, hearing, composing and comprehending are recognized as medium of linguistic. Through these linguistic skills, the system of language is identified, recognized and usage of language prevails. Widdoson (2002) defined that these skills are defined with reference to the manner and mode and through these skills, system is realized, and abilities are identified.

### **2.9.2 Coordination of English Four Skills**

Dash & Dash (2009) probe that while teaching English language, the language skills listening speaking, reading and writing are to be developed in a chronological order. These language skills are interdependent in the sense that failure to acquire one will lead to a general failure in learning the language. Listening leads to speaking. Speaking leads to reading which in turn leads to writing. In other words, writing depends upon reading skill. The skill of reading depends upon the speaking which is dependent upon listening. If a pupil has to learn, English well, all these skills must be mastered well. The interdependent and importance of the four language skills pose a challenge to the teacher to co-ordinate the learning of these skills. The fact that these language skills develop in sequential order does not mean that when the child is learning to write in English, the other skills –speaking, or reading will be neglected, or

that when he is learning to read in English he will not be required to speak in English. At any stage of learning when one skill is being developed, the skill next below it in the hierarchy of skills should also be kept in view.

## **2.10 Importance of Speaking Skill**

Richard (2008) claims that speaking is one of the skills that have to be mastered by the learners while learning English as a second language. He further adds that when we speak, we tend to be getting something done, doing business, exploring ideas or we can say in simple words being together. If students get mastery in speaking English, they can help the country's economic, social and cultural development, and they can easily explore their ideas. They can communicate easily and access the latest information in the field of science, technology and health. Good English speakers will be an asset of the country. Speaking is the most difficult aspect of language teaching and learning. The learners of English as second language feel it more arduous to speak English fluently and without hesitation. The learners have to get mastery in all components of speaking skill like pronunciation, vocabulary, grammar, and comprehension to communicate his ideas fluently and in a clear tone for the others. Fulcher & David (2006) identify five components of speaking skill.

### **2.10.1 Pronunciation**

Kline (2001) explains that pronunciation is the way to articulate and produce the language in a clear tone. When someone speaking. He further adds that learners can communicate effectively when they use better pronunciation and intonation with limited knowledge of other components of the language like vocabulary, grammar etc. pronunciation is a traditional and customary way to articulate words or in other words it can be said that pronunciation is customary utterance or way to produce utterance

words in a clear tone during speaking. Gilbert (2008) states that English pronunciation does not mean to mastery of sound or some words, but it is practicing of specifically English way to make the speaker's thoughts easy to follow. Fraser (2001) defined that pronunciation have many aspects of speech that make the easy flow of speech. Pronunciation includes body gesture, eye contact, rhythm, intonation, phrasing and segmental articulation.

### **2.10.2 Grammar**

The correct order in a sentence and arrangement of correct sentences are necessary in both forms of communication i.e verbal and written. Purpura (2004) defines grammar as a systematic way of accounting for an ideal speaker's knowledge of that language. This objective is achieved by adopting a set of principles or rules. These rules are used to produce grammatical utterances or well formed of language. Greenbaum & Nelson (2002) give their point of view on grammar and argue that grammar refers to a set of principles that permit language users to combine words into larger units in a language. Hamer (2001) states that grammar refers to that way in which words change their forms and are combined in the form of sentences. Grammar is a typical way to arrange words and sentences to articulate correct meaning of the sentences in a particular context and to avoid misunderstanding. According to Nelson (2001) grammar is the study how words are combined to form sentences. In other words, grammar is a principle that defines the way to combine correct sentences in verbal and written conversation. Batko (2004) defines that grammar include fundamental principles and language structure, sentence construction and suitable words forms.

### **2.10.3 Vocabulary**

Vocabulary is necessary building block of language building for learning. Vocabulary is vital for a language because without vocabulary, effective communication is not possible. Words are powerful tools for successful communication. Turk (2003) explains that vocabulary means appropriate articulation, if a person has wide-ranging vocabulary, he can explain his feelings, ideas and thoughts more effectively and easily in verbal and written both forms of communication. In spoken language familiar vocabulary is considered more appropriate and suitable to understand the spoken discourse. Beside the grammar, pronunciation, spellings, vocabulary are also important, and teachers have to make some explanation of different vocabulary items with synonyms and antonyms. Hiebert & Kamil (2005) explain that vocabulary is knowledge of meanings of words. It has at least two forms; verbal or oral and written. Oral or verbal vocabulary has set of words that we speak and read verbally or orally. Written vocabulary includes those words whose meanings are known, and a speaker writes or reads them silently. In beginning, learners know meaning verbal demonstration, while written form comes at later stage. Written vocabulary is learnt to read, and it plays comparatively more role in literacy. Richards and Schmidt (2002) define vocabulary, a set of lexemes which includes single and compound words with idioms.

### **2.10.4 Fluency**

Fluency is defined as the ability to speak communicatively, fluently and accurately. Pollard (2008) explained that fluency refers to expression of verbal language without any interruption, while teaching, teachers should not interrupt the students, but they should allow them to express their feelings, ideas freely and without

any interruption. Teachers must help the learners speak fluently and with ease. Too much interruption to correct the language interferes with the flow of discourse and affects the fluency.

### **2.10.5 Comprehension**

It is an ability to distinguish and process stretches of discourse, to devise depictions the meaning of sentences and comprehension in second language is more difficult to observe as it is not directly noticeable and must be inferred from explicit verbal and nonverbal responses by mock instruments, or by the perception of the researcher or speaker (Cohen et al. 2005). In speaking, the comprehension refers to the speaker's understanding about what he is saying to the listener in order to avoid misunderstanding information. Comprehension core function is to facilitate the listener, so that he can easily catch the idea from the speaker.

### **2.11 Assessment of Speaking Skills**

Brown (2001) states that assessment is a continuous process, whenever a student responds to a statement or question, gives comment, or tries out a structure, the teacher subconsciously makes an assessment of the student's performance. Nunan (2004) states that assessment is that procedure in which data is collected or in other words assessment is data collection procedure and it is subset of evaluation. The collection of data on learner's performance is a form of testing. To evaluate oral English speaking skill depends on purpose of the assessment. Louma (2004) explains that like other language skills, speaking skill is also an important skill of curriculum and teaching. Speaking skill is an important object of assessment in language teaching and learning as well. It is difficult to assess the speaking skill, because there are number of factors that influence our impression of how well someone can speak a language. In order to diagnose the

teaching and teaching methodologies, it is important to emphasize test or assess speaking skill of the learners, so that teacher and learner can know how much progress they have made in speaking skill through the method offered. In this study, the speaking skill of the students will be assessed through oral test. The examinees will be guided how they should response on every question or statement. The prime objective the study is to ascertain fluency (the speed and the flow of the students' speech) and accuracy; however, pronunciation, grammar, appropriate structure, comprehension, and vocabulary will also be tested.

## **2.12 Second Language Acquisition**

Brown (2000) analyzes that Second Language Acquisition (SLA) is a subset of general human learning, where personality types and variation in cognition is also involved. Second Language Acquisition (SLA) is closely linked with second-culture learning. This implies that many things like inferences function of communicative system; new linguistic system introduction and learning of discourse are involved in the second language acquisition.

Johnson (2004) interprets that in historical term; the three major learning theories that are behavioristic, cognitive-computational and dialogical have deeply influenced the second language acquisition (SLA). Many prominent linguistic educationists have identified and given names these three schools of thought as (i). structuralism or descriptive behaviorism (ii). rationalism and cognitive psychology, and (iii). constructivism (Brown, 2000).

## **2.13 Historical Background of Task Based Language Learning**

Prabhu (1987) introduced first time the new concept and approach of task based language learning to the world. Prabhu started his new communication teaching project in Bangalore (India) in 1979. He experienced this approach first time at



secondary school level and shared its usability and effectiveness with the world. Prabhu (1987) claimed that structure-based courses bring unsatisfactory results even after a good dealing of remedial re-teaching. United State of America (USA) first time decided to shift his language institutions on task based learning and to adopt Task Based Approach (TBA) in early 1980s.

Skehan (2003) observed that the use of TBA to practical level of effortlessness as well as expertise in L2 failed to attain the goals, even in case of highly gifted and motivated learners. Now throughout the world, teachers and world renowned institutions are following task based language learning programmes and TBLL syllabus. American Government language institutions have admitted the effectiveness of TBLL approach, authentic material and according to their view; learner can make far more rapid progress in learning foreign language with reasonable proficiency in speaking. According to these institutions, learners learn ability can be enhanced in a quite short span of time by adopting this approach. Lever and Willis (2004) elaborated the situation in more clear terms by claiming that learners can deal meaning system of foreign language (L2) effective, even if their grammar and lexicon far from perfect. Many researches like (Prabhu, 1987, Nunan, 2004 & Ellis, 2003) demanded the researchers' an exchange in language learning towards the task based approaches to institutions. These researchers call for more attention towards TBLL as the belief is that language is learned more effectively when it is being used to transfer communications and following TBLL syllabus design.

### **2.13.1 The Notion Task in Communicative Approach**

Task is a central notion of communicative approach and TBLL programme. Different researchers made different interpretations of the term task after rise of interest in task based language learning. Nunn (2006) presented a task based unitary

framework that leads to the learner's overall form of spoken, written reports, presentation, small group communication and this makes decision making outcomes in a small group conversation and it leads improvement in speaking skill. Pica (1997) observed that researchers seen task as an important instrument for second language acquisition (SLA) to build competency in speaking skill. Willis (2003) stated that task is an activity when target language (TL) is being used to enhance the communication and basic purpose of the use of second language is communicative purpose to achieve an outcome. He subsumes term task as learning outcome. Nunan (2006) expressed that the task is a nonlinguistic outcome. He explained it in detail by saying that the term task is a piece of classroom work. He stated that task engages students to understand, produce, and interpret different activities of target language. Students focused their attention on expressing meaning rather to manipulate form. Students use their grammatical knowledge while expressing meaning. Nunan (2006) further added that a task should have the sense of completeness in it and be able to stand alone as a communicative act in its own right having a beginning, middle and an ending.

Schmidt (2005) incorporated that now-a-days in communicative approaches, it is tried seriously that how the attention of the learner can be focused to benefit the instruction. Fotos and Ellis (2010) submitted that there is a continuous debate on the merits of focusing on accuracy and form opposite to focusing on fluency and meanings. In recently second language acquisition approaches hypothesized that some level of attention on form is necessary to take place otherwise accuracy and form will affect learner' attention may affect the different components of language production and comprehension at expense of other components as learner' due to his limited capabilities. In such situation, task based language learning can be opted to materialize the proposals that how some attention can be focused on form of

language. This aim can easily cater by adopting task based language design. Willis (2003) argued that consciousness-raising and attention can be focused in pre-task, post-task activities in task based language learning.

### **2.13.2 Task Based Approaches**

Skehan (2003) discussed some assumptions that instructions in which task based language learners are given tasks to complete these tasks, students engage in the inter language system in a natural way and it helps to develop language learning naturally. At the outset, though, we need to examine basic issues relating to defining tasks and task-based instruction and then try to understand why task-based instruction has gained such popularity, at least in some teaching contexts, despite the conservative power of the 3P's approach. Skehan (2003) proposed the concepts of Task with in task-based instruction which are: (i) task based instructions are used to solve some communication problems of target language (ii) task based instructions are used when there is some sort of comparable comparison and relationship with the task and real-world activities (iii) by using task based method, task completion has some kind of priority to complete (iv) while assessing students' performance, task completion should be assessed in term of task outcome

### **2.13.3 TBLL Methodology**

Ellis (2003) concluded that in task based language learning (TBLL) design has various stages or in other words components of lesson and task stands as its principal and integral part of every lesson. Prabhu (1987) and Skehan (2003) proposed various design of TBLL lesson. However, they have proposed three main principal phases. These principal phases reflect the hierarchy of TBLL lesson. These commonly known phases are: pre-task, while or during task and post task-phase. Pre-task phase includes

many activities that teachers and students undertake before they formally start the task. In this phase students are given time to plan their activities and their presentation of upcoming task. The 2nd stage is called during task that middle on the task as well as gives altered instructional choices to complete this key control stage. In this stage, it is decided whether students are required to operate under the stress of time bound limits, or they can undertake their task without any time stress or pressure. The final stage is called post-task phase that involves way out for following up the task performance.

#### **2.13.4 TBLL and Communicative Language Learning**

Leaver and Willis (2004) submitted that TBLL methodology as communicative language (CLT) teaching method came into existence as a reaction to focus-on-form. CLT utilizes all capabilities and insight of the students in learning. The notion competence and performance are considered associated with Chomsky Transformational-Generative Grammar theory. Krashen (1985) discussed a hypothesis through which he suggested his input + 1 theory and his hypothesis was that contact or exposure to authentic language is basic for language acquisition or second language acquisition. Two decades ago, TBLL emerged and brought new teaching methodology and use of authentic language in CLT. This came into existence as it acted as an invisible and inter-disciplinary movement. The latest shape of this CLT began to materialize before two decades earlier.

#### **2.13.5 Task Based Language Teaching**

Ellis (2003) inferred that TBLT to foreign language was basically developed from the communicative language teaching approaches. These approaches were considered more humanistic and realistic as they focus on the learners' needs. Nunan

(2007) explains further this point by saying that in these approaches emphasis is given on interacting in the target languages because it is vital and precondition for learning to communicate in a second language. The emphasis is placed on interacting in the target language because this is seen as the precondition for learning to communicate in a second language. Additionally, the usage of target language should be natural or naturalistic one. Therefore, authentic texts are used in order to ensure that the target language which is being used in the classroom is the same which is vogue in outside the classroom. Another important aspect is the learners' personal experiences which should be strongly linked to classroom learning. Nunan (2007) summarizes that seven principles are main guiding sign that are followed in TBLL frame work which are:(i). scaffolding (ii). task dependency (iii). Recycling (iv). active learning (v). integration (vi). reproduction of creation and last but not least (vii). reflection.

## **2.14 Detail Description of the TBLL Approach**

### **2.14.1 TBLL Theory of Language**

According to Richards & Rodgers (2001) explained that the educational word method mentions to philosophies regarding the nature of language. They further elaborated that task based language learning (TBLL) is also an approach like many other language approaches. The theory of language learning helps the students on the basis of performs. Willis (2004) presented that the proponents of TBLL advocate this approach by taking the side of TBLL as it develops language learning logically and this approach is based on different activities and tasks. Willis (2004) explains that learners use target language or foreign language for communicative aims so as to accomplish an actual result or goal. He made the following conventions regarding the nature of language, which trigger this communicative method.

## **2.14.2 Assumption Regarding the Nature of Language**

Nature of Language: Richards and Rodgers (2001) ascertain that in TBLL stress is focus on meaning rather than on form and it views language primarily as a mean of making meaning. Skehan (2003) affirms that when in a target language, a learner tries to express his views; it seems to be concerned mainly with transferring meaning. In TBLL approach, prime importance is given to meaning rather than form.

Lexical Unit of Language: Richards and Rogers (2001) say that lexical units are important to learn a second language. In recent years, it is considered that vocabulary is more vital in L2 learning than it is usually expected. Many learning paradigms proposals have included this view of language. According to Skehan (2003), language dispensation process is based on phrase units, rather on words and whole this process is based on production and reception. Exposure to a rich vocabulary of verbal parts is beneficial to beginners. Willis (2004) also endorsed that TBLL is beneficial as learners get exposure of second language in it and it fulfills one of four conditions of successful language teaching.

Central Focus of Language: Richards and Rodgers (2001) claim that in TBLL approach, fluency leads accuracy, so meaningful communication tasks with real outcome are important and vital. Speaking and listening are considered basic for the target language acquisition in TBLL. This fact can be seen in TBLL as majority of tasks use communicative model to accomplish them. TBLL shares general assumption about language learning with communication. Language teaching CLT as TBLL is a rational developmental shape of CLT as well as it proposes some more learning principles that play important role in TBLL theory of learning.

Language Learning Activities: Willis (2004) states that activities involve in real communication are also important in language learning. Meaningful and effective

use of activities in language development is critical. These opportunities should promote genuine and real communication in target language in every step of the lesson. There are strong evidences that if the learners are encouraged to communicate their feelings and ideas are likely to acquire a language more rapidly. Nunan (2004) gives his opinion regarding this aspect of language by saying that if learner is exposed to real language and real world outside the classroom and these activities are used in the classroom then these activities would be parallel to the real world activities. In TBLL, use of language at work place, report writing and spontaneous conversations etc. can be termed as real world activities as they are parallel to real world activities.

Real outcome of Language: Harmer (2007) explains that to perform evocative responsibilities endorse knowledge as well as uses of evocative communicative responsibilities in TBLL are very crucial in TBLL. Willis (2003), Richards and Rodgers (2001) explain that meaningful focused activities can play critical role and they can promote learning as language is considered a mean of making meaning. In TBLL, learners' express themselves by using target language and they appear to be worried typically with receiving significance. While in the board, TBLL, thus stress and focus on meaning and focused activities in the language classrooms.

Input and output of Language: Willis (2003) & Skehan (2003) claim that role of exposure of SLA is inevitable to the input in language acquisition. It is one key condition for a huge and understandable contribution of actual verbal as well as inscribed language. Richards and Rodgers (2001) explain that the expressions that the beginner comprehends are based on background in which language is phrased. Richards and Rodgers (2001) underline the necessity of compressible input in TBLL approach, as students are showing to language, where language is diverse as well as understandable procedure. Beginners want experience to as much language they can

grip. In teaching as well as learning process of TL, both excellence and number of efforts to which students are showing is reflected significant. Nunan (2004) argued that in language learning input and output are considered to be essential for SLA acquisition. Reading and listening skills are form of input in language learning while speaking and writing skills act as output in language learning.

Harmer (2007) stresses on the activation of students' language learning and TBLL is helpful to activate their language knowledge and to use speaking and writing or reading and listening skills for meaning. Learners pay more attention towards language learning, and when language is also expected in the form of speaking from them. In this way learners process the language input analytically, and learners' use language output exchanges as intake.

Noticing in Language Learning: Willis (2004) advocated that noticing promote language development in TBLL approach. Language noticing by the learner is a process and it becomes input for language development. Noticing is involved in isolating small chunks of language, discovering what does it mean and situation in which it is used. This feature leads to restructuring of learners' hypothesis about the use of meaning. By noticing process, learners get insight and find evidence which disconfirms his previous hypothesis regarding language. Learners restructure their current system of language and this advances the learners in language.

Negotiation and Modification: Plough and Gass (2003) state that process of cooperation and alteration, retelling and investigation in TBLL advance the learning of target language. Tasks are considered to stimulate the process of intervention, alteration, retelling and investigation that are the central and in the learning of L2 language. They provided language learning and input and output requirements; this process is believed to be a key process in language learning. In this way, these



processes lead to fostering TL learning. Richards and Rodgers (2001) say that cooperation of sense is an essential component for second language acquisition. They further added that meaning-focused as well as communicative-oriented tasks are supposed to foster processes of negotiation.

Motivation in Language learning: Willis (2004) defines that tasks in TBLL are motivational. Motivation in target language learning or second language learning is also a one condition for successful language learning. For sustaining motivation, performing tasks and getting satisfaction is necessary. TBLL provides chance to the learners to experience success by performing authentic and real tasks for communication. When a learner performs a task, he recalls and uses its own language vocabulary which he/she have at his disposal. It promotes self-reliance and autonomy that is part of motivational model proposed by Willis. Nunan (2004) observes that students with low motivation can be benefited by practicing simple tasks. In this way, they can advance and control their own learning. Motivation increase active participation in the tasks. Willis (2004) states that teachers by using TBLL can set achievable goals and it leads to success.

### **2.14.3 TBLL Design**

Long and Crooks (2010) emphasis that tasks should be based on a careful analysis of the real world needs of the students and this important goal is attained ideally in TBLL by determining the specific needs of particular learners. Richards and Rodgers (2001) assessed that selection of tasks in TBLL need careful analysis for specific learners. A conventional syllabus differs from TBLL syllabus in such a way as conventional syllabus describe specific contents for and learning outcomes while TBLL pays more attention on the process and dimensions of the learning. Tbl more specifically define tasks that should be carried out by the students in that specific

programme.

Nunan (2004) describes that there are two types of tasks which a learner performs in TBLL programme. First kinds of task are target tasks or real world tasks which are designed to rephrase and practice that may be useful in real world. The second kind of tasks are pedagogical tasks which are designed to engage the beginners in understanding, creating or understanding the tasks in target language. During this process their consideration is concentrated on linguistic understanding and they direct connotation rather than manipulating. Nunan (2004) states that in TBLL, tasks can be performed in a sequence typically through macro functions or in other words in the shape of requesting for guidelines, examining about time as well as replacing individual evidence etc. Grammatical components can be asked like WH-Questions and Yes/No questions.

Willis (2004) and Nunan (2004) categorized the group tasks and suggested categories of tasks. Nunan (2004) also presented a list of group tasks classification but willis list is more appropriate according to the most researchers. However, Willis (2004) classification is used and it is more acceptable. He enlisted the following tasks and emphasized that the tasks are core elements in lesson model. Keeping the importance in mind, Willis (2004) presented the subsequent list of tasks: I- listing, II- ordering, III- sorting, IV- comparing, V- problem solving, VI- sharing personal experience and VII- creative tasks.

#### **2.14.4 Teacher-Learner Roles in TBLL Teaching**

Nunan (2004) explains that TBLL has a vigorous method regarding learners learning. In TBL, a learner can perform the following roles. First a group participant as many tasks are performed in pairs and groups, so group work and participation in group is essential. Secondly, a learner closely observes that how language is used in

communication. Thirdly, a learner participation in TBL activities is a risk-taker as numbers of activities are require the active creation and interpretation of message without prior knowledge or experience. Due to these active roles, students remain active at any stage of TBL lesson.

Willis (2004) states that role of teacher in TBL is also not deniable. TBL opinion straining as extremely necessary though not entirely important situation for language learning process, as it does not seem to change the learners' developmental sequence. But in the same time, instruction makes it possible to draw students' attention towards features or form of target language. Instruction also helps to focus on grammatical form and develop their own hypothesizes regarding the meaning. In TBL, teacher selects tasks and prepares lessons for these proposed tasks and finally supervises and conducts conscious raising activities, during these activities, students focus and notice form.

Richards and Rodgers (2001) explain that tasks require a considerable time and bulky resources to develop them, but resources that can be subjugated in TBL lesson are not inadequate. Numerous research studies have separately task based activities units. 'Realia' can also be used as a big resource to present a wide range of variety. Newspapers, television different episodes, internet, radio etc. can be used in TBL approach.

#### **2.14.5 Role of Materials in TBLL**

Responsibilities might be need significant time as well as assets to improve (Richards and Rodgers, 2001). Though, resources that can be subjugated for TBL lessons are not incomplete in somewhat technique. Numerous existing research studies previously have "task-based activities" units. Moreover, a varied diversity of 'realia' can also be used as a source for TBL, such as newspapers, television episodes

as well as the Internet etc.

#### **2.14.6 TBL Procedure**

Willis (2004) considers a task an action “when the second language is used by the beginner for a forthcoming determination or objectives as to accomplish result. TBL lessons are dependent on the types of tasks. Willis (2004) describes that there are three phases inside a TBL lesson model. Pre-task is first phase, where functions such as introduction to new topic of the lesson or task, thinking, problem solving or reading a discourse regarding the topic are included in pre-task stage. The second stage is a ‘task cycle’. According to Willis (2004) and Richards and Rodgers (2001), pointed out that a task cycle has further three sub stages or steps which are: the task itself, which is usually done by the students in groups or in pairs. Second step of a task cycle is planning to report and how they did the task and what yield the outcome. The third step of a task cycle is to report to the whole group or class. In this stage students get chance to use their own vocabulary and language already have to express themselves. Stress is given on spontaneous and genuine communication. In planning step, students draft and rehearse about their views and think what they should include or write in report. The teacher advises the students on the use of language.

Lastly, students present the report to the whole class, so that every student can compare his findings or make a survey. These all things depend on the purpose of report. The third and last stage is a language focus stage and it is called language-focus. Willis (2004) explains that the major aim of the language focus stage is to analyze the language pattern and form used in the previous stage of task and practiced activities based on the language. The last stage provides students the opportunity for accuracy and noticing. Willis (2004) defines that a TBL lesson may possibly consist of several tasks and activities. However, some stages could be omitted depending

upon the nature and type of the lesson or nature of the components of the framework that can be weighed differently, and all this depends on the need and backgrounds of the students. Willis (2004) concluded that due this reason, TBL framework is flexible and all suite to the students' needs and their level of knowledge.

## **2.15 Developing Units of work**

Nunan (2003) proposed six steps procedure to develop the units of work for TBL lesson, which are as under:

Step 1: Plan (Schema) building for new lesson

Step 2: Limited (Controlled) Practice

Step 3: Real world (Authentic) listing practice

Step 4: Stress (Focus) on linguistic elements

Step 5: Make available (Provide) freer practice

Step 6: Presentation (introduction) to the pedagogical task

## **2.16 What is the Term Task?**

Leaver and Willis (2004) define that the task has different things to different people; just like that there are weak and strong form of communicative language teaching. The term task has different definition and different people define the term differently but mostly people agree on the definition that task has to achieve or arrive on a certain outcome or have some attaining objectives. These definitions also indicate that tasks are meaning focused. Students can use either form of language to express meaning in interaction. Prabhu (1987) defines that the term task is an activity in which the students have to reach to an outcome with the help of some information. It can be said that task is a process where teacher regulates and controls this process. Nunan, (2003) defines that task is a piece of classroom work which learners engaged in manipulating, comprehending, producing or busy in interacting in the foreign

language while they focus on meaning rather on form.

Willis (2004) says that tasks are goal oriented real activities that yield an outcome. A task is a goal oriented activity where students use foreign language to attain a real outcome or it can be said that whatever the learner may use the target language sources to solve problems. They engage to do a puzzle, play games or share some experiences and there should be an outcome after the end of task. Skehan (2003) argues that the term assignment is an action in which primary purpose is to solve some communicative problem and there will be some kind of relationship between the task activities and real world activities. There should be priorities in every task regarding its completion while assessment of task performance is termed as outcome.

### **2.16.1 Critical Features of a Task**

Ellis (2004) explains that a task is a work plan that provides opportunity and a plan for learner is to perform activities. This work plan is implemented in the form of teaching materials that arise in the course of teaching. The result of actual activities may or may not be the same that was proposed by the plan. In this sense, a task may not result in communicative behavior. Friya (2016) says that students work in a group for practice of speaking skills and activities such as role play depicts that students are making decisions by using their experience and background knowledge in construction of new ideas with the guidance of the teachers. Savignon (2018) claims that task can provide learners an augmented opportunity and motivation for speaking skill in the target language. Ellis (2004) enlisted the following critical features of a task:

1. A task primarily focusses on meaning
2. A task engages real-processes of language use
3. It involves four language skills

4. A task involves cognitive processes
5. It has a clearly defined outcome

## **2.17 Types of Tasks**

According to Ellis (2003) tasks have following categories:

### **2.17.1 Unfocused Tasks**

According to Ellis (2003), a task encourages learners to engage freely without focusing on one or two specific language form or replication activity and he has termed it as unfocused task.

### **2.17.2 Pedagogical Tasks**

Ellis (2003) explains that pedagogical tasks are related to SLA and are based on psycholinguistic theory of language learning. This type of task does not always reflect real world tasks or activities. For instance, if four students present pictures to the whole class and other students of the class are also allowed to ask the questions to these four students regarding pictures; the teacher asks to one of the students to describe a story related to one of the pictures, such type of tasks are called pedagogical tasks.

### **2.17.3 Rehearsal Tasks**

The following pair-work and role play is the instance of practice work:

Student A: A traveler calls to reconfirm his booking/seat. He uses e-ticket to check the detail of his flight.

Student B: An airline worker who uses information sheet to answer his husband's questions.

#### **2.17.4 Activation Tasks**

Students work in pairs and teacher hands over two different pictures and assigns them to talk to their partner about the features and difference between their pictures, such type of task comes under heading of activation task.

#### **2.17.5 Real-world Tasks**

These tasks are universally in our daily life. These are integral part of our lives and there is barely some activity which can't be called a task, for instance washing our face, making lunch, going to work by car etc are the examples of real world task.

#### **2.17.6 Focused Tasks**

Ellis (2003) says that consciousness raising activities that focus on learners' language exploration are called focused tasks. These activities are also termed as meta-cognitive activities like using a verb-ing form or to search "ing" form verb while reading a manuscript or classifying expressions from a spoken transcript, that have the preposition "in" and classifying them into time, situation, or other etc. These tasks are used because they are likely to encourage the comprehension of students' particular language form.

#### **2.17.7 Purpose of Task**

Ellis (2003) states that some time tasks are used as response where an action carried out as a result of treating or accepting language. E.g., sketch a map, whereas listening, listening to an instruction as well as executing an expertise is example of task as a response. Tasks might be or might not be include the manufacture of language. A task commonly needs the teacher to identify what will be viewed as fruitful accomplishment of a task. The use of variety of different tasks in language



teaching is said to make teaching more communicative. Since, task as a response provides a purpose for classroom activity which goes beyond practice of language for its own sake.

Prabhu (1987) states that when learners arrive at some point of conclusion through some process of thought and teacher able to control and regulate this process, in such situation the process is regarded as task derived outcome. Nunan (2003) explains that when learners use a piece of classroom work that helps learners in comprehending, manipulating, producing or interacting to the others while they focus their attention on meaning rather on form, this process is named as task as focus of meaning.

## **2.18 Providing a Model to the Students**

The providing a model is an alternative and useful way to ask the learners to observe a model and how a task can be performed without undertaking a trial performance of the task. In this way, it lessens the cognitive load on the learner, and he or she can perform a task more confidently and it can be done without asking them to undertake a trial performance which may be a time and resources consuming activity. This activity involves providing them an ideal performance of the task or an oral text demonstration. Both Willis (1996) and Skehan (1996) recommended that observing others carry out a task can help in reducing cognitive load on the students. In first section of the TBLL model, the researcher provided the overview of TBLL methodology. The proposed model is based on tasks, which were performed by the students of experimental group during the treatment. Every task consisted of three phases with sub phases or stages. First phase of task is pre task, while second phase is while-task or task itself and the last third phase is post task phase.

## **2.19 Task as Central Component**

Long (2010) defined task a piece of work undertaken for oneself or for others freely or for some reward, for instance painting a fence, filling out a form, dressing a child etc. Everything that people do in everyday life at work, play or at home or in other words, by task is meant the hundred and one things people do in everyday life, at work, at play, and in between. Task is a central component in language classroom because they provide better contexts for activating learner acquisition processes and promoting L2 learning. Ellis (2003) categorized the tasks into focused tasks, unfocused tasks, real world tasks and pedagogic tasks.

### **2.19.1 Essential Phases of Task**

The first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task; such as whether students are given time to plan the performance of the task. The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition. The Students are asked to observe the model and perform the task in similar way. Lastly, time will be given to the beginners that how they will complete the task. It can be eminent from other pre-task choices in that it does not contain learners in a trial presentation of the task. Planning can be conceded out independently, in groups, or with the teacher.

Second stage, the 'during task' stage, centers on the task itself as well as affords numerous instructional choices, containing whether learners are obligatory to work under pressure or not. During this stage, task is complete by learners as well as provides learners a chance to direct themselves and say whatsoever they want to say. This might be in reply to understanding a text as well as hearing a recording. The

instructor should walk around as well as observer, boosting in a helpful manner everybody's attempts at communication in the second language. The teacher must support the learners to express what they want to say but will not interfere to make the procedures. From now, learners are enquired to reports concisely to the complete class: how they did the task as well as what the result was. Learners draft and prepare what they want to say or write. Lastly instructor examines some pairs to report concisely in the entire period, so that everybody can associate outcomes, or begin a survey. The teacher sees explanations on the content on the learners' stories, rephrase maybe, but gives no public improvement.

While the last stage of 'post-task' contains follow up techniques of the task performance. In Post-task, the learners listen to a recording of self-assured speakers doing the similar task, as well as associate the techniques in which they did the task themselves. The teacher sets some language-focused task, based on the texts learners for instance to discover each and every verb in the simple past form. The learners conduct exercise actions as needed, based on the language investigation work already on the panel, or using examples from the manuscript or text.

## **2.20 Rationale for Task Based Language Learning**

In Pakistan it is teacher's dilemma that course material is designed at ministry level and textbook are provided to the teacher to teach the students, which are often based on traditional approaches. These books are based on GTM. There is no way that teachers could perhaps come up with their personal curriculum. In Pakistan, English textbooks are based on traditional approach GTM or PPP syllabus, but these books are unable to develop speaking skills of students. In this situation, TBLL may be a preferable alternative to GTM or PPP, which is based on TBLL procedure and principles.

Thus, the investigator modified resources found in the old-style texts to fit the techniques as well as values of TBLL, examined the impact of TBLL model on developing their speaking skill. The main focus of this model was to develop the speaking skill of students studying at SSC level. The researcher established a strategy that was monitored when familiarizing the tasks found in advance through more applicable events e.g. objectives, as well as stability the three aims correctness, difficulty, or reshuffle and eloquence. In this model three phases in a sequence that focuses on eloquence first (in the task), difficulty reshuffle next (in planning), and lastly associations accurateness with eloquence (in the report) recommended by Willis (2004) were followed. It was planned that learners might be cooperate efficiently in English in diverse social settings with people from different phonological as well as traditional circumstances.

According to Ellis (2003), it is a type of teaching that treats language mainly as an instrument for collaborating rather than as a purpose for the study as well as management. It is vibrant from the method that if students are to grow progressively, they want to use target language certainly as well as efficiently in the types of circumstances they must happen outside from the classroom, they need to practice how language is used as a instrument for communication. In TBLL task assists as the most understandable means for establishing teaching.

## **2.21 Attitude and Motivation**

Gardner and Lambert (1972) define that attitude of a person is something that yield certain behavior. But in contrast to attitude, the word motivation is learner's self-orientation with respect to learning. According to Gardner and Lambert (1972), there are social reasons behind the language learning. Recent researches also confirmed that in target language, learning perceptive is complex and in learning

process, several interrelated and unstable elements are involved. Positive attitude towards the TL, and a higher level of motivation, facilitates the language acquisition.

Cook (2001) affirms that when students become motivated to learn language, the results appear in the form of effective learning. He further elaborated that attitude towards target language which develops in early days of childhood is the result of parents' and peers' attitude. Students attitude form the concept of oneself, others and the related culture in which one is living. He further added that motivation is a complex phenomenon. Motivation can affect learning as well it can become the cause of learning. Lightbrown & Spada (2006) claim, that the research does not indicate that how motivation affects the learning and learning process. That is why, it cannot be exactly claimed that successful learning is the result of motivation, or it is successful learning that enhances the motivation. The matter is still confused that whether the learners are highly motivated because they are successful, or they are successful because they are highly motivated.

Dornyei (2007) remarked that learners become motivated if the courses are more interesting, innovative, relevant and attractive for the students. Learners become more motivated towards learning if authentic contents and materials are used. Materials should be diverse, demanding/attractive and based on meaningful activities/exchanges with imaginative elements in it. This can be possible by doing need analysis in the start.

### **2.21.1 Learners' Attitudes**

Dubin and Olshtain (2006) claim that to some extent TL language can affect learners' attitude towards that language. It can be seen if the learners' attitude is negative towards that language, language programme itself effects and the fate of the programme will be in the form of failure. Due to this reason, the prospective learners'

attitude must be taken into account while introducing changes in learning materials, and activities to mitigate the negative impact of the public mind-set.

### **2.21.2 Attitudes Towards English**

Spolsky (2002) explains that attitude towards English generally refers to the emotions and thoughts relating the native speaker of English language and their culture and their norms. The attitude towards English language also suggests the learners' outlooks, fears, prejudice and apprehensions towards English language. Brown (2004) states that parents and peers' attitude towards the foreign language also matter because attitude develops in early age and is the result of exposure and contact with the people who differ anyway and interestingly an effective factor. These attitudes become the portion of one's opinions of character, others and their own philosophy. Ellis (2003) says that attitude and motivations are not directly observable, but these have to infer from the learner's activities. Ellis defined that motivation is a beginner's complete aim coordination, but attitude is determination revealed in striving for a goal of a learner. Schuman (2008) defined that attitude is a social factor which get influenced by variables for example, size of learning group, while motivation is an effective factor alongside culture shocks.

Brown (2004) infers that a foreign language learner gets benefit from the optimistic approach, while negative attitude decrease motivation and leads unsuccessful accomplishment of proficiency due to decrease input and interaction. A language teacher should know the learners' both positive and negative attitudes towards English. Gardner and Lambert (1972) state that motivation to learn a foreign language is necessary to learn language and optimistic approach towards the target language community as well as is a determined wish to link and esteemed the associates of that community as well as become comparable to them. This later wish

or integrative motivation becomes stout provision for language learning, while helpful alignment has pragmatic motives such as getting a good job or attractive salary. According to Masgoret & Gardner (2003) claimed that the association of accomplishment and motivation or approach have different variables. Consequences demonstrate the correlation between achievement and motivation were uniform and lower than that between the achievement and integrativeness. However, the correlation between achievement and attitude towards learning was comparatively higher.

Ellis (2003) observes that those students who initially taught through different approaches other than CLT or TBL, they tend to have negative attitude towards English language, but when they are taught through TBLL approach, they overcome their previous original judgment and they react more favorably toward English learning. According to Masgoret & Gardner (2003), attitude affects many aspects of language learning; hence more research work is needed to investigate the learners' attitude and its reaction towards SLA. They claim that no study of TBLL address attitude at the administrative level or higher such as at the public rule level which another part of examination. If these levels and arrears are explored, more interest may be garnered for TBLL teacher training and in-service support of the community.

## **2.22 Chapter Summary**

Language is the divine gift of God. It is language that distinguishes man from animals. Language is man's finest asset. According to psychologists, language is a form of an activity; an activity of mind of basically four types; listening, speaking, reading and writing. Language has many forms like native language, foreign language etc. The terms native language or mother tongue is called first and foreign or target language is called second language. It is that language which is being learned either in

the form of first language or a second or third or fourth language. The term, mother tongue, and 'first language, are generally used in the same sense and in the field of native language. The language of the mother tongue is often restricted to communication within a person's family with no further or professional skills in the language being developed. The term foreign language is particularly used to refer to any language which is not a native language of that country. According to Crystal (2003), a foreign language is a language taught that has no status as a routine medium of communication in that country. For example, English is considered as second language in Pakistan, Japan or the Arab countries like Jordon etc.

Davies and Pearse (2000) say that the purpose of second language is to make the students capable in target language that they may be able to communicate effectively, fluently and without any hesitation beyond the classroom. In this sense, the standard of English in Pakistan is very low. Teachers are poorly trained. They use outdated methodology and their main purpose is to prepare the students for Boards Exams, not for the real life. Linguists pointed out that Pakistani students lack the ability to communicate their thoughts accurately and fluently even after studying English for at least six years. According to many studies conducted in Pakistan, linguists revealed that English programme which is in practice at secondary level in public institutions have many weaknesses. In these institutions, only content knowledge like characteristics of a good paragraph are assessed instead of teaching language skills of a student. The teachers focus on preparation of content-based examination so that their students might get good grades in Boards Exams and they provide little opportunities to increase their academic capabilities. Teachers and students both do not bother to use English in the class and think it an extra thing which is not necessary. Even after studying English six years, Pakistani students are



also deficient in language skills which are mandatory in their future life. This portrays the gloomy picture of second language programme in formal education system of Pakistan.

In education, numbers of terms are used. A term, 'approach' means the act of (a) getting close to something in place or time. In English Language teaching, many pedagogical approaches exist, but a method is a set of procedures under which a classroom lesson is taught, instructed or executed based upon an approach. Linguistically, a method is way and always based upon a theoretical belief or an approach. A teaching method determines the teacher' function, skills, teaching materials and its gradation, different techniques of methodology and students 'role in the class. Approach determines the different elements of a method. A confusing term technique is also broadly used by educationists that mean any kind of stratagem or trick which is employed in the classroom by the teachers to achieve an immediate objective. For instance, "question answer" technique is employed widely in many methods.

The theory of learning tries to answer two questions: (1) How do people learn their languages? (2) What are the conditions that lead to a successful language acquisition? The literature presents two main extremes of learning theories related to teaching English that tackles with these two questions. (i) the behaviourism which is related to teacher-centered approaches and (ii) constructivism which is related to student centered approaches. According to Wang (2009), the GTM is a method in which we study the language, in this method first by examining its linguistic rules in detail, as well as then applying this knowledge to the task of interpreting sentences and manuscripts from the target language. In GTM, grammatical rules as well as their usages are learnt through the use of the learners' native language. Direct approach

was introduced in the field of teaching due to the limitations of the Grammar Translation approach and revolutionary progress in the field of English language teaching. Language teachers developed this approach think that oral skills and language structures are the important needs of language learners. According to the practitioners of this approach, learning is a kind of habit–formation without knowing that language learning differs from other things and that learner can acquire by habit-formation such as driving a car or typing. As a result of humanism, the Humanistic Approach appeared. In language teaching this approach pays attention to humanism in language teaching and stresses the importance of relationships inside the classroom among those involved in the learning process over other factors such as materials and techniques.

Tracy Terrell in 1977 brought into existence Natural Approach. He presented his new philosophy by putting a new proposal for Philosophy of Language Learning and Teaching. He claimed that natural principles are found in successful second language acquisition. Another approach, CBI or Content- Based Approach was originally used to teach specialized subjects such as mathematics and biology and, in this sense, it can be seen as an outgrowth of ESP (English for specific purposes). CBI to foreign language teaching aims at teaching language and content. In a reaction to the structural approaches which were prevailed in the society at that time, the communicative approach to language appeared in the 1960s. This approach stresses on grammatical rules and language structures and in which teachers spent time on pattern drills such as Audio-lingualism.

The action oriented approach to language learning is considered as Task Based Language Learning (TBLL) or Task Based Language Teaching (TBLT). In this approach, the learners interact and communicate in target language and perform

different tasks. This approach maintains natural and real-life environment while performing task. Ghodrati et al (2014) explains that TBLT framework is very helpful for the teachers to manage classroom interactions as it emphasis on the use of the target language in the classes, and students also enjoy their learning experiences with autonomy and makes significant progress in fluency. Long and Crooks (2010) emphasis that tasks should be based on a careful analysis of the real world needs of the students and this important goal is attained ideally in TBLL by determining the specific needs of particular learners. A conventional syllabus differs from TBLL syllabus in such a way as conventional syllabus describes specific contents for and learning outcomes while TBLL pays more attention on the process and dimensions of the learning.

An attitude of a person is something that yields certain behavior, but in contrast to attitude, the word motivation is learner's self-orientation with respect to learning. Dubin and Olshtain (2006) claim that to some extent TL language can affect learners' attitude towards that language. It can be seen if the learners' attitude is negative towards that language, language programme itself effects and the fate of the programme will be in the form of failure. Attitude towards English generally refers to the emotions and thoughts relating the native speaker of English language and their culture and their customs. The attitude towards English language also suggests the learners' feelings, fears, bias and apprehensions toward English language.

Task Based Language Learning approach tries to provide natural and real-life environment for learners in which they interact and communicate in the target language by doing tasks. This approach to language teaching relies on using pedagogical tasks as the main central unit of teaching in the classroom. In this approach, students are given tasks and materials that are similar to those done in daily

life, such as writing a letter to a friend, making coffee, interviewing someone etc. Richards and Schmidt (2002) say that the students engage actively in the process of doing such tasks in order to complete them or to achieve a goal. By doing such tasks, students get into interaction and negotiation of meaning "what speakers do in order to achieve successful communication" Through this approach, learners make full use of their communicative abilities while performing the tasks.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Method and Procedure**

This chapter presents the methods as well as procedures which were followed by the scholar to find out the effect of Task-based language learning (TBLL) on speaking skills of the subjects and examine their attitudes towards English. The chapter also includes a brief outline of the present research study, detail description of the research subjects and explanation of research tools used in this study. This chapter gives derail description of the TBLL instructional programme, procedure of data collection and explanation of the study procedures as well as statistical measures that were used to examine the data of the current study.

#### **3.2 Outline of the Research**

The present study was executed in the following manner:

1. First of all, permission from the employer i.e. Federal Directorate of Education, Islamabad was obtained to conduct the study as the selected school falls under the ambit of Federal Directorate of Education, Islamabad (FDE).
2. To establish the theoretical background of the study, a thorough review of related literature was done by the researcher.
3. A thorough of review of related literature was done and instruments, speaking skills test and attitude motivation test battery (AMBT) was developed.
4. The speaking skills test was developed by the researcher to find out the speaking ability of the subjects in control and experimental group.
5. An Attitude Motivation Test Battery (AMBT) inline of Gardner (1985) was developed to find out the attitudes and motivation of the subjects of control

and experimental groups towards English language learning.

6. The researcher also prepared a Task Based Language Learning (TBLL) model according to the procedure and methodology of TBLL for the subjects of experimental group.
7. A short discussion session was organized with English teachers and details orientation was given to the teacher of experimental group about the principles and procedures of TBLL methodology.
8. Control group was taught with traditional or conventional GTM method, while a qualified English teacher taught to the experimental group and implemented the TBLL instructional model.
9. Pilot testing was done to ensure the reliability of the instruments by taking ten students from the target population other than the subjects participating in the experimental or control group of the study.
10. The researcher made speaking skills test was administered as pretest before starting experiment to both the groups. The obtained results of the instrument were calculated and tabulated separately and statistically analyzed.
11. Speaking skills test also administered as posttest after implementing the TBLL model in experimental group. The obtained results of the instrument were calculated and tabulated separately and statistically analyzed.
12. An Attitude Motivation Test Battery (AMTB) was administered as pre-test before the experiment started. The obtained results of the instrument were calculated and tabulated separately and statistically analyzed.
13. Similarly Attitude Motivation Test Battery (AMTB) was also administered as posttest after implementing the TBLL model. The obtained results of the instrument were calculated and tabulated separately and statistically analyzed.

14. The proposed designed Task Based Language Learning (TBLL) programme was applied on the subjects of the experiment group for a period of forty-five (45) days.
15. The results and findings of the study were statistically analyzed and discussed, and conclusions were drawn accordingly.
16. The researcher completed the dissertation according to the guidelines provided by International Islamic University Islamabad, for writing thesis and dissertations.

### **3.3 Research Methodology**

A quantitative method approach was used to investigate the problem. Creswell (2009) explains that education studies evaluating the impact of treatments to intact groupings of participants, use of a quasi-experimental design is appropriate. The choice of a specific approach among the various research approaches greatly depends on a researcher's field and his/her research questions or hypotheses. No matter what research approach is decided upon, "fitness for purpose is the key" (Gorard, 2002). The basic characteristic of a quasi-experimental design is that in quasi experimental study researcher deliberately maneuvers and controls the conditions and decides the events of interest according to his purpose (Cohen et al., 2000).

The aim of the current study was to identify the effect of two types of teaching activity i.e. teaching with Task Based Language Learning (TBLL) approach and teaching with conventional approach i.e. teaching with Grammar Translation Method (GTM). The purposive Sampling technique was used to select the sample of the study. Two groups of students were chosen randomly from IX class sections from one school namely Saqib Ghani Shaheed Model School for Boys (VI-X) G-9/1 Islamabad. The two groups were chosen randomly. A qualified teacher taught the experimental group and

used researcher's made Task-Based Model (TBM) and similarly another qualified teacher taught to the control group by using the Grammar Translate Method (GTM).

The researcher pre tested and post tested both the groups i.e. experimental and the control group to determine the difference in their mean scores. The teachers of both the groups taught the same text material and contents with different approaches, which was based on the Punjab Textbook Board units, a prescribed textbook for the public institutions working under the administrative control of FDE, Islamabad. The duration of the experiment was forty-five (45) days with a daily period of 45 minutes.

### **3.3.1 Research Design**

A quasi-experimental design, a pretest-posttest nonequivalent control group design was used by taking one experimental group and other control group. This is a much stronger version of the nonequivalent control group design, which is often called a pretest– posttest nonequivalent control group design. Gorard (2002) claimed that the choice of a specific approach among the various research approaches greatly depends on a researcher's field and his/her research questions or hypotheses. No matter what research approach is decided upon, "fitness for purpose is the key". According to Cohen et al., (2000) the underlying characteristic of a quasi-experimental design is that researchers deliberately control and manipulate the conditions which determine the events in which they are interested.

In the quasi-experimental design, subjects cannot be randomly assigned to either group i.e control or experimental group. In other words, it can be said that participants do not have the equal chances of being in the experiment or control group or of receiving or not receiving the treatment. It can be represented as follows:





O   X   O (Treatment Group)  
 O       O (Nonequivalent Control Group)

In the present study, one group was taken as experimental while other as control group. These groups were taken from the ninth grade i.e two sections of ninth grade of Saqib Ghani Shaheed Model School for Boys (VI-X) G-9/1 Islamabad. Both sections were taken from the natural setting. One group that formed the experimental group was taught by following the task based language learning (TBLL) model designed by the researcher for the purpose, while the other was taught the same content and material by using the conventional approach and employing GTM method by a teacher of the same school in routine. Both groups of the study were pre-tested in terms of speaking skills and their attitude towards English. Both the study groups were taught by experienced and qualified English teachers of the same school. Both the teachers had a B.A. degree with B.Ed. and had at least 10 years teaching experience at SSC level in Islamabad schools.

### 3.3.2 Population of the Study

The population of the study was consisted of 14336 all boys and girls students of IX grade of Islamabad district studying under Federal Directorate of Education Islamabad, Ministry of Federal Education and Professional Training Pakistan. The detail of FDE Islamabad students studying in different Institutions is as under:

Table 2

*Detail Population of the Study*

<b>Name of institution</b>	<b>City</b>	<b>Bharakau</b>	<b>Nilore</b>	<b>Sihala</b>	<b>Tarnaul</b>	<b>Total</b>
IMCB	1198					1198
IMCG	1065					1065
IMCB(Old FG)	797	675	451	282	267	2472
IMCG(Old FG)	732	450	263	197	183	1825
IMSB	1334	885	960	533	514	4226
IMSG	1124	935	416	677	398	3550
<b>Total</b>	<b>6250</b>	<b>2945</b>	<b>2090</b>	<b>1689</b>	<b>1362</b>	<b>14336</b>

**3.3.3 Sample of the Study**

One urban school namely Saqib Ghani Shaheed Model School for Boys (VI-X) G-9/1 Islamabad working under the administrative control of Federal directorate of Education Islamabad was selected to carry out the experiment. The purposive sampling technique was used to select school. Two sections of the selected school were taken as sample of the study. First of all, two sections were selected from the natural setting of the school. Students of these two sections of the class IX were sixty-eight in number. The participants of the study overall represented population of typical public schools run by the government in Pakistan. Mostly the learners of these schools belong to the families with low or medium socio-economic with weak and poor educational backgrounds. The experimental group consisted of 33 participants and it received the treatment and they were taught through TBLL model prepared by the researcher. Thirty-five (35) students i.e. one section of the class IX made up the control group and they were taught the same content and material with conventional method i.e. Grammar Translation Method (GTM).

Table 3

*Sample of the Study*

<b>Selected School Name</b>	<b>Experimental Group (Boys)</b>	<b>Control Group (Boys)</b>
SGSMS (VI-X) G-9/1 Islamabad	33	35

**3.4 Research Instruments**

The following instruments were used by the researcher to achieve the purpose of the study:

**3.4.1 Speaking Skills Test**

A researcher made speaking skills test was administered to both the groups jointly before allocating them as control and experimental group. After immediately applying the treatment, the same researcher's made speaking skills test was administered as post-test to the students of the experimental and control groups. The specifications of the test measured the target students' performance and their ability to speak English. The speaking skills test was administered as pre-test and post-test and marks/scores obtained by each individual were calculated according to a pre-defined rubric.

**3.4.2 Attitude/Motivation Test Battery (AMTB)**

Attitude/Motivation Test Battery (AMTB) was used to find out the students' attitude and motivation towards English. The attitude motivation test battery (AMTB) was administered before and after the implementation of TBLL proposed model. The attitude/motivation test battery (AMTB) in the form of a 5-point Likert scale was developed inline Gardner (1985) by the researcher himself. The attitude/motivation test battery was used to examine the subjects' attitudes and motivation towards English learning before and after the implementation of the

TBLL model. The Attitude/ Motivation Test Battery (AMTB) was administered to both the groups i.e experimental and control group of the study before and after the implementation of TBLL instructional model. According to educationists, Likert Scale is useful in such circumstances.

Anderson (1998) states that the Likert Scale is one of the most useful question forms...a question is not asked. Rather a clear statement is made and the respondent is asked to indicate whether the statement reflects his or her views...a 5- point scale is the most practical for most common purposes. It is easy to respond to, straightforward to analyze, and sufficient for most needs.

### **3.4.3 Validity of the Instruments**

Validity is a complex concept. Brown and Rodgers (2002) have classified validity into internal and external validity. According to Brown and Rodgers the internal validity is the degree to which the results can be accurately interpreted, and external validity is the degree to which the results can be generalized (2002: 241). Creswell (1994) explained some other categories of validity like content validity which focuses on how far the research tool measures the content that it proposes to measure, and construct validity which assesses whether the tools are measuring hypothetical claims or proven concepts, and face validity which looks at whether the instrument is actually measuring what it professes to measure. Face validity refers to relevance of the measuring instrument as to whether the items in the instrument appear to be relevant, reasonable, unambiguous and clear (Oluwatayo, 2012). This type of validation is the most suitable form in such instruments.

Face validity is considered as the easiest and the most basic type of validity. It is concerned with the degree to which an instrument appears to measure what is meant to measure when there is no specific content to be measured by the item of the instrument (Gall, et.al, 2006).

The researcher developed a speaking skills test, and its assessment scheme. Similarly, an Attitude/Motivation Test Battery (AMTB) was developed by the researcher and both instruments were administered as pretest and posttest to control and experimental group. Instruments of the study were validated through expert's comments and pilot testing. In the light of the feedback of the experts, necessary changes were made in the instruments and in the proposed TBLL model. In this regard, the researcher got the feedback of faculty members of English department of National University of Modern Language (NUML), International Islamic University Islamabad (IIUI) and local education experts regarding the face and content validity of the instruments and proposed TBLL model.

#### **3.4.4 Pilot Testing**

The pilot testing is very important to check whether the developed instruments would work properly or not, and it enables a researcher to verify the practicality of his developed instruments and other research protocols. According to Bell (1991), "All data gathering instruments should be piloted to test how long it takes recipients to complete them to clear that all the questions and instructions are clear and enable you to remove any item which do not yield unusable data". Before the full-scale study, a pilot testing on a small-scale is helpful for the researchers to test in reality how likely the research process is to work. In pilot testing, a researcher can refine his research questions, can discover what methods are best for pursuing it, and can estimate how much time and resources will be needed to complete the final version of the study (Ismail, Kinchin, & Edwards, 2018). Zaman (2011) claims that pilot study has many advantages and it provides information about the shortcomings and weaknesses in instruments. Firstly, pilot testing provides the researcher preliminary picture about the administering instruments. This involves time needed to administer the instruments,

means needed for administering, discovering potential difficulties and knowing how to distribute and collect instruments. Secondly, it provides information regarding validity and reliability of the instruments and researcher get beforehand warning about the flaws and shortcomings of the instruments, where instruments could fail.

To know the understanding levels of the students about test items and to improve the instruments, a pilot study was conducted on ten students of the target grade of Saqib Ghani Shaheed Model School for Boys (VI-X) G-9/1 Islamabad. Speaking skills test and Attitude/Motivation Test Battery (AMTB) were pilot tested on randomly selected students from the same school of the target grade to ensure the reliability of the instruments. The validity of the instruments was established by conducting pilot study and through experts' opinion. The reliability of the instruments was checked by using Cronbach Alpha. The responses of the students were noted, and instruments were tailored accordingly. In the light of the feedback and responses of the students in pilot study, some statements, questions, and difficult words were changed, and instruments were tailored.

### **3.4.5 Reliability of the Instruments**

A set of two instruments was used to collect the data from the subject participating in the pilot study. The validity of the instruments was established by conducting pilot study and through experts' opinion. The reliability of the instruments was checked by using Cronbach Alpha. Cronbach Alpha is the most reliable statistical technique as compared to other available tools to determine reliability. According to Sijtsma (2009), it is the most widely and frequently used reliability index, while Bentler (2009) claims that Cronbach Alpha is considered one of the best techniques to measure the internal consistency of an instrument. A technique test-retest was used to find out reliability of the speaking skill test. In this perspective, Cronbach Alpha was

used to find out reliability of the instruments. There were 33 items/statements in AMTB, and it was consisted of four parts self-orientation, integrative orientation, instrumental orientation and travel orientation. Alpha reliability analysis for AMTB was self-orientation ( $\alpha = .88$ ), integrative orientation ( $\alpha = .91$ ), instrumental orientation ( $\alpha = .90$ ) and travel orientation ( $\alpha = .87$ ). The Alpha score of AMTB was  $\alpha = .89$ . The overall result of indicates that AMTB has high alpha reliability  $\alpha = .89$  and therefore the instrument is reliable for use (Alpha value between 0.70 and 0.90 is considered as high meaningful consistency). Similarly, speaking skill test instrument was consisted of 20 questions and three sections namely biographical questions, guided questions, and open ended questions. Alpha reliability score for the speaking skill test for biographical questions ( $\alpha = .93$ ), guided questions ( $\alpha = .91$ ), and for open ended questions ( $\alpha = .89$ ). The Alpha reliability score of speaking skill test was  $\alpha = .91$ . The overall result of speaking skill test of Alpha reliability indicates that speaking skill test has high alpha reliability  $\alpha = .91$  and therefore the instrument is reliable for use.

### **3.5 Description of Instruments**

#### **3.5.1 Attitude/Motivation Test Battery (AMTB)**

To determine whether there was a significant difference between the control and experimental group regarding their attitude towards English, an Attitude/Motivation Test Battery (AMTB) was used to find out the participants' attitude and motivation towards English. Attitude/Motivation Test Battery (AMTB) adapted version was used in the form of 5-point Likert scale. The AMTB was administered to the students of both experimental and control groups. The battery was administered to both the groups before the implementation of the instructional

TBLL model which was based on four units of textbook of class 9th. A statistical difference between the groups was calculated by using a statistical technique t-test. The results of pre-test of both control and experimental group were used as a baseline of the study.

The same Attitude/Motivation Test Battery was administered to the both control and experimental group of the study. To compare the control and experimental group, a statistical test t test was performed and the difference between the control and experimental group was tabulated. Mean and difference in Means were also calculated with respect to control and experimental group by using an alpha level of .05. A Levene's Test for Equality of Variances was performed with respect to assumption that the variances are homogeneous.

### **3.5.2 Speaking Skills Test**

To determine the difference between the control and experimental group, a researcher made speaking skills test was administered to both the groups jointly before allocation as control and experimental group. The specifications of the test were measured the target students' performance on the national curriculum in practice these days in Pakistan. The following questions were asked and their responses were recorded as pretest:

1. Good Morning! How do you do?
2. Could you tell me your name please?
3. What is your father's name?
4. What is your father's job?
5. Is your mother a working woman?
6. How many family members are in your home?
7. Where do you study? Tell your school name?



8. What do you do in your spare time?
9. What makes you special?
10. What do you admire in other people?
11. Which is your favorite subject? Why?
12. What will you study in the university?
13. Whether you like to study English only?
14. What do you like to do for fun?
15. What do you think about the present education system?
16. Why do you think most Pakistani students not like English?
17. Explain what should schools do to help you learn English well?
18. What is the main problem of Pakistan now-a-days?
19. Would you like to study in IMSB, G-9/4 if you had the chance? Why?
20. In your opinion, what should schools do for security?

### 3.5.3 Description of Assessment Scheme of Speaking Skills

The following scheme of assessment was used to award the subjects scores on English speaking skill. The highest marks five (5) for each category's pronunciation, vocabulary, fluency, accuracy and communication skill were awarded, while lowest (1) mark was awarded on poor performance of a student.

Description Test Items	Score					Total 25
	5	4	3	2	1	
<b>Pronunciation and intonation</b>	Has clear, natural pronunciation that can be easily understood	Has pronunciation that can be easily understood	Is intelligible though there are examples of mispronunciation	Is not always intelligible and listener may have to ask for repetition	Is not intelligible....	
<b>Vocabulary and Appropriacy/ Relevance</b>	Contributions are always appropriate to the context/ situation.	May be less confident in formal situations.	Contributions are appropriate to the context/ situation.	Contributions may be unconnected to the context/ situation	Has hardly any sense of purpose and cannot adapt to register.	

<b>Fluency/How Comfortable in Speak</b>	Speak fluently with minimal hesitation.	Speaks fluently with some hesitation.	Coherence may be affected by hesitancy or rephrasing.	Severe hesitation may impede communication.	May use only isolated words and phrases.	
<b>Accuracy and Grammar</b>	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.	
<b>Communication and Creative use of the language</b>	Contributions are highly effective and fulfill the task. Can fulfill the communicative functions of the level with spontaneity.	Contributions are effective and fulfill the task. Can fulfill the communicative functions of the level.	Contributions are adequate and fulfill the task. Can fulfill functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.	

### 3.5.4 Proposed TBLL Model

Phase	Description of the lesson/Activities
<b>Pre-task</b>	<ul style="list-style-type: none"> <li>❖ Warm up activities</li> <li>❖ Free talk on the events of the day, how the students feel</li> <li>❖ Weather news, sharing school related news etc</li> </ul> <p><b>Announcement of the Topic:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher announces the topic of the lesson:</li> </ul> <p><b>Brainstorming Exercise:</b></p> <ul style="list-style-type: none"> <li>❖ What words do you already know? Words: eagerly, geared up, politely, communication, expressed, switch on, entertain, addiction, terrorism, segment, answerable, accountable</li> <li>❖ Introduction of the lesson with real world life examples</li> <li>❖ Introduction to the task Task: Dialogue between two students on the impact of media on our lives</li> <li>❖ Using visual aids, realia and stickers to explain new vocabulary</li> </ul>

	<p>items</p> <ul style="list-style-type: none"> <li>❖ pictures to introduce the topic</li> <li>❖ Students may use dictionaries to know pronunciation of new lexical items</li> <li>❖ Brainstorming ideas relevant to the task and Putting the ideas on the white-board</li> <li>❖ Point out teacher's ideas, phrases relevant to the task</li> <li>❖ Pre-task games(odd-one-out)</li> <li>❖ To make sure that students write down new words and phrases in their note books</li> <li>❖ Dividing students into four groups</li> <li>❖ Appointing a time keeper and a reporter for each group</li> <li>❖ To make sure that the students understand what will be done to write the final report</li> <li>❖ At the pre-task stage teacher may play audio recording or transcript of others doing the same or similar task</li> </ul>
<b>While-task (Task Cycle)</b>	<p><b>Task:</b> The communicative task is done in groups. Students use the language they already have at their disposal.</p> <p><b>Teacher's Role:</b> The teacher goes around, monitors and gives advices, but does not correct mistakes. Students may use lexical items mentioned on the board in the previous phase to express their opinions or thoughts</p> <p><b>Planning:</b> Students will prepare a report which consist of a review about the task, how they feel and pointing out their reflections.</p> <ul style="list-style-type: none"> <li>❖ The teacher will help the students to rehearse oral reports</li> <li>❖ The group reporter will present their reports orally in front of him, before presenting them to the class</li> </ul> <p><b>Report:</b> Each group will present their reports orally to the whole class</p> <p><b>Teacher's Role:</b> The teacher will act as a chairperson, selecting which group's reporter will speak next.</p> <ul style="list-style-type: none"> <li>❖ He may give feedback on content and form suggesting help to students and polishing their language.</li> </ul>

<b>Post-task (Language Focus)</b>	<b>Analysis:</b> <ul style="list-style-type: none"> <li>❖ Feedback from the teacher</li> <li>❖ Students can listen to a recording of fluent speaker doing the same task with transcript, comparing the way in which they completed the task.</li> </ul> <p><b>Teacher's Role:</b> The teacher may ask the students to repeat the task but this time with a different partner or group.</p> <ul style="list-style-type: none"> <li>❖ The teacher will review each report of class</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher may write some ungrammatical sentences, focusing on grammar, from the report's transcripts on the board, the students are invited to correct them, the corrected version is written up.</li> <li>❖ The teacher with the help of the students will decide the reward the winning group by putting their report on the school board</li> </ul>
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After immediately applying the TBLL model as treatment, the same researcher's made speaking skill test was administered as post-test to the students of the experimental and control groups. The results of speaking skill test both pre-test and post-test results were calculated assigned marks/scores according to a pre-defined assessment scheme.

### 3.6 Research Ethics

It is very essential for the researcher to follow the principles of morality in his research. A subject is often provides very valuable services to the researcher, usually free of charge. It is important for a researcher to consider carefully at the outset what are the interests of the subjects and how they may be safeguarded (Taylor, Sinha & Ghoshal, 2006). Therefore, the researcher made sure to protect the subjects of the study from harms. Thus, the researcher took the consent of the participants before including them in the research. Their anonymity was also ensured. The researcher

kept the provided information confidential and did not use for other than the research purpose.

### **3.7 Data Collection**

The researcher developed an adapted version of Attitude/Motivation Test Battery (AMBT) and this adapted version of Attitude/Motivation Test Battery (AMBT) was used to collect the data from the subject in the control and the experimental group. The Attitude/Motivation Test Battery (AMBT) administered to all subjects and then subjects were assigned control and experimental group. A pre-test of speaking skills was administered to both control and experimental group. From this process of intervention was started. The students chosen to participate in the experimental group were taught English through researcher's prepared TBLL model. The students in the control group were taught the same content and material with conventional method or in other words through GTM. After implementing the model, the same speaking skills pre-test was used as post-test. The speaking skill test was applied at the end of the study and comparison was done with pre-test scores.

### **3.8 Statistical Analysis**

The data collected from the present study were statistically analyzed by using the Statistical Packages for Social Sciences (SPSS) 13.0. The data were collected by two different instruments i.e. a researcher's made English speaking skills test and an attitude/motivation test battery (AMTB) from the both groups as pre-test. The quantitative data means, standard deviations and oral results obtained from the study were compared to find out the difference by using two tailed t-test. After applying TBLL programme as treatment, same instruments were administered to the both the groups as post test. A Two tailed t-test was also employed to find out the difference

in mean scores between the experimental and control group and mean score difference between the post test results. The statistical data collected by using attitude/motivation test battery (AMTB) and Likert scale questionnaires were also examined using SPSS programmes. The responses of the pre-test and post-test were tabulated.

### **3.8.1 Dependent and Independent Variable**

The current quasi-experimental design study has two dependent and one independent variable:

- i. The students' results mean scores on the speaking skills test
- ii. The students' results mean scores of the responses against each item and mean scores of the responses against the items of the attitude/motivation test battery (AMTB) while the instructional programme was an independent variable of the study.
- iii. The independent variable is the instructional model of TBLL.

### **3.9 TBLL Model Based on Textbook Four Units**

The following procedure was adopted to prepare and administer the TBLL instructional model:

The TBLL instructional model was based on four units of the textbook to develop the oral and written social integrations of the students of the experimental group. This instructional programme was designed to enhance the fluency and speaking skills of the students of the experimental group. Instructional TBLL model had three phases pre task, while and post- task. TBLL approach was adopted in preparation of the model and fluency was the priority of this programme. Grammar generalizations was focused during the last two phases of the TBLL framework

(while and post task). Validity of the TBLL model was checked by the experts and through pilot testing study.

### **3.9.1 General Objectives of TBLL Model**

The TBLL instructional model was based on four units of the textbook designed to develop the oral and written social integrations of the students of the experimental group. This instructional programme was designed to enhance the fluency and speaking skills of the students of the experimental group. It was assumed that TBLL programme would enhance vocabulary, fluency, accuracy and communication skills through treatment of TBLL programme. There was direct teaching of grammar simplifications throughout the last two stages of the TBLL framework i.e. while and post- task. The subjects participated in the experimental group were to exhibit communicative ability (Fluency) by the end of the programme. The students would be able at the end of the task to:

- i. Talk and interact orally in an effective manner in English
- ii. Explain his/her point of view orally to different people of numerous social settings from altered language as well as cultural circumstances
- iii. Overcome on their hesitation and shyness.
- iv. Create interest in language learning
- v. Understand different simple questions, respond them fluently, and provide elaborate answers.
- vi. Exhibit accurate, and complex language in conversation mood
- vii. Use English structures, relative and conditional clauses correctly
- viii. Use a rich vocabulary and pronounce words correctly

### **3.9.2 A Brief Sketch of the Model**

English teachers of second language face many problems in designing course material. In Pakistan, it is a common practice to purchase to adopt an English book as textbook, which is often based on grammar translation Method (GTM) and Presentation Practice and Production (PPP) based textbook. Prevailing practice in Pakistan is that teachers are not allowed to develop their own curriculum, therefore they have to use the textbook provided by the government as syllabus. Skehan (2003) claimed that TBLL may be a preferable alternative to conventional teaching methodologies and teachers therefore have the option of adapting class textbooks to TBLL according to their needs. Dowling (2017) explains that TBLT cannot be compared with PPP as TBLT is an approach, while on the other hand PPP serves as procedure, and both are complementary in nature rather than competing methods

In this scenario, the researcher developed this TBLL program on the basis of task based language learning principles and procedure. In Pakistan, textbook is considered as sacred book and it is not possible for teacher to deviate from it, and on not following the textbook, a teacher can be penalized by the authorities. Textbook are developed on conventional approaches. By keeping in mind this situation, the researcher adopted material found in the textbook to fit the principles and procedure of TBLL. The proposed model focused on English speaking skills to get the objectives of the study. So, a plan was devised to design TBLL programme and relevant material and activities fit for task found in textbook units was adapted. Skehan (2003) advised the educators that they must balance three goals of language teaching, which are accuracy, complexity and fluency while using TBLL approach. Willis (1996) clarified that in TBLL approach, these aspects are imperative, and fluency is focused in task stage, complexity is focused in planning stage, while at the



end accuracy is main objective of the report stage.

### **3.9.3 Contextual Background of the Study**

In Pakistan, teaching oral social interaction to English students is difficult and arduous for the Pakistani teachers, as English is not a mother tongue of Pakistani students. Most of the students feel that English is a difficult language specially its speaking skills. The intention of the study is to make students proficient in English, so that they can speak English with people from varied linguistic and cultural backgrounds in different social contexts. This target would be achieved at the end of the TBLL programme. In Pakistan, English is taught as a compulsory subject at secondary level all over the country. Daily One or two periods are mandatory in every public school.

The researcher implemented the instructional programme at Saqib Ghani Shaheed Model School for Boys (VI-X), G-9/1 Islamabad. English classes were held for forty-five days. Daily duration of each period was forty-five minutes. This school is working under the administrative control of Federal directorate of Education (FDE), which is an attached department of Ministry of Federal Education and Professional Training Govt. of Pakistan. The TBLL programme was designed and used teach as model to teach English to the ninth (9th) grade students. The average age of the taken sample students was fourteen years and sample classes were heterogeneous. The researcher made proposed TBLL programme was implemental in the experimental group. According to data provided by the FDE planning and development section, total students of the population of the study were 14336 students in grade ninth in Islamabad district. Total sixty-eight (68) subjects were selected as the sample of the study i.e two sections of grade ninth from the natural setting. Thirty-three (33) subjects made up the experimental group of the study, while thirty-five (35) students

were in the control group. The researcher made proposed TBLL programme was implemental in the experimental group.

### **3.9.4 TBLL Procedure**

In this study, the researcher adopted and followed the instructions and task structure given by Willis (2004) while implementing the programme in the classes as this method suited to achieve the objectives of the study. The structure is as under:

- i. Performing a communicative task assigned by the teacher
- ii. Planning a report of the performance for the whole class
- iii. Reporting the task results and findings to the class

Willis (2004) structure was suitable to achieve the objectives of the study as it encourages focusing on fluency during the task phase. In the next stage, planning phase, restructuring for complexity and accuracy comes. The last phase is reporting phase, before implementing the programme. Every task and activity were chosen from each unit of the textbook in practice in Islamabad public schools. Following steps were taken before implementing the TBLL model.

- i. Picking out the suitable units of the textbook which suits to communicative purpose
- ii. Selecting and arranging in order the vocabulary items from each textbook unit
- iii. Deciding topics and headings to the vocabulary items
- iv. Arranging tasks by following Willis (2004) task types
- v. Setting time and task that would be covered in that time span

## **CHAPTER 4**

### **DATA ANALYSIS AND RESULTS**

#### **4.1 Introduction**

The chapter includes presentation, analysis and interpretation of data which were drawn by two groups of the study that were taken by adopting a quasi-experimental design. The purpose of this research was to explore the effect of an instructional task based language learning (TBLL) model on developing the speaking skills of Pakistani students who were studying at SSC level. At the same time, it was also purpose of the study to find out the difference in attitude towards English of the subjects after treatment of instructional TBLL model. For this purpose, the researcher developed an instructional TBLL model on the basis of principles and procedure of TBLL. A model consisting of four units from the Textbook of English class 9th was developed on the basis of principles of TBLL methodology. For this purpose, four units from the Textbook of English class 9th were selected randomly, which were suited and fit for the purpose of speaking tasks.

For the purpose of the study, one educational institution namely Saqib Ghani Shaheed Model School for Boys (VI-X) G-9/1 Islamabad, from 422 male and female institutions of FDE Islamabad, was selected. As a sample of the school, two sections (in a natural setting) of ninth grade were taken randomly to implement the researcher made TBLL model. The sample consisted of 68 subjects. Thirty-three subjects formed the experimental group and thirty-five formed the control group. Experimental group received treatment and researcher made TBLL model was implemented with this group and taught through Task Based Model (TBM), while the control group was taught conventionally through GTM.

A speaking skills test and its rubric scheme were developed to examine speaking ability of the control and experimental group. An adapted version of Attitude/Motivation Test Battery (AMTB) was also developed to examine the students' attitude towards English. An instructional model of TBLL was prepared. Instruments were administered before and after applying the treatment to the experimental group as Pre-test and Post-test. The data of the study were collected from control and experimental groups after administering pre test and post test. The instruments and proposed model were pilot tested on ten students from the target population from the same school that were not included in the subjects of the two groups. Statistical technique Cronbach's Alpha was applied to find out the coefficient of reliability that was found 0.91. The obtained data were analyzed and tabulated. The statistical methods for example, degree of freedom, difference of means, mean, t tests and standard deviation, were applied to examine the data of this study. The findings of the study were prepared, discussed and presented according to the hypotheses of the study.

## **4.2 Descriptive Statistics**

Descriptive statistics are brief descriptive coefficients that summarize a given data set, which can be either a representation of the entire or a sample of a population. Descriptive statistics is the most basic form of statistics and is used to describe the demographic characteristics of the sample selected for the study such as frequency, percentage, mean, median, and mode etc. In the present study, one urban school from all federal area (Rural) and urban schools working under the administrative control of Federal directorate of Education Islamabad was selected randomly to carry out the experiment.

### 4.2.1 Descriptive Analysis of the Sample

Percentage is the basic form of statistical analysis which is used to describe the sample in terms of their demographic characteristics such as ages of the subjects included in the study, and fresh enrolled or class repeaters etc. The following table is based on these characteristics of distribution of sample in control and experimental groups

Table 4

*Dispersion of Sample of the Study into Control and Experimental Groups*

Group	Class/Section	Gender	N	Percent
Control	IX-C	Male	35	51.5%
Experimental	IX-D	Male	33	48.5%
Total			68	

Table 4 reflects the study sample which was made up of two groups of ninth grade C and D sections. One group i.e. C section control group consisted of 35 (51.5%), while 33 (48.5%) students of section D made up the experimental group of the study.

### 4.2.2 Sample Demographic Characteristics

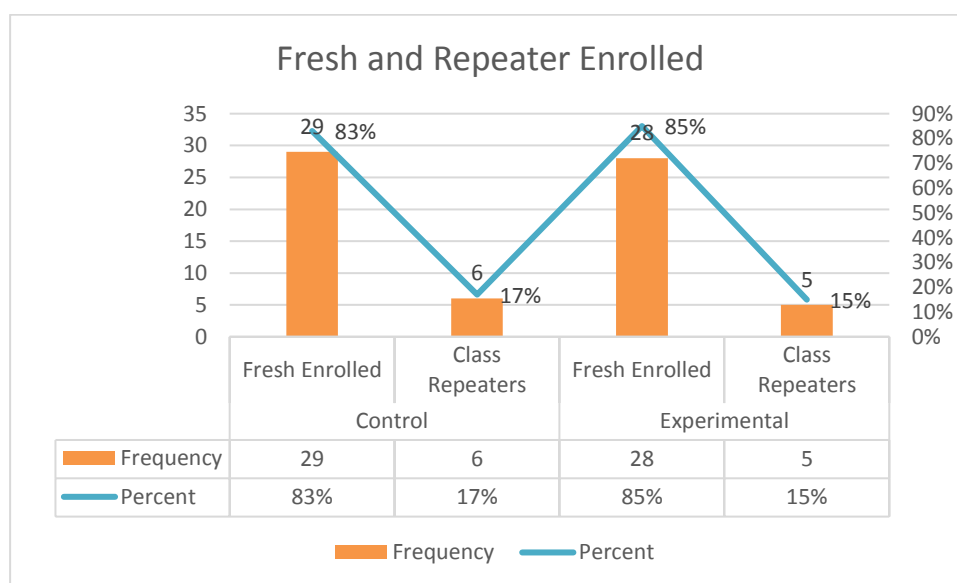
Frequency and percentage are the basic form of statistical analysis which are used to describe the sample in terms of their demographic characteristics such as male, female, rural, urban, age, fresh enrolled or class repeaters etc. The following table is based on frequencies and percentage of fresh enrolled and class repeaters included in control and experimental groups.

Table 5

*Sample Demographic Characteristics of Control and Experimental Groups*

Group	Academic Status	Frequency	Percent
Control	Fresh Enrolled	29	83 %
	Class Repeaters	06	17 %
Experimental	Fresh Enrolled	28	85 %
	Class Repeaters	05	15 %

Table 5 depicts that twenty-nine (83%) students of control group were those students who recently passed grade VIII exams and joined class ninth, while six (17%) were failed students of class 9th. Twenty eight (85%) students of experimental group were those students who recently passed grade VIII exams and joined class ninth, while five (15%) were failed students of class 9th.



**Figure 1: Sample Demographic Characteristics of Control and Experimental Groups**

Figure 1 shows that majority of the students 24(69%) of control and 25(76%) experimental groups were belonged to age group of 13-14 years. Similarly, majority of the students of both sections i.e control and experimental groups were belonged to

13-14 years old group. The average age of the sample students was fourteen (14) years.

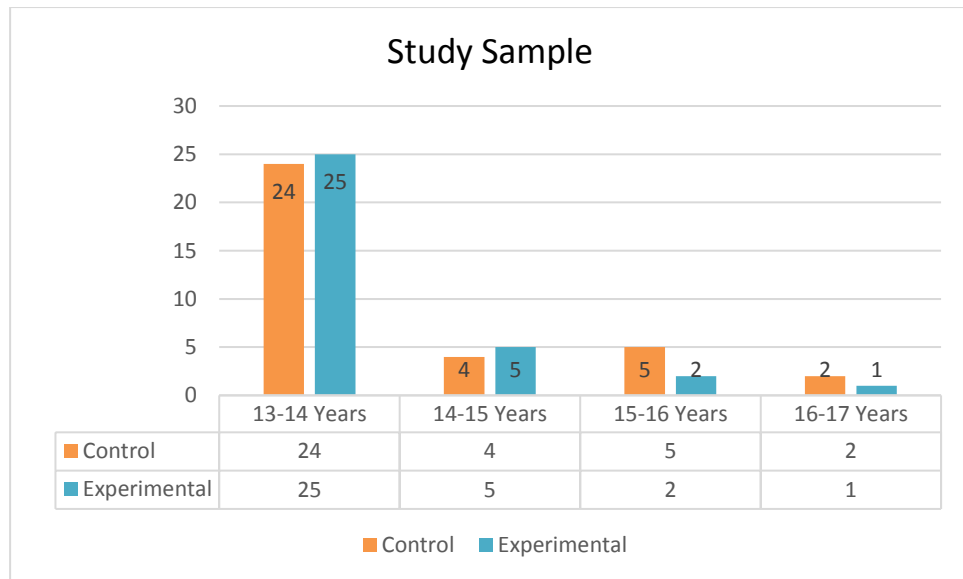
### 4.2.3 Age-wise Distribution of the Sample

Table 6

*Age-wise Distribution of the Sample in Control and Experimental Groups*

Group	Age Group	Frequency	Percent
Control	13-14 Years	24	69 %
	14-15 Years	04	11 %
	15-16 years	05	14 %
	16-17 years	02	06 %
Experimental	13-14 Years	25	76 %
	14-15 Years	05	15 %
	15-16 years	02	06 %
	16-17 years	01	03 %

Table 6 shows that majority of the students 24(69%) of control and 25(76%) experimental group were belonged to age group of 13-14 years, while 04(11%) of control and 05(15%) experimental group were belonged to age group of 14-15 years. The students 05(14%) of control and 02(6%) experimental groups were belonged to age group of 15-16. Similarly, the students 02(6%) of control and 01(3%) experimental group were belonged to age group of 16-17. The age-wise distribution of sample in control and experimental group is shown in Figure 2.



**Figure 2:** Sample Demographic Characteristics of Control and Experimental Groups

The graph in Figure 2 indicates that majority of the students 24(69%) of control and 25(76%) experimental group were belonged to age group of 13-14 years, while 04(11%) of control and 05(15%) experimental group were belonged to age group of 14-15 years. The students 05(14%) of control and 02(6%) experimental groups were belonged to age group of 15-16. Similarly, the students 02(6%) of control and 01(3%) experimental group were belonged to age group of 16-17.

#### 4.2.4 Baseline Data of the Study

The control and experimental group descriptive statistics like means, standard deviations and standard error of the means of the two groups were calculated and the data obtained were used as a baseline to find out the significant difference between the two groups by performing t-test.

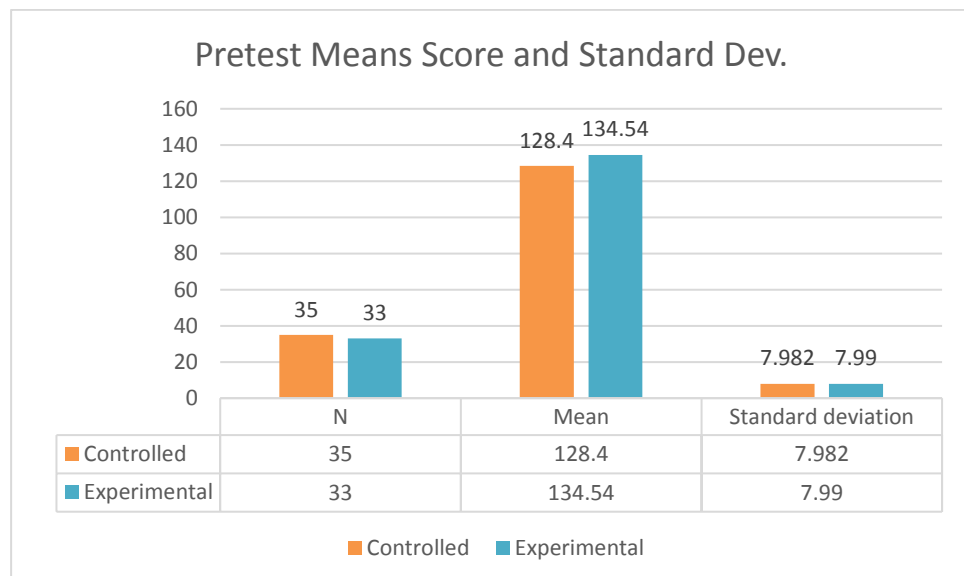


Table 7

*Pre-Test Results of control and experimental Group Students' W.R.T. Attitude towards English*

Group	N	Mean	Std. Dev	SE M
Control	35	128.40	7.982	1.35
Experimental	33	134.54	7.990	1.11
Total	68			

Table 7 indicates that the mean score of the control group was 128.40 and that of experimental group 127.24 with respect to students' attitude towards English learning. The standard deviation of control group was 7.98 and that of experimental group 7.99. The standard error of the means were calculated 1.35 and 1.11 respectively. It is clear from the data that as far as the mean and SD and SEM of both the groups were concerned, they were very close to each other. The difference of mean is presented in Figure 3.



*Figure 3: Mean Score of Control and Experimental Group on Pretest regarding to Students' Attitude towards English Language*

Figure 3 shows that there is no significant difference between the control and experimental group regarding the attitude of students towards English. However, the students of control group mean (1.349) was slightly better than the students of experimental group. Figure 1 shows that there is no significant difference between the control and experimental group regarding the attitude of students towards English. However, the students of control group Std. Dev (7.982) was slightly better than the students of experimental group.

#### 4.2.5 Determining the Equality of Study Groups

On the basis of obtained data of control and experimental groups it was determined whether there was a significant difference between the groups. The results of Levene's Test for Equality of Variances illustrate that the assumption that the variances are homogeneous had not been violated ( $p < 0.513$ ). The statistical t test was performed to find the difference between the mean scores of two groups.

Table 8

*Pre test significance of difference between mean scores of control and experimental groups*

Group	Levene's test		t test				
	F	Sig.	t	df	p value	Mean Difference	SE D
Control + Exp	1.668	.201	1.22	66	0.513	1.16	3.407

Table 8 depicts that there was no significant difference in the scores of control group ( $M=128.40$ ,  $SD= 7.982$ ) and experimental group ( $M=127.24$ ,  $SD= 6.384$ );  $t(66) = .658$ ,  $p=0.513$ . These scores suggest that as the Sig. value is 0.201. This value is less than .05. The p-value was found 0.513 on 0.05 levels which was highly

insignificant. So, we can conclude that there was no significant difference between the mean scores of experimental as well as control groups, and it showed that no significant difference was found between the control and experimental groups on to pre-test.

### 4.3 Inferential Statistics

Since, we do not have access to whole interested in investigating population, so, we take only a limited number of representative data to serve the purpose. Inferential statistics, unlike descriptive statistics, brings out inferences about the phenomenon under study. Researchers use various methods like t test, correlation, regression, ANOVA etc. to draw inferences about the sample under study.

#### 4.3.1 T- test

The inferential statistical test “t test” was used to find out the significance of difference between means scores of two independent samples of control (N=35) and experimental (33). The analysis was done by using t test

#### 4.3.2 Testing of Hypothesis # 1

Hypothesis ( $H_{01}$ ): There is no significant difference between the mean scores of control group on pretest and posttest w.r.t. attitude towards English.

Table 9

*Control Group Pretest and Posttest Results with regard to Attitude towards English*

Test	N	df	Mean	SD	t-value	p
Pre-Control	35	34	128.40	7.982	95.163	0.059
Post-Control	35		130.54	7.990		

Table 9 shows that there was no significant difference in the pretest control

(M=128.40, SD=7.982) and posttest control (M=130.54, SD=7.990) scores;  $t(34) = 95.163$ ,  $P = 0.059$ . Since obtained  $p$ -value was 0.059 and it was greater than 0.05, then the null hypothesis which stated that, “There is no significant difference between the mean scores of control group on pretest and posttest with regard to attitude towards English”, was accepted. Hence, it was concluded that there was no significant difference between control group pretest and post test scores with regard to students’ attitude towards English. Thus, the null hypothesis ( $H_{01}$ ) was accepted.

### 4.3.3 Testing of Hypothesis # 2

Hypothesis ( $H_{02}$ ): There is no significant difference between the mean scores of experimental group on pretest and posttest with regard to attitude towards English.

Table 10

*Pretest and Posttest Results of Experimental Group with regard to Students’ Attitude towards English*

Test	N	df	Mean	SD	t-value	p
Post Exp	33	32	148.88	11.659	73.357	0.000
Pre Exp	33		127.24	6.384		

\*  $p < 0.05$

Table 10 shows that there was a significant difference in the posttest experimental (M=148.488, SD = 11.659) and pretest experimental (M=127.24, SD = 6.384) scores;  $t(32) = 73.357$ ,  $p = 0.000$ . Since obtained  $p$ -value was 0.000 and it was less than 0.05, then the null hypothesis which stated that, “There is no significant difference between the mean scores of experimental group on pretest and posttest with regard to attitude towards English.” was rejected. Hence, it was concluded that there was a significant difference between experimental posttest pretest experimental scores

with regard to students' attitude towards English. Thus, the null hypothesis ( $H_{02}$ ) was rejected.

#### 4.3.4 Testing of Hypothesis # 3

Hypothesis ( $H_{03}$ ): There is no significant difference between mean scores of control group and experimental group on pretest w.r.t. attitude towards English.

Table 11

*Pretest Control and Experimental Groups Scores of Students' Attitude towards English*

Groups	N	df	Mean	SD	t-value	p
Control	35	66	128.40	7.982	.658	0.513
Experimental	33		127.24	6.384		
Total	68					

Table 11 shows that there was no significant difference in the pretest control ( $M=128.40$ ,  $SD = 7.982$ ) and pretest experimental ( $M=127.24$ ,  $SD = 6.384$ ) scores;  $t(66) = .658$ , and  $p=0.513$ . Since obtained p- value was 0.513 and it was greater than 0.05, then the null hypothesis which stated that, "There is no significant difference between mean scores of control group and experimental group on pretest w.r.t. attitude towards English.", was accepted. Hence, it was concluded that there was no significant difference between control group pretest and experimental group pretest scores with regard to students' attitude towards English. Thus, the null hypothesis ( $H_{03}$ ) was accepted. However, the students of control group pretest scores ( $M=128.40$ ,  $SD = 7.982$ ) were slightly better than the students of experimental group ( $M=127.24$ ,  $SD = 6.384$ ).

#### 4.3.5 Testing of Hypothesis # 4

Hypothesis (H<sub>04</sub>): There is no significant difference between mean scores of control group and experimental group on posttest with regard to attitude towards English.

Table 12

*Control and Experimental Groups Students' Attitude towards English on Posttest*

Groups	N	df	Mean	SD	t-value	p
Control	35	66	134.54	7.990	-5.944	.000
Experimental	33		148.88	11.659		
Total	68					

\* p<0.05

Table 12 reflects that there was a significant difference in the control group posttest scores (M=134.54, SD = 7.990) and experimental group posttest (M=148.88, SD = 11.659) scores; t (66) =5.944, p =0.000. Since obtained p - value was 0.000 and it was less than 0.05, then the null hypothesis which stated that, “There is no significant difference between mean scores of control group and experimental group on posttest with regard to attitude towards English.” was rejected. Hence, it was concluded that there was a significant difference between control group posttest and experimental group posttest with regard to students’ attitude towards English. Thus, the null hypothesis (H<sub>04</sub>) was rejected.

Table 13

*Difference of Mean Scores of Control and Experimental Groups w.r.t. Attitude towards English on Post test*

<b>Test</b>	<b>Levene's Test</b>		<b>t-test</b>				
	<b>F</b>	<b>Sign.</b>	<b>t.</b>	<b>df</b>	<b>P-Value</b>	<b>Mean Diff.</b>	<b>SE<sub>D</sub></b>
<b>Post-Test</b>							
<b>Con</b>	4.334	.041	-5.944	66	.000	-14.336	2.412
<b>+Exp</b>							

Table 13 shows that the difference between the mean scores of the experimental and control groups on posttest were significant. The *df* of the two groups was found 66 and mean difference was -14.336. The standard error of the means was 2.412. The p-value was found .000 on 0.05 levels which was significant. The significance of the Levene's test was .041 that proved the appropriateness of the application of the t test. Hence, it was concluded that there was significant difference between the mean scores of experimental and control groups on posttest regarding the attitude towards English, hence it was concluded that there was a significant difference was found between the performance of the control and experimental groups on posttest.

#### 4.3.6 Testing of Hypothesis # 5

Hypothesis (H<sub>05</sub>): There is no significant difference between the mean scores of control group on pretest and post test with regard to motivation towards English learning.

Table 14

*Control Group Speaking Skills Test Results on Pretest and Posttest*

<b>Test</b>	<b>N</b>	<b>df</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>p</b>
Pre Control	35	34	14.89	2.011	43.785	0.053
Post Control	35		13.43	2.453		

Table 14 depicts that there was no significant difference in the pretest control (M=14.89, SD = 2.011) and posttest control (M=13.43, SD = 2.453) scores with regard to speaking achievement;  $t(34) = 43.785$ , and  $p = 0.053$ . Since obtained p- value was 0.053 and it was greater than 0.05, then the null hypothesis which stated that, “There is no significant difference between the mean scores of control group on pretest and post test with regard to achievement in English speaking skills.”, was accepted. Hence, it was concluded that there was no significant difference between control group pretest and control group post test scores with regard to students’ speaking achievement. Thus, the null hypothesis ( $H_{05}$ ) was accepted.

**4.3.7 Testing of Hypothesis # 6**

Hypothesis ( $H_{06}$ ): There is no significant difference between the mean scores of experimental group on pretest and posttest with regard to achievement in English speaking skills.

Table 15

*Experimental Group Speaking Test Achievement Results on Pretest and Posttest*

<b>Test</b>	<b>N</b>	<b>df</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>p</b>
<b>Pre exp</b>	33	32	13.52	3.063	25.346	0.000
<b>Post exp</b>	33		17.58	3.606		

Table 15 reveals that there was a significant difference in the control group



posttest scores ( $M=13.52$ ,  $SD = 3.063$ ) and experimental group posttest ( $M=17.58$ ,  $SD = 3.606$ ) scores;  $t(32) = 25.346$ , and  $p=0.000$ . Since obtained  $p$  - value was 0.000 and it was less than 0.05, then the null hypothesis which stated that, “There is no significant difference between the mean scores of experimental group on pretest and posttest with regard to achievement in English speaking skills.” was rejected. Hence, it was concluded that there was a significant difference between experimental group pretest and experimental group posttest with regard to students’ speaking achievement. Thus, the null hypothesis ( $H_{06}$ ) was rejected.

#### 4.3.8 Testing of Hypothesis # 7

Hypothesis ( $H_{07}$ ): There is no significant difference between mean scores of control group and experimental group on pretest with regard to achievement in English speaking skills.

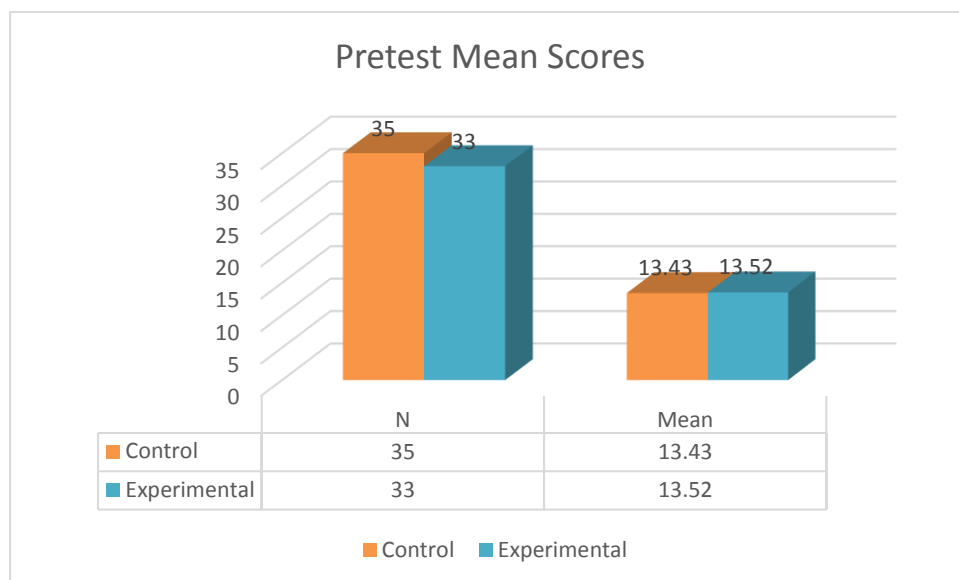
Table 16

*Control and Experimental Group Speaking Test Achievement Results on Pretest*

Groups	N	df	Mean	SD	t-value	p
Control	35	66	13.43	2.453	.658	0.513
Experimental	33		13.52	3.063		
Total	68					

Table 16 shows that there was no significant difference in the control group pretest scores ( $M=13.43$ ,  $SD = 2.453$ ) and experimental group pretest ( $M=13.52$ ,  $SD = 3.063$ ) scores;  $t(66) = .658$ , and  $p=0.513$ . Since obtained  $p$ - value was 0.513 and it was greater than 0.05, then the null hypothesis which stated that, “There is no significant difference between mean scores of control group and experimental group on pretest with regard to achievement in English speaking skills.”, was accepted.

Hence, it was concluded that there was no significant difference between control group pretest and experimental group pretest scores with regard to students' speaking skills achievement. Thus the null hypothesis ( $H_{07}$ ) was accepted.



*Figure 4:* Mean Score of Control and Experimental Group regarding Students' Speaking Test/ Achievement Results on Pretest

Figure 4 shows that there is no significant difference between the control and experimental group regarding the speaking test in mean scores of control and experimental group. There was a significant difference between control group and experimental on the basis of pretest scores w.r.t. achievement in English speaking skills and the difference between mean score of control and experimental can be seen in the figure 5.

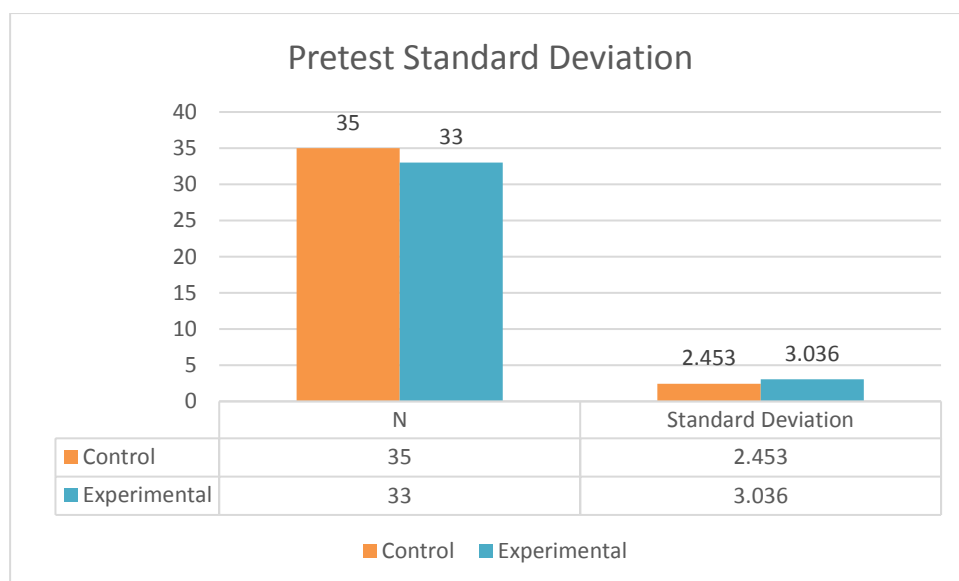


Figure 5: Std. Dev. of Control and Experimental Group Speaking Skills on Pretest

The graph in figure 5 illustrates that there was no significant difference between the control and experimental group with regard to English speaking skills and Std. Dev scores of both groups were almost same.

#### 4.3.9 Testing of Hypothesis # 8

Hypothesis (H<sub>08</sub>): There is no significant difference between mean scores of control group and experimental group on posttest with regard to achievement in English speaking skills.

Table 17

*Control and Experimental Group Speaking Test Achievement Results on Posttest*

Group	N	df	Mean	SD	t-value	p
Control	35	66	14.89	2.011	-3.828	.000
Experimental	33		17.58	3.606		
Total	68					

Table 17 reflects that there was a significant difference in the control group posttest scores (M=14.89, SD = 2.011) and experimental group posttest (M=17.58,

SD = 3.606) scores;  $t(66) = -3.828$ , and  $p = 0.000$ . Since obtained  $p$  - value was 0.000 and it was less than 0.05, then the null hypothesis which stated that, “There is no significant difference between mean scores of control group and experimental group on posttest with regard to achievement in English speaking skills.” was rejected. Hence, it was concluded that there was a significant difference between control group posttest and experimental group posttest with regard to students’ speaking skills achievement. Thus, the null hypothesis ( $H_{08}$ ) was rejected.

#### **4.4 Summary of the Chapter**

The purpose of the study was to explore the effect of instructional task based language learning (TBLL) model on developing the students’ speaking skills and in addition to find out the change in their attitude towards English. A quasi experimental design was adopted to examine the effect of TBLL instructional model. The results and findings of the study revealed that after implementing the model, there was a significant difference between the experimental and control groups and TBLL model was found helpful in developing the speaking skills of subjects who received treatment. The findings of the study also revealed evidence a positive change in attitude of the experimental group towards English after implementing the model. In next chapter 5, the implications of findings with respect to speaking skills and students’ attitude towards English will be discussed in detail.

## **CHAPTER 5**

### **SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter interprets the data presented in chapter four and summarizes the major findings, discusses the limitations, and reflects the recommendations of the study. The purpose of the study was to develop an instructional task based language learning (TBLL) model and to investigate its effect on developing the speaking skills of students who are studying at SSC level. At the same time, it was the purpose of the study to find out difference in change of attitude towards English of the subjects who received treatment in experimental group. For this purpose, a TBLL model was developed and implemented by adopting quasi experimental design i.e one control and other group as experimental group.

#### **5.2 Summary**

The aim of this study was to develop an instructional TBLL model based on principles and procedures task based language learning and to investigate its effect on developing the speaking skills of Pakistani students who were studying at SSC level. A quasi experimental design was adopted to conduct the present study by adopting quasi experimental design i.e. one control and another group as experimental group. Experimental group received treatment and taught through Task Based Language Learning model, while the other group i.e. control group was taught conventionally with GTM. The sample consisted of two sections C and D of 9th grade which were randomly selected from the school. The sample students were further divided into control and experimental groups. Section C (control group) consisted of 35 students

while section had 33 students. The method of random sampling was applied as the population of the study consisted of public sector institutions and had homogeneous characteristics.

The study was conducted at a public school namely Saqib Ghani Shaheed Model School for Boys (VI-X) G-9/1 Islamabad. The school was selected randomly because the schools in public sector have same standards of pupils' enrolment, annual examination system of assessment as well as curriculum taught. The teachers teaching at secondary level have unchanging educational criteria for their selections, working hours and way of procedure in the classroom. The bulk number of pupils learning in the public sector schools belonged to the families of middle and lower middle class. Two teachers of same educational requirement, training as well as teaching experience were nominated from the sampled institute. One teacher was randomly selected to teach the control group, while the duty to teach the experimental group was assigned to another teacher of the same school.

The findings of the study were prepared, discussed and presented according to the hypotheses of the study. An instructional model consisting of four units from the English textbook of class 9th was developed. For this purpose, four units from the Textbook of English class 9th were selected randomly, which were suited and fit for the purpose of speaking tasks. The selected units were (i). Media and Its Impact (ii). Daffodils (poem) (iii). Drug Addiction (iv). Noise in the Environment

The TBLL model and prepared lessons for the experimental group were got validated by a panel of experts. The difference in scores of experimental and control group on the basis of pre test was calculated and properly tabulated. At the completion of experiment of the intended substantial as a model, the same pre-test was used as post-test and obtained results were tabulated. Both pre test and post test

scores were compared, and statistic tests were performed. The learning tasks were related to the previous experiences of the students. The units were devised in consultation with the specialists. Some statements and asked test items were changed on experts' opinion or on the basis of difficulty levels to make the instrument valid. The instruments and model were pilot tested on ten students from the target population from the same school that were not included in the subjects of the two groups. Statistical technique Cronbach's Alpha was applied to find out the coefficient of reliability that was found 0.91. By using t-test, significant difference between the mean scores of experimental and control group were calculated at 0.05 level.

### **5.3 Findings of the Study**

The following findings on the basis of statistical data were drawn out:

1. The sample of the study showed that it was made up of two groups of ninth grade C and D sections. One group i.e C section control group consisted of 35 (51.5%), while 33 (48.5%) students of section D made up the experimental group of the study. It denoted that almost both groups were equal in strength **(Table-4)**.
2. In the strength-wise distribution of sample demographic in Control and Experimental Groups, it was found that twenty-nine (83%) students of control group were those students who recently passed grade VIII exams, while six (17%) were failed students of class 9<sup>th</sup> in control group. Twenty eight (85%) students of experimental group were those students, who recently passed grade VIII exams, while five (15%) were failed students of class 9<sup>th</sup> in experimental group **(Table-5)**.
3. In the age-wise distribution of the sample subjects in control and experimental groups, it was found that majority of the students 24(69%) of control and

25(76%) experimental group were belonged to age group of 13-14 years, while 04(11%) of control and 05(15%) experimental group were belonged to age group of 14-15 years. The students 05(14%) of control and 02(6%) experimental groups were belonged to age group of 15-16. Similarly, the students 02(6%) of control and 01(3%) experimental group were belonged to age group of 16-17 (**Table-6**).

4. It was found that the mean score of the control group was 128.40 and experimental group 127.24 regarding attitude towards English. The standard deviation of control group was 7.98 and that of experimental group 7.99. On the basis of these scores, it could be concluded that both the groups were equal to each other regarding attitude towards English (**Table-7**).
5. Test of Equality of Variances (Levene's Test) for control and experimental group was done. The results showed that there was no significant difference between the scores of control and experimental groups. These scores suggested that as the Sig. value was 0.201, which was less than .05 and p-value was 0.513 on 0.05 levels, which was highly insignificant. These results depicted that there was no significant difference between the mean scores of experimental and control groups and both groups were equal and was fulfilling the assumption of equality of variances (**Table-8**).
6. The result showed that control group and experimental group p-value (t (66) =.658, p=0.513) was insignificant regarding students' attitude towards English. Thus, the null hypothesis was accepted, and it was concluded that both groups were heterogeneous and equal (**Table-9**).
7. It indicated that there was a significant difference in the posttest experimental and pretest experimental scores. Since obtained p - value was



0.000 and it was less than 0.05, and null hypothesis was rejected. Hence, it was concluded that there was a significant difference between pretest and posttest of experimental group with regard to students' attitude towards English learning (**Table-10**).

8. It was found that there was no significant difference in the pretest control and post test control scores. Since obtained p- value was 0.513 and it was greater than 0.05, then the null hypothesis was accepted. Hence, it was concluded that there was no significant difference between control group pretest and control group post test scores with regard to students' attitude towards English learning (**Table-11**).
9. It was revealed that there was a significant difference in the control group posttest scores and experimental group posttest scores. Since obtained p - value was 0.000 and it was less than 0.05, then the null hypothesis was rejected. Hence, it was concluded that there was a significant difference between control group posttest and experimental group posttest with regard to students' attitude towards English learning (**Table-12**).
10. It was found that the difference between the mean scores of the experimental and control groups on posttest was significant. The p-value was found .000 on 0.05 levels which was significant. The significance of the Levene's test was .041 that indicated the appropriateness of the application of the t test and significant difference between the mean scores of experimental and control groups on posttest regarding the attitude towards English (**Table-13**).
11. It was revealed that there was no significant difference between the scores of pretest and posttest of control group with regard to students' speaking skills. Since obtained p- value was 0.053, and it was greater than 0.05, then the null

hypothesis was accepted. Hence, it was concluded that there was no significant difference between pretest and post test scores of control group with regard to students' speaking skills (**Table-14**).

12. It was found that there was a significant difference in the control group posttest scores and experimental group posttest scores. Since obtained p - value was 0.000 and it was less than 0.05, thus the null hypothesis was rejected. Hence, it was concluded that there was a significant difference between experimental group pretest and experimental group posttest with regard to students' speaking achievement (**Table-15**).

13. There was no significant difference between pretest scores of control group and experimental group pretest scores of experimental group. Since obtained p- value was 0.513 and it was greater than 0.05, thus the null hypothesis was accepted. Hence, it was concluded that there was no significant difference between control group pretest and experimental group pretest scores with regard to students' speaking skills (**Table-16**).

14. There was a significant difference between control group posttest scores ( $M=14.89$ ,  $SD = 2.011$ ) and experimental group posttest ( $M=17.58$ ,  $SD = 3.606$ ) scores. Since obtained p - value was 0.000 and it was less than 0.05, thus the null hypothesis was rejected. Hence, it was concluded that there was a significant difference between control group posttest and experimental group posttest with regard to students' speaking skills (**Table-17**).

## **5.4 Discussion**

The first and second objective of the present research was to explore the secondary school students' attitude towards English and to explore the effect of task-based methodology on attitude of students towards English at secondary level. These

objectives were attained by taking pre test and post test of the control and experimental group. Before implementing the proposed TBLL model subjects of both groups were pre tested. A TBLL model on the basis of TBLL methodology and principles was devised and got validated from a panel of experts. Then proposed TBLL model was implemented in the experimental group. The same pre test was administered to both the group as post test. The results of both groups were tabulated and compared. The outcomes were depicted and summarized in chapter four. On the basis of results, a number of conclusions can be drawn, which pertains to this study objective. Although the sample taken for the study was small, but still results provided significant findings and insight and these results can be generalized.

The outcomes of this research indicated that the students who were taught English through TBLL model as well as authentic material helped in improving attitude towards English as compared to the students of the control group. It was believed that activities of three phases of the task (pre, during and post phase) helped the students to bring positive change in students' attitudes towards English. The use of tasks and authentic material and language and activities such as brainstorming, and presentation of reports forced them to participate in the class activities. In this way, the attitudes of the students positively changed towards English. They were motivated to learn English language and they had less pressure, nervousness as well as tension, and so engaged in classroom exchanges with the highest self-confidence and self-assurance. The findings of the study were consistent with Widdowson (1990) which noted that TBLL activities positively affect the students' attitudes and they would be more motivated to take part in the class activities. Amara & Marai (2002) claim that positive attitude of students lead to success, while students' negative attitude towards language makes them fearful. The conclusion drawn by

Spolsky (2000) were also consistent with the present study that teachers should take into account material, clarity, participation, and attitude towards English while teaching it as a foreign language. Brown (1994) concludes that second language learners advantage from optimistic approach, while negative attitude may lead to decrease motivation and unsuccessful attainment of the learner. Widdows & Voller (1991) examined needs, motives and attitude towards English and their findings were consistent with these research findings that positive attitude of learner towards language yield positive result and interest.

The other aim of this research was to develop a task-based language learning model of English for secondary school students. To achieve the objective of the study, relevant literature and studies were reviewed. On the basis of literature, a TBLL model was devised on the basis of task based teaching methodology and principles. The TBLL model consisted of three pre task, while task and post task phases. Pre task phase consisted of further three brainstorming activities, introduction of topic and introduction of task stages. While task was the heart and soul of the task which had task itself, planning and report. The third phase post task was concluded analysis (language focus), reviews of analysis and practice stage. Visual aids such as video and audio clips, realia, group work activities, authentic materials and stickers to explain vocabulary items were included to reinforce the students' speaking skills. Many speaking events, drills as well as commands were incorporated, which concentrated on the procedure relatively than the product. Similarly, the demonstration of oral stories about the subjects of the topics improved the learners' speaking skills and encouraged them to speak in English. The results and findings of the present study are in line to the researches Ghodrati et al (2014). Willis (2004), Richards & Rodgers (2001), Harris (2018), Dowling (2017), Ellis (2003), Nunan (2004), Long (2016). and

Almutairi (2014).

The other objectives were to investigate the effectiveness of the proposed task-based language model and to find out the effect of task-based learning on developing English speaking skills, which were achieved by implementing the proposed TBLL model in experimental group. The results of this scholarly research proved that due to the implementation of task-based teaching, experimental group performed better than control group. The outcomes of this research revealed the fact that as the task-based teaching stressed the eloquence of the students relatively than the bits as well as parts of the language ability of the beginners, so their performance in speaking skills was better comparatively to the control group. Task-based teaching provides exposure to language and provides rigorous exposure to language and contact with language users or native speakers. In conventional approaches, learner moves from accuracy to fluency, but in task-based teaching learner moves from fluency to accuracy. Task-based teaching also provides opportunity to shy and less self-assured learners who generally reject to speak openly. They catch advantage from this action very much that all the emotional hurdles for example, tension, nervousness as well as anxiety are put away. The findings of the present study are also maintained by researches, who stressed the role of TBLL in endorsing speaking skills. According to Lever & Willis (2004), learners made more immediate development by the help of TBLL and were able to use second language in actual world circumstances with sensible stages of competence after comparatively small interval of time. Willis (2004), Ellis (2000), Nunan (2006) pointed out that whereas performing any tasks, beginners use some languages and psychological dispensation which are valuable for accomplishment. TBLT improves learners' speaking skills in languages of expression span or difficulty, correctness as well as eloquence, and then message is endorsed Savignon (2018),

Patel (2017) and (Bygate, 2006; Skehan and Foster, 2011; Birjandi & Ahangari, 2008). According to Lochana & Deb (2006) TBLL is beneficial to the students not only in terms of proficiency but also help to motivate them to learn. Suxiang (2007) pointed out that TBLL improves slowly the learners' curiosity in English, as well as it could motivate the learners' concealed capacity in English knowledge.

Hunt and Bugler (2002) presented that TBLL improved the students' curiosity in learning English. Lopes (2004) revealed that learners using TBLL teachings to learn English more successfully, because they used the language to continue the tasks, solve problems, access information, as well as illuminate particular knowledge before the class. Chalak (2015), Pietri (2015) and Fariya (2016) investigated the effect of Task Based Instruction (TBI) and shared their research results that the students in experimental group outperformed. The findings of the study reveal that employing interactive tasks in English classes promote students' reading comprehension ability. Lochana & Deb (2006), Bryfonski & McKay (2017) and Nachiappan et al (2018) presented that TBLL is helpful for the learners not merely in languages of expertise, but also motivation wise. Suxiang (2007) pointed out that TBLL upgraded increasingly the learners' concentration in English, as well as it could motivate the learners' latent capacity in English knowledge. Hunt and Bugler (2002) pointed out that task-based teaching improved the students' curiosity in learning English, and they get benefits academically. Lopes (2004) explains that learners learn English language with TBLL more successfully, because they use the language to continue a task, solve problems, provide information, as well as describe particular involvements before the class.

## **5.5 Conclusions**

The study was conducted to devise a task-based language learning model to

find out the effectiveness of task-based teaching approach and its effect on students' attitude towards English. Following conclusions were drawn on the basis of findings of the study:

1. On the basis of the finding number 4, represented by table-7, it was concluded that there was no significant difference in attitude of subjects in control group and experimental group on pretest with regard to attitude towards English learning. From the finding 4, it was concluded on the basis of t test analysis that both the groups were equal and alike regarding the attitude towards English learning before the intervention of TBLL model.
2. From the finding 7, represented by table-10, it was concluded that there was a significant difference between pre test and post test of experimental group with regard to students' attitude towards English. The improvement in students' attitude could be seen clearly by comparing subjects' mean scores on pre test and post test. The established mean figure was noticeably higher than the mean figure of the pre-test score. It provided the evidence of positive change in attitude of experimental group towards English after the application of TBLL model. Task-based teaching brought positive change in the attitude of subjects' participating in experimental group.
3. From the finding 8, represented by table-11, it was concluded that there was no significant difference between control group pre test and control group post test scores with regard to students' attitude towards English learning. Hence, it was concluded that traditional approach of teaching with GTM method did not bring a significant change in attitude of subjects in control group with regard to students' attitude towards English learning.

4. In the light of the finding number 9, represented by table-12, it was concluded there was a significant difference between control group post test and experimental group post test scores with regard to students' attitude towards English learning. So, it was concluded that the TBLL approach significantly improved the students' attitude towards English learning, and they showed comparatively better results than the students taught conventionally in the control group.
5. With accordance to the finding 11, represented by table-14, it was concluded that there was no significant difference between the scores of pre test and post test of control group with regard to students' speaking skills. Hence, it was concluded that there was no significant difference between pre test and post test scores of control group with regard to students' speaking skills, as traditional method of teaching i.e. GTM did not bring any significant change in speaking skills of the control group, and there was no significant improvement in their scores.
6. According to finding 12 represented in table-15, it was concluded that there was a significant difference in the control group post test scores and experimental group post test scores. So, it was concluded that the TBLL approach significantly improved the students' speaking skills of the experimental group, and they showed comparatively better results than their previous scores on pre test. Hence, it was concluded that there was a significant difference between experimental group pre test and experimental group posttest with regard to students' speaking skills.
7. From the finding 13, represented by table-16, it was concluded that there was no significant difference between pre test scores of control group and pretest



scores of experimental groups. Hence, it was concluded that there was no significant difference between control group pretest and experimental group pre test scores with regard to students speaking skills and both groups were alike before implementing TBLL approach.

8. According to finding 14 shown in table-17, it was concluded that there was a significant difference between control group post test and experimental group post test with regard to students' speaking skills. The result scores of the students of experimental group provided valid evidence that TBLL model helped the experimental group in developing speaking skills. So, it was concluded that the TBLL approach significantly improved the students' speaking skills of the experimental group, and they showed comparatively better results than the students taught conventionally in the control group. Task Based Language Learning significantly improved the students' pronunciation, vocabulary, fluency, and accuracy.

## **5.6 Recommendations**

Based on findings and conclusions, the following recommendations were made to the researchers, English teachers and administrators:

1. The present study recommends that educators may use TBLL approach as it enhances motivation towards English and positively affects the students' attitude towards English.
2. The study recommends that the government persons and institutions responsible for pre-service and in-service training may arrange TBLL material and training modules for English teachers and trainers for pre-service and in-service training programmes, so that they can use TBLL material in the class effectively.
3. Curriculum developers and designers are recommended to develop textbooks on

the basis of TBLL approach. Activities based on TBLL principles should be included in the students' books as well as teachers' guides. Well-designed activities and tasks must be made part of textbooks for the students.

4. The teachers may design material and classroom activities on the basis of TBLL, so that it may enhance the interest of the learners and they take more interest in English learning as a foreign language or second language.
5. For in service, teachers, supervisors, administrators may be given training relating to TBLL procedure. Institutions may arrange workshops for the teachers' training to develop the TBLL material and activities to enhance English learning at SSC level.

## **5.7 Further Research**

Keeping in view the limitations of the study, the following studies are recommended for future researches:

1. There is a need to conduct further research studies on the topic to explore further in the field of teaching methodologies especially on Task Based Language Learning (TBLL) approach on the same pattern by including male and female students.
2. Similar studies can be conducted by exploring more vigorously TBLL approach, by including students of Public and private institutions of the country.
3. It is further recommended that a random sampling method may be used for future research with a view to collect results that are representative of the entire population.
4. The present study was conducted at secondary level, such studies may be conducted on elementary and higher secondary levels.

5. The present study was based on quasi experimental design, one control and one experimental group, further researches may be done by taking true experimental design to find out the effectiveness of TBLL approach.
6. The present study was carried out in urban area of Islamabad, further studies may be repeated by taking other geographical areas.
7. The present study was delimited to the speaking skills of English; however, further studies can be repeated by taking other English skills.

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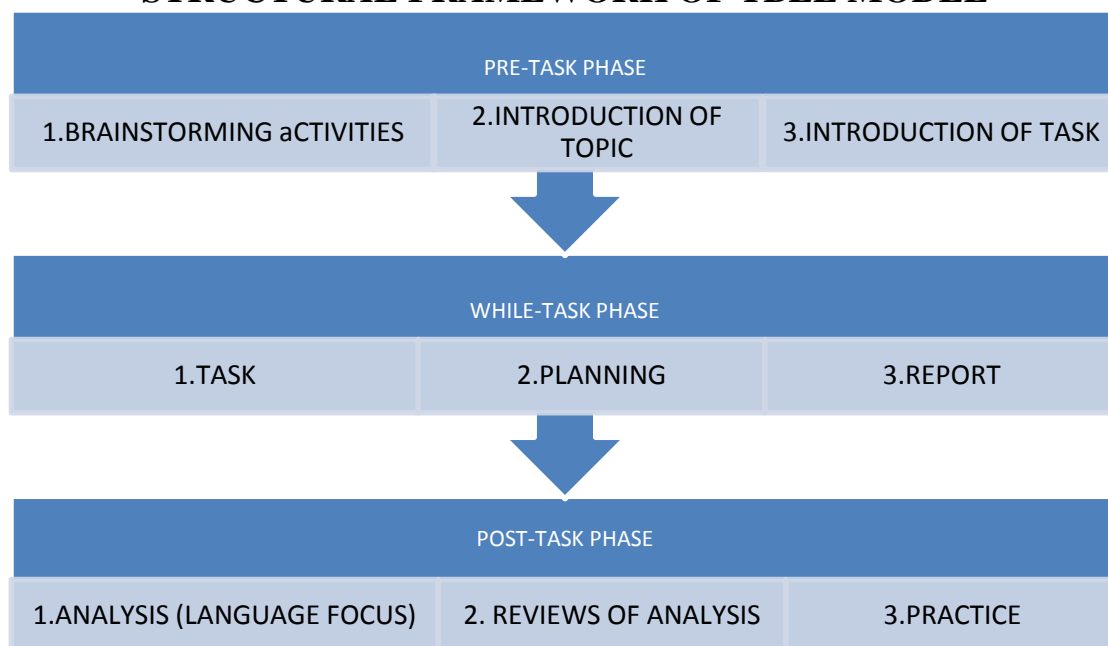
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## Appendix-A

### **Questionnaire for Assessment of Speaking Skill**

Sr. No.	THE SPEAKING SKILL TEST
SECTION- I	BIOGRAPHICAL QUESTIONS
1	Good Morning, How do you do?
2	Could you tell me your name please?
3	What is your father's name?
4	What is your father's job?
5	Is your mother a working woman?
6	How many family members are in your home?
7	Where do you study?
SECTION- II	GUIDED QUESTIONS
8	What do you do in your spare time?
9	What makes you special?
10	What do admire in other people?
11	Which is your favorite subject? Why?
12	What will you study in the university?
13	Whether you like to study English only?
14	What do you like to do for fun?
SECTION- III	OPEN ENDED QUESTIONS
15	What do you think about the present education system?
16	Why do you think most Pakistani students not like English?
17	Explain what should schools do to help you learn English well?
18	What is the main problem of Pakistan now-a-days?
19	Would you like to study in IMSB, G-9/4 if you had the chance? Why?
20	In your opinion, what should schools do for security?

**STRUCTURAL FRAMEWORK OF TBLL MODEL****PROPOSED TBLL MODEL**

Phase	Description of the lesson/Activities	Rationale for activities
<b>Pre-task</b>	<ul style="list-style-type: none"> <li>❖ Warm up activities</li> <li>❖ Free talk on the events of the day, how the students feel</li> <li>❖ Weather news, sharing school related news etc.</li> </ul> <p><b>Announcement of the Topic:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher announces the topic of the lesson: “Media and Its Impact”</li> </ul> <p><b>Brainstorming Exercise:</b></p> <ul style="list-style-type: none"> <li>❖ What words do you already know? Words: eagerly, geared up, politely, communication, expressed, switch on, entertain, addiction, terrorism, segment, answerable, accountable</li> <li>❖ Introduction of the lesson with real world life</li> </ul>	<ul style="list-style-type: none"> <li>❖ To prepare the students for the lesson, to switch them into studying mood</li> <li>❖ The pre task stage introduces the topic of the lesson.</li> <li>❖ Brainstorming exercise activates students’ previous knowledge and gives them the opportunity to see that they already have some knowledge on the topic and feel more confident.</li> <li>❖ Students show interest when</li> </ul>

	<p>examples</p> <ul style="list-style-type: none"> <li>❖ Introduction to the task Task: Dialogue between two students on the impact of media on our lives</li> <li>❖ Using visual aids, realia and stickers to explain new vocabulary items</li> <li>❖ pictures to introduce the topic</li> <li>❖ Students may use dictionaries to know pronunciation of new lexical items</li> <li>❖ Brainstorming ideas relevant to the task and Putting the ideas on the white-board</li> <li>❖ Point out teacher's ideas, phrases relevant to the task</li> <li>❖ Pre-task games(odd-one-out)</li> <li>❖ To make sure that students write down new words and phrases in their note books</li> <li>❖ Dividing students into four groups</li> <li>❖ Appointing a time keeper and a reporter for each group</li> <li>❖ To make sure that the students understand what will be done to write the final report</li> <li>❖ At the pre-task stage teacher may play audio recording or transcript of others doing the same or similar task</li> </ul>	<p>engaging in lesson with realia</p> <ul style="list-style-type: none"> <li>❖ It gives clarity about the topic</li> <li>❖ Students show interest when engaging in lesson with realia</li> <li>❖ Students become enthusiastic to see pictures and AV aids</li> <li>❖ Clear understanding and comprehension</li> <li>❖ Increase students' knowledge</li> <li>❖ Clear understanding and comprehension</li> <li>❖ Motivate the learner to learn</li> <li>❖ Make learners active and vigilant</li> <li>❖ Personal attention and guidance</li> <li>❖ Time pressure to make them more active</li> <li>❖ Clear understanding and comprehension</li> <li>❖ Use of AV aids to enhance motivation and understanding</li> </ul>
<b>While-task (Task Cycle)</b>	<p><b>Task:</b> The communicative task is done by in groups. Students use the language they already have at their disposal.</p> <p><b>Teacher's Role:</b> The teacher goes around, monitors and gives advices, but does not correct mistakes. Students may use lexical items</p>	<ul style="list-style-type: none"> <li>❖ Group enthusiastically complete the task when they were asked to use their own language</li> <li>❖ To help and guide the students at their seats</li> </ul>



	<p>mentioned on the board in the previous phase to express their opinions or thoughts</p> <p><b>Planning:</b> Students will prepare a report which consist of a review about the task, how they feel and pointing out their reflections.</p> <ul style="list-style-type: none"> <li>❖ The teacher will help the students to rehearse oral reports</li> <li>❖ The group reporter will present their reports orally in front of him, before presenting them to the class</li> </ul> <p><b>Report:</b> Each group will present their reports orally to the whole class</p> <p><b>Teacher's Role:</b> The teacher will act as a chairperson, selecting which group's reporter will speak next.</p> <ul style="list-style-type: none"> <li>❖ He may give feedback on content and form suggesting help to students and polishing their language.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the students for report when students will present how they completed the task</li> <li>❖ Refine their reflection and practice</li> <li>❖ Mentally readiness for report</li> <li>❖ To share the reflections to the whole class</li> <li>❖ Evaluation, appreciation and encouragement; selection of role model</li> <li>❖ Feedback, suggestions guidance</li> </ul>
<p><b>Post-task (Language Focus)</b></p>	<p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>❖ Feedback from the teacher</li> <li>❖ Students can listen to a recording of fluent speaker doing the same task with transcript, comparing the way in which they completed the task.</li> </ul> <p><b>Teacher's Role:</b> The teacher may ask the students to repeat the task but this time with a different partner or group.</p> <ul style="list-style-type: none"> <li>❖ The teacher will review each report of class</li> <li>❖ He may pick up on language items from the report stage, for example he may use transcripts from the students' report that focuses on grammar items.</li> </ul> <p><b>Practice:</b></p>	<ul style="list-style-type: none"> <li>❖ Correction and suggestions</li> <li>❖ To show desired task performance so the students can be able to do self-evaluation of their own task</li> <li>❖ Practice and repetition for make task refine</li> <li>❖ Encouragement/appreciation</li> <li>❖ Teaching new language skills and grammar items</li> </ul>

	<ul style="list-style-type: none"> <li>❖ The teacher may write some ungrammatical sentences, focusing on grammar, from the reports transcripts on the board, the students are invited to correct them, the corrected version is written up.</li> <li>❖ The teacher with the help of the students will decide to reward the winning group by putting their report on the school board</li> </ul>	<ul style="list-style-type: none"> <li>❖ Practice to strengthen the acquired knowledge learnt in previous phases</li> <li>❖ To motivate the students to participate in every activity to win the competition</li> </ul>
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### **General Objectives of the Model**

This model was mainly intended to be an instructional course outline for increasing the verbal social communication skills of the learners in the experimental group. To develop eloquence as well as accurateness was the significance of this model. There was direct teaching of grammar simplifications throughout the last two stages while as well as post-task.

The key aim of this model was to interact efficiently verbally in English in diverse social circumstances with people from diverse language and cultural circumstances.

1. In communicative capacity (fluency), learners would be able to comprehend queries, cooperate confidently and can give prolonged responses.
2. In correctness, learners would be able to use correct, and compound language construction
3. Conditional clauses, rich language as well as pronounce properly

#### **Teacher's Role in Pre-task Phase**

1. Announce and state the topic.

2. Use activities to support learners remember/learn suitable words and expressions.
3. Confirm that learners comprehend task commands.
4. Play records of others doing the similar or a like task.

### **Teacher's Role in the Task Phase**

1. Act as monitor and boosts learners.
2. Confirms that the purpose of the description is clear.
3. Act as language consultant.
4. Help learners practice verbal reports.
5. Acts as chairperson, choosing who will speak next.
6. Give little feedback on content as well as form.
7. Play a recording of others doing the same or comparable task.

### **Teacher's Role in the Post Task Phase**

1. Review each investigation activity with the class.
2. Bring other valuable words, phrases as well as designs to learners' attention.
3. Pick up on linguistic items from the report phase.
4. Conduct practice activities after investigation activities where essential, to construct self-confidence.

### **Students' Role in the Pre-Task Phase**

1. Note down valuable words as well as phrases from the pre-task activities
2. Spend an insufficient minutes organizing for the task exclusively.

### **Students' Role in the Task Phase**

1. Do the task in pairs or small groups.
2. Report to the whole class how they did the task and what they revealed.

3. Practice what they will say for the class.
4. Current their spoken reports to the class.

### **Students' Role in the Post-Task Phase**

1. Do consciousness-raising events to classify and process precise
2. Language features from the task as well as transcript.
3. Ask about other features they observed.
4. Practice words, phrases as well as designs from the examination actions.
5. Enter suitable language items in their language notebooks.

# LESSON PLANS BASED ON THE BASIS OF PROPOSED

## TBL Model

### TBL Lesson Plan# 1

*Designer: Munir H. Anjum*

Date 17/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Media and Its Impact	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> greets, politely, feelings, eager, opinions, attracts, geared up, a bit more, share,				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss have learnt the role of media and its impact by doing oral presentations of one of them per group. Ss would be able to: Talk on the Role and impact of media on society, act in a role play as media person, change present tense into past tense.				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task</b>	<b>Warm up:</b> Tr. will ask some questions regarding electronic/print media to the Ss.	Question & Ans./ Summ- arizing/	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Media and Its Impact” on white board.	Writing on WB/AV aids		T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding different importance of different media on his laptop. Tr. will introduce & define the topic by presenting a presentation on a PPT format media positive and negative role and will give examples to illustrate the role of media and its impact on the society. Tr. will write down new vocabulary items on WB greets, politely, feelings, eager, opinions, attracts, geared up, a bit	AV aids/	01 Min.	T→Ss
		Drawing Ss attention/		Ss →T
		Assisting the Ss/Monitoring/	05 Min.	T→Ss
Eliciting				
	Using AV aids/			
	Monitoring/			
	Assisting the Ss/			
	Monitoring/			
	Eliciting/			

	<p>more, share. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Activity:</b> New vocabulary items will be taught through cloze-tests &amp; Tr. will write vocabulary items on the white board and after that fill in the missing words/alphabets which were practiced in the previous activities.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	<p>Commenting/ Running dictation/ Interpreting</p>	05 Min.	<p>T→Ss Ss →T Ss →Ss</p>
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one</p>	<p>Engaging/ Group Work</p>	02 Min.	T→Ss

	<p>student will be appointed as reporter who will present the group's report orally.</p> <p><b>Task:</b> Performing a role play of a teacher and a student who are discussing media positive and positive role in Pakistani society.</p> <p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Using background Knowledge/ analyzing Group work/ Eliciting/ Justifying/ Recycling</p> <p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	<p>10 Min.</p> <p>04 Min.</p> <p>06 Min.</p>	<p>T→Ss Ss →Ss T→Ss</p> <p>T→Ss Ss →Ss</p> <p>Ss →Ss T →Ss Ss →Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p>		04 Min.	<p>T →Ss Ss →Ss</p>

	<b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on present tense. For practice purpose, he can advise them to correct these sentences.		05 Min.	$T \rightarrow Ss$ $Ss \rightarrow Ss$
<b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.				



## TBL Lesson Plan# 2

*Designer: Munir H. Anjum*

Date 17/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Media and Its Impact	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups or pairs</li><li>• Lesson and speaking skills are emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> knowledge, attention, entertains, communication, global village, coverage, amuse				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss have learnt the role of media and its impact by doing oral presentations of one of them per group. Ss would be able to: Talk on the Role and impact of media on society, act in a role play as media person, change present tense into past tense.				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task</b>	<b>Warm up:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Media and Its Impact” on white board.	WB/AV aids	01 min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip in which a family will be shown discussing the role of media on his laptop.	AV aids/ Drawing Ss attention/ Assisting the	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB like: knowledge, attention, entertains, communication, global village, coverage, amuse. Ss. will check meanings of these words & will note meanings on their note books. They will also check pronunciations of new lexical items in dictionaries. Now Tr.	Ss/Monitoring /Eliciting Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/	05Min.	T→Ss Ss →T Ss →Ss

	<p>will pronounce &amp; write the meanings of these words Tr. will make sure that students are also noting new words and phrases in their notebooks.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	<p>Commenting/ Running dictation/ Interpreting</p>		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	<p>Using background Knowledge/ analyzing Group work/ Eliciting/ Justifying/ Recycling</p>	02 Min.	<p>T→Ss Ss →Ss T→Ss</p>
	<p><b>Task:</b> Teacher will invite the students to participate in a role-play and discuss the media and its impact on the society. Participants may form different size groups to represent different families like nuclear family, joint family, or extended family etc. Each student will perform different role as family member like father, mother, brother/sister etc.</p>	<p>Deducing/ Commenting/ Presenting information with different media/ Conveying message with technological tools/</p>	10 Min.	<p>T→Ss Ss →Ss T→Ss</p>
	<p><b>Planning:</b> Ss will prepare a report of</p>	<p>Summarizing/</p>	04 Min.	<p>Ss →Ss</p>

	<p>performance in the role play and express their reflections. Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Cooperating/ Group work/ Question &amp; Ans.</p> <p>Analyzing/ Eliciting/ Justifying/ Summarizing/ Presenting a report</p>	06 Min.	<p>T → Ss Ss → Ss</p> <p>Ss → Ss T → Ss Ss → Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, Tr. can ask the students to repeat the task. Tr. will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p>	<p>Analyzing/ Correction/ Commenting/ Giving Feedback</p>	04 Min.	<p>T → Ss Ss → Ss</p>
	<p><b>Practice:</b> Tr. may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on past tense. For practice purpose, he can advise them to correct these sentences.</p>	<p>Group work/ commenting/ memorizing/ Using background Knowledge</p>	05 Min.	<p>T → Ss Ss → T Ss → Ss</p>
<p><b>Closure:</b> Tr. will write correct version on the white board and with the help of students will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

## TBL Lesson Plan# 3

*Designer: Munir H. Anjum*

Date 17/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Media and Its Impact	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> magazines, events, a click away, addiction, awareness, corruption, human rights				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia, charts, flash cards etc.				
<b>Lesson Objectives:</b> By the end of the session Ss have learnt the role of media and its impact by doing oral presentations of one of them per group. Ss would be able to: Talk on the Role and impact of media on society, act in a role play as media person, change present tense into past tense.				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task</b>	<b>Warm up:</b> Tr. will ask the following questions to the Ss:  What is the most important function of media?  How do media provide entertainment?  What are two major means of communication?	Question &  Ans ./  Summarizing/  Writing on  WB/AV aids	03Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Media and Its Impact” on white board.	AV aids/  Drawing Ss attention/  Assisting the Ss/Monitoring/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> A video clip will be played regarding importance of media on laptop.	Eliciting  Using AV aids/  Monitoring/	05 Min.	T→Ss  Ss →T
	<b>Activity:</b> Tr. will write down new vocabulary items on WB like magazines, events, a click away, addiction, awareness, corruption, human rights. Ss will check the meanings/pronunciation of written	Assisting the Ss/  Monitoring/  Eliciting/  Commenting/  Running	05 Min.	T→Ss  Ss →T



	<p>performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Justifying/ Analyzing/ summarizing</p> <p>Deducing/ Summarizing/ commenting Presenting information by using different media</p>	06 Min.	<p>T→Ss Ss →Ss Ss →T</p>
<b>Post-task (Language Focus</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> Tr. may pick some grammatically incorrect sentences from the reports transcripts of the Ss groups focusing on nouns, adjectives and adverbs. For practice purpose, he can advise them to correct these sentences.</p>	<p>Summarizing/ Commenting/ Presenting</p> <p>Group work/ Eliciting/ Recycling/ summarizing</p>	<p>04 Min.</p> <p>05 Min.</p>	<p>T →Ss Ss →Ss</p> <p>T →Ss Ss →Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

## TBL Lesson Plan# 4

*Designer: Munir H. Anjum*

Date 17/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Media and Its Impact	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> Violation, constructive, downtrodden, vigilant, accountable, answerable, integral part				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss have learnt the role of media and its impact by doing oral presentations of one of them per group. Ss would be able to: Talk on the Role and impact of media on society, act in a role play as media person, change present tense into past tense.				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans ./ Summarizing/ Writing on WB/AV aids	03Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Media and Its Impact” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip of interview of a librarian on his laptop.	Assisting the Ss/Monitoring /Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB Violation, constructive, downtrodden, vigilant, accountable, answerable, integral part. Tr. will write meanings and pronunciations of new lexical items. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running	05 Min.	T→Ss T→Ss Ss →T





	<p>reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	Justifying/ Analyzing/ summarizing	06 Min.	$T \rightarrow Ss$ $Ss \rightarrow Ss$ $Ss \rightarrow T$
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on adverbial clause. For practice purpose, he can advise them to correct these sentences.</p>	Summarizing/ Commenting/ Presenting	04 Min.	$T \rightarrow Ss$ $Ss \rightarrow Ss$
		Group work/ Eliciting/ Recycling/ summarizing	05 Min.	$T \rightarrow Ss$ $Ss \rightarrow Ss$
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

## TBL Lesson Plan# 5

*Designer: Munir H. Anjum*

Date 17/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Media and Its Impact	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> sum up, positive impact, conclusion, participated, expressed, leaves, keen desire				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss have learnt the role of media and its impact by doing oral presentations of one of them per group. Ss would be able to talk on the Role and impact of media on society, act in a role play as media person, change present tense into past tense.				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Warm up:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news of that day etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Media and Its Impact” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip on his laptop and students will watch two family members’ conversation regarding their daily routine & their belongings.	Assisting Ss/Monitoring /Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write new vocabulary items on WB entertain, integral, gear up. Eager, impact, global village, a click away, constructive role etc. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr.	Using AV aids/ Monitoring/ Assisting Ss/ Monitoring/ Eliciting/ Commenting/	05 Min.	T→Ss T→Ss Ss →T

	<p>will write words meaning/definition and its synonym/antonym. Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Running dictation/ Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p> <p><b>Task:</b> Dialogue between two family members and identify personal, possessive, reflexive and indefinite pronouns from the conversation.</p> <p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their</p>	<p>Using background Knowledge/ analyzing Group work/ Eliciting/ Justifying/</p>	<p>02 Min.</p> <p>10 Min.</p> <p>04 Min.</p>	<p>T→Ss</p> <p>T→Ss Ss →Ss</p> <p>Ss →T T→Ss Ss →Ss</p>



## TBL Lesson Plan# 6

*Designer: Munir H. Anjum*

Date 17/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Media and Its Impact	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> ready, essential, amuse, vigilant, accountable, integral part, corrective, conclusion				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss have learnt the role of media and its impact by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the use of different kinds of pronouns.				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Media and Its Impact” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding uses and abuses of internet & uses and abuses of mobile on his laptop.	Using AV aids/ Monitoring/ Assisting the Ss/	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB ready, essential, amuse, vigilant, accountable, integral part, corrective, conclusion. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Monitoring/ Eliciting/ Commenting/ Running dictation/ Interpreting	05 Min.	T→Ss Ss →T Ss →Ss



	<p>will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>information by using different media/ Conveying message through different technological tools/</p>	05 Min.	<p>Ss → Ss T → Ss Ss → Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on change of voice. For practice purpose, he can advise them to correct these sentences.</p>	<p>Correction/ Practice/Active participation</p>	05 Min.	<p>T → Ss Ss → Ss</p>
		<p>AV aids/ practice/ Active participation</p>	05 Min.	<p>T → Ss Ss → Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

# TBL Lesson Plan# 7

*Designer: Munir H. Anjum*

Date 17/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Media and Its Impact	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> impact, eager, integral, entertain, audience, doubt, politely, roll-call, tutorial, mode				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss have learnt the role of media and its impact by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the use of different kinds of pronouns.				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timin g</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Sum- marizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Media and Its Impact” on white board.	AV aids/ Drawing Ss attention	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding advantages and disadvantages of TV on his laptop.	Assisting Ss/ Monitoring/ Eliciting/	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB like impact, eager, integral, entertain, audience, doubt, politely, roll-call, tutorial, mode. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/	05 Min.	T→Ss Ss →T Ss →Ss



	<p>synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Running dictation/ Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene for New Task:</b> Tr. will divide the whole class into five groups. The responsibility of fifth group will be to pick up some good and bad points from advantages and disadvantages of each group presentation and will compare and contrast. Choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p> <p><b>Task:</b> Prepare a list of advantages and disadvantages of TV.</p>	<p>Using background Knowledge/ analyzing Group work/ Eliciting/ Justifying/ Recycling</p> <p>Deducing/ Summarizing/</p>	<p>02 Min.</p> <p>10 Min.</p>	<p>T→Ss</p> <p>T→Ss Ss →Ss</p>

	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the performance.</p> <p>At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	commenting Presenting information by using different media/ Conveying message through different technological tools/	04 Min.	T→Ss T→Ss Ss →Ss
			06 Min.	Ss →Ss T →Ss Ss →Ss
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on change of voice. For practice purpose, he can advise them</p>	Correction/ Practice/Active participation	04 Min.	T →Ss Ss →Ss
		AV aids/ practice/ Active participation	05 Min.	T →Ss Ss →Ss

	to correct these sentences.			
<b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.				

## TBL Lesson Plan# 8

*Designer: Munir H. Anjum*

Date 17/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Media and Its Impact	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> favourite, attend, something, leaves, honestly, positive, mouth piece, awareness				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss have learnt the role of media and its impact by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the use of different kinds of pronouns.				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Media and Its Impact” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip of conversation of a man and an editor of a newspaper regarding their jobs on his laptop.	Assisting Ss/Monitoring/ Eliciting Using AV aids/	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB favourite, attend, something, leaves, honestly, positive, mouth piece, awareness. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation / Interpreting	05 Min.	T→Ss Ss →T Ss →Ss

	<p>pronunciations of new lexical items</p> <p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>			
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and further into pairs and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p> <p><b>Task:</b> A role play of a student and an editor of a newspaper. Student may ask the questions about nature of job, qualification needed for this job , working hours of the job, place of posting, condition of work, skills and training required for the editor job.</p>	<p>Using background Knowledge/ analyzing Group work/ Eliciting/ Justifying/ Recycling</p>	<p>02 Min.</p> <p>10 Min.</p>	<p>T→Ss</p> <p>T→Ss Ss →Ss T→Ss</p>

	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the performance.</p> <p>At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p>		05 Min.	T → Ss Ss → Ss
	<p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	05 Min.	Ss → Ss T → Ss Ss → Ss
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p>	<p>Correction/ Practice/Active participation</p>	05 Min.	T → Ss Ss → Ss
	<p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on change of voice. For practice purpose, he can advise them</p>	<p>AV aids/ practice/ Active participation</p>	05 Min.	T → Ss Ss → Ss

	to correct these sentences.			
<b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.				

## TBL Lesson Plan# 9

*Designer: Munir H. Anjum*

Date 28/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: All is not Lost	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> beginning, profession, intensive care unit, neurology, wish, recoveries, devastating				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss would have learnt role of nursing in medical profession by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the different professions, can explain nursing profession in few sentences, can describe personal events he observed in a hospital, can describe the role of a nurse in an hospital, change present continuous tense into present perfect continuous tense and illustrate the changes in speech (direct speech/indirect speech)				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “All is not Lost” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding nursing profession on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB beginning, profession, intensive care unit, neurology, wish, recoveries, devastating. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running	05 Min.	T→Ss Ss →T Ss →Ss



	<p>synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	dictation/ Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p> <p><b>Task:</b> Prepare a note for oral presentation on the topic “The Importance of Nursing Profession”.</p> <p><b>Planning:</b> In the light of students’ performance in the role play, Ss will prepare a report and express their reflections regarding the</p>	<p>Using background Knowledge/analyzing Group work/Eliciting/Justifying/</p>	<p>02 Min.</p> <p>10 Min.</p> <p>04 Min.</p>	<p>T→Ss</p> <p>T→Ss Ss →Ss T→Ss T→Ss Ss →Ss</p>

	<p>performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Recycling</p> <p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss →Ss T →Ss Ss →Ss</p>
<b>Post-task (Language Focus</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on change of voice. For practice purpose, he can advise them to correct these sentences.</p>	<p>Correction/ Practice/Active participation</p>	04 Min.	<p>T →Ss Ss →Ss</p>
		<p>AV aids/ practice/ Active participation</p>	05 Min.	<p>T →Ss Ss →Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

# TBL Lesson Plan# 10

*Designer: Munir H. Anjum*

Date 29/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: All is not Lost	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> struck, acute, wondered, recovery, spinal injuries, speeding, lifeless, several				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss would have learnt role of nursing in medical profession by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the different professions, can explain nursing profession in few sentences, can describe personal events he observed in a hospital, can describe the role of a nurse in an hospital, change present continuous tense into present perfect continuous tense and illustrate the changes in speech (direct speech/indirect speech)				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will ask some questions regarding electronic/print media to the Ss.	Question & Ans./ Summ- arizing/	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Media and Its Impact” on white board.	Writing on WB/AV aids	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip of conversation of a dr. and a nurse attending a hopeless patient of severe injury due to an accident in a public hospital.	AV aids/ Drawing Ss attention/ Assisting the Ss/Monitoring/	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB struck, acute, wondered, recovery, spinal injuries, speeding, lifeless, several. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Eliciting Using AV aids/ Monitoring/ Assisting the Ss/Monitoring /Eliciting/ Commenting/ Running dictation/	05 Min.	T→Ss Ss →T Ss →Ss

	<p>pronunciations of new lexical items</p> <p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>		02 Min.	<p>T→Ss</p> <p>Ss →Ss</p> <p>T→Ss</p>
	<p><b>Task:</b> A role play of a nurse and a doctor who are attending a hopeless case/patient who received severe injuries in an road accident.</p>	Using background Knowledge/ analyzing	10 Min.	<p>T→Ss</p> <p>Ss →Ss</p>
	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the</p>	Group work/ Eliciting/ Justifying/ Recycling	04 Min.	<p>Ss →Ss</p> <p>T →Ss</p>

	<p>performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	<p>06 Min.</p>	<p>Ss →Ss</p>
<p><b>Post-task (Language Focus</b></p>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on change of voice. For practice purpose, he can advise them to correct these sentences.</p>		<p>05 Min.</p>	<p>T →Ss Ss →Ss</p>
			<p>05 Min.</p>	<p>T →Ss Ss →Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

# TBL Lesson Plan# 11

*Designer: Munir H. Anjum*

Date 30/04/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: All is not Lost	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> in vain, might, dead neurons, certain, helplessness, perhaps, fellow nurse, fighting				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss would have learnt role of nursing in medical profession by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the different professions, can explain nursing profession in few sentences, can describe personal events he observed in a hospital, can describe the role of a nurse in an hospital, change present continuous tense into present perfect continuous tense and illustrate the changes in speech (direct speech/indirect speech)				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “All is not Lost” on white board.		01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will ask the Ss to read the scene of a nurse who came back after three months training and a female patient and her family members from the textbook.	AV aids/ Drawing Ss attention/ Assisting the Ss/Monitoring	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB in vain, might, dead neurons, certain, helplessness, perhaps, fellow nurse, fighting. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write	/Eliciting Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/	05 Min.	T→Ss Ss →T Ss →Ss

	<p>words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Eliciting/ Commenting/ Running dictation / Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>		02 Min.	T→Ss
	<p><b>Task:</b> A role play of a nurse who came back after three months training and a female patient and her family members (Ref: Textbook Lesson: All is not Lost)</p>	Using background Knowledge/ analyzing	10 Min.	T→Ss Ss →Ss T→Ss
	<p><b>Planning:</b> In the light of students'</p>	Group work/	04 Min.	T→Ss

	<p>performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Eliciting/ Justifying/ Recycling</p> <p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying</p>	06 Min.	<p>Ss →Ss</p> <p>Ss →Ss T →Ss Ss →Ss</p>
<p><b>Post-task (Language Focus</b></p>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on change of voice. For practice purpose, he can advise them to correct these sentences.</p>		<p>04 Min.</p> <p>05 Min.</p>	<p>T →Ss Ss →Ss</p> <p>T →Ss Ss →Ss</p>



# TBL Lesson Plan# 12

*Designer: Munir H. Anjum*

Date 01/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: All is not Lost	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> colleague, comment, process, ensure, exercise, meanwhile, senior, ironic smile				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss would have learnt role of nursing in medical profession by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the different professions, can explain nursing profession in few sentences, can describe personal events he observed in a hospital, can describe the role of a nurse in an hospital, change present continuous tense into present perfect continuous tense and illustrate the changes in speech (direct speech/indirect speech)				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “All is not Lost” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video or an audio speech on the topic “Where there is a will there is a way” on his laptop.	Assisting Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB colleague, comment, process, ensure, exercise, meanwhile, senior, ironic smile. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/	05 Min.	T→Ss Ss →T Ss →Ss

	<p>meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Running dictation/ Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>		02 Min.	T→Ss
	<p><b>Task:</b> Compose a short speech on “Where there is a will there is a way” and present before the whole class.</p>	Using background Knowledge/	10 Min.	T→Ss Ss →Ss
	<p><b>Planning:</b> In the light of students’ performance in the role play, Ss will prepare a report and express their</p>	analyzing Group work/ Eliciting/	04 Min.	T→Ss Ss →Ss

	<p>reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Justifying/ Recycling</p> <p>Deducing/ Summarizing/ commenting Conveying message through different technological tools/</p>	06 Min.	<p>Ss → Ss T → Ss Ss → Ss</p>
<p><b>Post-task (Language Focus)</b></p>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on change of voice. For practice purpose, he can advise them to correct these sentences.</p>		<p>04 Min.</p> <p>05 Min.</p>	<p>T → Ss Ss → Ss</p> <p>T → Ss Ss → Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

# TBL Lesson Plan# 13

*Designer: Munir H. Anjum*

Date 04/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: All is not Lost	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> recruit, upset, unattended, suffered, inner voice, closely, hopeless, career, senior				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss would have learnt role of nursing in medical profession by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the different professions, can explain nursing profession in few sentences, can describe personal events he observed in a hospital, can describe the role of a nurse in an hospital, change present continuous tense into present perfect continuous tense and illustrate the changes in speech (direct speech/indirect speech)				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss Ss →T
	<b>Announcement of the Topic:</b> Tr. will write topic “All is not Lost” on white board.	AV aids/ Drawing Ss	01 Min	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding summarizing a long passage on his laptop. Tr. will also clarify briefly “what is a summary”.	attention/ Assisting / Eliciting Using AV aids/	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB recruit, upset, unattended, suffered, inner voice, closely, hopeless, career, senior. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write	Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running	05 Min.	T→Ss Ss →T Ss →Ss

	<p>words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	dictation/ Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Active participation/ Group work	02 Min.	T→Ss
	<p><b>Task:</b> Summarize the story “All is not Lost” in your own words.</p>	Using background Knowledge/analyzing	10 Min.	T→Ss Ss →Ss
	<p><b>Planning:</b> In the light of students’ performance in the role play, Ss will prepare a report and express their reflections regarding the</p>	Group work/ Eliciting/ Justifying/	04 Min.	T→Ss Ss →Ss

	<p>performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Recycling</p> <p>Deducing/ Summarizing/ commenting</p> <p>Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss →Ss</p> <p>T →Ss</p> <p>Ss →Ss</p>
<p><b>Post-task (Language Focus</b></p>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on tenses. For practice purpose, he can advise them to correct these sentences.</p>		<p>04 Min.</p> <p>05 Min.</p>	<p>T →Ss</p> <p>Ss →Ss</p> <p>T →Ss</p> <p>Ss →Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

## TBL Lesson Plan# 14

*Designer: Munir H. Anjum*

Date 05/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: All is not Lost	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> allow, continue, stance, patience, gradually, thrilled, possible, attempt, froze, felt				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss would have learnt role of nursing in medical profession by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the different professions, can explain nursing profession in few sentences, can describe personal events he observed in a hospital, can describe the role of a nurse in an hospital, change present continuous tense into present perfect continuous tense and illustrate the changes in speech (direct speech/indirect speech)				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ-arizing/ Writing on WB/AV aids	03 Min.	T→Ss Ss →T
	<b>Announcement of the Topic:</b> Tr. will write topic “All is not Lost” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding usage of compound preposition in a conversation on his laptop. Tr. will also provide the handouts of transcript of played conversation to the students.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB allow, continue, stance, patience, gradually, thrilled, possible, attempt, froze, felt.	Using AV aids/ Monitoring/ Assisting the Ss/	05 Min.	T→Ss Ss →T Ss →Ss

	<p>Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	<p>Monitoring/ Eliciting/ Commenting/ Running dictation/ Interpreting</p>		
<p><b>While-task (Task Cycle)</b></p>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into five groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Group work	02 Min.	T→Ss
	<p><b>Task:</b> Identify the compound preposition from the given transcript and their meanings.</p>	<p>Using background Knowledge/</p>	10 Min.	<p>T→Ss Ss →Ss T→Ss</p>



	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the performance.</p> <p>At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>analyzing Group work/ Eliciting/ Justifying/ Recycling</p>	04 Min.	<p>T→Ss Ss →Ss</p>
		<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message /</p>	05 Min.	<p>Ss →Ss T →Ss Ss →Ss</p>
<b>Post-task (Language Focus</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on usage of compound preposition. For practice purpose, he</p>		04 Min.	<p>T →Ss Ss →Ss</p>
			05 Min.	<p>T →Ss Ss →Ss</p>

	can advise them to correct these sentences.			
<b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.				

## TBL Lesson Plan# 15

*Designer: Munir H. Anjum*

Date 06/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: All is not Lost	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> courage, happened, stood, several, big hug, allow, crippled life, recognize, tubes				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss would have learnt role of nursing in medical profession by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the different professions, can explain nursing profession in few sentences, can describe personal events he observed in a hospital, can describe the role of a nurse in an hospital, change present continuous tense into present perfect continuous tense and illustrate the changes in speech (direct speech/indirect speech)				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “All is not Lost” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip conversation regarding Present Perfect Continuous Tense on his laptop. Tr. will also point out the usage of present perfect continuous tense with examples on WB.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB courage, happened, stood, several, big hug, allow, crippled life, recognize, and	Using AV aids/ Monitoring/ Assisting the Ss/	05 Min.	T→Ss Ss →T Ss →Ss



	<p>sentences of PPCT.</p> <p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>analyzing</p> <p>Group work/ Eliciting/ Justifying/ Recycling Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message through different technological tools/</p>	<p>04 Min.</p> <p>05 Min.</p>	<p>T→Ss Ss →Ss</p> <p>Ss →Ss T →Ss Ss →Ss</p>
<p><b>Post-task (Language Focus</b></p>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on PPCT. For practice purpose, he can advise them to</p>	<p>Analyzing/ commenting</p> <p>Analyzing/ commenting</p>	<p>04 Min.</p> <p>05 Min.</p>	<p>T →Ss Ss →Ss</p> <p>T →Ss Ss →Ss</p>

	correct these sentences.			
<b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.				

# TBL Lesson Plan# 16

*Designer: Munir H. Anjum*

Date 07/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: All is not Lost	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> crutches, glade, almighty, lost battle, considerable bond, humbled, gratitude, sense				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session Ss would have learnt role of nursing in medical profession by doing oral presentations of one of them per group. Ss would be able to conduct an interview, illustrate the different professions, can explain nursing profession in few sentences, can describe personal events he observed in a hospital, can describe the role of a nurse in an hospital, change present continuous tense into present perfect continuous tense and illustrate the changes in speech (direct speech/indirect speech)				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “All is not Lost” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will ask the students to watch the video clip about conversation of a nurse and a doctor on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB crutches, glade, almighty, lost battle, considerable bond, humbled, gratitude, and sense. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running	05 Min.	T→Ss Ss →T Ss →Ss

	<p>and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	dictation/ Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Active participation/group work	02 Min.	T→Ss
	<p><b>Task:</b> Perform a role play of a nurse (Rahila) who want to get permission to attend a specific patient and a senior doctor in a hospital ward(Refer to lesson “All is not Lost”)</p>	Using background Knowledge/analyzing Group work/	10 Min.	T→Ss Ss →Ss T→Ss
	<p><b>Planning:</b> In the light of students’ performance in the role play, Ss will</p>	Eliciting/ Justifying/	04 Min.	T→Ss Ss →Ss



	<p>prepare a report and express their reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Recycling</p> <p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message /</p>	06 Min.	<p>Ss →Ss T →Ss Ss →Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on use of present tense. For practice purpose, he can advise them to correct these sentences.</p>	<p>Analyzing/ commenting</p> <p>Analyzing/ commenting</p>	<p>04 Min.</p> <p>05 Min.</p>	<p>T →Ss Ss →Ss</p> <p>T →Ss Ss →Ss</p>

# TBL Lesson Plan# 17

*Designer: Munir H. Anjum*

Date 08/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Drug Addiction	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> addiction, common, dangerous, absolute, dependence, permanent, disturbance				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to define dangers of drugs addiction, chalk out a prevention plan for drugs victims, raise awareness regarding the dangers of drugs, identify and demonstrate use of relative pronoun and can analyze and use of adjective clauses				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Drug Addiction” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding drug addiction and its negative effects on the society on his laptop. Tr. will introduce & define the topic by presenting a presentation on a PPT format drugs negative role and its impact on the society.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB addiction, common, dangerous, absolute, dependence, permanent, disturbance. Tr. will write vocabulary items/	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/	05 Min.	T→Ss Ss →T Ss →Ss

	<p>words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Eliciting/ Commenting/ Running dictation/ Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>		01 Min.	T→Ss
	<p><b>Task:</b> Prepare a class presentation on drug addiction effects on the society.</p>	Using background	10 Min.	T→Ss Ss →Ss
	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will</p>	Knowledge/ analyzing	04 Min.	T→Ss Ss →Ss

	<p>prepare a report and express their reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Group work/ Eliciting/ Justifying/ Recycling</p> <p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss → Ss T → Ss Ss → Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on correct use of tenses. For practice purpose, he can advise them to correct these sentences.</p>	<p>Analyzing/ commenting</p> <p>Analyzing/ commenting</p>	<p>04 Min.</p> <p>05 Min.</p>	<p>T → Ss Ss → Ss</p> <p>T → Ss Ss → Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

## TBL Lesson Plan# 18

*Designer: Munir H. Anjum*

Date 11/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter: Unit:4	Lesson: Drug Addiction	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> caused, environmental factors, bad peer, influence, domestic, experiments, remain,				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to define dangers of drugs addiction, chalk out a prevention plan for drugs victims, raise awareness regarding the dangers of drugs, identify and demonstrate use of relative pronoun, can analyze and use of adjective clauses				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Drug Addiction” on white board.	AV aids/ Drawing Ss	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding “How can awareness be raised among people about the benefits of rehabilitation centers for drug addict people” on his laptop.	attention/ Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB caused, environmental factors, bad peer, influence, domestic, experiments, remain. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/	05 Min.	T→Ss Ss →T Ss →Ss

	<p>words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Running dictation/Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Group work/Active participation	02 min.	T→Ss
	<p><b>Task:</b> How can awareness be raised among people about the rehabilitation centres and its benefits</p>	Using background Knowledge/analyzing	10 Min.	T→Ss Ss →Ss T→Ss
	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will</p>	Group work/Eliciting/	04 Min.	T→Ss Ss →Ss

	<p>prepare a report and express their reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Justifying/ Recycling Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message through different technological tools/</p>	06 Min	<p>Ss → Ss T → Ss Ss → Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on students' pronunciation. For practice purpose, he can advise them to correct these sentences.</p>	Analyzing/ commenting	04 Min.	<p>T → Ss Ss → Ss</p>
		Analyzing/ commenting	05 Min.	<p>T → Ss Ss → Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

# TBL Lesson Plan# 19

*Designer: Munir H. Anjum*

Date 12/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Drug Addiction	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> adventure, retirement, company, discontented, resort, seek, escape, responsibilities				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to define dangers of drugs addiction, chalk out a prevention plan for drugs victims, raise awareness regarding the dangers of drugs, identify and demonstrate use of relative pronoun and can analyze and use of adjective clauses				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Drug Addiction” on white board.	AV aids/ Drawing Ss	01 min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding how to summarize a passage on his laptop.	attention/ Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB adventure, retirement, company, discontented, resort, seek, escape, responsibilities. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation/ Interpreting	05 Min.	T→Ss Ss →T Ss →Ss



	<p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>			
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Active participation/ group work	02 Min.	T→Ss
	<p><b>Task:</b> Prepare the summary of lesson “Drug Addiction” in your own words.</p>	Using background	10 Min.	T→Ss Ss →Ss
	<p><b>Planning:</b> In the light of students’ performance in the role play, Ss will prepare a report and express their reflections regarding the performance.</p>	Knowledge/ analyzing	04 Min.	T→Ss T→Ss Ss →Ss
	<p>At this stage, the Tr. will help the groups to rehearse oral reports.</p>	Group work/ Eliciting/ Justifying/ Recycling Deducing/		

	<p>Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Summarizing/ commenting</p> <p>Presenting information by using different media/ Conveying message through different technological tools/</p>	06 Min.	<p>Ss →Ss</p> <p>T →Ss</p> <p>Ss →Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on usage of tenses. For practice purpose, he can advise them to correct these sentences.</p>	Analyzing/ commenting	05 Min.	<p>T →Ss</p> <p>Ss →Ss</p>
		Analyzing/ commenting	05 Min.	<p>T →Ss</p> <p>Ss →Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

## TBL Lesson Plan# 20

*Designer: Munir H. Anjum*

Date 13/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Drug Addiction	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> important measures, regard, rehabilitation, including, taboo, embarrassed, outcast,				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to define dangers of drugs addiction, chalk out a prevention plan for drugs victims, raise awareness regarding the dangers of drugs, identify and demonstrate use of relative pronoun and can analyze and use of adjective clauses				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	05 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Drug Addiction” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding “How do people fix in the network of drug pushers” on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write new vocabulary items on WB important measures, regard, rehabilitation, including, taboo, embarrassed, outcast. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation /	05 Min.	T→Ss Ss →T Ss →Ss

	<p>pronunciations of new lexical items</p> <p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Active participation/group work	02 Min.	T→Ss
	<p><b>Task:</b> Make a presentation “How people caught in the drug pushers’ net work?”</p>	Using background Knowledge/analyzing	10 Min.	T→Ss Ss →Ss T→Ss
	<p><b>Planning:</b> In the light of students’ performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr.</p>	Group work/ Eliciting/ Justifying/ Recycling	04 Min.	T→Ss Ss →Ss

	<p>will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss → Ss T → Ss Ss → Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on subject verb agreement. For practice purpose, he can advise them to correct these sentences.</p>	Analyzing/ commenting	04 Min.	<p>T → Ss Ss → Ss</p>
		Analyzing/ commenting	05 Min.	<p>T → Ss Ss → Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

# TBL Lesson Plan# 21

*Designer: Munir H. Anjum*

Date 14/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Drug Addiction	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> declared, cure, difficult, addict, timely treatment, counseling, process, guidance				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to define dangers of drugs addiction, chalk out a prevention plan for drugs victims, raise awareness regarding the dangers of drugs, identify and demonstrate use of relative pronoun and can analyze and use of adjective clauses				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Drug Addiction” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding harmful effects of drug addiction on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB declared, cure, difficult, addict, timely treatment, counseling, process, guidance. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation /	05 Min.	T→Ss Ss →T Ss →Ss

	<p>pronunciations of new lexical items</p> <p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Active participation/ Group work	02 Min.	T→Ss
	<p><b>Task:</b> Make a list of ten harmful effects of drug addiction on human health and present them orally.</p>	Using background Knowledge/ analyzing	10 Min.	T→Ss Ss →Ss T→Ss
	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr.</p>	Group work/ Eliciting/ Justifying/ Recycling	04 Min.	T→Ss Ss →Ss

	<p>will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss →Ss T →Ss Ss →Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on subject verb agreement. For practice purpose, he can advise them to correct these sentences.</p>	<p>Analyzing/ commenting</p>	04 Min.	<p>T →Ss Ss →Ss</p>
		<p>Analyzing/ commenting</p>	05 Min.	<p>T →Ss Ss →Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				



## TBL Lesson Plan# 22

*Designer: Munir H. Anjum*

Date 15/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Drug Addiction	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> drug abusers, proper, certified, cure, identification, full cooperation, victim				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to define dangers of drugs addiction, chalk out a prevention plan for drugs victims, raise awareness regarding the dangers of drugs, identify and demonstrate use of relative pronoun and can analyze and use of adjective clauses				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Drug Addiction” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding dangers of drugs on the society on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB drug abusers, proper, certified, cure, identification, full cooperation, victim. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation/ Interpreting	05 Min.	T→Ss Ss →T Ss →Ss

	<p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>			
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into five groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Group work/Active participation	01 Min.	T→Ss
	<p><b>Task:</b> Role play of two students on dialogue between two students' how drug addiction is dangerous for the society'</p>	Using background Knowledge/analyzing	10 Min.	T→Ss Ss →Ss T→Ss
	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr.</p>	Group work/ Eliciting/ Justifying/ Recycling	04 Min.	T→Ss Ss →Ss

	<p>will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	05 Min.	<p>Ss → Ss T → Ss Ss → Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on past perfect tense. For practice purpose, he can advise them to correct these sentences.</p>	<p>Analyzing/ commenting</p>	04 Min.	<p>T → Ss Ss → Ss</p>
		<p>Analyzing/ commenting</p>	05 Min.	<p>T → Ss Ss → Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

## TBL Lesson Plan# 23

*Designer: Munir H. Anjum*

Date 18/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Drug Addiction	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> factor, contribute, soon, better, relapse, critically, counsel, motivation, adjustment				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to define dangers of drugs addiction, chalk out a prevention plan for drugs victims, raise awareness regarding the dangers of drugs, identify and demonstrate use of relative pronoun and can analyze and use of adjective clauses				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Drug Addiction” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding importance of rehabilitation centres for drug addicts on his laptop. Tr. will introduce & define the topic by presenting a presentation on a PPT format media positive and negative role and will give examples to illustrate the role of media and its impact on the society.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB factor, contribute, soon, better, relapse,	Using AV aids/ Monitoring/ Assisting the	05 Min.	T→Ss Ss →T Ss →Ss

	<p>critically, counsel, motivation, adjustment. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	<p>Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation / Interpreting</p>		
<p><b>While-task (Task Cycle)</b></p>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p> <p><b>Task:</b> Why do families feel reluctant to take the patients drug victims to</p>	<p>Group work</p> <p>Using background</p>	<p>02 Min.</p> <p>10 Min.</p>	<p>T→Ss</p> <p>T→Ss Ss →Ss</p>

	<p>drugs rehabilitation center?</p> <p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Knowledge/ analyzing Group work/ Eliciting/ Justifying/ Recycling</p> <p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	<p>04 Min.</p> <p>05 Min.</p>	<p>T → Ss T → Ss Ss → Ss</p> <p>Ss → Ss T → Ss Ss → Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on change of narration. For practice purpose, he can advise them</p>	<p>Analyzing/ commenting</p> <p>Analyzing/ commenting</p>	<p>04 Min.</p> <p>05 Min.</p>	<p>T → Ss Ss → Ss</p> <p>T → Ss Ss → Ss</p>

	to correct these sentences.			
<b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.				

# TBL Lesson Plan# 24

*Designer: Munir H. Anjum*

Date 19/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter: Unit 10	Lesson: Drug Addiction	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> serious, really, threat, meaningful life, almost, undergo, eliminate, wipe out, aware				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to define dangers of drugs addiction, chalk out a prevention plan for drugs victims, raise awareness regarding the dangers of drugs, identify and demonstrate use of relative pronoun and can analyze and use of adjective clauses				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	05 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Drug Addiction” on white board.	AV aids/ Drawing Ss	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding different importance of different media on his laptop. Tr. will introduce & define the topic by presenting a presentation on a PPT format media positive and negative role and will give examples to illustrate the role of media and its impact on the society.	attention/ Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write new vocabulary items on WB serious, really, threat, meaningful life, almost, undergo, eliminate, wipe out, aware.	Using AV aids/ Monitoring/ Assisting the Ss/	05 Min.	T→Ss Ss →T Ss →Ss



	<p>Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	<p>Monitoring/ Eliciting/ Commenting/ Running dictation/ Interpreting</p>		
<p><b>While-task (Task Cycle)</b></p>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p> <p><b>Task: 9.</b> Prepare a speech on the topic “Drug Abuse, a Threat to Society.” Refer to textbook lesson</p>	<p>Group work/Engaging class</p> <p>Using background Knowledge/</p>	<p>02 min.</p> <p>10 Min.</p>	<p>T→Ss</p> <p>T→Ss Ss →Ss T→Ss</p>

	<p>“Drug Addiction”.</p> <p><b>Planning:</b> In the light of students’ performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group’ reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>analyzing</p> <p>Group work/ Eliciting/ Justifying/ Recycling</p>	04 Min.	<p>T→Ss Ss →Ss</p>
		<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss →Ss T →Ss Ss →Ss</p>
<b>Post-task (Language Focus</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on correct form of verb. For practice purpose, he can advise them</p>	<p>Analyzing/ commenting</p>	05 Min.	<p>T →Ss Ss →Ss</p>
		<p>Analyzing/ commenting</p>	05 Min.	<p>T →Ss Ss →Ss</p>

	to correct these sentences.			
<b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.				

# TBL Lesson Plan# 25

*Designer: Munir H. Anjum*

Date 20/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Noise in the Environment	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> disrupt, functioning, serious, humans, discomfort, urban, for instance, decibel, risk				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to differentiate what is noise pollution and what is not, to express their personal views regarding noise pollution, to use language to suit context, audience and purposes. to present different aspects of noise pollution in the environment, to prepare a report about noise in the environment for the whole class				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Noise in the Environment” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding “In what ways are we affected by noise pollution?” on his laptop. Tr. will introduce & define the topic by presenting a presentation on a PPT format media positive and negative impact of noise pollution on humans.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write new vocabulary items on WB disrupt, functioning, serious, humans, discomfort, urban, for instance, decibel, risk. Tr. will write	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/	05 Min.	T→Ss Ss →T Ss →Ss

	<p>vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach pronunciations of new lexical items Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	<p>Eliciting/ Commenting/ Running dictation / Interpreting</p>		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>		02 Min.	T→Ss
	<p><b>Task:</b> Prepare a presentation on the topic “In what ways are we affected by noise pollution?”</p>	Using	10 Min.	T→Ss
	<p><b>Planning:</b> In the light of students’</p>	background Knowledge/ analyzing	04 Min.	Ss →Ss T→Ss T→Ss

	<p>performance in the role play, Ss will prepare a report and express their reflections regarding the performance.</p> <p>At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Group work/ Eliciting/ Justifying/ Recycling</p> <p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss →Ss</p> <p>Ss →Ss T →Ss Ss →Ss</p>
<b>Post-task (Language Focus</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on dependent clause. For practice purpose, he can advise them to correct these sentences.</p>	<p>Analyzing/ commenting</p> <p>Analyzing/ commenting</p>	<p>05 Min.</p> <p>05 Min.</p>	<p>T →Ss Ss →Ss</p> <p>T →Ss Ss →Ss</p>

# TBL Lesson Plan# 26

*Designer: Munir H. Anjum*

Date 21/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Noise in the Environment	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> construction, careless, speech pattern, modes, vehicular, unwarranted, honking, site				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to differentiate what is noise pollution and what is not, to express their personal views regarding noise pollution, to use language to suit context, audience and purposes. to present different aspects of noise pollution in the environment, to prepare a report about noise in the environment for the whole class				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Noise in the Environment” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding technology based irritants on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write new vocabulary items on WB construction, careless, speech pattern, modes, vehicular, unwarranted, honking, site. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation /	05 Min.	T→Ss Ss →T Ss →Ss

	<p>pronunciations of new lexical items</p> <p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>		02 Min.	T→Ss
	<p><b>Task:</b> A short paragraph on “What are technology-based irritants?”</p>	Using background	10 Min.	T→Ss Ss →Ss
	<p><b>Planning:</b> In the light of students’ performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral</p>	Knowledge/ analyzing Group work/ Eliciting/ Justifying/ Recycling	04 Min.	T→Ss T→Ss Ss →Ss



	<p>reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss → Ss T → Ss Ss → Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on independent clauses. For practice purpose, he can advise them to correct these sentences.</p>	Analyzing/ commenting	05 Min.	<p>T → Ss Ss → Ss</p>
		Analyzing/ commenting	05 Min.	<p>T → Ss Ss → Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

# TBL Lesson Plan# 27

*Designer: Munir H. Anjum*

Date 22/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Noise in the Environment	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> time-consuming, equipment, grilling, piercing, residential, unavoidable, multiplied				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to differentiate what is noise pollution and what is not, to express their personal views regarding noise pollution, to use language to suit context, audience and purposes. to present different aspects of noise pollution in the environment, to prepare a report about noise in the environment for the whole class				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Noise in the Environment” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding harmful effects on human health on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB time-consuming, equipment, grilling, piercing, residential, unavoidable, multiplied. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation/	05 Min.	T→Ss Ss →T Ss →Ss

	<p>pronunciations of new lexical items</p> <p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Engaging class/Active participation	02 Min.	T→Ss
	<p><b>Task:</b> Identity ten most harmful effects of noise pollution on human health?</p>	Using background Knowledge/ analyzing	10 Min.	T→Ss Ss →Ss T→Ss
	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr.</p>	Group work/ Eliciting/ Justifying/ Recycling	04 Min.	T→Ss Ss →Ss

	<p>will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss → Ss T → Ss Ss → Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on direct narration. For practice purpose, he can advise them to correct these sentences.</p>	Analyzing/ commenting	05 Min.	<p>T → Ss Ss → Ss</p>
		Analyzing/ commenting	05 Min.	<p>T → Ss Ss → Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

## TBL Lesson Plan# 28

*Designer: Munir H. Anjum*

Date 25/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Noise in the Environment	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> mental fatigue, unmonitored, irritants, switch off, excessively, loud volume, action				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to differentiate what is noise pollution and what is not, to express their personal views regarding noise pollution, to use language to suit context, audience and purposes. to present different aspects of noise pollution in the environment, to prepare a report about noise in the environment for the whole class				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Noise in the Environment” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding “How can we effectively cope with the serious issue of noise pollution?” on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB mental fatigue, unmonitored, irritants, switch off, excessively, loud volume, action. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running	05 Min.	T→Ss Ss →T Ss →Ss



	<p>performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Eliciting/ Justifying/ Recycling</p> <p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss →Ss T →Ss Ss →Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on indirect narration. For practice purpose, he can advise them to correct these sentences.</p>	Analyzing/ commenting	05 Min.	<p>T →Ss Ss →Ss</p>
		Analyzing/ commenting	05 Min.	<p>T →Ss Ss →Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

# TBL Lesson Plan# 29

*Designer: Munir H. Anjum*

Date 26/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Noise in the Environment	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> damage, negative, anxiety, restlessness, insomnia, depression, temper, emotional				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to differentiate what is noise pollution and what is not, to express their personal views regarding noise pollution, to use language to suit context, audience and purposes. to present different aspects of noise pollution in the environment, to prepare a report about noise in the environment for the whole class				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Noise in the Environment” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding “How can we control the noise pollution in our areas?” on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB damage, negative, anxiety, restlessness, insomnia, depression, temper, emotional. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation/ /	05 Min.	T→Ss Ss →T Ss →Ss



	<p>pronunciations of new lexical items</p> <p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Engaging class/Active participation	02 Min.	T→Ss
	<p><b>Task:</b> Make a plan to control the noise pollution in your school.</p>	Using background	10 Min.	T→Ss Ss →Ss
	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral</p>	Knowledge/ analyzing Group work/ Eliciting/ Justifying/ Recycling	04 Min.	T→Ss T→Ss Ss →Ss

	<p>reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss → Ss T → Ss Ss → Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on use of past tense. For practice purpose, he can advise them to correct these sentences.</p>	<p>Analyzing/ commenting</p>	05 Min.	<p>T → Ss Ss → Ss</p>
		<p>Analyzing/ commenting</p>	05 Min.	<p>T → Ss Ss → Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

# TBL Lesson Plan# 30

*Designer: Munir H. Anjum*

Date 27/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Noise in the Environment	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> learners, sources, utilize, figures, strictly enforced, barriers, emitting, expedite				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to differentiate what is noise pollution and what is not, to express their personal views regarding noise pollution, to use language to suit context, audience and purposes. to present different aspects of noise pollution in the environment, to prepare a report about noise in the environment for the whole class				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Noise in the Environment” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding causes and effects of noise pollution on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB learners, sources, utilize, figures, strictly enforced, barriers, emitting, expedite. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation/ /	05 Min.	T→Ss Ss →T Ss →Ss

	<p>pronunciations of new lexical items</p> <p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into six groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Engaging/ Active participation	02 Min.	T→Ss
	<p><b>Task:</b> Causes and Effects of Noise Pollution. One half groups will prepare causes and other half will prepare effects of noise pollution.</p>	Using background Knowledge/ analyzing	10 Min.	T→Ss Ss →Ss T→Ss
	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their reflections regarding the</p>	Group work/ Eliciting/ Justifying/ Recycling	04 Min.	T→Ss Ss →Ss

	<p>performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss →Ss T →Ss Ss →Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on passive form of verb. For practice purpose, he can advise them to correct these sentences.</p>	Analyzing/ commenting	05 Min.	<p>T →Ss Ss →Ss</p>
		Analyzing/ commenting	05 Min.	<p>T →Ss Ss →Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				

# TBL Lesson Plan# 31

*Designer: Munir H. Anjum*

Date 28/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Noise in the Environment	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> frame rules, unnecessary, agents, academic institutions, prohibit, management, area				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to differentiate what is noise pollution and what is not, to express their personal views regarding noise pollution, to use language to suit context, audience and purposes. to present different aspects of noise pollution in the environment, to prepare a report about noise in the environment for the whole class				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Noise in the Environmentt” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding “How is noise dangerous for human life?” on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB frame rules, unnecessary, agents, academic institutions, prohibit, management, area. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation/	05 Min.	T→Ss Ss →T Ss →Ss



	<p>performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group' reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Recycling</p> <p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss →Ss T →Ss Ss →Ss</p>
<b>Post-task (Language Focus)</b>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on change of Present Indefinite to Past Indefinite Tense. For practice purpose, he can advise them to correct these sentences.</p>	Analyzing/ commenting	05 Min.	<p>T →Ss Ss →Ss</p>
		Analyzing/ commenting	05 Min.	<p>T →Ss Ss →Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group. The winning group report will be displayed on the school board.</p>				



# TBL Lesson Plan# 32

*Designer: Munir H. Anjum*

Date 29/05/2015	Level: 9 <sup>th</sup> Class	Subject Matter Unit:4	Lesson: Noise in the Environment	Overall Time: 45 minutes
<b>Assumptions:</b> <ul style="list-style-type: none"><li>• Ss have been doing oral presentations</li><li>• Ss are used to working in groups</li><li>• Lesson and speaking skills will be emphasized</li></ul>			<b>Aims:</b> <ul style="list-style-type: none"><li>• To foster collaborative skills</li><li>• To promote Ss autonomy</li><li>• To work with integration of skills</li></ul>	
<b>Vocabulary:</b> awareness, develop, dangerous impact, acquire, civic sense, quieter, peaceful place				
<b>Resources:</b> Ss’ books, whiteboard, marker, visual aids, Laptop, Realia				
<b>Lesson Objectives:</b> By the end of the session, students would be able to differentiate what is noise pollution and what is not, to express their personal views regarding noise pollution, to use language to suit context, audience and purposes. to present different aspects of noise pollution in the environment, to prepare a report about noise in the environment for the whole class				
<b>Teaching Procedures</b>				
<b>Phases</b>	<b>Procedure/Activities</b>	<b>Techniques</b>	<b>Timing</b>	<b>Interaction</b>
<b>Pre-task &amp; Warm up</b>	<b>Setting the Scene:</b> Tr. will start free talk on the events of the day, how the students feel & ask weather news, sharing school related news etc	Question & Ans./ Summ- arizing/ Writing on WB/AV aids	03 Min.	T→Ss
	<b>Announcement of the Topic:</b> Tr. will write topic “Noise in the Environment” on white board.	AV aids/ Drawing Ss attention/	01 Min.	T→Ss
	<b>Brainstorming Exercise:</b> Tr. will play a video clip regarding solution of noise pollution in the environment on his laptop.	Assisting the Ss/Monitoring/ Eliciting	05 Min.	T→Ss Ss →T T→Ss
	<b>Activity:</b> Tr. will write down new vocabulary items on WB awareness, develop, dangerous impact, acquire, civic sense, quieter, peaceful place. Tr. will write vocabulary items/ words on front side of the flash cards and on the back Tr. will write words meaning/definition and its synonym/antonym. To teach	Using AV aids/ Monitoring/ Assisting the Ss/ Monitoring/ Eliciting/ Commenting/ Running dictation/	05 Min.	T→Ss Ss →T Ss →Ss

	<p>pronunciations of new lexical items</p> <p>Tr. can use different kinds of dictionaries to illustrate the pronunciation of the word. Tr. will make sure that students are also noting new words and phrases in their notebooks in order to study these words/vocabulary items at home.</p> <p><b>Note:</b> <i>The teacher will make sure that all students understand what will be done to write the final report for the class.</i></p>	Interpreting		
<b>While-task (Task Cycle)</b>	<p><b>Setting the Scene:</b> Tr. will divide the whole class into four groups and choose a reporter and timekeeper for each group so that students can practice the role play they will prepare reports for the whole class. One student will perform the duty of timekeeper and he will be responsible to inform the time limits to the others members of the group and inform that the session has ended, while one student will be appointed as reporter who will present the group's report orally.</p>	Engaging/ Active participation	02 Min.	T→Ss
	<p><b>Task:</b> Remember the causes and effects identified earlier and discussed in the class. Now each group may tell the possible solution of every cause of noise pollution.</p>	Using background Knowledge/ analyzing Group work/	10 Min.	T→Ss Ss →Ss T→Ss
	<p><b>Planning:</b> In the light of students' performance in the role play, Ss will prepare a report and express their</p>	Eliciting/ Justifying/ Recycling	04 Min.	T→Ss Ss →Ss

	<p>reflections regarding the performance. At this stage, the Tr. will help the groups to rehearse oral reports. Before going to present their reports to the whole class, groups will present their reports before the Tr.</p> <p><b>Report:</b> The reporters appointed by each group will present their oral reports to the whole class. Tr. role in this situation will be as a chairperson, deciding which group's reporter will present the next report. He will tender his feedback and comments on the selection of content and form of each group.</p>	<p>Deducing/ Summarizing/ commenting Presenting information by using different media/ Conveying message</p>	06 Min.	<p>Ss → Ss T → Ss Ss → Ss</p>
<p><b>Post-task (Language Focus)</b></p>	<p><b>Analysis:</b> On the basis of performance, the teacher can ask the students to repeat the task. The teacher will examine each report in front of the whole class. He may pick up some language items from the report stage to teach the students a specific language item and grammar.</p> <p><b>Practice:</b> In this stage, the teacher may write some grammatically incorrect sentences from the reports transcripts of the students groups focusing on adverbial clause of place, time manner or adverbial clause of reason. For practice purpose, he can advise them to correct these sentences.</p>	<p>Analyzing/ commenting</p>	05 Min.	<p>T → Ss Ss → Ss</p>
		<p>Analyzing/ commenting</p>	05 Min.	<p>T → Ss Ss → Ss</p>
<p><b>Closure:</b> At the end, he will write correct version on the white board. Teacher and students at the end of the task will decide about the best report and announce the winning group.</p>				

## Appendix-C

### DESCRIPTION OF SCHEME OF ASSESSMENT ORAL SOCIAL INTERACTION

Name of the Student: -----

Roll No: -----

Section: -----

Group: Control/Experimental: -----

Description Test Items	Score					Total 25
	5	4	3	2	1	
<b>Pronunciation and intonation</b>	Has clear, natural pronunciation that can be easily understood	Has pronunciation that can be easily understood	Is intelligible though there are examples of mispronunciation	Is not always intelligible and listener may have to ask for repetition	Is not intelligible .....	
<b>Vocabulary and Appropriacy/ Relevance</b>	Contributions are always appropriate to the context/ situation.	May be less confident in formal situations.	Contributions are appropriate to the context/ situation.	Contributions may be unconnected to the context/ situation	Has hardly any sense of purpose and cannot adapt to register.	
<b>Fluency/How Comfortable in Speak</b>	Speak fluently with minimal hesitation.	Speaks fluently with some hesitation.	Coherence may be affected by hesitancy or rephrasing.	Severe hesitation may impede communication.	May use only isolated words and phrases.	
<b>Accuracy and Grammar</b>	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.	
<b>Communication and Creative use of the language</b>	Contributions are highly effective and fulfill the task. Can fulfill the communicative functions of the level with spontaneity.	Contributions are effective and fulfill the task. Can fulfill the communicative functions of the level.	Contributions are adequate and fulfill the task. Can fulfill functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.	

## Appendix-D

### PRE- TEST SCORES OF ASSESSMENT FOR SPEAKING SKILL (SOCIAL INTERACTION)

Section/ Class : **9<sup>th</sup> -C**

Group: **Control**

Roll #	Pronunciation					Vocabulary					Fluency				Accuracy				Communication					Total		
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	25
1			3					3				4						3						2		15
2				2					2					2					2				3			11
3				2				3					3						2					2		12
4			3				4						3						2				3			15
5			3						2				3				4					4				16
6				2					2				3						2					2		11
7				2					2				3					3						2		12
8			3				4					4						3						2		16
9				2					2				3						2					2		11
10			3						2				3						2					2		12
11			3					3						2				3					3			13
12			3						2				3						2					2		12
13				2				3					3						2					2		13
14			3					3					3						2				3			14
15				2				3					3					3					3			15
16				2				3					3					3						2		13
17				2				3						2						1				2		11
18					1				2					2				3						2		10
19			3					3					3						2				3			14
20				2				3					3						2			4				14
21			3						2					2				3					3			13
22				2				3					3						2				3			13

Roll #	Pronunciation				Vocabulary				Fluency				Accuracy				Communication				Total
23		4					3				3			4				4			18
24				2			3				3				2					2	12
25				2				2					1				1			2	08
26		4					3			4				3					3		17
27		4				4				4				3					3		18
28		4					3				3			4					3		16
29		4						2			3				2				3		14
30			3				3					2			3					2	11
31			3				3					2				2			3		13
32			3			4					3				3					2	15
33				2				2			3						1				09
34			3			4				4					2					2	15
35		4					3			4				3						2	16

### Overall Result:

Pronunciation: 93

Vocabulary: 94

Fluency: 102

Accuracy: 86

Communication: 81

## Appendix-E

### PRE-TEST SCORES OF ASSESSMENT FOR SPEAKING SKILL (SOCIAL INTERACTION)

Section/ Class : **9<sup>Th</sup> - D**

Group: **Experimental**

Roll #	Pronunciation					Vocabulary					Fluency				Accuracy					Communication						Total 25
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	25
1			3				4					3							2					2		14
2		4							2			4					4							3		17
3			3				4					3					4						4			18
4			3				4					3							2					3		09
5			3						2			3					4						4			17
6				2					2			3							2						2	14
7				2					2			3							3						2	12
8			3				4					4						3							2	12
9				2					2			3							2						2	19
10			3						2			3							2						2	15
11			3					3					2					3						3		13
12			3						2			3							2						2	13
13				2				3				3							2						2	15
14			3					3				3							2					3		07
15				2				3				3						3						3		11
16				2				3				3						3							2	18
17				2				3					2							1					2	13
18					1				2				2					3							2	18
19			3					3				3							2					3		12
20				2				3				3							2				4			10
21			3						2				2					3						3		13
22				2				3				3							2					3		13
23			3					3					2							1				3		12

Roll #	Pronunciation				Vocabulary				Fluency				Accuracy				Communication				Total		
24				2						1			2				2					1	08
25		4						3				4				3			4				18
26				2				3						1				1			3		10
27			3					2					2				3				3		13
28			3					2				3					3					2	13
29				2				3				3					2					2	12
30			3					4				3				4				4			18

### Overall Result:

Pronunciation: 85

Vocabulary: 80

Fluency: 83

Accuracy: 75

Communication: 84



## Appendix-F

### POST-TEST SCORES OF ASSESSMENT FOR SPEAKING SKILL (SOCIAL INTERACTION)

Section/ Class : 9<sup>th</sup> -C

Group: Control

Roll #	Pronunciation					Vocabulary					Fluency					Accuracy					Communication					Total
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	25
1		4						3						2				3				4				16
2			3						2				3					3						2		13
3			3						2				3						2				3			13
4		4						3						2				3						2		14
5				2				3					3				4				4					16
6			3					3						2					2				3			13
7			3					3						2						1			3			12
8		4					4						3				4				5					20
9			3					3						2				3				4				15
10			3						2			4						3						2		15
11				2					2				3				4						3			14
12				2				3				4							2				3			14
13			3					3				4						3						2		15
14		4						3					3				4						3			17
15		4							2				3				4						3			16
16			3				4						3						2				3			15
17		4						3						2					2				3			14
18				2					2						1			3						2		10
19			3						2				3					3						2		13
20		4						3					3						2			4				16
<b>Roll #</b>	<b>Pronunciation</b>					<b>Vocabulary</b>					<b>Fluency</b>					<b>Accuracy</b>					<b>Communication</b>					<b>Total</b>
21			3					3				4					4						3			16

22			3					2			3				3					2		13
23		4				4			5						3				4			20
24			3					2			3				3					2		13
25			3					2				2				2					1	10
26			3			4				4					3				4			18
27	5					4				4			5							3		21
28			3				3					2		4						3		15
29		4						2			3				3						2	14
30			3			4					3				3						2	15
31				2				2			3				3					3		13
32			3			4					3					2			4			16
33		4						2				2			3					3		14
34			3			4			5						3					3		18
35	5					4					3					2				3		17

### OVERALL RESULT:

Pronunciation: 114  
 Vocabulary: 101  
 Fluency: 104  
 Accuracy: 103  
 Communication: 102

## Appendix-G

### **POST-TEST SCORES OF ASSESSMENT FOR SPEAKING SKILL** **(SOCIAL INTERACTION)**

Section/ Class : **9<sup>Th</sup> -D**

Group:

#### **Experimental**

Roll #	Pronunciation					Vocabulary					Fluency				Accuracy					Communication					Total	
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	25
1		4						3				4				5							3			20
2	5						4				5					5							4			23
3		4						3				4						3					3			20
4		4						3				4					4						3			18
5	5					5						4					4			5						23
6		4				5					5						4						4			22
7			3				4						3						2					2		14
8		4						3				4					4						3			18
9	5						4						3				4			5						21
10	5						4					4						3					3			19
11	5						4					4				5							3			21
12		4				5							3					3		5						20
13		4				5							3			5							4			21
14		4						3					3				4			5						19
15		4					4				5						4						4			21
16			3				4					4						3					4			18
17		4						3						2					2					3		18
18	5							3			5							3					4			20
19		4						3				4					4								2	17
20		4						3				4					4								2	21
21	5							4					4			5								3		21

Roll #	Pronunciation					Vocabulary					Fluency					Accuracy					Communication					Total
22	5					5						4				4						3				23
23	5						4					4			5				5							23
24			3				4				5				5						4					21
25	5						4						3		5				5							22
26			3			5						4					3					3				18
27		4				5						4			5							3				21
28		4					4						3		5							3				19
29		4				5					5						3					4				21
30		4					4				5				5				5							23

### Overall Result:

Pronunciation: 125

Vocabulary: 113

Fluency: 120

Accuracy: 123

Communication: 115

## Appendix-H

### **ATTITUDE/MOTIVATION RELATED QUESTIONNAIRE**

Name of Student: -----Group (Control/Experimental): -----

Class: -----Section: -----Roll No: -----

Indicators:

- 1. STRONGLY DISAGREE**
- 2. DISAGREE**
- 3. NEITHER AGREE NOR DISAGREE**
- 4. AGREE**
- 5. STRONGLY AGREE**

Please tick the alternative which appears most applicable to you.

No.	Self Orientation	1	2	3	4	5
1	Studying English is enjoyable for me					
2	I want learn English more and more					
3	I do not like English					
4	I prefer and interested in other objects rather than English.					
5	Learning English is a waste of time.					
6	English learning is boring for me					
7	I am studying English only because it is compulsory to pass the Exam.					
	<b>Integrative Orientation</b>					
8	I study English as I want to meet to meet foreigners with whom I can speak English.					
9	I study English as it will enable me to appreciate English art and literature in a better way.					
10	I study English as I want to know the life of English –speaking nations					
11	I study English as I learn about the British, the more I like them.					
12	I study English as I want to know various cultures and peoples of the world					
13	I study English because it keeps me in touch with foreign friends and acquaintances.					
	<b>Instrumental Orientation</b>					
14	I study English as it makes me a more knowledgeable person.					

15	I study English as it will be helpful in later stage my job or study					
16	I study English because other people will respect me more if I have knowledge of a foreign language.					
17	I study English as it will be helpful to search information and materials on the internet.					
18	I study English as I want to know what is happening in the world because many peoples of the world speak English.					
19	I study English as it gives me a feeling of success.					
20	I study English as it makes me happy.					
21	I study English because it provides an interesting intellectual activity.					
22	I study English as it offers a new challenge in my life, otherwise my life may become a bit monotonous.					
23	I study English because an educated person is supposed to be able to speak English.					
24	I study English to understand English-speaking films, videos, TV or radio etc					
25	I study English because without it one cannot be successful in any field.					
26	English is important for me to better understand the English-speaking nations' behavior and problems.					
27	Studying English can be important for me as it will enable me to get to know new people from different parts of the world.					
	<b>Travel Orientation</b>					
28	I study English because I would like to spend some time abroad.					
29	I study English as I intend to travel to those countries where English is used.					
30	I study English as it will help me in traveling within the country and abroad.					
31	I study English to broaden my outlook.					
32	I study English as without English I won't be able to travel a lot.					

33	I study English because I would like to make friendship with foreigners.					
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## Appendix-I

### **PRE-TEST RESPONSES OF CONTROL GROUP AT ATTITUDE/MOTIVATION RELATED QUESTIONNAIRE**

Indicators:

1. **STRONGLY DISAGREE**
2. **DISAGREE**
3. **NEITHER AGREE NOR DISAGREE**
4. **AGREE**
5. **STRONGLY AGREE**

<b>Q. No.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Self Orientation</b>				
1.	01	01	02	10	21
2.	01	01	02	14	17
3.	20	10	03	01	01
4.	02	05	04	14	10
5.	22	05	05	02	01
6.	18	10	03	03	01
7.	18	11	02	03	01
	<b>82</b>	<b>43</b>	<b>21</b>	<b>47</b>	<b>52</b>
	<b>Integrative Orientation</b>				
8.	03	02	03	09	18
9.	04	02	01	16	12
10.	04	04	02	14	11
11.	04	05	04	10	12
12.	02	01	04	14	14
13.	01	01	02	15	16
	<b>18</b>	<b>15</b>	<b>16</b>	<b>78</b>	<b>83</b>
	<b>Instrumental Orientation</b>				
14.	01	01	01	14	18
15.	00	01	01	07	26
16.	01	01	01	16	16
17.	01	02	03	21	08
18.	01	01	01	18	14
19.	01	01	04	14	15
20.	00	01	02	18	14
21.	01	01	04	17	12
22.	00	01	03	21	10
23.	00	01	01	18	15
24.	01	00	01	19	14
25.	00	02	04	14	15
26.	00	02	03	21	09
27.	00	01	03	17	14
	<b>07</b>	<b>16</b>	<b>32</b>	<b>235</b>	<b>191</b>



	Travel Orientation				
28.	00	01	01	17	16
29.	03	01	01	19	11
30.	00	01	03	18	13
31.	00	02	02	17	14
32.	02	01	03	15	14
33.	02	02	03	13	15
	<b>07</b>	<b>08</b>	<b>13</b>	<b>99</b>	<b>83</b>

**PRE-TEST RESPONSES OF EXPERIMENTAL GROUP AT  
ATTITUDE/MOTIVATION RELATED QUESTIONNAIRE**

Indicators:

1. **STRONGLY DISAGREE**
2. **DISAGREE**
3. **NEITHER AGREE NOR DISAGREE**
4. **AGREE**
5. **STRONGLY AGREE**

<b>Q. No.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Self Orientation</b>				
1.	00	00	03	11	16
2.	01	01	02	11	15
3.	20	04	03	03	00
4.	07	18	04	00	01
5.	19	08	01	02	00
6.	14	13	03	01	01
7.	14	13	02	01	00
	<b>75</b>	<b>57</b>	<b>18</b>	<b>29</b>	<b>33</b>
	<b>Integrative Orientation</b>				
8.	02	00	02	09	17
9.	01	04	03	07	14
10.	00	00	02	20	08
11.	03	02	06	13	06
12.	00	03	01	15	11
13.	02	00	03	14	11
	<b>06</b>	<b>09</b>	<b>17</b>	<b>78</b>	<b>67</b>
	<b>Instrumental Orientation</b>				
14.	01	02	02	13	15
15.	00	00	00	04	26
16.	01	00	03	12	14
17.	00	02	03	11	14
18.	00	01	02	10	17
19.	03	00	03	15	09
20.	00	02	02	18	08
21.	01	01	03	21	04
22.	01	04	03	13	09
23.	03	00	01	12	14
24.	02	01	02	15	10
25.	03	02	03	10	12
26.	01	00	03	14	12
27.	00	01	02	16	11
	<b>16</b>	<b>16</b>	<b>32</b>	<b>159</b>	<b>175</b>

	Travel Orientation				
28.	01	04	02	13	10
29.	00	03	03	16	08
30.	00	02	03	12	13
31.	02	01	03	14	10
32.	01	03	04	13	09
33.	02	04	03	06	15
	<b>06</b>	<b>17</b>	<b>18</b>	<b>74</b>	<b>65</b>

## Appendix-K

### POST TEST RESPONSES OF CONTROL GROUP AT ATTITUDE/MOTIVATION RELATED QUESTIONNAIRE

Indicators:

1. **STRONGLY DISAGREE**
2. **DISAGREE**
3. **NEITHER AGREE NOR DISAGREE**
4. **AGREE**
5. **STRONGLY AGREE**

Q. No.	1	2	3	4	5
<b>Self Orientation</b>					
1.	01	01	01	10	22
2.	01	01	02	15	16
3.	20	11	02	01	01
4.	02	06	04	12	11
5.	23	05	03	02	01
6.	16	12	03	02	02
7.	17	13	01	03	01
	<b>80</b>	<b>49</b>	<b>16</b>	<b>45</b>	<b>54</b>
<b>Integrative Orientation</b>					
8.	03	03	04	08	17
9.	04	03	02	14	12
10.	03	03	02	17	10
11.	02	05	03	12	13
12.	03	02	03	12	15
13.	02	02	02	17	12
	<b>17</b>	<b>18</b>	<b>16</b>	<b>80</b>	<b>79</b>
<b>Instrumental Orientation</b>					
14.	02	00	02	12	19
15.	01	02	02	10	20
16.	02	02	02	15	14
17.	00	01	04	20	10
18.	02	02	02	16	14
19.	01	01	04	16	13
20.	02	02	02	19	10
21.	01	01	03	15	15
22.	02	00	03	18	12
23.	00	01	01	16	17
24.	01	00	01	19	14
25.	00	02	04	17	12
26.	02	02	03	21	07
27.	01	00	02	20	12
	<b>17</b>	<b>14</b>	<b>35</b>	<b>234</b>	<b>189</b>

	Travel Orientation				
28.	01	02	02	16	14
29.	02	01	02	13	17
30.	00	00	02	22	11
31.	02	01	03	15	14
32.	02	02	02	18	11
33.	03	01	02	14	15
	<b>10</b>	<b>07</b>	<b>13</b>	<b>98</b>	<b>78</b>

## Appendix-L

### POST TEST RESPONSES OF EXPERIMENTAL GROUP AT ATTITUDE/MOTIVATION RELATED QUESTIONNAIRE

Indicators:

1. **STRONGLY DISAGREE**
2. **DISAGREE**
3. **NEITHER AGREE NOR DISAGREE**
4. **AGREE**
5. **STRONGLY AGREE**

<b>Q. No.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Self Orientation</b>				
34.	00	00	00	15	15
35.	01	01	00	13	15
36.	22	09	00	01	00
37.	11	18	00	00	01
38.	13	15	01	01	00
39.	15	15	00	00	00
40.	12	17	00	01	00
	<b>74</b>	<b>75</b>	<b>01</b>	<b>31</b>	<b>31</b>
	<b>Integrative Orientation</b>				
41.	01	00	00	10	19
42.	01	01	01	12	15
43.	00	00	00	21	09
44.	01	01	00	17	11
45.	00	00	00	13	17
46.	01	00	01	10	18
	<b>04</b>	<b>02</b>	<b>12</b>	<b>83</b>	<b>89</b>
	<b>Instrumental Orientation</b>				
47.	01	01	01	10	17
48.	00	00	00	05	25
49.	00	00	01	13	16
50.	01	00	00	14	15
51.	01	01	01	13	14
52.	01	01	01	14	13
53.	01	00	00	12	17
54.	00	01	00	18	11
55.	01	00	00	10	19
56.	01	00	01	10	18
57.	00	01	00	12	17
58.	00	01	01	12	16
59.	01	00	00	13	16
60.	00	01	00	19	10
	<b>08</b>	<b>07</b>	<b>06</b>	<b>175</b>	<b>224</b>
	<b>Travel Orientation</b>				

61.	01	00	00	14	15
62.	00	01	00	15	14
63.	00	00	01	17	12
64.	01	01	00	12	16
65.	01	00	00	18	11
66.	00	01	01	15	13
	<b>06</b>	<b>17</b>	<b>18</b>	<b>74</b>	<b>65</b>

## Appendix-M



F.1-6/2009/DDT/FDE  
Government of Pakistan  
Federal Directorate of Education  
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Islamabad the January 12, 2015

### **THE PRINCIPAL**

Islamabad Model Schools for Boys G-9/1,  
Islamabad

**Subject: PERMISSION TO CONDUCT RESEARCH EXPERIMENT**

I am directed to convey the approval of competent Authority to allow Mr. Munir Anjum, PhD scholar of International Islamic University, Islamabad to carry out the Experiment research titled "Task Based Language Learning" in Islamabad Model School for Boys G-9/1, Islamabad

2. You are requested to extend maximum cooperation to Researcher to make this research a success, please.

3. This is issued with the approval of Director Training

**(NADEEM AHMAD)**  
Assistant Director (Training)

Copy to:

- ✓ Mr. Munir Anjum Scholar PhD
- PA to Director Schools (Male)
- P. A to Director Training



**List of Experts/Teachers**

1. Professor Dr. N.B. Jumani, Ex-Dean, Faculty of Social Sciences, International Islamic University, Islamabad
2. Dr. Muhammad Munir Kayani, Chairman, Department of Education, International Islamic University, Islamabad
3. Dr. Syed Manzoor Hussain Shah, Ex-Assistant Professor, Educational Planning Policy Studies & Leadership, Faculty of Education, AIOU
4. Mr. Muhammad Akram Khan, Lecturer in English, H-8 College, Federal Directorate of Education, Islamabad
5. Dr A.R. Saghir, Professor, Faculty of Social Sciences, Department of Education, IIUI.
6. Mr. M.H.Anjum, Visiting Professor, Department of English, IIUI, Islamabad
7. Prof. Dr. Muhammad Jamil, Federal College of education, H-9, Islamabad.
8. Mr. Sher Muhammad, Senior Secondary School Teacher, FDE, Islamabad.
9. Syed Farrukh Zad, Ex-Assistant Professor, English Department (GS), NUML Islamabad
10. Dr. Ejaz Mirza, Assistant Professor, Faculty of Language and Literature, NUML Islamabad
11. Mr. Tayyab Nawaz, Ex-Lecturer, English Department, NUML, Islamabad