CHAPTER – ONE

INTODUCTION

1.1 General Background

The fundamental perspective towards language teaching is to develop overall language skills on the part of learners. To complete this perspective, Nepal government has attempted to design task based curriculum at secondary level. Teacher service commission of Nepal has also prepared task-based-curriculum to test the practical knowledge of candidates who apply for the post of secondary level teachers. Most of the lessons to be included at the book of this level are designed with the purpose of developing overall language skills.

Task-based language teaching is a natural extension of communicative language teaching. In TBLT the emphasis is on the task that enhances learners' language skills. Task is the central unit of planning and teaching in TBLT. Different scholars viewed task from different angles. According to Prabhu (1987), "A task is an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process." Similarly, Skehan (1996) writes "A task is an activity in which: meaning is primary; there is some sort of relationship to the real world' task completion has some priority; and the assessment of task performance is in terms of task outcomes. According to Lee (2000), "A task is '(1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce

the target language as they perform some set of work plants." Moreover, Bygate, Skehan, and Swain (2001) say "A task is an activity which requires learners to use language, with emphasis on meaning to attain an objective." The common view is that a task is a piece of work or simply an activity that is carried out using language where the focus will be on communication and meaning such as finding a solution to a puzzle and using telephone, etc. the task in nature involves collaboration and communication with a considerable degree of discussion and of issues. In TBLT, the emphasis is primarily on process rather than product. The learners are engaged in the task to provide a better context for the activation of learning processes and hence ultimately provides opportunity for language teaching to take place. According to Parajuli (2070 B.S.), Task-based language teaching involves the following features which facilitate learners to have better understanding. They are:

i) The focus is on process rather than on product.

ii) Learners learn language by interacting communicatively and purposefully while engaged in tasks.

iii) Basic elements are purposeful activities and task that emphasize communication and meaning.

iv) Activities and task can be either: those that learners might need to achieve in real life situation; and those that have a pedagogical purpose specific to the classroom.

v) Conversation is the central focus language and key stone of language acquisition.

Similarly Sapkota (2070B.S.), the methodology part in TBLT consists of three successive stages:

Pre-task: At this stage of the task based language teaching activity the teacher informs to the students about the objectives of the task that facilitates them by giving clear oral instruction about how to carry out the task.

While task: At this stage, the students will actually involve in the given task. Students shares their ideas they collaborate, negotiate and interact for the better solution of the problem.

Post-task: It provides the students the opportunity for the both repetition and formal feedback on the student's use of language as well as to help focus attention on form and meaning. If possible, the students will listen the recorded voice of the native speakers' talking or doing same type of conversation.

1.1.1 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. The concept of TBLT was first introduced by Prabhu (1987) in his Banglore 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 acquisition takes place when negotiating the meaning to perform a particular task. TBLT constitutes a strong version of communicative language teaching (CLT) i.e. tasks provide the basis for an entire language curriculum. Nunan (1989) says, "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 objectives to accomplish but are left with some freedom in approaching this problem or objectives." From this view, a task is an activity where students are argued to

accomplish some things or solve some problems using their language preferably, this activities is open ended and there is not set way to accomplish their goal. Crooks et al. (1995, p. 94) states, "Task Based Language Teaching incorporates findings from SLA research, most particularly studies exploring the effects of instruction and comparing classroom and naturalistic learning". Similarly, Richards and Rogers (2002, p. 223) express that 'Task Based Language Teaching (TBLT) refers to an approach based on the use of task as the core unit of planning and instruction in language teaching".

Task-based language teaching proposes the notion or task as a central unit of planning and teaching. It also seeks to allow the students to work on the basis of their interest to own level and restructure their inter-language. TBLT aims to provide learners with a natural context for language use. The challenge for a task-based pedagogy is to choose, sequence and implement task in ways that will combine a focus on meaning with a focus on form. Skehan (1996) who ash developed a theoretical framework for task-based teaching claims to balance the development of fluency with accuracy and inter-language restructuring. Willis (1996) has produced a detailed practical frame work of task-based classroom in which learners are led through task planning, performance, repetition and finally comparison with native speaker's norms.

1.1.2 Defining a 'Task'

Various scholars defines task with different perspectives and angles:

Long (1985) defines task "as a piece of work undertaken for oneself or for others, freely or for some reward. 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 book, taking a driving test, typing a letter, weighing a patient,

sorting letter, taking a hotel reservation, writing a cheque, finding a street destination, and one things people do in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you ask them and they are not applied linguists. Similarly, Richards, et al.(1985) say, "A task is 'an activity or action which is carried out as the result of processing or understanding language, i.e. as a response. For example, drawing a map while listening to a tape, and listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative……since it provides a purpose for classroom activity which goes beyond practice of language for its own sake'. Moreover, Crookes (1986) clarifies, "A task is 'a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research'. Similarly, Breen (1989) defines task as 'it is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication'. Breen specifically states that a 'task' can be 'a brief practice exercise' or 'a more complex work plan that requires spontaneous communication of meaning'. According to Nunan (1989), "A communicative task is 'a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right'.

Task is a piece work undertaken for oneself or for other freely or for some rewards. Thus, examples of takes include painting a fence, dressing a child, filling out a form,

buying a pair of shoes, making an airline reservation, borrowing a library books, talking a driving text, typing a letter, weighting 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.

1.1.3 Types of Tasks

Task based language teaching is an approach based on the use of tasks as a core unit of planning and instruction in language teaching. A task is an activity or goal designed to achieve a particular learning such as using a telephone to obtain the information, drawing maps based on oral instruction and writing a letter or reading a set of instruction. Regarding the classification of tasks Prabhu (1987) has mentioned three are there types of task in TBLT. They are as follows:

a) An Information – gap activities: This type of activities involve a transfer of given information from one place to another generally calling for decoding-encoding of information from or into language.

b) Reasoning-gap – activities: The activity involves deriving some new information from given information through process of interference, deduction, practical reasoning, or a perception of rational or patters.

c) An opinion-gap activity: This activity involves identifying or articulating a personal preference, feeling or attitude in response to a given situation.

Similarly, Pica, Kanagy, and Falodun (1983) (as cited in Richards and Rogers 2002, P. 234) have mentioned the following classification of tasks:

1. Jig saw tasks: These involve learners combining different pieces of information to form a whole.

2. Information-gap tasks: One student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

3. Problem-solving tasks: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

4. Decision-making tasks: Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

5. Opinion exchange tasks: Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

Likewise, Ellis (2003) has given two types of task. They are as follows:

a) Unfocused task: the tasks that may predispose learners to choose from a range of forms but are not designed with the use of a specific from mind are known as unfocused tasks. In unfocused task, the topics are drawn from real life or perhaps from the academic curriculum that students are studying sometimes a language pint is made the topic of the task. Unfocused tasks have aim to stimulate communicative language use.

b) Focused task: The tasks that include the learners to process some particular linguistic features, e.g. a grammatical structure are known as focused tasks. This processing must occur as a result of performing activities to satisfy the

key criteria of a task. Focused tasks have two aims: a) to stimulate communicative language use, and b) to target the use of a particular, predetermined target feature.

CDC (2064) prescribed the following activities and tasks at secondary level English curriculum.

a) Demonstration and dramatization

b) Question and answer

c) Guessing the meanings of new words from their context

d) Role play and simulation

e) Group and pair work (information-gap activities)

f) Silent reading preceded by pre-questions and use of picture cues

g) Inquiry and discovery

1.1.4 Criteria Features of a Task

Task-based approach is based on real communication of daily life activities. The primary focus of this approach is meaning that is real life situation. According to Ellis (2003, pp. 9-10) there are six fundamental features of the task.

1) A task is a work plan: A task constitutes a plan for learner activity. This work plan takes the form of teaching materials or ad hoc plans for activity that results may or may not match that intended by the plan. A task, therefore, may not result in communicative behavior.

2) A task involves a primary focus on meaning: A task seeks to engage learners in using language pragmatically rather than displaying language. It seeks to

develop L$_2$ proficiency thorough communicating. Thus, it requires a primary focus on meaning.

3) A task involves real-world processes of language use: The work plan may require learners to engage in a language activity such as that found in the real worlds for example, completing a form, or it may involve them in language a form, or it may involve than in language activity that is artificial, for example, determining whether tow pictures are the same or different. However, the process of language use while performing a task reflects real world communication.

4) A task can involve any of the four language skills: A task may require learners to: a) listen to or read a text b) produce an oral or written text or c) employ a combination of receptive and productive skills. No task is found out of the language use; and language use involves any of skills or aspects of language.

5) A task engages cognitive processes: while carrying out a task, a learner is required to employ cognitive processes such as selecting, classifying, reasoning and evaluating information. These processes influence but do not determine the choice of language.

6) A task has a clearly defined communicative outcome: A task has non-linguistic outcome which serves as the goal of the activity for the learners. The stated outcome of a task serves as the means for determining when participants have completed a task.

1.1.5 Principles of Task-Based Teaching

Task-based teaching mainly focuses on the task during teaching learning activities. The overall purpose of task-based methodology is to create opportunities for language

learning and skill development through collaborative knowledge building. Task-based teaching has various principal. The principles of task-based teaching given by Ellis (2003, 276-78) are:

Principle 1: Ensure an appropriate level of task difficulty: Ensuring that a task is pitched at an appropriate level of difficulty is not just a matter of course design. Teachers can adjust the difficulty of a task methodologically, for example, by incorporating a pre-task phases into the lesson, by appropriate use of teacher talk, or by choosing to perform the task with the students in the form of an instructional conversation. Teachers can also ensure that students possess the necessary strategies to engage in task-based interaction.

Principle 2: Establish clear goals for each task based lesson : It is not sufficient to engage learners with task on the basis that they will develop their inter-language simply as a result of using the L_2. Methodology option, for example, strategic and online planning can be selected to help prioritize difficult aspect of language use, for example, fluency us, accuracy.

Principle 3: Develop an appropriate to performing the task in the students: Students need to be made aware of why they are being asked to perform tasks. They need to treat them seriously, not just as 'fun'. In this respect, post task options may play a crucial role as they demonstrate to the students that tasks have a clear role to play in developing their L_2 proficiency and their ability to monitor their own progress.

Principle 4: Ensure that students adopt an active role in task-based lessons: One of the major goals of task-based teaching is to provide learners with an opportunity to participate fully by playing an initiating as well as a responding role in classroom

discourse. A key element of being 'active' is negotiating meaning when communicative problems arise. One of the principal ways of ensuring this is through group/pair work, although, as well we have seen, it is also possible to achieve it in whole-class participatory.

Principle 5: Encourage students to take risks: When students perform tasks they need to 'strength' their inter-language. Methodological choices that encourage the use of private speech when performing a task, that create opportunities for 'published output', and that help to create an opportunities for 'published output', and that help to create an appropriate level of challenge in a affective climate that is supporting of risk-taking will assist this.

Principle 6**:** Ensure that students are primarily focused on meaning when they perform a task: The main purpose of a task is to provide a context for processing language communicatively, i.e. by treating language as a tool not as an object. Thus, when students perform a task they must be primarily concerned with achieving an outcome, not with displaying language. This can only be achieved is by varying task-based lesson in terms of design options and participatory structure.

Principle 7: Provide opportunities for focusing on form: The students need to attend to form in a task based lesson. Various activities can be done during pre-task, during-task and post-task phase to provide opportunities for focusing on form.

Principle 8: Require students to evaluate their performance and progress: Students need to be made accountable for how they perform a task and for their overall progress. A task-based lesson needs to engage and help to foster metacognitive awareness in the students.

These principles are intended as a general guide to the teaching of task-based lesson not as a set of commandment. The task-based approach was not popular in the past but at present it has present it has become a useful approach in teaching. In this approach students are actively involved to meet the set goals language learning. Only task-based approach is a weapon which provides an opportunity to get the meaningful language. The more approaches and methods are incomplete themselves. In the same way, task-based approach also may not be appropriate in all contexts. It has also some challenges such as lack of resources, large classroom size, untrained teachers and so on. This approach may be difficult in implementing at all levels practically but it may be practicable according to socio-cultural context.

1.2 Statement of the Problem

In Nepalese context of teaching learning process, most of the teachers use the teacher centred methods that demand teacher's active participation giving lecture and less role of the learners. This existing condition hinders for practicing Task –Based Language Teaching approach. Students learn themselves taking part in various activities with the help of teacher in such situation.

In TBLT approach the roles of teachers are in selecting, adopting or creating the tasks themselves and forming them in instructional sequence in keeping with the learner's need, interest and language level but they have no strong perspectives to do these tasks. In learning of language, consciousness- raising makes the learners participate in learning process but they do not pay a due attention towards it. In government school are lack of physical, educational management to create the environment for practicing this approach.

The concerned authoritarian's negligence to manage the training for teachers to practice TBLT approach is the main problem in present needs more aspects of teaching language in comparison to other approaches. Communicative activities are basically focused in this approach but these activities are practiced by applying G.T method.

In this way lack of well management for practicing TBLT approach the concerned authoritarian's negligence to create the well environment, training for teacher to practice this approach are the main problems to apply it.

1.3 The Rationale of the Study

Task Based Language teaching is the demand of present day in learning language. Learning through TBLT approach makes learners able to communicate in target language. The primary focus giving on the context that makes the meaning of words is associated with the real life situation of the learners.

In context of Nepal, the tasks used for teaching reading and writing are included only for the examination point of view but this trend needs to be changed and reading and writing should be included in daily class room activities. In most of the government school, well teacher training, teaching materials are lacked and such existing situation should be improved by managing well teaching environment.

The refreshment training for teachers is needed to practise TBLT approach and English books that seem to be irrelevant to the real life situation of the student. Therefore it should be made relevant to their need, interest, and language level. Teachers are unable to create awareness in community to practise this approach and are unable to find differences in teaching by using TBLT approach and other

approaches. This present situation needs to be changed by improving and managing essential aspects to practise this approach. And then teacher's perspective to teaching language by following the traditional methods and techniques is required to be changed in the present day.

1.4 Objectives of the Study

The objectives of the study were as follows:

1. To find out the present condition of Task-based language teaching at secondary level of Bhojpur district.
2. To find out the challenges faced by ELT teachers in the practice of TBLT.
3. To suggest some pedagogical implications of this study.

1.5 Research Questions

The present study was based on the following questions that were raised before carrying out this research work.

a. How is the access of TBLT in ELT?
b. To what extent are language teachers using TBLT in ELT?
c. What activities do the teachers carry out using TBLT approach in their classroom?
d. What are the challenges faced by ELT teachers in the practice of the TBLT at secondary level?

1.6 Significance of the Study

Task-based language teaching focuses on task and meaning aspect of language in which learners learn language without being informed explicitly what aspects of language are going to be learnt. Task based language teaching is very effective in teaching communicative functions as it focuses on meaning not on the grammar which is what is more important in communication.

The present study will be significant to those who are interested in language teaching and learning particularly to English language teachers. It is also useful for teachers trainers to realize the need of teachers and develop relevant materials. It will significantly help to syllabus designers, textbook writers and ELT practitioners.

1.7 Delimitations of the Study

The proposed study had the following delimitations:

1. The study was limited to find out present condition of Task-based language teaching at secondary level of Bhojpur district.
2. This study was limited to the challenges faced by ELT teachers in practice of TBLT and provides suggestions to overcome these problems.
3. It was delimited to only thirty government aided Secondary and Higher Secondary Schools of Bhojpur.
4. Questionnaire as the tool was used to collect primary data.
5. The findings were based on the analysis and interpretation of information obtained through subjective and objective questions the respondents.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of the Related Literature

Several researches have been carried out in the field of English language in the foreign countries and Nepal. Likewise many researches have been conducted in the field of teaching communicative functions. On the other hand, Task-based language teaching is one of the new and effective approaches in second language teaching. Some of research studies related to TBLT are reviewed here:

The use of TBLT in English language classroom has been approached by many researchers. Hughes (1983) conducted a research on ; 'Task based approach and its implication in English teaching and learning' in Chinese context. He studied TBLT in language classroom for two years. His research findings show that most students taught in TBLT framework have learned how to learn English by themselves rather than being dependent on teacher.

Khadka (2007) carried out a research on 'Task-based and form focused techniques of teaching grammar.' Task-Based and form focused Techniques of Teaching Grammar.' The main purpose of his research was to determine the effectiveness of task based technique of teaching grammar. This research concludes that TBLT is very effective in teaching grammar.

Joshi (2010) carried out a research on 'Effectiveness of TBLT in Teaching Reading'. The main purpose of carrying out this research was to find out the effectiveness of

TBLT in teaching reading. She found out that Task Based Approach is more effective in teaching reading.

Bhandari (2011) carried out a research on 'Effectiveness of TBLT in teaching writing'. The main purpose of carrying out this research was to find effectiveness of task based language teaching in teaching writing skills. He found out that students writing skills has improved to a great extent through task based teaching.

Pandey (2011) carried out a research on 'Effectiveness of Task based approach in teaching creative writing'. The main purpose of carrying out this research was to find out the effectiveness of task based approach in teaching creative writing. He found that the task oriented activities are effective in language teaching classroom.

2.2 Implication of Reviewed Literature

The main implication of the literature review is in facilitating to carry out the research. It makes us re-internalize the established knowledge and principles. I have collected many theses. Some of them are related to the knowledge and practice of ELT teacher in Nepalese context. These studies have been conducted in the Department of English Education. These studies have helped me to get some information about theoretical concepts on my study too. These studies have helped me for proper planning for bringing the solution of problems. They have provided guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose. They also assisted the researcher to be familiar with what is already known and related of literature which presents rational for the study.

2.3 Theoretical Framework

Task-based language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Task-based learning offers the students an opportunity to do this aspect. The basic assumption of TBLT approach is the task and language is the instrument which the students use to complete it. TBLT also called tasked –based instruction is a famous and mostly researched area in the field of language pedagogy and second language acquisition since 1980s. The major premise of TBLT is that language acquisition takes place when learners negotiate meaning to perform a particular task.

Task-based language teaching draws on an interactional view of language. There has a great deal of a research and theorizing in the last approximately fifteen years on the use of a task in language teaching. Particularly task that involves interaction between learners is to promote language acquisition.

Task-based language teaching constitutes a strong version of CLT. That is, tasks proved the basis for an entire language curriculum. We should note, however, that task-based teaching is not the only way of achieving a strong version of CLT. Stern (1992) offers a comprehensive classification of 'communicative activities' that includes field experiences, classroom management activities, inviting guest speakers, talking on topics related to the students' private life and on substantive topics drawn from other subjects on the school curriculum (as in immersion programmes), and what he calls 'communicative exercises', i.e. tasks. These are arranged in descending order with those closest to communicative reality at the top and those furthest removed at the bottom. Clearly, a strong version of CLT can be realized in a variety of ways, not just by tasks. Nevertheless, tasks can function as a useful device for

planning a communicative curriculum, particularly in contexts where few opportunities are for more authentic communicative experiences, for example, many FL situations.

2.4 Components of TBLT

There are no congruent views on components of TBLT. Different scholars provide different types of components according to their own views. According to Shavelson and Stern (1981 as cited in Joshi, 2010,p.9) , there are following six types of components of TBLT. They are as follows:

      a. Content
      b. Materials
      c. Activities
      d. Goals
      e. Students
      f. Social community

'Content' is the subject that is to be taught to the learners, 'materials' are those things which can be observed/manipulated by the learners, 'activities' are done at the time of doing lesson by the teacher and learners 'goals' are the general aims of the teacher for the task. Morever 'students' are also taken as component of TBLT because in students centred teaching learning activities, their abilities, needs and interests are given priority. And the last but not least element is 'social community', i.e. the class as a whole.

The components of TBLT are diagrammatically presented below as proposed by Nunan.

Figure 1: Components of Tasks

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  ┌──────────┐                                    ┌──────────────┐
  │  Input   │                                    │ Teacher's role│
  └──────────┘                                    └──────────────┘
                          ┌─────────┐
  ┌──────────┐            │  Tasks  │             ┌──────────────┐
  │  Goals   │            └─────────┘             │ Student's role│
  └──────────┘                                    └──────────────┘

  ┌──────────┐                                    ┌──────────────┐
  │Activities│                                    │   Setting    │
  └──────────┘                                    └──────────────┘
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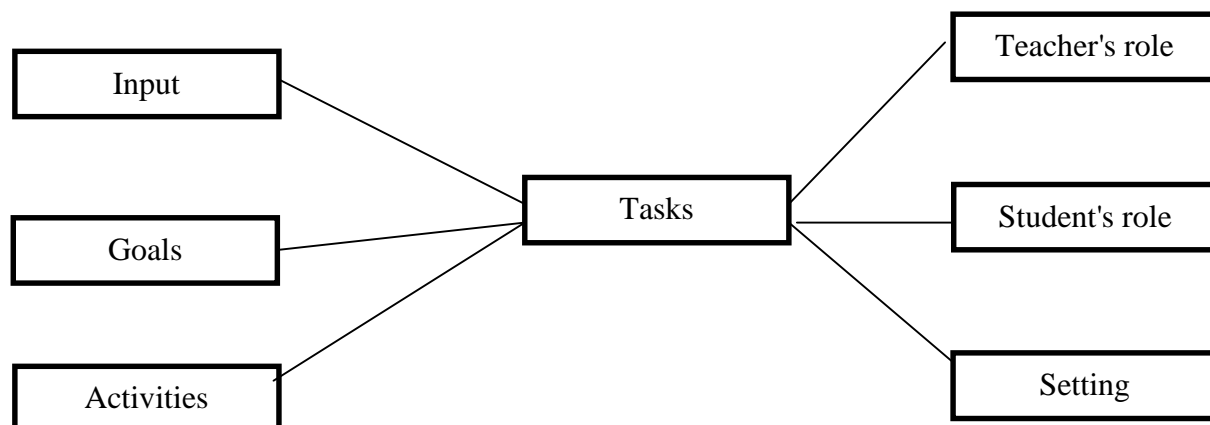
Source: (Nunan, 1989, p. 11)

2.5 Conceptual Framework

Task-Based Language Learning is broadening its horizon in the field of 'Teaching English as a Foreign Language' (TEFL) and 'Teaching English as a Second Language' (TESL) situation. It is an approach or method of teaching second language to the learners through the systematic stages. Traditionally, language was taught through PPP (Presentation, practice, production) model but now the new model is practiced in the field of SLA which is often called test teach-test based learning (testing initial level of knowledge in certain skill and teaching and again testing the capacity in the same skill simultaneously) often adopted in TBLT. Conversely, TBLT has used production stage first and than learners are required to perform a particular task Willis (1996) outlines the following model for organizing lesson. There are three stages:

Pre-Tasks Stage

Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instruction prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead into a task.

Task Cycle

Task	Planning	Report
Students do the task in pairs or small groups. Teacher monitors from a distance, encouraging all attempts at communication, not correcting. Since this situation has a 'private feel', students feel free to experiment, mistakes don't matter.	Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally learn, so the teacher stands by to give language advice.	Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and comments on the content of the reports.

Language Focus

Analysis	Practice
Students examine and then discuss specific features of text or transcript of the recordings. They can enter new words, phrases and patterns.	Teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the analysis.

Willis (1996,pp.56-57)

Similar to this model of Willis, Ellis (2003) outlines the framework of task – based instruction into three different stages:

a. Pre-task stage: It is related to introducing the task, presenting the model task and planning time for completion of the task.

b. During task stage: In this stage, learners perform the task by using different performance option and information processing options.

c. Post task stage: It is the last stage, which incorporates the activities like reporting, conscious-raising and repeating the task. This stage is form-focused stage as in the Willis model.

TBLT is learner-centred approach, which is mainly based on the needs and interest of the learners in learning language. Stages in this approach can be adopted of anyone but that must be in –touch with the learners' needs.

CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

The researcher has adopted the following methodology which fulfilled the objectives of the study.

3.1 Design of the Study

The research topic itself reveals the nature of the research. To carry out the study, the researcher adopted the survey research. As the purpose of survey research, the researcher surveyed practice of a Task-based language teaching in schools of Bhojpur district. This study is associated with the survey because of the following reasons:

  i.   This study was conducted to find out the present condition of practising Task-based language teaching in ELT.

  ii.   The researcher visited 30 secondary schools of Bhojpur district for data collection.

  iii. Different types of questions (open and close ended questions) were distributed to ELT teachers to survey objectives.

  iv.   This study was conducted in covering broad field.

3.2 Sources of Data

The researchers used both primary and secondary sources of data to carry out this research work.

3.2.1 Primary Sources of Data

The primary data were obtained from the English teachers of government aided secondary schools of Bhojpur district. (See Appendix for details)

3.2.2 Secondary Sources of Data

As the sources of data I consulted books, thesis, journals, articles, websites, magazines and materials available in the internet etc. related to the present research. Some of them Prabhu (1987), Nunan (1989), Breen (1989), Long (1985), Crooks (1986), Skehan (1996), Lee (2000), Bygate et al. (2001), Richards et al. (1985) etc.

3.3 Sample Population

The population of the study was 30 teachers from the thirty government aided secondary schools of Bhojpur District.

3.4 Sampling Procedure

Thirty government aided secondary schools of Bhojpur were selected by using simple random sampling procedure. To collect the empirical data necessary for this study, questionnaires were distributed among the teachers of these schools. Different sets of questionnaire were used for the teachers and they provided both open answers and alternative answers to the open ended and closed ended questions respectively.

3.5 Tools for Data Collection

The main tool for the study was questionnaire. Both types of questions: open ended and close ended questions were used. (See Appendix I and II).

3.6 Data Collection Procedure

The following process was followed to collect the primary data:

a) At first sets of questionnaire were prepared with the help of thesis guide.

b) Then the researcher visited the selected secondary schools and requested the concerned authority for the permission to carry out the research.

c) He distributed the questionnaire and requested them to reply.

d) He also consulted some teachers, trainers, schools supervisors to collect the data.

At first the researcher visited the selected schools and requested the concerned authority for the permission to carry out this research. He explained the purpose and process of the study. He consulted the subject teachers for operation. The researcher designed questionnaire. He provided them open and close-ended questions. The teachers responded him by writing answers of the questions. The researcher collected information provided by the teachers and he grouped similar answers to make study easier.

3.7 Data Analysis and Interpretation Procedures

The data was analysed and interpreted involving holistic and item-wise form. They are presented and displayed in various tables mainly frequency distribution tables. The researcher classified all data on the basis of objective and subjective questions and they are analysed in following order:

  i.   Holistic analysis of close-ended questions.

  ii. Item-wise analysis of close-ended questions.

  iii. Holistic analysis of open-ended questions

  iv. Item-wise analysis of open-ended questions

CHAPTER - FOUR

RESULTS AND DISCUSSION

The result and discussions of data collected from the classroom teaching have been presented in this chapter.

4.1 Results

The present study (See Appendix – VI, VII) shows the following results:

1) Regarding the present condition of Task-based language teaching the following types of tasks and activities are found to be applied in classroom.

   a) Role play and simulation

   b) Group discussion

   c) Pair work

   d) Inquiry and discovery

   e) Silent reading preceded by pre-questions and use of picture cues.

   f) Speech competition

   g) Strip story

   h) Debate on current issues

2) Task-based language teaching enhances communication among the students and between student and teachers.

3) Task-based language teaching is hindered by physical infrastructure and other problems such as time consuming.

4) As regards to the use of TBLT, out of thirty teachers only fifteen teachers (50 %) were found to be used TBLT approach in teaching at secondary level.

5) Very few (about 10 %) tasks were found more successful to promote the meaning of the content.

6) Out of 30 respondents 18 (60 %) responded that TBLT is the use of task as the core unit of planning and instruction in language teaching whereas 40 % respondents responded that TBLT is meant to teach language by creating real life situation.

7) 50 % respondents responded that the main objective of language teaching is to make students communicate in the target language.

8) The main factor to prevent for applying task-based approach in class is the lack of sound knowledge on task-based approach.

9) Out of 30 respondents 18 (60 %) disagreed to errors are immediately corrected by teacher in TBLT.

10) 70 % respondents opined that fluency is more focused in TBLT.

11) Out of 30 respondents 18 (60 %) responded that teachers are encouraged to make guesses about given task learn from their errors.

12) 70 % respondents strongly agreed that students are given more time for talking related to task with each other rather than with teachers whereas 16.66 % agree to it, 13.33 % disagreed to it.

13) Out of 30 respondents 18 (60 %) responded the role of students in TBLT class should be risk – taker and innovator whereas 30 % respondents the role of students in TBLT class should be a follower of the teacher.

14) Out of 30 respondents 24 (80 %) respondents agreed that learners are engaged in doing task communicatively, not on memorizing grammar rules and structure whereas 20 % strongly disagreed to it.

15) Out of 30 respondents 27 (90 %) said 'Yes' for reading any book related to TBLT and its materials whereas 10 % said 'No' to it.

16) Out of 30 respondents 21 (70 %) strongly agreed that TBLT approach is used in Nepal whereas 20 % disagree to it and 10 % agree to it.

17) 9 (30 %) respondents said very good to the environment of school to implement TBLT whereas 30 % said uncertain to it.

18) Out of 30 respondents 18 (60 %) responded strongly agreed to the number of student in the class is appropriate to implement TBLT.

19) Out of 30 respondents 24 (80 %) respondents said that there is an interrelationship between TBLT and communicative language teaching whereas 10 % said that there is not relationship between TBLT and communicative language teaching.

20) Out of 30 respondents 12 (40 %) respondents said that they sometimes use TBLT approach to develop language competence on the part of students whereas 20 % said that they have no skill to practice TBLT approach due to lack of training. 50 % respondents said that the main difficulty is a large number of students whereas 30 % said lack of training to it.

21) Out of 30 respondents 18 (40 %) respondents said the educational material is teacher guide in language class.

22) Out of 30 respondents 12 (40 %) respondents said that the main advantages they have achieved while applying Task-based language teaching is students are self motivated.

23) 15 (50 %) respondents said that they don't integrate all the four skills of language teaching whereas 30 % said that they integrate all the skill of language.

24) Out of 30 respondents 18 (60 %) respondents opined that TBLT emphasizes the language use whereas 10 % opined that TBLT emphasizes to improve skills of language.

25) 12 (40 %) respondents mentioned that TBLT is solely related to the context where it is used whereas 10 % said that traditional syllabus hinders for implementation of TBLT

4.2 Discussion

The result and discussion of data collected from the classroom teaching have been presented in this section.

4.2.1 Holistic Analysis of Close-ended Questions

Under this title holistic analysis of all responses of thirteen objective questions taken from thirty secondary school and higher secondary school has been analysed.

As regards to Q. No. 1 (See Appendix – III), most of the respondents viewed that Task-based language teaching is teaching language by creating real life situations. Regarding Q. No. 2 (See Appendix – III) fifty percentage of the total respondents viewed that the main objective of language teaching is to make student communicate in target language. As regard to Q. No. 3 (See Appendix – III) most of the respondents said that the main factor for preventing to apply TBLT approach is the lack of sound knowledge on task-based approach. Regarding Q. No. 4 (See Appendix – III) sixty percent respondents disagree that errors are immediately corrected by teachers in Task-based language teaching class. Regarding Q. No. 5(See Appendix – III) most of the respondents viewed that fluency is more focused in TBLT. As regards to Q. No. 6 (See Appendix – III) sixty percent of respondent agreed to encourage learners to make guesses about given tasks and learn from their errors. In the same way most of the respondents agreed to give time for talking related to task with each other rather than with teacher to Q. No. 7 (See Appendix – III). Regarding Q. No. 8

(See Appendix – III) most of the respondents viewed the role of the students in TBLT as the risk-taker and innovator. As regards to Q. No.9 (See Appendix – III) most of the eighty percent respondents (i.e. 80 %) agreed that learners engage in doing task communicatively not memorizing grammar rules and structures. Regarding Q. No. 10 (i.e. about teachers' reading TBLT books & materials) most of the respondents said that they have read some books related to TBLT and its materials. Regarding to Q. No. 11 (i.e. about school environment for TBLT implementation) seventy percent respondents strongly agreed that TBLT approach is used in Nepal. As regards to Q. No. 12 (See Appendix – III) most of the respondents agree that the environment of school to implement TBLT is uncertain. Regarding to Q. No. 13 (See Appendix – III) most of the respondents strongly agreed that the number of the students in the class is not appropriate to implement TBLT.

4.2.2 Analysis of the Data Obtained from Close-ended Questions

Under this title, item wise analysis of all the responses of Thirteen close-ended questions taken from thirty secondary school teachers have been analysed. As regard to Q. No. 2 (See appendix IV) the responses provided by the respondents have been presented in the table no: 1.

Table No. – 1: Opinion Towards Task-based language teaching

Responses	Respondents	Percentage
Teaching and learning grammar rules		
Teaching language by creating real life situation	12	40
Use of task as the core unit of planning and instruction in language teaching	18	60
Transaction activities		
Total	30	100

The table no. 1 shows that 18 (60%) of the total respondents viewed that Task-based language teaching as the method of teaching language by creating real life situation. Out of them 12(40%) respondents viewed that task-based language reaching as use of task as the core unit of planning and instruction in language teaching. On the basis of the above data, we can conclude that majority of respondents have taken Task-based language teaching and communicative language teaching as a same way.

Analysis of Q. No. 2 (Appendix IV), the responses obtained from the respondents have been given below.

Table No. 2: Objective of Language Teaching

Responses	Respondents	Percentage
The teach target language grammar	3	10
To make students communicate in the target language	15	50
To make students able to analyse target language	9	30
To make students to translate TL to MT and vice-versa.	3	10
Total	30	100

The table no. 2 shows that 3(10%) of the total respondents considered to make students communicate in the TL as the objective of language teaching. Likewise 15 (50%) respondents considered to make students able to analyse target language as the objective of language teaching. Out of remaining 6(20%), 3(10%) respondents considered the objective of language teaching is to teach target language likewise other respondents considered objective of language teaching is to make the students to translate TL to MT and vice-versa. On the basis of the above data, we can conclude that most of the respondents considered making students communicate in the TL as the best objective of language teaching.

As regards Q. No. 3 (See appendix IV) the responses provided by the respondents have been analysed below:

Table No. 3: Preventing factors of Applying Task-Based Approach

Responses	Respondents	Percentage
Lake of sound knowledge on task-based approach	12	40
Lack of sufficient training on ELT	6	20
Lack of physical faculties	9	30
Large size of class	3	10
Total	30	100

The table no 3 shows that 12 (40%) respondents considered large size of the class as the most disturbing factor for the application of task-based approach inside the classroom. Similarly 12(40%) respondents said that lack of sound knowledge on task-approach is the problem of application of task-based approach in class. Again 9 (30%) respondents considered lack of sufficient training on ELT is main problem of applying task-based approach in class. And 6 (123%) respondents considered lack of physical facilities as the problem of application task-based approach in their class. On the basis of obtained data, we come to the conclusion that lack of sound knowledge on task-based approach lack of sufficient training on ELT are main problem to use task-based approach in classroom.

Analysis of Q. No. 4 is given below:

Table No. 4: Role of Errors Task-based language teaching

Responses	Respondents	Percentage
Strongly agree		
Agree	12	40
Strongly Disagree	18	60
Total	30	100

The table no. 4 shows that 18(60%) respondents disagree with the statement; errors are immediately corrected by teacher in TBLT. Similarly, 12(40%) respondents strongly disagree with the same statement. It shows that all of the respondents are disagree with the statement; errors are immediately corrected by teacher in TBLT.

As regards Q. No. 5 responses provided by the respondents have been analysed below.

Table No. 5: Role of Fluency and Accuracy in TBLT

Responses	Respondents	Percentage
Complementary	6	20
Fluency is more focused	21	70
Both of them are not focused	3	10
Total	30	100

The table No. 5 shows that 21(70%) respondents considered the role of fluency is focused in TBT. Similarly 6(20%) respondents considered role of fluency and

accuracy in TBLT is complementary. Only 3(10%) respondents said that role of fluency and accuracy is not focused in TBLT. No one prefers the role of accuracy is more in TBLT.

Analysis of Q. No. 6 is given below:

Table No. 6: Encourage Learners to Make Guesses about Given Task and Learn From their Errors

Responses	Respondents	Percentage
Agree	18	60
Strongly agree	9	30
Disagree	3	10
Total	30	100%

The table no. 6 shows that 18(60% respondents agree with the statement, learners are encouraged to make guesses about given task and learn from their errors and 9(30) respondents strongly agree with same statement. But only 3(10%) respondents show their disagreement with the same statement. On the basis of these responses we can say that in TBLT classes learners are encouraged to make guesses about given task and learn from their errors.

As regards to Q. No. 7, the responses provided by the respondents have been analysed below.

Table No. 7: Time Given for Talking Related to Task with Each Other rather than with Teacher

Responses	Respondents	Percentage
Strongly agree	5	16.66
Agree	21	70
Disagree	4	13.33
Total	30	100

The table no. 7 shows that 21(70) respondents are agree and 5(16.66%) strongly agree with the statement i.e., students are given more time for talking related to task with each other rather that with teachers. On the other hand only 4(13.33) respondents disagree with the same statement. Thus it is clear that most of the teachers viewed time given to the students for talking each other rather than with teachers in TBLT.

Analysis of Q. No. 8 is given below:

Table No. 8: Role of Students in TBLT

Responses	Respondents	Percentage
A passive listener		
A follower of the teacher	9	30
A disciplined learners	3	10
Risk-taker and innovator	18	60
Total	30	100

The table No. 8 that 18(60%) respondents prefer the role of learners in TBLT as risk-taker and innovator, only 9(17.5) respondents prefer the role of students as a follower of the teacher in TBLT and 3(10%) respondents prefer the role of students as a disciplined learners in TBLT. The above responses make us clear that the role of students in TBLT is risk-taker and innovator.

As regards Q. No. 9 the responses provided by the informants have been analyzed below:

Table No. 9: Learners' Involvement on Doing Task Communicatively, not Only Memorizing Grammar Rules and Structures

Responses	Respondents	Percentage
Agree	24	80
Strongly agree	6	20
Disagree		
Strongly Disagree		
Total	30	100%

The table no 9 shows that 24(80%) respondent agree that learners engage in doing task communicatively not on memorizing grammar rules and structures. Similarly 6(20%) respondents strongly agree with the same statement. It shows that all respondents agree with the statement, i.e, learners engage in doing task, communicatively, not on memorizing grammar rules and structures.

As regards Q. No. 10, the responses provided by the respondents have been analyzed as below:

Table No. 10: Knowledge about TBLT and its Materials

Responses	Respondents	Percentage
Yes	27	90
No	3	10
Total	30	100

The table no. 10 shows that 27 (90%) respondents answered 'Yes' and 3 (10%) of them answered 'No'. It shows that the majority of the respondents have read books related to TBLT and its materials.

As regards Q. No. 11 the responses provided by the informants have been analysed below.

Table No. 11: Task-based Approach Being Used in Nepal

Responses	Respondents	Percentage
Agree	3	10
Disagree	18	70
Strongly Disagree	6	20
Total	40	100

The table no. 11 shows that 18(60%) respondent disagree that task-based approach is being used in Nepal. Similarly 6(20%) respondents strongly disagree with the same statement. Only 3(10) respondents agree with the statement, i.e. task-based approach is being used in Nepal. The above responses make us clear that the task-based approach is not being used in Nepal.

As regards to Q. No. 12 (See Appendix I) the responses provided by the respondents have been given presented in the following table.

Table No. 12: Environment of Schools to Implement TBLT

Responses	Respondents	Percentage
Very good	9	30
Good	6	20
Bad	6	20
Uncertain	9	30
Total	30	100

The table no. 12 shows that 9 (30 %) respondents agree that the environment of their school to implement TBLT is very good but 6 (20 %) respondents responded that the environment of their school to implement TBLT is good. similarly 9 (30 %) respondents viewed that the environment of their school to implement TBLT is bad. 6 (20 %) respondents thought the environment of their schools to implement TBLT is uncertain. On the basis of analysis of responses, the environment of their school is not appropriate. It needs to be improved by the concern authority.

As regards Q. No. 13 (See Appendix IV) the responses provided by the respondents have been presented in the following table.

Table No. 13: Number of Students in Class is Appropriate to Implement TBLT

Responses	Respondents	Percentage
Strongly agree	6	20
Disagree	18	60
Agree	6	20
Strongly disagree	-	-
Total	30	100

The table no 13 shows that 18 (60 %) the respondents disagree to the fact that the number of the students in the class is appropriate to implement TBLT. Similarly 6 (20 %) respondents strongly agree the that the number of students in the class is appropriate to implement TBLT and 6 (20 %) respondents agree to the fact that the number of student is appropriate to implement TBLT on conclusion, the number of students in the class is not appropriate to implement and such situation needs to be improved.

Regarding to Q. No. 14 (see Appendix III) the responses provided by the respondents have been presented given below:

Table no. 14: Role of TBLT Approach in ELT

Responses	Respondents	Percentage
a) TBLT enhances communication among the students	15	50
b) TBLT hinders fluency	3	10
c) TBLT improves students' pronunciation	9	30
d) TBLT emphasizes language system	3	10

The table no. 14 shows that fifteen (i.e. 50 %) of the total respondents said that TBLT enhances communication whereas nine (i.e. 30 %) respondents responded that TBLT improves the learners pronunciation. According to the table, ten percent of the respondents said that TBLT hinders fluency. On the other hand, out of thirty teachers, only three teachers responded that TBLT emphasizes language system.

As regards table no. 15 (See appendix IV) the responses provided by respondent have been presented in the following table.

Table No. 15: Types of Tasks Applied in TBLT

Responses	Respondents	Percentage
a) Role play and pair work	9	30
b) Strip story and group discussion	6	20
c) Speech competition enquiry and discovery	6	20
d) Debate on current issues and silent reading, pre-question and use of picture cues.	9	30

Table No. 15 shows that nine respondents apply role play and pair work as the tasks in the present condition of TBLT. According to the data, thirty percent of the teachers responded that they apply debate on current issues and silent reading pre-questions and picture cues as the activities of TBLT at present situation. The information from the table no. 15 shows that six respondents replied that they use speech competition, enquiry and discovery as the tasks.

4.2.3 Holistic Analysis of Open-ended Questions

Under this title holistic analysis of all responses of ten subjective questions taken from thirty secondary and higher secondary school teachers has been analysed.

As regards Q. No. 1 (See Appendix-IV) most of the respondents said that there is an interrelationship between TBLT and communicative language teaching and the fewest of them said that there is not relation between TBLT and communicative language

teaching. Regarding to Q. No. 2 (See Appendix- IV) most of respondents said that they often use TBLT to develop four language skills and language competence. As regards most of the respondents said that the major difficulty to implement TBLT is a large number of students. Similarly, most of the respondents said that the educational materials are both Teacher's guide and text book to the question no. 4 (See Appendix- IV). Regarding Q. No. 5 (See Appendix- IV), 24 (80 %) respondents said that there is insufficient material to implement TBLT. The most of the respondents of TBLT is student's self motivation in learning to the Q. No. 6 (See Appendix- IV). As regards Q. No. 7 (See Appendix- IV) fifty percent respondents said that they do not integrate all the skill of language and 60 % respondents said that TBLT emphasis the language use rather than about language to Q. No. 8 (See Appendix- IV). Regarding to Q. No. 9 (See Appendix- IV), most of respondents said that the main objective of foreign teaching is to enable students to communicate in target language. Regarding Q. No. 10 (See Appendix- IV), the respondents said that TBLT is solely related to context where it is used.

4.2.4 Analysis of Data Obtained from Open-ended Questions

All the responses taken from ten subjective questions have been analysed on the basis of individual items.

Regarding the question No. 1 (See Appendix II) 24 (80%) respondents said that TBLT is better than communicative language teaching because in TBLT each and every student is focused but in communicative language teaching communicative activities are mainly conducted in groups. They also viewed that in TBLT teachers are directly involved to design task which helps them to be professional.

Regarding the question no 2 (Appendix - II) majority of the teachers 12 (40%) want to use TBLT in their class because TBLT is meaning focused and makes learners engage in the task. Some of them do not use TBLT in their class because according to them tasks are not important from examination point view and to manage task according to the lesson is very difficult.

Regarding the question no 3, most of the teachers mentioned the following challenges or difficulties they have faced in the use of task-based approach in their classroom:

- Large number of students.
- Fixed classroom management.
- Lack of training.
- Lack of sound knowledge of TBLT
- Difficult to run with in time-table.
- Overload of periods.
- Learners low level of language proficiency.

To overcome these problems almost teachers have given the following suggestions.

- The government should provide teacher training about modern ELT methodologies.
- The number of students in classroom should below 40.
- School environment and classroom management should be appropriate to use TBLT.
- Task relevant to local context should be include in the text book.
- Basic teaching materials should be managed by school.

Regarding the question no. 4 (See Appendix II) the majority of teachers are daily used materials, text book, teacher's guide etc. Sometimes they use cassette for listening text. According to them there are not sufficient materials available in their school.

Regarding the question no. 5, most of the respondents said that teaching materials they are using in ELT class are not sufficient to implement task.

Regarding the question no. 6, most of the respondents have mentioned the following advantages.

> ➢ Students are self motivated in learning.
> ➢ Confidence develops in students.
> ➢ It is appropriate to teach four skills of language.
> ➢ Students' participation helps to identify their weaknesses.
> ➢ It follows the natural process of language learning.

Regarding the question no. 7 most of the respondents said that they don't integrate all the four skills of language while teaching. To integrate all the four skills majority of respondents have following difficulties.

> ➢ It is difficult to manage time.
> ➢ Lack of physical facilities (i.e. electricity, cassette player, audio-visual materials, etc.).
> ➢ It needs the active and enthusiastic students but many students in the classroom are introvert as well as passive.
> ➢ Listening and speaking skills are neglected in our present examination system, only reading and writing skills are focused in exam.
> ➢ Traditional examination-based syllabus etc.

Reading the question no. 8, most of the respondents said that task-based approach is focused in language teaching because according to them task-based approach emphasizes the language use rather than about the language.

Regarding the question no. 9, most of the teachers opined the objectives of foreign language teaching in the same way. They listed the objectives of foreign language teaching as follows:

> ➢ To enable the students to communicate in target language.
>
> ➢ Familiarize learners to target language culture.
>
> ➢ To get knowledge about the modern science and technology.

Regarding the question no. 10, most of the respondents opined TBLT as follows:

➢ TBLT is solely related to the context in which it is implemented.

➢ Traditional examination-based syllabuses are major challenges for the implementation of TBLT.

➢ The activities in TBLT are time consuming.

➢ Learners' low level of language proficiency is also affecting factor of the implementation of TBLT.

➢ TBLT should be flexible in its implementation so that it becomes more suitable in local context.

CHAPTER - FIVE

SUMMARY, CONCLUSION AND IMPLICATION

5.1 Summary

The aim of this research was to find out the present condition of Task-based language teaching at secondary schools of Bhojpur district and problems faced by ELT teachers.

The sample population of the study was 30 secondary level English teachers and 30 students of class 10 of different government-aided secondary schools of Bhojpur District. Undergoing the research, the researcher administered the close-ended and open-ended questions to the teachers.

The data was tabulated, analysed and presented on the basis of number and percentage. The analysis and interpretation was done in four sections. They are:

   i)   Holistic Analysis of close-ended questionnaire.

   ii) Item wise analysis of close-ended questionnaire.

   iii) Holistic Analysis of open-ended questionnaire.

   iv) Item wise analysis of open-ended questionnaire.

The researcher found that the participant teachers bear both the right understanding and misconception about the principles and characteristics of TBLT. However, many of them have currently identified the activities and potential barriers to the implementation of TBLT in Nepalese secondary TBLT classes. The barriers as mentioned by teachers and identified in this study are large class size, the lack of

training or retraining in TBLT, lack of physical facilities, time consuming, exam oriented student, teachers' lack of time to prepare teaching materials, teachers' lack of fluency.

For the solution of such problems, Nepal should strive to establish its own research contingents and encourage method specialists and classroom teachers to develop language teaching methods that take into account the political, economic, social and cultural factors and, most important of all, the TBLT situations in the country. So, instead of 'follow the methods 'techniques, it should try to 'develop a methodology' that is culture and context sensitive, in other words, bottom-up, not top-down. Rather because there is no 'one-to – one relationship between method and techniques. And any classroom where there is less teacher talk and more students' talk can be in doing tasks.

5.2 Conclusions

From the analysis of the study, the following conclusions have been made:

i.   It is required to train teachers on TBLT for the effective implementation of the TBLT. Furthermore, the refreshment training should be provided to the teachers based on TBLT.

ii.   The English books should be made relevant to the real life situation of students. It indicated that tasks relevant to local context should be included in the textbook.

iii.   The use of Task-based language teaching should be monitored effectively. Moreover, tasks should also be included in the examination.

iv.   Basic teaching materials should be managed by schools.

v.   ELT classroom is different from other classes in which the primary focus is given on the context. Therefore, the school management needs to made familiar with the peculiarities and problems in the language classroom. So that, they can help to deal with some of the environmental constraints such as classroom management, number of students, time required for language classroom etc.

vi.   Physical facilities should be managed properly.

vii.   The tasks used for teaching reading and writing should be included not only for the examination point view but also for the daily classroom teaching activities.

viii.   TBLT needs to be evaluated by considering socio-cultural context in which it is implemented. It needs to be judged from bottom rather than top.

ix.   In the field of teaching language, using TBLT in the classroom was found to be more beneficial and effective than other usual teaching method. Therefore TBLT should be used in teaching especially in high school level students.

x.   The curriculum exports, designers, planers, teachers and other related authorities should incorporate various types of tasks in the text books paying more attentions towards the easy and more effective teaching.

5.3 Implications

On the basis of summary and conclusions of the research, the following implications can be drawn.

5.3.1 Policy Level

Policy makers and curriculum designers should analyse the needs and interests of the learners. A textbook writer should also write the books addressing contemporary society and prepare the materials as per the learners' linguistic, social, psychological and economical condition. Initiation of policy determines the nature of the course for the effective teaching and learning. Task-based language teaching appears as an innovative approach that demands teaching by creating real life situation. The concern authority should design curriculum, text book and education materials for implementation of TBLT.

5.3.2 Practical Level

Teaching English language through TBLT is to enable the learners communicate in target language however many factors hinders for its successful implementation. The main hinders for its implementation are lack of training for teacher, lack of environment in school, lack of sufficient materials, large number of students, traditional based syllabus etc. Most of the students of school are not well familiar with communicative functions though they have read different communicative functions. When they are taught through TBLT, they develop their communicative ability. It shows the effectiveness of the TBLT in teaching communicative functions. It is also found that lack of sound knowledge on task-based approach appears as the serious problem for applying Task-based language teaching in secondary level. The English teachers should adopt TBLT while teaching communicative functions. To deal with

TBLT, special preparation for teacher is required. So, sufficient time should be managed and teaches should be very active. It is found that the present condition of Task-based language teaching in ELT has been devaluated and has not been practiced well due to a number of difficulties such as lack of skill for implementation of TBLT, lack of good environment etc.

5.3.3 Further Research

English language teaching is really difficult task because it is not constant, as it is very changing as other things. Day by day new approaches, methods and techniques appear for teaching English language and such innovations should be applied in the field of English language teaching. TBLT is an innovative approach that demands teaching to enable learners communicate in target language because they get opportunities in learning language by doing task. Learning builds self-confidence in students because they are self-motivated and interested in learning. Language is primarily speaking and focus should be given on speaking skill. The subsequent or followers can follow the research to carry out research on Task-based language teaching to develop fluency on the part of students any how it would be the helping hand for following research.

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Appendix – I: Questionnaire for Teachers
Subjective (Open-ended) Questions

Please answer the following questions:

1. What would you the relationship between communicative language teaching and task-based language teaching? Do you think one is better the other? Why?

Ans:

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2. Do you practice TBLT in your class? It yes, why? It no, why?

Ans:

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3. Mention some of the difficulties you have faced in the practice of TBLT in your classroom? How do you overcome the three challenges?

Ans:

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4. What are the educational materials you are using in your language class?

Ans:

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5. The teaching materials you are using are sufficient to implement task in ELT class?

Ans:

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6. Mention some of the advantages you have achieved while applying task – based language teaching?

Ans:

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7. How far do you integrate all the four sills of language teaching? What difficulties do you face in doing so?

Ans:

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8. What do you think task – based approach is focused in language teaching?

Ans:

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9. What are the objectives of foreign language teaching?

Ans:

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10. Please mention your opinion about TBLT for suggestion.

Ans:

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Appendix – III: Questionnaire for Teachers

Objective (Close-ended) Questions

School's name: …………………………………..

Teacher's name: ………………………………….

Adge :……… sex ……….. Educational question …….. class taught……………

Period …………. Experience: year………signature………………. data……..….

1. Which of the following activities do you mean task based language teaching ?

    a. Teaching and learning grammar rule.

    b. Teaching language by creating real life situation.

    c. Use of task as the core unit of planning and instruction in language teaching .

    d. Transaction activities

2. Which of the following is the best objective of language teaching ?

    a. To teach target language grammar.

    b. To make students communicate in the target language.

    c. To make students able to analyze target language.

    d. To make students to translate IL to MT and vice-versa.

3. Which of the following factors mainly prevents you from applying task-based approach in your class?

    a. Lack of sound knowledge on task-based approach.

    b. Lack of sufficient training on ELT.

    c. Lack of physical facilities

    d. Large size of class.

4. In TBCT lasses, error are immediately corrected by teachers.

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

5. The role of Fluency and accuracy in TBCT is

    a. Complementary   b. fluency is more focused

    c. Accuracy is more focused   d. Both of them are not focused

6. In TBLT classes , 'teachers are encouraged to make guesses about given task learn from their errors'.

    a. Agree

    b. Strongly agree

    c. Disagree

    d. Strongly disagree

7. In class students are given more time for talking related to task with each other rather than with teachers:

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

8. The role of students in TBLT class should be

    a. A passive listener

    b. A follower of the teacher

    c. A disciplined learner

    d. Risk – taker and innovator

9. "Learnes engage in doing doing task communicatively, not on memorizing grammar rules and structure."

    a) Strongly agree

    b) Disagree

    c) Agree

    d) Strongly disagree

10. Have you read any book related to TBLT and its materials?

    a) Yes   b) No

11. Do you think task-based approach in used in Nepal?

    a) Strongly agree

    b) Disagree

    c) Agree

    d) Strongly disagree

12. The environment of your school to implement TBLT is

    a) Very good

    b) Good

    c) Agree

    d) Uncertain

13. The number of student in the class appropriate to implement TBLT of strongly agree

    a) Strongly agree

    b) Disagree

    c) Agree

    d) Strongly disagree

14. What is the role of TBLT approach in English language teaching?

    a) TBLT enhances communication among students

    b) TBLT hinders fluency.

    c) TBLT improves students' pronunciation

    d) TBLT emphasizes language system

15. What types of task do you apply in the present condition of task-based language teaching?

    a) Role play and pair work

    b) Strip story and group discussion

    c) Speech competition, enquiry and discovery

d)   Debate on current issues and silent reading pre-question and use of picture cues.

Appendix - V

List of Respondents

S.N.	Teacher's Name	School	Qualification	Experience
1	Ram Basnet	Shree Chandresower Secondary School	M.A.	2 Yrs.
2	Kamal Rai	Bidhyodaya H.S.S.	B.Ed.	14 Yrs.
3	Durga Shrestha	Yashodhara H.S..S	B.A.	7 Yrs.
4	Sitaram Tamang	Arun H.S.S.	B.Ed.	5 Yrs.
5	Surendra Rai	Janajyoti Ma.Vi.	B.Ed.	10 Yrs.
6	Imansing Rai	Swaraswati H.S.S.	M.Ed.	2 Yrs.
7	Arjun Rai	Prajatrata Secondary School	M.Ed.	3 Yrs.
8	Maniraj Yadev	Janasewa Secondary School	B.A.	14 Yrs.
9	Madha Pd. Gelel	Panchakanya Secondary School	M.A.	5 Yrs.
10	Prem Kumar Rai	Kshemakanya H.S.S.	M.Ed.	4 Yrs.
11	Dhanbahadur Rai	Bishwajyoti H.S.S.	B.Ed.	17 Yrs.
12	Lokendra Baniya	Kalika Secondary Shool	B.Ed.	15 Yrs.
13	Kumar Khadka	Arun H.S.S.	M.Ed.	4 Yrs.
14	Hemraj Rai	Behereshowar Secondary School	M.Ed.	3 Yrs.
15	Durba Khadka	Sharada H.S.S.	B.A.	5 Yrs.
16	Nabin Spakota	Radha Krishna H.S.S.	B.Ed.	15 Yrs.
17	Ramesor Rai	Pancha H.S.S.	M.Ed.	2 Yrs.
18	Sunder Khadka	Pancha Kanya H.S.S.	M.Ed.	5 Yrs.
19	Khadga Rai	Kataka Secondary School	M.A.	5 Yrs.
20	Pesal Timalshena	Durga H.S.S.	B.A.	14 Yrs.

21	Gunaraj Khanal	Sharada H.S.S.	B.Ed.	7 Yrs.
22	Khagendra Shai	Mahendrodaya Secondary School	M.Ed.	3 Yrs.
23	Tolendra Luitel	Rrunday H.S.S.	B.Ed.	10 Yrs.
24	Bhoj Kumar Rai	Shiva Secondary School	B.Ed.	6 Yrs.
25	Govinda Dahal	Bhagawati Secondary School	B.Ed.	9 Yrs.
26	Narendra Rai	Gokarneshwor Secondary School	B.Ed.	7 Yrs.
27	Chandra Rai	Saraswati Secondary School	B.Ed.	6 Yrs.
28	Surendra Rai	Chandeswor Secondary School	B.Ed.	9 Yrs.
29	Upendra Yadav	Helongcha Secondary School	M.Ed.	1 Yrs.
30	Mohan Rai	Gogane Secondary School	B.Ed.	11 Yrs.

APPENDIX - VI

Opinion to Close-ended Questions

List of Questions	Responses	Respondents	Percentage	Remarks
1. Which of the following activities do you mean task based language teachings?	a) Teaching and learning grammar rule.	-	-	
	b) Teaching language by creating real life situation.	12	40	
	c) Use of task as the core unit of planning and instruction in language teaching.	18	60	
	d) Transaction activities	-	-	
2. Which of the following is the best objective of language teaching?	a) To teach target language grammar.	3	10	
	b) To make students communicate in the target language.	15	50	
	To make students able to analyze target language.	9	30	
	To make students to translate IL to MT and vice-versa.	3	10	

3. Which of the following factors mainly prevents you from applying task-based approach in your class?	a) Lack of sound knowledge on task-based approach.	12	40	
	b) Lack of sufficient training on ELT.	6	20	
	c) Lack of physical facilities	9	30	
	d) Large size of class.	3	10	
4. In TBCT lasses, error are immediately corrected by teachers?	a) Strongly agree	-	-	
	b) Agree	12	40	
	c) Disagree	18	60	
	d) Strongly disagree	-	-	
5. The role of Fluency and accuracy in TBCT is	a) Complementary	6	20	
	b)fluency is more focused	21	70	
	c)Accuracy is more focused	3	10	
	d) Both of them are not focused	-	-	
6. In TBLT classes, 'teachers are encouraged to make guesses about given task learn from their errors'.	a) Agree	18	60	
	b) Strongly agree	9	30	
	c) Disagree	3	10	
	d) Strongly disagree	-	-	

7. In class students are given more time for talking related to task with each other rather than with teachers:	a) Agree	5	16.66	
	b) Strongly agree	21	70	
	c) Disagree	4	13.33	
	d) Strongly disagree	-	-	
8. The role of students in TBLT class should be	a) A passive listener	-	-	
	b) A follower of the teacher	9	30	
	c) A disciplined learner	3	10	
	d)Risk – taker and innovator	18	60	
9. "Learnes engage in doing doing task communicatively, not on memorizing grammar rules and structure."	a) Agree	24	80	
	b) Strongly agree	6	20	
	c) Disagree	-	-	
	d) Strongly disagree	-	-	
10. Have you read any book related to TBLT and its materials?	a) Yes	27	90	
	b) No	3	10	
11. Do you think task-based approach in used in Nepal?	a) Agree	3	10	
	b) Strongly agree	18	70	
	c) Disagree	6	20	
	d) Strongly disagree	-	-	

12. The environment of your school to implement TBLT is:	a) Very good	9	30	
	b) Good	6	20	
	c) Agree	6	20	
	d) Uncertain	9	30	
13. The number of student in the class appropriate to implement TBLT of strongly agree	a) Agree	6	20	
	b) Strongly agree	18	60	
	c) Disagree	6	20	
	d) Strongly disagree	-	-	

APPENDIX - VII

Opinion to Open-End Questions

List of Questions	Responses	Respondents	Percentage	Remarks
1. What would you say the relationship between communicative language teaching and task-based language teaching ? Do you think one is better the other? Why?	a) There is a interrelationship between TBLT and communicative language teaching.	24	80	
	b) There is not relationship between TBLT and communicative language teaching	3	10	
	c) TBLT is better than communicative language teaching.	-	-	
	d) Communicative language teaching is better than task-based language teaching.	32	10	
2. Do you practice TBLT in your class ? It yes, why ? It no, why ?	a) Yes, I sometimes do to develop language competence on the part of students.	12	40	
	b) Yes, I always do to develop four language skills on the part of students.	12	40	
	c) No, I have no skill to practice TBLT approach due to	6	20	

	lack of training.			
3. Mention some of the difficulties you have faced in the practice of TBLT in your classroom? How do you overcome the there challenges ?	a) Large number of students.	15	50	
	b) Lack of training.	9	30	
	c) Overload of periods.	3	10	
	d) Learner's low level of language proficiency.	3	10	
4. What are the educational materials you are using in your language class?	a) Text book	12	40	
	b) Teacher's guide	12	40	
	c) Sometimes cassette	6	20	
	d) Overhead projector	-	-	
5. The teaching materials you are using are sufficient to implement task in ELT class?	a) Sufficient materials	-	-	
	b) Insufficient materials	24	80	
	c) Some materials available	3	10	
	d) No materials	3	10	
6. Mention some of the advantages you have achieved while applying task – based language teaching?	a) Students are self motivated in learning.	12	40	
	b) Confidence develops in students	9	30	
	c) TBLT follows the natural process of language learning.	6	20	
	d) It is appropriate to teach four skills of language.	3	10	

7. How far do you integrate all the four skills of language teaching? What difficulties do you face in doing so?	a) Integrating all the skills of language.	6	30	
	b) No integrating all the skills of language.	15	50	
	c) Difficult to manage time.	6	30	
	d) Lack of physical facilities.	3	10	
8. What do you think task – based approach is focused in language teaching ?	a) TBLT emphasis the language use	18	60	
	b) TBLT rather than about language emphasis about language rather than language use.	6	20	
	c) TBLT emphasis to improve skills of language.	3	10	
	d) TBLT emphasis linguistic competence.	3	10	
9. What are the objectives of foreign language teaching?	a) To enable the students to communicate in target language.	12	40	
	b) To familiarize learners to target language culture	9	30	
	c) To get knowledge about the modern science and technology.	3	10	
	d) To develop linguistic	6	20	

	competence.			
10. Please mention your opinion about TBLT for suggestion.	a) TBLT should be flexible.	9	30	
	b) TBLT is solely related to the context where it is used.	12	40	
	c) The activities in TBLT is time consuming.	6	20	
	d) Traditional syllabus hinders for implementation of TBLT.	3	10	

Appendix – III

Observation Form

School's Name: ………………………………..

Class: ………………………………………….

S.N.	Student's Name	Student's Participation				Remarks
		Very good	**Good**	**Satisfactory**	**Poor**	
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