

# **CHAPTER-ONE**

## **INTRODUCTION**

This study is concerned with teachers' perception towards the use of tasks given in the textbooks at the secondary level. In this study, I wanted to explore the perception of teachers who were teaching the English language at secondary level of both the government-aided and private schools. The general background of language teaching, importance of ELT, ELT situation in Nepal, task-based language teaching, task and exercise, types of tasks, its components and characteristics, concept and importance of perception, objectives, significance and limitations of this study are mentioned in this unit.

### **1.1 General Background**

The main purpose of language teaching is to impart linguistic skills to language learners. Traditionally, language teaching was considered to make the learners able to read and write in a particular language but listening and speaking skills were neglected. Grammar teaching was focused and language was taught translating the target language into learners' mother tongue. This was the oldest method of language teaching, especially used to teach Greek and Latin in Europe, known as Grammar Translation (GT) method. It was popular during 1840s - 1940s in ELT field. At that time, vocabulary was taught through bilingual word list, dictionary study and memorization. Grammatical rules were taught deductively. The medium of instruction was the learners' native language and accuracy was more emphasized than fluency (Richards and Rodgers, 2001). Since the GT method was not very effective in preparing students to use the target language communicatively, another method emerged which is known as the direct method. The main purpose of the direct method was to teach the meaning by making direct connection with the word through demonstration and action. In this method,

grammar was taught inductively. Correct pronunciation and grammar were emphasized. Likewise, both speaking and listening comprehension were focused. But, scholars (eg. Brown, 2007) recognized its limitations which offered innovations at the level of teaching procedures but lacked thorough methodological basis. Its main focus was on the exclusive use of the target language in the classroom. However, it failed to address many issues. After that, the Oral and Situational approach to language teaching began in 1920s. It emphasized on oral structural drills and situational presentation. The target language was considered as the medium of language teaching in the classroom. Likewise, the Audiolingual Method was developed in America as a reaction to the Direct Method in 1960s. It was also called 'New Key', audiolingual, habit theory, functional skill strategy and michigan method (Richards and Rodgers, 2001). This method was associated with the structural linguistics and behaviouristic psychology. It believed that speaking and listening were the basic skills of language. Moreover, this method assumed that each language has its own unique structure and rule system and language learning as a matter of habit formation. But, this method was criticized by linguists on the ground that students were unable to transfer skills acquired through this method to the real communication outside the classroom. They also found the experiences of studying through the procedure of audiolingualism to be boring and unsatisfactory.

The communicative method to language teaching has come against all the methods. The main purpose of the method is to develop the communicative competence in the learners. It considers interaction and communication as the primary function of language. Similarly, it assumes that language teaching means to teach all the four language skills and treat them equally. But, this method has been criticized for being ideal towards achieving native like competence which is not possible for English as a foreign language learners.

But there are changing concepts regarding the way of language teaching. English language teaching tradition has been subjected to a tremendous change in recent days. It has been common to adopt, modify and replace one method by another with changing attitude and interpretation of the best way of language teaching and learning. Some of the language teaching methods that gained popularity at different times in the field of ELT are as follows:

- (a) The classical method
- (b) The direct method
- (c) The audio lingual method
- (d) The suggestopedia
- (e) The silent way
- (f) The strategy based instruction
- (g) The communicative language teaching (CLT)
- (h) The task-based language teaching (TBL)

### **1.1.1 Importance of ELT**

The English language plays a vital role in the field of teaching and learning. Nowadays, it is taught as a second or foreign language in many countries of the world. According to Richards and Rodgers (2001),

Language teaching came into its own as a profession in the 20<sup>th</sup> century.

The whole foundation of contemporary language teaching was developed during the early part of the 20<sup>th</sup> century, as applied linguistics in others sought to develop principles and procedures for the design of teaching methods and materials (p. 1).

The above quote shows that the importance of the English language is growing up rapidly in education. It is being used as an international lingua franca. Similarly, it is also being used in almost all the fields such as business, politics, information technology, science and so on. It plays important roles to educate the people releasing world's current events. In this regard, we can say that English language teaching is considered to be the best way of preparation for the global communication. Likewise, it helps the learners to integrate oneself into English speaking society for various purposes. In this context, Larsen-Freeman (2007) states, "Knowing English is also a key to employment in globalized economy" (p. 69). From this view, it can be said that English is the most widely used lingua franca for economic growth in the world and English language teaching has become inevitable at all levels and contexts of education.

### **1.1.2 ELT Situation in Nepal**

English Language Teaching (ELT) has no long history in the field of education in Nepal. It can be traced back to 1854 A.D. after the establishment of Durbar High School by the Prime Minister Jung Bahadur Rana after returning from the one year visit to the U.K. In this connection, Awasthi (2003) states,

English entered in the Nepalese education in 1854 when the Prime Minister Jung Bahadur Rana opened a high school in Kathmandu.

However, it was not introduced in the higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established.

The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP). Until then English teachers were not trained. (p. 22)

This view signifies that the English language education started very late in Nepal. However, its growth seems very rapid at present. Now, it is taught as a compulsory subject from primary level to graduate level and also as an optional or specialized subject. In addition, a number of English medium schools have been established in private sector under the supervision, control and guidance of the Ministry of Education (MOE) in Nepal. Nepal needs English for academic activities to establish diplomatic relationship with the foreign countries to run trade, business and industries and for the development of advanced science and technology (Awasthi, 2003). So, English has almost become the language of survival in Nepal. Furthermore, in the present era of globalization English has been used for developing international relationship and brotherhood.

Though teaching and learning of English in Nepal was started one and a half century ago, it could not be satisfactory due to several reasons such as lack of trained teachers, lack of sufficient materials, lack of proper fund, problem in curriculum and textbook designing and so on. The other main problems were the selection of appropriate teaching approaches, the methods and techniques.

Several attempts have been made to develop effective approaches and techniques for teaching English in Nepal. Now, the curriculums have been designed on the basis of the communicative approach. There are also several non-governmental organizations like NELTA (Nepal English Language Teachers' Association), LSN (Linguistic Society of Nepal) and LAN (Literary Association of Nepal) which work for the promotion of English. NELTA is an organization which specially has been working towards the promotion of ELT situation in Nepal.

### **1.1.3 Task-Based Language Teaching (TBLT)**

Task Based Language Teaching (TBLT), also called Task Based Instruction (TBI), is a famous and widely discussed area in the language pedagogy and second

language acquisition since 1980s (Phyak, 2008). The concept of TBLT was first introduced by Prabhu (1987) in his Bangalore Project in which he focused on communication, not in explicit grammar teaching, by engaging learners in doing tasks. The major premise of TBLT is that language acquisition takes place when learners negotiate meaning to perform a particular task. TBLT constitutes a strong version of communicative language teaching (CLT), that is, tasks provide the basis for an entire language curriculum (Ellis 2003, p. 30). It is also a dominant topic in Second Language Acquisition (SLA) research and language pedagogy since 1980s, has its root in psycholinguistic perspective of language learning. In Nunan's (2004) words, "Task-based teaching and learning is teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objectives." From this view, a task is an activity (a technique) where students are argued to accomplish something or solve some problems using language. In this regard, Cuesta (1995) states, " TBLT incorporates findings from SLA research, most particularly studies exploring the effects of instruction and comparing classroom and naturalistic learning" (p. 94). Likewise, Crookes and Long (1992) stress that the evidence of positive effects for instruction should lead teachers to use tasks and other pedagogic tools which draw learners' attention to features of L2. They further say, "When the task syllabus is combined with a focus on form in task based language teaching, the task receives more support in SLA research as a viable unit around which to organize language teaching and learning opportunities" (p. 94). Similarly, Lynch and Maclean (2000) argue that, "Task-based learning (TBL) is a capable of a range of interpretations which, as Kumaravadivelu (1993) notes, are both enriching and potentially confusing" (p. 221). Task-based language teaching propose the notion of task as a central unit of planning and teaching.

From the above views given by different experts on various approaches, it can be said that TBLT is an approach based on the use of tasks as the core unit of planning and instruction in language teaching. It also seeks to allow the students to work on the basis of their interest to own level and restructure their interlanguage. It aims to provide learners with a natural context for language use and engage in negotiation of meaning.

#### **1.1.4 Defining ‘Task’**

Task is an activity which requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate to the process. For example: filling the form, telephone conversation and so on can be considered as a task having a particular outcome. Giving task is the best way to engage learners in communication. It has become both tool and subject of second language studies. Tasks are central to the learning activity and are based on the belief that students learn language while they focus more on the task rather than on the language itself. The other examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes etc. According to Nunan (1989, p. 10),

... the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interpreting in the target language while their attention is principally focused on meaning rather than form. The tasks should also have a sense of completeness, being able to stand alone as a communicative act in its own right (as cited in Richards and Rodgers 2001, p. 224).

We can see that task is a goal-oriented activity with a clear purpose. However, the validity of task-based SLA researches is often criticized i.e. the performance on task in the classroom does not necessarily predict students' performance in real life situation.

Furthermore, task is an activity in which students use language to achieve specific outcome. Skehan, (1996, p. 20) states that,

Tasks ... are activities which have meaning as their primary focus.

Success in Tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So, task-based instruction takes a fairly strong view of communicative language teaching (as cited in Richards and Rodgers 2001, p. 224).

From this view, tasks are those activities that have meaning in primary focus and task-based instruction takes an important place in CLT. Likewise, Cuesta (1995) states that,

Task is a piece of work undertaken from oneself or for others freely or for some rewards. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library books, taking a driving test, typing a letter, wighting a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one thing people

do in everyday life, at work, at play and in between (as cited in Long, 1985, p. 89).

From these above views about ‘task’, we can say that it is an activity which is designed to achieve a particular learning goal such as using telephone to obtain information and drawing maps based on oral instruction. The materials involving tasks are stimulating, intellectually challenging which seem meaningful for learning language. In other words, it is an activity which requires learners to arrive at an outcome from given information through some process of thought and which allow teachers to control and regulate the process. To perform the task, the learners are required to process the thought.

Task is also defined from different angles. Research based definition and pedagogic definition are the major perspectives to define it. The first is concerned with how SLA researchers define task and the latter is concerned with how it is defined from language learning and teaching point of view. There are many books and articles published since 1980s which deal with various approaches of TBLT. Ellis (2000) divides them in to psycholinguistic and socio-cultural approaches. Likewise, Shehadeh (2005) provides four major perspectives of studying TBLT. They are:

- (i) Interaction hypothesis
- (ii) Output hypothesis
- (iii) Skehan’s cognitive views
- (iv) Socio-cultural perspectives

When we compare between Ellis and Shehadeh’s views, it can be said that they are almost same. However, Ellis’s view is more general than Shehadeh’s view (Phyak, 2008). In this context, following Ellis (2000), I have specified the approaches into two broad categories—

### **(i) Task from a psycholinguistic perspective**

From a psycholinguistic perspective, a task is a device that guides learners engaged in certain types of information processing that are believed to be important for effective language use and/ or language acquisition. It is predictive and deterministic. Tasks are seen as the external means by which we can influence the mental computation that learners make. These computations determine how effectively they communicate and how they acquire language. The interaction hypothesis (Long, 1983, 1996), output hypothesis (Swain, 1985, 1995), cognitive approach to language teaching (Skehan, 1996, 1998b) and communicative effectiveness (Yule, 1997) are the major studies under this perspective.

### **(ii) Socio-cultural perspective of tasks**

The socio-cultural theory has created a place in SLA since 1980s. This theory assumes that language acquisition takes place through interaction with other member in society (Phyak, 2008, p. 96). SLA studies carried out from psycholinguistic and cognitive perspective are often criticized for not being able to address the socio-cultural aspect of language learning. Furthermore, he states that the socio-cultural enquiry sets its foot on the view of Lantolf (1994) and the idea of Zone of Proximal Development (ZPD) which was propounded by Russian psychologist Lev Semeonovich Vygotsky. One of the central claims of socio-cultural theory is that participants always co-construct the activity they engage in, in accordance with their own socio-history and locally determined goals.

Socio-cultural theory considers language learner as a social being rather than an individual unit and language is regarded as a tool for thought (Mitchell and Myles 2004, p. 194) i.e. means of mediating thought and language learning is considered as a mediated learning as other mental activities are mediated. This theory also claims that language acquisition takes place through scaffolding which leads

learners to ZPD (a zone which is beyond the present knowledge of learner that can be reached through the support of adult learners or someone who knows language better). Scaffolding is a kind of other regulation which is necessary to help learners appropriate their existing knowledge in a particular situation.

Task from socio-cultural theory is regarded as a tool that can be interpreted by the learners differently according to the setting and their interlocutors. Willis (1996) argues that socio-cultural theory observes, "... how learners approach and perform the task rather than the inherent properties of the individual task" (p. 25).

Furthermore, Swain and Lapkin (1998) claim task is interpreted differently. The learners set their own individual goal and perform the task according to the context. Swain (2000a), Lantolf (2000a), Ohta (2001), Lantolf and Appel (1994a) are the major studies in the socio-cultural perspective of TBLT.

### **1.1.5 Task and Exercise**

According to Ellis (2003), task is a work plan is to be distinguished from the task as a process (i.e. the activity that transpires when particular learners in a particular setting perform the task). Although there are many researches carried out in TBLT, we find that there are no congruent views on what a task is in relation to language pedagogy. The debate is mainly central differences between 'task' and 'exercise'. These terms often create problems for language teachers. In general sense, they are synonymous i.e. both of them require some sort of communication. An exercise is premise on the need to develop the linguistic skills as a pre-requisite for the learning of communicative abilities while task is based on the assumption that linguistic abilities are developed through communicative activities. There is no point in spending more time on the debate of task versus exercise distinction. They are different only in terms of the purpose. A task can also be used as a traditional exercise and vice-versa.

Ellis (2003) defines, 'task' as an activity that call for 'meaning focused language use' and 'exercise' as an activity that call for 'form focused language use' (p.3). However, such a distinction does not make any sense in language teaching. A language learner should focus on both form and meaning or both meaning in both task and exercise. In 'task', the learners are primarily engaged in trying to communicate content (meaning is primary), they work towards the goal of determining whether the picture they hold is the same as or different to the picture held by their partner, the outcome is evaluated in terms of whether they are successful in this goal, and there is a relationship with the real world in the sense that the kind of discourse that arises from this task is intended to resemble that which occurs naturally.

In contrast, in an 'exercise' such as a fill in the blank, grammar exercise, the learners are primarily engaged in producing correct linguistic forms, there is no obvious communicative goal to be achieved, the outcome is evaluated in terms of whether the learners' answers are grammatically correct or not and no direct relationship between the type of language activity involved and naturally occurring discourse is intended.

Ellis (2003) further claims that the role of participants is a key factor to show the differences between exercise and task. He argues that participants are language 'users' in a task where as they are 'learners' in an exercise. Again, this distinction is misleading. There is no any such factor that defines language users and learners distinctly. A language user is a language learner and vice-versa. Although they are difficult to distinguish the way language is learned in a task and exercise is different. In task, language is learned incidentally but in exercise, language is learned intentionally.

Based on this distinction, a task can be defined as an activity that requires participants to focus on meaning in which language learning is incidental i.e.

language is learnt without being informed explicitly what aspects of language the learners are going to learn.

### **1.1.6 Types of Tasks**

A task is an activity designed to achieve a particular learning outcome such as using the telephone to obtain the information, drawing maps based on oral instruction and writing a letter or reading a set of instruction etc. According to Prabhu (1987) there are three types of tasks in TBLT. They are as follows:

- (a) *An information-gap activity*: This activity involves a transfer of given information from one person to another person or from one form to another or from one place to another generally calling for the decoding-encoding of information from or into language.
- (b) *Reasoning-gap activity*: This activity involves deriving some new information from given information through process of inference, deduction, practical reasoning, or a perception of relationship or patterns.
- (c) *An opinion-gap activity*: This activity involves identifying or articulating a personal preference, feeling or attitude in response to a given situation.

### **1.1.7 Components of Tasks**

Different scholars have given the components of TBLT according to their own views. According to Shavelson and Stern (1981), task constitutes the following elements or components:

- (a) *Content* - It refers to the subject matter to be taught.
- (b) *Materials* - They are the things that learners can observe/ manipulate.
- (c) *Activities* - They refer to the things that learners and teachers will be doing during the lesson.
- (d) *Goals* - These are the teachers' general aims for the task.

(e) *Students* - It is concerned with students' abilities, needs and interests are important.

(f) *Social community* - It is concerned with the idea of the class as a whole and its sense of 'groupness'.

But Candlin (1987) has presented the components of TBLT completely different than the above. He has pointed the following components:

(a) *Input*: It refers to the data presented for learners to work on.

(b) *Role*: It specifies the relationship between participants in a task.

(c) *Setting*: It refers to the classroom and out of class arrangements entailed in the tasks.

(d) *Actions*: They are the procedures and sub-tasks to be performed by the learners.

(e) *Monitoring*: It refers to the supervision of the task in progress.

(f) *Outcomes*: They are the goals of tasks.

(g) *Feedback*: It refers to the evaluation of the tasks.

From the above views on the components of TBLT, it is clear that input, goals, activities, roles and outcomes are the essential components of TBLT.

### **1.1.8 Characteristics of Task**

Learner's performance is evaluated on the basis of whether they have reached at expected outcome of task or not. Ellis (2003, pp. 9 – 10) provides six fundamental features of the task:

- (i) Task as a work plan i.e. task incorporate the activities designed by teachers to engage the learners in communication.

- (ii) A task involves a primary focus on meaning i.e. it is similar to what Skehan and Long and Crooks claim. Task involves the activities like information gap, opinion gap etc. that focus on meaning.
- (iii) A task involves real world processes of language use (Ellis draws this idea from Long and Crooks and Skehan). The activities like for filling the form, writing e-mail etc. are taken as a task.
- (iv) A task involves any of the four language skills (this is one of the issues in TBLT. Being TBLT an off shoot of communicative approach, more importance is given to the oral skill than other skill. More research is necessary in this area).
- (v) A task engages cognitive process. This feature is related to the cognitive processes like selecting, classifying, ordering, reasoning.
- (vi) A task has a clearly defined communicative outcome (this feature is similar to what Skehan argues about the success in performing the task).

### **1.1.9 The Concept and Importance of Perception**

The word 'perception', derived from the Latin word 'percepere' which was modified from the same Latin word 'perceptio', means observation. Literally it means deeper or natural understanding of something or the way of understanding or interpreting something.

Perception is the organization of meaningful understanding about subject matter. According to Sanford and Capaldi (1964, p. 175), perception refers to the awareness or the process of becoming aware, of extra, of the extra-organic or intra-organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences. Similarly, Hochberg (1964, p. 660) views perception as both the experience of gaining sensory information about

the world of people, things and events and the psychological process by which this is accomplished.

It is clear from the above definitions that the development of perception is based on experience of previous knowledge. In other words, perception develops from organization of present and past experiences about subject matter. My study aims to find out the teachers' perception towards the use of tasks in the secondary level textbooks mainly on the basis of their perceptions towards familiarity of tasks given in the textbooks, and tasks for teaching language skills, importance of tasks, tasks for teaching grammar and perception towards implementation of tasks given in the textbook.

I argue that without understanding the perception of teachers, it is always difficult to apply any innovations in the classroom. Since 'tasks' are presented in the textbooks of secondary level, it is important to know what teachers say about them.

## **1.2 Review of the Related Literature**

A number of research studies related to Task-Based Language Teaching have been carried out and some of them are given below:

Cuesta (1995) conducted a research entitled 'A Task-Based Approach to Language Teaching: The Case for Task-Based Grammar Activities'. The main purpose of this research was to explore ways of fashioning tasks in the classroom which control learners' language while giving her opportunity for self-expression and creativity. She had sought to provide a rationale for a task-based approach to language teaching. She had also argued for the need of a judicious balance between the various goals in the teaching of grammar.

Ellis (2000) conducted a research entitled 'Task-Based Research and Language Pedagogy'. The main purpose was to critique the two different theoretical accounts (psycholinguistic and socio-cultural theory) of task-based language use and discuss their relevance for language pedagogy. One account referred to as the psycholinguistic perspective. According to this, tasks are viewed as devices that provide learners with the data they need for learning; the design of a task was seen as potentially determining the kind of language use and opportunities for learning that arise. Long's Interaction Hypothesis, Skehan's Cognitive Approach, and Yule's Framework of Communicative Efficiency were the model of this perspective. The second theoretical account of tasks is the socio-cultural theory which emphasizes dialogic process (such scaffolding) that arises in a task performance and how these shaped language learning. The psycholinguistic approach provided information for the importance of planning task-based teaching and learning while socio-cultural approach illuminated the kind of improvisation that teachers and learners need to engage within task-based activity to promote communicative efficiency and L2 acquisition.

Lynch and Maclean (2000) carried out a research on 'Exploring the Benefits of Task Repetition and Recycling for Classroom Language Learning'. This research reports the preliminary results of an ongoing study of the benefits of building repetition into a communicative task in English for Specific Purposes course. They compared the performances of two learners at markedly different levels of English proficiency and found that both benefited from the opportunity to recycle communicative content as they repeated complex tasks. They suggested that task repetition of the type reported by them might be a useful pedagogic procedure and that the same task can help different learners develop different areas of their interlanguage.

Byrnes (2002) conducted a research entitled 'The Role of Task and Task-Based Assessment in a Content-Oriented Collegiate Foreign Language Curriculum'. The main objectives were to explore the role of task and task-based assessment in a collegiate foreign language department that shifted its entire undergraduate curriculum from a form-based normative approach to a language use and language meaning orientation for instruction and examine how the demands for specificity that characterize task-based assessment contributed significantly to an enhanced knowledge base and a new educational culture on the part of practitioners, faculty and graduate students, primarily in literary cultural studies.

Murphy (2003) carried out a research entitled 'Task-Based Learning: The Interaction between Tasks and Learners'. The main objective of this study was to manipulate task characteristics and processing condition focusing on learners' attention on the competing goal of accuracy, fluency, and complexity. However, it was also necessary to consider the ways in which learners interact with tasks within the classroom environment and this small study investigated the relationship between the task and learners. The findings of this study suggested that the manipulation of task characteristics and conditions may not achieve the intended pedagogic outcomes, and that new ways are needed to focus learners' attention on form without sacrificing the meaning-driven principles of task-based learning. Teachers were in a unique position with regard to their understanding and knowledge of individual learners, and a closer partnership between teachers and researchers would be beneficial to support this process.

Oli (2005) conducted a research on 'The Effectiveness of Task Based Technique for Teaching Simple Present Tense'. The main objective of the research was to find out the effectiveness of task based techniques for teaching simple present tense. The researcher concludes that the task based teaching is very effective in teaching simple present tense.

Khadka (2007) carried out a research on ‘Task-Based and Form Focused Techniques of Teaching Grammar’. The main purpose of this research was to determine the effectiveness of task based technique of teaching grammar. This report concludes that task based technique is very effective in teaching simple past tense.

Toth (2008) conducted a research entitled ‘Teacher – and Learner – led Discourse in Task-Based Grammar Instruction: Providing Procedure Assistance for L<sub>2</sub> Morpho Syntactic Development’. The aim was to compare quantitative and qualitative results for task-based second language grammar instruction conducted as a whole class, Teacher-Led Discourse (TLD) versus small-group, Learner-Led Discourse (LLD). In the study, he had included 78 participants (English speaking adults) from six universities classes of L<sub>2</sub> Spanish, with two assigned to each treatment (LLD = 25; TLD = 28) and two others comprising a control group (n = 25). He found that the grammaticality judgment and guided production tasks administered as a pre-test, post-test, and delayed post-test indicated a stronger performance for TLD learners on both tasks. He has provided a transcript data that suggested a potential for teachers to facilitate L<sub>2</sub> learning by directing attention to target structures and providing procedural assistance for processing output.

The review of the literature as mentioned above shows that many researches have been conducted about the task-based approach in language pedagogy. Some studies are based on teaching of grammar using tasks in which interaction among learners is given importance. But none of any researches have been done to explorer the teachers’ perceptions towards the use of tasks given in the secondary level textbooks. From this point of view, this study is different from the other studies. Similarly, most of the studies have been done by the foreigners in their own environment whether task is suitable or not in language teaching classroom.

But this study is particularly based on the Nepalese context to explore the teachers' perceptions towards the use of tasks given in the textbooks. From this point of view, this study is also different from others. The main purpose of this study is to explore the teachers' perceptions towards the use of tasks given in the textbook in the Nepalese context and to suggest some pedagogical implications based on the findings of the study for the further research.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- (i) To explore the teachers' perceptions towards the use of tasks given in the secondary level textbooks.
- (ii) To suggest some pedagogical implications based on the findings of the study.

### **1.4 Significance of the Study**

This study mainly concerns with the teachers' perceptions towards the use of tasks given in the secondary level textbooks. This study will be beneficial for all people who are interested in teaching and learning the English language and particularly to the language teachers, English teachers and trainers, text book writers and course designers because of the fact that teachers' perception towards the use of tasks given in the textbook while implementing it in ELT classes and overall achievement of the learners in the use of the English language are closely inter-related.

This study will be significant to the government agencies which are responsible for providing training to the school level teachers. It is also useful for the professional organizations of English teachers working in the field of English

education as it provides feedback on the effectiveness of how English teachers perceive about tasks given in the textbooks.

Similarly, this study will be beneficial for further research on tasks and provide information to language teachers with regard to implement task given in the textbooks while teaching in the classroom. Moreover, this study will be valuable for those prospective researchers who are interested in conducting research to the relevant areas in the days to come.

## **CHAPTER-TWO**

### **METHODOLOGY**

In this study, I had adopted the survey research design. This design enabled to explore the teachers' perceptions towards the use of tasks given in the secondary level textbooks. The following methodological framework was adopted to fulfil the above mentioned objectives.

#### **2.1 Sources of Data**

I used both primary and secondary sources for the data collection.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were the English teachers who were teaching in the government-aided and private schools of Ilam district. The data from primary sources were collected by administering structured questionnaire.

##### **2.1.2 Secondary Sources of Data**

I consulted various books, dissertations, journals, reports, articles, research works and other internet sources related to the research area. Some of them include Nunan (1989a), Ellis (2000), Phyak (2008) etc.

#### **2.2 Population of the Study**

The population of the study were the English language teachers who were teaching in the secondary level schools of Ilam district. The teachers were selected from both the government-aided and private schools as the population of the study.

### **2.3 Sampling procedure**

The sample size of this study were 40 English teachers of secondary level working in Ilam district. Half of them were selected from government aided schools and rest of them were from private schools. The selection was done using purposive non-random sampling procedure.

### **2.4 Tools for Data Collection**

I used questionnaire as the basic tool for data collection. I had prepared a set of questionnaire to distribute to the selected teachers. The questionnaire included a series of both open-ended and close-ended questions (See Appendix-I).

### **2.5 Process of Data Collection**

After preparing a set of questionnaire, I went to the field for data collection. For this purpose, I selected and listed the name of the total secondary schools (10 government-aided and 10 private). Then I visited to the selected schools. I asked permission with the authority (Principals/ Head Teachers) and explained them the purpose of the research. Then I contacted the informants, established rapport and fixed the time. After that, I distributed the questionnaires. Finally, the researcher collected, tabulated, and analyzed the data obtained from the questionnaire.

### **2.6 Limitations of the Study**

The study had following limitations:

- (i) The study was limited to explore the teachers' perceptions towards the use of tasks given only in the secondary level textbooks.
- (ii) It was limited to explore the secondary teachers' perceptions towards the use of tasks given in the textbooks.

- (iii) This research covers perception of only teachers from 10 government-aided and 10 private schools of Ilam district.
- (iv) The population of the study were only 20 teachers of government-aided schools and 20 teachers of private secondary schools.
- (v) It was limited only to Ilam district.
- (vi) I have used only questionnaire as the tool for collecting primary data.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

This section deals with the analysis and interpretation of the data collected from primary sources. The responses collected from the participants have been analysed and interpreted under the following five broad sub-headings using appropriate statistical tools and tables:

- i. Perception towards the familiarity of tasks given in the textbook
- ii. Perception towards the importance of tasks
- iii. Perception towards the tasks for teaching language skills
- iv. Perception towards the tasks for teaching grammar
- v. Perception towards the implementation of tasks

#### **3.1 Perception Towards the Familiarity of Tasks Given in the Textbook**

Under this topic, the respondents were given a set of four questions related to the familiarity of the tasks given in the textbook. All the questions were asked to know teachers' understanding of TBLT, the concept of tasks, familiarity of tasks, most frequently used tasks given in the secondary level textbooks.

The participants were asked a question (see Appendix-I) to know their understanding about TBLT. Their responses have been tabulated and presented in the following table:

**Table No. 1**

**Understanding about TBLT**

Responses	No. of Respondents	Percentage
Yes	26	65%
No	14	35%
Total	40	100%

The above table shows that 65% of the total respondents answered 'Yes' and 35% of them answered 'No'. Those who answered 'Yes' said that they had heard about TBLT at their campus level while studying. It shows that the majority of the respondents have already known about TBLT especially while studying at campus.

In the same way, another question (see Appendix-I) was asked them to express their opinion about the tasks. They came with different ideas while defining tasks. Major ideas are presented below:

- Tasks are those activities that should be performed in the classroom and at home to learn something.
- Tasks are activities done in the classroom for achieving the objectives of a plan.
- Task is an activity for which an utterance or unit of language is used.
- Tasks are a set of works given to the students in order to enrich and evaluate their knowledge mastered in a certain language/ subject matter.
- Task is a teaching technique.
- Task means those activities that should be given in the textbook.

From these above points of view, it can be said that the participants consider tasks as those pieces of work given to the students in order to promote language learning process in the classroom.

In the same line, I had asked participants a question (see Appendix-I) to know their familiarity with tasks given in the textbook of secondary level. The information obtained from them are tabulated and analyzed as below:

**Table No. 2**  
**Familiarity with the Tasks**

Tasks	Respondents	Percentage
Completing chart	38	95%
Ordering the sentence	36	90%
Matching items	36	90%
Filling the gaps	36	90%
Writing a cheque	35	87.5%
True/ false questions	35	87.5%
Drawing pictures	35	87.5%
Describing pictures	35	87.5%
Read and complete	34	85%
Writing e-mail	30	75%
Tick the best answer	30	75%
Buying a pair of shoes	30	75%
Wh-question	25	62.5%
Sharing of information	25	62.5%
Making an airline reservation	25	62.5%
Taking a hotel reservation	15	37.5%

The above table shows that 95% of the total respondents were familiar with ‘completing chart’, 90% of them with ‘matching item, filling in the gaps and ordering the sentences’, 87.5% of them with ‘true/ false questions, describing pictures, drawing pictures and writing a cheque’, 85% of them with read and complete’, 75% of them with ‘tick the best answer and buying a pair of shoes and writing an e-mail’, 62.5% of them with ‘wh-question, sharing of information, and making an airline reservation’ and 37.5% of them with ‘taking hotel reservation’. Based on this information, it can be said that the majority of teachers are familiar with the tasks given in the textbook.

Similarly, the participants were also asked a question to know which tasks they used most frequently while teaching English at the secondary level. The responses obtained from the informants have been tabulated and presented in the following table:

**Table No. 3**

**Frequent Use of Tasks**

Tasks	Respondents	Percentage
True/ false item (statement)	35	87.5%
Matching item	35	87.5%
Fill in the gaps	35	87.5%
Making dialogue	35	87.5%
Question answer	30	75%
Reading a poem, letter, story etc.	25	62.5%
Free writing composition	20	50%
Short purposeful text	20	50%
Writing a letter	15	37.5%

The above table shows that 87.5% of respondents were found to be familiar with ‘true/ false item, matching items, filling in the gaps and making dialogue’; 75% of them with ‘question answer’, 62.5% of them with ‘reading a poem, a letter, story’ etc; 50% of them with ‘free writing composition’ and 37.5% of them with ‘writing letter’ as the frequent use of tasks in teaching English at the secondary level. With this data, it can be said that the most frequently used tasks are true/ false statement, matching items, filling the gaps, free writing composition, making dialogue, writing letter and reading poem, letter writing and stories etc.

### **3.2 Perception Towards the Importance of Tasks**

The teachers were asked to express their responses as to whether tasks encourage participation of the students in teaching English at the secondary level. The responses obtained from them have been tabulated and analysed in the following table:

**Table No. 4**

#### **Participation of Students in Classroom**

Responses	No. of respondents	Percentage
Yes	30	75%
No	10	25%
Total	40	100%

The above table shows that 75% of the total respondents answered ‘yes’ and 25% of them answered ‘no’. Those who answered ‘yes’ said that the students actively participated during the tasks in teaching English by taking part in pair work and group work (speaking conversation). But they suggested that the language teacher must encourage and make the students familiar with the given tasks.

Similarly, those who answered ‘no’ said that the students didnot take active aprticipation during the tasks especially in government-aided schools due to large class, lack of resources, etc in teaching English.

Similarly, Q.No. 6(see Appendix-I) was asked participants to know the usefulness of the tasks given in the textbook in teaching English. Their responses are tabulated and presented in the following table:

**Table No. 5**  
**Useful Tasks in Teaching**

Tasks	No. of respondents	Percentage
True/ false item (statements)	36	90%
Ordering/ matching items	36	90%
Filling the gaps	36	90%
Describing and drawing pictures	36	90%
Reading poem, letter, stories	30	75%
Writing letter	30	75%
Dialogues in cassette	26	65%
Free and guided writing composition	25	62.5%
Note taking	20	50%

The above table shows that 90% of the total respondents said that ‘true/ false item, ordering/ matching items, filling the gaps, describing and drawing pictures’ as the more useful tasks in teaching English; likewise, 75% of them with ‘reading poem, letter, stories and writing letter’; 65% of them with dialogue in cassette; 62.5% with ‘free and guided writing composition’ and 50% with ‘note taking’ as the more useful tasks in teaching English at the secondary level.

Based on this information, it can be said that the majority of teachers are familiar with the ‘true/ false statements, ordering/ matching item, filling the gaps, note taking, dialogues in the cassette, drawing and describing pictures, reading poem, letter, stories etc and writing letters’ as the more useful tasks in teaching English at the secondary level.

### **3.3 Perception Towards Tasks for Teaching Language Skills**

Under this topic, the respondents were requested to respond to seven questions about tasks for teaching language skills .

#### **3.3.1 Tasks for Listening and Speaking**

The teachers were asked to express their responses about the tasks related to listening and speaking skills. For this purpose, the Q.No. 7 (see Appendix-I) was asked to express their responses which have been tabulated and presented in the following table:

**Table No. 6**  
**Tasks for Listening**

Tasks	No. of respondents	Percentage
True/ false statements	36	90%
Dictation	36	90%
Filling the gaps	36	90%
Matching/ ordering items	36	90%
Note taking	30	75%
Dialogues in cassette	30	75%
Short stories for listening	25	62.5%
Giving direction in the listening text	20	50%
Completing table by listening	20	50%

The above table shows that 90% of the total respondents were found to be familiar with ‘true/ false statements, dictation, filling in the gaps, matching/ ordering items’ as the tasks for listening and speaking. Likewise, 75% of them with ‘note taking and dialogues in cassettee’; 62.5% with ‘short stories for listening’ and 50% of them with ‘giving direction’ in the listening text and ‘completing table/ chart by listening’ as the tasks for listening skill in teaching English. Therefore, it can be said that ‘true/ false statements, dictation, filling the gaps, matching/ ordering, short stories for listening, note taking’ etc were the tasks given in the textbook for listening skills.

Similarly, the responses collected from the respondents about the tasks for speaking are tabulated and presentd in the following table:

**Table No. 7**  
**Tasks for Speaking Skill**

Tasks	No. of Respondents	Percentage
Telling stories	36	90%
Making dialogue in pair group	36	90%
Expressing views/ role play etc	36	90%
Explaining picture	30	75%
Describing pictures	30	75%
Problem solving in group and pair	25	62.5%
Expressing condition, reporting etc	25	62.5%

The above table shows that 90% of the total respondents were found to be familiar with ‘making dialogue in pair group, telling stories and expressing views/ role play’ etc,; 75% of them with explaining and describing pictures; and 62.5% of them with ‘problem solving in pair/ group, expressing condition and reporting’ as

the tasks for speaking skill in teaching English at the secondary level. From these above views, it can be said that the majority of the respondents listed the similar tasks to teach speaking skill in classes at the secondary level.

Similarly, Q. No. 8 (see Appendix-I) was asked teachers to know their view whether the tasks used in the textbooks for listening and speaking were sufficient or not. The responses collected from them have been tabulated and presented in the given table:

**Table No. 8**

**Sufficiency of Tasks for Teaching Listening and Speaking Skill**

Responses	No. of Respondents	Percentage
Not sufficient	22	55%
Sufficient	18	45%

According to the above table, 55% of the total respondents responded that the tasks used in the textbooks for listening and speaking skills were not sufficient. So they also suggested that the tasks used for teaching listening and speaking should be more practical and more related to the skills on the basis of students' daily life, interest and knowledge.

On the other hand, 45% of them responded that the tasks used in the textbooks were sufficient for listening and speaking skills. But for speaking skill, as they viewed, there should be a lot of contextual pictures for exposing the language.

Based on this information, the majority of the teachers said that the tasks used for teaching and listening skills should be more practical and more related to the skills.

### 3.3.2 Tasks for Reading and Writing

The respondents were requested to give responses about their familiarity with the tasks used in the textbooks for teaching reading and writing. The data have been presented in the following table:

**Table No. 9**  
**Tasks for Reading Skill**

Tasks	No. Respondents	Percentage
Reading poem, drama, stories	36	90%
Reading letter, notice and newspaper articles	30	75%
Reading conversation, dialogue	25	62.5%

The above table shows that 90% of the total respondents were found to be familiar with ‘reading poem, drama, stories’; 75% of them with ‘reading letter, notice and newspaper articles’ and 62.5% of them with ‘reading conversation, dialogue’ as the major tasks for reading skill in teaching English. So, it can be said that the majority of the secondary level English teacher were familiar with reading poem, drama, stories, letters, notice, newspaper articles, conversation and dialogue as the major tasks in teaching reading at the secondary level.

Similarly, the responses obtained from the respondents as the tasks for the writing skill have been tabulated and presented in the following table:

**Table No. 10**

**Tasks for writing skill**

Tasks	No. of Respondents	Percentage
Making charts	36	90%
Describing people in paragraph	36	90%
Explaining signs, regulations, instructions in paragraph	36	90%
Writing newspaper articles	34	85%
Rewriting stories, essays	30	75%
Writing cheque, letter, messages of congratulation	30	75%
Free and guided composition	30	75%
Summerizing	25	62.5%
Writing e-mail	20	50%
Making diary	20	50%

The above table indicates that 90% of the respondents were found to be familiar with ‘making chart, describing people in paragraph, explaining signs, regulations and instructions in paragraph’; 85% of them with ‘writing newspaper articles’; 75% of them with ‘rewriting stories/ essays, writing cheques, letters, messages of congratulation, free and guided composition’; 62.5% of them with ‘summerizing’ and 50% of them with ‘writing e-mail and making diary as the tasks used in the textbook for teaching writing.

Based on this data, we can say that the majority of the secondary level English teachers are familiar with rewriting stories, essays, writing newspaper articles, writing cheque, letters and message of congratulations, free and guided

composition, making charts, writing e-mail and explaining signs, regulations and instruction, describing people in paragraph etc as the major tasks for writing at the secondary level.

Moreover, they were also asked to comment on implementation of tasks for reading and writing skills. The majority of the respondents responded that the tasks used in the textbooks contain 35% for reading and 45% for writing. Furthermore, the majority of the teachers responded that the tasks used in the textbooks were not equally focused for the development of four language skills.

With regard to sufficiency of tasks for teaching English at secondary level in general, 45% respondents said that tasks used in the textbooks at the secondary level are sufficient in teaching English. But the 55% respondents responded that the tasks used in the textbook are not sufficient. According to them, the appropriate and effective tasks should be included not only for the examination point of view but also for the daily classroom teaching.

### **3.4 Perception Towards the Tasks for Teaching Grammar**

The teachers had expressed their views towards tasks for teaching grammar on the basis of three sets of questions. Their responses have been tabulated and presented in the following table:

**Table No. 11**

**Tasks for Grammar Teaching**

Tasks	No. of Respondents	Percentage
Tag questions	36	90%
Use of tenses	36	90%
Use of voice	36	90%
Use of conditional sentences	36	90%
Sentence transformation	34	85%
Reported speech	34	85%
Causative verbs	34	85%
Use of articles	30	75%
Use of prepositions	30	75%
Concord	30	75%

The above table shows that 90% of the total respondents were found to be familiar with ‘tag question, use of tenses, voice, conditional sentences’; 85% of them with ‘sentence transformation, reported speech and causative verbs’; 75% of them with ‘the use of articles, preposition and concord’ as the tasks for grammar teaching at the secondary level.

Similarly, Q. No. 15 (see Appendix-I) was asked to express their views about the tasks given in the text book whether they were focused in teaching grammar or not. The responses obtained from them have been tabulated and presented in the following table:

**Table No. 12**

**Tasks focused in Grammar Teaching**

Responses	No. of Respondents	Percentage
Yes	36	90%
No	2	5%
Partially focused	2	5%
Total	40	100%

The above table shows that 90% of the respondents responded that the tasks given in the textbook were focused on grammar teaching but 5% of them responded that the tasks given in the textbook were not focused on grammar teaching; and other 5% of them responded that they are partially focused on grammar teaching. Furthermore, regarding the sufficiency of the tasks, they came with the following views:

**Table No. 13**

**Sufficiency of Tasks for Teaching Grammar**

Responses	No. of Respondents	Percentage
Sufficient	30	75%
Not sufficient	10	25%
Total	40	100%

According to the above table, 75% of the total respondents responded that the tasks given in the textbooks for teaching grammar were sufficient. On the other hand, 25% of them responded that the tasks given in the textbooks were not

sufficient at the secondary level. Furthermore, they suggested that a workbook should contain a lot of tasks to deal grammar well in teaching English.

### **3.5 Perception Towards the Implementation of Tasks**

I had also asked six questions in order to know their opinions towards the implementation of the task in the classroom. The constrains as identified teachers have been presented and discussed in the following sections:

#### **3.5.1 Number of Students in a Class**

In this study, the respondents were asked a question (see Appendix-I) to know their views about the average number of students in teaching English classes at the secondary level using tasks. The responses have been presented in the following table:

**Table No. 14**

**Average Number of Students**

Number of Students	Number of Respondents	Percentage
36-40	22	55%
Below 30	6	15%
31-35	5	12.5%
41-45	3	7.5%
46-50	2	5%
50-55	2	5%

According to the above table, 55% of the total respondents responded that the average number of students should be between 36-40; 15% of them responded

below 30; 12.5% of them responded 31-35; 7.5% responded 41-45; and 5% responded 50-55.

It shows that the majority of the respondents responded that the average number of students in a class should be appropriate between 36-40 at the secondary level. They further opined that since there are more than 55 students in their classroom, it is very difficult to implement tasks in the classroom.

### **3.5.2 Teacher Training**

Q. No. 19 (see Appendix-I) was asked to express teachers' view about the teachers' training whether it was necessary to implement the tasks used in the textbook at the secondary level or not. The responses collected from the respondents have been presented and tabulated in the following table:

**Table No. 15**

#### **Training Needed for the Implementation of Tasks**

Responses	No. of Respondents	Percentage
Yes	36	90%
No	4	10%
Total	40	100%

According to the above table, 90% of the total respondents responded that training is essential for the proper implementation of tasks given in the textbooks. In this connection, they said that training provides new ideas, method, vision etc how to use the different techniques in the classroom while teaching English at the secondary level. Furthermore, they said untrained teachers cannot handle and move the class properly. So, the refreshment training should be provided to the teachers based on the textbooks and curriculum on the other hand. 10% of them

responded ‘no’ to this question. Based on this information, it can be said that training is essential for the implementation of the tasks in the secondary level textbooks. Without it, teaching and learning process cannot be effective to meet the goal of textbooks and curriculum.

### **3.5.3 Interest to Practice Tasks**

Teachers were also asked to find out whether they were interested to practice tasks in their classes while teaching English at the secondary level. The responses collected from the respondents are presented in the following table:

**Table No. 16**

#### **Interests to Practice Tasks in the Classroom**

Responses	No. of Respondents	Percentage
Yes	36	90%
No	4	10%
Total	40	100%

The above table shows that 90% of the total respondents responded ‘yes’ and 10% of them responded ‘no’ to the question. It shows that the majority of the teachers were interested to practise tasks in ELT classes at the secondary level.

## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the data obtained from the respondents; the following findings have been drawn. The findings are followed by the pedagogical implications and suggestions for further researches.

#### 4.1 Findings

The major findings of the study are listed below:

- (i) It was found that the majority of the participants i.e. 65% had heard about TBLT especially while studying at campus level.
- (ii) Most of the secondary level English teachers were found to be familiar with the tasks given in the textbooks.
- (iii) It was found that for students' participation, tasks given in the textbooks are appropriate which require small group and pair work activities. Furthermore, it is better to provide the refreshment training for the implementation of tasks in the classroom.
- (iv) Most of the participants were found that 'question answer, true/ false, ordering, matching, filling the gaps, note taking, dialogues in cassettes and describing pictures are more useful tasks given in the textbooks at the secondary level.
- (v) It was also found that the tasks used in the textbooks for teaching all skills and grammar are sufficient but lack of proper implementation in real life situation is perceived.
- (vi) It was found that the most frequently used tasks are 'true/false statements, matching items, filling the gaps, free writing composition, making dialogue, writing letter and reading poem and stories' etc.

- (vii) It was also found that ‘true/ false statements, dictation, filling in the gaps, matching items, ordering sentences, short stories for listening, note taking are the tasks used in the secondary level textbooks for listening skills.
- (viii) Similarly, it was found that the majority of participants have listed the similar tasks such as ‘making dialogue in pair/ group, explaining pictures, telling stories etc. for speaking skill in the textbooks.
- (ix) It was found that ‘reading poem, drama, stories, letters, notice, newspaper articles, conversation and dialogue’ etc are the major tasks for reading and ‘rewriting stories, essays, writing newspaper articles, writing cheque, letters, message of congratulations, free and guided composition’ etc are the major tasks for writing at the secondary level respectively.
- (x) It was found that 55% of the total respondents opined that the tasks used in the textbooks are not sufficient for reading and writing skills.
- (xi) It was found that ‘use of articles, preposition, tag question, concord, sentence transformation, use of tenses, voices, conditional sentence, reported speech and causative verbs are the tasks for teaching grammar at the secondary level.
- (xii) The Majority of the teachers i.e. 90% responded that the teacher training is one of the essential factors to implement the task used in the text books.
- (xiii) It was found that the number of students in a classroom is suitable below 55.
- (xiv) It was found that the majority of the teachers (i.e. 90%) are interested to practise the task in the ELT classes at the secondary level.

## 4.2 Recommendations

In the light of the findings obtained through the analysis and interpretation of the data, the following recommendations are proposed for the pedagogical implications:

- (i) It is said that the teachers should be familiar with the tasks given in the textbooks to make students actively participate in the classroom. Moreover, there should not be a large class to implement tasks effectively.
- (ii) The task used for teaching listening and speaking should be more practical and more related to the skills on the basis of daily life, interest and knowledge.
- (iii) The tasks used for teaching reading and writing should be included not only for the examination point of view but also for the daily classroom teaching activities.
- (iv) The tasks given in the textbook for teaching skills are sufficient but they are not relevant to the real life situations of students. It indicates that tasks relevant to local contexts should also be included in the textbook.
- (v) It is also required to train teachers on TBLT for the effective implementation of the tasks. Furthermore, the refreshment training should be provided to the teachers based on the textbooks in curriculum.
- (vi) Tasks should be selected from easy to complex. For these purposes, simple exercises and complex type of exercises should be provided in the textbook in a logical sequence.
- (vii) The use of tasks should be monitored effectively. Moreover, tasks should also be included in the examination.

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**Appendix-I**  
**Questionnaire Sheet**

Dear Respondents,

This questionnaire sheet has been prepared as an aid to my research work entitled **‘Teachers’ Perception Towards use of Tasks Given in the Textbook’** under the supervision of **Mr. Prem Phyak**, Lecturer, Department of English Education, T.U., Kirtipur, Kathmandu. Your name and name of organization is optional. All the information collected through the questionnaire will be kept confidential. Please feel free while filling in the questionnaire. Your participation is voluntary and if you decide to take part, you are still free to withdraw at any stage. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher  
**Yam Bahadur**  
**Basnet**  
TU, Kirtipur,

Kathmandu

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**Name** (optional):

**Name of the school** (optional):

School (please tick one that best suits you):

Government aided

Gender:

Private

Teaching experience:..... years.

Please tick ( ) the best options.

**Familiarity of Tasks given in the Textbook**

(1) Have you heard about ‘Task Based Language Teaching (henceforth TBLT)’?

(a) Yes            (b) No

If yes, when ?

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If

yes, where?

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- (2) Do you know what is 'tasks'? Give your opinion.

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- (3) Are you familiar with tasks given in the textbook? What are they? List some of them.

(a)

(b)

(c)

(d)

(e)

(f)

- (4) Which tasks do you frequently use in the classroom teaching? List some of them.

(a)

(b)

(c)

(d)

(e)

- (5) Do the students actively participate in during the tasks? If yes, how? If no, how?

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(6) What kinds of tasks are more useful in teaching English?

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**Tasks for Teaching Language Skills given in the Textbook**

(7) What kinds of tasks have used to teach the listening and speaking skill?

For listening skill,

- (a)
- (b)
- (c)
- (d)
- (e)

For speaking skill,

- (a)
- (b)
- (c)
- (d)
- (e)

(8) Are the tasks used in the textbook for listening and speaking skills sufficient?

Give reasons to support your answers.

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(9) What kinds of tasks have used to teach the reading and writing skill?

For reading skill,

- (a)
- (b)
- (c)
- (d)
- (e)

For writing skill,

- (f)
- (g)
- (h)
- (i)
- (j)

(10) Are the tasks used in the textbook for reading and writing skills sufficient?

Give reasons to support your answers.

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(11) Are the tasks given in the textbook are sufficient for the development of literary aspects and skills? Given reasons to support your answer.

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(12) Are the tasks given in the textbook equally focused for developing four language skills? Give reasons to support your view.

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(13) Do you think that the tasks given in the textbook are sufficient in ELT classes?

(a) If yes, give your reasons to support your answer.

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(b) If no, what other tasks do you think should be included in the textbook?

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### **Tasks for Teaching Grammar**

(14) What kinds of teaching grammar structures are used in classes while using tasks?

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*Thank you for your nice co-operation.*