

TEACHERS' PERCEPTIONS TOWARDS THE USE OF TASKS GIVEN IN THE SECONDARY LEVEL TEXTBOOKS

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master of Education in English**

**Submitted by
Yam Bahadur Basnet**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2010**

**TEACHERS' PERCEPTIONS TOWARDS THE USE OF TASKS
GIVEN IN THE SECONDARY LEVEL TEXTBOOKS**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master of Education in English**

Submitted by

Yam Bahadur Basnet

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2010

T.U. Reg. No: 9-1-1-961-2000

Date of Approval of the Thesis

Second Year Exam

Proposal: 2066-12-10

Roll No: 280562/065

Date of Submission: 2067-06-08

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Yam Bahadur Basnet** has prepared this thesis entitled **“Teachers’ Perceptions Towards the Use of Tasks Given in the Secondary Level Textbooks”** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2067-06-10

Mr. Prem Phyak

Teaching Assistant

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **‘Research Guidance Committee’**.

Dr. Chandreshwar Mishra

Professor and Head

Chairperson

Department of English Education
TU, Kirtipur

Dr. Jai Raj Awasthi

Professor

Department of English Education
TU, Kirtipur

Member

Mr. Prem Phyak (Guide)

Teaching Assistant

Department of English Education
TU, Kirtipur

Member

Date: 2067-06-15

EVALUATION AND APPROVAL

This thesis has been approved by the following thesis '**Evaluation and Approval Committee**'.

Dr. Chandreshwar Mishra

Professor and Head
Department of English Education
TU, Kirtipur

Chairperson

Dr. Jai Raj Awasthi

Professor
Department of English Education
Chairperson
English and Other Foreign Languages Education
Subject Committee
TU, Kirtipur

Member

Mr. Prem Phyak (Guide)

Reader
Department of English Education
TU, Kirtipur

Member

Date: 2067-06-20

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of the research to any university.

Date: 2067-06-08

Yam Bahadur Basnet

DEDICATION

Dedicated
to
my **parents** and **teachers**.

ACKNOWLEDGEMENTS

At first, I would like to express my profound gratitude to my thesis supervisor **Mr. Prem Phyak**, Teaching Assistant, Department of English Education, TU for his continuous guidance, enlightening ideas and invaluable suggestions. I think without his support, encouragement and constructive suggestions from the very beginning, it would not be possible to come up with the thesis in this form.

I would like to express my sincere gratitude to **Prof. Dr. Chandreshwar Mishra** for his help throughout the study. I owe a great debt of profound gratitude to **Prof. Dr. Jai Raj Awasthi**, Chairperson, English and Other Foreign Languages Education Subject Committee, TU, Kirtipur who offered me insights for conducting this thesis. Similarly, I would like to express my immense gratitude to **Dr. Laxmi Bahadur Maharjan**, Reader, Department of English Education for giving me valuable suggestions and encouragement. I am equally grateful to **Dr. Anjana Bhattarai**, who provided me kind co-operation in this study.

I would like to express my sincere gratitude to **Prof. Dr. Govinda Raj Bhattarai**, **Dr. Bal Mukunda Bhandari**, **Mr. Vishnu Singh Rai**, **Dr. Anju Giri** and other Readers in the Department of English Education for their academic suggestions.

My special thanks go to my friend **Bishnu Deula** and for his co-operative suggestions during this research work and for computer work. Finally, I would like to extend my gratitude to **Mrs. Madhavi Khanal**, Librarian who provided me resource materials.

August, 2010

Yam Bahadur Basnet

ABSTRACT

The present study entitled **“Teachers’ Perceptions Towards the Use of Tasks Given in the Secondary Level Textbooks”** attempts to explore the teachers’ perceptions towards the use of tasks given in the textbook. To accomplish this study, a set of questionnaire was formulated and distributed to 40 secondary level English teachers in Ilam district. Half of them were from government-aided schools and rest of them were from the private schools. The data collected from the respondents were analyzed and interpreted to explore their perceptions towards the use of tasks given in the textbooks at the secondary level. It was found that teachers were familiar with the tasks given in the textbook. The study indicates that teachers were familiar with the importance of task for teaching four language skills. They also opined that teachers’ training is necessary to make effective use of tasks in teaching English. At the same time, all of them had a common view that different factors like large class, untrained teachers affect in the use of tasks in the classroom.

This study consists of four chapters. The first chapter introduces the study in terms of general background, review of the related literature, objectives of the study, significance of the study and definitions of the specific terms. Likewise, the second chapter deals with the methodology applied to conduct the study. It consists of the sources of data, population of the study, sampling procedure, research tools for data collection, process of data collection and limitations of the study. Similarly, the third chapter deals with analysis and interpretation of the raw data obtained from the respondents. The data were analyzed and interpreted by using statistical tools and presented with the help of tables etc. Finally, the chapter four deals with the findings, recommendations and pedagogical implications of this study.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	i
<i>Recommendation for Acceptance</i>	ii
<i>Recommendation for Evaluation</i>	iii
<i>Evaluation and Approval</i>	iv
<i>Dedication</i>	v
<i>Acknowledgements</i>	vi
<i>Abstract</i>	vii
<i>Table of Contents</i>	viii
<i>List of Tables</i>	x
<i>List of Symbols and Abbreviations</i>	xi
CHAPTER-ONE: INTRODUCTION	1-21
1.1 General Background	1
1.1.1 Importance of ELT	3
1.1.2 ELT Situation in Nepal	4
1.1.3 Task Based Language Teaching (TBLT)	5
1.1.4 Defining ‘Task’	7
1.1.5 Task and Exercise	11
1.1.6 Types of Tasks	13
1.1.7 Components of Tasks	13
1.1.8 Characteristics of Task	14
1.1.9 The Concept and Importance of Perception	15
1.2 Review of the Related Literature	16
1.3 Objectives of the Study	20
1.4 Significance of the Study	20
CHAPTER-TWO: METHODOLOGY	22-24
2.1 Sources of Data	22

2.1.1 Primary Sources of Data	22
2.1.2 Secondary Sources of Data	22
2.2 Population of the Study	22
2.3 Sampling Procedure	23
2.4 Tools for Data Collection	23
2.5 Process of Data Collection	23
2.6 Limitations of the Study	23
CHAPTER-THREE: ANALYSIS AND INTERPRETATION	25-41
3.1 Perception Towards the Familiarity of Tasks Given in the Textbook	25
3.2 Perception Towards the Importance of Tasks	29
3.3 Perception Towards Tasks for Teaching Language Skills	31
3.3.1 Tasks for Listening and Speaking	31
3.3.2 Tasks for Reading and Writing	34
3.4 Perception Towards the Tasks for Teaching Grammar	36
3.5 Perception Towards the Implementation of Tasks	39
3.5.1 Number of Students in a Class	39
3.5.2 Teacher Training	40
3.5.3 Interest to Practice Tasks	41
CHAPTER-FOUR: FINDINGS AND RECOMMENDATIONS	42-44
4.1 Findings of the Study	42
4.2 Recommendations	44
REFERENCES	
APPENDIX	

LIST OF TABLES

	Page No.
Table No. 1: Understanding about TBLT	26
Table No. 2: Familiarity with the Tasks	27
Table No. 3: Frequent Use of Tasks	28
Table No. 4: Participation of Students in Classroom	29
Table No. 5: Useful Tasks in Teaching	30
Table No. 6: Tasks for Listening	31
Table No. 7: Tasks for Speaking Skill	32
Table No. 8: Sufficiency of Tasks for Teaching Listening and Speaking Skill	33
Table No. 9: Tasks for Reading Skill	34
Table No. 10: Tasks for Writing Skill	35
Table No. 11: Tasks for Teaching Grammar	37
Table No. 12: Tasks Focused in Teaching Grammar	38
Table No. 13: Sufficiency of Tasks for Teaching Grammar	38
Table No. 14: Average Number of Students	39
Table No. 15: Training Needed for the Implementation of Tasks	40
Table No. 16: Interests to Practice Tasks in the Classroom	41

LIST OF SYMBOLS AND ABBREVIATIONS

CLT	Communicative Language Teaching
CUP	Cambridge University Press
Dr.	Doctor
e.g.	Exempli gratia (for example)
ELT	English Language Teaching
ed.	Edition
etc.	Etcetera
i.e.	Id est. (that is)
M.Ed.	Master in Education
NELTA	Nepal English Language Teachers' Association
No.	Number
OUP	Oxford University Press
p.	Page
Per.	Percentage
Prof.	Professor
SLA	Second Language Acquisition
TBLT	Task Based Language Teaching
T.U.	Tribhuvan University