CHAPTER - ONE
INTRODUCTION

1.1   Background

The world has turned into a global village due to the rapid advancement of science and technology and means of communication. As a result, what happens in one corner of the world can easily be visualized within a small room in another corner at the same time. In such world, language serves as a vehicle mediating the opinions, ideas, thoughts, feelings and emotions of the people who belong to different regions of the world.

Goodluck (1993, p. 36) defines that language is a powerful means of communication. But learning a language, especially second language, is not as easy as we think it is. Every child who is not cognitively impaired acquires his/her first language sub-consciously and automatically after his/her birth. But second language learning is very difficult in comparison to first language owing to several reasons. Firstly, language is a network consisting of several sub-systems governing within it. Secondly, language learning is influenced by a number of factors. Thirdly, there is variability among the learners which makes the process difficult despite the fact that second language researchers have predicted the uniform route for language acquisition. Thus, second language learning is a variable phenomenon which is affected by several facts. Regarding to t he variable phenomenon in second language learning Rufherford (1988, p. 62) says that second language learning heavily depends upon the efforts that learners make in their learning. Not all the learners learn it in similar way; obviously, it is a gradual process that is learnt in a sequence. Though all the learners are said to follow the same route, their rate of success differs to a lesser or greater extent. It happens because of several aspects, namely linguistic, sociolinguistic, cultural, individual, etc. Individuals vary in

the ways and techniques they use in learning language. These can be taken as different styles and strategies of language learning. So teaching activities and techniques are not enough for gaining the knowledge of second language.

Hatch (1978, pp. 118-120) says that several researchers in second language acquisition have shown that these learning styles affect learning to a greater extent, although some of them show the neutral role of these styles in success rate. However, only the efforts made from the part of the teachers are not sufficient to determine the final achievement of the students in language learning. Mostly, it is determined by the styles they adopt in learning. The study is primarily concerned with learning styles adopted by students which are sub-divided as perceptual styles, introversion, extroversion and risk- taking.

Likewise, Fotos (1994, p. 4) defines "There are changing concepts regarding the way of language teaching. English language teaching tradition has been subjected to tremendous change in recent days. It has been common to adopt, modify and replace one method by another with changing attitude and interpretation of the best way of language teaching and learning. New approaches and methods proliferated throughout the 20th century. Some achieved wide level of acceptance and popularity at different times but some of them were replaced by methods based on newer or more appealing ideas and theories."

The communicative method to language teaching has come against all the methods. The main purpose is to develop the communicative competence in the learners. The interaction and communication is the primary function of language teaching. Similarly, language teaching means to teach all the four language skills and treated equally i.e., listening, speaking, reading and writing. All these four language skills are equally focused in language teaching and learning in the world.

There are different types of communicative approaches, which are called current communicative approaches by Richards and Rodgers (2002), and also very much updated, inspirational and interesting for contemporary language teachers and researchers. Those current communicative approaches according to Richards and Rodgers (ibid) are as follows:

1. The Communicative Language Teaching
2. The Natural Approach
3. Cooperative Language Learning
4. Content-Based Instruction
5. Task-Based Language Teaching

1.2 Statement of the Problem

Task-based language teaching is an approach to language pedagogy that suggests that acquiring a second language involves doing tasks in that language. Instead of a language structure or function to be acquired, the second language learners are involved in completing a task or in solving a problem. This is the basic feature of task based language teaching, but in the name of TBLT teachers are still involved in traditional method of teaching. Most of the teachers in ELT class are following lecture method and grammar translation method. They directly not concentrate on learner's feeling, opinion etc. The classroom is totally monotonous. Classes of our government schools are usually large. In this case teachers are unable to use group work, pair work. Likewise most of teachers do not want to update with novice/new method of teaching. Some of teachers, who are following TBLT, even they do not have clear concept about task. They do not have essential teaching materials while they are inside the classroom. The teachers do not get refresh training and seem less confident towards teaching. The stakeholders are not paying proper attention on TBLT. The last but the most important issue is lack of good command over target language. Thus, the problem of this study might be stated

as to explore the problems faced by secondary level teachers while practicing task-based language teaching.

1.3   Rationale of the Study

This research study has been conducted to find out the problems faced by secondary English teachers in the practice of task-based language teaching. More than one dozen of studies has been carried out under the vary topic task based language teaching but all of them are concerned with effectiveness of TBLT. None of them have tried to find out problems faced by English language teachers. In this scenario, this is my attempt to find out problems faced by secondary English teacher in the practice of task based language teaching.

1.4   Objectives of the Study

The objectives of the study were as follows:

i.   To find out the problems faced by secondary English teachers in the practice of task-based language teaching.
ii.   To suggest some pedagogical implications.

1.5   Research Questions

i.   Is TBLT applied in our ELT class ?
ii.   What sort of belief does teacher have about TBLT ?
iii.   How does teacher practice task-based teaching in ELT class ?
iv.   Are teachers actually aware of difficulties faced by them in the use of TBLT ?

1.6   Significance of the Study

The present study will be significant to those who are interested in language teaching and learning, particularly to English language teachers because it

provides insights into the area of designing classroom materials for the students. It aims to find out problems faced by secondary English teachers in practice of TBLT, it will definitely arouse a new interest among experts, curriculum developers, practitioners, teachers and even the university students who are going to pursue their career in teaching. It is also useful for research persons to develop relevant materials.

As the study provides information on implementing task–based language teaching in the classroom, it will encourage the English language teachers to implement task-based language teaching items. It will encourage syllabus designers to design English language syllabus including task-based language teaching as one of the instructional techniques. Text book writers will equally be benefited while devising activities for teaching and learning. It will also be helpful for the researchers who want to carry out further research on this area. Furthermore, it would be a helpful measures in the field of English language teaching and some extant other languages, too.

1.7   Delimitations of the Study

i.   The population of the study was limited only to the teachers of grade nine and ten of government aided schools.
ii.   The study was limited to practice on TBLT teaching only.
iii.   This study was limited to Dhanusha district only.
iv.   The study was limited to TBLT approach.
v.   The study was limited to only forty secondary English teachers.
vi.   The findings were based only on the analysis and interpretation of questionnaire and observation checklist.

1.8   Operational Definition of the Key Terms

Practice : A way of doing something that is the usual or expected in particular organization.

Task : An activity with clear outcome and communication.

Task-based language teaching : An approach to second language teaching makes tasks central at teaching and learning a second language.

CHAPTER - TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

In this study, theoretical framework consists of definition of task, task-based language teaching, criterial features of a task, types of task, methodology for task-based language teaching, role of students in task based approach, role of teachers in task based approach, which are described below:

2.1.1 Definition of Task

Task is defined variously, as it has been used in different fields, by different scholars. The concept of task, at first, was introduced by Prabhu in his Bangalore project in 1980s then it was again elaborated by Nunan (1989) in his book entitled "Designing Task for the Communicative Classroom". Prabhu (1987, p. 24) defines task as "An activity which required learners to arrive at an outcome from given information through some process of thought, and allows teachers to control and regulate that process". From this definition it is understood that learners are required to process the thought to perform the task.

Supporting the view given by Prabhu, Nunan (1989, p. 10) defines communicative task as: "A piece of manipulating, producing, or interacting in the target language of classroom work which involves in comprehending while their attention is primarily focused on meaning rather than form." When we analyze the definition given by Nunan (1989) on communicative task, we can understand that second language learning takes place only when learners are given task to manipulate, produce or interact by giving focus only on meaning (message) not on structures (forms). He gives priority in meaning aspect of language than form.

Similarly, Waters (1995, p. 9) says "Task involves discussing problems, taking notes of answers, presenting ideas clearly logically, keeping records of one progress and so on."

Skehan (1996, p. 20) defines task as "An activities which have meaning as their primary focus. Success in the task is evaluated in terms of achievement of an outcome, and task generally bears some resemblance to real-life language use." He also gives emphasis on meaning aspect of language and talks about outcomes after using task in the real-classroom. It means while teaching a second language to the learners, the teacher must try to make the students understand the role of language used in different places and its message conveyed not about the forms or structures applied in language.

Willis (1996, p. 6) defines task as "A goal-oriented activity with a clear purpose. It is an activity in which students use language to achieve specific outcome." Similarly, Ellis (2003, p. 3) also defines task as "An activity that calls for 'meaning-focused language use' and in tasks language is learnt incidentally but not intentionally.

From the above mentioned definitions, task can be taken as an activity which focuses on meaning aspect of language in which learners learn language without being informed explicitly what aspects of language are going to be learnt.

Although much research has been carried out on TBLT, we cannot find any congruent and plausible views on 'task' in relation to language pedagogy, is a piece of activity given to the learners in classrooms where language takes place incidentally into intentionally. Its primary focus is on meaning not on grammatical structures.

2.1.2 Task-Based Language Teaching (TBLT)

Task-based language teaching (TBLT) started in the 1970s when scholars argued that language instruction should teach both grammar and meaning. The field widely takes Prabhu as one of the first proponents for tasks or TBLT when he started the approach in teaching secondary school classes in Bangalore, India in the 1970s. From then on, TBLT began to be recognized and widely discussed in language teaching and research in Second Language Acquisition (SLA).

The major premise of TBLT is that acquisition takes place when learners negotiate meaning to perform a particular task. TBLT constitute a strong version of communicative language teaching (CLT). That is, 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 something or solve some problems using their language pre ferably, this activity is open ended and there is no set way to accomplish their goal. Cuesta (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 Rodgers (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 propose 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 interlanguage. 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. Skehen (1996) who has developed a theoretical framework for task-based teaching claims to balance the development of fluency with accuracy and interlanguage 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 speakers norms.

2.1.3   Criterial 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 of ad hoc plans for activities that arise in the course of teaching. The actual 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 L2 proficiency through communicating. Thus, it requires a primary focus on meaning.

3.   **A task involves real-world processes of language use :** The workplan 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 them in language activity that is artificial, for example, determining whether two pictures are the

10

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.

2.1.4 Types of Task

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 according to Prabhu (1987) there are three types of task in TBLT. They are as follows:

a) **An information – gap activity :** This activity involves a transfer of given information from one place to another generally calling for decoding-encoding of information from or into language.

b)   **Reasoning-gap activity:** This activity involves deriving some new information from given information through process of interference, deduction, practical reasoning, or a perception of relationship or patterns.

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

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

1.   **Jig saw task :** These involves learners combining different pieces of information to form a whole.

2.   **Information-gap task :** 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 task :** 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 task:** 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 task :** Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

2.1.5 Methodology for Task-Based Teaching

Task-based learning is the use of authentic language learning in which meaning is given more focus. The major premise of the TBLT is that language takes place when learners negotiate meaning to perform a particular task. In addition to selecting and sequencing a set of task and preparing and sequencing a set of task and preparing appropriate work plans for each task decisions have to be take regarding methodological procedures for executing the work plans in the classroom. It can be said that only selecting and sequencing a set of task and preparing work plan is not enough for task based teaching. Appropriate methodology should be prepare to implement the task and work plan in the classroom. Ellis (2003, p.244) provides the three stages framework fo task based pedagogy.

a) **The pre-task phase :** The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acauisition. Pre task is concern with various activities that teachers and students can undertake before they start the task. Skehan 1996 (as cited in Ellis 2003, pp.244-249) refers to two broad alternatives available to the teacher during pre-task phase : an emphasis on general cognitive demands of the task, and/or an emphasis on linguistic factors. Attentional capacity is limited, and it is needed to respond to both linguistic and cognitive demands. These alternatives can be tackled procedurally in one of four ways :

1. Supporting learners in performing a task similar to the task they will perform in the during-task phase of the lesson.
2. Asking students to observe a model of how to perform the task.
3. Engaging learners in non-task activities designed to prepare them to perform the task.

4.   Strategic planning of the main task performance.

b)   **The during-task phase :** It is the second phase of task-based lesson. It is the obligatory phase during task-based teaching. The methodological option available to the teacher in the during-task phase are of two basic kinds : task performance options and process option.

c)   **The post-task phase :** It is the final phase of task-based lesson. Though it is not obligatory phase of task-based lesson, it plays crucial role in learning. The post-task phase affords a number of options. These have three major pedagogic goals : (1) to provide an opportunity for a repeat performance of the task; (2) to encourage reflection on how the task was performed; and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

2.1.6   Role of Students in Task-Based Approach

A number of specific roles for learners are assumed for Task-based instruction. In language learning, learners play the vital role. If they learn language successfully expectation of our target will be fulfilled. Richards and Rodgers (2002, pp.235-36) have provided the following roles :

a.   **Group participants :** Many tasks will be done in pairs or small groups. For students more accustomed to whole-class and/or individual work, this may require some adaptation.

b.   **Monitor :** Target group is the learners. They must be given healthy environment for learning. In TBLT, tasks are not employed for their own sake but as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notice how language is used in communication.

14

c. **Risk-taker and innovator :** Many tasks will require learners to create and interpret message for which they lack full linguistic resources and prior experience. In task based language teaching, learners must be active and smart in learning while language learning.

2.1.7 Role of Teachers in Task-Based Approach

The teacher will select, adopt and create the tasks and arrange them into an instructional sequence in keeping with learners' needs and interest. Richards and Rodgers (2002 p. 236) provided the following roles of teacher.

a. **Selector and sequencer of task :** A central role of the teacher is in selecting, adapting, and/or creating the tasks themselves and then forming these into an instructional sequence in keeping with learners needs, interests, and language skill level.

b. **Prepare learners for task :** Most TBLT proponents suggest that learners should not go into new task "cold" and that some sort of pretask preparation or cuing is important. Such activities might include topic introduction, clarifying task instruction, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedures.

c. **Consciousness-raising :** Learners are the main target to learn language. They learn language through participating in tasks they need to attend. This is refered to as "Focus on Form". Students are asked to be conscious of form-focusing techniques, including attention focusing pretask activities, text exploration, guided exposure to parallel tasks, and use of highlighted materials.

2.2   Review of Related Empirical Literature

Several researches have been carried out in the field of English language teaching and learning in foreign countries as well as in Nepal. Likewise, many researches have been conducted in the field of teaching in the Department of English Education. Some of them are as follows:

Oli (2005) carried out a research on "Effectiveness of Task-based Technique for Teaching Simple Present Tense." The purpose of his study was to find out the effectiveness of task based technique for teaching simple present tense. He used both primary and secondary sources of data. To complete this research, he selected some students and teachers as primary sources of data from government aided school. He used non-random judgmental sampling procedure for data collection. The main tool for data collection was test. He used both pre-test and post-test for data collection. He had used test items as a tool for data collection. He found out that task based technique is very effective in teaching simple present tense.

Joshi (2010) also conducted a research on "Effectiveness of Task-Based Approach in Teaching Reading." The main objectives of her study was to find out the effectiveness of task-based approach in teaching reading. She used primary source of data for this research. The primary source were the students of grade nine and ten. She also used non-random sampling procedure for data collection. She used a set of tests as a tool for data collection. She found out that task based approach is more fruitful in teaching reading.

Similarly, Neupane (2010) carried out a research entitled "Using Task-Based Approach to Teaching Grammar." He aimed to find out the effect of TBLT in teaching grammar. He used both primary and secondary sources of data to complete his research. The primary sources were the students and teachers of grade nine and ten from government aided school. The main tools for data

collection was class observation and diary. He found out that TBLT was more effective in teaching grammar.

Likewise, Pandey (2011) conducted a research on "Effectiveness of Task-Based Approach in teaching Creative writing. He aimed to find out the effectiveness of task based approach in teaching writing. He used both primary and secondary sources of data collection. The primary sources of data were the students from government aided and private schools. He followed non-random judgmental sampling procedure for data collection. He also used test as a tool for data collection. He found that the task oriented activities are effective in language teaching classroom.

Lamichhane (2012) also conducted a research on "Use of Task-Based Language Teaching in Nepalese Context." The main purpose of this research was to find out the use of TBLT in Nepalese context. His research was survey research. He used both primary and secondary sources for data collection. The primary sources of data of his study was English language teacher of Kaski district from government aided school. He used simple random sampling procedure for selecting his population. He used questionnaire as a tool for data collection. He found that task based language teaching and communicative language teaching were adopted by teachers in same way.

However, many researches have been conducted to find out the effectiveness of Task-Based Approach in Teaching English using experimental research. There is no research conducted on the practice of TBLT at secondary level in the Department of English Education, T.U., Kirtipur. The present is a new area of research in our context. So my research is on "Practice on Task-Based Language Teaching."

2.3   Implications of the Review for the Study

Reviewing the related literature plays the crucial role for researcher in any research because it helps the researcher to bring the clarity and focus on research problems, reform methodology and contextualize the findings.

Reviewing literature can be time-consuming, daunting and frustrating. But it is also rewarding. Kumar (2009, p. 30) states that a literature review has number of implications:

-) It provides a theoretical background to your study.
-) It enables you to contextualize your findings.
-) It helps you to refine your research methodology.
-) Through the literature review you are able to show how your findings have contributed to the existing body of knowledge in your profession.

2.4   Conceptual Framework

A conceptual framework is a graphic diagram of a research topic. The study on "Practice on Task-Based Language Teaching" was based on the following conceptual framework:

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│          Practice on Task-Based Language Teaching         │
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┌─────────────────────────────────────────────────────────┐
│                   Objective of the study :                │
│  to find out problems faced by secondary English teacher  │
│  in the practice of task-based language teaching.         │
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            │               │               │
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│  Review of the   │ │ Development of   │ │    Sampling      │
│ related literatures│ │ Research tools  │ │   Population     │
└──────────────────┘ └──────────────────┘ └──────────────────┘
            │               │               │
            ▼               ▼               ▼
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│ Different books,  │ │   Test item:     │ │  Forty teachers  │
│ articles, reports │ │Observation: Checklist│ │using non-random │
│   and thesis      │ │Questionnaire: Open│ │sampling procedure│
│                   │ │ ended, close ended│ │                  │
└──────────────────┘ └──────────────────┘ └──────────────────┘
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                  ┌─────────────────────────┐
                  │ Data tabulation and analysis │
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                  │ Out put and final report presentation │
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CHAPTER - THREE
METHODS AND PROCEDURES OF THE STUDY

To fulfill the objectives of the study, I adopted the following methodology:

3.1   Design of the Study

The research I carried out is one of the instances of survey research, since the research question and overall methodology used corresponds to the survey research design.

Survey research is a type of research which tries to study large and small population by selecting and studying samples in order to accomplish research purpose. According to Nunan (1989, p. 140), "The main purpose of a survey is to obtain a snapshot of condition attitudes and events at a single point of time." It is mainly carried out to find out peoples' attitudes, opinions and the specified behavior on certain issue, phenomena, events or situation. The findings of survey is generalizable and applicable to the whole groups. Survey is the best research design carried out to find out public operation, behaviors and attitudes of different professionals to access certain activities. Kidder (1981, p. 81) writes "No other research strategy matches the strengths of survey research in its potentail for landing external validity."

Characteristics of Survey

Survey research encompasses the following characteristics:

)   It is one of the cross-sectional studies.

)   Data is collected only at a single time.

)   Sampling is inevitable.

)   Findings are generalizable.

)   Generally, it address large group of population.

)   Structured tools are used to collect quantifiable data.

)   It is hypothetico-deductive study.

Purpose of Survey Research

The main purposes of the survey research are:

)   to find out public operation on certain issues.

)   to find out people's attitudes, opinions and perception.

)   to study certain trends of daily conduct.

)   to find out the behaviors and attitudes of different professionals towards certain issues, phenomena or issues.

3.2   Population and Sample

The study was conducted in government aided schools in Dhanusha district. All the English language teachers who are teaching at secondary level were the target population. For the convent of the study, forty English language teachers were selected as sample.

3.3   Sampling Procedure

Before collecting the data, forty English language teachers of government aided schools were selected through purposive non-random sampling procedure from the total schools of Dhanusha district.

3.4   Data Collection Tools

I basically used two types of tools for the data collection, viz. questionnaire and observation : checklist. Questionnaires were of two types : open ended and close ended. Structured observation tool was used to collect information from observation sight.

3.5 Data Collection Procedure

The following steps were adopted to collect data :

i.   First of all, Schools of Dhanusha district were selected.

ii.   Forty teachers from selected schools were selected.

iii.   Selected schools were visited and described the purpose to the authority and asked for permission to carry out the research work.

iv.   Time for data collection was faced.

v.   After that, objective and subjective questionnaires were distributed to the selected teachers.

vi.   Then, same schools were visited to collect the given questionnaires.

vii.   The request was taken from English teachers to observe his/her class.

viii.   Five classes of English teachers from selected schools were observed.

3.6 Data Analysis and Interpretation Procedure

Collected data were analyzed and interpreted using quantitative and qualitative devices. Percentage and figures are used statistically for the interpretation and description of close-ended as well as open-ended questions and data of observation: checklist were analyzed descriptively.

CHAPTER - FOUR
RESULTS AND DISCUSSION

After collecting the data using purposive sampling method, I came to the analysis and interpretation session of the data which were collected from the primary sources. The main objective of this study was to find out the problems faced by English language teachers in the practice of task-based language teaching. The data collected from the informants were based on the set of questionnaires prepared for in-service teachers of government aided schools in Dhanusha district and class observation. Open-ended and close-ended questions were provided to the sampled teachers in order to collect their views. Views expressed by the teachers of government aided schools in Dhanusha district towards the practice of TBLT are presented, analyzed and interpreted here in this chapter.

Two sets of questions (set A and set B) were provided to the respondents containing close-ended and open-ended questions respectively. Among 23 questions, 15 were close-ended and rest 8 were open-ended. Close-ended questions included multiple choice items in which the respondents responded being based on the choices they were provided with. And in case of open-ended questions they were free to write their views in their own words.

The percentage is the main base for data analysis. While analyzing the data the total number of responses for each question and item was analyzed, tabulated or shown by using figures. Then, the total numbers of responses was changed into degree of percentage. The calculation was done to the responses of questionnaire by the teachers.

Open-ended questions in set B were asked to take the subjective responses from the informants. For these, I have described the obtained responses given by the teachers. The responses to each open-ended question have been

collected, listed and described separately. I have analyzed the responses based on different heading for its better analysis and easy interpretation.

4.1 Results

To find out practice on task-based language teaching I collected the responses of forty English language teachers from government aided schools. It was found that most of the teachers agreed to practice task-based language teacher in ELT class. Large size classrooms having huge number of students was one of the serious problem to create task in ELT class. The local resource were not fully used to make class interesting. Similarly, most of teachers had lack of sound knowledge on task-based approach. Cultural factor was also one of the prime factor of interference to implement TBLT (for e.g. In Maithili community, if the students want to go outside of the class, they say, "Five minutes, sir", rather than "May I go out sir ?").

4.2 Discussion

4.2.1 Data Analysis of Close-Ended Questions

To find out practice on task-based language teaching. The responses of forty English language teachers from government aided schools in Dhanusha district were collected. The responses obtained from forty sampled teachers of fifteen close-ended questions have been presented and analyzed below.

4.2.1.1 Interest to Practice Tasks in ELT Class

To find out whether secondary level English teacher of government aided schools had interest to practice tasks in ELT class, the teachers were asked to respond the question. "Are you interested to practice tasks in your ELT class ?" The responses obtained from them have been presented as below :

Figure No. 1

**Interest to Practice Tasks in ELT Class**
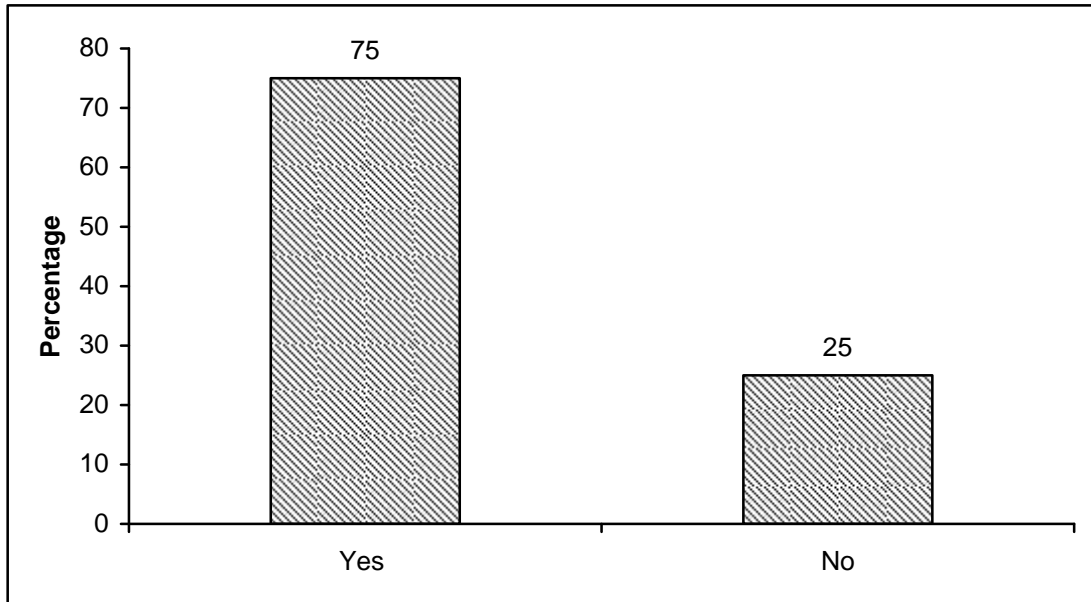
The first figure shows that 30 respondents (75%) responded yes. Thus, they were interested to practice task in ELT class and 10 respondents (25%) responded no as answer of interest to practice tasks in ELT class. On the basis of data, we can conclude that the huge number of teachers were interested to practice TBLT in the class.

4.2.1.2 Opinions Towards Task-Based Language teaching

No matter which approach or method they are using in their ELT class but it is important to find out the opinions towards these things. To find out what sorts of opinion English language teachers have in practice of TBLT, they were asked to respond the question "which of the following activities do you mean task-based language teaching ? The responses obtained from them have been presented as below:

Figure No. 2

**Opinions Towards Task-based Language Teaching**
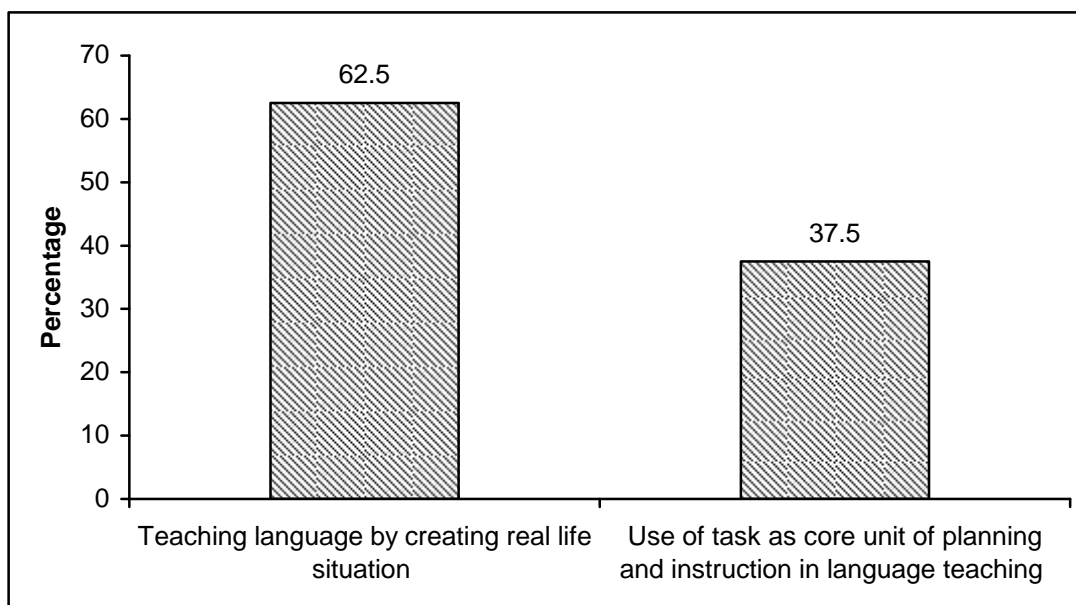
The above figure shows that, 25 respondents (62.5%) responded that teaching language by creating real-life situation is one of the activities of TBLT and 15 respondents (37.5%) responded that the use of task as the core unit of planning and instruction in language teaching is very important. On the basis of data, we come to the conclusion that majority of respondents have taken task-based language teaching and communicative language teaching as the same way.

4.2.1.3 Factors Affecting TBLT Practice

Factor varies according to the nature of approach and method. So is the case with task-based approach. To find out which factors mainly prevent teachers from applying task-based approach in ELT class, they were asked to respond the question "Which of the following factors mainly prevent you from using based language teaching ?" The responses provided by respondents have been presented below :

Figure No. 3

**Factors Affecting TBLT Practice**
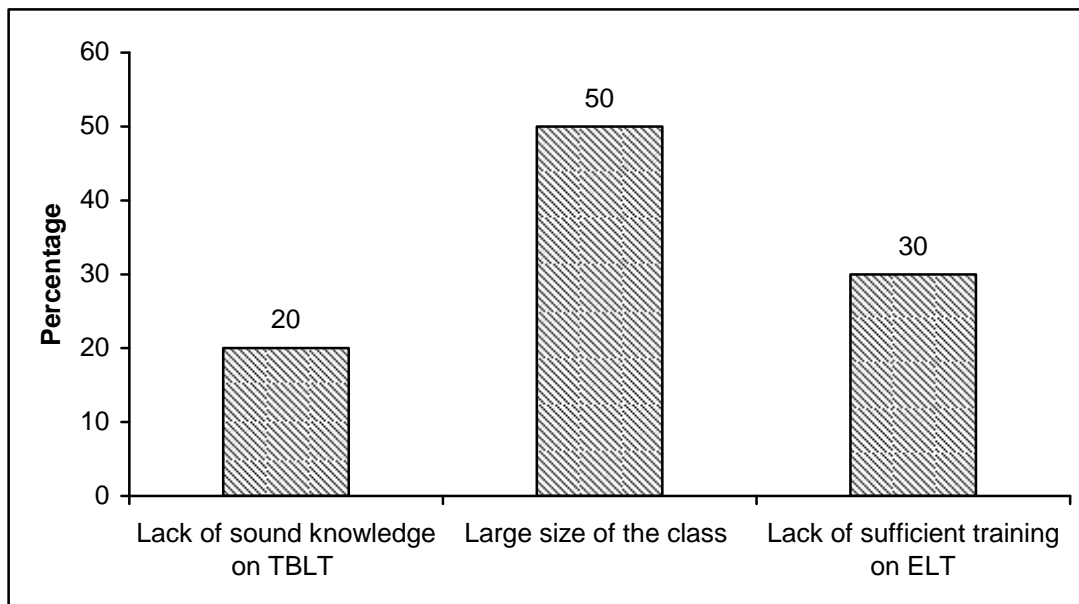
The above figure shows that 8 respondents (20%) responded that the lack of sound knowledge on task based approach was the major preventing factor for the application of task based approach inside the classroom. Similarly, 20 respondents (50%) considered large size of the class as the most disturbing factor for the application of task based approach inside the class. However, 12 respondents (30%) responded considered the lack of sufficient training on ELT as the main problem for the application of task based approach in class. On the basis of obtained data, it shows that large size of class, lack of sufficient training on ELT and lack of sound knowledge on task-based approach are main obstacles to practice task based approach in the classroom.

4.2.1.4 Role of Errors in Task-Based Language Teaching

To find out whether English language teachers in TBLT class correct errors, the teachers were asked to respond the question "Are errors immediately corrected by teachers in TBLT classes?" The responses obtained from them have been presented below:

Figure No. 4

Role of Errors in TBLT
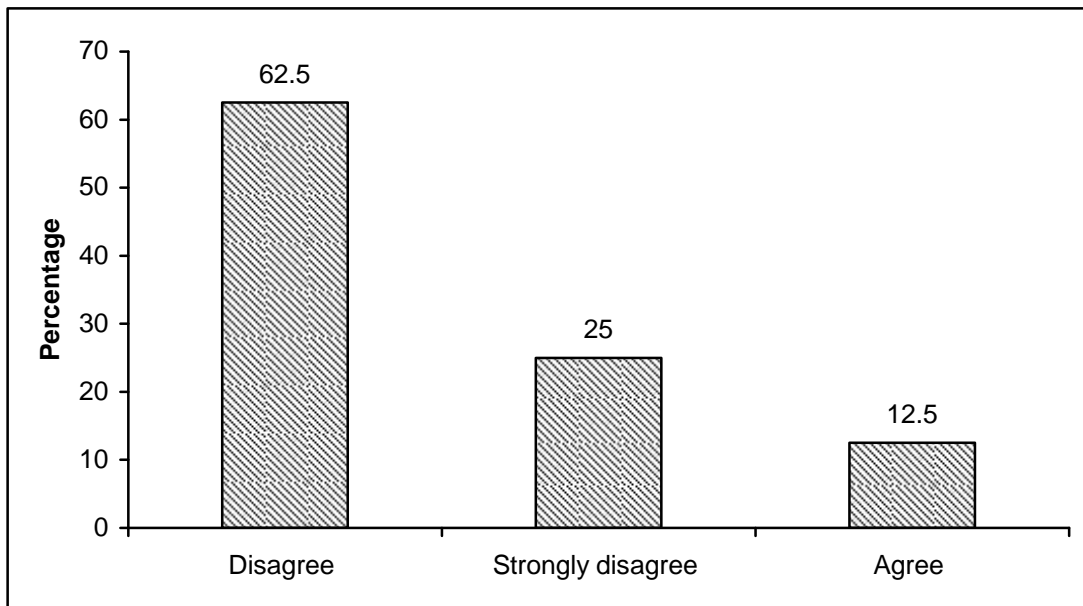
The above figure depicts that, 25 respondents (62.5%) disagreed with the question that errors should immediately be corrected by the teachers in TBLT Class. Similarly, 10 respondents (25%) strongly disagreed with the question. However, only 5 respondents (12.5%) agreed with the question. On the basis of obtained data, it was found that majority of teachers or respondents disagreed with the statement that errors should immediately be corrected by the teachers in TBLT class.

4.2.1.5 Guessing about given Task

Learners are encouraged in different sorts of activities when they are in classroom. So, to find out whether learners are encouraged to make guess about given task and learn from their errors, teachers were asked to respond the question "In TBLT classes, learners are encouraged to make guesses about the given task and learn from their errors." The responses obtained from them have been presented below:

Figure No. 5

Guessing about given Task
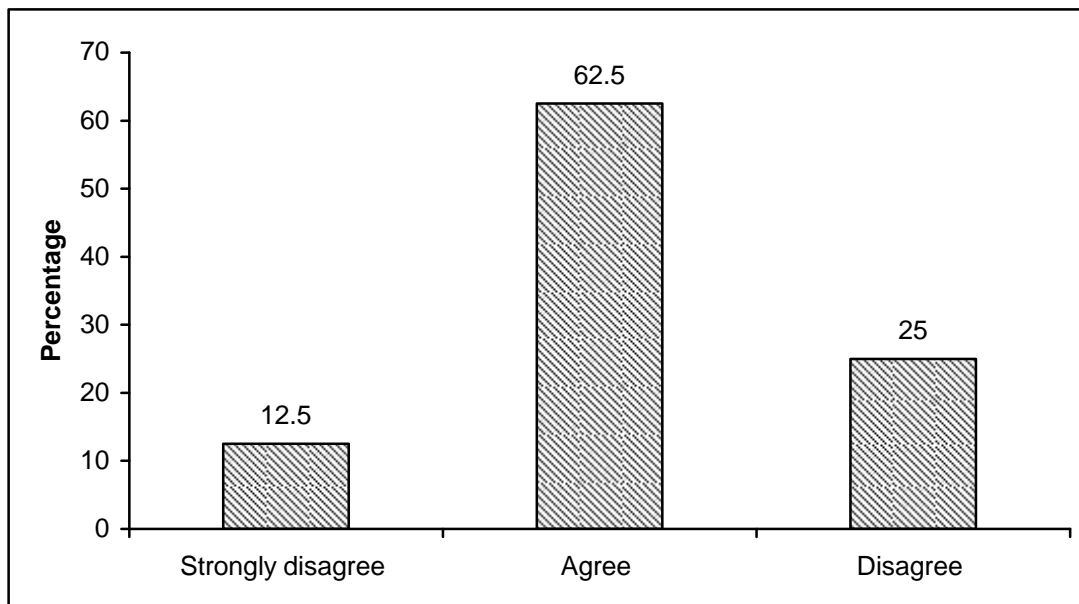
The above figure depicts that 5 respondents (12.5%) strongly agreed with the statement that learners are encouraged to make guess about given task and learn from their errors and 25 respondents (62.5%) agreed with same statement. But, only 10 respondents (25%) disagreed with the statement. On the basis of responses, we can conclude that in ELT classes learners are encouraged to make guesses about given task and learn from their errors.

4.2.1.6 Role of Students in TBLT Class

Student's role is very crucial in the classroom. So, is the case in TBLT class. To find out the role of students in the class, teachers were asked to respond the question "The role of students in your class should be." The responses obtained from them are presented below:

Figure No. 6

Role of Students in TBLT Class
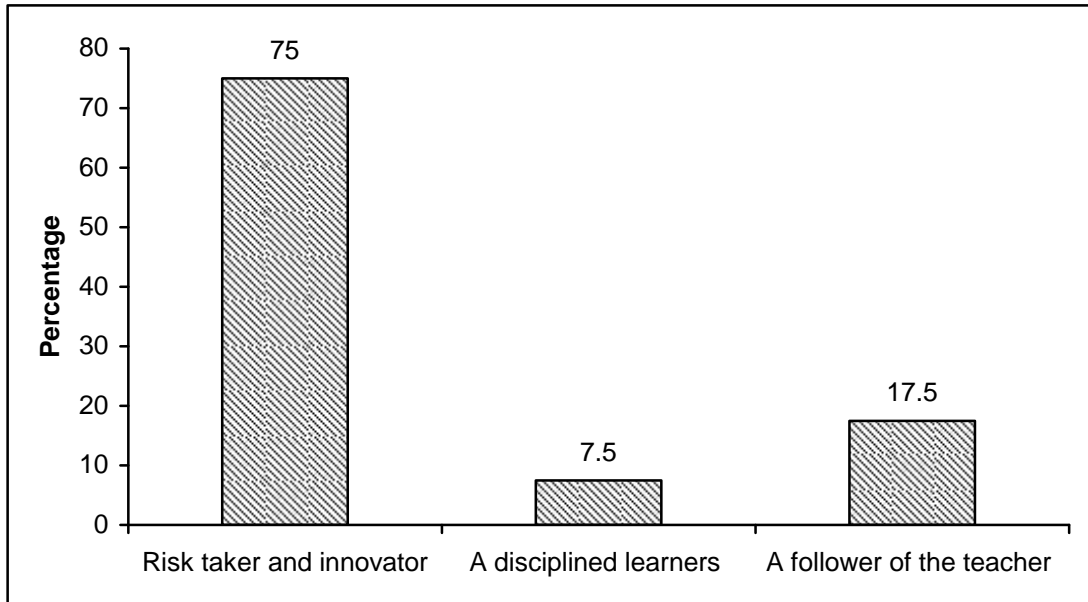
Thee above figure shows that 30 respondents (75%) responded the role of learners in TBLT as risk-taker and innovator, 3 respondents (7.5%) responded the role of learners in TBLT class as a disciplined learner and 7 respondents (17.5%) responded the role of learners in TBLT class as a follower of the teacher.

4.2.1.7 Learners' Involvement in Doing Communicatively Task

To find out the learner's involvement in doing task communicatively, not in memorizing grammars rules and structures, teachers were asked to respond the question "Learners engage in doing task commutatively, not in memorizing grammar rules and structures." The responses obtained from them have been presented below:

Figure No. 7

Learners' Involvement in Doing Communicative Task
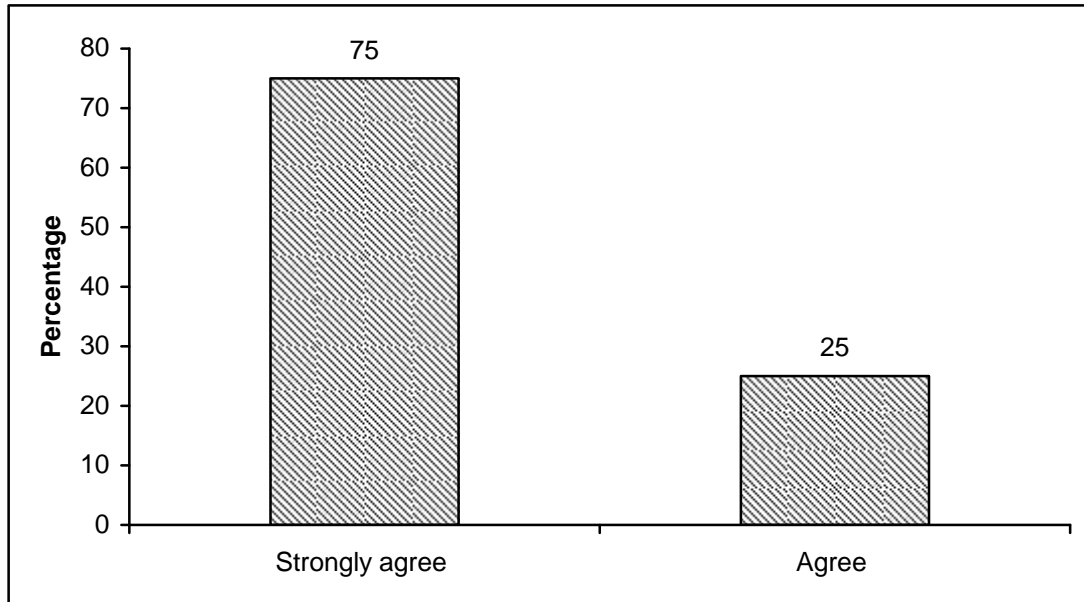
The figure shows that 30 respondents (75%) responded strongly agreed that learners engage in doing task communicatively, not in memorizing grammar rules and structures. Similarly, 10 respondents (25%) agreed with the statement. On the basis of data obtained, we can conclude that all the respondents agreed with the statement i.e. learners engage in doing task communicatively, not in memorizing grammar rules and structures.

4.2.1.8 Appropriacy of the Number of Students in TBLT

To find out whether the number of students is appropriate to implement TBLT in classroom, they were asked to respond the question "The number of students in the class is appropriate to implement TBLT." The responses obtained from them have been presented below:

Figure No. 8

Appropriacy of the Number of Students in IBLT
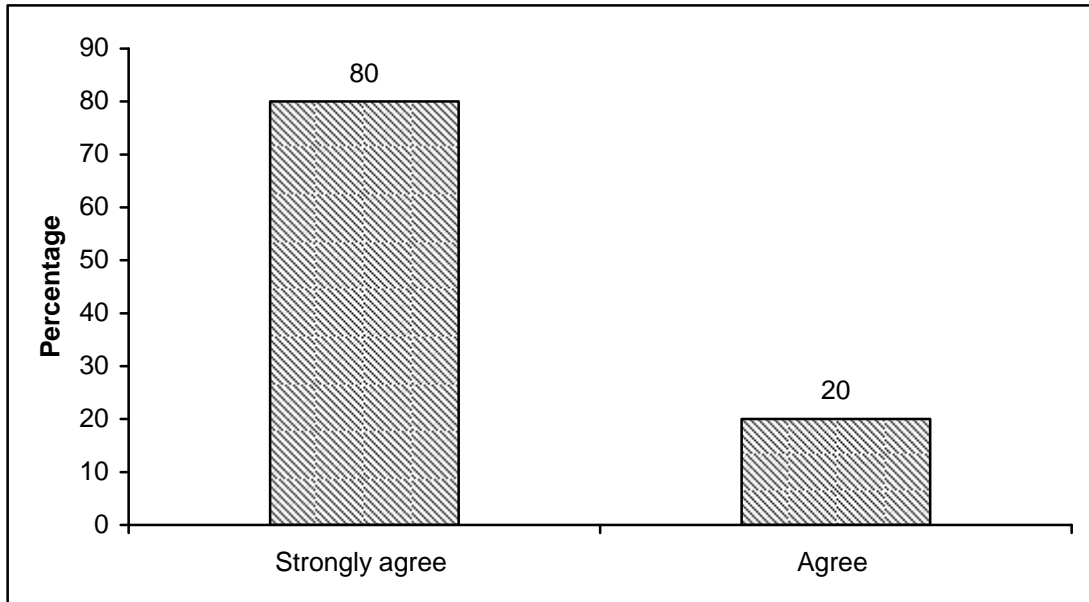
The above figure shows that, 32 respondents (80%) strongly agreed with the statement. However, respondents (20%) agreed with the same statement. On the basis of data, we can conclude that all the respondents agreed with the statement i.e. the number of students is appropriate to implement TBLT.

4.2.1.9 Training for TBLT

Training is important in any sector to make people update. So is the case with training in TBLT. To find out whether training received is sufficient to implement TBLT, the teachers were asked the question. "Is the training you have received so far sufficient to implement TBLT in ELT classes?" The responses obtained from them have been presented below.

Figure No. 9

Training for TBLT
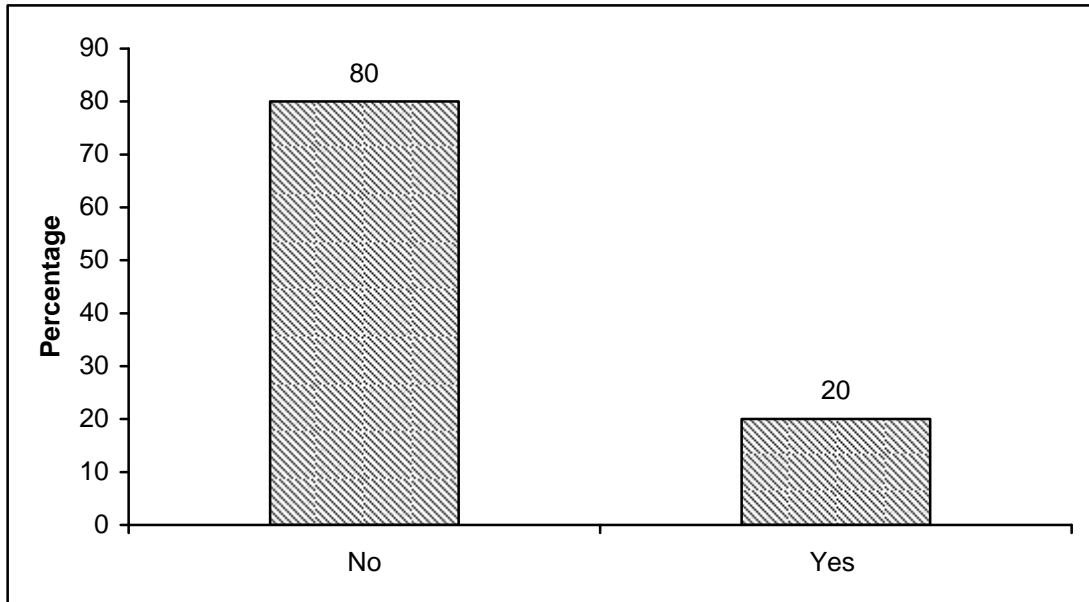
The figure depicts that, 32 respondents (80%) responded 'No' with the question. However, 8 respondents (20%) responded 'Yes' as the answer of the same question. On the basis of obtained data, we can conclude that the majority of respondents responded that the training they received so far was not sufficient to implement TBLT.

4.2.1.10 The Influence of Cultural Factors in the TBLT Practice

To find out the influence of cultural factors, the teachers were asked the question "TBLT is difficult to implement because cultural factor is the cause of interference." The responses obtained from them have been presented below:

Figure No. 10

The Influence of Cultural Factors in the TBLT Practice
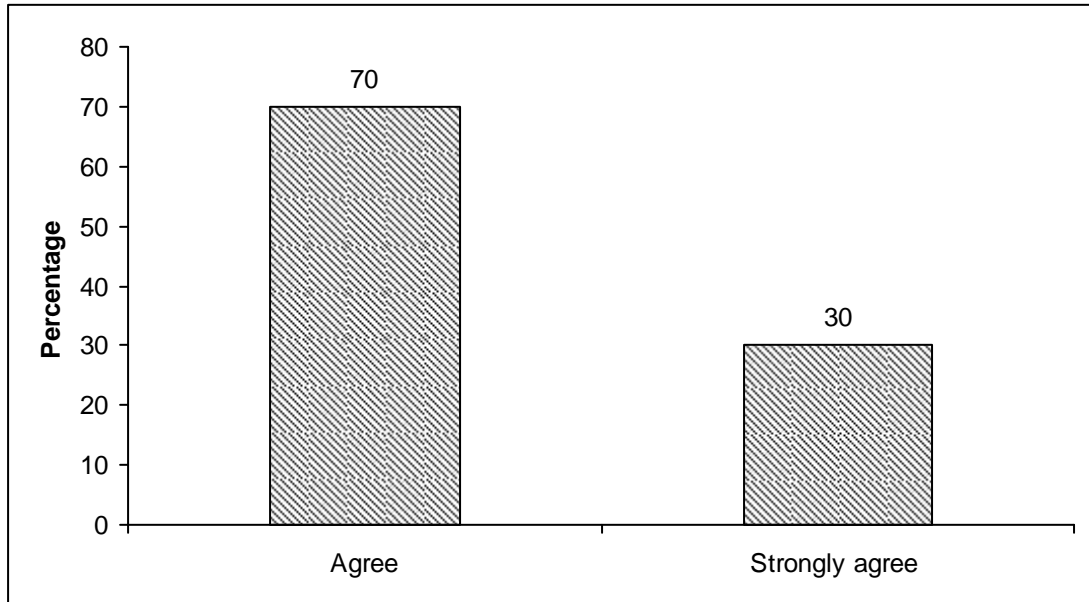
The above figure shows that 28 respondents (70%) agreed with of the statement TBLT is difficult to implement because cultural factors is the cause of interference. Similarly, 12 respondents (30%) strongly agreed with the same statement. On the basis of obtained data, we can conclude that TBLT is difficult to implement because cultural factors is the cause of interference.

4.2.1.11 Confident Enough to Practice TBLT

Confidence is the important thing to do a particular job. Without confidence, people can't get good achievement. So, to find out confidence to practice TBLT, teachers were asked the question "Do you feel confident enough to practice TBLT in your ELT class ?" The responses obtained from them have been presented below:

Figure No. 11

Confident Enough to Practice TBLT
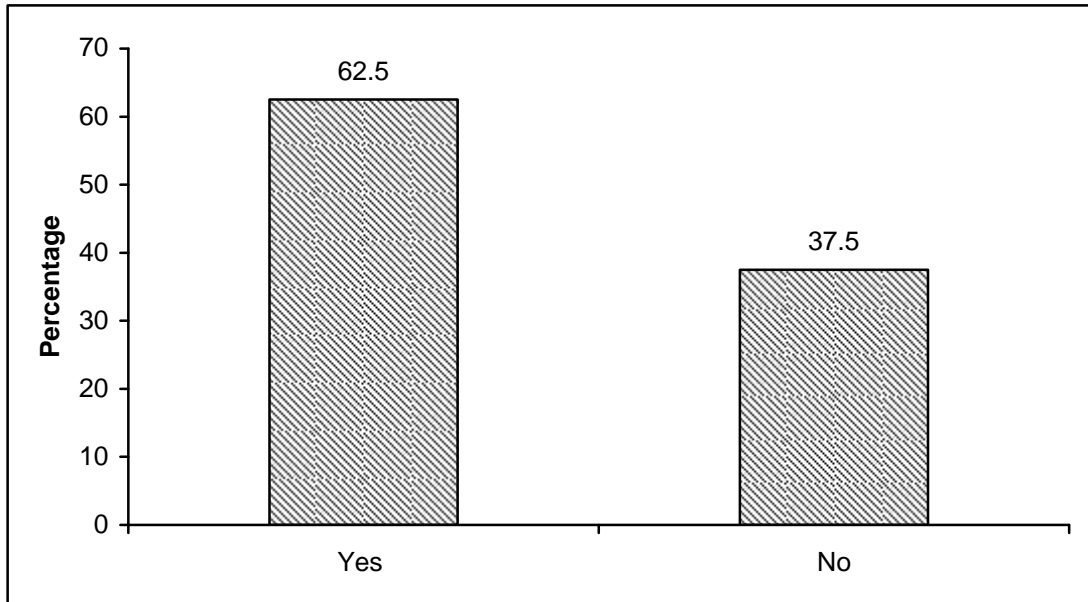
The above figure shows that 25 respondents (62.5%) responded 'Yes' as they felt confident enough to practice TBLT in classroom and 15 respondents (37.5%) responded 'No' as the answer of the same statement. On the basis obtained data, we can conclude that majority of the teachers were confident enough to practice TBLT in their class.

4.2.1.12 Observation of TBLT Class by Other Teachers

To find out whether teachers get opportunity to observe any effective TBLT class by other teachers, they were asked the question "Have you got any opportunity to be observe by other teachers ?" The responses obtained have been presented below:

Figure No. 12

Observation of TBLT Class by Other Teachers
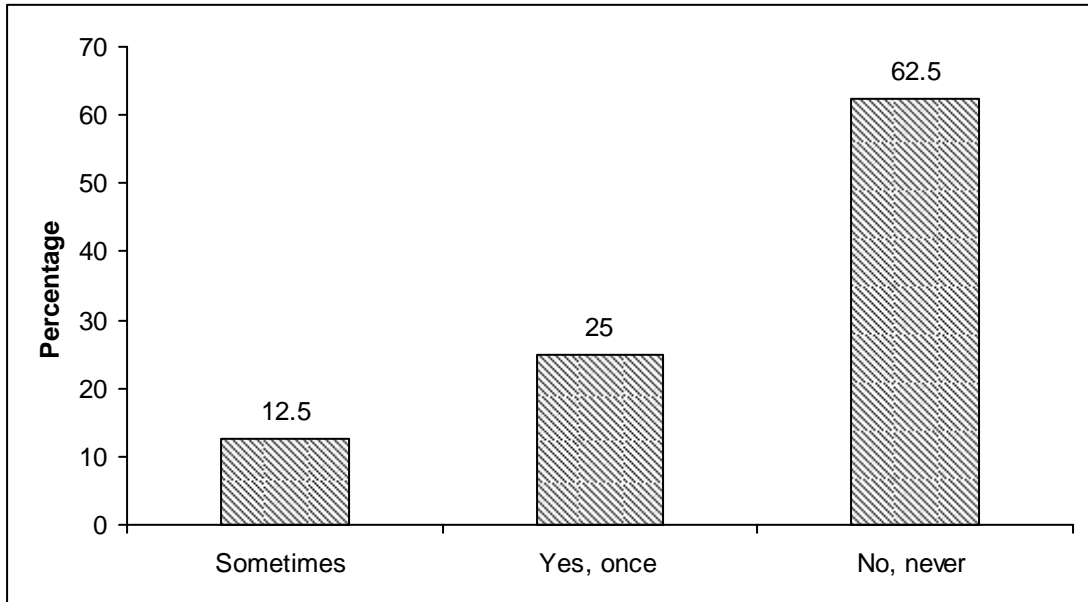
The above figure shows that 5 respondents (12.5%) responded that sometimes, they got opportunity to observed by other teachers and 10 respondents (25%) responded that 'once' they got opportunity to observed. Similarly, 25 respondents responded 'No' as the answer of the statement. On the basis of these responses, we can conclude that for the successful implementation of TBLT, teachers should be provided with chance to observed effectively by other teachers.

4.2.1.13 Difficulty in Managing Task in TBLT

To find out the degreed of the difficulties to manage task in TBLT class, the teachers were asked the question "How much difficulty do you feel to manage task in your TBLT class ?" The responses obtained from them have been presented below:

Figure No. 13

Difficulty in Managing Task in TBLT
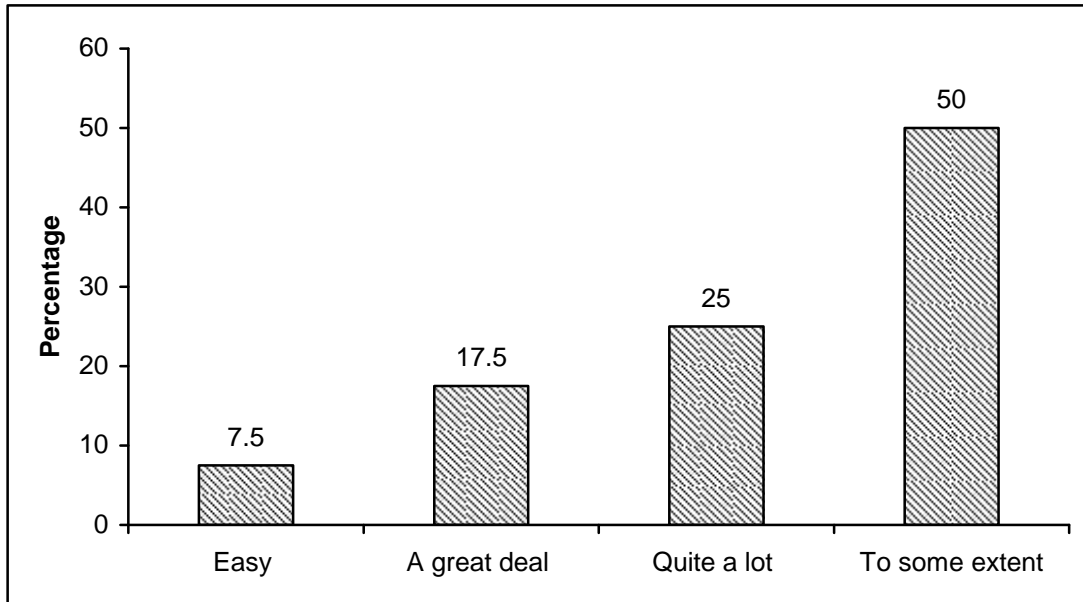
The above figure depicts that 3 respondents (7.5%) responded that they felt easy to manage task in TBLT class. However, 7 respondents (17.5%) responded that they found the great deal to manage task in TBLT class. Similarly, 10 respondents (25%) responded 'quite a lot' as the response of question and 20 respondents (50%) responded to some extent as the response of same question. On the basis of data obtained, we can conclude that the majority of respondents have difficulty in managing task in TBLT class.

4.2.1.14 The Objectives of the Language Teaching

To find out the objective of language teaching, the teachers were asked the question "which one of the following is the best objective of language teaching?" The responses obtained from them are presented as below:

Figure No. 14

The Objectives of the Language Teaching
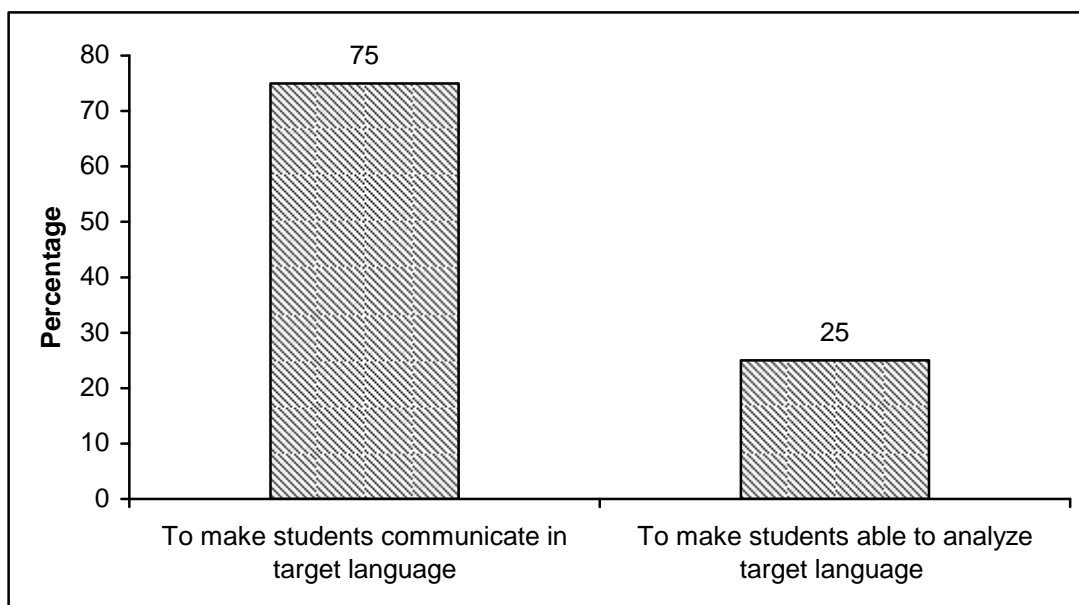
The above figure shows that 30 respondents (75%) responded that to make students communicate in the target language is the objective of language teaching. Similarly, 10 respondents (25%) responded that to make students able to analyze target language is the objective language teaching. On the basis of above data, we can conclude that the most of the respondents considered to make students communicate in the target language as the best objective of language teaching.

4.2.1.15 Sufficient Teaching Materials to Implement Task in ELT Classes

To find out whether teaching materials being used are sufficient to implement task in ELT classes, the teachers were asked the question "Are the teaching materials in the classroom sufficient to implement task in ELT class." The responses obtained from them have been presented below:

Figure No. 15

Sufficient Teaching Materials to Implement Task in ELT Classes
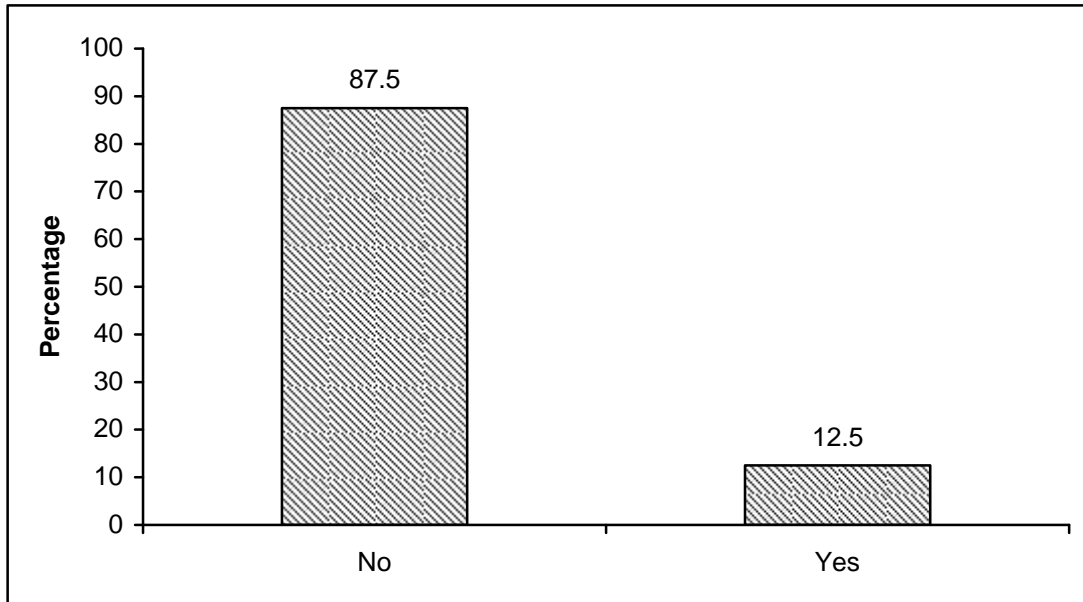
The above figure shows that 35 respondents (87.5%) responded 'No' as the answer of statement that the teaching materials used are sufficient to implement task in class. Similarly, 5 respondents (12.5%) responded 'Yes' as the answer of the same statement. So, on the basis of above data, we can conclude that teaching materials which are available are not sufficient to implement task in ELT class.

4.2.2 Data Analysis of Open-Ended Questions

In order to make the study more authentic and reliable, a set of questionnaires was developed to get further opinions of the teachers. I distributed the questionnaire containing open-ended questions and collected their opinions also. On the basis of teachers' responses, the analysis and interpretation of eight open-ended questions have been given below:

The first question was asked to elicit information whether the respondents have had idea of task. So, they were asked the question "What is a task ? Give your

39

opinion." All the teachers responded that task is a piece of work, an activity that is to be done, not something that is to be said. From this, we can conclude that respondents had idea about task in ELT class.

The second question was asked to find out whether respondents have idea of TBLT and its methodology. So they were asked the question "What is TBLT ? How is it conducted ?" The majority of teachers responded that TBLT means task-based language teaching, it is an approach to language pedagogy that suggests that acquiring a second language involves doing task in that language and it is conducted at three phases: (pre, while, post) task phase. At first students are provided with task and prepared to perform with it. Then, students are involved in it. At last, learners prepare a report and errors are analyzed and feedback is provided. On the basis of above mentioned data, it can be concluded that all the teachers are aware of its method and procedure.

The third question was related to whether respondents use task-based language teaching in their ELT class. So, they were asked the question "Do you us task - based teaching in your class ? If yes why ? If no, why ?" Majority of teachers responded that they used task-based teaching in their ELT class because it helps them to teach by creating real-life situation. On the basis of above data, we can conclude that most of the teachers used task-based teaching in their ELT classes.

The fourth question was related to whether respondents know the general purposes of a task. So, they were asked the question "What can be the general purpose of a task in second language classroom ?" Most of the teachers responded that the general purpose of task is to motivate students to work in group. It enables learners to communicate in a target language it also helps them to make active and involve in group work. On the basis of the data, we can conclude that most of the respondents know the general purposes of a task.

The fifth question was related to how teacher facilitate students while dealing with task. The respondents were asked the question "How do you facilitate your students while dealing with task in the classroom ?" The majority of teachers responded that they facilitate their students by providing an instruction before performing the task, by assisting them in need, by providing guidelines in need and by providing feedback and scaffolding. On the basis of obtained data, we can conclude that teachers know the tips to facilitate the students while dealing with task in the classroom.

The sixth question considers to find out difficulties faced in TBLT. To find out this, they were asked the question "Mention some of the difficulties you have faced in practice of TBLT in your class." The respondents responded that the difficulties they have faced in the practice of task-based teaching in class are:

)   Classroom are usually large in size.
)   Lack of teaching materials.
)   Lack of sufficient training on ELT.
)   Lack of sound knowledge on task-based approach.

On the basis of above data, we can conclude that there are so many obstacles in the practice of TBLT in classroom.

The seventh question considers with teaching materials. To find out the use of the sufficient teaching materials, the respondents were asked the question "The teaching materials using are sufficient to implement task in ELT class." Most of the teachers responded that the teaching materials they are using are not sufficient to implement task in ELT class. So, from the analysis of data, it is concluded that the teaching materials they are using, are not sufficient to implement task in ELT class.

The eighth question onsiders with advantages. To find out advantages that teachers have achieved while applying task-based language teaching they were

asked the question "Mention some of the advantages that you have achieved while applying task-based language teaching." Most of the teachers responded the advantages that they had achieved while applying task-based language teaching are:

) Students are active in learning.
) Learning becomes faster.
) It involves student in developing four skills at the same time and so on.

On the basis of data, we can conclude that teachers had achieved some advantages while applying task-based language teaching.

4.2.3 Data Analysis of Class Observation

Observation is the best way to learn something. We can gather a lot of information by observing something. It is used as a basic tool to collect data. One can learn variety of things from observation.

Analysis of Data Obtained from the Class Observation

Five classes from sampled schools were observed to identify how teachers conduct TBLT in ELT class. Item No. 1 to 9 were developed to tick in checklist. The checklist with four options i.e. very good, good, average and poor were designed to identify the different teaching activities inside the classroom. The whole checklist along with the activities chosen while observing the classroom has been presented in the following table.

Table No. 1

Item \ Schools	Saraswati	Janaki	Laxminiya	Sakal Vawan
1. Teacher's presentation of task				
- Task presentation in real situation.	Good	Average	Average	Poor
- Task presentation in imaginary situation.	Good	Good	Average	Average
Task assignment for only boys	Average	Average	Average	Average
Task assignment for only girls	Average	Poor	Average	Average
Task assignment for boys & girls both	Good			Average
2. Student involvement in task				
- Individual work	Good	Good	Good	Average
- Group work	Poor	Poor	Average	Poor
3. Teacher-student inter action	Good	Average	Good	Good
4. Use of local-resource in task presentation	Average	Average	Poor	Average
5. Teacher's focus on listening skill	Poor	Poor	Poor	Average
6. Teacher's focus on speaking skill	Average	Average	Average	Good
7. Teacher's focus on reading skill	Good	Good	Average	Good
8. Teacher's focus on writing skill	Good	Good	Average	Average
9. Teacher's focus on overall skill				

From the class observation, it was found that only one teacher presented the task in real situation while other teachers did not present the task in real situation well. Task presentation in imaginary situation was good in two schools but average in others. Task assignment for boys and girls both was good in only one school but average in others. From the above data, we can conclude that a few teachers teach the students by conducting real situation and

a few by creating imaginary situation. And it was also found that all the teachers did not assign the task equally to boys and girls both.

Similarly, on the matter of students involvement in task, it was found that most of the schools paid attention on individual work and few on group work. The reason behind it might be s/he thought that the researcher was observing the class. Similarly, it was found that teacher student interaction was good in all schools except one. They did not use local-resource in task presentation as it was hoped. From the above mentioned data, we can conclude that teachers assigned the task individually rather than in group. Teacher student interaction was fine but during the time of teaching-learning they did not use much local resources.

Similarly, it was also found that they did not conduct listening context. Only one teacher conducted speaking context and others did not focus on this very skill. However, it was found that they focused on reading skill in a well manner. Similarly, it was also found that most of teachers focused on writing skill. From the above mentioned data, we can conclude that they addressed reading and writing more than listening and speaking.

CHAPTER - FIVE
SUMMARY, CONCLUSION AND IMPLICATIONS

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

5.1   Summary

) Most of the teachers are interested to practice TBLT in their classroom. However, sufficient training or refresh-training was not available for them.

) Approximately 63 percent teachers created real life situation to practice TBLT in ELT classroom.

) Approximately 50 percent teachers argued that large size of classroom was one of serious problems to create disturbance in the use of TBLT.

) 62 percent teachers disagreed that errors should immediately be corrected by the teachers in TBLT class.

) 63 percent teachers agreed that learners should be encouraged to make guess about given task.

) Nearly 75 percent teachers said that role of students in TBLT class should be risk taker and innovator.

) 80 percent teachers agreed that the number of students in TBLT class should be appropriate.

) Nearly 80 percent teachers agreed that training for TBLT should not be sufficient.

) Nearly 70 percent teachers agreed that TBLT should be difficult to implement because of cultural factors.

⟩ Large size of classroom having huge number of students was one of the serious problems to create disturbance in the use of TBLT in the classroom.

⟩ Most of the teachers had lack of the sound knowledge on task-based approach.

⟩ Socio-cultural factor was the prime factor of interference to implement TBLT.

⟩ Nearly 62.5 percent teachers disagreed with immediate correction of errors in TBLT so as to create natural like environment.

⟩ The ELT materials were not sufficient to implement TBLT.

⟩ The local resources were not fully used to make ELT class interesting.

⟩ Traditional syllabus was also found to be challenging factor to implement TBLT.

⟩ The aim of language teaching was to make the learners able to communicate in target language.

⟩ Nearly 75 percent teachers responded that the role of student was risk takers and innovator.

⟩ Task-based language teaching was conducted by creating real-life situation.

⟩ 75 percent teachers encouraged students to perform task communicatively in TBLT classroom.

⟩ Group work was not conducted in ELT class.

⟩ The involvement in task was not same for both boys and girls.

5.2 Conclusion

From the above discussion, interpretation and my direct exposure to the teachers, it can be concluded that teachers were interested to practice task-based language teaching. They think that task-based language teaching is the new approach in the field of educational pedagogy. Due to the new approach,

most of them did not have detail information about it. So, they think that stakeholders have to pay attention on it by conducing workshop program. They believed that large classroom size having huge number of students, lack of sufficient training on TBLT, present examination system, learners low level of language proficiency, lack of sufficient ELT materials, socio-cultural factors are major problems that hinders in the practice of task-based language teaching.

5.3   Implications

The implications of this present study have been discussed below:

5.3.1   Policy Level Implication

) **Curriculum designers**

- helps to design syllabus, curriculum according to the users perspectives.
- helps to make the study area more authentic.
- helps to make the course content more practical.
- helps to make the course close to educational ped1agogy.
- helps textbook writer to write books.

) **Government Officials**

- helps to develop the infrastructure which suits the generation.
- helps to know the kind of manpower being produced and make plan accordingly.

5.3.2   Practice Level Implication

The research will be applied in day to day practice for teachers, students and methodolists in following way.

- Teachers perceive TBLT as new method of teaching to make ELT class effective.

-         Learners learn the language actively by involving in task.

-         Methodologist has good time to apply it in their concerned area.

5.3.3 Implication of Further Research

The present research will be very helpful for those who want to carryout further research in similar topics. They will be benefited by following way:

-         It will be a good secondary source for them.
-         It will help to study new areas of study.
-         It will help new researchers to make hypothesis.
-         It will help to find out the new research areas.

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Appendix I
Questionnaire

Dear Respondents,

You are requested to answer the following questions for my research study. The questionnaire given to you aims to find out the use of task based language teaching in Dhanusha district. Please, read the questions carefully and give your vies. You are free to answer them any way you like. Your responses will be used strictly for my research purpose only. All the information collected through the questionnaire will be kept confidential. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher

Shailendra Kumar Jha

Name:

School:

Experience:

Tick the best answer:

1.   Are you interested to practice tasks in your ELT class ?

(a) Yes   (b) No

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

(a) Teaching and learning grammar rules.

(b) Teaching language by creating real life situation.

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

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

(a) Lack of sound knowledge on task-based approach

(b) Large size of the class

(c) Lack of sufficient training on ELT

(d) Lack of physical facilities

4. In TBLT classes, errors are immediately corrected by teachers

(a) Strongly Agree   (b) Agree

(c) Disagree   (d) Strongly Disagree

5. In TBLT classes, learners are encouraged to make guesses about given task and learn from their errors.

(a) Strongly Agree   (b) Agree

(c) Disagree   (d) Strongly Disagree

6. The role of students in your class should be -

(a) A passive listener   (b) A follower of the teacher

(c) A disciplined learner   (d) Risk-taker and innovator

7. "Learners engage in doing task communicatively, not by memorizing grammar rules and structures."

(a) Strongly Agree   (b) Agree

(c) Disagree   (d) Strongly Disagree

8. The number of student in the class is appropriate to implement TBLT.

(a) Strongly Agree   (b) Agree

(c) Disagree   (d) Strongly Disagree

9. The English teachers training your have received so far is sufficient to implement TBLT in ELT classes.

(a) Yes   (b) No

10. TBLT is difficult to implement because cultural factors is the cause of interference.

(a) Strongly Agree   (b) Agree

(c) Disagree   (d) Strongly Disagree

11. Do you feel confident enough to practice TBLT in your ELT class ?

(a) Yes   (b) No

12. Have you got any opportunity to observe any effective TBLT class by other teachers ?

(a) Yes, frequently   (b) Sometimes

(c) Yes, Once   (d) No, never

13. How much difficulty do you feel to manage task in your TBLT class ?

(a) Easy   (b) A great deal

(c) Quite a lot   (d) To some extent

14. Which one of the following is the best objective of language teaching ?

(a) to teach target language grammar

(b) To make learners communicate in the target language

(c) To make students able to analyze target language

(d) To make students to translate TL to MT and Vice-versa.

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

(a) Yes   (b) No

Appendix - II

Questionnaire

Please answer the following questions:

1.   What is a task ? Give your opinion.

      ....

      ....

2.   What is TBLT ? How it is conducted ?

      ....

      ....

      ....

      ....

3.   Do you use task based teaching in your class ? If yes why ? If no, why ?

      ....

      ....

      ....

      ....

4.   What can be the general purposes of a task in a SL classroom.

      ....

      ....

5.   How do you facilitate your students while dealing with task in the
      classroom ?

      ....

      ....

      ....

6.   Mention some of the difficulties you have faced in practice of task-based
      teaching in your class.

      ....

      ....

      ....

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

....

....

....

8.   Mention some of the advantage that you have achieved while applying task-based language teach.

....

....

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Thank you for your nice co-operation !

Shailendra Kumar Jha

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Observation : Check List

I am going to carry out a research on "Practice on TBLT" a descriptive study in Dhanusha district under the supervision of Mr. Raj Narayan Yadav, Reader, Department of English Education, T.U. I will observe the classes of selected teachers with the help of check-list below:

Teacher's Name :   Date :

School's Name :   No. of Students :

Observed Class :   Teaching Item :

S.N.	Item	Very good	Good	Average	Poor
1.	Teacher's presentation of task				
	- Task presentation in real situation.				
	- Task presentation in imaginary situation.				
	Task assignment for only boys				
	Task assignment for only girls				
	Task assignment for boys & girls both				
2.	Student involvement in task				
	- Individual work				
	- Group work				
3.	Teacher-student inter action				
4.	Use of local-resource in task presentation				
5.	Teacher's focus on listening skill				
6.	Teacher's focus on speaking skill				
7.	Teacher's focus on reading skill				
8.	Teacher's focus on writing skill				
9.	Teacher's focus on overall skill				