

**ROLE OF TASK-BASED TECHNIQUE IN TEACHING  
COMMUNICATIVE FUNCTIONS**

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

**Submitted by  
Nir Bahadur Thapa**

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

**2016**

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2016**

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Date of Submission: 2016-03-28**

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## **DEDICATION**

*Dedicated to my mother **Dik Maya Thapa** who has devoted her entire life to  
make what I am today.*

## **DECLARATION**

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

Date:-2016-03-27

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**Nir Bahadur Thapa**

## ACKNOWLEDGEMENTS

This study has become possible with the help and support of several people, family members, friends and teachers. I am grateful to all of them.

First of all, I would like to express my sincere and hearty gratitude to my respected Guru and thesis supervisor **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Education, T.U., Kirtipur, for his invaluable suggestions, encouragement and cooperation to bring the thesis in this form from the very beginning.

I am thankful to my respected Guru **Dr. Anjana Bhattarai**, Professor and Head of the Department of English Education for providing me with first hand theoretical knowledge on research methodology and her guidance to carry out this study. Similarly, I am extremely grateful to my respected Guru **Prof. Dr. Jai Raj Awasthi**, distinguished Vice-Chancellor of Far Western University for his encouragement and inspiration to develop this work.

In the same way, I would like to extend my gratitude to my respected Guru, **Dr. Chandreshwor Mishra**, Professor, Department of English Education for providing me the suggestions and encouragement to complete this study. Similarly, I would like to extend my sincere gratitude to my respected guru **Dr. Tara Datta Bhatta**, Reader, Department of English Education for his support and encouragement to pursue this research. I never forget him for his friendly behaviour.

I am equally thankful to **Prof. Dr. Tirtha Raj Khaniya**, vice-chancellor of Tribhuvan University, **Prof. Dr. Govinda Raj Bhattarai**, **Prof. Dr. Anju Giri**, **Prof. Dr. Balmukunda Bhandari**, **Prof. Dr. Laxmi Bahadur**

**Maharjan, Mr. Raj Narayan Yadav, Prof. Dr. Bishnu Singh Rai, Mr. Prem Bahadur. Phyak, Mrs. Saraswati Dawadi, Mrs. Madhu Neupane, Mrs. Hima Rawal, and Mr. Khem Raj Joshi** for providing me with academic support during the academic years. **Mrs. Madhavi Khanal, and Mrs. Nabina Shrestha** the Librarian, Department of English Education deserves a lot of thanks for providing me administrative support, necessary books and theses in course of carrying out this research. Similarly, I would like to remember my inspiring and encouraging **Mother, Sisters, Brothers and Cousins** for providing me with every support to come in this position. My special thanks go to my wife **Ishwora Thapa (Khadka)** and lovely daughter **Anuska Thapa** and son **Anamol Thapa** for creating a cooperative and favourable home environment during my study.

Finally, I will not miss the opportunity to thank the entire grade 10 **Students** and **English subject teacher of Laxmi Ma.Vi. Kerabari-9, Morang** for the cooperation during the time of collecting information to complete this research work.

Date: 2016-03-27

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Nir Bahadur Thapa

## ABSTRACT

The present study entitled '**Role of Task-Based Technique in Teaching Communicative Function**' aimed to find out the students' development in learning through task based technique in teaching English Language communicative Function in the context of Nepal and to find out the problems students faced while learning through TBLT and also to suggest some pedagogical implications. The research study was mainly based on the primary sources of data, which was collected from a secondary school of Morang District. The school was selected by using non-random judgemental sampling procedure. The total number of students under the study were 27 from grade 10 of the same school. The data was collected with the help of teaching and taking Pre-Test, Progress-Test and Post-Test and its score. Each Test Item consists of five question each question related with the concern functions i) Expressing agreeing and Disagreeing ii) expressing probability iii) criticizing iv) expressing conditions v) asking and giving permission. The systematically collected data have been analyzed and interpreted descriptively and analytically. This study shows that task-based technique has effective role to students' development while learning communicative function if the teacher motivates students by providing certain exposure for avoiding students hesitation to participate actively in task using target language.

This study consists of four different chapters. The first chapter deals with general background of the study, review of the related literature on the basis of which the conceptual framework has been derived, objectives of the study which guide me for the whole study, and significance of the study. The second chapter deals with the methodology employed to the study, i.e. sources of data, population of the study, sampling procedure, tools of data collection, process of data collection, and limitations of the study. The third chapter presents the systematically collected data which have been analyzed and interpreted descriptively and analytically. The fourth chapter deals with the major findings and recommendations which have been derived on the basis of analysis and interpretation of data. The fourth chapter is also followed by referencing and appendices for the reliability, validity and authenticity of this study.

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## LIST OF SYMBOLS AND ABBREVIATIONS

Ave.	-	Average
CUP	-	Cambridge University Press
DOE	-	Department of Education
Dr.	-	Doctor
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
e.g.	-	For example
F.	-	Full
et al.	-	And other people
Ind.	-	individual
i.e.	-	That is
INSET	-	In Service Education and Training
M. A	-	Master of Arts
M. Ed.	-	Master's of Education
NCED	-	National Centre for Educational Development
NELTA	-	Nepal English Language Teachers' Association
OUP	-	Oxford University Press
p.	-	Page
pp.	-	Pages
Prof.	-	Professor
S.N.	-	Serial Number
TESOL	-	Teaching English to the speakers of Other Language
TU	-	Tribhuvan University
Vol.	-	Volume