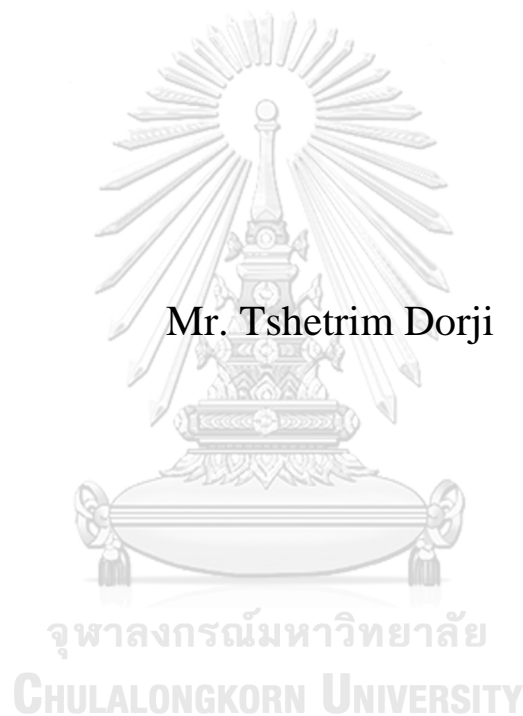# DEVELOPMENT OF SPEAKING TEACHING ACTIVITIES USING COMMUNICATIVE LANGUAGE TEACHING APPROACH THROUGH SOCIAL MEDIA FOR BHUTANESE STUDENTS

Mr. Tshetrim Dorji

การพัฒนากิจกรรมการสอนพูดตามแนวคิดการสอนภาษาเพื่อการสื่อสารผ่านสื่อสังคมออนไลน์
สำหรับนักเรียนภูฏาน

นายเชตริม ดอร์จิ

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
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CHULALONGKORN UNIVERSITY

เชตริม ดอร์จิ : การพัฒนากิจกรรมการสอนพูดตามแนวคิดการสอนภาษาเพื่อการสื่อสารผ่านสื่อสังคมออนไลน์สำหรับนักเรียนภูฏาน. (DEVELOPMENT OF SPEAKING TEACHING ACTIVITIES USING COMMUNICATIVE LANGUAGE TEACHING APPROACH THROUGH SOCIAL MEDIA FOR BHUTANESE STUDENTS) อ.ที่ปรึกษาหลัก : ผศ. ดร.พรพิมล ศุขะวาที

การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาการใช้กิจกรรมการสอนโดยวิธีการสอนแบบภาษาสื่อสารผ่านสื่อสังคมออนไลน์ต่อความสามารถในการพูดของนักเรียนชาวภูฏาน และเพื่อศึกษาการรับรู้ของนักเรียนที่มีต่อกิจกรรมการสอนโดยใช้วิธีการสอนภาษาสื่อสารผ่านสื่อสังคมออนไลน์ นักเรียนชั้นมัธยมศึกษาปีที่ 2 จากโรงเรียนมัธยมศึกษาแห่งหนึ่งในประเทศภูฏานจำนวน 32 คนเข้าร่วมในการศึกษานี้ กลุ่มตัวอย่างถูกคัดเลือกโดยวิธีการเลือกแบบเจาะจง โดยได้ทำการทดสอบก่อนเรียนในสัปดาห์แรกและใช้วิธีการสอนที่ได้ถูกพัฒนาขึ้นจำนวนสิบสัปดาห์ หลังจากนั้นนักเรียนได้ทำแบบสอบหลังการเรียนรู้ ผลการศึกษาเชิงปริมาณพบว่าคะแนนเฉลี่ยหลังการทดสอบของนักเรียนในการทดสอบความสามารถในการพูดภาษาอังกฤษสูงกว่าคะแนนเฉลี่ยก่อนการทดสอบที่ระดับที่มีนัยสำคัญที่ .05 ซึ่งบ่งชี้ว่าความสามารถในการพูดของนักเรียนดีขึ้นอย่างมีนัยสำคัญหลังจากได้รับการสอน แง่มุมของทักษะการพูดที่ได้รับการพัฒนามากที่สุดจากการวิเคราะห์อย่างถี่ถ้วนในมุมมองที่แตกต่างกันของทักษะการพูดจากแบบทดสอบก่อน-หลังเรียนและจากภาระงานพูดประจำสัปดาห์ที่ได้ถูกเผยแพร่ในเฟซบุ๊คห้องเรียนคือการพัฒนาทางด้านคำศัพท์และกลยุทธในการสื่อสาร อย่างไรก็ตามด้านที่ถูกพัฒนาน้อยที่สุดคือด้านหลักไวยกรณ์ นอกจากนี้ผลที่ได้จากแบบสอบถามเปิดเผยว่า นักเรียนมีทัศนะคติเชิงบวกต่อการสอนในรูปแบบดังกล่าวโดยได้รับอิทธิพลจากความสามารถของการสอนในการเพิ่มความมั่นใจในตนเองและแรงจูงใจ การเรียนรู้ได้จากทุกที่ สภาพแวดล้อมการเรียนรู้ที่ยืดหยุ่นและมีชีวิตชีวา และการสร้างปฏิสัมพันธ์ที่ดีขึ้น ประการสุดท้ายคือการรับรู้ของของนักเรียนเป็นไปในเชิงบวกซึ่งได้รับอิทธิพลจากการสอนในครั้ง ซึ่งส่งผลต่อการลดความวิตกกังวลที่เกี่ยวข้องกับการเรียนรู้ที่จะพูด

สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ	ลายมือชื่อนิสิต ....
ปีการศึกษา	2564	ลายมือชื่อ อ.ที่ปรึกษาหลัก ....

Tshetrim Dorji : DEVELOPMENT OF SPEAKING TEACHING ACTIVITIES USING COMMUNICATIVE LANGUAGE TEACHING APPROACH THROUGH SOCIAL MEDIA FOR BHUTANESE STUDENTS. Advisor: Asst. Prof. PORNPIMOL SUKAVATEE, Ph.D.

This study aimed to study the effects of teaching activities using communicative language teaching approach through social media on the speaking ability of Bhutanese students and to find out the student's perception towards teaching activities using communicative language teaching approach through social media. A total of 32 grade 8 students of one of the government higher secondary schools in Samtse district from Bhutan participated in the study. They were selected using purposive sampling technique. A pretest was administered in the first week followed by ten weeks of treatment sessions. Students were subsequently administered a posttest and perception questionnaire. The quantitative result of the study revealed that the students' posttest mean score in the English-speaking ability test was higher than their pretest mean score at a significant level of .05, indicating that their speaking ability improved significantly after receiving the treatment session. The most developed aspects of speaking ability from the analytical analysis of different aspects of speaking ability from pretest and posttest and weekly speaking tasks posted to the class Facebook page was the improvement of vocabulary and communication strategy. The least developed was the development of grammar. The results obtained from the questionnaire revealed that the students held positive perception towards teaching activities using communicative language teaching approach through social media instruction. The students' positive perception towards the current instruction was mainly influenced by the ability of the instruction in enhancing self-confidence and motivation, learning from anywhere, providing a flexible and lively learning environment, and creating better interaction. Finally, the students' positive perception was also influenced by the ability of the current instruction in reducing anxiety associated with learning to speak.

Field of Study:	Teaching English as a Foreign Language	Student's Signature ....
Academic Year:	2021	Advisor's Signature ....

ACKNOWLEDGEMENTS

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CHAPTER 1

Introduction

1.1 Background of the Study

English being an international language plays a significant role in many parts of our daily life. English has become the language of science, commerce, business, technology, academics, etc. Among all the English language skills, speaking is not only considered to be the most important but also the most pursued skill by all sections of society. The multiple reasons for this are personal interest, new socio-economic reforms in the country, national development plans, and better future job opportunities (Ali et al., 2019). Speaking has occupied an important place in the history of English language teaching and learning and has gained it's right a few decades ago to be an independent branch of teaching (Hosseini et al., 2017). Due to the global demand for speaking in the English language, it has brought about tremendous influences on language teaching policy across the globe. Many policymakers in the country, where English was taught as a foreign and second language had revised their national education curricula to implement communicative language teaching, as CLT activities aid in enhancing the speaking ability of the students (Littlewood, 2007). CLT activities prepare learners for real-life interaction (Gower et al., 2005).

To this effect, knowing the importance of speaking skills for every Bhutanese in the fast-developing world, a major English curriculum reformation came forward in Bhutan in 2006 with the incorporation of communicative language teaching alongside the literature content (LaPrairie, 2014). It was implemented based on the advice of the experts since Bhutanese English education lacked language skills, especially speaking

and child-centered teaching and learning (Kirkpatrick & Gyem, 2012). The expectation of Bhutanese graduates' speaking skills from pre-primary to secondary level were clearly laid down in the Bhutan Qualification Framework (BQF) document compiled by Bhutan Accreditation Council. According to Council (2012), the students at the middle secondary level are expected to speak effectively and in a clear and concise manner.

Statement of Problem

Though the Bhutanese education curriculum encouraged the teachers to teach using communicative language teaching approach and also English being used as a medium of instruction for all the subjects except for the national language (Dzongkha), majority of ESL Bhutanese learners still face the difficulty of speaking English confidently and fluently, and has a low proficiency in English speaking ability (LaPrairie, 2014). Further, Gyeltshen and Chalermnirundorn (2018) mentioned that Bhutanese ESL learners have great difficulty taking part in simple everyday conversation. According to LaPrairie (2014), most Bhutanese students who want to pursue their education abroad has to redo their internationally recognized English language proficiency test like IELTS and TOEFL to get a score acceptable for admission abroad which shows that communicative competence attained during their schooling does not make them competent enough to communicate effectively. LaPrairie (2014) interviewed examiners of those tests and they concluded that most Bhutanese test takers fail due to poor pronunciation and oral fluency. Further, in a study conducted by Choeda et al. (2020), it was reflected that the Bhutanese students have a problem

with the variation of tone in discourse and employing stress to express complex discourse such as feelings, which leads to problems in speaking.

This low proficiency of the Bhutanese ESL learners' speaking skills can be directly related to the studies done by Gyeltshen and Chalermnirundorn (2018) who mentioned that the low proficiency of Bhutanese ESL learners' speaking skill was due to the traditional method of teaching, where the teacher does all the speaking and students were passive listeners. There was minimal interaction and communication among the students and the focus was on passing the written exam at the end of the semester. Further, Rabgay (2018) stated that constructive instructional practices and innovative teaching techniques are hardly found in the Bhutanese classes, whereby the current teaching practice is purely based on teacher-centeredness and rote learning. Another problem in Bhutanese class was with the learners, like what Humphreys and Wyatt (2014) pointed that the Asian students are strongly influenced by Confucian heritage culture and learners are very obedient, less active, and shy away from speaking in front of the class where these characteristics do not fit CLT context and make less impact in learning to speak.

Like many other developing nations, another problem was due to a large number of students in the class that minimizes the interaction between the students and teachers (Yanti, 2019). Moreover, the ESL teachers in Bhutan have very limited knowledge of the CLT approach and its application in the classroom (Dorji, 2017) though the education system recommended the use of the CLT approach.

Teaching activities using communicative language teaching approach is one of the most renowned approach in teaching English as a foreign or second language as this

approach uses authentic material in learning the language and achieve communicative competence and also it is widely implemented in many EFL/ESL countries to enhance the communicative competence of the English learners (Savignon, 2008). The several CLT activities which can engage and develop students on speaking ability include jig-saw activities, role play, project-based, interview, information gap activity, games, problem-solving activities, and discovering sequence activity. As per Richards (2005), one of the most significant features of speaking in CLT is the concept of " information gap", where it shows the phenomena as in real speaking, people usually communicate with one another to get the information that they don't know or have. In CLT, activities are done in pairs or small groups and students play an active role in the class. Through such kind of class organization, the learners get more chances to listen or hear the language used by others in the group and there will be a higher amount of interaction and communication (Richards, 2005). Another prominent feature of teaching activities using CLT approach as per Savignon (2007) is that to achieve required competence, the learners are required to negotiate meaning. Further, as per Knight (2001), learners have a real situation to effectively communicate in the target language rather than having to learn the rules governing that language and not being able to use it in communication. The following studies demonstrated how effective teaching activities using CLT approach were in enhancing the speaking ability of the learners.

Several studies conducted by the researchers on the effectiveness of teaching activities using CLT approach in English speaking skills revealed that it had immensely helped in learning speaking skills showing statistically significant difference between pretest and the post-test results (AL-Garni & Almuhammadi, 2019; Lumy, 2018; Nurhayati, 2011; Owen & Razali, 2018). As per these studies, it was found that the

learners had improved in their pronunciation, accent, vocabulary use, fluency, and accuracy after implementing CLT activities in their classroom.

Despite demonstrating many positive outcomes from the use of teaching activities using CLT approach in enhancing the English-speaking ability, there were also several criticisms from the researchers. Many experts and researchers pointed that due to its interactive and instant face to face communication in nature, the majority of the students lack the confidence of speaking in front of their friends and teachers due to the negative judgment and making students refrain from speaking (Koran, 2015). This sort of anxiety and emotion students go through in the course of learning speaking has long been an important consideration in teaching speaking (Harmer, 2010). Moreover, slow learners cannot cope with fast learners in communicative activities. They tend to back off from participating in the activity due to poor communication skills and a low level of understanding of the content which leads to low self-esteem and confidence.

Further, a large number of learners in the classes were another problem in CLT class. It gives the teacher minimal time for every student to interact and communicate (Yang, 2016). A large number of students encourage teacher-centered instruction where the teacher cannot provide individual attention. There will be minimal oral interaction of the students in the class, thereby creating a dull and anxious educational environment where students become demotivated (Alharbi, 2015).

Further, some critics put forward that to realize authentic communication, the teacher should create a linguistic environment and authentic activities, but classroom context was often an artificial setting with a nonnative teacher whose English

proficiency is questionable in CLT classes. It is apparent that, for a non-native learner to acquire a foreign language, the linguistic environment is very important for the development of language skills. Finally, while carrying out CLT activities, it can also lead to unnecessary disturbances to other classes when everybody starts their pair/group work. The situation becomes detrimental.

With all of these issues with teaching speaking using the CLT approach, the integration of technology such as social media with teaching activities using the CLT approach was determined to be a superior solution due to the following features of social media. Today one of the most famous applications used by every individual is the different types of social media applications, from where we can download and upload different information and content. As per Armstrong (2009), social media applications were among the most valuable platforms for learning to speak outside of the class. This was because it helped the students to overcome their speaking difficulties and anxiety in English speaking skills in front of the class and encourages students to participate in active communication (Bikowski & Kessler, 2002). Mostafavi and Vahdany (2016) stated that a technology-based communicative environment had a great positive impact on young learners in reducing their speaking anxiety and connecting them with other learners of the same target language. It also gives the learners a medium through which students can learn about their linguistic powers and self-judge themselves for improvement, express their feelings and problems and publish for comments without having to lose their face.

As per Min (2013), as stated in Van My (2019), multimedia technology like Facebook and YouTube with support of audio, visual and, animation effects encourage

students to learn and speak English faster and effectively. Further, with such features and huge information, technology creates an authentic linguistic environment or brings native country context in English language learning. According to (Harmer, 2015), the opportunity to watch English programs can help students observe how certain phrases accompany what gesture and what facial expression matches with an intonation which lack in CLT activities where the majority of the ESL/EFL teachers themselves are non-native speakers. Brown (2016) emphasized that reading and pronouncing sentences and words carefully and slowly to the learners is not the real world, rather using social media platforms might be able to provide a real context of language use, since social media provides learners to communicate with native speakers and help in enhancing language learning skills.

The low-level learners can make use of social media at any time to refer to the lessons learned in the class without having to depend on the teachers. It gives the learners a more stress-free environment and makes learners more responsible for their learning because as stated by Sharma and Barrett (2008), students can access the internet and use social media(YouTube) to review lessons that they could not understand in the class. Apart from viewing information on the course content, it also allows the students to interact with other participants (Krish & Wong, 2009). Further, the use of social media like Facebook and YouTube in the classes have motivated and inculcated a positive attitude in students to practice speaking English because they have the features that would allow them to improve their speaking ability (Kabilan et al., 2010).

Prior to the global epidemic, the usage of social media in schools in Bhutan was rigorously regulated by the ministry of education's standards. Following the epidemic, however, students' usage of social media has become one of the most authentic teaching and learning tools available. Different types of social media are being used as connectivity, platform, and as a source of information. Therefore, it was found necessary to validate how far integrating social media with teaching activities using CLT approach in teaching speaking can enhance the speaking ability of the students.

The effects of using mobile, computer, and other multimedia technologies in teaching speaking were discussed by some researchers in other nations. It is also a fact that in many nations, CLT was already a genuine topic much talked about. However, the effects of teaching activities using CLT approach through social media in improving the speaking ability have not yet received the attention of the researchers. Further, there is no record of studies done in Bhutan (if any) that focus on the effects of teaching activities using CLT approach mediated by any kind of multimedia technology on speaking ability. Many scholars and researchers validated the view that, rather than drawing an analogy from elsewhere, the hiccups in implementing any approach and its effects on learning should be explored in a local context to enhance the implementation process (Harmer; Savignon, 2007; Wu, 2008).

Therefore, it was found deem necessary to study the effects of teaching activities using CLT approach through social media on the speaking ability of Bhutanese students. Further, the study was intended to study the Bhutanese students' perception towards teaching activities using communicative language teaching approach through social media after having attended the treatment class. Knowing the hiccups and

effectiveness in our context can lead to corrective measures or it can generate stronger evidence to recommend for further implementation in the Bhutanese classrooms. Further, the curriculum designers and the ministry of education can use the result as a guideline for revising the course syllabus for the learners.

1.2 Research Questions

In this research, the researcher proposed to answer the following questions.

1. To what extent did teaching activities using communicative language teaching approach through social media improve the speaking ability of Bhutanese students?

2. What is the perception of Bhutanese students towards teaching activities using CLT approach through social media?

1.3 Research Objectives

The objectives of the research were as follow:

1. To examine the effects of teaching activities using CLT approach through social media in improving the speaking ability of Bhutanese students.

2. To examine Bhutanese students' perception towards teaching activities using CLT approach through social media.

1.4 Definition of Terms

1.4.1 Communicative Language Teaching Approach

Communicative language teaching approach refers to the verbal interactive activity that involves the learner's active participation in creating dialogue, rehearsing, role-playing, questioning and answering, presenting and reflecting on other actors to enhance speaking through both pre-communicative and communicative activities,

where the teacher acts as a guide. Students take the central stage in completing the oral communicative activities. The tasks include both pre-communicative activities and communicative from Littlewood and William (1981). In the communicative activity, both functional communicative activities (information gap and jigsaw) and social interactional activity (role play) will be used, as these activities inspire learners to convey meaning successfully and emphasize the social situation in which the language emerge. Therefore, the activities here are like the communications that take place outside the classroom. In the pre-communicative activities, meaningful and mechanical activities will be done because these activities help students in their communicative activity.

1.4.2 English Speaking Ability

English speaking ability refers to the ability of the students to successfully communicate verbally with their friends and teacher in completing the communicative task presented to them in small groups, pairs and individually. This ability of the students was measured by using a speaking ability rubric adapted from English (2011). The rubric measures the speaking ability based on five major criteria: communication strategy, pronunciation, fluency, grammar, and vocabulary. Further, each major criterion was then defined into five short behavioral statements to help make the test reliable and avoid subjectivity.

1.4.3 Students' Perception

Students' perception refers to how teaching activities using CLT approach through social media was being judged, interpreted, and regarded by the students through their hands on experience in the class, in terms of their learning experiences, advantages and disadvantages, learning outcomes, and its applicability in the Bhutanese

classes. The perception of the students was judged through a perception questionnaire and open-ended questions.

1.4.4 Social Media

Refers to the use of different types of social media at different stages of the CLT lesson as a source of information, connectivity between friends and teachers, and platform to publish their task. Students watch model videos from YouTube as a source of information to prepare for better communication and interaction. Students meet online in and outside of the class to seek help and guidance, ask questions and answer questions and discuss their task through Messenger to complete the communicative task. Further, they record and publish their role-play task on social media Facebook for comments and feedback. In the current study, the social media used are Facebook, Messenger and YouTube applications which are widely used by Bhutanese students in their daily life.

1.4.5 Teaching Activities Using CLT Approach Through Social Media

Teaching activities using CLT approach through social media refers to the use of different kinds of social media at different stages of the lesson, to carry out CLT activities to enhance the speaking ability of the students. YouTube videos were used during the pre-communicative stage to create an authentic linguistic environment. This helps learners to prepare for the communicative activities because, in pre-communicative activity, the learners attain linguistic forms and relate them to the communication function and social context (Littlewood, 1998).

In the communicative stage of the activity, the messenger was used as connectivity to complete an information gap/jigsaw activity, and also to discuss and seek help from others through messenger without having to move from their place.

Facebook was used as a platform, where students record their role-play activity and publish it on their class Facebook page for comments and feedback. This helps in minimizing the speaking anxiety related to crowd speaking.

1.4.6 Bhutanese Students

Bhutanese students refer to the grade eight students of Bhutan who have nine years' experience of learning English as a second language. English is also used as an instructional language for all other subjects except for their national language.

1.5 Scope of the Study

1.5.1 Population

This research involves the grade 8th (intermediate level) students of one of the government Higher Secondary Schools of Tashicholing sub-district, a semi-urban area in the southwestern part of Bhutan.

1.5.2 Sample

The participants for this study were 32 students from 8th grade and the participants' age ranged from fourteen years to sixteen years.

1.5.3 Variables

The independent variable was teaching activities using communicative language teaching approach through social media and dependent variables were students' speaking ability and students' perception towards teaching activities using communicative language teaching approach through social media.

1.6 Significance of the Study.

Knowing the hiccups and effectiveness in our context can lead to corrective measures or it can generate stronger evidence to recommend for further implementation in the Bhutanese classrooms. The curriculum designers and the ministry of education

can use the result as a guideline for revising the course syllabus for the learners. Teachers who are teaching ESL, who had never or seldom practiced integrating social media with CLT activities in their classes can adapt those lessons and activities in their classroom to enhance the speaking ability of the Bhutanese ESL learners. Further, the result of this study will contribute to the CLT approach research literature in the Bhutanese context, which is currently scarce in number.

CHAPTER 2

Literature Review

This chapter reviewed the literature relating to the area of speaking skills, Communicative Language Teaching (CLT) and social media. It consists of four parts. Firstly, it reviewed the literature on the concept of speaking ability, the ways to evaluate the speaking ability and the rubric of speaking ability. Secondly, it reviewed communicative language teaching including its definition, characteristics, principles and the concept, types of communicative activities and the problems of CLT approach. Thirdly, the literature on social media and review on the previous studies on how social media has an effect on the speaking ability of the students.

2.1. Speaking

2.1.1 Definition of Speaking

Using a language to verbally connect with others is speaking. It is a method of putting the idea into words about perception and intentions for the other people to get the message that is conveyed. It is also mentioned that speaking is the use of spoken and body symbols in structuring and sharing meaning in a diverse context (Chaney & Burk, 1998). It can also be defined that speaking is the competence to express what one feels to others effectively. Many experts have defined speaking in their terms. Fulcher (2003) stated that speaking is learned through a process of socialization and interaction and it is an ability that is taken for granted. In the words of Linse (2005), speaking is equally important for the development of young learners' language. Speaking is more challenging than listening to language on learners' language resources and skills because speaking is using a language to convey meaning (Cameroon, 2001). All these views and perspectives view speaking as a whole side of learners receiving and producing speech in daily life. Speaking activities need lots of support of numerous

types. It needs support for understanding as well as production. Celce-Murcia (2001) stated that since verbal communication is the most elementary tool of human communication, the ability to speak a language is identical to knowing the language. She further states that speaking is the most demanding of all the four skills and should be developed to communicate with others.

2.1.2 Concept of Speaking Ability

As a human being, the greatest elementary means of human communication is the capability to speak a language. If the speakers want to express effortlessly in English, they need to articulate phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, they should be able to use varieties of conversational and conversational repair strategies if they want to speak English as a second language fluently. Learners also need to involve in trading typical language functions (Harmer, 2007a).

Speakers of language should be able to engage in suitable language to communicate the information clearly and use vocabulary and structures appropriately. As a speaker, they should be able to speak consistently without pauses and hesitation, pronounce words and sounds correct and, communicate all ideas consistently without difficulty, use varied vocabulary, use correct grammatical structures consistently, and use gestures correctly (Domesrifa, 2008).

Usually, speakers don't get enough time to produce their utterances carefully. During communication, at once many things happen together. For example, having to understand what others say, speaking out what we want to speak out, being equipped for random changes of topic, and thinking of something to say during a period of long silence (Davies & Pearse, 2000). In conclusion, a person who is capable in English can

speak English fluently by using correct grammar and structures and is aware of how to use the language in many functions correctly. To develop the speaking ability of the learners, the teacher should look for a suitable approach or adjust their existing approach to enhance student's speaking ability.

2.1.3 The Ways to Improve Speaking Ability

Experts stated that commonly kids are more of holistic learners, and in the classroom, the children should be given language for authentic communication. learners must be given rich contexts like movement, use of senses, real items and images, and different types of interesting activities. On top of the activities, the learner's interest and age should also be considered while engaging them. Many textbooks available in the schools and market focus mostly on activities like drills and repetition for verbal communication, but many students view that they are not learning a foreign language. For the development of speaking ability, the activities in the classes should be created or adapted based on real-life communication (Pattison, 1989).

In the classroom, the instructor should be able to encourage the learners and motivate them by providing new challenging ways. Learners should be given every opportunity to speak in the class to improve their speaking ability and also help them to realize the need of language. They should be provided with positive feedback to build their confidence (Gower et al., 2005). Further, to enhance speaking ability, the instructor needs to make English learning interactive where students are engaged in sharing their thoughts in the target language, familiarizing them to various languages, showing videos and audios of native speakers, and encouraging them to be an independent learners by motivating them to learn English outside of the class (Rost, 1996).

According to Nunan (2003), teaching speaking should be done as follows: first, understanding the contextual difference between ESL and EFL; second, provide practice in both accuracy and fluency; third, making students collaborate in pairs or groups to encourage them to speak; fourth, providing speaking activities which involve negotiation for meaning; and finally, use communicative activities involving both transactional activities and interactional speaking activities. The teachers should make sure that the students speaking ability should be evaluated after teaching, to find out if they have improved their speaking abilities. The assessment of the improvement in students' speaking ability can be done through various techniques.

2.1.4 Assessing Speaking

According to Broadfoot et. al.,(2002), assessment is an unbiased tool to assess the level of accomplishment of an individual accurately. Unlike listening assessment, speaking assessment looks like a relaxed job for it can be directly observed but as per Broadfoot et al., (2002, p.183), " Those perceptions are perpetually colored by the correctness and efficiency of a test-taker's listening skill, which certainly compromises the dependability and validity of a verbal communication test", which can be a very challenging task. However, that does not mean that speaking skill ability can't be measured properly. There are many ways and means to do it effectively as per various sources. Generally, as quoted by (Dewi, 2010), there are five aspects which are pronunciation, grammar, vocabulary, fluency and communication strategy. Brown (1994) defines each component as follows:

a) Comprehension: for oral communication, it should have someone to initiate and also certainly someone to respond to speech.

b) Grammar: In the conversation, it is needed to arrange the sentences correctly or the students distinguish appropriate grammatical forms from inappropriate ones.

c) Vocabulary: It is the appropriate diction that is used in communication. if someone lacks vocabulary, they cannot express their ideas both in oral and written form.

d) Pronunciation: It is a pattern in language how sounds vary in the phonological process. It is a way for the students to produce clearer language when they speak.

e) Fluency: It is the focus of many language learners. It is the ability of the learners to be able to express effortlessly and correctly. If somebody is fluent, he/she will have a fast speed of speaking with less pauses. Fluent speakers do not have to spend a lot of time looking for words to explain themselves.

The Certificate in English Language Teaching speaking (CELTS) test construct their speaking rubric based on five categories: discourse, vocabulary and grammar, management, pronunciation, and interactive communication Thornbury (2005). Further, experts point out that, out of many rubrics to assess speaking skill, the two most frequently used are holistic, which assess performance as a whole and analytical, which breaks down speaking into different aspects and evaluate it. A single score is given based on the entire impression of the speaker in holistic scoring. Whereas analytic scoring is carried out by providing separate score for different aspects of speaking. For this research, the speaking ability was analyzed using both holistic and analytic scoring where students were assessed for each component of speaking followed by assessing speaking as a whole using the speaking ability rubric which was adapted from English (2011) with some modifications done by the researcher. The different components under this rubric are communication strategy, fluency, pronunciation, vocabulary and grammar. To make the test reliable and to avoid subjectivity, each criterion is further

defined into four short behavioral statements. Apart from reliable speaking assessment rubric, both the learners and the instructor should know the goal of teaching speaking for successful assessment of the speaking ability.

2.1.5 Goals of Teaching Speaking

Speaking is regarded as a vital part of foreign and second language learning and teaching. Despite its relevance in English language education and learning, teaching speaking has been underestimated for many years. It was always taught as a repetition of drills or memorization of dialogues by the teachers. However, today the teaching of speaking demands the learners to develop their communication skills. Nunan (2003) claimed that the most important component of learning a language is acquiring the art of speaking. The most important reason in teaching speaking according to Ur (1996) is to enhance oral fluency which enables oneself to express intelligibly, reasonably, precisely, and without unnecessary hesitation. While Lawtie (2004) states that, being able to carry out communication in the target language is the success of learning a language. Therefore, If the goal of language instruction is to help students communicate successfully, then speaking instruction should be a key component that is taught and practiced in the classroom. It is the skill by which most learners are rated, and it is via this skill that they may lose or gain opportunities in their life. It is a skill required for social solidarity, advancement of career, and many more. Therefore, the teaching of speaking should not be a casual instruction but rather a complete communicative session by a well-versed teacher about different aspects of speaking competence.

2.2 English Speaking Instruction

To be able to teach speaking comprehensively, the teachers should be knowledgeable about how different aspects of speaking competence are related to each

other and what speaking competence involves. As per Harmer (2001), teaching of speaking can be classified into three main stages. The stages involve: introducing new words and phrases, as well as practice and communicative activities. While introduction the new language, the teacher will utilize controlled tactics and make students repeat and do drills which is at the non-communicative end of the continuum. Here the activity should focus on accuracy and teacher can correct the mistakes. This stage will support learners to assimilate and produce new language. However, this stage should not take a long duration and should abandon the drill as soon as possible.

The second stage is practice stage and it falls somewhere between non-communicative and communicative ends of the continuum. Here the teachers should make the students to use the new language in different context with combination to what they already know. Teachers can also intervene and slightly guide and find inaccuracy. The use of the language in this stage will be as far as possible similar to the real-life context.

The final stage of teaching speaking is the communicative stage, which is very important in teaching speaking because in this stage, the teachers use communicative activities and students utilize the language independently and achieve a certain level of language autonomy. Here, students retrieve English from their language bank, use all of the languages they know, and steadily enhance their communication strategies. In this stage, the teacher's job is that of a facilitator and monitor, and the emphasis shifts from accuracy to the effective outcome of communication. However, the teaching of speaking in Bhutan seems to be lacking behind.

2.3 Teaching Speaking in Bhutan

In Bhutan, oral communication appears to be a neglected skill among the four modalities of language discourse: reading and literature, writing, listening and speaking, and language and grammar due to lack of assessment in the final exams (Tshomo & Sherab, 2017). The exclusion of the oral skill from the exam in Bhutan decreases the learning value of oral communication (LaPrairie, 2014). As per Singye (2018), it was noted that many Bhutanese schools do not provide opportunity for kids to practice oral communication skills, and they are deprived of authentic language. Most of the Bhutanese classes are characterized by passive learners and teachers' talk and comments. Thus, students are not able to use English for class discussion, raise issues, ask questions, generate new ideas, express opinions and interpret data (LaPrairie, 2014). According to Wangmo (2019), as stated in Dendup and Onthanee (2020), the English teaching technique used by the teachers in Bhutan are too teacher centered.

A study conducted by Sherab and Dorji (2013), revealed that many classes observed confronted to semi-student-centered and teacher-centered and there were also teachers who preferred traditional chalk and talk methods. There were hardly any interaction and communication in the class. These were evident from the class observations that the teachers without any introduction wrote definition on the board and students copying. After explanation of the definition, students were given individual task to solve and teacher does all the talking. No teaching material or very limited teaching materials other than textbook and chalk were used by the teachers. Classrooms are arranged in rows discouraging student communication. All these factors lead to the poor communication ability of the learners. Therefore, better teaching

speaking approaches like CLT approach should be brought to limelight in those

contexts.

2.4 Communicative Language Teaching Approach

2.4.1 Definition of Communicative Language Teaching Approach

Since its early introduction in Europe in the early 1970s and subsequent

progress in ESL countries such as the United States, Canada, and the United Kingdom,

the CLT has been employed by many educators in various ways. No model of CLT is

generally acknowledged as authoritative since it has no monolithic identity (Savignon

& Berns, 1984). However, the communicative competence of the language learner is

the goal of CLT, and it starts with a theory of language as communication (Richards &

Rodgers, 2014). The well-known definition of CLT is probably the definition by

Canale and Swain (1980) where they identified four dimensions   which are

grammatical, sociolinguistic, discourse, and strategic competence. Over the years this

definition has experienced some adjustments which has been clearly reflected by

Bachman (1990) what he calls language competence. The most noteworthy variance

between the two models are that Canale and Swain's view of strategies were narrow as

compared to Bachman's broader view and Bachman completely separates strategic

competence from language competencies (Bachman, 1990; North, 1997).

In CLT, meaning is important. Wilkins (1973) categorizes meaning into two different

types as notional and functional and sees that learning second language is a linguistic

means of performing different kinds of function. The most apparent characteristics of

CLT according to Larsen Freeman (1986) is that, everything is done with a

communicative intent in mind. Students are encouraged to use language in a variety of

ways through activities such as games, role play, and problem-solving tasks.

Introduction of authentic material is another characteristic of CLT (Larsen Freeman, 1986; Nunan, 1991). In CLT, for the learners to develop techniques for interpreting language and as actually employed by the native speakers, it is anticipated that the learners be given the chance to answer to genuine communicative needs in realistic second language situation (Canale & Swain, 1980). Further, small group activities are frequently carried out by students in communicative approach (Larsen Freeman, 1986). The learners work either in pairs or in groups or in writings to interact with one another (Finocchiaro & Brumfit, 1983). To better negotiate meaning, the CLT approach favors interaction among small numbers of learners. So, that each student gets maximum time to interact and learn. Therefore, rather than practice language pattern merely as mechanical, teachers choose learning activities where they can engage learners in meaningful and authentic activities.

Another facet of CLT is the learner-centered and experience-based approach to second language instruction as per Richards and Rodgers (2014). While designing instructional methods, the learners' individual unique interest, style, needs, and goals should be carefully reflected in CLT approach (Savignon, 1991). Teacher centered classroom where teacher taking the full authority of the classroom is avoided in CLT to make students feel secure, unthreatened, and non-defensive (Taylor, 1983). In nutshell, it is understood that the objective is communicative competence rather than the linguistic competence.

2.4.2 Communicative Competence

According to Hymes (1972), competence is "the overall underlying knowledge and ability for language which the speaker-listener possesses" (p. 13). That is,

communicative competence encompasses both linguistic knowledge and the capacity to apply that information in a variety of situations. Four areas of communication competence were proposed by Hymes (1972). First, "whether or not something is formally possible" referring to the belief of grammatical competence. It is concerned with whether an utterance is grammatically correct. Second, "whether something is feasible" deals with its acceptability, in addition to being grammatically possible. For example, some grammatical sentences cannot be part of competence because of the restricted ability of human information processing. Third, "whether something is appropriate" means that a sentence should be appropriate to the context in which it is used. Finally, "whether something is in fact done" implies that a sentence may be grammatically correct, feasible, and appropriate in context, but have no probability of occurring (Hymes,1972, p. 14). It may be concluded that communicative competence consists of knowledge of linguistic rules, appropriate language usage in different situations, connection of utterances in a discourse, and language strategies.

2.4.3 Characteristics of Communicative Language Teaching Approach

Scholars agree that CLT started from a theory of communicative language use, and was extended into a design for instruction, materials, classroom techniques, teachers, and learners. The goal is to develop learners' communicative competence (Richards & Rodgers, 1981). Brown (2007) suggest four interconnected characteristics of CLT.

(1) Classroom activities are focused on all the components of communicative competence and it is not delimited to grammatical or linguistic competence.

(2) Language techniques are considered to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather, aspects of language that enable the learner to accomplish those purposes.

(3) Fluency and accuracy are complementary principles underlying communicative techniques. At times fluency may have to be given more importance than accuracy in order to engage the learners meaningfully in language use. During CLT lessons, negligible error correction is encouraged to be practiced and thus may encourage the teachers to focus on the learners' fluency rather than accuracy. The instructor should avoid criticizing the learners when they commit unimportant errors.

(4) In the communicative classroom, students eventually must use the language productively and receptively, in unrehearsed contexts (p. 241).

Therefore, for better implementation of those characteristics of CLT in teaching speaking, the role of learners and teachers are very crucial.

2.4.4 The Role of Learners in Communication Language Teaching

Learners are the most dynamic person in CLT. The learners conduct the interaction and conclude it (Littlewood & William, 1981). They have to be the most important person to be bringing the interaction between each other and summarizing the lesson instead of the teacher. On top of that, the learners should interact with other learners through the activities (Finocchiaro & Brumfit, 1983). Until the activities are done, every participant should have a chance to interact in the activity.

2.4.5 The Role of Teachers in Communicative Language Teaching

Many linguist and academicians define the role of teachers in CLT classroom. Breen and Candlin (1980) presented three main roles of teachers. They were, teacher as a facilitator of the communication process, participant within the class with the learners, and researcher-learner. As a facilitator in the class, the teacher should be the helper to them when someone needs help to continue their communication. Teacher should be there to help them whenever needed. As a participant in the learning and teaching, the teacher should model at the beginning of the activity for the learners to understand what they will be doing. And when the teacher becomes a researcher-learner, the teacher does the research about the learners. The teacher moves around to observe during the activity and take note of it and activate the students to express their thoughts and feelings after finishing any activity. As Littlewood and William (1981) mentioned that the teacher should be an observer in communicative activity. Moreover, Kymlicka and Patten (2003) stated that CLT teachers are seen as an organizer and a guide. This statement goes with what Bareen and Candlin talks about facilitator. To make the activities continue, the teachers are the one who organize the activities and help guide the learners. Further, the teachers need to interact and is not really a passive observer. When the whole class gets struck to achieve the goal of the activity, the teacher should be the one to interact with the class and lead the class to have an interactive activity. Not only the role of teachers and learners are important but also the selection of teaching materials has a great influence.

2.4.6 Teaching Materials in Communicative Language Teaching

To learn a language, interaction plays an important part since it gives the students the occasion to put into practice their communication skills. The correct

material that promote interaction has to be chosen, in order to create meaningful interaction among learners. Richards (2001) stated that materials are the significant component in language learning whether they are textbooks, materials provided by an establishment or materials made by the teacher. All these materials have the purpose of providing students with the basis for the language practice students receive in the classroom as cited in McGrath (2013). Regarding the importance of using suitable material, Schiffrin (1998) states that traditional books very often provide insufficient content of the target language and they fail to give students enough communicative input as cited in Peacock (1997). Moreover, the author perceives that integrating authentic materials such as the use of audio-visual material will offer richer contribution to learners which can be explored in different ways and levels to improve their communication skills. On top of the use of authentic materials in teaching and learning language, Swaffar and Vlatten (1997) pointed out that using video in the learning activity exposes learners to authentic voices and different dialects, which provides them with cultural backgrounds (as cited in Salaberry, 2001). Moreover, Bahrani and Sim (2011) proclaimed that the use of TV and visual media can also be used as pedagogical technology other than tools for entertainment. Further, the same author enlightens that by using news videos, the learners will be able to absorb the structures used clearly and direct. News tries to grab the viewers' attention; so, writers use vocabulary that is easily understood by the viewers. According to Yükselir and Kömür (2017), the easiest way to develop the competence to transmit message and interact in a proper way is to use the online videos in English speaking classroom. Furthermore, Peacock (1997) explains that the use of authentic materials motivates learners in foreign language classes as believed by great number of authors. They also believe that authentic

materials are naturally fascinating and motivating than materials that are not authentic. As an instructor, one should know where and when to use the teaching materials in the teaching activities. Therefore, the selection of teaching activities in CLT will have a great impact on the learning.

2.4.7 Communicative Language Teaching Activities

To develop learner's communicative competence, there is an ample of activities using communicative process, such as negotiation of meaning, interaction and information sharing. As per Richards and Rodgers (2014), to support the class in which communicative language teaching is used, it is necessary to use games, role plays, simulations, and task based communication activities. Similarly, as mentioned by Coker (2007) in Toro et al. (2019), she claims that the learners learn best when they are given chances to use their senses in their learning. She believes that learners learn best when they have direct contact with the authentic materials. Additionally, Abe (2013) states that where the CLT activities are applied, it is useful in classrooms to have group activities and individual development, discussions and presentations. Moreover, the author mentions that the students improves their speaking if they use English constantly among themselves, although it may result stressful for them. For this reason, it is essential to find effective ways to adapt English teaching using group work activities.

According to Finocchiro and Brumfit (1983) in Maulana (2017), to develop students' speaking skills, they should be given chance to work with their peers and work on the teachers' specific task which are presented below:

1- Answering to directions or questions asked by the tutor or friends on close or out of class experiences.

2- Giving directions to others.

3- Preparing original sentences with communicative expressions, structures or notions which have been presented.

4- Describing objects from a picture or a movie.

5- Tell or retell a well-known story or experience in their own words.

6- Reporting a prepared topic and accepting questions.

7- Improving realistic conversation about a class shop, a library or other appropriate resources.

8- Taking a role in communicative language game.

9- Participating in some oral group activities, such as a debate, a discussion, a forum, based on research where students are forced to listen attentively to the previous speaker in order to agree, disagree, express, uncertainty or add other relevant information.

These activities help to enhance the speaking ability and require learners to speak with their peers in pairs, groups or as a class for improving speaking in and out of class through interaction. Through such kind of class organization, the learners get more chance to listen or hear the language used by others in the group and there will be higher amount of interaction and communication (Richards, 2005). The teachers allow the CLT learners the opportunity to interact and communicate genuinely to enable them to use the language effectively as effective learning takes place only when done practically (Canale & Swain, 1980). One feature of CLT activities is that it is a student centered learning process where students take more active or participatory role than is usual in traditional approaches and consequently teachers alter their position and adapt more of a facilitative role (Ahmad & Rao, 2012).

2.4.8 Types of Communicative Language Teaching Activities

In CLT class, the events are divided into "pre-communicative activities" and "communicative activities" and the classroom activities start with pre-communicative activities and end with communicative activities (Littlewood & William, 1981). He stated that pre-communication activities include different types of drills and question and answer practice and this pre-communicative skill will help the learners to communicate for meaning in communicative activities.

In a similar manner, Richards (2005) stated that there are three types of communicative activities, namely mechanical, meaningful and communicative. Mechanical practice is a controlled activity where students can complete successfully with repetition of drills and substation drill without truly understanding the language. It is designed to practice particular grammatical or specific item. Meaningful practice is when students practice the controlled language, they are required to make meaningful choices. These two activities aim the learners to get equipped to skills necessary for communication and is similar to pre-communicative activity (Richards, 2005). Before doing the communicative activity, pre-communicative activity prepares students to relate linguistic structures to communicative functions. These kinds of activities help develop fluency of behavior and clarity of comprehension.

As per Richards (2005) communicative practice is like communicative activity. It especially focuses on activities where students focus on practicing language within a communicative context. In this activity, the students are inspired to exchange information with language that is random. As per Littlewood (1998) the differences between communicative activity and pre-communicative can be settled as:

1) In pre-communicative activity, the learners are engaged in practicing the elements of knowledge for communicative abilities separately. Here the learners don't receive training on total skill but rather a partial skill of communication. The main purpose is for the learners to be able to produce acceptable language rather than focusing on effective meaning.

2) In communicative activity, now the learners have to integrate pre-communicative skills and use them for communicating meaning effectively. They are expected to select proper language forms, raise their skill and produce the communication fluently.

As per Littlewood (1998), there are two types of communicative activities. They are functional communicative activities and social interactional activities.

I) Functional Communicative Activities:

The functional communicative activities are used as an encouragement for the learners to use their preexisting language for further effective communication and deliver the message effectively. They are successful if they are able to communicate effectively as per the demand of the given situation. The functional communicative activities are further divided into four main groups, which are, a) sharing information with restricted cooperation, b) sharing information with unrestricted cooperation, c) sharing and processing information and, d) processing information.

a) Sharing information with restricted people is usually carried out by a group or a person where another learner or group must figure out what information the other group or the learner possess. In order to maximize interaction and communicate more, the group or learner who knows the information is not allowed to expose the information. Littlewood (1998) mentions the following examples of these activities.

i) Discovering identical pairs: Each student in a group will be provided with a card. For example, four different pictures with three copies each. The students will be talking with their friends to find out the card similar to their card.

ii) Discovering sequences or locations: In this activity, for example, learner A has six cards with different pictures in sequence and learners B has to find out the sequence of learner A's card and arrange his/her card in the sequence of the partner.

b) Sharing information with unrestricted cooperation helps the students to create a more realistic situation. It is more of a producing communicative function where learners are engaged in using language for describing, suggesting, clarification and asking questions and answering.

c) Sharing and processing information is where the learners are encouraged to discuss or evaluate information for solving the problem or completing the activities and to exchange information.

d) Processing information is where the learners are required to share their information since they will have access to all relevant facts. So, to make a decision or to deal with the problem, they need to communicate with what they have in pair or groups.

2) Social Interaction Activities:

Social interaction activities are activities that take cares about the social meaning and functional meaning of different language forms. These activities inspire learners to convey meaning successfully and also emphasis on social situation in which the language emerge. Therefore, the activities here are like the communication that takes outside the classroom. For a beginner learner, while the learner takes part in communicative activity, if the learner uses satisfactory level of grammar, it is

considered socially acceptable. As the learner improves or progresses, he/she should be using language which is appropriate for a specific context in which the communication occurs. Role play is one activity where a learner takes position of somebody in a particular situation and act out to communicate. Here the learners are taking role of somebody in a situation which is partially or wholly different from their real life and they focus on producing the target language though the interlocuters may share the same mother tongue. Gower et al. (2005) stated that role play can give the learners a chance to practice, try out and revise what they have learnt recently in a more controlled way. It also helps the teacher in recognizing the strength and weakness of students in language production. Further, when the students are made to face various situations and wide range of language, they have a chance to improve their fluency.

Littlewood (1998) noted that pre-communicative activities and communicative can be presented as a link in a single continuum. From the single continuum, the learners' creativity is at a least and the teachers' control is at a maximum in dialogue performance. During the drills, students may articulate sentences which may be new to them, but it is the teachers who predetermine those sentences. In cued dialogue, the teacher does not control the language that is used for expression but rather controls the meaning. For more creativity during role play activities, the students are to create the interaction and teacher will just control the situation and learner's role.

Littlewood (1998) mentioned role playing technique as follows:
Role playing controlled through cued dialogue or mapped dialogue which can be used as both pre-communicative and communicative activities depending on how the teacher desire to work on. During the communicative activity, each learner will have their separate cued card. The interaction is created when the learners have to listen to their

friend to answer which is similar to real communication. However, unlike real situation, the cue helps the learners to predict what the other will ask and helps them to prepare their responses.

Role playing controlled through cues and information is bit flexible. One learner will have detail cues and the other will have the information which is necessary for the other to respond. In this kind of activity, the teacher will not know what the students will say in detail and will lack in giving the language forms they need. In such situation, the students should be practicing and using communicative strategies like paraphrasing.

Role playing in the form of debate or discussion is about framing a real contextual situation or an issue. Here, the students should have enough knowledge about the issue and should have differing opinions and interest to defend themselves. Finally, they will have to come to a final decision at the end of the activity.

There are various communicative activities that Richards (2005) and Harmer (2007b) have in common. They are information gap activities, jigsaw activities, and opinion gap activities. Information gap activities are activities where it is giving information from one to another. It is decoding and encoding information from or into language.   In an information gap activity, the learners subsequently understand that the focus is to practice given language items rather than to find information from their friends. It encourages learners to use the target language. The learners must communicate in order to finish the task. In this activity, it is necessary that the pair do not see each other's material. Teachers should make sure the partners sit opposite to each other.

Jigsaw activities is derived from the concept of information gap activity. The class will be divided into groups where each group member will have an information

to help complete the task. In the process of finding the information, the students must use the target language to communicate meaningfully (Richards, 2005).

To be able for the learners to practice using certain language forms and functions correctly, many teachers begin the class by teaching language with pre-communicative activities. This will help students in communicative activities latter and can use the new language they have practiced. It is a sequence from controlled practice where teacher controls everything to a creative language use where students try to create language as per the situation. As per Littlewood (1998), when selecting an activity, it is the teacher who should consider both methodological consideration and situation in the class. The activities should be balanced between fluency and accuracy and use accuracy to support fluency activities (Richards, 2005).

To conclude, the instructors should support the learners to help use the appropriate forms and to be aware of how, where and when to use them effectively. For this study, the researcher intends to use information gap activity, role play and jigsaw activity.

2.4.9 Providing Feedback

It is crucial to provide appropriate feedback to the learners when assessing them since appropriate feedback has great impact on the learning of the learners. According to Spada (2006), there are different ways to provide oral feedback. The explicit correction is where teacher gives the correct form by telling the students where they have made a mistake. The second feedback called recasts where the teacher retells the part or whole speech of the student without mentioning the errors. The third is clarification request, where the teacher ask the student to repeat what he or she uttered since it was incorrect. The next is metalinguistic feedback where the teacher initiates questions, comments

and information to let the children understand their mistake. Elicitation uses three ways to aid children correct the mistake by themselves; eliciting completion of utterance, to elicit correct form, and to ask students to retell their utterance. Finally, the repetition where the teacher reformulates the students' incorrect speech. The adjustment in the intonation of the teacher while reformulating the students' speech can make students aware of their mistakes.

2.4.10 Research on Effects of Teaching Activities using CLT Approach on Speaking Ability

With the examination of previous studies from around different nations, many researchers have given attention on studying the effectiveness of teaching activities using CLT approach in improving the English-speaking skill of the ESL/EFL learners. From all these studies, the result showed that teaching activities using CLT approach have great impact on improving speaking skill of learners. However, it is also criticized for its short comings despite its contribution in enhancing speaking skill.

A study carried out by Ismaili and Bajrami (2016) confirmed that CLT activity like information gap really helps in improving the speaking skill of the learners. The authors used quasi experimental research method to collect data from two groups of students (control and experiment group) through pretest and posttest before treatment and after treatment. Another study by Owen and Razali (2018) conducted in Libyan international school, based on effectiveness of CLT activities in improving speaking skill using quasi-experimental, nonequivalent, pretest and post-test with first year students stated that learners' speaking improved after implementing CLT activities through CLT approach. However, the result from sample-test showed difference in

mean score between male and female learners. It was found to be more effective with Female learners, but the difference was not that significant or huge.

Another study by Rahayu Nindya Ratih (2016) on the effects of using CLT approach activities on speaking ability was conducted with the class VII students. It was an experimental research with non-randomized control group pretest posttest design. 44 students were included in two groups. After the posttest, the data was analyzed and the null hypothesis stating that there is no effect on speaking using teaching activities using CLT approach was rejected. Therefore, the study concluded stating that it has a positive effect on speaking. With a similar result, a study by García León (2019) with third level English students of language center, comprising of 30 participants in each group was targeted to see the effectiveness of teaching activities using CLT approach in improving speaking skill. Pretest was conducted in the beginning and followed by treatment and finally post-test was conducted to observe the changes in speaking ability. Both qualitative and quantitative was used in the study. Quantitative was used in order to seek the attitude of participants on CLT methodology. The result showed that the use of CLT activities have positive effect on improving skill and further students have stated that they are motivated and satisfied with the activities and the CLT approach.

Moreover, a study by AL-Garni and Almuhammadi (2019) with the aim to see the effect of CLT activities on EFL students' speaking skill in one of the universities, included 21 female participants in each group. One group was experimental and the other was control group. The experimental group was taught using CLT activities and control group was taught using traditional method. The study used quasi-experimental

design to determine the effect. The result showed higher score of the experiment group than the control group. This shows that CLT activities have positive effect in improving speaking skill of the learners. Additionally, a study was conducted by Laadjali (2013) to investigate the development of the students' speaking skill through the use of CLT activities. The researcher used two questionnaires, one for the teacher and another set for the students to seek for their attitude towards CLT approach and its significance in improving speaking skill. Both the teachers and students stated that CLT approach is very effective in improving speaking.

However, despite positive outcomes of teaching activities using CLT approach in speaking ability, numerous criticisms were also reported by different researchers from different nations.

2.4.11 Problems of Communicative Language Teaching Approach

As per Thamarana (2015), in the CLT speaking class, the students of low-level proficiency in speaking find it difficult to participate in the oral communicative activities and get discouraged or unmotivated to take part in the activity. In addition Richards and Rodgers (2014) stated that large classroom sizes make the speaking class difficult for authentic communication and interaction since it leads to teacher centered classroom. Further, as stated by (Harmer, 2015), in the CLT classes, due to its nature of face to face communication in the class, students feel shy or embarrassed to speak in front of the whole class and teacher because they develop a fear that their friends will mock at or laugh at them if they make a mistake or pronounce the words incorrectly. Thereby they develop a fear or anxiety in speaking.

Therefore, integrating teaching activities using CLT approach through social media in enhancing the speaking ability was found to be a better combination due to the following features of social media in enhancing the speaking ability of students.

2.5. Social Media

The term social media can be derived from two words: "social" and "network". The term social means the connection with the society and the way in which they meet and spend time with other people. Network means in which a group of two or more computer systems linked together (Eren, 2012).

Social media is a current wonder that incorporates both web-based communication with internet users through websites and interaction with others through mobile phones. It is very clear that educational institutions around the universe is in the middle of a revolution caused by the evolving advances such as the internet 2.0 and the appearance of web 3.0 permitting learners to create content, trade thoughts and share information. Within these few years there has been broad talks and warmed arguments about investigating social media in journals and conferences. Much of these discourses has centered on creating a clearer understanding of the capabilities of such innovation as an unused educational instrument within and outside the class. At the same time, the universal availability of social media has received attention of analysists to ponder upon positive viewpoints and apprehensions of using these applications in different context and provided multiple ways of using these devices (Paliktzoglou & Suhonen, 2014).

As educational institutions are grasping social media, optimizing the positive impact of such advances to bring them into instructional method to create instruction and learning dynamic and pertinent to the cyber environment is found very crucial. In recent years, increasingly, institutions are making use of social media such as Blogs,

Twitter, YouTube, Facebook and messengers to make compelling ways for the establishment of collaborative and interactive online learning framework. In this manner, technology driven culture is highlighting conspicuously in all academic exercises. Thus, the center of learning and instruction should be seen from a more up to date point of view " without gathering students and teachers in the same physical space for all the time" (Aloraini, 2012). In other words, learning ought to now not to be tied to a specific area and a specific timetable. Social media destinations expand distant past their conventional reason of communication and excitement to advances like promotion of students learning through enquiry and sharing and also enhance their speaking ability through interaction. Social media with its different sorts might be considered as a cure as these materials have potential to attack the learners by being adaptable, engaging and interactive and provide a great chance for learners to express themselves in a self-confident way.

Further, use of videos available on social media can create an authentic linguistic environment in ESL/EFL classes to acquire foreign language. As per Harmer (2015), watching model English videos can help learners observe how intonation matches facial expressions and what kind of gesture is done with certain phrases. In that way students can adjust their pronunciation by following the speaker. As per Armstrong (2009), social media applications are among the most valuable platforms for learning to speak outside of the class. This is because it helps the students to overcome their speaking difficulties and anxiety in English speaking skills in front of the class and encourages students to participate in active communication (Bikowski & Kessler, 2002).

It is worth expressing that speaking isn't a simple assignment to teach and teachers should be mindful of their students' needs and prerequisites to achieve proficiency in speaking. In truth, social media in common have contributed massively in shaping the current teaching and learning to keep the technique up to date. Social media these days are a necessity in ESL/EFL classrooms. It is no more a want or a privilege but rather a very urgently needed instructional tool in enhancing the speaking ability of the learners. Therefore, the time has ripened to make use of those social media applications as a part of our daily teaching and learning in our classes.

2.5.1 Studies on Effect of Social Media on Speaking

Many researchers around the globe have found teaching activities using CLT approach to be very effective in teaching speaking. However, there were also some criticisms from other researchers on the use of teaching activities using CLT approach in teaching speaking. Therefore, many researchers recommended to integrate multimedia technologies and social media in the teaching approaches and methods in teaching and learning of language since it's the generation of global ICT revolution and also teaching activities using CLT approach may achieve full benefit when integrated with social media due to numerous benefits of social media and ICT.

As per many researchers, it was found that making use of social media in teaching speaking has immense benefit. First, it enhances students' learning and it also helps in the development of relationship between the teacher and the student and within the students themselves. Secondly, it helps in motivating the students in learning language and further, it makes learning easy and enjoyable. Moreover, social media supported learning specifically help students in the remote areas with continuous access to educational information which are authentic and appropriate in context (Selwyn,

2009; Son, 2016; Valk et al., 2010). In a similar manner, studies found out that the use of social media (Facebook) in teaching and learning of language lowers the stress level of the learners since it is informal. The participants share that they get more confidence to share their thoughts and opinions and also promote creative thinking skills (Alm, 2015; Mitchell, 2012; Terantino, 2013).

An empirical study by Shan (2019) on the impact of mobile technology on speaking skills of students found out that the experimental group outperformed the control group in speaking skills and students were found to be motivated to practice English frequently. Another study by Devi et al. (2020) on the effect of social media Instagram on students speaking ability showed that integrating Instagram into English language learning process significantly improved speaking ability of the students.

A study by Hasan Dirjal and Ghabanchi (2020) on the impact of social media application in promoting speaking skill of Iraqi English learners using skype based study found that there is a significance difference in speaking achievement of the students and, the researcher further recommended the educators to pay more attention in employing social media applications in the teaching and learning process. A similar study on the effect of drama based activity and Facebook on students English speaking skills by Wongsa (2018) with grade 12 classes in Thailand using experimental and control group found out that the integration of drama based activities and Facebook have positive impact on the students' speaking ability. The study also indicated that the students were encouraged to be more active and are motivated towards learning English language.

Among many social media networks used in the language learning, Facebook is found to be one of the tools that provides many advantages to the teachers and students. Studies indicated that using Facebook as a tool in teaching speaking helps students in developing language competence and also builds positive attitude in students (Shih, 2011; Venable, 2009). It can be also used as a medium of maintaining contact between the learners themselves and the teacher which may not be possible in another traditional classroom context. In teaching activities using CLT approach classes, the learners may feel embarrassed or go through anxiety to speak or perform in front of the class. Therefore, including social media in the speaking lesson could be the best solution in this situation (McClure, 2018)

2.6. Concept of Perception

The word perception is derived from Latin word meaning "receiving, collecting, and action of taking possession, and the perception is the initial step in social cognition, generally considered the first step in perception (Derryberry & Tucker, 1994). As per Forgus and Melamed (1976) it is a process of extracting information on cognitive structures and the process that determine how the surroundings are interpreted by the humans. Some other researchers put forward that perception is the process of perceiving, organizing and interpreting what one experiences. The interpretations are based on the past experiences, assumptions, knowledge of the circumstances, desire and expectations, and thoughts of the perceiver towards things, events or situations.

Perception sometimes can be characterized as an acknowledgement and understanding of sensory information. It is also perceived as how we react to the information. Further, perception is a process where we receive intangible information from our environment and uses that information to communicate as the end goal with

our environment. Perception of somebody enables that person to absorb tactile information in and produce it into something important.

Accordingly, the views, beliefs and their opinion towards learning language in class is also affected by the student's experience in language learning, their expectations and interest towards the class environment and teaching methodology. If students have positive perceptions towards learning experiences in their class, they are expected to learn successfully. This research explores the perception of students towards teaching activities using CLT approach through social media.

2.8. Conceptual Framework

The conceptual framework of this study makes a connection between two variables: the integration of teaching activities using CLT approach, through social media in the enhancement of English-speaking ability. The study intends to measure the effects of teaching activities using CLT approach through social media on the speaking ability of Bhutanese 8th standard students.

Figure 2.1

Conceptual framework

CLT Approach		Social Media: *YouTube, messenger and Facebook*:
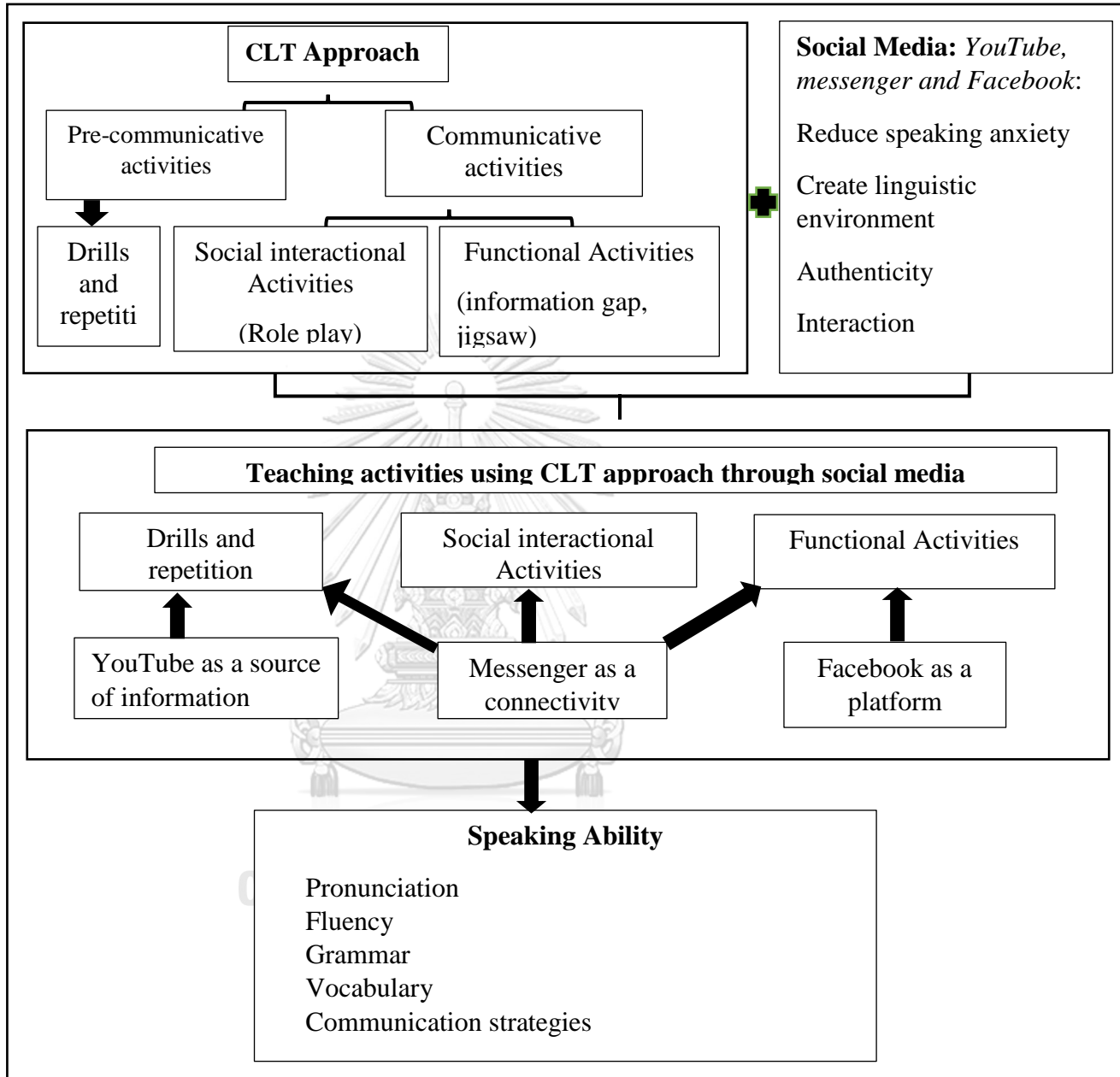
Figure 2.1 demonstrates how the two variables, the teaching activities using CLT

approach and the social media can be integrated in the development of the speaking

ability of the learners. CLT approach with its multiple communicative activities like

pre-communicative activities: drills and repetition, and communicative activities:

functional communicative activities and social interactional activities, was known for its effectiveness in enhancing the speaking ability but it was also criticized for its many shortcomings. The researchers stated that due to its nature of instant face-to-face communication, students develop speaking anxiety. It was also reflected that CLT activities are not effective in large classroom sizes where class management gets difficult. Further, it was stated that the settings in CLT classes were always artificial.

Therefore, with multiple features of social media like reducing speaking anxiety by recording and publishing online, creating an authentic linguistic environment by watching native speakers speak, creating better interaction by communicating online through messenger could support and fulfill the purpose of teaching activities using CLT approach in enhancing the speaking ability of the learners. The combination of the two variables in teaching speaking was expected to bring better results in improving the speaking ability of the learners.

CHAPTER 3

Methodology

This chapter presents the description of research methodology including research design, population and participants, instruments, research procedure, data collection procedures, and data analysis.

3.1 Research Design

This study was a quasi-experimental pretest-posttest design. In this research, the participants were administered a pretest, attended ten weeks of treatment class and the posttest was administered after the treatment session. This was followed by an individual questionnaire consisting of 12 questions and 6 open-ended questions. Data obtained from comparing pretest and posttest and weekly task analysis scores served as the answer to research question one, which was analyzed quantitatively. While content analysis was carried out for open-ended questions to enable triangulating with the statistical data of the student's perception questionnaire to serve answer for research question 2.

3.2 Population and Sampling

3.2.1 Population

The population of the study was grade eight (intermediate level) students of one of the government Higher Secondary Schools of Samtse District, Bhutan. The student age ranges from 14-16years.

3.2.2 Sample

The participants for the study included a total of 32 grade eight students of one of the government higher secondary schools of Samtse District, Bhutan. There were 19 girls and 13 boys aged between fourteen and sixteen. The participants were selected

using a purposive sampling procedure based on a voluntary basis looking at the availability of time and gadgets of the students to participate in the study.

3.2.3 Setting

This research was carried out in one of the government Higher Secondary Schools of Samtse Districts, Bhutan which is one of the largest sub-Districts with the highest number of students in Bhutan. The school caters to students from different socioeconomic backgrounds and has the highest number of students in the region ranging from classes pre-primary to class XII. There were about 40 sections from pre-primary to higher secondary level with maximum sections in grade eight with 8 sections. It is a semi-boarding school that caters to around 1700 students.

English is used as a medium of instruction for all the subjects except for their national language (Dzongkha) from pre-primary till graduation. English is also considered as one of the main subjects, and the curriculum demands more time for English teaching compared to other subjects. However, the final assessment of English learning depends largely on written exams with less emphasis on other skills. The majority of the students had little or no excess to the English language outside of the school. Fortunately, with the recent development of multimedia technology in the country and slowly penetrating the corners of the country, few children in these regions have got excess to those multimedia technologies from where they can link to other English-speaking nations, but a majority of the students still do not have excess to these facilities. Their teacher is the only source of information. The students are not allowed to use any kind of social media in and outside of the classroom in schools before the pandemic. However, after the pandemic, the use of different kinds of social media in and out of the classroom has become an urgent need in teaching and learning.

3.3 Instructional Tool

3.3.1 Lesson Plan

The instructional framework for this study was adapted from teaching activities using CLT approach instructional model by Richards (2005). For this study, the lesson plan (see appendix D, Page:103) was integrated with social media application within this framework considering many advantages and benefits of social media in achieving the full benefit of teaching activities using CLT approach. In CLT class, the events are divided into "pre-communicative activities" and "communicative activities" and the classroom activities start with pre-communicative activities and end with communicative activities. Different types of social media applications were used at different stages of the lesson to help students effectively carry out communicative activities. The teachers in the class need to offer both controlled and guided activities leading to accuracy, fluency, and those more creative tasks in which students can make and are encouraged to make free choices. The procedure was conducted as follows:

Pre communicative stage:

Step 1: Presentation of a brief dialogues or several mini dialogue, proceeded by discussion of the function and situation, and formality and informality of the language which the function and situation demand.

Step 2: The oral practice of each utterance of the dialogue segment (entire class repetition, half class, groups, individual) generally proceeded by the model set by the teacher.

Step 3: Watching a model video through YouTube demonstrated by native speakers on the same content but with different expressions. Students will note down different expressions from the video while watching and use those expressions with their friends

in the next activity. Using videos enable learners to absorb the structures used clearly and direct (Yükselir & Kömür, 2017) and create an authentic linguistic environment in the class. Further, these activities prepare students for communicative activities.

Step 4: Answering questions in pairs to the questions framed based upon the video from the previous activity using the expressions noted from the video.

Communicative stage: Oral production activities- proceeding from guided to freer communication activities.

 Step 5: Carry out functional communicative activities (information gap and jigsaw) in groups or pairs. The Facebook messenger will be used as a channel or connectivity between the pairs or groups to complete the functional communicative activities without having to move from their place by communicating through messenger to complete the activity. Further, it can be used to connect with others to get help or discuss their task. This helps in managing the class, otherwise, it becomes detrimental when everybody gets up to interact or talk.

Further, as a second activity, carry out the social interactional activity (role-play) from out of the classroom on the topic given by the teacher. The students in pairs or small groups, record their role-play activity and publish on the class Facebook page for comments and feedback. This helps to reduce speaking anxiety associated with face-to-face communication. Students may use YouTube and messenger here too to look for examples on their topic and connect with their friends and teachers for help.

Step 6: Evaluation of learning: The role play video posted on class Facebook page should be evaluated by teacher and friends using a video assessment rubric. Verbal

comments and feedback will be passed on through Facebook messenger. Upon the evaluation of the video, the best will be selected for presentation to the class.

Step 7: As an extended activity and to further stimulate speaking, share a discussion topic online every week and each student will be asked to share their opinions and points on the topic verbally. It can be any random thoughts.

3.3.2 Sample Lesson Plan

Topic: Describing a family member

Precommunicative stage

Step 1: The teacher review what descriptive adjective means and presents the descriptive adjectives and vocabulary for describing somebody using a vocabulary card.

Step 2: The teacher shows pictures of different people on the board using a projector and asks students to describe each person by looking at his/her character, appearance, and behavior. Students will describe the pictures using the words from stage 1.

Step 3: The teacher will show a similar model video of a native speaker on this topic retrieved from YouTube. https://youtu.be/m50ODitZCZo.

Based on what they see and hear from the video, the students will outline basic communicative expressions or structures and in pairs practice the expressions.

Step 4: In pairs, students will create dialogue following some available questions given by the teacher framed based on the video. E.g.

How many members are there in the family?

Who is your favorite member in the family? Why?

Can you briefly describe your family?

What activities do you usually do with your family?

Communicative stage

Step 5 (Information gap activity)**:** In pairs, students A and B will be given a worksheet each. They will use messenger to communicate with the partner to complete the activity without having to move from their seat. Worksheet A will have an image of a man and worksheet B will have some keywords to frame questions related to worksheet A. students are not allowed to view each other's worksheets. Student B will use the keyword to ask questions and student B will have to answer the questions by looking at the image in the worksheet.

Step 6: The teacher asks the students to work in groups of four to five members. In the group, students will have to create a fictitious family setting as per their wish and everybody should have a common understanding of their fictitious family.

In the out of the class learning, teacher asks students to make a video recording on the topic "Talking about my family" about their fictitious family.

Direction for the groups: Each group should prepare a video length of about five minutes. All members should be involved in the video. Students should apply the knowledge learned in the lesson to their speaking activity. Students will use their mobile phones or any other devices to record their videos**.**

Step 7**:** After having completed the project, the group will upload the video in the class Facebook page group created by the teacher for this study. After uploading the video, each of the group and the teacher will evaluate the video of the students using

an evaluation form and each student will have to provide verbal comments and feedback through messenger.

Based on the rating of the friends and the teacher, the best will be chosen and asked to make a presentation to the class.

As an extended communication, random discussion topics will be shared online for everybody's opinion. They will use Facebook messenger to communicate their ideas and thoughts on the topic.

3.4 Research Instruments

3.4.1 English Speaking Test

This English-speaking test (see appendix A, Page:95) to measure the speaking ability of students was adapted from an IELTS English speaking test. The test was the same for both pretest and posttest. The test consisted of three parts. Part one lasted for 4-5 minutes and students were asked to answer general questions on familiar topics such as home, work, their community, and studies. Part two lasted for 3-4 minutes where the students were given a task card on a particular topic with key points. Students were given two minutes to prepare and another 1-2 minutes to talk on the topic, followed by one or two questions by the researcher on the same topic. Part three took 4-5 minutes where the students were further asked questions that are connected to the topics discussed in part two. It was a two-way discussion with the researcher, and it was designed to give more opportunities to talk about more abstract issues and ideas. The pretest was administered after the orientation day, while the posttest was administered at the end of the treatment week. The test was the same for both pre and post-test.

3.4.1.1 Speaking Test Rubric. For this study, the English speaking test rubric (see appendix B, Page:97) was adapted from English (2011) with some modifications by the researcher to evaluate the students' oral performance. It was assessed based on five major criteria: 1) communication strategy: whether being able to use verbal and non-verbal expressions appropriately. 2) pronunciation: whether being able to pronounce the words correctly and clearly. 3) fluency: whether being able to speak consistently without pauses or hesitation. 4) grammar: whether being able to consistently use correct grammatical structures. 5) vocabulary: whether being able to use a varied and correct choice of words. Further, each major criterion was then defined into five short behavioral statements to help make the test reliable and avoid subjectivity.

3.4.1.2 Validity and Reliability of English-Speaking Test and Rubric. The speaking test and speaking test rubric were checked by three experts in terms of validity through construct and content validity. Three experts were invited to measure the validity of the speaking test and test rubric using IOC index which was scored ranging from -1 to 1. The items that had an index lower than 0.5 were revised as per the comments, and the items having higher than or equal to 0.5 were reserved. Analysis of the results indicated that 79.8% of the items in the speaking test and 82% of the items in rubrics were higher than 0.5 of the IOC indexes, meaning that they were acceptable. Only four items in the speaking test and one item in the rubric needed some alteration in terms of choice of words, language use, grammar, and time allocation.

When posing a question to test speaking ability, Expert no. 2 advised against using "yes" or "no" questions because speaking ability cannot be judged by a single

utterance. Expert no.1 commented on time allocation for the second part stating that it was a little shorter. They also offered some word choices for the test. For example, instead of "accommodation", the recommended the use of word "home". The revision of the speaking test was carried out based on the advice of the experts. The "yes" and "no" question was modified with the addition of "why" at the end. The time for the second part of the speaking test was extended by another minute and difficult words like accommodation and hamlet were replaced by easier words like house and village respectively.

In the speaking rubrics, the experts commented that the communication strategy includes more than gestures, and it should include verbal, non-verbal, and visual aspects as well. Therefore, the communication strategy component descriptors were redefined for better assessment as per the comments of the experts. It was further defined with the addition of non-verbal and visual aspects as well.

After the revision of both the speaking test and rubric, the speaking test was piloted with 16 grade 8 students who shared similar characteristics with the participants. Three raters, including the researcher, who has thirteen years of experience teaching English, rated the speaking test using the scoring rubric. After conducting the test, the reliability of the overall test was calculated using Cronbach's Alpha. The pilot test result was 0.99 indicating it was highly reliable.

3.4.2 Task Analysis Rubric for Teaching Activities Using CLT Approach Through Social Media

To analyze the gradual development of each aspect of speaking ability (fluency, pronunciation, communication strategy, grammar, and vocabulary), the teaching activities using CLT approach through social media tasks which were posted on the

class Facebook page by the students were evaluated twice, once on 4th week and another on 8th week which was towards the end of the treatment week to see the gradual progress of each speaking aspects. An analytical assessment of each speaking aspect was carried out as per the speaking assessment rubric adapted from Dan Taufiqulloh (2012) (see appendix E).

3.4.2.1 Validity and Reliability of Task Analysis Rubric. After the adaption of the analytical assessment rubric, it was evaluated by three experts using IOC. Two experts accepted the use of the rubric in the study, but one expert suggested including the measurement of rhythm in the evaluation of pronunciation which was revised as advised. There was no major revision. Then it was pilot tested with the pilot group. After the pilot test, the communication strategy descriptors were revised by adding the evaluation of non-verbal gestures to make the descriptors clearer and more suitable for the judgment of the student task.

3.4.3 Learners' Perception Questionnaire

The perception questionnaire (see appendix C, Page:100) was developed for the students to get their perception towards teaching activities using CLT approach through social media, through their hands-on experience after the treatment sessions. The questionnaire consisted of twelve Likert items and six open-ended questions to find out the learners' perception towards learning speaking through teaching activities using communicative language teaching approach through social media.

3.4.3.1 Validation and Reliability of the Learner's Perception Questionnaire. The validation of learners' perception questionnaire was validated through expert judgment using IOC by three experts. The experts were asked to provide comments on

each item. The mean score of each item was calculated and all the items produced above 0.5 on the IOC index. However, the experts provided a few comments on some items. The comments mostly surround language use which was unclear. It was revised by rewriting the sentences to make it clear and easier to understand. The other comment was on the use of second-person "you" and "your" in the questionnaire, which needed to be changed to first-person as "I" to correspond to what students did. The items were revised by replacing second person pronouns with first person pronoun "I" as suggested by the experts.

After the completion of one lesson, the teaching activities using CLT approach through social media perception questionnaire was pilot tested with the pilot group. Then Cronbach's Alpha was calculated to measure the internal reliability for the questionnaire. Based on the calculation, the Cronbach's Alpha was 0.72, which can be interpreted as good internal reliability of the questionnaire.

3.5 Research Procedure

The research procedure was divided into two stages as shown below in table 3.1. The first stage consisted of preparation of lesson plans on teaching activities using communicative language teaching approach through social media and the second stage consisted of implementation of teaching activities using communicative language teaching approach through social media.

Table 3.1

Research Procedure

Stage 1: Preparation of speaking lessons based on teaching activities using CLT approach through social media.	Stage 2: Implementation of the speaking lesson based on teaching activities using CLT approach through social media.
Formulated teaching activities using CLT approach through social media instructional plans Validated the instructional plans and research tools Pilot tested the tools	Conducted the pretest of English-speaking test Implemented the teaching activities using CLT approach through social media. Conducted posttest of English-speaking test and questionnaire on learner's perception on teaching activities using CLT approach through social media.

Having formulated the instructional plans and research tools, the instruments were subjected to validation by the experts. Three experts were invited for the validation using IOC and the instruments were corrected as per the feedback and comments from the experts. Once the lesson plans and research instruments have been validated, it was pilot tested for their practicality with the pilot group. Minor changes were made as per the need of the class after the pilot test.

The next stage was the implementation stage. Before implementing the, teaching activities using CLT approach through social media instruction, the learners were given an orientation class as to how to go about with the class and familiarized them with the activities and the use of social media. Then in the next session, English speaking pretest was administered to the participants. From the following weeks, students were engaged in a ten 90-minutes session. Each session lasted for one and half

hours and students were engaged in different kinds of speaking activities designed based on teaching activities using CLT approach through social media.

After the completion of the implementation of instructional lessons, students were administered a post-test which was the same as the pre-test. The time gap between the pretest and posttest was fourteen weeks. Finally, the students were given a questionnaire on students' perception towards teaching activities using CLT approach through social media to be filled up.

3.6 Data Analysis

1. The data obtained from both the pre-test and post-test on speaking skills were statistically analyzed using mean and standard deviation and a sample paired t-test was done to determine whether the two-sample means were different at a statistically significant level of 0.5. The students' speaking ability focusing on different aspects of speaking was also analyzed analytically to evaluate the development of each aspect.

Furthermore, to support and assist the findings from pretest and posttest evaluation, the students' weekly task posted on the class Facebook page was evaluated after every four weeks, amounting to two evaluations for the analytical analysis of each aspect of speaking. The score of individual aspects of speaking from all two observations were converted into a mean score and standard deviation. To compare the improvement of each aspect of speaking, a sample t-test was performed for all the aspects of speaking.

2. The students' perception towards teaching activities using CLT approach through social media instruction questionnaire on a five-point Likert scale: very low(1), low(2), moderate(3), high(4), and very high(5) was analyzed and calculated for mean

and standard deviation and interpreted into five levels. The levels "very high" and "high" indicate a positive perception of the students towards the current instruction and "moderate" indicates neutral. The "low" and "very low" indicate a negative perception of the students towards the current instruction. The mean ranges were interpreted as follows:

4.21-5.00=very high   3.41-4.20=high   2.61-3.40=moderate

1.81-2.60=low   1.00-1.80=very low

3. The qualitative data obtained from the open-ended questions were analyzed qualitatively. The following table shows the research instrument and data analyses technique used in this research.

3.6.1 Summary of Research Instruments and Data Analyses

The research instruments and the techniques used in data analyses for the present study were as presented in table 2.

Table 2

Instruments used for the research questions

Research questions	Purpose	Instruments	Data source	Data analyses
(1) To what extent did teaching activities using CLT approach through social media improve the speaking ability of students?	(1) To study the impact of teaching activities using CLT approach through social media on speaking	(1) Pre-test and post-test of the English-speaking test (2) Analytical evaluation of sub skills of speaking.	(1) Pre-test and post-test scores (2) pretest and posttest score analysis and weekly task analysis score	(1) Descriptive statistics (mean, standard deviation), a paired sample t-test. (2) ---do---
(2) What is the perception of Bhutanese students towards teaching activities using CLT approach through social media?	(2) To explore the perception of Bhutanese students towards teaching activities using CLT approach through social.	(2A) Students' perception questionnaire. (2B) Open ended questions	(2A) Perception questionnaire score (2B) Analysis of the open-ended questions	(2A) Calculate for mean and standard deviation. (2B) Analyze qualitatively

CHAPTER 4
Results

This section reports on the data collected from the pretest and the posttest of the English-speaking test and student's perception towards the use of teaching activities using CLT approach through social media. The findings of the study were divided into two parts as per the research questions. The first part emphasized on the first question, where it measured the effects of teaching activities using CLT approach through social media on improving the speaking ability of Bhutanese students. The second part deals with the second research question, which was to examine the student's perception towards teaching activities using CLT approach through social media.

4.1 Result of Research Question 1

Research Question 1: To what extent did teaching activities using CLT approach through social media improved the speaking ability of Bhutanese students?

This question validated whether teaching activities using CLT approach through social media improved the speaking ability of students by evaluating the English-speaking test mean scores from pretest and posttest. Further, to answer this question, several aspects of students' speaking ability were measured analytically. The different aspects include fluency, pronunciation, vocabulary, grammar, and communication strategies.

Two test raters who has an experience of thirteen years in teaching English as a second language, and the researcher himself were involved in the evaluation of both the English-speaking pretest and the post-test. The inter-rater reliability calculated by Cronbach's Alpha for three raters was 0.956 for the pretest and 0.746 for the posttest.

This implied that the reliability in evaluating the speaking performance of the students by the three evaluators was highly reliable and consistent.

In order to measure the improvement of students' speaking ability, the mean scores from the English-speaking pretest and post-test were compared and analyzed. The results were furnished into two categories. Firstly, the comparison of pretest and post test scores focusing on speaking as a whole, and secondly, focusing on the analytical assessment of each aspect of speaking ability.

Furthermore, to better understand the development of speaking ability and to support the findings from pretest and posttest evaluation, the students' role-play tasks posted on social media Facebook were evaluated once in four weeks amounting to two rounds of evaluation to measure the development of each aspect of speaking ability.

4.1.1 The Results of Pretest and Posttest Scores

This section presents the statistical calculations of dependent variables from the pretest and the posttest. Also, mean, standard deviations, t-values, and statistical significance were calculated. The results were illustrated below in Table 4.1.

Table 4.1

A Comparison of Pretest and Posttest Mean Scores of English-Speaking Ability.

Group	N	Pretest (Total score=25)		Posttest (Total score=25		Mean Difference	t	Sig
		Mean	SD	Mean	SD			
Grade 8 students	32	11.84	2.05	15.24	1.09	3.40	15.31	.00*

p<.05

Table 4.1 showed that the t-test value of 15.31 was statistically significant at a .05 level. Further, the students' pretest mean score (mean=11.84, SD=2.05) on English speaking test was lower than the posttest mean score (mean=15.24, SD=1.09). The total

score was 25 and the mean difference between the two were 3.40. Thus, it can be determined that there was significant difference between the pretest and the posttest mean scores of English-speaking tests for Bhutanese students at a significant level (p<0.5). Hence, it can be stated that, the students performed better after attending the teaching activities using CLT approach through social media lessons.

4.1.2 The Results of Pretest and Posttest Scores Focusing on Different Aspects of Speaking

To better understand the improvement of speaking ability of the students after attending the treatment sessions, the students' speaking ability was measured focusing on the different aspects of the speaking ability from the score of pretest and posttest. The different aspects include, pronunciation, vocabulary, communication strategy, fluency and grammar. As per the comparative analysis score of each aspect of speaking from pretest and posttest, it indicated that students improved significantly in all aspects of speaking but at different levels. The most improved was the improvement in vocabulary, followed by communication strategy and the least was improvement in grammar. The detail of the statistical calculation was presented below.

Table 4.2

Students' Speaking Improvement Considering Separate Aspects of Speaking Ability from Pretest and Posttest

Speaking Aspects (total score=5 in each aspect)	Pretest		Posttest		Mean difference	t	Sig
	Mean	SD	Mean	SD			
Fluency	2.31	0.47	3.38	0.56	1.06	8.40	.00
Pronunciation	1.78	0.55	3.09	0.53	1.31	10.72	.00
Vocabulary	1.82	0.54	3.46	0.55	1.64	12.97	.00
Grammar	1.81	0.53	2.22	0.42	0.41	4.60	.00
Communication strategy	1.80	0.54	3.28	0.63	1.47	11.58	.00

$P<.05$

As per table 4.2, it was apparent that the mean score result of fluency from pretest (M=2.31) was lower than the post-test mean score (M=3.81) and the p-value was statistically significant at the level of 0.5. This can mean that students improved significantly in their fluency. The students' improvement in pronunciation was also found from the analysis of the pretest and posttest results. The pretest mean score of (M=1.78) was lower than the posttest mean score of (M=3.09). The results of vocabulary also revealed considerable improvement from pretest to posttest with a mean score of (M=1.82) and (M=3.46) respectively. Furthermore, it was evident that the students made considerable improvement in their grammar, as their posttest mean score (M=2.22) was higher than the pretest mean score (M=1.81). Finally, the improvement in communication strategy was also significant as per the comparative analysis of the pretest (M=1.80) and posttest (M=3.28) mean scores. Therefore, it can

be validated that the students improved their speaking ability after attending the instruction.

4.1.3 The Results of Quadri-weekly Task Scores focusing on Different Aspects of Speaking

To further assist and support the result derived from the evaluation of pretest and posttest scores on speaking ability, the student task uploaded on the class Facebook page was planned to be evaluated twice, once in the mid and another towards the end of the treatment session. This was because by the mid of the treatment session, students had already been familiarized themselves with the use of social media in the CLT activities class and they would be producing quality tasks worth evaluating. Evaluation at the end will give the actual picture of their speaking improvement. However, the assessment had to be shifted to 4th and 8th week, which was the most reliable period because, on other weeks, few students were found to be either absent or did not submit their task. The evaluation was done to measure how effective the lessons were in developing each aspect of speaking ability to support the result from pretest and posttest scores.

It was found that the comparative mean score of all aspects of speaking ability between the 4th and 8th week was noticeably different, which shared a similar trend with the pretest and posttest results. Though the overall result indicated that the students showed improvement in their speaking ability, but the students seemingly improved the aspects of speaking ability unequally. The results showed that the student's improvement on vocabulary was the highest (MD=0.79) followed by communication strategy (MD= 0.75), fluency (MD=0.66), and pronunciation (MD=0. 59). The least developed aspect of speaking was the development in grammar (MD= 0.41) which

shared a similar trend from pretest and posttest results. The details of the mean score of

all aspects of speaking abilities were shown in table 4.3.

Table 4.3

Students' Speaking Improvement Considering Separate Aspects of Speaking Ability from Weekly Task Analysis

Speaking Aspects (total score=5 in each aspect)	Week 4		Week 8		Mean difference	t	Sig
	Mean	SD	Mean	SD			
Fluency	1.63	0.66	2.29	0.46	0.66	7.70	.00
Pronunciation	1.97	0.40	2.60	0.50	0.59	6.70	.00
Vocabulary	1.76	0.57	2.50	0.51	0.79	10.50	.00
Grammar	1.34	0.55	1.78	0.55	0.41	4.90	.00
Communication strategy	1.67	0.64	2.44	0.50	0.75	9.60	.00

$P<.05$

The results from table 4.3, revealed that the mean score of fluency in week 4

and week 8 were 1.63 (SD=0.66) and 2.29 (SD=0.46) while the p-value was significant

at the level of .05. This result can mean that students' performance in fluency improved

significantly. The result of pronunciation also revealed considerable improvement from

week 4 to week 8 with a mean score of 1.97 (SD=0.4) and 2.6 (SD=0.5) respectively.

Furthermore, the results were evident that the students also improved considerably in

all other aspects like vocabulary, grammar, and communication strategy, as their week

four evaluation mean scores were 1.76 (SD=0.57), 1.34 (SD=0.55), and 1.67

(SD=0.64), and their week 8 mean scores were 2.5 (SD=0.51), 1.78 (SD=0.55) and 2.44

(SD=0.5) respectively. Particularly, the difference in the mean scores between weeks 4

and 8 of both pronunciation and communication strategy revealed a significant difference at a level of .05.

Based on the result of comparative mean scores and statistical difference judged by p-value, it was evident that teaching activities using CLT approach through social media improved the speaking ability as a whole and also in terms of all five aspects of speaking. In other words, it could be concluded that teaching activities using CLT approach through social media was an effective instructional framework in promoting the speaking ability of students.

4.2 Results of Research Question 2

Research Question 2: What is the perception of Bhutanese students towards teaching activities using CLT approach through social media instruction?

To explore students' perception towards the teaching activities using CLT approach through social media instruction, students were required to rate the student perception questionnaire on a five-point Likert scale from "very low (1)" to "very high (5)". The students on the five point Likert scale were supposed to rate on this instruction as per their experiences and feelings in terms of how much this instruction could provide a relaxed atmosphere, improve self-confidence, encourage learners' classroom participation, enhance better relationship among teacher and students, activate student interest, and develop likings in learning English.

The student's response scores were analyzed and calculated for mean and standard deviation and interpreted into five levels from very low (1-1.8) to very high (4.21-5). The "very low" and "low" level indicated a negative perception of the students. The "moderate" indicated neutral perception and "high" to "very high"

indicated a positive perception of the students. The results collected from their ratings

rated at a very high level (M=4.34) showed that the students had a positive perception

towards the use of teaching activities using CLT approach through social media

instruction in the class. Table 4.4 below show the student's perception towards the use

of teaching activities using CLT approach through social media instruction.

Table 4.4

Students' Perception Towards the Use of Teaching Activities Using CLT Approach Through Social Media

Questionnaire items	Mean	SD
1. Learning through teaching activities using CLT approach through social media provides a relaxed atmosphere.	4.7	0.471
2. Learning through teaching activities using CLT approach through social media help me to improve my speaking skill.	4.4	0.499
3. learning through teaching activities using CLT approach through social media increase my self-confidence in speaking English	4.7	0.471
4. I understand the procedure of doing the teaching activities using CLT approach through social media clearly.	4.3	0.545
5. The teaching activities using CLT approach through social media encourage learners' classroom participation.	4.5	0.507
6. Learning through teaching activities using CLT approach through social media promote the good relationship among learners as well as between learners and teachers	4.5	0.507
7. Learning through teaching activities using CLT approach through social media activates my interest.	4.5	0.508

Questionnaire items	Mean	SD
8. I realize that learning English through teaching activities using CLT approach through social media is easier than other forms of approaches.	3.0	0.74
9. Learning through teaching activities using CLT approach through social media encourage me to think and be creative	4.5	0.507
10. Learning through teaching activities using CLT approach through social media helps me to learn English.	4.6	0.499
11. I like to learn English using teaching activities using CLT approach through social media.	4.5	0.508
12. I can apply the knowledge from the classroom to use in my daily life after learning through teaching activities using CLT approach through social media.	4.5	0.508
Total	**4.4**	**0.46**

As reflected in table 4.4, the overall mean score of the perception questionnaire of students towards teaching activities using CLT approach through social media was rated at a high level with an overall mean score of 4.4. This analysis validated that students had a positive perception towards the use of teaching activities using CLT approach through social media in the classroom.

The highest mean score of the students were on item number 1 and 3 with a mean score of 4.7 on each item at a very high level. Item number 2,4,5,6,7,9,10,11 and 12 were rated at high level with a mean score ranging from 4.3 to 4.6. The over-all mean score indicated positive perception of the students towards the current instruction.

Their positive perception was mainly influenced by the ability of the instruction in providing relaxed atmosphere, increasing self-confidence, improving speaking ability, enhancing interaction, building good relationship, activating interest, and building creative thinking. However, the lowest rated item was item number 8 with a mean score of 3(moderate). The students perceived that the use of current instruction was neither easy nor very difficult. But that did not deter their perception towards the current instruction. The overall mean score of the perception questionnaire at 4.4 validated that students had a positive perception towards the current instruction.

4.2.1 Open Ended Questions on Students' Perception Towards Teaching Activities Using CLT Approach Through Social Media

To better understand the students' perception towards teaching activities using CLT approach through social media, six open-ended questions were included in the questionnaire as part 2. The answers from these open-ended questions were analyzed using content analysis. The students' responses were categorized and summarized under the aspects: students' learning experience, advantages, problems of the instruction, the reason for the encouragement of the instruction, the learning aspects, and the ability to use the skills out of the classroom. The overall analysis of the open-ended question results indicated that the students had a positive perception towards teaching activities using CLT approach through social media.

4.2.1.1 Students' Learning Experience through Teaching Activities Using CLT Approach Through Social Media. The answers from the question revealed that 16 (50%) students had a very pleasurable experience taking up this class. They mentioned that they were very happy and felt lively while attending the sessions. 9(29.13%) students reported that they felt motivated and interested to take part in the

activities because they felt relaxed while participating in the activities. Improvement of self-confidence was also seen in themselves by 13(40.63%) students after having attended the session. Furthermore, the enhancement of interaction between students themselves and with teachers was reflected by 19 (59.38%) students. There was no negative comment reflected by students on their learning speaking experience through this technique. For instance, students wrote:

> Student 7: "*When I learn English with the use of social media, it encourages me and motivates me because, I can learn easily from social media and get help from others easily.*"
>
> Student 8: "*With the help of social media, I feel confident in speaking. The activities are lively and makes me feel more relaxed when doing the activities.*"
>
> Student 15: "*I always look forward to attend this session because I feel interested and lively to do the activities with the help of mobile.*"
>
> Student 30: "*I feel that I can interact better with my friends and teachers through social media.*"

4.2.1.2 The Advantages of Teaching Activities Using CLT Approach Through Social Media. The most frequently repeated advantages of learning speaking through teaching activities using CLT approach through social media as reflected by students were: minimizing the anxiety as reflected by 19 (59%) students, gaining better knowledge, and being able to learn anywhere from outside the classroom as mentioned by 8 (25%) students. Further, the other advantages reflected were, not having to depend on teachers regularly by 5(15.6%) students, and social media as a source of motivation by 11(34.38%) students. Furthermore, 8(25%) students mentioned that it helped create

better interaction and enhanced self-confidence. The following statements showed the advantages of this instruction through the lens of the students.

Student 9: *"The use of social media in all the activities help me to contact with my friends and teachers very quickly and easily."*

Student 23: "*I am afraid to speak in front of my friends and teacher in the class. I can speak better when I record and sent the video to my teacher."*

Student 31: *"We don't have to always depend on teachers, and we can learn from everywhere using our mobile."*

Student 32: *"When the activities are done like in the real life, I can learn better and remember better."*

4.2.1.3 The Problems of Learning Through Teaching Activities Using CLT Approach Through Social Media. The major problems faced by the students in learning speaking through teaching activities using CLT approach through social media as reported by the students were, poor internet connection during the activities was mentioned by 7(21.88%) students, followed by uncooperative friends mentioned by 6(18.8%) students. Furthermore, 4(12.5%) students reflected that the activities were time-consuming. The few minor problems as reflected by 13(40.63%) students were limited vocabulary, noisy classroom, and un-affordability of the resources. The following sentences from the students revealed some problems of the instruction.

Student 7: *"The activities take long time to complete because we have to redo until our works are good."*

Student 14*: "Sometimes I don't know the exact word to use while doing the activities. We have to talk a lot during the activities."*

Student 24: *"Most of our activities should be done online and school Wi-Fi is very weak. I cannot buy internet package. It is expensive."*

Student 31: "*When we do pair and group work, our friends sometimes do not cooperate."*

4.2.1.4 Reason to Encourage Learning Speaking with Teaching Activities Using CLT Approach Through Social Media. From the analysis of the students' responses on this question, it revealed that all the participants (100%) would encourage the use of teaching activities using CLT approach through social media in the speaking class because the benefits outweigh the drawbacks. The major reasons as mentioned by the students for encouraging the use of teaching activities using CLT approach through social media in teaching speaking were because 10(31.25%) students reflected that it promoted speaking and made learning speaking lively and relaxing. 16(50%) students mentioned that it helped in creating better interaction and enhanced self-confidence. 11(34.4%) students felt that this instruction with the help of social media enabled them to gain more knowledge without having to depend on teachers. Furthermore, 12(37.5%) students reflected that they would encourage the use of this instruction in the teaching of English speaking because this instruction with the help of social media enabled them to learn from their friends and others. The following quotes of the students supported these findings.

Student 13: *"I will encourage the use of this instruction because it helps us to learn speaking better and, by using social media, I can speak with much difficulty."*

Student 6: *"I would encourage the use of this method in the future because, we don't have to depend on teachers too much. We can study from anywhere if we have internet. We can also interact with friends and teachers easily."*

Student 23: *"I am afraid to talk in front of my friends because they laugh when I make mistake. I like recording and uploading in Facebook because I can check the mistakes myself and correct it."*

Student 25: *"I will encourage the use of this style of teaching because it is relaxing and interesting."*

4.2.1.5 The Most Learnt Aspect from Teaching Activities Using CLT Approach Through Social Media. As per the analysis of the responses from the participants, it revealed that 23(71%) students felt that they improved their speaking ability. Furthermore, 12(37.5%) students mentioned that they could develop their vocabulary, fluency, and gesture. Finally, 9(28.13%) students felt that the development of their pronunciation after ten weeks of teaching activities using CLT approach through social media sessions was encouraging. The following phrases summarized the perception of the students on the most developed aspects of the speaking ability through this instruction.

Student 1: *"When I watch YouTube and also make my own videos, I feel that I develop more vocabulary and my gesture improves."*

Student 14: *"After role playing many activities and recording in the camera, I feel that, I can speak much better now."*

Student 15: *"I think the most developed aspect after attending this session for me would be my self-confidence and speaking ability. I can see some development in myself."*

Student 21: *"After watching many videos from YouTube, I am more careful with my pronunciation. I corrected many of my pronunciation mistakes."*

4.2.1.6 Learners' Ability to Apply the Classroom Knowledge Outside the Classroom. All the students mentioned that they will be able to make use of the knowledge learned in the class in their daily life outside the class. 23(71%) students mentioned that they can use the skills learned from the sessions in their daily activities because all the activities in the classes were exactly what happens in their daily life outside the class. 17(53%) participants confirmed that it will help them to sit for interviews when looking for job opportunities. 8(25%) students aimed to utilize the skills acquired, for the betterment of their academic studies, since they felt that they had acquired some basic skills in speaking.

On the other hand, 6(18.75%) students reflected that they can make use of the skills gained from their class, to communicate with tourists and international friends, since they are more fluent and have excess to more vocabulary by now. The following phrases summarized the students' perception towards their ability to apply the skills gained from these sessions in out of classroom life.

Student 15: *"After learning many things from these classes, I will be able to easily interact with international friends and tourist and help them show directions because I developed little fluency."*

Student 19: *"The things that I learnt from these classes will help me in getting a better job in the future because I got some ideas how an interview is done."*

Student 22*: "I can surely use the skills in my daily life. Improvement in my vocabulary will help me in my studies."*

Student 27: "skills like ordering food, reserving hotels will help me when I go to foreign countries and visit big hotels."

Chapter 5
Discussion

5. 1 Overview

This is the concluding chapter of this study and it begins with a brief summary of the research findings. The second part elaborates on the discussion of the results of the research findings. The third section discusses the limitation of the study. The fourth part proposes some pedagogical implications of the study and the final part suggest some recommendations to different stakeholders.

5.2 Summary of the Findings

The research findings of the current study can be summarized into two major aspects: students' English-speaking ability and their perception towards the use of teaching activities using CLT approach through social media.

Students' English-speaking ability: to study the effects of teaching activities using CLT approach through social media in the development of the speaking ability of students, the mean score of both the pretest and posttest were compared and analyzed holistically. The result revealed that the score from English post-test was significantly higher than the score from the English pretest at the level of .05. Therefore, it can be concluded that the teaching activities using CLT approach through social media significantly improved students' English-speaking ability. To further investigate the development of speaking, each aspect of speaking skill from pretest and posttest was analyzed analytically and it revealed that all the aspects developed significantly but at different levels. The most developed aspects were vocabulary and communication strategy and the least developed was grammar.

Further, to support and assist the result derived from pretest and posttest evaluation, the students' weekly tasks posted on the class Facebook page was evaluated twice focusing on the development of different aspects of speaking ability. From the evaluation of their weekly task, the results indicate that overall the students showed improvement in their speaking ability, but the students seemingly improved the aspects of speaking ability unequally. The results showed that the student's improvement on pronunciation followed by communication strategy was the highest and grammar was the least. Therefore, it can be validated that the teaching activities using CLT approach through social media instruction had a significant development in the speaking ability of the students.

Students' perception towards teaching activities using CLT approach through social media: To explore the student's perception towards the teaching activities using CLT approach through social media, the students were required to answer the student perception questionnaire on a five-point Likert scale from "very low" to "very high". The students' response scores were analyzed and calculated for mean and standard deviation and interpreted into five levels from very low to very high. The results collected from their responses rated at a very high level (M=4.34) showed that the students had a positive perception towards the use of teaching activities using CLT approach through social media.

Further, in order to collect more data and to better understand the students' perception towards teaching activities using CLT approach through social media, six open ended questions were included in the questionnaire as part 2. The answers from these open-ended questions were analyzed and categorized under five aspects. The

students mentioned that there were some problems in terms of resources and time. However, the overall analysis of the responses indicated that the benefits outweighed the limitations. They experienced that the instruction could minimize the speaking anxiety, build confidence, enhance better learning, create better interaction, motivate learning, create a lively learning atmosphere and learn from anywhere outside the class. From those statements, it was concluded that students held a positive perception towards teaching activities using CLT approach through social media.

In conclusion, the findings indicated that the teaching activities using CLT approach through social media could improve the speaking ability of students. Also, the students, in general, held a positive perception towards the current instruction.

5.3 Discussion

The discussion part discussed the result of the study. Section 5.3.1 compared and elaborated on the pretest and posttest result of the speaking scores. The different aspects of speaking skills development in the students were also compared and discussed in this section. Section 5.3.2 discussed the result of students' perception towards teaching activities using CLT approach through social media.

5.3.1 Students' Speaking Ability

The first research question studied the effects of teaching activities using CLT approach through social media on the speaking ability of students. From the study, it was found that this instruction had a positive effect on the speaking ability of students due to a statistically significant difference between the pretest and the post-test results. Therefore, the significant gains of the post-test on the speaking ability test result can be interpreted that teaching activities using CLT approach through social media can greatly enhance the speaking ability of students. The finding of the study supported the

findings of (Mostafavi & Vahdany, 2016), and (Wongsa, 2018) claiming that technology-based instruction and drama-based activities with Facebook in teaching English speaking can effectively enhance the oral communication of the students. Their studies found that the students taught using drama-based activities through Facebook outperformed the students taught in a face-to-face classroom in their speaking ability. Further, the findings of this study were congruent with the study results of (Devi et al., 2020), (Hasan Dirjal & Ghabanchi, 2020), (Hussin et al., 2020), and (Shan, 2019), which stated that the incorporation of mobile technology and different types of social media in the teaching of language can greatly enhance the speaking ability of the students due to flexible nature of social media which can be used at anytime from anywhere for learning. The studies stated that the improvement of the speaking ability after learning through incorporation of mobile technology was significant. The students improved in all the aspects of speaking ability.

The reasons for the significant development of the speaking ability were that the teaching activities using CLT approach through social media instruction supported the importance of interaction through social media and a friendly learning environment where students upload their role-play video and students do not feel threatened or judged for their speaking. The benefit of social media in this instruction as a teaching and learning platform enables the learners to use it as flexible media, allowing them to manage their learning activities at their own pace and time from outside the classroom without the fear of judgment.

The assessment of the students' development of different aspects of speaking skills from their pretest and posttest evaluation and weekly speaking activities posted

on the class Facebook page indicated that students had significantly improved all aspects of speaking ability but at different levels. The most improved aspect of the speaking skill was the improvement in vocabulary and communication strategy. This was because the students were presented with sets of vocabulary and dialogues in every lesson to be used in their communicative activities and, further the children were exposed to native speaker videos from YouTube and videos made by their friends from Facebook. The combination of those sets of vocabulary with role-play activities helped them to enhance their communication strategies. Though developed significantly in all aspects, the least developed aspect was the development of grammar. The students performed better in other aspects of speaking skills compared to grammar. This could be mainly because the teacher did not focus on the correction of students' every error and mistake. After all, it is natural for the learners to make errors during the learning stage. Moreover, this social media integrated instruction was designed to enhance and maintain a stress-free speaking environment. Therefore, the instructor did not really focus on correcting the grammatical errors to avoid developing speaking anxiety. These results corresponded with the findings of Wongsa (2018) claiming that the students in the experimental group taught using drama-based activities and Facebook, developed better in vocabulary and least in grammar. However, the overall improvement in terms of speaking ability was significant at the end of the instruction. The further discussion of the reasons for students' development in speaking ability was given below in section 5.3.1.1

5.3.1.1 Teaching Activities Using CLT Approach Through Social Media Instruction. The teaching activities using CLT approach through social media instruction was designed to engage the students in a highly interactive and authentic

speaking environment in and outside of the classroom without having to lose their face or go through speaking anxiety which was common in CLT approach classrooms. It was also designed to engage the students in learning to speak from anywhere at any time without having to wait for a specific time or teachers. Further, it was also designed to cater to the problems of unfavorable classroom size in carrying out communicative activities. The participants stated that the teaching activities using CLT approach through social media in the teaching of English speaking had greatly engaged them in interaction and discussion. Students mentioned that the use of social media allowed them to easily and effectively connect to their teachers and friends at any time for help and could also refer to the contents from social media that were not clear in the class, without having to depend on teachers. These results supported the claims of (Krish & Wong, 2009) and (Sharma & Barrett, 2008) who stated that the use of different types of social media in teaching speaking was found to be accessing the students in reviewing lessons that they could not capture in the class and it allowed the students to interact with other users and improve their speaking.

In this instruction, the students were actively engaged in using different kinds of social media like Facebook, Messenger, and YouTube at various stages of the instruction to complete their activities and to learn speaking. YouTube was used in the pre-communicative stage to create an authentic linguistic environment and also to enable the students to refer back to topics and related content to learn better. Students mentioned that the use of such social media in learning a language made learning easy, lively, and could learn better, which supported Harmer (2015) that watching English videos could help students observe how certain phrases accompany what gesture and what facial expression matches with intonation. This could be also validated from the

assessment of students' tasks uploaded on Facebook and from their pretest and posttest evaluation. The assessment found that all aspects of speaking ability had improved significantly, with vocabulary and communication strategy being the highest improved as the opportunity to watch the model native speaker speak and imitate them has greatly improved their communication strategy.

The teaching activities using CLT approach through social media instruction provided the learners with interactive activities which allowed them to collaborate or work in a small group or pairs. When students were engaged in whole-class participation or instant face-to-face participation, the students are more likely to go through speaking anxiety and nervousness. But when they were engaged in small or pair activities, in or outside of the classroom, and submitted the speaking task through social media for feedback and comments, they were more confident and livelier which led to better speaking ability. This was evident from their ratings of perception questionnaire on Likert scale and their open-ended questions. The participants rated at a very high level; the development of self-confidence on their questionnaire, and from their open-ended question, they reported that this instruction is fun and stress-free. These results were aligned with the findings of Namaziandost and Nasri (2019) claiming that integrating social media in English language learning as a platform can create a relaxed and stress-free environment where students can talk freely without any fear and embarrassment which led to enhanced speaking ability of the students.

The students were given opportunities to learn English speaking through information gaps, role play and jigsaw activities in small groups or in pairs which required extensive teamwork and collaboration. They were required to record their role-

play performances and upload them to the class Facebook page for comments. Before uploading the video to the class Facebook page, they go through lots of retakes and finally upload the finest one making students feel confident of their task and minimizing the speaking anxiety. These processes either motivated or forced the students to speak in English.

In the teaching activities using CLT approach through social media instruction, the use of social media in and out of the classroom gave the children an opportunity to connect and interact with their friends, teachers at any time. During other times without social media, the interaction between the teachers and the students and within themselves were only limited in the classroom. Away from the classroom, they do not have the opportunity to interact or get help from their teachers and friends. Owing to this benefit of social media in teaching speaking, the students in their perception questionnaire on the promotion of a student to student and student to teacher relationship due to teaching activities using CLT approach through social media was rated at a high level. These findings were consistent with the findings of Wongsa (2018) claiming that the integration of Facebook with interactional activities could promote an interactive and cooperative learning environment within students themselves and with teachers translating into enhanced speaking ability due to constant interaction and communication.

Most of the classrooms in Bhutan are very small with heavy furniture cramped in, making the movement of the teachers and students inconvenient during CLT approach activities. Sometimes the classes become chaotic and unmanageable when carrying out communicative activities. The inclusion of social media with teaching

activities using CLT approach has helped in solving this problem of the communicative activities. With the help of social media, students could communicate with their friends from the place where they are seated in the class, or they can complete the communicative task successfully and effectively from the comfort of their homes using social media applications. No one is left out and everybody was engaged in practicing speaking. This result was similar to the findings of Van My (2019) who stated that implementation of social media with other activities in teaching speaking was highly beneficial in an unfavorable classroom. All the students get an opportunity to take part in the activities and it could be done from outside the classroom using social media as connectivity. Therefore, all of these factors combined to help the students in the development of their speaking abilities.

5.4 Students' Perception Towards Teaching Activities Using Communicative Language Teaching Approach Through Social Media

The results from the perception questionnaire reveal that the students had positive perception towards teaching activities using CLT approach through social media. The overall mean score rating on five-point Likert scale was rated at very high level (M=4.34), meaning they held positive perception towards the current instruction. The items, teaching activities using CLT approach through social media provides relaxed atmosphere and, develops self-confidence was rated the highest by the participants. These could be mainly due to two things; active interaction and stress-free learning environment. Use of social media with CLT activities had really created an active participation among the students. They no longer had to wait for their teacher and friends to come to class to get help, rather they could interact with anybody at any time. They no longer go through speaking anxiety unlike face to face communication

in big classes. No students were left out and everybody was engaged thoroughly. They were either forced or motivated to speak in the process of engaging or interacting. To sum up, relaxed atmosphere, better interaction, possibility of learning from anywhere, better learning, building self-confidence, improving speaking ability and building relationship summed up to affect the students' perception towards this instruction.

For better understanding of students' perception towards this instruction, the next section elaborated on students' open-ended questions.

5.4.1 Perception Towards Teaching Activities Using CLT Approach Through Social Media from Open Ended Questions

All the participants from their experiences of learning through current instruction mentioned that they liked to learn English speaking through teaching activities using CLT approach through social media because it was fun and made them feel active, excited, confident, and encouraged. These experiences brought about a positive perception of the students towards this instruction. In the instruction, students were engaged in varieties of activities where students got to watch YouTube videos as a model and made their role-play videos in small groups or pairs to post on the class Facebook page. Everybody was actively involved in carrying out the activities and was excited about learning through a new channel. Gebhard et al. (2011) stated that the use of online materials and sending activities online brings enjoyment and improves the confidence and comfort level in language learning. Such positive outcome was mainly due to reduction in speaking anxiety associated with the negative judgment of the friends, which during online task submission, the speaking activities could be revised and improved before posting for peer and teacher comments.

The activities in this instruction were all related to their day-to-day life where students come across such experiences in their daily life but always had difficulty in communicating due to limited vocabulary or correct choice of words. The activities like ordering food, making appointments, making and receiving a phone call, etc. all come in handy every day for the children. Therefore, the students had a reason to take an active part in the communicative activities. These activities helped the students in preparing themselves to face the real world. All the students mentioned that they can use the knowledge from the class in their daily life to communicate with others to carry out their works, look for jobs, help or talk to their international friends and tourists, and be beneficial for their academic studies. As per Richards (2005), effective and better communication takes place between the learners if the content is meaningful, interesting, and relevant to the learners in their life.

Students mentioned several advantages of this instruction and one of them was that the teaching activities using CLT approach through social media made their learning easy and could learn a lot from it. This may be because the students could use social media at any time to refer to classroom discussion topics and could get immediate online help from their teachers and friends from anywhere. Moreover, they could watch their friend's sample clip on their class Facebook page and YouTube videos related to the classroom activities.

Another advantage mentioned was that it had a great effect on the speaking ability of the students and students had a positive perception on this instruction as an accessible and flexible learning environment. The students could be reached through messenger and Facebook to pass on the learning materials and post discussion topics.

It also allowed the teacher to assign different tasks online. The student's role play video clips posted on the class Facebook page could be assessed by all the members of the class and provide necessary feedback. The use of social media with teaching activities using CLT approach provided students with stress-free and highly interactive environment which may not be possible if done in a face-to-face class environment. As per Wang and Chen (2007), such positive perceptions from learners could help increase the students' self confidence in language learning and will help in their speaking ability. Social media as a social networking site facilitates social interaction and helps in enhancing communication skills. Thus, the students produced better results in their speaking ability and developed a positive perception towards teaching activities using CLT approach through social media.

The overall analysis of the data showed that this instruction could improve the speaking ability of the learners and, students too held a positive perception towards this instruction. However, some students had some trouble during the lesson. Few students came across frequent disruption of internet connection while performing their communication tasks. This mainly happened due to network congestion when everybody tried to connect to one school Wi-Fi at the same time. This has made the teacher and the students spend some amount in recharging their internet to enable the task completion. Therefore, some students mentioned the unaffordability of the resources as another problem. This problem may not be a pressing issue after a few more months because the ministry of education has already started with a project to connect all the schools within Bhutan with a reliable internet connection.

The other problem they mentioned was uncooperative friends. Few students missed two sessions of the study due to frequent lockdowns in different zones because

of the pandemic. They could not participate in their role-play activity with their partner or groups. So, the children without pair had to be clubbed with other groups or pairs to continue working. There were other minor problems reported by very few students. It includes time-consuming activities and a noisy classroom.

Despite those limitations, the participants were not frustrated or annoyed and still developed a positive perception towards this instruction, because it can be validated from their statements. All the participants mentioned that it would be best to encourage the use of the current instruction, because the benefits of integrating social media with teaching activities using CLT approach outweighed its limitations. With the help of social media in the instruction, it helped in promoting speaking ability, developing self-confidence, creating better interaction, enhancing language learning outside the classroom, and finally minimizing the speaking anxiety level from learning speaking.

5.5 Implications

The findings of this study have some pedagogical implications that the ESL teachers could imply. Firstly, the integration of social media with teaching activities using CLT approach into English speaking classroom provided the students with pleasant experiences through flexible, enriching, and lively classroom activities. Social media in and out of the class could be used for various purposes like interaction, communication, collaboration, and sharing information and materials. Therefore, the findings of the study suggest that teachers should consider implementing an online discussion platforms by using social media as a learning tool to assist their classroom teaching; in this context, social media could be used for discussing course related contents, such as assignments, course materials, learning contents and daily questions about the subject.

Secondly, the integration of social media activities can be appropriately adapted in Bhutanese ESL classrooms. The implementation of the integrated activities gives students opportunities to practice their language skills. The students become actively involved in simulated lifelike conversations that help them develop their speaking skills. Learning through the integration of social media with CLT activities can help learners organize and clarify their thoughts, so that they can express their intended meaning more effectively than in the traditional face-to-face activities. In doing this, the students are engaged in the process of learning in an active learning and non-threatening environment. In line with this, for the better implementation of the activities in the classroom, teachers play a new role as a facilitator, assisting the students to practice target skills, creating effective learning situations and designing engaging activities, as well as producing an environment conducive for the students to learn.

Thirdly, while designing the social media integrated activities, the teacher should remember to design variety of communicative activities which give students enough opportunity to collaboratively work with their friends. It is important to give students to speak as much as possible and limit the teachers talking time. Providing general feedback while speaking should be also added to any kind of speaking class but it should not be to the length of naming and shaming of a particular student because it is natural to make mistakes while learning.

fourthly, the findings of the study recommended that the teachers while designing the speaking activities, should focus on designing activities related to the needs and interests of the students because students learn better when the activities are related to their day-to-day life. Further, the study suggested that the teachers should

give students an orientation on how to use social media at different stages of the lesson to prevent confusion during the lesson.

Finally, there were few students who misused this opportunity and passively engaged in consuming unnecessary online materials. Social media is like a double-edged weapon. It can either harm or help you if not used mindfully. Therefore, teachers should guide the students in using social media for their out-of-classroom learning and control misusing it.

5.5 Limitations of the Study

There were a few limitations of the study. Firstly, the selection of the participants which was done using purposive sampling based on the availability of gadgets and time for the study may have affected the generalizability of the findings. Secondly, due to frequent lockdowns in different parts of the area, few students could not attend the treatment classes. And there were also some cases where the students were not punctual or not very attentive since this class does not affect them in their promotion. The teacher had to frequently request every individual for their cooperation and support. This could have affected the performance level of the students in their post-test.

Another limitation was the frequent disruption of the internet connection while carrying out the activities. Many activities required the use of social media for interaction, discussion, and information but sometimes due to the low speed of the internet or unavailability of inter connection, the teacher had to make some changes by skipping some activities which required internet.

Finally, the study period of 10 weeks was short. Although the study was successfully completed and the result drawn was enough to make inferences, but a longer period of the study may provide a better and more reliable result.

5.6 Recommendations for Future Researcher

Several recommendations can be made for future research. The study investigated the effectiveness of teaching activities using CLT approach through social media on speaking ability. Therefore, the future researchers could investigate the effectiveness of this instruction on other English language skills like reading, listening, and writing with gender consideration. It is further recommended that the teacher's perception and attitude on using this instruction in ESL/EFL classrooms should be studied for a better insight to carry forward the instruction.

Furthermore, the focus in this study was given to only a few social media: Facebook, Messenger, and YouTube, but there are numerous other social media that can be promoted to help students learn from, rather than use in the wrong way. The students' perception of each social media application can also be investigated with a broader sample of students to conclude which is the most effective learning tool in enhancing their language proficiency.

Finally, it is also recommended to study the perceived challenges of the students and the teachers while learning and teaching through various social media applications incorporated with other approaches in English language teaching and learning in order to make the teacher and the students comfortable when carrying out social media integrated lessons.

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Appendix A

English speaking ability test

Speaking- Part one (4-5 mins)

The examiner will ask the test taker to confirm their identity. Then he/she will be asked general questions on familiar topic: hometown and their accommodation

Questions

1. Where are you from?

2. What kind of a place is it?

3. What is the most interesting part of your village/town?

4. What kind of job/work does the people in your place do?

5. Would you say it is a good place to live? Why?

Now let's talk about your accommodation

6. What kind of house do you live in?

7. How long have you been living there?

8. What do you like about your house?

9. Which types of houses do you like the most?

Speaking -Part 2 (1-2 mins)

Look at the card and prepare a talk for 1-2 minutes. You will get two minutes to prepare your talk. If you wish, you may make some notes. After your talk, a question will be asked by the researcher.

Describe something you own which is very important to you. You should say:
where you got it from
how long you have had it
what you use it for; and
Explain why it is important to you.

---

1. Did somebody encourage you to buy or have it in the beginning? Who was that?

Speaking- part 3 (4-5 mins)

1. Is it valuable in terms of money? How?

2. Would it be easy to replace? Why or why not?

3. Will you encourage your friends to own a similar thing like yours? Why?

Appendix B

Rubric of Speaking Test

	1	2	3	4	5
Fluency	Is unable to speak or give only one word or very short utterance with a long pause; unable to communicate ideas.	Often is unable to speak with frequent pauses and hesitation; is unable to communicate most ideas	Speaks with some pauses and hesitation; is able to communicate some ideas with some difficulties	Speaks with minimal pauses or hesitation; has slight difficulty in communicating all ideas	Speaks consistently without pause or hesitation; consistently communicate all ideas without difficulty
Pronunciation	Pronounces unclearly interfering with communication; is unable to communicate ideas	Often pronounces with errors; difficult to understand; have to repeat frequently	Sometimes pronounces unclearly; errors interfere with communication	Pronounces almost clearly without interfering with comprehension	Pronounces correctly and clearly
Vocabulary	Has insufficient vocabulary resulting in	Has limited vocabulary; has difficulty in communicating	Has adequate vocabulary; minor errors; do not interfere	Uses varied and almost correct vocabulary; often	Uses varied and correct vocabulary; is able to

	comprehension breakdown		with communication	communicate properly	communicate properly
Grammar	Is unable to use grammatical structures to communicate correctly	Often uses incorrect grammatical structures; errors interfere with communication	Uses some incorrect grammatical structures. Some errors interfere with communication	Rarely uses incorrect grammatical structures, minor errors do not interfere with communication	Consistently uses correct grammatical structures
Communication strategy	Never uses verbal and nonverbal expressions (gestures, posture, facial expressions, eye contact when speaking	Speaks rarely using verbal and nonverbal expressions (gestures, posture, facial expressions, eye contact	Tries to use verbal and nonverbal expressions (gestures, posture, facial expressions, eye contact) but they are inappropriate	Tries to use verbal and nonverbal expressions (gestures, posture, facial expressions, eye contact) to help in speaking when having difficulty in using vocabulary	Uses verbal a nonverbal expressions (gestures, posture, facia expressions, contact) appropriately

Appendix C

Perception on teaching activities using CLT approach through social media

questionnaire

Thank you for your participation in answering this questionnaire. Your responses will

remain strictly confidential, and your name will not be identified in any report or

publication. Please answer all questions as accurately as you can.

Part 1: For each of the questions below, check into the box that you feel

appropriate.

Questionnaire	Scale				
	Very low (1)	low (2)	moderate (3)	high (4)	Very high (5)
1. Learning through teaching activities using CLT approach through social media provides a relaxed atmosphere.					
2. Learning through teaching activities using CLT approach through social media help me to improve my speaking skill.					
3. learning through teaching activities using CLT approach through social media increase my self-confidence in speaking English					
4. I understand the procedure of doing the teaching activities using CLT approach through social media clearly.					
5. The teaching activities using CLT approach through social media encourage learners' classroom participation.					

Questionnaire	Scale				
	Very low (1)	**low (2)**	**moderate (3)**	**high (4)**	**Very high (5)**
6. Learning through teaching activities using CLT approach through social media promote the good relationship among learners as well as between learners and teachers					
7. Learning through teaching activities using CLT approach through social media activates my interest.					
8. I realize that learning English through teaching activities using CLT approach through social media is easier than other forms of approaches.					
9. Learning through teaching activities using CLT approach through social media encourage me to think and increase my creativity					
10. Learning through teaching activities using CLT approach through social media helps me to learn English.					
11. I like to learn English using teaching activities using CLT approach through social media.					
12. I can apply the knowledge from the classroom to use in my daily life after learning through teaching activities using CLT approach through social media.					

Part 2: Open ended question. Answer all the questions with a brief answer.

1. How do you feel learning speaking using CLT activities through social media?

2. What are the advantages of learning through CLT activities through social media?

3. What are the problems with learning through CLT activities through social media?

4. Would you encourage or discourage the use of CLT activities through social media in English speaking class? Why?

5. What aspect of communicative competence did you develop more after learning through CLT activities through social media?

6. Can you apply the knowledge in the classroom to use in daily life? How?
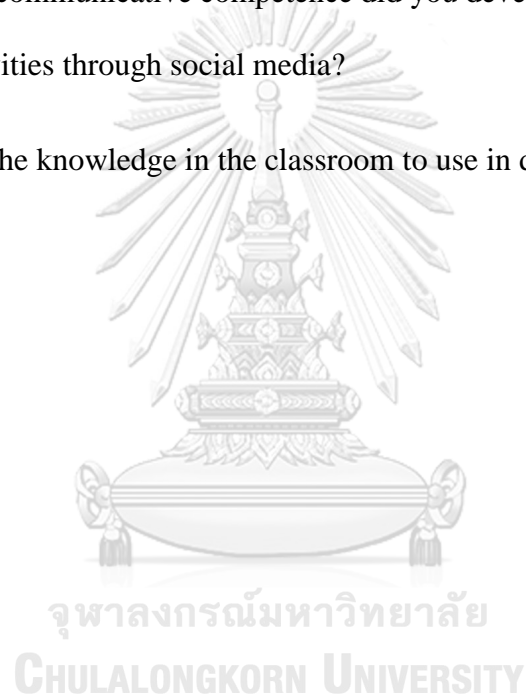
Appendix D

Sample Lesson Plan

Describing family members

Aim	Time (90 mins.)	Learner activity	Teacher activity Activities/language/ items etc.	Material	Assessment & evaluation
Students will be able to use descriptive adjectives and describe their family members and, talk about each family members' responsibilities appropriately.			**Level**: grade 8 students **Students**: 32 **Organization**: individual, pairs, groups and whole class. **Teaching method**: teaching activities using CLT approach through social media. **Technology equipment**: mobile phone/iPad/social network **Language focus**: descriptive adjectives, simple sentence structures.		1. students will describe someb appropriately. 2. students use correct vocabu can communica properly 3. students use grammatical st 4. students can information
			Pre communicative stage **Step 1** -Teacher review on what descriptive adjectives means. -Teacher presents the descriptive adjectives and vocabulary for describing somebody		
	10 mins	Listen and watch carefully		Vocabulary card	
	10 minutes	-observe and describe the image using	**Step 2** -teacher show pictures of different people on the board and ask students to describe each person looking at his/her character, appearance and behavior.	Different images of people (pre communicative	

| Aim	Time (90 mins.)	Learner activity	Teacher activity Activities/language/ items etc.	Material	Assessment & evaluation
		descriptive adjectives.		workshe et A): (See appendi x E)	
	10 minutes	Watch the video and outline basic structures and communica tive expressions and practice the structures and expressions in pairs.	**Step 3** -teacher will show a similar model video of native speaker on this topic retrieved from YouTube. https://youtu.be/m50ODitZCZo Based on what they see and hear from the video, the students will outline basic communicative expressions or structures and in pairs practice the expressions.	YouTub e Video	
	5 minutes	With the partner, they will create a dialogue using the information or question given by the Teacher	**Step 4** In pairs students will create dialogue following some available questions given by the teacher framed based on the video. E.g. How many members are there in the family? Who is your favorite member in the family? Why? Can you briefly describe your family? What activities do you usually do with your family?		
			Communicative stage **Step 5**		
	15 minutes		(Information gap activity) -In pairs, student A and B will be given a worksheet each. They will use messenger to		

Aim	Time (90 mins.)	Learner activity	Teacher activity Activities/language/ items etc.	Material	Assessment & evaluation
	40mins	Fill up the missing information in collaboration with the partner

In groups, create a fictitious family.

Upload the video in the Facebook page. | communicate to complete the activity. Worksheet A will have an image of a man and worksheet B will have some key words to frame questions related to worksheet A. students are not allowed to view each other's worksheet. Student B will use the key word to ask questions and student B will have to answer the question by looking at the image in the worksheet.

Step 6
-The teacher asks the students to work in groups of four to five members. In the group, students will have to create a fictitious family setting as per their wish and everybody should have a common understanding of their fictitious family.

-In the out of the class learning, teacher asks students to make a video recording on the topic "Talking about my family" about their fictitious family.

Direction for the groups:
-Each group should prepare a video length of about five minutes.
-all members should be involved in the video
-Students should apply the knowledge learnt in the lesson to their speaking activity.
-students will use their mobile phone or any other devices to record their video.
Step 7 | Communicative Worksheet A and B (see appendix E)

Mobile video recorder | |

Aim	Time (90 mins.)	Learner activity	Teacher activity Activities/language/ items etc.	Material	Assessment & evaluation
		Evaluate the video of other groups using the video evaluation checklist. Present the video to the class, if its selected as the best video.	-After having completed the project, the group will upload the video to the class Facebook page group created by the teacher for this study. -after uploading the video, each of the group and the teacher will evaluate the video of the students using an evaluation form and each student will have to provide verbal comments and feedback through messenger. -Based on the rating of the friends and the teacher, the best will be chosen and ask group to make presentation to the class. -As an extended communication, random discussion topics will be shared online for everybody's ideas. They will use Facebook messenger to communicate their ideas and thoughts on the topic.	Facebook Evaluation form	

Appendix E

Lesson material

Pre-communicative Worksheet A
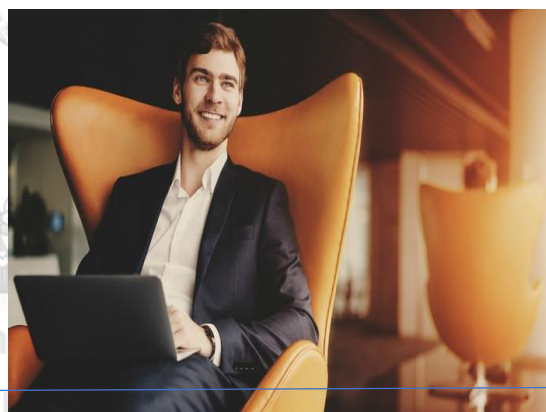
Describing people

Communicative Worksheet A

Student 1: You are an investigation officer. You are looking for a thief who broke

into a shop yesterday. Student 2 saw the thief. Try to find out the information of the

thief from him by asking appropriate questions.

Cloth he was wearing.

His height

Pretty tall   short   medium height   very tall

His age

Young   middle age   old

Length of his hair

Short   medium   long
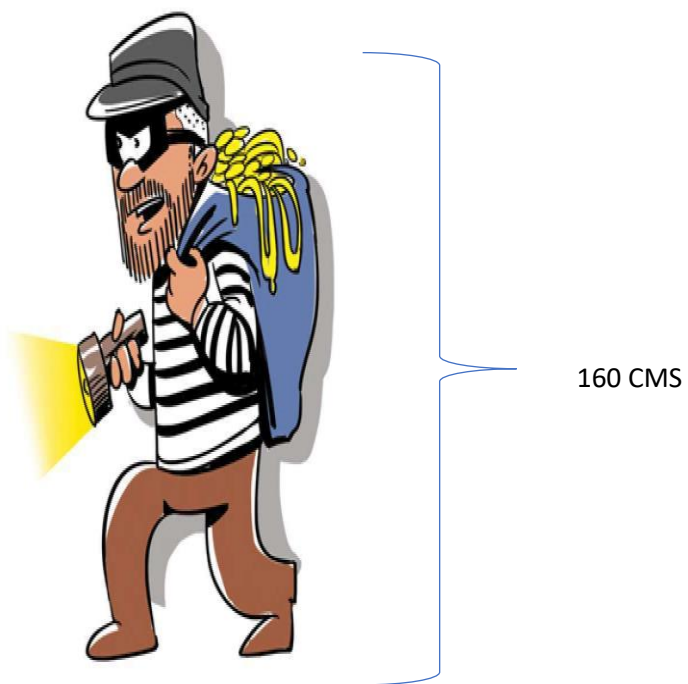
Colour of hair

Brown   black   yellow   white

What he carried?

Any friends?

Any weapon?

Communicative Worksheet B

Student 2: You are in the town at night and you saw a thief break in the shop. You are called by the investigation officer (student 1) to describe the thief to help him find the thief.

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Appendix F

Rubrics of Task Analysis

Categories	1	2	3	4
Vocabulary	Uses only simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned inside and outside of class and makes only a few errors in word choice.	Uses appropriate wide range of vocabulary and expressions learned inside and outside class
Grammar	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors	Uses a variety of sentence structures but makes some errors	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Frequent problems with pronunciation, rhythm and intonation. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand	Pronunciation, rhythm and intonation are almost always clear and accurate.
fluency	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.
Communication strategy	Speaks rarely using verbal and nonverbal expressions (gestures, posture, facial expressions, eye contact	Tries to use verbal and nonverbal expressions (gestures, posture, facial expressions, eye contact but they are inappropriate	Tries to use verbal and nonverbal expressions (gestures, posture, facial expressions,	Uses verbal and nonverbal expressions (gestures, posture, facial expressions, eye

			eye contact to help in speaking when having difficulty in using vocabulary	contact appropriately

Appendix G

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