PRACTICE OF TASK-BASED LANGUAGE TEACHING AT SECONDARY LEVEL

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

Submitted by
Binod Rai

Faculty of Education
Tribhuvan University
Janta Multiple Campus
Itahari, Sunsari
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(Science, Management, Humanities & Education)

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Binod Rai** has completed this thesis entitled **"Practice of Task-Based Language Teaching in ELT"** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

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DECLARATION

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

Date: 2072/03/01

06 June 2015

Binod Rai

DEDICATION

Dedicated to

My Three Brothers (Kumar, Sandip and Udim Rai)

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Date: 2072/03/03 **Binod Rai**

ABSTRACT

The present study was conducted to examine the present condition of task-based language teaching at secondary level of Bhojpur district. It also aimed to suggest the effective strategies for effective implementation of TBLT approach. To achieve the objectives, the research tool: questionnaire to the English teachers was prepared. The study was conducted at thirty government aided secondary schools of Bhojpur district for the data collection. Regarding the task-based language teaching at secondary level of Bhojpur district, various tasks: role play and simulation, pair work, debate, group discussions were found to be applied by the teachers. Out of thirty teachers at this level fifty percent teachers were found to use task-based language teaching approach. Some challenges: lack of sound knowledge of TBLT approach in teachers, very few physical facilities were founded to hinder for practising TBLT approach. Out of thirty teachers at secondary level of Bhojpur district, sixty percent teachers responded that task-based language teaching is the use of task as the core unit of planning and instruction in language teaching. It was also found that present examination system and learners' low level of language proficiency were the problems to practice TBLT approach at secondary level.

The present study consists of five chapters. The first chapter is 'Introduction' which consists of General Background, Task-Based Language Teaching (TBLT), Define 'Tasks', Criteria Feature of a Risk, Principles of Task-Based Teaching, Statement of the Problem, The Rationale of the Study, Objectives of the Study, Research Questions, Significance of the Study, Delimitations of the Study. The second chapter is 'Review of Related Literature and Conceptual Framework' which includes Components of TBLT, Implication of Reviewed Literature, Theoretical Framework. Similarly, the third chapter is Methods and Produces which deals with Design of the

Study, Sources of Data, Sample Population, Sampling Procedure, Tools of Data Collection, Data Collection Procedure, Data Analysis and Interpretation. The fourth chapter is the body of the thesis. It is concerned with 'Results and Discussion' of the collected data. The last (i.e. chapter 5) deals with the 'Summary, Conclusion and Implications' derived from this research.

TABLE OF CONTENTS

Declaration *i*

Recommendation for Acceptance *ii*

Recommendation for Evaluation *iii*

Evaluation and Approval *iv*

Dedication *v*

Acknowledgements *vi*

Abstracts *vii*

Abbreviation *ix*

Table of Contents *x*

List of Tables *xiii*

CHAPTER ONE: INTODUCTION

1.1 General Background 1

1.1.1 Task-Based Language Teaching (TBLT) 3

1.1.2 Defining a ‘Task’ 4

1.1.3 Types of Tasks 6

1.1.4 Criteria Features of a Task 8

1.1.5 Principles of Task-Based Teaching 9

1.2 Statement of the Problem 12

1.3 The Rationale of the Study 13

1.4 Objectives of the Study 14

1.5 Research Questions 14

1.6 Significance of the Study 15

1.7 Delimitations of the Study 15

CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of the Related Literature 16

2.2 Implication of Reviewed Literature 17

2.3 Theoretical Framework 18

2.4 Components of TBLT 19

2.5 Conceptual Framework 20

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study 23

3.2 Sources of Data 23

3.2.1 Primary Sources of Data 24

3.2.2 Secondary Sources of Data 24

3.3 Sample Population 24

3.4 Sampling Procedure 24

3.5 Tools of Data Collection 24

3.6 Data Collection Procedure 25

3.7 Data Analysis and Interpretation Procedures 25

CHAPTER – FOUR: ANALYSIS AND DISCUSSION

4.1 Results 26

4.2 Discussion 29

4.2.1 Holistic Analysis of Close-ended Questions 30

4.2.2 Analysis of the Data Obtained from Objective Questions. 30

4.2.3 Holistic Analysis of Open-ended Questions 43

4.2.4 Analysis of Data Obtained from Subjective Type Questions 44

CHAPTER – FIVE: SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Summary 48

5.2 Conclusion 49

5.3 Implications 51

5.3.1 Policy Level 51

5.3.2 Practical Level 51

5.3.3 Further Research 52

REFERENCES

APPENDICES

Appendix-I: Questionnaire: Subjective (Open-ended) Questions

Appendix-II: Sample of Solved Open-ended Questions

Appendix-III: Questionnaire: Objective (Closed-ended) Questions

Appendix-IV: Sample of Solved Close-ended Questions

Appendix-V: List of Respondents

Appendix-VI: Opinion to Open-End Questions

Appendix-VII: Opinion to Close-ended Questions

LIST OF TABLES

		Page No.
Table 1:	Opinion Towards Task-based Language Teaching	31
Table 2:	Objectives of Language Teaching	32
Table 3:	Preventing Factors of Applying Task-Based Approach	33
Table 4:	Role of Errors in Task-based Language Teaching	34
Table 5:	Role of Fluency and Accuracy in TBLT	34
Table 6:	Encourage Learners to Make Guesses about Given Task and Learn from their Errors	35
Table 7:	Time Given for Talking Related to Task with Each Other Rather than with Teacher	36
Table 8:	Role of Students in TBLT	37
Table 9:	Learners' Involvement on Doing Task Communicatively, not Only Memorizing Grammar Rules and Structures	38
Table 10:	Knowledge about TBLT and its Materials	38
Table 11:	Task-based Approach Being Used in Nepal	39
Table 12:	Environment of your School to Implement TBLT	40
Table 13:	Number of Students in the Class to Implement TBLT	41
Table 14:	The Role of TBLT Approach in English Language Teaching	42
Table 15:	The Types of Tasks English Language Teachers Apply in the Present Condition of Task-Based Language Teaching	43

LIST OF ABBREVIATIONS

%	Percentage
A.D.	Anno Domini
B. S.	Bikram Sambat
CDC	Curriculum Development Centre
eg.	For Example
ELT	English Language Teaching
etc	Etcetera
i.e.	That is
M. Ed.	Master of Education
T.U.	Tribhuwan University
TBLT	Task-Based Language Teaching
JMC	Janta Multiple Collage