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APPENDICES

APPENDIX I – Task-Based Language Teaching (TBLT) Module

APPENDIX II- Blue Print of ELST

APPENDIX III- English Language Skills Test (ELST)

APPENDIX IV- Scoring Criteria for Assessment of ELST

APPENDIX V- Student Task-Based Language Teaching (TBLT) Attitude Scale

TASK-BASED LANGUAGE TEACHING MODULE

THREE-MONTH TASK-BASED ENGLISH MODULE

FOR

CLASS VIII

BASED ON

SUNBEAM ENGLISH READER - III

CONTENT

1. **ABOUT THE MODULE**

2. **TASK TYPES**

3. **ENGLISH LANGUAGE SKILLS**

4. **TBLT MODEL USED IN THE MODULE**

5. **CHAPTERS INCLUDED IN THE MODULE**

   • **Prince of Panidihing**

   • **My Native Land**

   • **Louis Pasteur**

   • **Sympathy**

   • **A New Day, A New Way**

ABOUT THE MODULE

This module has been meticulously designed for Class VIII students of Board of Secondary Education (SEBA) using the prescribed textbook, *Sunbeam English Reader - III*. It consists of five lessons - three proses and two poems. The primary objective of the module is to actively engage students in various instructional activities, enhancing their four language skills, listening, speaking, reading, and writing (LSRW) in English. These instructional activities are called 'tasks' because they are:

(i) Meaning-centric: The primary focus is on making meaning, understanding descriptions and attempting to communicate, rather than focusing solely on grammatical intricacies.

(ii) There is a gap: Each task prompts students to convey, seek specific information or express opinion, thereby promoting interactive communication.

(iii) Clearly-defined communicative outcome: Tasks accomplished are assessed in terms of whether the communicative outcome is achieved.

(iv) Utilization of resources: To achieve the task goals learners can use their linguistic resources (both L1 and L2) and their non-linguistic resources (e.g. gesture; facial expressions) for comprehension and production.

The tasks are rooted in the concept of 'gap,' as articulated by Prabhu (1987). These gaps encompass:

(i) Information Gap: Task-oriented towards discovering specific information.

(ii) Reasoning Gap: Tasks designed to facilitate critical thinking and problem-solving.

(iii) Opinion Gap: Tasks encouraging the expression of personal viewpoints and beliefs.

Accordingly, the tasks included in this module consist of a variety of gap activities, with a limited number of opinion gap tasks, as they are considered more suitable for advanced intermediate learners (Prabhu, 1987). This categorization aligns with the

needs of learners with basic language proficiency. The module integrates both pedagogical and real-world tasks, encouraging meaningful interactions among students for language acquisition and skill development. Pedagogical tasks foster structured language use within the classroom, while real-world tasks simulate authentic contexts, promoting practical language application beyond the classroom. This comprehensive approach prepares students for academic and practical language use by facilitating interaction in diverse contexts. An integrated-language skills approach is employed, in which the tasks are designed to encompass all four basic language skills (LSRW) as well as associated skills of vocabulary, meaning, usage, grammar, spelling, sentence structure, and pronunciation. Each task is structured around three stages of pre-task, task cycle and language focus. Students are introduced to the task's end goal and the type of the work expected right from the outset. Essentially, the module aims to instill the understanding that proficiency in one language skill complements proficiency in other skills. For instance, to excel in speaking, one must also hone listening skills, and similarly, to enhance writing abilities, strong reading skills are indispensable.

Some of the form-focused activities were prepared in advance by identifying useful language exercises from the lesson, while a few others were created based on common errors observed during the task cycle. Use of dictionary has been encouraged during the task-phases, as it can fill knowledge gaps. All the teaching-learning materials utilized to conduct the tasks are provided by the teacher.

TASK TYPES

The module offers a range of tasks to broaden learning experiences and enhance language skills.

(i) Input-based tasks (involving listening and reading) and output-based tasks (production through speaking, writing, reading, and listening).

(ii) Closed tasks with specified outcomes.

(iii) Open tasks allowing creativity and exploration without pre-determined outcome.

(iv) Unfocused tasks encouraging broader skill application without specific emphasis on grammar or language elements.

The following are kinds of the tasks included in the module:

TASKS

Sequence	NARRATIVE WRITING	Timeline
Listing	Drawing	Sorting
Jigsaw	Letter Writing	Role Play
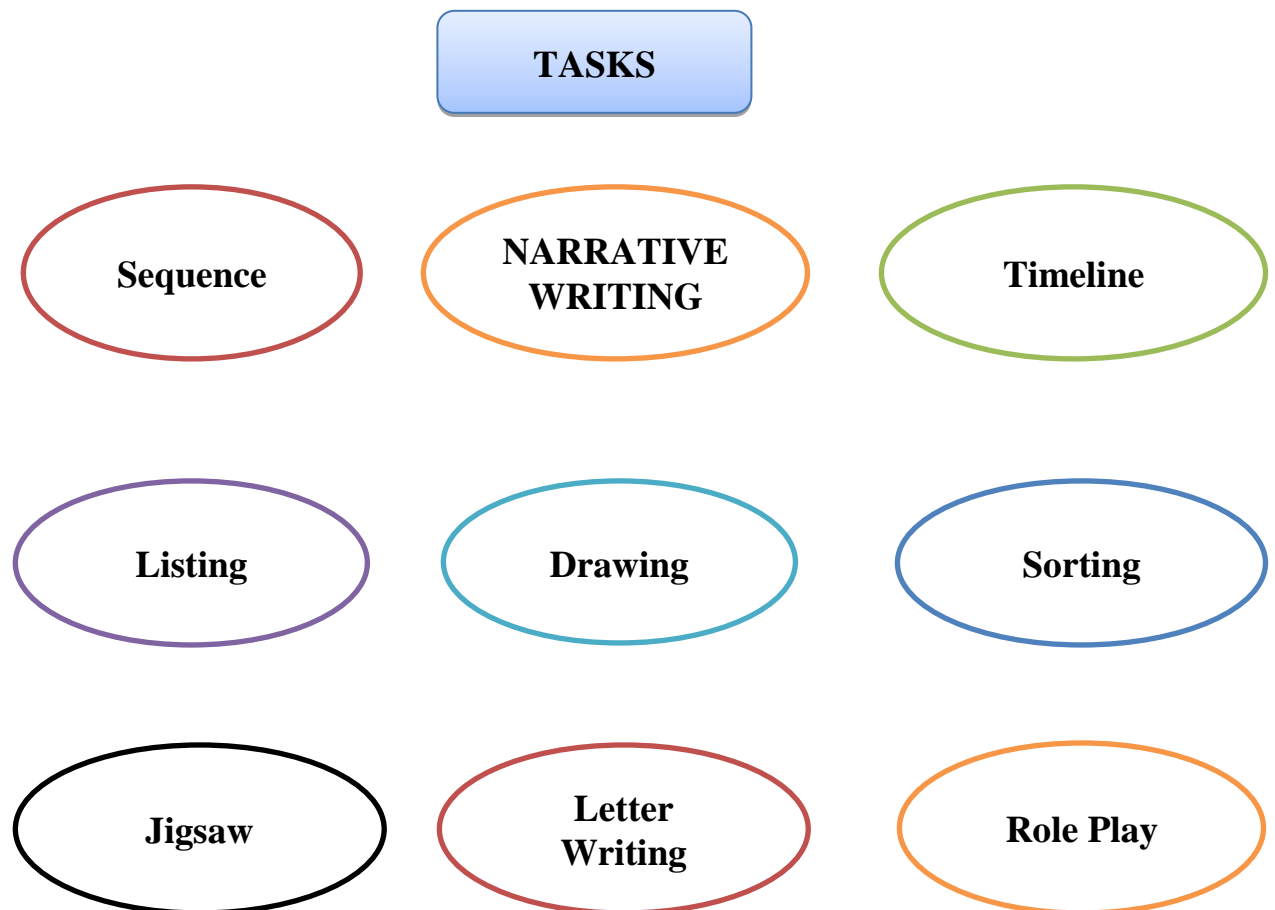
The tasks are structured from simpler to more complex, ensuring students encounter fewer challenging tasks initially and become acquainted with the phases and objectives of each task. These activities, including sequencing, comparing, matching, and brainstorming, incorporate playful elements to actively engage students in their language learning journey. Alongside these, a selection of more challenging tasks such as creative writing, problem-solving, and critical thinking are included to provide opportunities for students to tackle complex concepts and enhance their skills.

Most tasks are designed for pairs, while some involve small groups of four, and a few are meant for individual work. The number of group tasks is limited due to space constraints and the less flexible seating arrangements in the government schools chosen for the study. However, despite the constraints posed by space limitations and rigid seating arrangements in government schools, innovative strategies are implemented to maximize student engagement and participation. Flexible grouping methods and rotating pairs allow students to interact effectively despite spatial constraints. Moreover, the module's design emphasizes task variety and adaptability, ensuring that activities can be seamlessly integrated into the existing classroom environment while still fostering collaborative learning experiences.

ENGLISH LANGUAGE SKILLS

The tasks within the module are strategically designed to encompass learning outcomes aimed at cultivating proficiency in the four fundamental language skills: listening, speaking, reading, and writing (LSRW). In addition to these core skills, the tasks also inherently address and strengthen associated language components such as grammar, pronunciation, vocabulary, sentence structure, and meaning.

While the module may not explicitly emphasize individual sub-skills within the four basic language competencies, the tasks are crafted to seamlessly integrate these skills, fostering a comprehensive approach to communication within specific contexts. For example, activities involving storytelling or role-playing naturally enhance vocabulary acquisition, sentence construction, and pronunciation as students engage in spoken interaction. Similarly, tasks focusing on reading comprehension may involve activities that reinforce grammar rules or expand students' understanding of word meanings in context.

Through active engagement with these tasks, learners not only develop proficiency in the core language skills but also naturally refine various components contributing to effective language use. This approach allows learners to develop a holistic understanding and application of language skills, ensuring their ability to communicate effectively in real-world situations.

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                    ENGLISH LANGUAGE SKILLS


   LISTENING        READING        SPEAKING        WRITING
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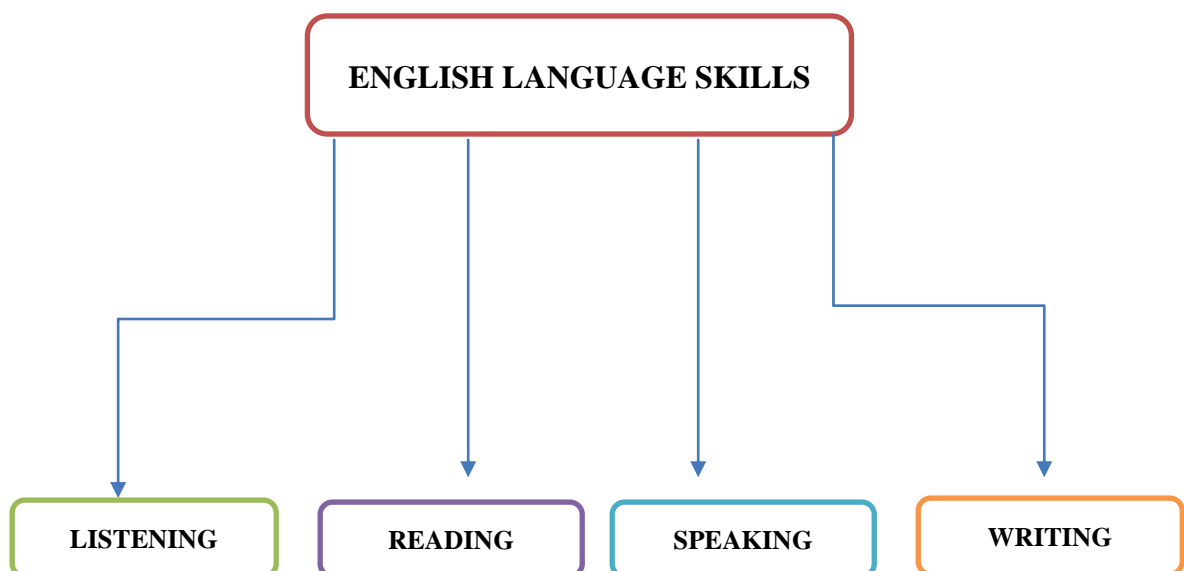
TBLT FRAMEWORK USED IN THE MODULE

Each task is carried out in the following steps based on Willis' (1996) Framework for TBLT
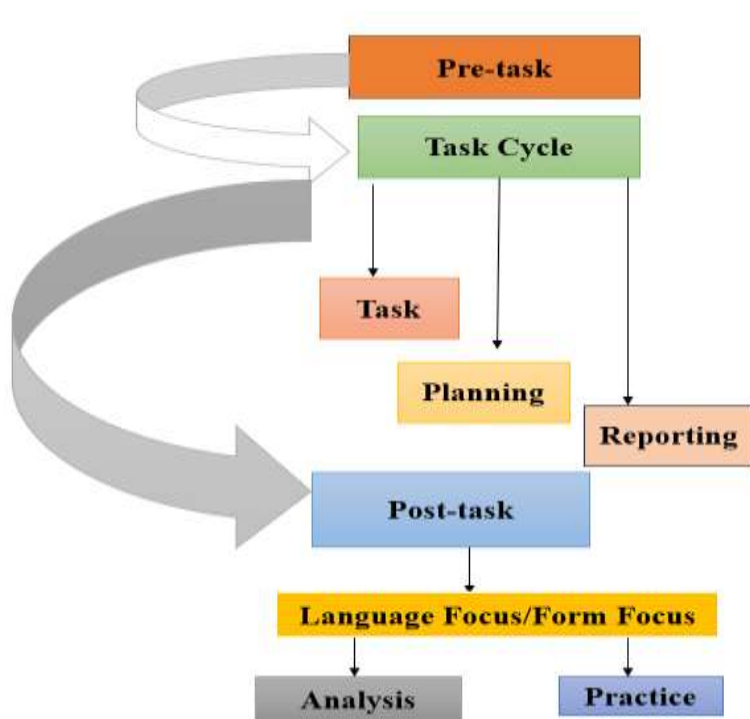
Willis' (1996) Frame work for TBLT

However, while the module outlines a structured approach for task implementation, not all steps are rigidly followed in every instances. Willis' (1996) framework provides a lot of flexibility and the tasks are tailored to accommodate the diverse learning needs of the students and navigate time constraints effectively. For instance, in some post-task phase, instead of language focus, a particular task is repeated. In few tasks, the reporting phase is omitted because the subsequent task naturally evolves from the initial task, eliminating the need for formal reporting. Additionally, for tasks that demand more time for completion, the teacher selectively invite a few groups, particularly those offering diverse solutions, to present their findings. Nonetheless, every effort is made to involve as many pairs, individuals and groups as feasible in the reporting process, thereby ensuring inclusivity and the representation of diverse perspectives.

TEACHER-STUDENT ROLES IN TBLT MODULE

Stages of Task-based Approach	Role of Teacher	Role of Student
Pre-task	• Warm-up session • Brief explanation of task goals • Task instructions • Pairing or grouping of students	• Participate in warm-up activities • Listen for instructions and details about the task • Gear up for the task
Task	• Provide scaffolding • Select pairs/groups to present. • Provide corrective feedback • Facilitate debated and discussions	• Engage in different tasks in pairs or groups or individually • Engage in discussions. • Seeks teacher's assistance when required • Prepare to present findings • Report to the class • Provide peer feedback
Post-task	• Explain language forms • Facilitate conscious-raising activities • Task repetition	• Practice the language forms through conscious-raising activities • Listen attentively to teacher's explanations • Repeat tasks with different pairs

CHAPTERS INCLUDED IN THE MODULE

Five chapters have been included in this module – three prose and two poems. The details of the chapters are:

PROSE	POETRY

Prince of Panidihing

A New Day, A New Way

My Native Land

Sympathy

Louis Pastuer
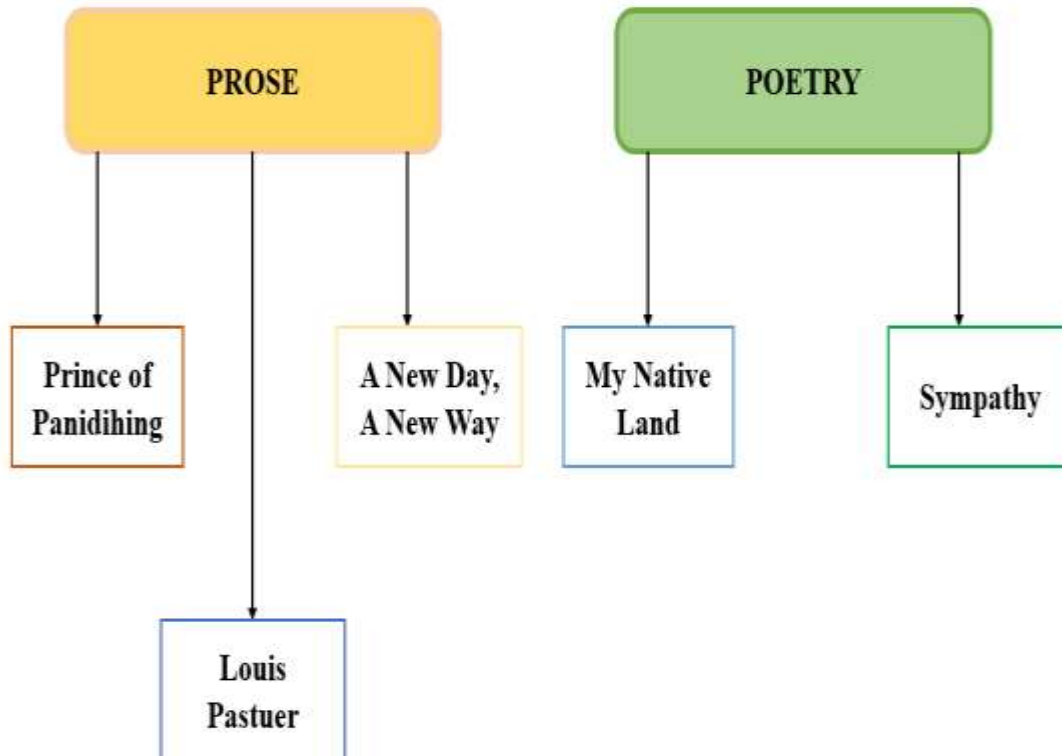
<div align="center">**PRINCE OF PANIDIHING**</div>

Task 1 (Dictogloss Task)

Communicative Goals.

- Develop listening skills

- Foster communication skills by exchanging information to sequence events.

- Articulate thoughts, share interpretations, and negotiate meaning

Task mode: individual work, pair work

Materials: audio, worksheets, handout

Task Goal: Sequence and draw according to an audio prompt

Time: 2 classes

Pre-task

The teacher begins the tasks by showing some pictures of floods in Assam. Following which she asks a few questions regarding flood and discusses about it.

(Source: Google Image)

(i)   What do you see in these pictures?

(ii)   What do you think happens during a flood?

(iii)   What do you think people need during a flood?

The teacher briefly discusses about the lesson 'Prince of Panidihing' and asks them to predict what might have happened in the lesson based on the title. The students come up with various answers. After the discussion, the teacher divides the class in pairs and brief about the task and its goals.

Task Instructions

Listen carefully to the audio that will be played three times. Draw the sequence of events in the designated boxes on your worksheet, following what you hear. Do it first by yourself. Then, work with your partner to check the sequence and make any necessary corrections.

Source: Google image

Task Cycle

AUDIO TRANSCRIPT

1. It was raining heavily.
2. The water of the river was rising very quickly in the village.
3. The water rolled over the house tops.
4. The villagers took shelter on the roof tops of *chang ghars*.
5. A young boy, along with his five friends, quickly rushed to help the village.
6. They made five bamboo rafts.
7. The boys took the villagers to high school grounds.

The students draw in the blank boxes given in the worksheet.

Task 2 (Narrative Writing -Paragraph)

Communicative Goals:

- Foster writing skills based on listening skills
- Compose a coherent paragraph
- Organize ideas logically
- Collaborative discussion

Task mode: individual work, pair work

Materials: worksheets, drawing

Task Goal: Compose a paragraph collaboratively

Once the students complete drawing in the blank boxes provided on the worksheet, the teacher pairs them up. In pairs, students discuss whether they have correctly sequenced their drawings according to the audio they heard. Each pair writes a short paragraph (in about 100-150 words) based on what they have heard and drawn. They give a title to their paragraph.

The students compose a paragraph using the steps provided by the teacher:

  (i)   Introduce the topic.

 (ii)   Give details about your topic.

(iii)   Conclude with a finishing sentence about your topic.

Each worksheet includes vocabulary word banks to support students as they write their paragraphs.

Title

One day it was raining …………………………………………………………….

……………………………………………………………………………………

……………………………………………………………………………………

………………………………………………………………………………………

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………………………………………………………………………………………

Planning

The pairs prepare to share their story with the class. For presentation, the teacher selects 5-6 pairs to share their paragraphs with the class. Each pair has 1 minute to present their report.

Reporting

As each pair presents, the other pairs listen attentively and compare their own versions with the presenting pair's version. If any differences are noted, the pairs point them out and provide reasons to justify their disagreements.

Post-Task

Language Focus

The teacher randomly selects students to read the lesson while simultaneously noting down on the blackboard phrases or words that students find challenging. Afterwards, she offers feedback on correct pronunciation, clarifies the meaning of difficult words or phrases, and ensures comprehension among the students.

Task 3 (Flood Readiness - Jigsaw)

Communicative goals:

- Enhance LSRW skills
- Practice collaborative and cooperation skills
- Negotiate meaning

Task Mode: pair work

Materials: worksheets, chart paper

Task Goal: Prepare a comprehensive practical 'to-do-list' for flood preparedness

Pre-Task

The teacher initiates a discussion on the significance of flood preparedness, highlighting its importance in ensuring safety and mitigating risks. Following this, she introduces the upcoming task to the class and pairs up the students.

Task instruction

Work in pairs. The table on your worksheet contains some information about flood preparedness. You will notice that the table is incomplete. The missing information is on your partner's table. Likewise, the information he/she needs is available on your table. Complete the table by exchanging information. However, do not look at each other's worksheets. The question prompts are given in the table.

Flood Preparedness: 'To-Do List'
Student A

	Before flood	During Flood	After Flood
What is to be done at home?	Prepare an emergency kit (dry food items, water bottle, torchlight, medicines, documents secured in waterproof containers).		
How to be safe?		Don't walk or drive in floodwater.	
What should we take care of first?		Take cattle & animals to a safer place.	Avoid contact with flood water and swimming in the flood water.
How to remain informed and communicate with others?	Stay informed on local news.	Get to a higher ground.	

Student B

	Before flood	During Flood	After Flood
What is to be done at home?		Disconnect electricity And turn off the cylinder.	
How to be safe?	Plan evacuation routes and meeting points.		Do not touch power lines.
What should we take care of first	Evacuate with the emergency kit.		
How to remain informed and communicate with others			Call your friends and family.

Task Cycle

Task

The pairs ask questions to find out the answers to the missing information. The teacher walks around, listening to their discussions and offering assistance if needed.

Planning

The pairs prepare to present their comprehensive Flood-Preparedness To-Do List in the chart papers provided to them. They organize their information, ensuring clarity and completeness in their presentation.

Reporting

The teacher selects 5-6 pairs to share their completed 'To-Do List', emphasizing the importance and relevance of each item. Following each presentation, the teacher provides

corrective feedback to enhance understanding and clarity. The teacher presents the students with published pamphlets focusing on flood preparedness. Learners engage in reading and comparing the information provided in the pamphlets, utilizing it to enhance and refine the content already written in their own charts.

Post-Task

Language Focus

Given that the tasks in this module primarily center around pair work, emphasizing question-asking and turn-taking, the focus is directed towards practicing Wh-questions.
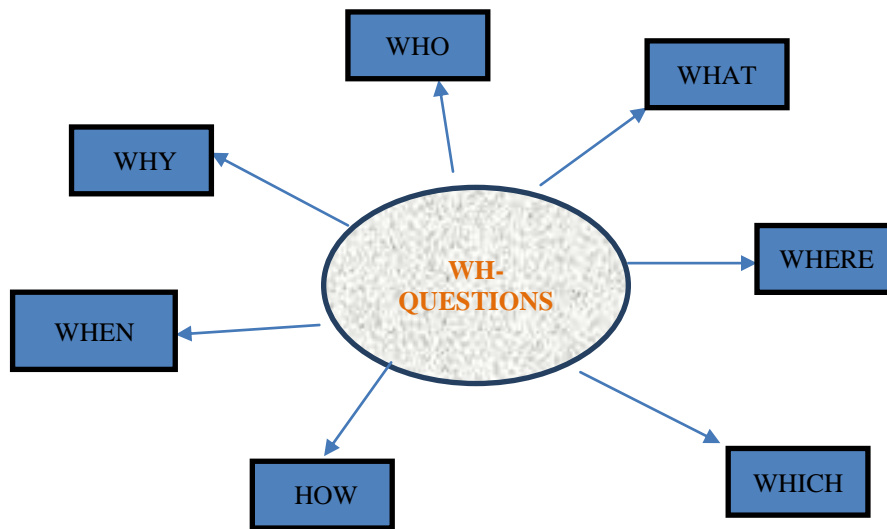
The teacher organizes students into groups of four and instructs them to gather information from each other using Wh-questions. Before the task begins, she assists the students in crafting questions and displays the expressions on the blackboard:

   i.   When is your birthday?

  ii.   How do you go to school?

 iii.   Where is your home?

 iv.   What is your favourite food?

  v.   Who is your best friend?

 vi.   Which is your favourite sport?

vii.   Why is [specific sport] your favourite?

She gives them worksheets with a table. Each student has to obtain the information from the group members and fill in the information in the respective columns.

Student's Name	Birthday (When)	Transportation to School (How)	Home Location (Where)	Favourite food (What)	Best friend's Name (Who)	Favourite sport (Which)	Reason for favourite sport (Why)
1							
2							
3							
4							

After obtaining the information, the teacher discusses rules for using Wh-questions:

   (i)   Who is used: ....

   (ii)   When is used: ....

  (iii)   How is used: ....

  (iv)   Where is used: ....

   (v)   What is used: ....

  (vi)   Which is used: ....

 (vii)   Why is used: ....

Task 4 (Matching Task)

Communicative Goals:

- Negotiation of meaning

- Collaborative decision making

- Foster listening, speaking and reading

Materials: worksheets

Task Goals: Match picture with description and justify their choices

No. of classes: 4

Pre-task

The teacher distributes worksheets containing pictures and corresponding statements to the students. She explains the task to them and divide them into pairs.

Task Instruction

Look at the pictures and match each one with its corresponding description. First, attempt the task independently. Then, check with your partner to verify the answers. Once both of you agree on the matches, prepare to explain your choices to the class.

Task Cycle

Task

Each student independently matches the pictures with the corresponding descriptions. Afterward, they compare their answers with their partners. The teacher provides guidance, as necessary.

(1)

(2)

(3)

(4)

(5)

(Source: Images taken from internet)

Description	Picture Number
(i) The boat was caught in the **whirlpool**.	
(ii) The man swiftly steered the **bamboo raft** into the river	
(iii)The people **huddled** together in the boat.	
(iv)The boat **capsized** suddenly.	
(v)The **livestock** had to be taken to some higher lands.	

Planning

Pairs prepare to justify their matching pictures with selected sentences, linking the statements to the pictures.

Report

Pairs share their answers with the class. Everyone votes if they agree. The teacher discusses the correct answer.

Post-Task

Language Focus

For the words provided in the matching task, learners use their dictionary to find the meanings and write them down in their vocabulary notebooks.

MY NATIVE LAND

Task 1 (Narrative Writing)

Communicative goals:

- Develop critical thinking skills
- Foster reading, writing and speaking skills
- Express perspectives and insights on the given prompts
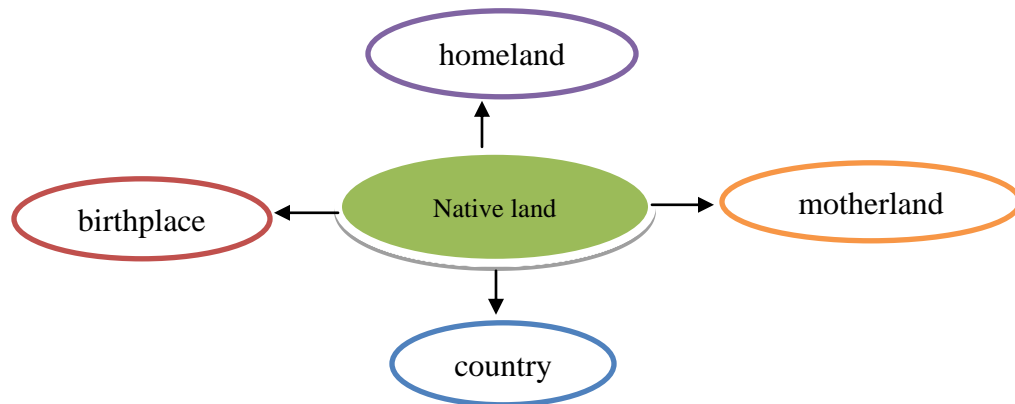
Task mode: Individual work

Materials: worksheet

Task Goals: Write a paragraph coherently on the given topic based on given prompts

No. of classes: 3 classes

Pre-task

The teacher elicits from the students the meaning of 'native land', drawing their attention to different vocabulary expressions of the word.

homeland

birthplace ← Native land → motherland

country

Following this, the teacher briefs the students about the task.

Task Instructions

Write a paragraph describing your 'Native Land' using the given information.

Some prompt questions and possible answers are given:

	Appearance	Weather	Famous for	Rivers	Festivals	Tourist places	Reason for loving
Prompt Questions	What does it look like?	How is the weather	What is it famous for?	How many rivers?	What are the festivals celebrated?	What are the best places to visit?	Why do you like your native land?
Possible Answers	It is beautiful with lots of…	The weather is …	It is famous for …	The biggest river is… Other rivers are…	The main festivals…	The famous places are…	I like because …

Task Cycle

Task

The students write a paragraph on their 'native land'.

<div style="border:2px solid orange; padding:10px">

My Native Land

The name of my native land is …………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………..

………………………………………………………………………………………...

………………………………………………………………………………………..

I love my native land……………………………………………………………….

</div>

Planning

The students rehearse presenting their paragraph in front of the class.

Reporting

The teacher selects a few students to read out their paragraphs. The students vote for the three best paragraphs.

Post-task

Language Focus

Analysis/Practice

The teacher provides a model reading of the poem with proper intonation and stress, prompting students to repeat useful phrases and keywords in chorus.

Subsequently, the teacher randomly selects students to read the stanzas aloud, offering constructive feedback on their pronunciation, intonation, and expressions.

Task 2 (Read and Match)

Communicative Goals

- ✓ Identify and correct factual errors.
- ✓ Listen actively comparing understandings and noting any discrepancies.
- ✓ Enhance problem-solving skills

Task mode: Pair work

Materials: Worksheet

Task Goal: Identify and rectify the factual inaccuracies

No. of Classes: 4

Pre-task

The teacher initiates a brainstorming session with the students to elicit the summary of each stanza of the poem. Inputs are provided to facilitate students' understanding, before briefing the task's instructions.
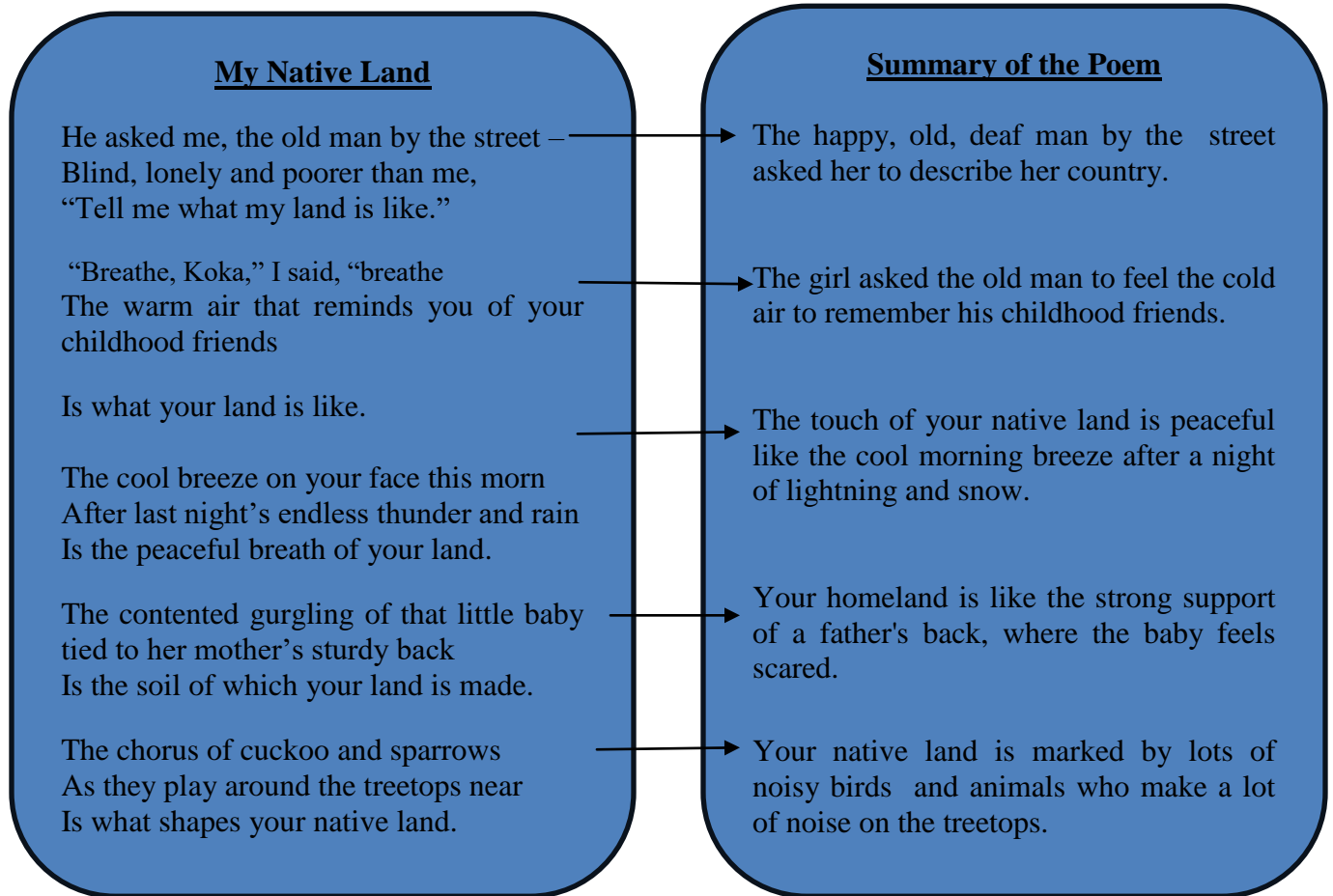
Task Instructions

Work in pairs to compare the original poem 'Native Land' from your textbook with a written summaries of each stanza that contains factual inaccuracies. Circle the inaccuracies and rewrite with correct information.

Task Cycle

Task

Students reads carefully in pairs to identify and rectify the factual inaccuracies in the summaries, providing the correct information for accuracy.

<table>
<tr><td>

My Native Land

He asked me, the old man by the street –
Blind, lonely and poorer than me,
"Tell me what my land is like."

"Breathe, Koka," I said, "breathe
The warm air that reminds you of your childhood friends

Is what your land is like.

The cool breeze on your face this morn
After last night's endless thunder and rain
Is the peaceful breath of your land.

The contented gurgling of that little baby
tied to her mother's sturdy back
Is the soil of which your land is made.

The chorus of cuckoo and sparrows
As they play around the treetops near
Is what shapes your native land.

</td><td>

Summary of the Poem

The happy, old, deaf man by the street asked her to describe her country.

The girl asked the old man to feel the cold air to remember his childhood friends.

The touch of your native land is peaceful like the cool morning breeze after a night of lightning and snow.

Your homeland is like the strong support of a father's back, where the baby feels scared.

Your native land is marked by lots of noisy birds and animals who make a lot of noise on the treetops.

</td></tr>
</table>

Students rehearse to present their corrected versions to the rest of the class.
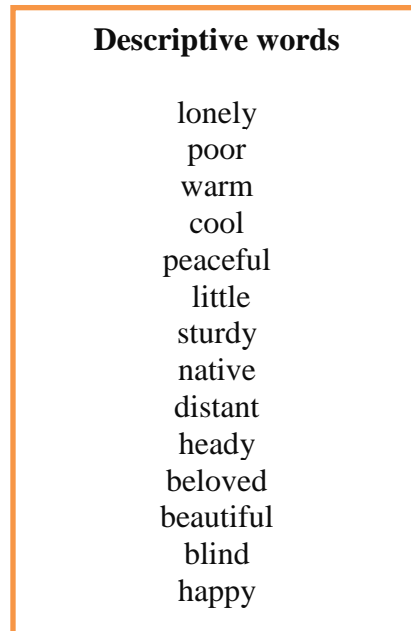
Report

During the report, one of the partners shares their findings before passing the speaker's role to the other partner to continue. Other students listen and compare their findings to those of the speakers, pointing out any discrepancies.

Post-task

Language Focus

Analysis

The teacher presents a list of 'descriptive words' found in the poem. She selects two words from the list and shares what thoughts or images come to her mind when she thinks of these words. Then, she instructs the students to choose two adjectives from the list and compose sentences describing the thoughts or images that come to their minds when they think of these words.

<div style="border:2px solid orange; width:350px; margin:auto; text-align:center;">

Descriptive words

lonely
poor
warm
cool
peaceful
little
sturdy
native
distant
heady
beloved
beautiful
blind
happy

</div>

The teacher gives starter prompts, 'When I think of ………… , it makes me feel………………

Practice

Students describe their feelings in one or two sentences. The teacher provides corrective feedback.

_____

Task 3 (Letter Writing – Jigsaw)

Communicative Goals

- Analyze and understand the structure of letter formats.
- Engage in information exchange (in pairs) to identify differences between letter formats.
- Engage in discussions and negotiations

Task Mode: pair work

Materials: worksheets, actual letters

Task Goals: Identify differences between the given formats and decide on the correct format

No. of Class: 1

Pre-task

The teacher leads a discussion on modern communication methods versus traditional letter writing, highlighting the significance of informal letters in the past.

Students are provided with handouts containing sample informal letters and instructed to examine the letter format in pairs.

Letter Format

Sender's Address
Date/ Month/ Year
My Dear XXXX (Salutation)

Body of the letter

Receiver's address
Yours lovingly.
Sender's name

Task Instructions

In pairs, thoroughly analyze the letter format and become familiar with its structure. Then, compare two different letter formats, identifying and agreeing upon any differences. Determine the correct format based on the provided sample.

Task

Pairs identify differences between the given formats and decide on the correct format based on their understanding of the sample format.

Format A	Format B
Sender's address	Receiver's address
month/date/year	date/month/year
Salutation (Respected)	Salutation (Dear)
Receiver's address	Body of the letter
Body of the letter	Yours loving
Name	Sender's address
Yours loving	Name

There is no planning or reporting stage for this task. The teacher evaluates the letter formats and offers corrective feedback on any errors observed. Additionally, she discusses the tone of the letter and the typical language used in writing informal letters.

Task 4 (Letter Writing)

Communicative Goals:

- Focus on organization, clarity, coherence, and language use.
- Personalize letters, incorporating experiences and preferences.

Task mode: Individual

Materials: worksheets:

Task Goals: Apply understanding by writing in the correct format to reinforce their writing skills

No. of classes: 3

Pre-task

Following the previous task, students individually write a letter to invite a friend to celebrate *Bohag Bihu* at their home.

The teacher distributes handouts containing sample of informal letters, which include starter prompts are also provided to guide students in writing their letters.

Starter Prompts

1. Start with friendly greeting: "My dear friend….."

2. Purpose: I am writing to you to …………………

3. Details about the event: celebrations, traditional food……………….

4. Additional information: time, date, address

5. A warm invitation: I hope you can make it

Task Cycle

Task

Students use the provided format and prompts to write their letters. The teacher is available to assist and clarify any doubts or errors.

Planning

Students prepare to read out their letters**.**

Reporting

The teacher selects a few students to read their letters to the class. The class then votes for the best letter.

Post-Task

Language Focus

Students receive sample informal letters for comparison. They compare their letters with the sample letters, and identify differences (if any). They use some of the expressions, structural modifications to refine their own letter.

The teacher summarizes the structure and tone of a letter, discusses the kinds of informal letters, and language used.

<div style="text-align:center; border:2px solid #a03030; display:inline-block; padding:10px;">

LOUIS PASTEUR

</div>

Task 1 (Jigsaw Task)

> **Communicative Goals:**
> - Improve listening comprehension skills
> - Reinforce understanding of key information presented in the audio
> - Foster collaboration through peer interaction and information sharing
> ✓ Presenting information coherently
>
> **Task mode: Pair work**
>
> **Materials:** audio, worksheet
>
> **Task goal:** Collect and share information using question prompts
>
> **No. of classes:** 1

Pre-task

The teacher opens a discussion by asking if anyone has ever been bitten by a dog. She encourages students to share their experiences and what actions they took afterward. She emphasizes the importance of seeking medical help promptly in such situations for proper treatment and prevention of complications.

Transitioning from the discussion, she tells the students they will have to collect information about a famous scientist from their partners. Each of the partner will have only one part of the information.

The teacher writes on the blackboard some useful question prompts:

  (i)   What is his first/last name?
 (ii)   What is his occupation?
(iii)   Where did he live?
 (iv)   Can you repeat that, please?
  (v)   How do you spell that?

The teacher walks around the class to see whether the pairs are doing the tasks properly. She encourages them to use question prompts.

Task Cycle

Task

<table>
<tr>
<td valign="top" width="50%">

Student A

Name: _____ Pasteur

Occupation: microbiologist and _____

Lived in: France

Discovered: _____

Experimented on rabbits

First experimented on a boy in _____

Pasteur Institute was founded in Paris in 1888.

Pasteur died in _____.

</td>
<td valign="top" width="50%">

Student B

Name: Louis _____

Occupation: _____ and chemist

Lived in: _____

Discovered: rabies vaccine

Experimented on:_____

First experimented on a boy in 1885

Pasteur Institute was founded in _____ in_____.

Pasteur died in 1895.

</td>
</tr>
</table>

This is a short task and does not have 'planning, reporting and language focus' phase. The teacher prepares them for the next task.

_____

Task 2 (Reading-Narrative Writing Task)

> **Communicative Goals:**
>
> - Work collaboratively to synthesize information into a coherent paragraph
> - Improve presentation and speaking skills
> - Enhance listening and critical-thinking skills
>
> **Task Mode:** Individual work, pair work
>
> **Materials:** Pictures, audio, audio transcript, worksheet, handouts
>
> **Task Goal:** Extract key details from the audio and transcript construct a well-structured paragraph.
>
> **No. of Classes:** 5

Pre-Task

The teacher informs the students that this task is a follow-up to the last one. She plays the audio three times and asks them to listen carefully. Afterwards, she provides instructions on how to do the task.

Task Instructions

Carefully read the transcript of the audio provided in the handouts and take note of key details. Then return the transcripts before the tasks begin. Afterward, pair up with your partner (sitting next to you) to compile the information about Louis Pasteur from Task 1 (audio and the transcript) into a coherent paragraph, including a suitable title, an introduction, and a conclusion. You can utilize the words given in your worksheet.

Audio Transcript

Louis Pasteur was a renowned microbiologist and chemist from France. He found the cure for the deadly virus rabies.

Pasteur experimented on rabbits to find the virus that caused rabies. He injected many ailing rabbits with the same virus and treated them. He tried the vaccine for the first time on a young boy who was bitten by a mad dog in 1885. He injected the boy with the virus and the boy soon recovered.

Pasteur carried out the same treatment on many such patients and successfully cured many of them. In 1888, Pasteur Institute was found in Paris. He died in 1895.

Vocabulary List

Renowned - widely known
Microbiologist - a scientist who studies microorganisms
Chemist - a scientist who specializes in chemistry
Deadly - causing or able to cause death
Virus - a small infectious agent that replicates only inside the living cells of organisms
Experimented - conducted scientific tests or investigations
Ailing - suffering from illness or poor health
Recovered: regained health or normal functioning

Task Cycle

Task

The pairs write the paragraph. The teacher supports, providing corrective feedback to address any doubts or queries.

Planning

The pairs take turns to report their narrative to the class. Pairs prepare to present their paragraph to the class, practicing how they will deliver it.

Report

The teacher selects 6-7 pairs to share their paragraphs. Other pairs listen and compare, discussing any disagreements and offering reasoning.

The teacher checks the paragraphs, analyzes their mistakes by pointing out the common errors in grammar and sentence structures.

Post-task

Language Focus

Analysis

The teacher shows some picture cards to show them 'action words' – draw, hop, jump, read, dance, write, dive and swim. The students identify the action and write. The teacher explains that these are action words and prompts the students to identify the other name for action words.
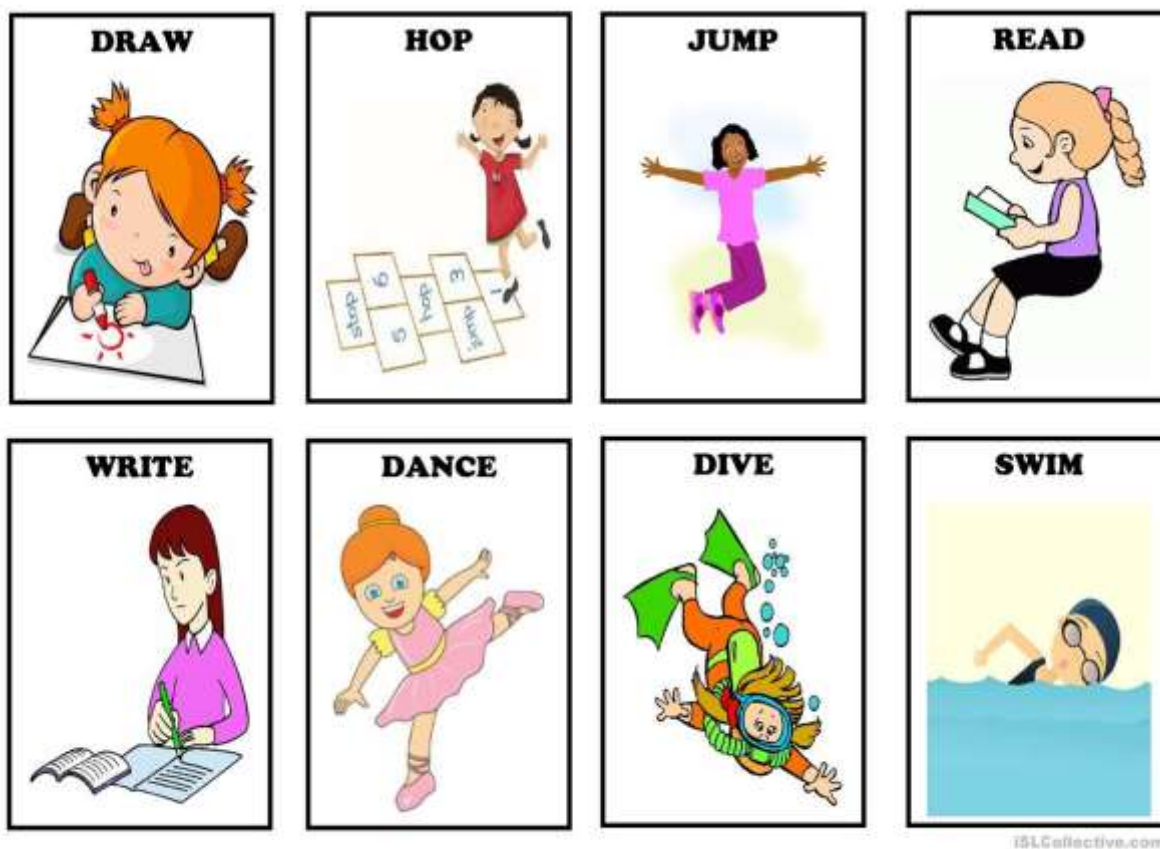
Source: Google images

Practice

The teacher distributes worksheets containing sentences. Students are instructed to circle the verbs in the provided sentences.

(i)   The cat drinks the milk.

(ii)   She sings beautifully.

(iii) The boy plays cricket.

(iv)   The birds fly in the sky.

(v)   I swim on Sundays.

(vi)   The fish jumped into the pond.

The teacher checks the answers and points out any common errors. She elicits the correct answers from the students and writes them on the blackboard.

Thereafter, teacher instructs the students to underline the simple past form of the verbs (given in the paragraph in their worksheet). She writes a few examples on the blackboard.

Simple Present (Verb)		Simple Past
work	_	worked
play	_	played
dance	_	danced
talk	_	talked
walk	_	walked

Worksheet

Louis Pasteur was a renowned microbiologist and chemist from France. He found the cure for the deadly virus rabies.

Pasteur experimented on rabbits to find the virus that caused rabies. He injected many ailing rabbits with the same virus and treated them. He tried the vaccine for the first time on a young boy who was bitten by a mad dog in 1885. He injected the boy with the virus and the boy soon recovered.

Pasteur carried out the same treatment on many such patients and successfully cured many of them. In 1888, Pasteur Institute was established in Paris. He died in 1895.

After underlining, the teacher discusses the answer with the students. The students then devise a rule to articulate the creation of the simple past tense form of the main verb.

Main verb (simple present) + _____ =

The teacher distributes additional worksheets to the students. They are directed to carefully read each sentence, identify the verb that does not conform to the regular '-ed' pattern, circle this verb, and attempt to form past participle form. She explains the past participle form for better understanding.

Identify the irregular verb in the sentences given below and write their past participle form. One is done for you. After completing see if you can find any pattern or rules for these verbs.

Example:

Sentence: She ate a delicious cake yesterday.
Irregular verb: ate
Past participle: eaten

1. He broke the cup.
Irregular verb:
Past participle:

2. The bird flew across the sky.
Irregular verb:
Past participle:

3. They sang songs all night.
Irregular verb:
Past participle

4. She gave me a birthday present.
Irregular verb:
Past participle:

5. The cat caught the mouse
Irregular verb:
Past participle:

6. He ran to catch the bus
Irregular verb:
Past participle:

Once the students complete the task, the teacher discusses and explains that most verbs form their past tense by adding '-ed' to the base form (e.g., walk → walked). However, there are some verbs that do not follow this pattern. Instead, they have irregular past tense forms that need to be memorized. These irregular verbs often have unique past participle forms as well.

Task 3 (Timeline Task)

Communicative Goals:

✓ Develop critical-thinking skills

✓ Enhance visual communication skills

✓ Fostering speaking skills, explaining each event and its significance

✓ Engage in group discussions peer-interactions

✓ Listen for specific key events.

Task Mode: Group work (group of four)

**Materials:** Timeline sample, chart papers, sketch pens

Task Goal: Create a visual timeline of rabies vaccine milestones

No. of Classes: 3

Pre-task

The teacher introduces the concept of rabies and its significance in public health, recapping the lesson to explain the sequence of events that led to the development of rabies vaccine.

She divides the class into groups of four and explains the purpose of creating a timeline to understand the chronological sequence of events. The teacher shares samples of how timelines are created and reviews key vocabulary related to the topic, such as rabies, vaccine, experiment, treatment, vaccination, and Pasteur Institute.
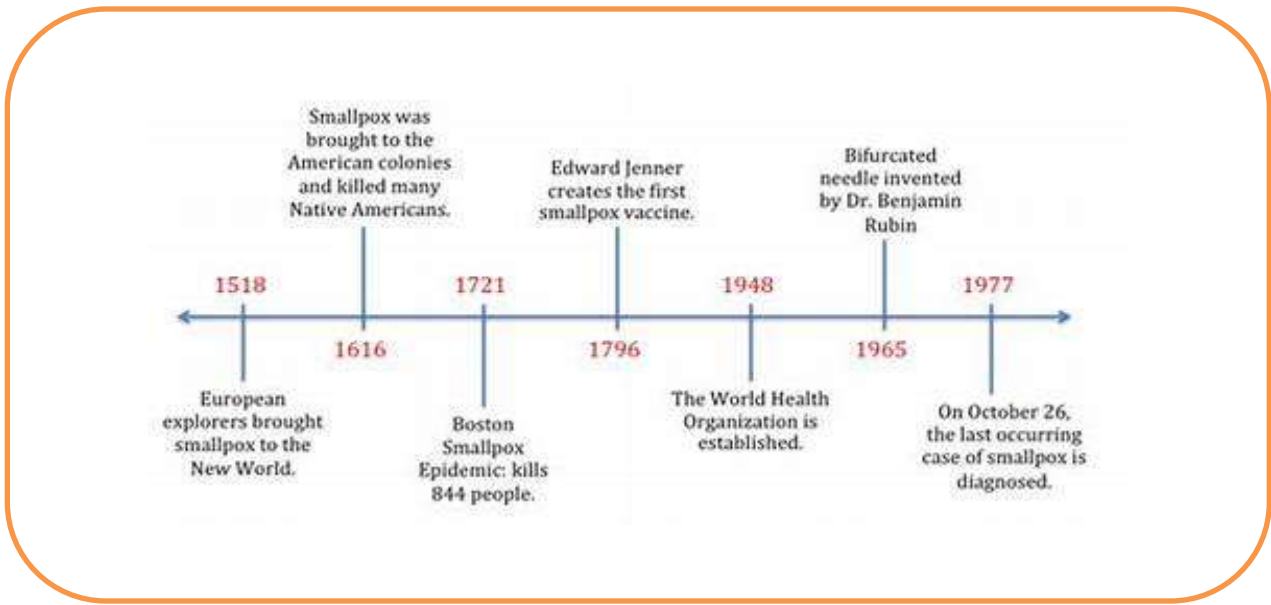
(Timeline sample - Source: Google Images)

Task Instructions

In groups, read the lesson carefully and note down important dates and use the information to create a visual timeline depicting the chronological sequence of events related to the rabies vaccine, including dates, descriptions of important events, etc. Write a sentence highlighting the significance of the rabies vaccine. Utilize the chart paper and colored pencils provided for this activity.

Task Cycle

Task

Groups create their timelines and add relevant information against the important dates. They write about the significance of rabies vaccine in one or two lines. The teacher walks around the class and provide assistance when asked for.

Planning

The groups coordinate their timeline presentations by arranging the events in chronological order and determining which key points to highlight. They nominate two representatives to present their timeline, while other members assist in rehearsing the presentation.

Reporting

The teacher selects representatives from each group to present their task. They showcase their timeline, emphasizing key events and discussing the significance of the rabies vaccine. Following the presentations, the class votes for the best timeline chart.

The teacher facilitates a brief discussion at the end to highlight key insights from the timelines.

Post-task

The teacher asks the students to repeat Task 1 with different pairs.

SYMPATHY

Task 1 (Comprehension Quest)

Communicative Goals:
- Analyze the passage to generate relevant questions
- Promote collaborative work in pairs
- Actively listen to peers' questions and explanations
- Foster critical thinking skills

Task Mode: Small group

Materials: worksheet

Task Goal: Generate comprehension questions utilizing Wh-questions

No. of Classes: 4

Pre-task

The teacher initiates a discussion on the importance of compassion and helping needy people, sharing personal experiences of aiding others in times of need. Students are encouraged to share their own experiences of assisting someone in need.

Following this, the teacher divides the students into groups of three and briefs them about the task. She also reviews the usage of Wh-questions with the students and write them on the black board.

Task Instructions

Read the passage provided on the worksheet. After reading, compose comprehension questions about the passage in the space provided below. Ensure that you utilize the Wh-questions you learned earlier. Generate as many questions as possible. The teacher gives them a few examples on how to make comprehension questions.

Passage

One day, a wealthy person was walking down the street and saw a poor, sick man. He gave the man some money but didn't say anything nice to him. The poor man took the money and used it to buy food, but he was still sick. Then another person noticed him. This person not only gave him money but also took him to the doctor and looked after him. The poor man got better quickly because of this kind help. He returned the money to the wealthy person. However, he found it hard to repay the kind person, realizing that kindness is more valuable than money.

Task Cycle

Task

Students in groups brainstorm and frame question related to the passage. The teacher walks around while this activity is taking place and make sure the students are on the right track. She encourages the students to speak in English and also helps them with meaning of any words, sentence construction, etc. if they request or seem to need assistance.

Planning

Students choose a representative from their group to present their comprehension questions to the class. The other members help him/her to rehearse the presentation which includes to share why they chose to focus on specific aspects of the passage.

Reporting

The teacher calls out a few representatives to present their reports. The teacher facilitates a whole-class discussion to compare and contrast the questions generated by different groups, highlighting various perspectives and insights gained from the passage.

Post-task

Language Focus

Analysis

The students listen to a model reading of the poem. Thereafter, they read the poem themselves and write down all the words in their vocabulary notebook they have trouble pronouncing during reading They also write sentences in which these difficult words are used.

Practice

The teacher facilitates a whole-class discussion on the words and sentences, assisting students with correct pronunciations, meanings, and usage to address any difficulties they encountered while reading the poem independently.

_____

Task 2 (Creative Writing)

Communicative Goals:

- Fostering creativity and critical thinking skills.
- Articulate and justify creative decisions made while crafting the alternate ending
- Collaborate to negotiate and discuss.

Task Mode: Group work (group of four)

Materials: audio, worksheet

Task Goal: Develop an alternate ending for the story depicted in the poem through negotiation and discussion

No. of Classes: 4

Pre-task

The students listen to a model reading of the poem. Following this, the teacher facilitates a discussion with the students, prompting them to reflect on the themes, messages, and lessons conveyed by the poem. The teacher then summarizes the key points of the poem. After the discussion, the teacher introduces the task to the students.

Task Instructions

In groups of three, collaborate to write an alternate ending for the story depicted in the poem. Be prepared to explain and justify your choice of ending to the rest of the class.

Task Cycle

Students work in groups to construct a different ending for the poem. The teacher walks around offering assistance and feedback as needed.

Planning
Each group choose their representative to present their version of the ending to the story. The other group members help the presenter to rehearse to report.

Reporting
The groups present their revised ending to the class, explaining the rationale behind their creative decisions. Following the presentations, the class collectively votes for their favourite alternative ending. The teacher provides feedback.

Post-Task
Language Focus
The teacher instructs the students to identify five unfamiliar or difficult words from the poem The students try to use the words to frame sentences. The teacher checks their sentences and provides feedback.

Task 3 (Role Play)

> **Communicative Goal:**
>
> - Analyze problem, and develop decision-making skills
> - Express themselves in real-life situations
> - Fostering fluency in speaking
>
> **Task mode:** Pair work
>
> **Materials:** handouts, audio
>
> **Task Goals:** Collaboratively generate a list of five ways to help a poor elderly man and role-paly a conversation
>
> **No. of Classes:** 4

Pre-task

The teacher organizes the class into pairs and introduces a role-play task. She outlines the scenario to the pairs:

"During your journey home from school, you and your partner regularly encounter a poor, elderly man on the roadside. Both of you feel compelled to assist him in some way. However, you have only Rs 200 between the two of you."

Task Instructions

Work with your partner to compile a list of five ways in which you can help the old man. Once you've finalized the list, engage in a role-play by acting out a conversation detailing your plan to assist the old man.

To support the task, the teacher provides handouts with prompts and useful expressions to aid in initiating and continuing the dialogues.

Ways to help the old man

- ✓ Offer food
- ✓ Provide water
- ✓ Buy clothes
- ✓ Give some money
- ✓ Buy essential items

Dialogue Prompts

Opening statements
- (i)   Hello, how are you?
- (ii)   Do you think we should help the old man?

Sharing ideas

- **(i)**   What if we (verb) him (noun)?
- **(ii)**   Maybe we can (verb) him (noun).

Discussing limitations
- (i)   But, we have only (amount). What can we (verb) with that?
- (ii)   Can we buy [noun] and [noun] with [amount]?

Decision-making
- **(i)**   Let's [verb] him [noun]. Is that okay, (Partner's Name)?
- **(ii)**   Maybe we should also [verb] him [noun].

Concluding the conversation
- **(i)**   I am happy that we are (verb+ing) the old man. How about you?
- **(ii)**   Yes, I am happy too.

Task Cycle

Task

Pairs brainstorm and compile a list of two or three ways they intend to help the old man. They then use dialogue prompts to script their conversations and arguments.

Planning

Pairs rehearse their dialogues to prepare for their performance.

Reporting

The teacher asks the pairs to present their role-plays to the class. Following each presentation, the teacher offers feedback to each pair, highlighting their strengths and providing suggestions for improvement.

Post-task

Learners listen to an audio recording of the same task to gain a better understanding of how to conduct a role play. Following this, the teacher addresses any queries from students and provides a summary of the task.

_____

<div style="border: 2px solid green; text-align: center;">

A NEW DAY, A NEW WAY

</div>

Task 1 (Sorting Story Elements)

Communicative Goals:

- Collaboratively read and analyze the lesson
- Facilitate comprehension and critical thinking skills
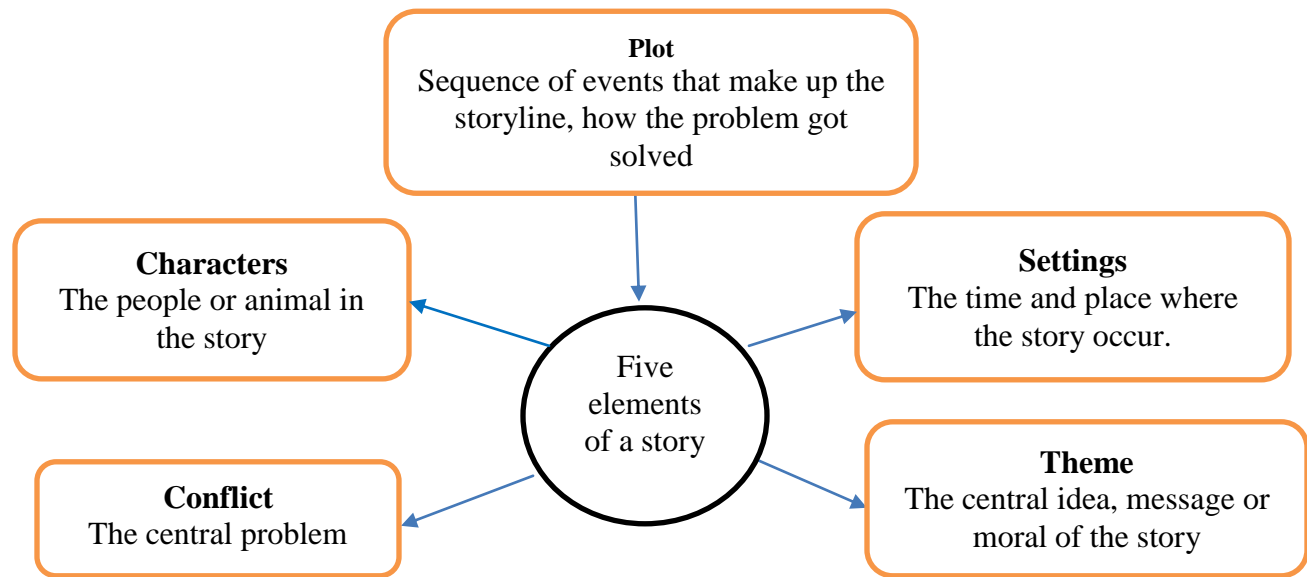
Task Mode: Individual Work

Materials: Worksheets

Task Goals: Complete the columns related to story elements collaboratively

No. of Classes: 1

Pre-task

The teacher prompts students to predict the significance of the lesson title 'A New Day, A New Way' and records their responses on the blackboard. She explains that the upcoming task will enhance their ability to predict and comprehend the lesson effectively. Additionally, she outlines the five elements of a story on the blackboard to provide clarity.

Plot
Sequence of events that make up the storyline, how the problem got solved

Characters
The people or animal in the story

Settings
The time and place where the story occur.

Five elements of a story

Conflict
The central problem

Theme
The central idea, message or moral of the story

After the introduction, the teacher gives instructions and pairs students up.

Task Instructions

In pairs, read the lesson and find the descriptors that match the story elements. Fill in the column given in the worksheet. There can be more than one descriptor. One is done for you.

Task Cycle

Task

The students in pairs reads the lesson, while focusing on the story elements. They fill up the columns. The teacher monitors pairs to ensure they are doing the task, providing support and clarification as needed.

Descriptors	Elements
Seema Deka,	Characters
	Plot
	Setting
	Conflict
	Theme

The teacher checks the worksheets, corrects mistakes, and gives feedback. Then, the teacher collects the worksheets and repeats the task, this time orally. She discusses and elicits answers for the following questions:

    (i)   How many main characters are there in the story?

    (ii)   Who are they?

    (iii)   What is the main problem/conflict in the story/

    (iv)   Who do you think have found the solution to the problem?

    (v)   What solution did they find at last?

    (vi)   What is the main theme of the story?

There is no planning and reporting phase for this task as the subsequent task directly builds upon it.

_____

Task 2 (Sequencing task)

> **Communicative Goals:**
>
> - Enhance listening comprehension through multiple listening sessions, sequence recall, peer verification, and coherent summarization
> - Foster speaking skills through a coherent presentation of summary
>
> **Task Mode:** pair work
>
> **Materials:** audio recording, audio transcript, worksheet
>
> **Task Goals:** Sequence the events and produce coherent summary for presentation
>
> **No. of Classes**: 3

Pre-task

To activate students' background knowledge, the teacher explains the lesson (based on **Task 1**). She clarifies queries and doubts through elicitation. She instructs the students about the next task.

Task Instructions

Take a couple of minutes to read the transcripts of the audio and try to remember and understand the important points. Subsequently, listen to the audio, which will be played three times. Following each listening, document the sequence of events that you can recall.

Once done, exchange your worksheet with the classmate sitting next to you and verify each other's comprehension of the listening task.

Task Cycle

Task

The students read the transcripts and note down the key events after each listening session. The teacher takes back the transcript.

The students sequence the events based on what they heard.

Seema told Swati that she needed Rs. 12,000 to pay the school fees. _____

The NGO agreed to give her a loan to start her own catering business. _____

Seema's heart brimmed with joy for a bright future. _____

The NGO offered to train her to cook and teach her about packing tiffin services. _____

Seema sat in a dark room, very tired and lost in her thought. _____

Swati called the NGO and took an appointment to meet the owner. _____

The students write down the sequence of events after each statement after each listening session. Once the task is finished, they form pairs and exchange their respective worksheets with their partners. This exchange allows them to discuss and compare their answers.

Planning

Before presenting to the class, students utilize the sequence of events to summarize the story coherently. They organize their thoughts and decide how to present the information clearly and concisely.

Reporting

To conclude the activity, the teacher randomly selects a few pairs to present their summary of the story. Both the teacher and the students offer constructive feedback during this process.

Post Task

Language Focus

Analysis

Students identify new vocabulary words related to the topic of the audio transcript. They find out the meaning of the words.

Practice

Students construct sentences using the identified words. The teacher checks their sentences and give feedback.

_____

Task 3 (Formal Writing – Loan Application)

Communicative Goals
- Reinforce their writing skills through practical application
- Writing concisely to convey necessary information coherently and logically

Task Mode: Individual task

Materials: Handouts (vocabulary/phrase list, sample formal letters), worksheets

Task Goals: Understand the basic structure of a formal letter and construct a loan application based on the prompts

No. of Classes: 4

Pre-task

The teacher asks a few brainstorming questions about writing an informal letter, referring to previous practice in Task 4 –'My Native Land'. Next the teacher shows them sample of a formal letter and discusses its components. The purpose and structure of a loan application letter are explained, covering salutation, body, closing, and other relevant details. She explains the difference between formal and informal letter.

Handouts with the loan application letter structure and a list of phrases/vocabulary are provided. The teacher explains the task and prompts students to work individually to fill in the missing sections of the loan application letter, using the provided phrases and vocabulary.

Phrase/vocabulary list:

Salutation	• Dear Loan Manager, • To whom it may concern
Introduction	• I am writing to apply for a loan...
Purpose of loan	• I aim to buy additional farmland
Financial details	• I require [amount] for land purchase
Repayment plans	• I plan to repay the loan in [installments/timeframe
Closing	• Thank you for your consideration. • Best regards

Task Instructions

Work individually to fill in the missing sections of the loan application letter, using the given phrases and vocabulary.

> Your Address (Line 1)
> Your Address (Line 2)
> City, State, Zip Code
> Date
> Recipient's Name
> Recipient's Position
> Organization's Name
> Recipient's Address (Line 1)
> Recipient's Address (Line 2)
> City, State, Pin Code
> Dear _____
> I am writing to _____. I aim to _____.
> Regarding repayment, I plan to _____.
> Thank you _____
>
> _____
> Your name

Letter Prompts:

      (i)   Fill in your address details.

     (ii)   Add today's date.

    (iii)   Fill in the recipient's address details.

    (iv)   Fill in the purpose of the letter/application.

     (v)   Complete the missing amount needed for the request.

    (vi)   Describe the purpose or reason for the request.

   (vii)   Explain the repayment plan or any relevant details.

  (viii)   Add your full name as the sender's signature.

Students submit their completed loan application letters to the teacher. The teacher reviews the worksheets, makes any necessary corrections, and provides feedback to each student.

Post-task

The teacher repeats the task. She asks the students to write an application to the principal seeking permission for leave for three days, stating the reason. After the completion of the tasks, the teacher checks their application and provide corrective feedback.

_____

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APPENDIX II

BLUE PRINT of ELST

Q. No	Components	Types of Questions	No. of Questions	Total Marks	Testing Objectives
Listening Skills (12.5 marks)					
1	Audio Track 1 (Fill Form)	VSQ	1	3.0	Assess listening proficiency in accurately filling out a form by listening for specific details
2	Audio Track 2 (True and False)	VSQ	1	3.0	Assess the ability to understand, interpret and draw inferences
3	Audio Track 3 (Sequence Draw)	VSQ	1	2.5	Assess the ability to accurately sequence information
		SQ	1	4.0	Assess the ability to synthesize and apply the information by creating a diagram of a bamboo raft
Speaking Skills (12.5 marks)					
1	Describe Native Land (2 minutes talk)	-----	1	7.0	Assess the ability to effectively deliver a coherent, accurate, and fluent description within a specified time frame, while demonstrating clear pronunciation and appropriate use of vocabulary
2	Telephone Introduction (1 minute talk)	------	1	5.5	Assess the capability to initiate a phone conversation within a specified time frame, including introductory greetings and a clear self-introduction, while demonstrating fluency, coherence, appropriate vocabulary, and clear pronunciation

Reading Skills (12.5 marks)					
1	Fill in the blanks	VSQ	1	6.0	Assess reading for specific information
2	Timeline events	SQ	1	4.0	Assess the ability to sequence events based on reading comprehension, information extraction, vocabulary, and specific details
3	MCQ	VSQ	1	0.5	Vocabulary knowledge
4	Critical Thinking	SQ	1	2.0	Assess comprehension and inference skills, demonstrating understanding, critical thinking, and language usage
Writing Skills (12.5 marks)					
1	Choosing a story from two different versions and giving title	SQ	1	3.5	Assess students' preference, requiring justification based on content, analysis, coherence and clarity, language usage
2	Formal letter (Application)	LQ	1	5.0	Assess the ability to compose a loan application, evaluating the relevance of content, organization, clarity, language use, and formality
3	Informal letter (Invitation letter)	LQ	1	4.0	Assess the ability to compose an invitation, evaluating content, organization, clarity, language use, and format

APPENDIX III

ENGLISH LANGUAGE SKILLS TEST (ELST)

INSTRUCTIONS
The English Language Skills Test (ELST) is organized into four sections: Listening (L), Speaking (S), Reading (R), and Writing (W), with each section carrying 12.5 marks, summing up to a total of 50 marks. All questions in the four sections are mandatory. The test should be completed within a time frame of 2.5 hours.

Please carefully read the instructions provided at the start of each question.
Your responses will be treated confidentially and solely utilized for research purposes. This is not an examination, and your performance here will not impact your school examination results.

Please fill in the following information:

Date: _____

Name: _____

Gender: Girl/Boy/Others

Name of the School: _____
_____

Class: _____

ENGLISH LANGUAGE SKILLS TEST (ELST)

Subject: English   **Marks: 50**
Class: VIII   **Duration: 2.5 hours**

(Figures in the right side indicate marks)

Listening Skills

1. A woman is interested in enrolling in a vocational training course in cooking and needs to complete a registration form. Listen to the audio recording as she provides her details, and then assist her in completing the form below: **½ x 6 = 3**

Registration Form for Cooking Classes

(i)   Name: _____

(ii)   Date of birth: _____

(iii)   Name of city/town/village: _____

(iv)   Course: _____

(v)   Phone number: _____

(vi)   (vi). Time slot (preferred): _____

2. Listen to the audio attentively. Then indicate whether the following statements are True (T) or False (F).   **½ x 6 = 3**

Write True (T) and False (F) against the statements.

(i)   (i) Chitolia village was hit by a devastating flood due to heavy rains.   ----

(ii)   (ii) The brave boys led by Khagen were from Chitolia village.   ----

(iii) (iii) The villagers took shelter in the rooftops of *chang ghars*.   ----

(iv) (iv) Khagen was a real prince by birth.   ----

(v)   (v) The boys quickly prepared six bamboo rafts and raced towards Chitolia village.   ----

(vi) (vi) The villagers were evacuated to the school playground.   ____

3. Listen to the audio that provides a step-by-step guide on constructing a bamboo raft. The instructions listed below are not in the correct order. Arrange the steps correctly, labeling them from A to E, as you heard in the audio.   **½ x 5= 2 ½**

(i)   Tie with rope one short bamboo horizontally (breadth wise) at the left corner and one short

bamboo at the right corner. _____

(ii)   Now that the bamboos are tied together, the raft is ready. _____

(iii)   Collect three short bamboos and nine long bamboos. _____

(iv)   Tie with a rope one short bamboo at the center. _____

(v)   Tie the long bamboos vertically (length wise) with a strong rope to make the base of the raft. __

4. Based on the correctly sequenced steps you have identified (A to E) for making a bamboo raft from the audio instructions, draw a simple diagram of the bamboo raft. In your drawing, include the key components (such as bamboo poles and ropes) mentioned in the audio.   **4**
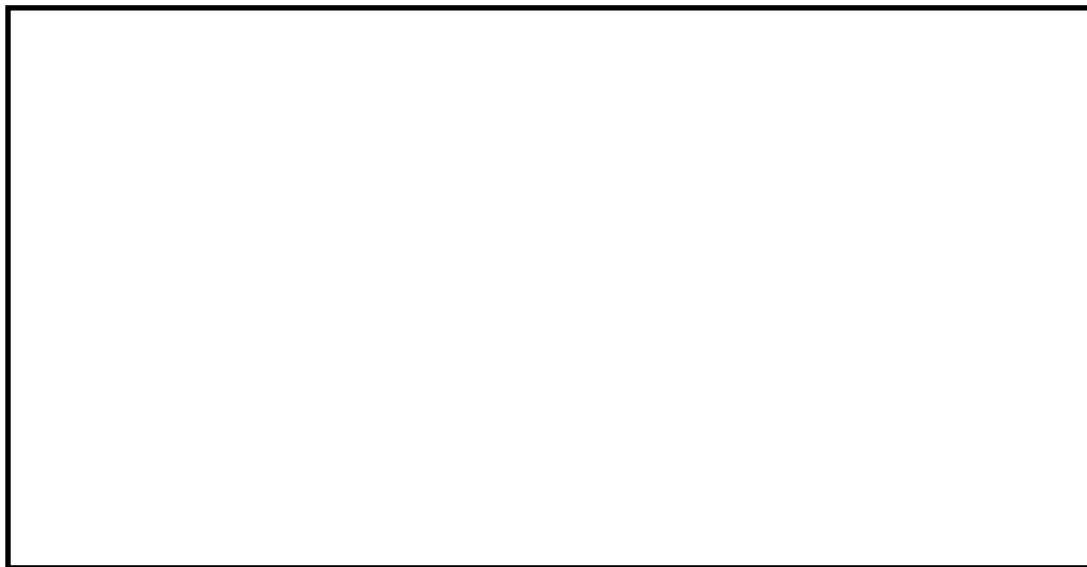
Speaking Skills

1. Describe your native land to a tourist who wants to visit it for the first time. You will have two minutes to prepare and one minute to talk about it. Talk about any four given cues to describe your native land: 7

  (i)   The name of your native land.

 (ii)   Where is it located.

(iii)   What is the climate like?

(iv)   The important cultural festival(s).

 (v)   At least name of two popular tourist places.

(vi)   What is it famous for?

(vii)   One word to describe how you feel about native land.

2. Make a phone call to your friend's parents to invite him or her to your birthday party. To initiate the conversation, use introductory greetings and introduce yourself within five sentences. You will have one minute to prepare and one minute to talk.   5 ½

Reading Skills

Read the following paragraphs to learn about Louis Pasteur, and then proceed to answer the questions provided below.

One day a young boy named, Louis Pasteur, was playing with his friend in a small town in France. Suddenly he saw a frightened man running towards them. He informed Pasteur that a man was bitten by a mad wolf. Pasteur was worried because he knew that the man bitten by the dog would soon die of rabies.

Rabies is a deadly disease that affects the nervous system and causes brain inflammation. Pasteur wanted to find a cure for this disease. He started experimenting on ailing rabbits to find the virus that caused rabies. He injected many rabbits with the same virus and treated them. Pasteur wanted to try it on human beings. The opportunity came soon, when one day a young boy was bitten by a mad dog while returning

from school. His mother requested Pasteur to save her son. On 6th July, 1885, Pasteur injected the boy with the virus he found and observed him for many days. The boy responded to the treatment and soon recovered.

Pasteur carried out the same treatment on many such patients and successfully cured many of them. He became a renowned scientist. In 1888, Pasteur Institute was founded in Paris which is dedicated to biomedical research.

If Pasteur hadnot found the rabies vaccine, it would have kept spreading, and many people and animals would have died from it.

Q1. Fill in the blanks to complete the information about Louis Pasteur.   **6**

 (i)   The animal that bit the man and worried Louis Pasteur was a _____.

 (ii)   Louis Pasteur was trying to find a cure for _____.

 (iii)   His first experiments were conducted on _____.

 (iv)   If rabies is not treated on time, it leads to inflammation of _____.

 (v)   After the discovery, Pasteur became a well-known _____ in the world.

 (vi)   Pasteur Institute was established for _____ research.

Q 2. The story's events unfold in a specific sequence. Chart four significant events that occur in the story.   **4**

(i) _____

_____

_____

(ii) _____

_____

_____

(iii) _____

_____

_____

(iv) _____

_____

_____

Q 3. '**Pasteur became a renowned microbiologist and chemist**.' **The word** '**renowned' means**:

½

(Put tick (√) in the correct answer from the given options)

    (a) to become famous

    (b) liked by everyone

    (c) known only to few

    (d) disliked by everyone

Q 4. Mention two bad things that could have happened if we did not have rabies vaccine. **2**

_____

_____

_____

Writing Skills

Q1.Here are two different versions of a similar story. Which one do you prefer? Why? Also, provide a title for the story you like best. **3 ½**

Version 1

One day, as you crossed the road, you noticed a sad and hungry man sitting by the roadside. A rich man approached and gave him some money but offered no comforting words. The rich man drove away and never returned to check on the poor man. Although the poor man bought food with the money, he still appeared sad and sick.

Version 2

One day, as you crossed the road, you noticed a sad and hungry man sitting by the roadside. A young man approached and asked why he looked so sad. He spoke kindly, provided food, and took the poor man to see a doctor. Over the next few days, the young man took care of the poor man until he fully recovered. The man regained his health. He expressed gratitude to the young man for his kindness.

_____

Q 2. **Write a loan application (in the space provided below) to the bank's branch manager on behalf of Swati, requesting Rs 50,000 for her tiffin service startup.** **5**

Q 3. **Write a letter to your friend who lives in another place. In your letter:** **4**

(i) Invite your friend to come and celebrate Bhogali Bihu with you.

(ii) Tell your friend about how you celebrate Bihu at your home, for example the things you do, the food you eat, the rituals you follow, and the fun you have.

APPENDIX IV

Scoring Criteria for Assessment of ELST

A detailed scoring criteria for the assessment of each skill in the English Language Skills Test is given below, with maximum marks for each question given in brackets. Please note that the assessment criteria for each skill are different because they measure distinct aspects of language proficiency, such as listening, reading, writing, and speaking.

Criteria for Listening Skills Assessment

Each correct response demonstrates the student's ability to listen, understand, and interpret the audio track.

Q1. Fill up form (3 marks)

0: No attempt made to fill out the form. This indicates complete non-compliance with the task.

0.5: Awarded for each correctly filled blank, regardless of minor spelling mistakes.

0: If spelling errors significantly impact understanding or accuracy.

Q 2. True/False (3 marks)

0: No attempt made or all responses are incorrect.

0.5: For each correct response.

Q3: Rearranging Steps (2.5 marks)

0: No attempt made or all steps are incorrectly arranged.

1: Some steps are correctly arranged, indicating partial understanding.

2: Majority of steps are correctly arranged, indicating a good understanding of the sequence.

2.5: All steps are correctly arranged in the proper sequence, demonstrating a high level of listening

comprehension.

Q4.Drawing based on sequencing (4 marks)

0: No attempt made or inaccurate representation of the key components.

1: Partially accurate representation, missing some key components or inaccurately depicted.

2: Mostly accurate representation, including most key components but with some minor inaccuracies.

3: Accurate representation, including all key components as mentioned in the audio instructions.

4: Accurate representation with additional details or enhancements beyond the basic requirements.

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Criteria for Speaking Skills Assessment

</div>

Each question was assessed on the basis of content, fluency and coherence, grammatical accuracy, lexical resources and pronunciation.

Q 1. Describing native land (7 marks)

Content (3 marks)

0: No attempt made to describe the native land - no response or engagement.

1: Limited content - addresses one or two cues.

2: Adequate content - addresses two or three cues.

3: Excellent content - addresses four cues.

Fluency and Coherence (2 marks)

0: No attempt made - no response or engagement.

0.5-1: Limited fluency and coherence - frequent pauses, disjointed ideas.

1-2: Excellent fluency and coherence - coherent and well-structured ideas.

Grammatical Accuracy (1 mark)

0: No attempt made - no response or engagement.

0.5: Some grammatical errors.

1: The use of a range of grammatical structures accurately.

Lexical Resources and Pronunciation (1 mark)

0: No attempt made or significant errors affecting communication.

0.5: Limited lexical resources or pronunciation errors impact understanding.

1: Varied and appropriate use of vocabulary with clear and intelligible pronunciation.

Q2. Self-Introduction and Greetings (5.5 marks)

Content (2marks)

0: No attempt made to initiate the conversation or introduce oneself.

1: Adequate content - basic introduction and greeting provided.

2: Good content - detailed and clear introduction and greeting.

Fluency and Coherence (1.5 marks)

0: No attempt made - no response or engagement.

1: Limited fluency and coherence - frequent pauses or difficulty organizing ideas.

1.5: Good fluency and coherence - speech flows reasonably well with some pauses.

Language Use (1 mark)

0: No attempt made or significant errors impacting communication.

0.5: Some grammatical errors or limited vocabulary use.

1: Clear and simple language used effectively.

Pronunciation (1 mark)

0: No attempt made or pronunciation significantly impacting understanding.

0.5: Some pronunciation errors affecting clarity, but generally understandable.

1: Clear and intelligible pronunciation.

Criteria for Reading Skills Assessment

Subjective questions were assessed based on comprehension, language use, critical thinking, reading for specific information and elaboration.

Q1 Fill in the blanks (6 marks)

0 marks: Incorrect response or no attempt made.

0.5 marks: Partially correct response, spelling errors or minor inaccuracies.

1 mark: Correct response

Q2 Timeline of events (4 marks)

Comprehension (1 mark)

0: No attempt made to comprehend the sequence of events or significant errors affecting understanding.

0.5: Limited comprehension - identifies one or two events in the correct sequence.

1: Adequate comprehension - identifies four events in the correct sequence.

Vocabulary (1 mark)

0: No attempt or inappropriate vocabulary usage.

0.5: Limited vocabulary – basic or inaccurate terms used.

1: Adequate vocabulary – appropriate terms used accurately.

Ability to extract information (1 mark)

0: No attempt made to extract information from the text or significant errors in understanding the events.

0.5: Limited ability to extract information - provides incomplete or inaccurate details about the events.

1: Adequate ability to extract information - accurately identifies the events and provides relevant details from the text.

Reading for Specific Information (1 mark)

0: No attempt or significant errors in locating specific information.

0.5: Limited reading – provides incomplete or inaccurate details.

1: Adequate reading – accurately identifies specific details.

Q 3 Multiple choice question (0.5 marks)

0: Incorrect response or no attempt made.

0.5: Correct response**.**

Q 4. Subjective question (2 marks)

0: Incorrect response or no attempt made.

0.5: Partially correct response with limited comprehension, critical thinking and significant language errors.

1: Correct response showing adequate comprehension, critical thinking, and elaboration, with minor language errors.

2: Comprehensive response with insightful explanations, appropriate language usage.

Criteria for Writing Skills Assessment

The questions were assessed based on content relevance, language usage, coherence and clarity.

Q 1. Comparative Analysis of Story Versions and Title Selection (3.5 marks)

Content and Analysis (1.5marks)

0: No attempt or significant errors in comparing story versions; no title suggested.

0.5: Basic comparison with minimal reasoning; title suggestion lacks relevance.

1: Adequate comparison with some reasoning; title suggestion somewhat relevant.

1.5: Insightful comparison with clear reasoning; relevant and meaningful title suggested.

Organization and Clarity (1 mark)

0: No attempt or significant errors in organizing content; lack of clarity in expressing ideas.

0.5: Disorganized presentation; lack of clarity in expressing ideas; unclear or irrelevant title suggestion.

1: Logically organized comparison; clear expression of ideas; relevant title suggestion.

Language Use and Expression (1 mark)

0: No attempt or significant errors in language use; inappropriate tone; unclear expression of ideas.

0.5: Inconsistent language use; inappropriate tone; title suggestion lacks fluency.

1: Clear and effective language use; appropriate tone; fluent expression of ideas; clear title suggestion.

Q2 Loan application (5 marks)

Content and Relevance (2 marks)

0: No attempt or significant errors in addressing the loan application purpose.

1: Limited content and relevance - basic or unclear information provided; lacks relevance.

1.5: Adequate content and relevance - addresses some aspects of the loan request reasonably.

2: Good content and relevance - provides comprehensive and relevant information.

Organization and Clarity (1 mark)

0: No attempt or significant errors in organizing content or clarity.

0.5: Limited organization and clarity - disorganized presentation; lacks clarity.

1: Adequate organization and clarity - logically organized with clear expression of ideas.

Language Use and Formality (1 mark)

0: No attempt or significant errors in language use or formality.

0.5: Limited language use and formality - inconsistent or inappropriate language or tone.

1: Adequate language use and formality - appropriate language and tone suitable for a formal letter.

1.5: Good language use and formality - effective language with a formal tone.

Correct Formatting (1 mark)

0: No attempt or significant errors in following standard letter formatting.

0.5: Inconsistent or incorrect formatting; minor errors.

1: Correct formatting adhering to standard conventions.

Q 3 Informal Letter (4 marks)

Content and Relevance (1.5 marks)

0: No attempt or significant errors in addressing the letter's purpose.

0.5: Limited content and relevance - basic or unclear information provided; lacks relevance.

1: Adequate content and relevance - addresses some aspects of the invitation and celebration with reasonable clarity and relevance to the letter's purpose.

1.5: Good content and relevance - provides comprehensive and relevant information related to the invitation and celebration; highly relevant to the letter's purpose.

Organization and Clarity (1 mark)

0: No attempt or significant errors in organizing content or clarity.

0.5: Limited organization and clarity - presents information in a disorganized manner or lacks clarity in expressing ideas.

1: Adequate organization and clarity - organizes information logically with clear expression of ideas; demonstrates coherence in presenting the invitation and celebration details.

Language Use and Tone (1 mark)

0: No attempt or significant errors in language use or tone.

0.5: Limited language use and tone - inconsistent or inappropriate language or tone.

1: Adequate language use and tone - employs conversational language and a friendly tone suitable for an informal letter.

Correct Formatting (0.5 marks)

0: No attempt or significant errors in following standard letter formatting.

0.5: Correct formatting adhering to standard conventions.

Student Task-Based Language Teaching (TBLT) Attitude Scale

INSTRUCTIONS

Dear Students

This scale is designed to assess your attitude towards the Task-Based Language Teaching (TBLT) approach through which you were taught for a period of three months to develop your language skills in English.

On the following pages, 30 statements have been given regarding TBLT. You are requested to read each statement carefully and put tick mark (√) against any one of the suitable alternatives - **Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD)** - for each statement.

It is mandatory to respond to all the statements. There is no right or wrong answer and it will not influence your examination results.

Please be assured that your information will be kept confidential.

নির্দেশনা

মৰমৰ ছাত্ৰ-ছাত্ৰীসকল,

কাৰ্য নিৰ্ভৰশীল ভাষা শিক্ষণ **(TBLT)** পদ্ধতি, যি পদ্ধতিৰে তোমালোকৰ কথোপকথনৰ দক্ষতা বৃদ্ধিৰ বাবে যোৱা তিনিমাহ শিকোৱা হৈছিল, তাৰ ওপৰত তোমালোকৰ ধাৰণাসমূহ মূল্যায়ন কৰাৰ বাবে এই প্ৰশ্নকাকতখন প্ৰস্তুত কৰা হৈছে।

প্ৰশ্নকাকতখনত ৩০টা মন্তব্য আছে। তোমালোকক প্ৰত্যেকটো মন্তব্য মনযোগেৰে পঢ়িবলৈ আহ্বান জনোৱা হ'ল আৰু তোমালোকৰ উত্তৰবোৰ প্ৰত্যেকটো মন্তব্যৰ বিপৰীতে থকা বিকল্পসমূহ *দৃঢ়তাৰে সহমত, সহমত, অনিৰ্ণীত, অসহমত, দৃঢ়তাৰে অসহমত*ৰ যিকোনো এটাত (√) চিন দিবলৈ অনুৰোধ জনালোঁ। সকলো মন্তব্যৰ বিপৰীতে উত্তৰ প্ৰদান কৰাটো বাধ্যতামূলক।

Please fill up the following information: **Date:** _____

Name: _____

Name of the School: _____

Class:

Roll No.:

Sex: M/F/Others

এই তথ্যসমূহ পূৰণ কৰিবা ঃ   তাৰিখ ঃ

নাম:...

বিদ্যালয়ৰ নাম:...

শ্ৰেণী:..

ৰোল নং:..

লিংগ: M/F/অন্য.......................................

STATEMENTS	SA দৃঢ়তাবে সহমত	A সহমত	UD অনিৰ্ণিত	D অসন্মত	SD দৃঢ়তাবে অসন্মত
1. I enjoy the opportunities to brain storm and discuss ideas with my partner and group members while doing the tasks. ১. কাৰ্য্যসূচী কৰি থাকোঁতে মোৰ সংগী আৰু গোটৰ সদস্যসকলৰ সৈতে মগজুৰ ধুমুহা আৰু ধাৰণা সম্পৰ্কে আলোচনা কৰাৰ সুযোগবোৰ উপভোগ কৰোঁ।					
2. The support of my partner/group members made me confident during tasks. ২.কাৰ্য্যসূচীৰ সময়ত মোৰ অংশীদাৰ/গোটৰ সদস্যসকলৰ সমৰ্থনে মোক আত্মবিশ্বাসী কৰি তুলিছিল।					
3. Doing tasks promotes team spirit and collaborative learning. ৩. কাৰ্য্যসূচী কৰিলে দলীয় মনোভাৱ আৰু সহযোগিতামূলক শিক্ষণৰ প্ৰসাৰ ঘটে।					
4. I prefer working individually than in group or pairs to complete the tasks. ৪.মই কাৰ্য্যসূচী সম্পূৰ্ণ কৰিবলৈ গোট বা যোৰাতকৈ ব্যক্তিগতভাৱে কৰাটো পছন্দ কৰোঁ।					
5. During teamwork, if something is difficult, I trust my classmates to help complete it instead of me contributing my ideas. ৫.দলবদ্ধ কামৰ সময়ত, যদি কিবা কঠিন হয়, মই মোৰ সহপাঠীসকলক বিশ্বাস কৰোঁ যে মই মোৰ ধাৰণাবোৰত অৱিহণা যোগোৱাৰ সলনি ইয়াক সম্পূৰ্ণ কৰাত সহায় কৰিব।					
6. The teacher encourages us to analyze important language/grammatical forms after completing the tasks. ৬. শিক্ষকে শ্ৰেণীত কাৰ্য সম্পূৰ্ণ কৰাৰ পিছত গুৰুত্বপূৰ্ণ ভাষা/ব্যাকৰণগত ৰূপবোৰ বিশ্লেষণ কৰিবলৈ আমাক উৎসাহিত কৰে।					
7. Feedback from the teacher throughout the task stages helps me learn better. ৭.সমগ্ৰ কাৰ্য্য পৰ্য্যায়ত শিক্ষকৰ পৰা পোৱা প্ৰতিক্ৰিয়াই মোক শিকাত সহায় কৰিছিল।					
8. I think the teacher should help us more during task stages to complete them effectively. ৮. মই ভাবো শিক্ষকে সেইবোৰ কাৰ্যকৰীভাৱে সম্পূৰ্ণ কৰিবলৈ কামৰ পৰ্য্যায়ত আমাক অধিক সহায় কৰা উচিত।					
9. I prefer direct corrections from the teacher rather than self-correction during tasks. ৯.মই কাৰ্যৰ সময়ত আত্ম-সংশোধনৰ সলনি শিক্ষকৰ পৰা পোনপটীয়া প্ৰতিক্ৰিয়া পছন্দ কৰোঁ।					

10. Engaging in tasks motivates me to develop my problem-solving skills and express my opinions. ১০. কাৰ্যত লিপ্ত হোৱাটোৱে মোক মোৰ সমস্যা সমাধানৰ দক্ষতা বিকাশ কৰিবলৈ আৰু মোৰ মতামত প্ৰকাশ কৰিবলৈ অনুপ্ৰাণিত কৰে।					
11. I am motivated to learn beyond the textbook content through tasks. ১১. কাৰ্যৰ জৰিয়তে পাঠ্যপুথিৰ বিষয়বস্তুৰ বাহিৰেও শিকিবলৈ মই অনুপ্ৰাণিত হওঁ।					
12. Doing tasks provides enjoyable opportunities to practice listening, speaking, reading, and writing skills. ১২. কাৰ্যসূচী কৰিলে শুনা, কোৱা, পঢ়া আৰু লিখাৰ দক্ষতা অনুশীলন কৰাৰ উপভোগ্য সুযোগ প্ৰদান কৰে।					
13. I dislike presenting in front of the class due to my fear of making mistakes. ১৩. কথা কওঁতে, ভুল হোৱাৰ প্ৰতি সচেতন হৈ থাকোঁ।					
14.Doing more tasks in English can help me perform better in exams. ১৪. ইংৰাজীত অধিক কাৰ্য কৰিলে পৰীক্ষাত ভাল ফলাফল দেখুৱাব পাৰি।					
15. Learning lessons through tasks made the course book content easy for me to comprehend. ১৫. কাৰ্যৰ জৰিয়তে পাঠ শিকিলে পাঠ্যক্ৰমৰ কিতাপখনৰ বিষয়বস্তু মোৰ বাবে সহজ হৈ পৰিছিল।					
16. I get many opportunities to perform tasks related to daily lives. ১৬. দৈনন্দিন জীৱনৰ লগত জড়িত কাৰ্যসূচী সম্পন্ন কৰাৰ বহু সুযোগ পাওঁ।					
17. Reporting after tasks helps practice public speaking. ১৭. কাৰ্যৰ পিছত প্ৰতিবেদন দিলে ৰাজহুৱা ভাষণৰ অভ্যাস কৰাত সহায় কৰে।					
18. I often feel disconnected during the tasks because I don't see how they are useful outside the classroom. ১৮. মই প্ৰায়ে কাৰ্যৰ সময়ত বিচ্ছিন্ন অনুভৱ কৰোঁ কিয়নো শ্ৰেণীকোঠাৰ বাহিৰত সেইবোৰ কেনেদৰে উপযোগী হয় মই দেখা নাই।					
19. I prefer doing grammar exercises over tasks, especially because they seem more beneficial for my exams. ১৯. মই কাৰ্যতকৈ ব্যাকৰণৰ ব্যায়াম কৰাটো বেছি পছন্দ কৰোঁ, বিশেষকৈ কাৰণ সেইবোৰ মোৰ পৰীক্ষাৰ বাবে অধিক উপকাৰী যেন লাগে।					

20. I prefer taking notes provided by the teacher during regular English class over completing tasks because they help me study for exams. ২০. মই নিয়মীয়া ইংৰাজী শ্ৰেণীৰ সময়ত শিক্ষকে প্ৰদান কৰা টোকাবোৰ কাম সম্পূৰ্ণ কৰাতকৈ বেছি পছন্দ কৰোঁ কাৰণ সেইবোৰে মোক পৰীক্ষাৰ বাবে অধ্যয়ন কৰাত সহায় কৰে।					
21.I get ample chances to interact in English with classmates during tasks. ২১. কাৰ্যৰ সময়ত সহপাঠীসকলৰ সৈতে ইংৰাজীত বাৰ্তালাপ কৰাৰ মোৰ যথেষ্ট সুযোগ আছিল।					
22. Doing tasks boosts my confidence in using the English language. ২২. কাৰ্যসূচী কৰিলে ইংৰাজী ভাষা ব্যৱহাৰ কৰাৰ ক্ষেত্ৰত মোৰ আত্মবিশ্বাস বৃদ্ধি পায়।					
23. The writing tasks enhance my creative and critical thinking skills. ২৩. লিখাৰ কাৰ্যবোৰে মোৰ সৃষ্টিশীল আৰু সমালোচনামূলক চিন্তাৰ দক্ষতা বৃদ্ধি কৰে।					
24. Grammatical mistakes during tasks do not hinder my English communication in class. ২৪. কাৰ্যৰ সময়ত ব্যাকৰণগত ভুলবোৰে শ্ৰেণীত মোৰ ইংৰাজী যোগাযোগত বাধা নিদিয়ে।					
25. TBLT fosters a comfortable environment for English language use. ২৫. TBLT য়ে ইংৰাজী ভাষা ব্যৱহাৰৰ বাবে আৰামদায়ক পৰিৱেশ গঢ়ি তোলে।					
26. I find the task stages boring because they are very lengthy. ২৬. মই কাৰ্য পৰ্যায়বোৰ বিৰক্তিকৰ অনুভৱ কৰোঁ কাৰণ সেইবোৰ বহুত দীঘল।					
27. Using the mother tongue during tasks does not aid in developing my English language skills. ২৭. কাৰ্যৰ সময়ত মাতৃভাষা ব্যৱহাৰ কৰিলে মোৰ ইংৰাজী ভাষাৰ দক্ষতা বিকাশত সহায় নকৰে।					

28. English examinations should be task-based, rather than producing only written answers. ২৮. ইংৰাজী পৰীক্ষা কেৱল লিখিত উত্তৰ দিয়াতকৈ কাৰ্য্যভিত্তিক হ'ব লাগে।					
29. TBLT is not useful since English subject exams are not task-based. ২৯. ইংৰাজী বিষয়ৰ পৰীক্ষা কাৰ্য্যভিত্তিক নহয় বাবে TBLT উপযোগী নহয়।					
30. Doing tasks adds to our workload as we have to prepare for written exams. ৩০. কাৰ্য্যসূচী কৰিলে আমাৰ কাৰ্য্যৰ বোজা বৃদ্ধি পায় কাৰণ আমি লিখিত পৰীক্ষাৰ বাবে প্ৰস্তুতি চলাব লাগে।					

TO WHOM IT MAY CONCERN

I, _DR. DAYANANDA BHUYAN._

Principal/Headmaster/Headmistress of

DISPUR GOVT. H.S. SCHOOL.

certify that Ms. Namrata Gogoi, research scholar of Tezpur University, Nappam, Tezpur, Assam has collected valuable data from our school for her respective doctoral research study titled **"Effectiveness of Task-based Language Teaching in Developing Communication Skills in English among Class VIII Students of Assam".**

25.02.2023.

Signature and Seal of the

Principal / Headmaster /Headmistress
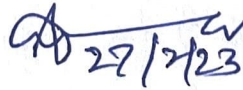
TO WHOM IT MAY CONCERN

I, _Amulya Mohan Dwarah_

Principal/Headmaster/Headmistress of

Beltola High School

certify that Ms. Namrata Gogoi, research scholar of Tezpur University, Nappam, Tezpur, Assam has collected valuable data from our school for her respective doctoral research study titled **"Effectiveness of Task-based Language Teaching in Developing Communication Skills in English among Class VIII Students of Assam".**

_27/7/23_

Signature and Seal of the

Principal / Headmaster /Headmistress

Head Master
Beltola High School
Beltola Guwahati 29

Ref: F. No. 6/6-4/2023/pc/33, Dated. 25/03/2023

Dated- 27.06.2023

TO WHOM IT MAY CONCERN

Thi is to certify that Ms. Namrata Gogoi, Research Scholar at the Department of Education, Tezpur University, Assam has successfully completed her teaching period for her doctoral study titled 'Effectiveness of Task-base Language Teaching in Developing Communication Skills in English among class VIII students of Assam' from Aprill, 2023 to June, 2023. During this period, she has taught through task-based intervention program in class VIII (Section A) and through traditional method of teaching in class VIII (Section B).

Her teaching experience is highly satisfactory and I wish her all the best for her future.

T. Baruah

Tridipa Baruah
Principal i/c
Ganesh Mandir HS School
Khanapara -22

Principal
Ganesh Mandir H.S. School
Kh.... .....hati- 22

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Ref : F.NO..6/6.-4/2023/PC/33 dt :-25-03-2023   Date : 30.-06.-2023

TO WHOM IT MAY CONCERN

This is to certify that Ms. Namrata Gogoi, Research Scholar at the Department of Education, Tezpur University, Assam, has successfully completed her teachingperiod forher doctoral study titled **Effectiveness of Task-based Language Teaching in Developing Communication Skills in English among Class VIII Students of Assam**, from April 2023 to June 2023. During this period, she has taught through task-based language teaching intervention program in Class VIII (Section C) and through traditional method of teaching in Class VIII (Section B). Her teaching is highly satisfactory and I wish her all the best in her future endeavours.

BMazumdar   30-06-2023

Signature of the Headmaster

Headmaster
Dakshin Beltola Prov. M. E. School
M.NO - 7399621204

Publications, Communication and Conference Presentation

List of papers published in journals:

1. Gogoi, N., & Sultana, Y. (2024). Problems in Developing Listening Skills: Voices of Secondary School Teachers. *Journal of English Language Teaching*, *66*(1), 3–12. Retrieved from https://journals.eltai.in/index.php/jelt/article/view/JELT660102

List of papers presented in seminars/conferences:

1. Gogoi, N., & Sultana, Y. (2022). TBLT: A Requisite for Beginners. *Jamia International Conference on Education (JICE-2022) on Outcome Based Curriculum and Pedagogical Demands in the Post-Covid Era*. 6th - 8th May, 2022.

2. Gogoi, N., & Sultana, Y. (2022). Effectiveness of TBLT on Developing LSRW Skills in English: A Review. *The National Research Conclave -2022 (Virtua) on 'Students Ongoing Research in Education (STORIES)' organized by the Center for Studies and Research in Education, School of Education, Central University of Gujarat*. 23rd - 25th June 2022.

Submission Information

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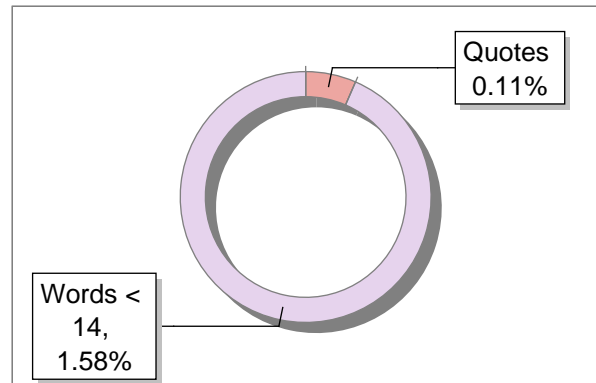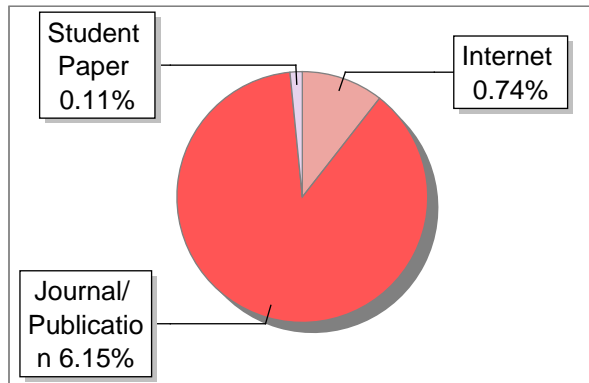
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