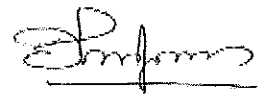


Notice for the PhD Viva Voce Examination

Mr Alish George A, Registration Number: 1930085, PhD Scholar at the Department of English and Cultural Studies, School of Humanities and Performing Arts, CHRIST (Deemed to be University) will defend his PhD thesis at the public viva-voce examination on Wednesday, 20 May 2026 at 10.00 am in Room No. 044, Ground Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

Title of the Thesis	:	Enhancing Speaking Proficiency of ESL Government Rural Secondary Learners in Tamil Nadu through the Implementation of Task Based Language Teaching (TBLT) Approach: An Empirical Study
Discipline	:	English Studies
External Examiner - I	:	Dr Ashita Varghese Associate Professor Department of English Bharathiar University Coimbatore - 641046 Tamil Nadu
External Examiner - II	:	Dr Ramesh Chougule Professor Department of English Dr Babasaheb Ambedkar Marathwada University Sub-Campus, Osmanabad, Upla Maharashtra - 413582
Supervisor	:	Dr Kishore Selva Babu Associate Professor Department of English and Cultural Studies School of Humanities and Performing Arts CHRIST (Deemed to be University) Bengaluru - 560029 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.



Registrar (Academics)

Place: Bengaluru
Date: 11 May 2026

ABSTRACT

This research paper investigates the effectiveness of Task-Based Language Teaching (TBLT) in improving the speaking fluency of English as a Second Language (ESL) students in government secondary schools in Tamil Nadu, India. Despite curriculum reforms promoting communicative language teaching, many rural learners still struggle with oral communication due to limited exposure to real-life language use, teacher-centred instruction, and minimal technological support in classrooms. The study adopted a quasi-experimental pre-test–post-test control group design involving 208 students from Grades 6, 7, and 8. Participants were divided into an experimental group (104 students) and a control group (104 students). The experimental group received instruction through structured TBLT modules supported by a mobile application called Englishfloww, which facilitated interactive speaking tasks, group activities, and contextual language use. In contrast, the control group was taught using conventional textbook-based methods. Both pilot and main studies were conducted to ensure the reliability and validity of the instruments. Speaking proficiency was measured through five sub-skills: pronunciation, grammatical accuracy, fluency, vocabulary range, and comprehension. Data were analysed using Analysis of Covariance (ANCOVA). Results showed a significant improvement in the experimental group, with post-test scores (18.3 ± 2.35) considerably higher than pre-test scores (11.45 ± 1.93). The findings confirm that TBLT combined with mobile-assisted learning with tasks effectively enhances speaking competence among rural ESL learners and offers valuable implications for curriculum development and language teaching practices.

Keywords: Task-Based Language Teaching (TBLT), Speaking Proficiency, Quasi-Experimental Design; Communicative Competence, Mobile-Assisted Language Learning, Rural Secondary Education, ESL Pedagogy.

Publications:

1. George, Alish A., and Kishore Selva Babu. "Implementation of Task Based Language Teaching (TBLT) Approach to Enhance the Speaking Proficiency of ESL Government Rural Secondary Learners: An Empirical Study." *Journal of Cultural Analysis and Social Change*, 12 Mar. 2026.
2. George, Alish A., et al. "The Impact of Early Childhood Education on Later Academic Success." *Indian Patent Application No. 202541011239 A*, filed 10 Feb. 2025, published 14 Feb. 2025, *The Patent Office Journal*, no. 07/2025, India.