

**PRACTICE ON TASK-BASED LANGUAGE TEACHING**

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

**Submitted by  
Shailendra Kumar Jha**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2013**

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## **RECOMMENDATIONS FOR ACCEPTANCE**

This is certify that **Mr. Shailendra Kumar Jha** has prepared this thesis entitled "**Practice on Task-Based Language Teaching**" under my guidance and supervision.

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## **DEDICATION**

Dedicated

to

*my parents who find their happiness in my success and my teachers who made their endeavor to make me literate.*

## **DECLARATION**

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

Date: 2013/12/22

.....

**Shailendra Kumar Jha**

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Shailendra Kumar Jha



## **ABSTRACT**

The present study entitled **Practice on Task-Based Language Teaching** is an attempt to explore problems faced by the English language teachers in the practice of task-based language teaching. To accomplish this study, a set of questionnaire was formulated and distributed to forty secondary level English teachers in Dhanusha district. The data collected from the respondents were analyzed and interpreted to explore problems faced by them in the practice of task-based teaching. It was found that a large number of students, fixed classroom management, lack of sufficient training on ELT, present examination system, learner's low level of language proficiency were main problems to practice TBLT in ELT classroom.

This study consists of five chapters. Chapter one deals with introduction which consists of background/context of the study, statement of the problem, rationale of the study, objectives of the study, research questions or hypothesis, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, chapter two introduces the review of the related literature and conceptual framework adopted for the study. It incorporates review of the related literature, implications of the review for the study and theoretical/conceptual framework. Similarly chapter three deals with methods and procedures of the study. Likewise, chapter four consists of result and discussion, which is known as a crucial part of analysis of data. Finally, chapter five incorporates summary, conclusion and implications.

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## ABBREVIATIONS

%	:	Percent
&	:	and
CLT	:	Communicative Language Teaching
Dr.	:	Doctor
e.g.	:	Example (Exemplia gratia)
ELT	:	English Language Teaching
et al.	:	And other
etc.	:	Etcetera
i.e.	:	That is (id est.)
ibid	:	Ibiden (that has been just mentioned)
M.Ed.	:	Masters in Education
No.	:	Number
N.R.	:	Number of Respondents
P.	:	Page
Prof.	:	Professor
SLA	:	Second Language Acquisition
TBLT	:	Task-Based Language Teaching
T.U.	:	Tribhuvan University
TBI	:	Task Based Instruction
Viz.	:	Vide Licet (namely)