

CHAPTER-ONE

INTRODUCTION

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

1.1 Background of the study

The main aim of language teaching is to develop linguistic skills to language learners. In past, language teaching made the learners able to read and write in a particular language but there was no emphasized in speaking and listening. Grammar teaching was focused and language was taught translating the target language into learners' mother tongue. This method was one of the oldest methods of teaching foreign language. It was used to teach Greek and Latin in 19th century, known as Grammar translation (GT) method. It dominated foreign language teaching for about a hundred years from the 1840s to the 1940s. At that time, vocabulary was taught through bilingual word list, dictionary study and memorization. Grammatical rules were taught deductively. Accuracy is emphasized than fluency. Since the GT method was not very effective in preparing student to use the target language communicatively, another method emerged which is known as the direct method. The main purpose of direct method was to make the students fluent in the target language. Thus, this method focused on listening and speaking rather than reading and writing. In this method, grammar was taught inductively. Correct pronunciation and grammar was emphasized. Its main focus was on the exclusive use of the target language in the classroom. However, it failed to address many issues. After that, the oral and situational approach to language teaching began in 1920s. It emphasized on oral structural drills and situational presentation. This method

believed that knowledge of structure must be linked to situation. Thus, every structure is taught through situation. Reading and writing skills introduced only after the students got master over essential vocabulary and grammar. Likewise, the Audio lingual method was developed in America as a reaction to the direct method in 1960s. It was also called 'New Key' audio-lingual, habit theory, functional skill strategy and Michigan method. This method dominated the foreign language teaching world in 1950s and 1960s. This method was also called aural-oral method. Audio-lingual method was only based on behaviorist theory. The advocates of this method believed that speaking and listening was the basic skill of language. Language could be learned by constant practice. It believed that speaking and listening were the basic skills of language.

Moreover, this method assumed that good habits are formed by giving correct responses rather than by making mistakes. Language is verbal behavior that is the automatic production and comprehension of utterances and can be learned by inducing the student to do likewise. By memorizing dialogue and performing pattern drills the chances of producing mistakes are minimized. But this method was criticized by linguists on the ground that students were unable to transfer skills acquired through this method to the real communication outside the classroom. They also found the experiences of studying through the procedure of audio-lingual to be boring and unsatisfactory.

The communicative method to language teaching came into existence when audio-lingual method failed to fulfill the need of foreign language teaching and learning. It is one of the new method or approach of teaching foreign language. This method gives emphasis on training students to use language for communication. In other words, it tries to develop the communicative competence of the students. Communicative competence means being able to use not only grammatical correct but also situationally appropriate language. It considers interaction and communication as the primary function of language. Similarly, it assumes that language teaching means to teach all the fours language skills viz, listening, speaking, reading, and writing and treats them

equally. The basic assumption behind communicative approach or method is language as use rather than the usage.

According to Richards and Rodgers (2001, p. 151), some current communicative approaches are:

- 1) The Communicative Language Teaching (CLT)
- 2) The Natural Approach
- 3) Co- operational Language Teaching
- 4) Content- Based Instruction
- 5) Task- based language teaching(CBI)
- 6) The Post Method Era

1.1.1 English Language Teaching Situation in Nepal

Actually, the history of English language teaching in Nepal is linked with Jung Bahadur Rana, the first Rana ruler, who first visited England in 1950 A.D. He was highly impressed by English education system during his visit. After his returning back to Nepal, he established Durbar High School (now Bhanu Bhakta Secondary School at Rani pokhari) 1954 A.D. only for children of Rana families and their favorite people. This is the first English school in Nepal. In this connection, Awasthi (2003, p.22) states;

English entered in the Nepalese education in 1954 when the prime-minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in the higher education until 1913 when Tri-Chandra College, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Educational System Plan (NESP) until then English teachers were not trained.

English language teaching (ELT) has no long history in the field of education in Nepal. There was no college and university for higher education in Nepal until Tri- Chandra College was opened in 1918. After the establishment of democracy in 1950, several reports, and research studies regarding education were carried out and several reports were made. However, there was no provision for teacher training. ELT in Nepal started in 1971 with implementation of National Education System Plan and the same year Tribhuvan University started B.Ed. program in English education. Now, it is taught as a compulsory subject from Primary level to graduate level and also optional specialized subject. In addition, there are many English medium schools have been established in private sector under the supervision, control and guidance of the Ministry of Education (M.E) in Nepal. Nepal needs English for academic activities to established diplomatic relationship with the foreign countries to run trade, business and industries and for development of advance science and technology. So, English has almost become the language of survival in Nepal.

One and half century ago, teaching and learning of English in Nepal started , it could not be satisfactory due to several reasons such as lack of trained teachers, lack of sufficient materials, problem in curriculum and textbook, lack of proper fund and so on. The other problems were the selection of appropriate teaching approach, the method and techniques. Several attempts have been made to develop effective approaches and techniques for teaching English in Nepal. Now, curriculum has been designed on the basis of communicative approach. There are several non-governmental organizations like NELTA (Nepal English language Teachers' Associations, LSN (Linguistic Society of Nepal) and LAN (Literary Association of Nepal) which works for the promotion of English. NELTA is an organization which specially has been working towards the promotion of ELT in Nepal.

1.1.2 Task-Based Language Teaching

Task-Based language teaching (TBLT) is also known as Task-Based Instruction (TBI). The idea of this widely famed approach was first introduced and developed by N.S. Parbhu in the 1980s through his well-known Bangalore-project (1987). He focused on communication, not in explicit grammar teaching, by engaging in doing the task. The major premise of TBLT is that language acquisition takes place when learners negotiate meaning to perform a particular task. TBLT constitutes a strong version of communication of language teaching (CLT), that is, tasks provide the basis for an entire language curriculum (Ellis 2003, p.30). It is also a dominant topic in Second Language Acquisition (SLA) research and language pedagogy since 1980s, has its root in psycholinguistic perspective of language learning. Richards and Rodgers (2001, p.223) define TBLT as an “approach based on the use of tasks as the core unit of planning and instruction in language pedagogy”. From this view, the tasks generally include the activities that involve real communication and the activities in which language is used for meaning outcomes. Engaging learners in a task provided a better context for the activation of their cognition and of their learning process. Task-based teaching and learning is teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective. From this view, a task is an activity (a technique) where students are argued to accomplish something or solve some problem using language. In this regard, Cuesta (1995) states, “TBLT incorporates finding from SLA research, most particularly studies exploring the effects of instruction and comparing classroom and naturalistic learning” (p.94). Likewise, Larsen-Freeman (2000) states that a task-based approach aims to provide learner with a natural context for language use (p.144). Similarly, Crookes and Long (1992) stress that the evidence of positive effects for instruction should lead teachers’ tools which draw learners’ attention to features of second language. They further say, “When the task syllabus is combined with famous on from in task-based language teaching, the task receives more support in SLA research as a viable unit around which to

organized language teaching and learning opportunities” (p.94). Ellis (2003, p.9) views that the study of task in TBLT approach serves to bring SLA and language pedagogy together. The tasks are best designed with an understanding of SLA theories such as socio-cultural theory, cognitive theory, processing theories, socio-interactional theory, and so on. Task-based language teaching purpose the notion of tasks as a central unit of planning and teaching.

Harmer (2007,p.71) cites from Willis (1994, p.19) that one way of looking at task based learning is to see it as a kind of ‘deep-ended’ strategy, like a short of PPP upside down.

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

The key assumptions of task-based instruction are summarized by Feez (1998, p. 17) as:

- a) The focus is on process rather than product.
- b) Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- c) Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- d) Activities and tasks can be either that learners might need to achieve in real life; those that have a pedagogical purpose specific to the classroom.
- e) Activities and tasks of a task-based syllabus are sequenced according to difficulty.
- f) The difficulty of a task depends on range of factor including the previous experience of the learner, the complexity of the task, the

language required to undertake the task, and the degree support available.

1.1.3 Defining Task

Task is a goal-oriented activity with a clear purpose. In other words, it is an activity designed to achieve a particular learning goal especially in language teaching. Thus, task is an activity in which student use language to achieve outcome. Parbhu (1987, p.17) defines task as “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process”. For example, filling the form, telephone conversation and so on can be considered as a task having a particular outcome. Giving task is the best way to engage learner in communication. It has become both tool and subject of second language studies. Similarly, Nunan (1989).

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

Skehan, (1996, p.20) defines tasks as “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”. Another feature of the task recommended by Skehan is success of performing the task. Learners’ performance is evaluated on the basis of whether they reached at expected outcomes of the task or not.

From these above views about ‘task’, we can say that task is activities which is designed to achieve a particular learning goal such as using telephone to obtain information and drawing maps based on oral instruction. In other words, it is an activity which requires learners to arrive at an outcome from given information through and which allows teachers to control and regulate the process. To perform the task, the learners are required to process the thought. Furthermore, task is an activity in which students use language to achieve specific outcome.

Ellis (2003, as cited in Phyak, 2003, p.93) provide six fundamental features of the task:

- i. Task is a work plan i.e. task incorporates the activities designed by teacher to engage the learners in communication.
- ii. Task involves a primary focus on meaning i.e. it is similar to what Skehan and Long and Crookes claim. Task involves the activities like information gap etc. that focused on meaning.
- iii. Task involves real world processes of language use (Ellis draws this ideas from Long and Crookes and Skehan. The activities like filling the form, writing e-mail etc. are taken as a task).
- iv. Task engage cognitive process (this feature is similar to that of Prabhu’s definition. This feature is related to cognitive process like selecting, classifying, ordering, reasoning).
- v. Task has a clearly defined communicative outcome (this feature is similar to which Skehan argues about the success in performing the task).

Task is defined from different perspectives. There are many books and articles published since 1980s which deal with various approaches of TBLT. Manly there are two major approach of TBLT. Ellis (2000 as cited in Phyak, 2008, pp.91-101) divides them into psycholinguistics and socio-cultural approaches of TBLT which are describing below.

1.1.3.1 Psycholinguistic Approach of TBLT

According to this approach, tasks are taken as a tool that stimulates learners to engage in negotiation that involves information processing which is useful for language learning. The major studies carried out under this perspective are the Interaction Hypothesis (Long, 1983, 1996), Output Hypothesis (Swain, 1985, 1995), Communicative Effectiveness (Yule, 1997)

1.1.3.2 Socio-cultural Approach of TBLT

This theory is concerned with acquisition of language through dialogic process. This theory believes in process of co-construction in language learning. This is true to claim that language acquisition does not take place in vacuum. It emphasizes interaction to accomplish a task. ‘Task’ from socio-cultural theory is regarded as tool that can be interpreted by the learners according to the setting and their interlocutors. Thus, socio-cultural theory considers language learners as a social being rather than an individual unit and language is regarded as a tool for thought (Mitchell and Myles, 2004, p.194) i.e. means of mediating thoughts and language learning is considered as a mediated learning as other activities are mediated. This theory also claims that language acquisition takes place through scaffolding which leads learners to ZPD. Willis (1996) argues that socio-cultural theory observe, “how learner approach and perform the task rather than the internal properties of the individual task” (p.25).

1.1.4 Types of Task

Pica, Kanagy and Falodun (1993 as cited in Richards and Rodgers 2001, p.234) have mentioned the following classification of tasks.

1.1.4.1 Jigsaw tasks: Those tasks involve learners in combining different pieces of information to form of a whole.

1.1.4.2 Information gap tasks: In this type of task, one student or group of students has one set of information and another student or group of students has

complementary a set of information. They must negotiate and find out what the other's party's information is in order to complete an activity.

1.1.4.3 Problem solving tasks: In such types of 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.

1.1.4.4 Decision making tasks: In such tasks, students are given a problem for which there are numbers of possible outcomes and they must choose one through negotiation and discussion.

1.1.4.5 Opinion exchange tasks: In this type of task learners engage in discussion and exchange of ideas. They do not need to reach agreement.

1.1.5 Role of Learners and Teachers in TBLT

Role play is important for a person who actively participates in the field to learn the new matter. In course of language learning, learners' role and teachers' role are essential. They must be conscious of their role to play.

Richards and Rodgers (2002, pp.135-136) have provided the following roles:

1.1.5.1 Learners' roles

A number of specific roles for learners are assumed in current proposals for TBI. Some of these overlap with the general roles assumed for learners in Communicative Language Teaching while others are created by the focus on task completion as a central learning activity. Primary roles that are implied by tasks work are:

i. Group participation

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 adaption.

ii. Monitor

Target group is the learners. They must be given healthy environment for learning. Classroom activities should be designed in such a way that students have the opportunity to understand how language is used in communication.

iii. Risk-taker and innovator

In task-based language teaching, learners must be active and smart in learning while learning language; they may face difficult point, brainstorming ideas with class, mime etc.

1.1.5.2 Teachers' roles

The teacher will select, adopt and create the task and then form these into an instruction sequence in keeping with learners' needs and interests. In task-based language teaching, teachers' role is additional.

i. Selector and sequencer of tasks

Teacher selects the task and makes the forms into an instructional sequence according to learners' needs and interests.

ii. Preparing learners' for task

In task-based language teaching, it is the duty of the teacher to make students prepared for new tasks.

iii. Consciousness rising

Learners are the main target to learner language. They learn language through participation in task that they need to attend. It is raised with 'focus on form' students are asked to be conscious of form-focusing techniques, attention focusing pre-task activities etc.

1.1.6 Task and Exercise

Although there are many researches carried out in the TBLT, we find that there are no congruent views on what as 'task' is in relation to language pedagogy.

The debate is mainly centered on differences between 'task' and 'exercise'.

These terms often create problem for language teachers. In general sense, they are synonymous i.e. both of them require some sorts of communication.

However, there are some differences pointed out by different experts in different times. Ellis (2003) defines 'task' as activity that call for 'meaning-focused language use' (p.3).

As exercise is premise on the need to develop the linguistic skill as a pre-required for the learning communication abilities while task is based on the assumption that linguistic abilities are developed through communication activities. There is no point in speeding more time on the debate of task versus exercise distinction. They are different only in terms of purpose. A task can also be used as a traditional exercise and vice versa. Exercise does not reflect the register of teaching i.e. it is general terms whereas task is related to language teaching and learning.

Ellis (2003, p.3) further claims that the role of participants is a key factor to show the difference between exercise and task. He argues that participates are language ‘users’ in a task whereas they are ‘learners’ in exercise. A language user is a language learner and vice versa. Although they are difficult to distinguish, the incidentally but in ‘exercise’ language is learned intentionally.

1.1.7 Framework of Task

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. Many researchers have provided the framework of implementing task-based language theory. Skehan (1998, p.129) has given five steps of task in language instruction.

- a. Choose the range of target structure.
- b. Choose tasks which meet the utility criterion.
- c. And sequences task to achieve balanced goal development.
- d. Maximize the changes of focus on form through intentional manipulation.
- e. Use of cycles of accountability.

In the same way, Ellis (2003, p.244) provides the three stages framework of task-based pedagogy:

1. Pre-task stage

This stage is concerned with the introduction of the task. In this stage, various activities that teacher and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. After this, it presents the model of task.

2. During task stage

In this stage, learners perform the task by using different performance. This stage center on the task itself and affords various instructional options, including whether students are required to operational under time pressure or not. This is the obligatory in task-based teaching.

3. Post-task stage

This stage is the last stage in which the activities like reporting, conscious, raising, and repeating the task is incorporate. This stage involves procedures for following up on the task performance.

1.1.8 Components of Tasks

There are different types of components of TBLT according to the different scholars. Shavelson and Stern (1981), say task contains the following element (as cited in Nunan, 1989, P. 47).

- a) **Content:** The subject matter to be taught.
- b) **Materials:** The things that learners can observe/ manipulate.
- c) **Activities:** The things the learners and teacher will be doing during the lesson.
- d) **Goals:** The teachers' general aims for the task.
- e) **Students:** Their abilities, needs and interests are important.
- f) **Social Community:** The class as a whole and its sense of 'groupness'.

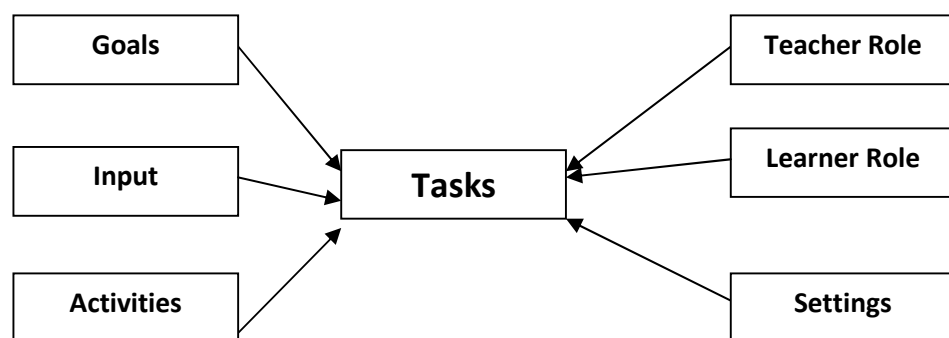
But, Candlin, (1987) suggests that task should contain input, roles, settings, actions, monitoring, outcomes and feedback. Input refers to the data presented for learners to work on. Role specifies the relationship between participants in the task. Setting refers to the classroom and out of class arrangements entailed in the task. Action is procedures and sub-tasks to be performed by the learners. Monitoring refers to the supervision of the task in progress. Outcomes are the goals of the task and feedback refers to the evaluation of the task.

Wright (1987) suggests that tasks need minimally contains just two elements (as cited in Nunan, 1989, pp.47). They are:

- i) **Input data:** Which may be provided by materials, teachers or learners?
- ii) **Initiating question:** Which instructs learners on what to do with the data?

The diagrammatic representation of the tasks and its constellation of elements are presented below:

Fig no.2



(Nunan 1989, p.48)

Elements can be characterized as follows

Goals: Exchanging personal information

Input: Questionnaire on sleeping habits

Activities: i) Reading questionnaires

ii) Asking and answering questions about sleeping habits.

Teacher role: Monitor and facilitator

Learner role: Conversational Partner

Settings: classroom/ pair work.

1.1.9 Advantages of TBLT

Task- based language teaching makes the performance of meaningful tasks central to the learning process. Instead of a language structure or function to be acquired, the L2 learners are involved in completing a task or in solving a problem. There are many advantages of task-based language teaching which is mentioned below.

The advantages of TBLT are as follows:

- i) It is motivating to the learners.
- ii) It is more learners centered.
- iii) Meaning is primary
- iv) The assessment is done in terms of outcomes.
- v) Activities that involve real communication are essential for language learning.
- vi) It allows for meaningful communication and often provides for practical extra- linguistic skill buildings.
- vii) Language that is meaningful to the learners supports the learning process.
- viii) It integrates all four skills and moves from fluency to accuracy.

1.1.10 The Concept and Importance of Perception

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

Perception is the organization of meaningfully understanding about subject matter. According to Sanford and Capaladi (1964, p.175), Perception refers to the awareness or the process of becoming aware, of extra, of the extra-organic

or intra-organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences. Similarly, Hochberg (1964, p.660) view on perception as both the experience of gaining sensory information about the world of people, things and the events and the psychological process by which this accomplished.

It is clear from the above definitions that the development of perception is based on experience of previous knowledge. In other words, perception develops from organization of the teachers' and perception towards using tasks in ELT class on the basis of its features, classroom procedures, resources materials used in the classroom and its environmental constrains. I argue that without understanding the 'perception of teachers' it is always difficult to apply any innovations in the classroom. In case, 'tasks' are presented in the textbooks of lower secondary level, it is important to know that teachers say about them.

1.2. Review of Related Literature

There are a number of research studies related to the task-based language teaching have been carried out and some of them are given below:

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

Byrnes (2002) conducted a research entitled 'The Roles of Task and Task-Based Assessment in a Contended-Oriented Collegiate Foreign Language Curriculum'. The main objectives were to explore the roles to task-based assessment in a collegiate foreign language department that shifted its entire under graduate curriculum form a form-based normative approach to a language use and language meaning orientation for instruction and examine how the demands for specificity that characterize task-based assessment

contributed significantly to an enhanced knowledge base and a new educational culture on the part of practitioners, faculty and graduate students, primarily in literally cultural studies.

Ellis (2002) conducted a research entitled 'Task- Based Research and Language pedagogy. The main purpose was to critique the two different theoretical accounts (psycholinguistic and socio cultural theory) of task-based language use and discuss their relevance for language pedagogy. One account referred to as the psycholinguistic perspective. According to this, tasks are viewed as devices that provide learners with the data they need for learning, the design of a task was seen as potentially determining the kind of language use and opportunities for learning that arise. Long's Interaction Hypothesis, Skehan's cognitive approach and Yules framework of communicative efficiency were the model of this perspective. The second theoretical account of task is the socio-cultural theory which emphasizes dialogic process (such scaffolding) that arises in the task performance and how these shaped language learning. The psycholinguistic approach provided information for the importance of planning task-based teaching and learning while socio-cultural approach illuminated the kind of improvisation that teachers and learners need to engage with task-based activities to promote communicative efficiency and L2 acquisition.

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

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

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

Regarding the identifying the perception of lower secondary English teachers of Banke district towards the use of task given in textbook, no research has been carried out. So the present study aims to explore it. From this point of view, this study is different from the other studies. Though some of the studies on it have been done by the foreigners in their own environment, this study is particularly based on context of Banke district of Nepal to find out the techniques of using tasks.

1.3 Objectives of the study

The objectives of the study were as follows:

- i) To explore the teachers' perceptions towards the use of tasks given at the lower- secondary level textbooks.
- ii) To compare the teachers' perceptions in of government aided and private schools.
- iii) To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

This study mainly concerns with teachers' perception towards the use of tasks given at the lower secondary level textbooks. The study will be beneficial for all people who are interested in teaching and learning English language and particularly to the language teachers, English teacher and trainers, textbook writers and course designers because of the fact that teacher's perception towards the use of task given in the textbook while implement achievement of the learners in the use of the English language are closely inter-related.

CHAPTER - TWO

METHODOLOGY

This chapter on methodology briefly describes the method and procedures that were carried out in this study. The population, sampling procedures are described below. Hence, to fulfill the objectives of the study the following methodology was adopted.

2.1 Sources of Data

I used both primary and secondary sources of data. The primary sources were used for collecting the data and the secondary sources were used to facilitate and enrich the study.

2.1.1 Primary Sources of Data

The primary sources of data were English teachers who were teaching English in the government aided and private schools at lower secondary level of Banke district. The data from primary sources were collected by administering structured questionnaire.

2.1.2 Secondary Sources of Data

I consulted various books, dissertation, thesis, journals, articles, research work and other internet sources related to the topic. Some of them was Richards and Rodgers (2001), Nunan (1989), Elish (2003), Candling (1887), Prabhu (1987), Harmer (2003) etc.

2.2 Population of the Study

The populations of my study were the lower secondary level English teachers who were teaching English in government aided and private school at the lower secondary level of Banke district.

2.3 Sampling Procedure

To meet the need of required population for this study, altogether 40 lower secondary level English teachers (20 from the government aided and 20 from private schools) of Banke district were selected on the basis of judgmental sampling method. The selection was done using purposive non-random sampling procedure.

2.4 Tools for Data Collection

I used questionnaire as the basic tool for data collection. I prepared two sets of questionnaire to distribute to the selected teachers. The questionnaires included series of both open-ended and closed ended questions to collect the data for this study.

2.5 Process of Data Collection

I used following procedures to collect the data from primary sources:

- a) After preparing a set of questionnaire. I went to the field for data collection. I listed and selected the name of the total lower secondary schools (20 government- aided and 20 private).
- b) Then I visited to the selected school.
- c) After that I asked for permission with the authority (principal/ Head teacher) and explained them the purpose of research to get their permission to carry out the research.
- d) Then, I contacted the informants, established rapport and fixed the time.
- e) After that, I distributed the questionnaires to the teachers.
- f) Finally, I collected; tabulated and analyzed the data obtained from the questionnaire and thanked the informants and school authority for their kind co-operation.

2.6 Limitations of the Study

The study had the following limitations.

- a) The study was limited to explore the teachers' perception towards the use of tasks given only in the lower-secondary level textbook.
- b) It was limited to explore the lower secondary teachers' perception towards the use of tasks given in grade 8 textbooks.
- c) This study was limited only 20 teachers of government aided schools and 20 teachers of private school.
- d) It was limited only to Banke district.
- e) I only used questionnaire as the tool for collecting primary data.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the primary sources to fulfill the determined objectives of the study, the sole objectives of this study was to explore the teachers' perception towards the use of the task given in textbook at lower-secondary level. Equally, this study tried to compare the view of English teachers of government and private schools teaching at lower-secondary level. Altogether 40 lower-secondary level English teachers (20 from government and 20 from private schools) and two sets of questionnaires were the tools for data collection, most of the questionnaires were closed ended in nature where the respondents were requested to show their responses by ticking the most appropriate options. A few questions were open-ended in nature in which case the respondents had to write a few words or sentences to show their opinions. Thus, the data collected from the questionnaire have been interpreted as follows.

3.1 Analysis and Interpretation of Closed-ended Questions

This section concerns with the perception of lower secondary level English teachers about the use of tasks in grade 8 English textbook. In order to draw the teachers' views, two sets of questionnaire (15 closed ended and 7 open ended questions) were given to the teachers to respond to the questions. The analysis and interpretation of the data from primary sources are presented below.

3.1.1 Usefulness of TBLT in the Context of Nepal

Question No.1 (see appendix-1) was asked to find out teachers' perception on usefulness of task-based language teaching in Nepalese context. The analysis results are presented in the given table:

Table No. 1
Usefulness of TBLT in the Context of Nepal

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
Task based language teaching is useful in Nepalese context.	24	11	13	16	09	07						
	60%	55%	65%	40%	45%	35%						

The above table shows that 60% teachers strongly agreed, 40% teachers agreed, and no one was found to disagree and undecided with the statement that task-based language teaching is useful in Nepalese context. In government aided, 55% teachers strongly agreed, 45% teachers agreed, and from private schools 65% teachers strongly agreed, 35% teachers agreed with this statement. From this presented data, we can say that both school teachers accepted tasks given in textbook in the context of Nepal. But private school teachers did not want to change more in tasks than public ones.

3.1.2 Appropriateness of Tasks given in the Textbook

Question No. 2 (see appendix-1) was asked to find out teachers' perception on appropriateness of tasks given in textbook at the lower secondary level. The analysis results are presented in the given table:

Table No. 2**Appropriateness of Tasks given in the Textbook**

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov	Pri	T.T	Gov.	Pri
Tasks given in the textbook at lower secondary level are appropriate	15	09	06	18	09	09				07	02	05
	37.5%	45%	30%	45%	45%	45%				17.5%	10%	25%

On the basis of the above table, 37.5% teachers strongly agreed, 45% teachers agreed, 17.5% teachers undecided and no one was found disagreed with the statement that tasks given in the textbook at lower secondary are appropriate. In government aided, 45% teachers strongly agreed, 45% teachers agreed, 10% teachers undecided and from private schools 30% teachers strongly agreed, 45% teachers agreed, 25% teachers undecided with the statement. The data infers that majority of teachers from both schools were satisfied with the tasks given in textbook. But a few more private teachers wanted to revise the tasks than the government one.

3.1.3 Tasks for Listening and Speaking Skills

Question No. 3 (see appendix-1) was asked to find out teachers' perception on the tasks used in the textbook for listening and speaking skills. The data has been presented in the given table:

Table No. 3
Tasks for Listening and Speaking Skills

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
Tasks given in the textbook are sufficient for listening and speaking skills.	12	08	04	18	08	10	10	04	06			
	30%	40%	20%	45%	40%	50%	25%	20%	30%			

According to the above table, 30% teachers strongly agreed, 45% teachers agreed, 25% teachers disagreed and no one was found undecided.

In government aided schools, 40% teachers strongly agreed, 40% teachers agreed, 20% teachers disagreed and from private schools, 20% teachers strongly agreed, 50% teachers agreed, 30% teachers disagreed with this statement. From the presented result, it is referred that majority of teachers from both schools thought that tasks develop listening and speaking skills of the students. A few more teachers from private school wanted to add some more items for that purpose.

3.1.4 Comprehension and Production Based Tasks

Question No.4 was asked to find out teachers' perception on comprehension based as well as production based tasks. The analysis results are presented in the given table:

Table No. 4**Comprehension and Production Based Tasks**

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov	Pri	T.T	Gov	Pri	T.T	Gov	Pri	T.T	Gov	Pri
Tasks can be comprehension based as well as production based.	05		05	13	06	07	12	09	03	10	05	05
	12.5%		25%	32.5%	30%	35%	30%	45%	15%	25%	25%	25%

Regarding the statement, ‘the tasks can be comprehension based as well as production based’, 12.5% teachers strongly agreed, 32.5% teachers agreed, 30% teachers disagreed, 25% teachers undecided. In government aided, there was no one was found to have strongly agreed, 30% teachers agreed, 45% teachers disagreed, 25% teachers undecided and from private schools 25% teachers strongly agreed, 35% teachers agreed, 15% teachers disagreed and 25% teachers were undecided with the statement. Majority of private school teachers agreed with comprehension and production based tasks. But public as government school teachers expected to revise it being disagreed with the statement.

3.1.5 Tasks Focusing on Meaning rather than Form

Similarly, Question No.5 (see appendix-1) was asked to find out teachers’ perception on ‘Tasks focus on meaning rather than a form’. Their responses are tabulated and presented in the given table:

Table No. 5**Tasks Focusing on Meaning rather than Form**

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
Tasks focus on meaning rather than a form	17	08	09	12	04	08	08	05	03	03	03	
	42.5%	40%	45%	30%	20%	40%	20%	25%	15%	7.5%	15%	

The above table indicates that 42.5% teachers strongly agreed, 30% teachers agreed, 20% teachers disagreed and 7.5% teachers undecided with the statement. In government aided schools, 40% teachers strongly agreed, 20% teachers agreed, 25% teachers disagreed, 15% teachers undecided and from private schools 45% teachers strongly agreed, 40% teachers agreed, 15% teachers disagreed and private teachers were not found undecided with the statement. On the basis of above data, we can say that majority of private school teachers thought that the tasks give the focus on meanings rather in comparison to forms than the government school teachers. A few teachers from both schools hoped it is better to revisit once making it balanced.

3.1.6 Teachers' Role in caring out Tasks

Similarly, Question No. 6 was asked to express their view about the tasks given in textbook whether the teachers' role is not important in caring out the tasks. The responses obtained from them have been tabulated and presented in the given table:

Table No. 6**Teachers' Role in caring out Tasks**

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
Teachers' role is not important in caring out the tasks by students.	08	03	05				19	11	08	13	06	07
	20%	15%	25%				47.5%	55%	40%	32.5%	30%	35%

The above table shows that 20% teachers strongly agreed, 47.5% teachers was disagreed, 32.5% teachers undecided and no one found agreed with the statement. In government aided schools, 15% teachers strongly agreed, 55% teachers disagreed, 30% teachers undecided and from private schools 25% teachers strongly agreed, 40% teachers disagreed, 35% teachers undecided with the statement. From the above data, we can say that majority of the teachers from both schools thought that the teachers' role is indispensable in carrying out the tasks. A few more teachers of private school were unknown about the teachers' role in doing it than the government ones.

3.1.7 Pre-tasks Preparation in Task Completion

Similarly, Q.No.7 (see appendix-1) was asked to know teachers view whether pre-task preparation is very important in task completion. The responses collected from them have been tabulated and presented in the given table:

Table No. 7

Pre-task Preparation in Task Completion

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
Pre-task is very important in task completion.	02		02	15	06	09	13	07	06	10	07	03
	5%		10%	37.55%	30%	45%	32.5%	35%	30%	25%	35%	15%

According to the table, 5% teachers strongly agreed, 37.5% teachers agreed, 32.5% teachers disagreed, and 25% teachers were undecided with the statement. In government aided, 30% teachers agreed, 35% teachers disagreed, 35% teacher's undecided, and no one was found strongly agreed and from private schools 10% teachers strongly agreed, 45% teachers agreed, 30% teachers disagreed and 15% teachers were undecided with the statement. Above result infers that majority of respondents of private school opined that they prepared the tasks before actual teaching. But in comparison, majority of government schools teachers did not think to prepare it for conducting the tasks than the private ones.

3.1.8 The Tasks Given in the Textbook

Question No.8 (see appendix-1) was asked to discover the teachers' perception on the tasks given in the textbook. The analysis results are presented in given table:

Table No. 8

The Tasks Given in Textbook

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
Tasks given in the textbook are sufficient.	14	08	06	20	09	11				06	03	03
	35%	40%	30%	50%	45%	55%				15%	15%	15%

The above table indicates that 35% teachers strongly agreed, 50% teachers agreed, 15% teachers undecided and no one was found to disagreed with the statement. In government aided schools, 40% teachers strongly agreed, 45% teachers agreed, 15% teachers undecided and no one was found disagreed and from private schools 30% teachers strongly agreed, 55% teachers agreed, 15% teachers undecided with statement. From those above views, it can be said that most of the teachers of both schools did not think to change in tasks given in the textbook.

3.1.9 Perception on Task and Activities

Question No. 9 (see appendix-1) was asked to find out the teachers' perception on whether, there is no any difference between task and activities. The analysis results are presented in the given table:

Table No. 9

Perception on Task and Activities

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
There is no any difference between task and activities.	11	05	06	14	08	06	15	07	08			
	27.5%	25%	30%	35%	40%	30%	37.5%	35%	40%			

According to the above table, 27.5% teachers strongly agreed, 35% teachers agreed, 37.5% teachers disagreed and no one was found undecided with the statement. In government aided school, 25% teachers strongly agreed, 40% teachers agreed, 35% teachers disagreed and from private schools 30% teachers strongly agreed, 30% teachers agreed, 40% teachers disagreed and no one was found to have undecided with the statement. So, it can be said that still the teachers of both schools were not aware of tasks and activities. It is inferred that they should be trained about them.

3.1.10 Students' Participation in Completing the Tasks

Teachers were asked to discover whether all students may not participate equally in completing the task. The responses have been presented in the given table:

Table No. 10

Students' Participation in Completing the Tasks

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
All students may not participate equally in completing tasks.	10	04	06	25	14	11	03	01	02	02	01	01
	25%	20%	30%	62.5%	70%	55%	7.5%	5%	10%	5%	5%	5%

The above table shows that 25% teachers strongly agreed, 62.5% teachers agreed, 7.5% teachers disagreed and 5% teachers were undecided with the statement. In government aided school, 20% teachers strongly agreed, 70% teachers agreed, 5% teachers disagreed, 5% teachers undecided on the other hand, from private schools 30% teachers strongly agreed, 55% teachers agreed, 10% teachers disagreed, and 5% teachers were undecided with the statement. These above data indicate that there was no equal participation of the students in doing tasks because of various reasons such as whether uninteresting tasks or no room provided for practicing it, unsuitable environment, etc. It is better maintaining them.

3.1.11 Tasks for Developing Reading and Writing Skill

Question No. 11 (see appendix-1) was asked to find out the teachers' perception on tasks used in the textbook for developing reading and writing skills. The results are presented in the given table:

Table No. 11

Tasks for Developing Reading and Writing Skills

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
Tasks given in textbook are sufficient for developing reading and writing skills.				24	15	09	16	05	11			
				60%	75%	45%	40%	25%	55%			

In the above table shows that 60% teachers agreed, 40% teachers disagreed and teacher's response were not found on strongly agreed and undecided with the statement. In government aided schools, 75% teachers agreed, 25% teachers disagreed, teachers were not found to response on strongly agreed and undecided and from private schools 45% teachers agreed, 55% teachers disagreed, teachers response were not given on strongly agreed and undecided. To sum up, majority of government teachers thought that there was not more adaptation of reading and writing items. But most of the private teachers expected it.

3.1.12 Teachers' Responses on Necessity of Tasks

Similarly, Question No.12 was asked to find out perception of teachers on, 'the response of teachers on tasks'. The analysis results are presented in the given table:

Table No. 12

Teachers' Responses on Task is necessary

Aspect	Strongly necessary			Necessary			Not necessary			I can't say		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
The response of teachers on Task.	28	12	16	12	08	04						
	70%	60%	80%	30%	40%	20%						

The above table shows that 70% teachers viewed that tasks are strongly necessary for lower secondary level, 30% teachers viewed on necessary and no one was found on 'not necessary and I can't say about. In government schools, 60% teachers viewed on strongly necessary, 40% teachers viewed on necessary. on the other hand, from private schools 80% teachers viewed on task strongly necessary for lower secondary level, 20% teachers viewed on necessary. From the response obtained shown in the above table, we can conclude that all the teachers from both schools said task is strongly necessary for lower secondary level.

3.1.13 Tasks for Teaching Grammar

Question No. 13 (see appendix-1) was asked to express their view about the tasks given in the textbook whether they focus on teaching grammar. The analysis results are presented in the given table:

Table No. 13

Tasks for Teaching Grammar

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
Tasks given in textbook	14	08	06	15	09	06	11	03	08			
focus on teaching grammar.	35%	40%	30%	37.5%	45%	30%	27.5%	15%	40%			

The above table shows that 35% teachers strongly agreed, 37.5% teachers simply agreed, 27.5% teachers disagreed and no one was found undecided with the statement. In government aided schools, 40% teachers was strongly agreed, 45% teachers simply agreed, 15% teachers disagreed , no response was found on undecided and from private school 30% teachers strongly agreed, 30% teachers simply agreed, 40% teachers disagreed with the statement. From these result, we can say that the tasks given in textbook develop linguistic competence of the students, both schools teachers opined. A few teachers from both schools hoped somehow change on it for developing linguistic competence.

3.1.14 Sufficient Tasks for Grammar Teaching

Similarly, Question No. 14 (see appendix-1) was asked to express their view about the tasks given in the textbook whether they are sufficient for grammar teaching. The responses obtained from the respondents are presented in the given table:

Table No. 14

Sufficient Tasks for Grammar Teaching

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
Tasks given in the textbook are sufficient for grammar teaching.				18	08	10	10	03	07	12	09	03
				45%	40%	50%	50%	15%	35%	30%	45%	15%

The above table shows that 45% teachers simply agreed, 50% teachers disagreed, 30% teacher's undecided and no one response was found on strongly agreed with the statement. In government aided schools, 40% teachers simply agreed, 15% teachers disagreed, 45% teachers' undecided, no one respond on undecided. On the other hand, from private schools 50% teachers simply agreed, 35% teachers disagreed, 15% teachers' undecided with the statement. From these data, we can conclude that majority of the respondents from government schools wanted to adapt more tasks to make it sufficient for that level and 50% teachers from private schools thought to change it. Most of the teachers form government schools expected to adapt tasks than the private ones. The result infers that there has to be adapted more grammatical items.

3.1.15 Teacher Training for Implementing the Tasks.

Question No. 15 (see appendix-1) was asked to find out the teachers' perception on whether English teacher training is necessary to implement the tasks in ELT class. The responses collected from them have been tabulated and presented in the given table.

Table No. 15

Teachers Training for Implementing the Tasks

Aspect	Strongly Agree			Agree			Disagree			Undecided		
	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri	T.T	Gov.	Pri
English teacher training is necessary to imply the tasks in ELT class.	25	15	10	15	05	10						
	62.5%	75%	50%	37.5%	25%	50%						

The above table shows that 62.5% teachers strongly agreed, 37.5% teachers simply agreed and no one responded on disagreed and undecided with the statement. In government aided schools, 75% teachers strongly agreed, 25% teachers simply agreed and from private schools 50% teachers strongly agreed, 50% teachers simply agreed and none of them was found disagreed and undecided with the statement. The result shows that teachers from both schools expected teacher training for the better use of tasks.

3.2 Analysis and Interpretation of Open-ended Questions

This section deals with the responses of lower secondary level English teachers in order to draw the teachers' perception towards the use of tasks given in lower secondary level. A set of 8 open-ended questions was given to respond them. The analysis and interpretation of the data obtained from primary sources are presented below.

3.2.1 Opinions about the Tasks

Question No. 1 (see appendix-2) was asked to the teachers to know their perception about tasks. They came with different ideas while defining tasks.

Major ideas are listed:

From government school teachers

- A job which is expected to be performed.
- It is one kind of technique to teach students or learner to achieve the goal.
- Task is done for some specific purpose related to real life situation.
- Task is an activity which is used for practicing language.
- It is classroom activities which are given in textbook for achieving objectives.

From private school teachers

- Tasks are those activities that should be performed in the classroom and at home to learn something.
- The task is done for some specific purpose related to real life situation.
- Task means activities which are given in textbook to achieve objective.
- Task means a classroom activities or exercise which required students to be involved in the interaction.
- Task is a set of works which is given to the learner in order to evaluate their knowledge mastered in a subject matter or language.

From above responses, we can conclude that the teachers from both schools (public and private) were aware of the tasks. Both of them understood the purpose and usage of tasks given in the textbook. Private school teachers used the tasks for classroom and home practice of the students. Most of the government school teachers practiced the tasks relating to the real life situation. The teachers from both schools knew the tasks for the purpose of achieving the goal or objectives specified in the syllabus.

3.2.2 Tasks in Textbook

Similarly, the teachers were also asked a question to know what kinds of tasks were used in the textbook at lower secondary level. The responses obtained from the informants have been presented below.

From government school teachers

- True and false items
- Complete the sentences

- Writing letter, notice, etc.
- Fill in the gaps
- Reading story
- Answer the questions
- Rearrange the correct order
- Listen radio program
- Matching

From private school teachers

- Fill in the blanks
- Composing the poems
- Matching statement
- Read and write
- Answer the questions
- Write about events
- Find the suitable word
- Tick the best answer
- Practicing dialogue
- Describing pictures

The teachers from both school usually used the tasks given in textbook such as fill in the blanks, read and write, matching, dialogue practice, etc. Both of them thought that tasks were necessary for developing communicative competence. There was no difference the tasks that they used in the class.

3.2.3 Appropriateness of Tasks

The teachers were asked to express their responses as to whether tasks are appropriate according to lower secondary level of students. Analyzing the data obtained from question, following is the major themes of analysis.

Table No. 16
Appropriateness of Tasks

Aspect	Rank					
	Yes			NO		
	T.T	Gov.	Pri.	T.T.	Gov.	Pri.
Responses	28	12	16	12	08	04
	70%	60%	80%	30%	40%	20%

The above given data showed that 70% teachers responded tasks are appropriate according to lower secondary level, 30% teachers responded that tasks are not appropriate for lower secondary level. In government aided school, 60% teachers responded that task given in lower secondary level was appropriate, 40% teachers responded not appropriate or no and from private school 80% teachers responded appropriate or yes, 20% teachers answered that task was not appropriate according to the lower secondary level of textbook. On the basis of above data, we can conclude that tasks which are given in the lower secondary level textbook is appropriate. While a few number of somehow agreed that tasks given in the lower secondary level textbook is appropriate, a rare number of teachers did not say that tasks given in the lower secondary level is not appropriate.

The main causes of tasks were appropriate according to level of students. The responses obtained from the respondents are presented below.

- Tasks focus all four language skill viz. listening, speaking, reading and writing.
- Because using simple language, simple tasks.
- Suitable task according to level and maturation.
- Communication functions are given so that it makes learner able to communicate.
- Get knowledge about new vocabulary.
- Task makes the learner able to use different words with correct situation.

- Different kinds of grammatical item are given in textbook so that it helps learner get knowledge about grammatical structures
- The main causes of tasks are not appropriate according to lower secondary level of students which are given below.
- The tasks are not given appropriate according to level of students.
- Reading and writing are more focuses than listening and speaking so that learners are weak in speaking.
- It is only examination oriented.
- This level tasks less focus on communication.
- Audio, visual types of task are not given.

The tasks used in textbook were appropriate for that level because of various factors such as balance in all language skills, simple language, exam oriented, focusing on tasks, grammar exercises, etc. Both school teachers did not infer in changing tasks.

3.2.4 Tasks for Language Skills

Question No. 4 (see appendix-2) was asked to find out teachers' perception about whether the tasks given in textbook equally focused for developing four language skills. Analysis of the data obtained through the question is presented below:

Table No. 17
Tasks for Language Skills

Aspect	Rank					
	Yes			NO		
	T.T	Gov.	Pri.	T.T.	Gov.	Pri.
Responses				40	20	20
				100%	100%	100%

On the basis of given data, we can conclude that 100% teachers responded that tasks given in lower secondary level textbook don't equally focuses for

developing four language skills. In government aided school, 100% teachers responded that tasks which are given in lower secondary level textbook don't equally focus four language skills and from private school, 100% teachers responded that no equally focused four language skills. The teachers responded about tasks given in textbook do not equally focus for developing four language skills because reading and writing has been given more emphasis than listening and speaking. The tasks related to the speaking skill should be simple and make it balance.

3.2.5 Tasks for Listening and Speaking Skills

Question No. 5 (see appendix-2) was asked to express their views about what kind of tasks used to teach listening and speaking skill. The major responses obtained from teachers are listed below:

For listening

From government school teachers

- Cassette playing
- Listening dialogue
- Listening people talking and complete dialogue
- Complete conversation by listening
- Short story for listening
- Match the picture by listening

From private school teachers

- Listen radio program
- Listen people talking
- Gap filling, matching, etc. by listening
- Complete the sentences
- Find missing words by listening
- Listen quiz and do the activities
- Answer the question by listening

For speaking

From government school teachers

- Telling story
- Dialogue practice
- Tell about any event or place
- Participate in quiz
- Describe the pictures
- Share your ideas with friends
- Talk about picture
- Discuss answer question

From private school teachers

- Share the ideas in pair
- Tell about how you suggest
- Group discussion
- Tell the time
- Problem solving in group or pair
- Introducing with other people
- Explaining about pictures

Both school teachers were aware of primary language skills namely listening and speaking. They selected and listed them. So, we can say that there is no need to adapt more for that level.

3.2.6 Tasks for Teaching Reading and Writing

Question No. 6 (see appendix-2) was asked to express their views about what kinds of tasks used to teach the reading and writing skills. The obtained responses have been presented in the following:

For teaching reading

From government school teachers

- Read short passage

- Read news, articles
- Read letters, notice
- Read story
- Read conversation with partner

From private school

- Read dialogue
- Read newspaper
- Read condolence
- Read drama, story, poem
- Read magazine, Etc.

For writing

From government school

- Write answer the questions
- Write about something or any events
- Read and write
- Complete the story
- Write letter, notice
- Write sentences by using ‘...ing’
- Making dialogue

From private school teachers

- Describing place in paragraph
- Summarizing
- Write dialogue
- Fill in the blank
- Write one interesting fact about
- Write letter, application, etc.
- Look at picture and write about
- Write sentences which contain ‘would’

Both school teachers were aware of secondary language skills namely reading and writing. They selected and listed them. So, we can say that there is no need to adapt more for that level.

3.2.7 Techniques for Teaching Tasks

Similarly, Question No. 7 (see appendix-2) was given to the respondents to respond their view about what kinds of techniques used while teaching tasks in the classroom. The responses obtained from them are listed below.

From government school teachers

- Group works
- Drills
- Individual
- Minimal pair
- Group discussion
- Role play
- Drill

From private school teachers

- Pair work
- Imitation
- Role play
- Elicitation
- Demonstration

Both school teachers inferred that they used different techniques while teaching English. They want to take training which help them to develop knowledge about how can use techniques.

CHAPTER FOUR

FINDING AND RECOMMENDATION

On the basis of the analysis and interpretation of the data obtained from the respondents the following findings have been drawn. The findings are followed by the pedagogical implication and suggestion for further researched.

4.1 Findings

The major finding of the study was listed below:

- i. It was found that the majority of the participants i.e. 60% strongly agreed about task based language teaching is useful in Nepalese context.
- ii. The majority of teachers from both schools were agreed that tasks given in textbook at lower secondary level are appropriate.
- iii. It was also found that government schools teacher more agreed about tasks given in the textbook for listening and speaking then private schools teachers.
- iv. It was found that majority of private school teachers agreed with task can comprehension and production basis tasks than government school teachers.
- v. It was found that the majority of both school teachers were aware of from and meaning. They hope that task should focus on meaning.
- vi. It was found that 55% teachers from government school disagree about teacher's role is not 40% teachers from private school disagree about that so we can find that teacher's role is important for caring out the task.
- vii. It was found that majority of private school teachers opined that pre-task preparation play the great role but government teachers did not agreed.
- viii. Both school teachers were not aware of task and activities. So it was necessary to conduct teachers training on it.
- ix. Both of school teachers believed that there was not equal participation of the students in doing tasks. So it is better to manage different aspect of

teaching learning program such as classroom environment, teachers training etc.

- x. Both school teachers expected task more.
- xi. Both school teachers satisfied with grammar given in the textbook.
- xii. Both school teachers expected teacher training.
- xiii. Government school teachers opined that tasks should be conducted relating with real life situations and private ones used the tasks for class-work, homework, etc. Similarly, the teachers from both schools knew the tasks for the purpose of achieving the goal or objectives specified in the syllabus.
- xiv. Both school teachers thought that tasks were necessary for developing communicative competence.
- xv. Both school teachers thought that the tasks were appropriate given in the textbook.

4.2 Recommendations

In the light of the finding obtained through the analysis and interpretation of the data, the following recommendations are proposed for the pedagogical implication;

- i. It is better to manage teacher training involving from both schools (public and private) for conducting the tasks given in the textbook to lower secondary level English teachers teaching in Banke district as well as to other district.
- ii. The tasks given in the textbook should be revisited for making them up to date that should focus on the needs and interests of the contemporary society.
- iii. The tasks should focus on the equal participation of students in doing tasks and manage the environment for that purpose.
- iv. The teachers should be responsible as well as make them skillful for handling the tasks because they are the key of successful tasks.

- v. It is also required to train teachers on TBLT for the effective implementation of the tasks. Furthermore, the refreshment training should be provided to the teachers based on the textbooks in curriculum.
- vi. The use of tasks should be mentioned effectively. Moreover, tasks should also be included in the examination.
- vii. The tasks used for teaching reading and writing should be included not only for the examination point of view but also for the daily classroom teaching activities.
- viii. Finally, similar research works should be carried out on the similar areas of perception on the tasks given in the textbook in which language teachers and learners of English feel very difficult in order to enhance & improve their learning of language.

Questionnaire Sheet

Dear Respondents,

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

Researcher
Manoj Kumar Yadav
TU, Kirtipur,

Kathmandu

Appendix - 1

Name:

Name of the school:

School (please tick one that best suits you):

Government aided

Gender:

Private

Teaching experience:

Please tick () the best options.

1) Task Based Language Teaching is useful in Nepalese context.

a. strongly agree

b. agree

c. disagree

d. undecided

2) The tasks given in the textbook at the lower secondary level are appropriate.

a. strongly agree

b. agree

c. disagree

d. undecided

3) The tasks given in the textbook are sufficient for listening and speaking skills.

a. strongly agree

b. agree

c. disagree

d. undecided

4) Tasks can be comprehension based as well as production based.

a. strongly agree

b. agree

c. disagree

d. undecided

5) Tasks focus on meaning rather than on form.

a. strongly agree

b. agree

c. disagree

d. undecided

6) The teacher's role is not important in carrying out the tasks by the students.

a. strongly agree

b. agree

c. disagree

d. undecided

7) Pre-task preparation is very important in task completion.

a. strongly agree

b. agree

c. disagree

d. undecided

8) The tasks given in the textbook are sufficient.

a. strongly agree

b. agree

c. disagree

d. undecided

9) There is no any difference between tasks and activities.

a. strongly agree

b. agree

c. disagree

d. undecided

10) All the students may not participate equally in completing the tasks.

a. strongly agree

b. agree

c. disagree

d. undecided

11) The tasks given in textbook are sufficient for developing reading and writing skills?

a. strongly agree

b. agree

c. disagree

d. undecided

12) What is your response on ‘Task is necessary for students’?

- | | |
|-----------------------------|--------------------|
| a. It is strongly necessary | b. It is necessary |
| c. It is not necessary | d. I can not say |

13) The tasks given in textbook focus on teaching grammar.

- | | |
|-------------------|--------------|
| a. strongly agree | b. agree |
| c. disagree | d. undecided |

14) The tasks given in the textbook are sufficient for grammar teaching.

- | | |
|-------------------|--------------|
| a. strongly agree | b. agree |
| c. disagree | d. undecided |

15) English teacher training is necessary to imply the tasks in ELT classes.

- | | |
|-------------------|--------------|
| a. strongly agree | b. agree |
| c. disagree | d. undecided |

Appendix – 2

1) Do you know what is ‘task’? Give your opinion.

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.....

2) What kind of tasks have you observed in the text book? Please list below.

a).....

b).....

c).....

d).....

e).....

3) Do you think that tasks given in textbook are appropriate for the students of lower secondary level?

i) If yes, why?

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ii) If not, Why?

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4) Do the tasks given in textbook equally focus on developing all language skills? Give reasons to support your view.

(a) Yes

(b) NO

Why.....
.....

.....
.....

5) What kinds of tasks have you used for teaching listening and speaking?

For listening,

a)

b)

c)

d)

e).....

f)

For speaking,

a)

b)

c)

d)

e).....

6) What kinds of tasks have you used for teaching reading and writing?

For reading,

a)

b)

c)

d)

e).....

For writing,

a)

b)

c)

d)

e).....

7) What are techniques you use while teaching tasks in the classroom?

a)

b)

c)

d)

e).....

Thank you