USE OF TASK-BASED LANGUAGE TEACHING IN NEPALESE CONTEXT

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

**Submitted by
Naresh Raj Lamichhane**

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

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

Date:24-04-2012

…………………..

Naresh Raj Lamichhane

RECOMMENDATIONS FOR ACCEPTANCE

This is to certify that **Mr. Naresh Raj Lamichhane** has prepared this thesis entitled **"Use of Task-Based Language Teaching in Nepalese Context"** under my guidance and supervision.

I recommend this thesis for acceptance.

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RECOMMENDATIONS FOR EVALUATION

This thesis has been recommended for evaluation from the following **'Research Guidance Committee'.**

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DEDICATION

Dedicated

to

*my parents without whom my dreams would
not have come true*

ACKNOWLEDGEMENTS

ABSTRACT

The present study entitled **'Use of Task-Based Language Teaching in Nepalese Context'** is an attempt to explore challenges faced by the English language teacher in the use of task based language teaching. To accomplish this study, a set of questionnaire was formulated and distributed to 40 higher secondary level English teachers in Kaski district. The data collected from the respondents were analyzed and interpreted to explore challenges faced by them in the use of task-based language teaching. It was found that lack of sufficient training on ELT, large number of students, fixed classroom management, present examination system, learner's low level of language proficiency were main problem to use TBLT in Nepalese context.

This thesis consists of four chapters. The first chapter deals with general background, review of the related literature, objective of the study and significance of the study. Likewise, the second chapter deals with the methodology applied to conduct the study. It consists of sources of data, population of the study, sampling procedure tool for data collection, process of data collection and limitations of the study. Similarly, the third chapter deals with analysis and interpretation of the raw data obtained from the respondents. The data were analyzed and interpreted by using statistical tools and presented with the help of table. Finally the chapter four deals with the findings recommendations and pedagogical implications of this study.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percent
&	:	and
CLT	:	Communicative Language Teaching
Dr.	:	Doctor
e.g.	:	Example (Examplia gratia)
ELT	:	English Language Teaching
et al.	:	And other
etc	:	Etcetera
i.e.	:	That is (id est.)
ibid	:	Ibiden (that has been just mentioned)
No.	:	Number
N.R.	:	Number of Respondents
P.	:	Page
Prof.	:	Professor
TBLT	:	Task-Based Language Teaching
T.U.	:	Tribhuvan University

CHAPTER-ONE
INTRODUCTION

1.1   General Background

Language teaching is a matter of pedagogy. The main purpose of language teaching is to impart linguistic skills to the language learners. Traditionally, language teaching is meant to make the learners able to read and write in the particular language but listening and speaking skills were neglected in the field of language teaching. The grammar was focused in language teaching and the language was taught translating the target language into their mother tongue. It was the oldest method of language teaching especially used to teach Greek and Latin in Europe, known as Grammar Translation (GT) method. It was popular during 1840S-1940S in ELT field. At that time grammatical rules were taught deductively. The medium of instruction was the learners' native language and accuracy was more emphasized than fluency.

 Since the GT method was not very effective in preparing student to use the target language communicatively another method emerged known as direct method. The main purpose of the direct method was to teach the meaning by making direct connection with the word through demonstration and action and grammar was taught inductively. Correct pronunciation and grammar were emphasized. Likewise, both speaking and listening comprehension were focused. But, Henry sweet, British applied linguist, recognized its limitations which offered innovations at the level of teaching procedures but lacked through methodological basis. Its main focus was on the exclusive use of target language in the classroom. However, it failed to address many issues. So, the direct method was criticized by linguists in the field of language teaching. After

that, the oral approach and situational language teaching began with the work of British applied, linguistists in 1920s to 1930s.It emphasized on oral structural drills and situational presentation. The target language is the medium of language teaching in the classroom. Likewise, audiolingual method developed in America as a reaction to the direct method. During 1960s, audiolingual method was developed by Nelson Brooks as audiolingualism. It was also called 'New Key' audiolingual, habit theory, functional skill strategy and Michigan method. This method was associated with the structural linguistics and behaviouristic psychology. It believed that speaking and listening were the basic skills of language; each language has its own unique structure and rule system and language learning as a matter of habit formation. But this method was criticized by linguists and said 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 audiolinguism to be boring and unsatisfactory. After that, several alternative methods are developed in the field of language teaching. They are lexical approach, communicative language teaching the natural approach, the content based instruction and task based language teaching.

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

1.1.1 Task-Based Language Teaching (TBLT)

Task based language teaching (TBLT), also called Task Based Instruction (TBI) is a famous and widely discussed area in the language pedagogy and second language acquisition since 1980s. The concept of TBLT was first introduced by Prabhu (1987) in his Banglore project in which he focused on communication, not in explicit grammar teaching, by engaging learners in doing tasks. The major premise of TBLT is that

acquisition takes place when 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 proposes the notion or task as a central unit of planning and teaching. It also seeks to allow the students to work on the basis of their interest to own level and restructure their 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 speaker's norms.

1.1.2 Defining 'Task'

Task is an activity which requires learners to arrive at an outcome from given information through some process of thought and which allow teachers to control and regulate to the process. For example: filling the form, telephone conversation and so on. Task is the best way to engage learners in communication. It has become both tool and subject of second language studies. Tasks are central to the learning activity and are based on the belief that students are more effectively focused on the task rather than the language they are using. The other example of task include painting a fence, dressing a child, filling out a form, buying a pair of shoes etc. it is also known as a piece of class work which involves learners in comprehending, manipulating, producing or interpreting in the target language while their attention is principally focused on meaning rather than form. However, the validity of task-based SLA researchers is often criticized i.e., the performance on task in the classroom does not necessarily predict students' performing in real life situation.

Task is a goal oriented activity with a clear purpose. It is an activity in which students use language to achieve specific outcome. Prabhu (1987, p. 10). A task is "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process". Similarly, Nunan (1989, p. 10), says, A communicative task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is

principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right". Likewise, Long (1985 p. 89) state that:

> Task is a piece of work undertaken from oneself or for others freely or for some rewards. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library books, talking a driving test, typing a letter, weighting a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one thing people do in everyday life, at work, at play and in between.

From these above views about 'task' given by different scholars, it is an activity which is designed to achieve particular learning goal such as using telephone to obtain information, drawing maps based on oral instruction. The materials involving task are stimulating, intellectually challenging those of a problem solving nature of a kind which seems meaningful to teachers planning and implementing lessons. In other words, it is an activity which requires learners to arrive at an outcome from given information through some process of thought and which allow teachers to control and regulate the process. To perform the task, the learners are required to process the thought. In ELT, tasks are considered to be more salient unit planning for teachers than objectives.

1.1.3 Types of Tasks

Task based language teaching is an approach based on the use of tasks as a core unit of planning and instruction in language teaching. A task is an activity or goal designed to achieve a particular learning such as using a telephone to obtain the information, drawing maps based on oral instruction and writing a letter or reading a set of instruction 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(1983) (as cited in Richards and Rodgers 2002, P. 234) have mentioned the following classification of tasks:

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

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

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

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

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

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

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

b) Focused task: The tasks that include the learners to process some particular linguistic features, e.g. a grammatical structure are known as focused tasks. This processing must occur as a result of performing activities to satisfy the key criteria of a task. Focused tasks have two aims: a) to stimulate commutative language use, and b) to target the use of a particular, predetermined target feature.

1.1.4 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 L_2 proficiency through communicating. Thus, it requires a primary focus on meaning.

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

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

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

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

1.1.5 Principles of Task-Based Teaching

Task-based teaching mainly focuses on the task during teaching learning activities. The overall purpose of task-based methodology is to create opportunities for language learning and skill development through collaborative knowledge building. Task-based teaching has various principles. The principles of task-based teaching given by Ellis (2003, pp. 276-78) are:

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

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

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

Principle 4: Ensure that students adopt an active role in task-based lessons: One of the major goals of task-based teaching is to provide learners with an opportunity to participate fully by playing an initiating as well as a responding role in classroom discourse. A key element of being 'active' is negotiating meaning when communicative problems arise. One of the principal ways of ensuring this is through group/pair work, although, as we have seen, it is also possible to achieve it in whole-class participatory structures.

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

Principle 6: Ensure that students are primarily focused on meaning when they perform a task: The main purpose of a task is to provide a context for processing language communicatively, i.e. by treating language as a tool not as an object. Thus, when students perform a task they must be primarily concerned with achieving an outcome, not with displaying

language. This can only be achieved is by varying task-based lesson in terms of design options and participatory structure.

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

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

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

1.1.6 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 of 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 acquisition. 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 options 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.

1.1.7 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:

1) 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.

2) 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.

3) 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.

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1.1.8 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.

1. 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 learner's needs, interests, and language skill level.

2. Prepare learners for task: Most TBLT proponents suggest that learners should not go into new task "cold" and that some sort of pre-task 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.

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

1.2 Review of the Related Literature

A number of researches related to Task-Based Language Teaching have been carried out in the Department of English Education. Many researches have been conducted to find out the effectiveness of Task-

based approach in teaching English using experimental research. The researcher has reviewed some of the researches related to 'Task-Based language Teaching" which are as follows:

Oli (2005) conducted a research on 'The Effectiveness of Task-Based Technique for Teaching Simple Present Tense'. The main objective of the research was to find out the effectiveness of task based technique for teaching simple present tense. The findings of his study suggested that task-based technique 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 objectives of his study were to compare the applicability and suitability of task-based and form focused techniques and find out their effectiveness. He compared both techniques in teaching grammar and his research findings suggested that task-based technique is more effective in teaching grammar than form-focused technique.

Joshi (2010) carried out a research entitled 'The Effectiveness of Task-Based Approach in Teaching Reading'. The main objective of her study was to find out the effectiveness of task-based approach in teaching reading. Her findings suggested that task-based approach is more fruitful in teaching reading.

Niroula (2010) carried out a research on 'Using Task-Based Approach to Teaching Grammar'. The main objective of his research was to find out the effect of TBLT in teaching grammar. He concluded that TBLT was more effective in teaching grammar.

Pandey (2011) has carried out a research on the topic of "Effectiveness of Task-Based Approach in Teaching Creative Writing'. Her objective was

to find out the effectiveness of task-based approach in creative writing. She found that task-oriented activities are effective in language teaching classroom. She also found that task based approach is effective in developing creative writing proficiency in students.

The review of the literature as mentioned above shows that many research have been conducted to find out the effectiveness of task-based approach in teaching English language using experimental research. But none of any research has been done to explore the challenges faced by the English language teacher in the use of task-based language teaching in Nepalese context. From this view, this study is different from the other studies.

1.3 Objectives of the Study

The objectives of the study were as follows:

i) To find out challenges faced by the English language teachers in the use of task-based language teaching.
ii) To suggest some pedagogical implications of this study.

1.4 Significance of the Study

Teaching has always been a difficult job, and with the advent of time and development of newer and nobler methods and techniques, it has become more challenging. Language teaching trend is moving from simplicity to complexity from uniformity to diversity and from oneness to pluralism. Since this study focuses on challenges faced by the English language teachers in the use of task-based language teaching,this study will be significant to those who are interested in language teaching learning (especially to English language teachers) and will be equally significant

for syllabus designers, trainers, students, textbook writers, researchers, methodologist, and all the persons directly and indirectly involved in ELT.

CHAPTER-TWO
METHODOLOGY

In this study, I had adopted the survey research design. This design enabled to explore the challenges faced by the English language teachers in the use of task-based language teaching. The following strategies were adopted to fulfill the above mentioned objectives:

2.1 Sources of Data Collection

I used both primary and secondary sources for the data collection.

2.1.1 Primary Sources

The primary sources of data for this study were English language teachers of Kaski district.

2.1.2 Secondary Sources

For the successful completion of the study, I consulted different books, journals, articles, research works and other internet sources related to the research area. More specifically the following were the sources of the study: Prabhu (1987), Nunan (1989), Willis (1996), Richards and Rodgers (2002), Ellis (2003).

2.2 Population of the Study

The population of the study were the English language teachers who are teaching in the higher secondary level schools of Kaski district.

2.3   Sampling Procedures

The sample population of this study were 40 English teachers of higher secondary level working in Kaski District. Half of them were selected from government aided schools and rest of them from private schools. The selection was done on the basis of using simple random sampling.

2.4   Tools for Data Collection

I used objective and subjective questionnaire as the basic tool for data collection.

2.5   Process of Data Collection

The following steps were adopted to collect data.

i.   First of all, I selected the schools in Kaski district.
ii.   Secondly, I selected forty teachers in the selected schools.
iii.   Then, I visited the selected schools and described purpose and processes to the authority and asked for permission to carry out the research work.
iv.   I fixed the time for data collection.
v.   After that, I distributed both objective and subjective questionnaire to the selected teachers.
vi.   Then I again visited the same schools to collect the given questionnaire.
vii.   Finally, I tabulated and analyzed the data obtained from the questionnaire.

2.6   Limitations of the Study

i.   The study was limited to only the challenges faced by the English language teachers in the use of task-based language teaching and suggests way to overcome these problems.

ii. The population of the study was limited to forty higher secondary level teachers teaching in different government and private schools of Kaski district applying simple random sampling.

iii. The researcher used only subject and objective questionnaire as the tool for collecting primary data.

CHAPTER - THREE
ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the data collected from primary sources. For the analysis at first, I classified all the data on the basis of the objective/subjective questions. As regards to objective question I have tabulated the data as well.

3.1   Analysis of the Data Obtained from Objective Questions

Under this title, item wise analysis of all the responses of twenty objective questions taken from forty higher secondary school teacher have been analyzed.

Q.N.1:   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.
d. Transaction activities

As regards Q.No.1, the responses provided by the respondents have been presented in the following table:

Table No.-1

Opinion Towards Task-based Language Teaching

Responses	Respondents	Percentage
Teaching and learning grammar rules		
Teaching language by creating real life situation.	22	55%
Use of task as the core unit of planning and instruction in language teaching	18	45%
Transaction activities		
Total	40	100%

The above table shows that 22(55%) of the total respondents viewed that task-based language teaching as teaching language by creating real life situation. All of the other 18(45%) respondents viewed that task-based language reaching as use of task as the core unit of planning and instruction in language teaching. On the basis of the above data, we can conclude that majority of respondents have taken task-based language teaching and communicative language teaching as a same way.

Q.No.2: Which of the following is the best objective of language teaching?

   a. To teach target language grammar.
   b. To make students communicate in the target language.
   c. To make students able to analyze target language.
   d. To make students to translate IL to MT and vice-versa.

Analysis of Q.No.2, according to the responses obtained from the respondents have been given below:

Table No. 2

The Objective of Language Teaching

Responses	Respondents	Percentage
To teach target language grammar	2	5%
To make students communicate in the target language	30	75%
To make students able to analyze target language	6	15%
To make students to translate TL to MT and vice-versa.	2	5%
Total	40	100%

This table shows that 30 (75%) of the total respondents considered to make students communicate in the TL as the objective of language teaching. Likewise 6(15%) respondents considered to make students able to analyze target language as the objective of language teaching. Out of remaining 4(10%) respondents consider other responses as the objective of language teaching. On the basis of the above data, we can conclude that most of the respondents considered to make students communicate in the TL as the best objective of language teaching.

Q.No.3: Which of the following factors mainly prevents you from applying task-based approach in your class?

    a. Lack of sound knowledge on task-based approach.
    b. Lack of sufficient training on ELT.
    c. Lack of physical facilities.
    d. Large size of class.

As regards Q.No.3 the responses provided by the respondents have been analyzed below:

Table No. 3

Preventing factors of Applying Task-Based Approach

Responses	Respondents	Percentage
Lack of sound knowledge on task-based approach	12	30%
Lack of sufficient training on ELT	10	25%
Lack of physical facilities	4	10%
Large size of class	14	35%
Total	40	100%

The above table shows that 14(35%) respondents considered large size of the class as the most disturbing factor for the application of task-based approach inside the classroom. Similarly 12(30%) respondents said that lack of sound knowledge on task-based approach is the problem of application of task-based approach in class. Again 10(25%) respondents considered lack of sufficient training on ELT is main problem of applying task-based approach in class. And only 4(10%) respondents considered lack of physical facilities as the problem of application task-based approach in their class. On the basis of obtained data, we come to the conclusion that large size of the class, lack of sound knowledge on task-based approach and lack of sufficient training on ELT are main problem to use task-based approach in classroom.

Q.No.4: In TBCT lasses, error are immediately corrected by teachers.

    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

Analysis of Q.No.4, is given below:

Table No.4

Role of Errors in task-based Language Teaching

Responses	Respondents	Percentage
Strongly agree		
Agree		
Disagree	10	25%
Strongly disagree	30	75%
Total	40	100%

The above table shows that 30(75%) respondents disagree with the statement, errors are immediately corrected by teachers in TBLT. Similarly, 10(25%) respondents strongly disagree with the same statement. It shows that all of the respondents are disagree with the statement, errors are immediately corrected by teacher in TBLT.

Q.No.5: the role of Fluency and accuracy in TBCT is

   a. Complementary
   b. Fluency is more focused
   c. Accuracy is more focused
   d. Both of them are not focused

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

Table No.5

Role of Fluency and Accuracy in TBLT

Responses	Respondents	Percentage
Complementary	6	15%
Fluency is more focused	30	75%
Accuracy is more focused		
Both of them are not focused	4	5%
Total	40	100%

This table shows that 30(75%) respondents considered the role of fluency is focused in TBT. Similarly 6(15%) respondents considered role of fluency and accuracy in TBLT is complementary. Only 4(5%) respondents said that role of fluency and accuracy are not focused in TBLT. No one prefers the role of accuracy is more focused in TBLT.

Q.No.6:   In TBLT classes, 'teachers are encouraged to make guesses about given task learn from their errors'.

   a. Agree
   b. Strongly agree
   c. Disagree
   d. Strongly disagree

Analysis of Q.No.6 is given below:

Table No. 6

Encourage Learners to Make Guesses about Given Task and Learn From their Errors

Responses	Respondents	Percentage
Agree	32	80%
Strongly agree	6	15%
Disagree	2	5%
Strongly Disagree		
Total	40	100%

This table shows that 32(80%) respondents agree with the statement, learners are encouraged to make guesses about given task and learn from their errors and 6(15%) respondents strongly agree with same statement. But only 2(5%) respondents show their disagreement with the same statement. On the basis of these responses we can say that in TBLT classes learners are encouraged to make guesses about given task and learn from their errors.

Q.No.7:   In class students are given more time for talking related to task with each other rather than with teachers:

a. Strongly agree
b. Agree
c. Disagree
d. strongly disagree

As regards Q. No. 7, the responses provided by the respondents have been analyzed below:

Table No.7

Time Given for Talking Related to Task with Each other Rather than with Teacher

Responses	Respondents	Percentage
Strongly agree	10	25%
Agree	27	67.5
Disagree	3	7.5
Strongly disagree		
Total	40	100%

This table shows that 27(67.5) respondents are agree and 10(25%) strongly agree with the statement i.e., students are given more time for talking related to task with each other rather than with teachers. On the other hand only 3(7.5%) respondents disagree with the same statement. Thus it is clear that most of the teachers viewed time given to the students for talking each other rather than with teachers in TBLT.

Q.No.8: The role of students in TBLT class should be

a) A passive listener.
b) A follower of the teacher.
c) A disciplined learner.
d) Risk-taker and innovator.

Analysis of Q.No.8 is given below:

Table No. 8

Role of Students in TBLT

Responses	Respondents	Percentage
A passive listener		
A follower of the teacher	7	17.5%
A disciplined learners	3	7.5
Risk-taker and innovator	30	75%
Total	40	100%

This table shows that 30 (75%) respondents prefer the role of learners in TBLT as risk-taker and innovator, only 7(17.5) respondents prefer the role of students as a follower of the teacher in TBLT and 3 (7.5%) respondents prefer the role of students as a disciplined learners in TBLT. The above responses make us clear that the role of students in TBLT is risk-taker and innovator.

Q.No.9: "Learners engage in doing task communicatively, not on memorizing grammar rules and structures."

   a) Strongly agree

   b) Agree

   c) Disagree

   d) Strongly disagree

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

Table No. 9

Learner's Involvement in Doing Task Communicatively, not on Memorizing Grammar Rules and Structure

Responses	Respondents	Percentage
Agree	35	87.5
strongly agree	5	12.5
Disagree		
Strongly disagree		
Total	40	100%

This table shows that 35(87.5%) respondent agree that learners engage in doing task communicatively not on memorizing grammar rules and structures. Similarly 5(12.5%) respondents strongly agree with the same statement. It shows that all respondents agree with the statement, i.e., learners engage in doing task, communicatively, not on memorizing grammar rules and structures.

Q.No.10: Have you read any book related to TBLT and its materials?

a) Yes
b) No

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

Table No.10

Knowledge about TBLT and its Materials

Responses	Respondents	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

This table shows that 38(95%) respondents answered 'Yes' and 2(5%) of them answered 'No'. it shows that the majority of the respondents have read book related to TBLT and it's materials.

Q.No.11: Do you think task-based approach is used in Nepal?

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

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

Table No. 11

Task-Based Approach is Being Used in Nepal

Responses	Respondents	Percentage
strongly agree		
Agree	4	10%
Disagree	30	75%
Strongly disagree	6	15%
Total	40	100%

The above table shows that 30(75%) respondent disagree that task-based approach is being used in Nepal. Similarly 6(15%) respondents strongly disagree with the same statement. Only 4(10%) respondents agree with the statement, i.e. task-based approach is being used in Nepal. The above responses make us clear that the task-based approach is not being used in Nepal.

Q.No.12: The environment of school to implement TBLT is

a) Very good
b) Good
c) Not good
d) Bad

The analysis of Q.No.12 has been given below:

Table No. 12

Environment of School to Implement TBLT

Responses	Respondents	Percentage
Very good		
Good	4	10%
Not good	6	15%
Bad	30	75%
Total	40	100%

The above table shows that 30(75%), respondents answered 'bad' towards the statement, i.e., environment of school to implement TBLT. Similarly, 6(15%) answered 'not good' that environment of school to implement TBLT. Only 4(10%) respondents answered 'good' that environment of school to implement TBLT. It shows that 36 (90%) respondents have bad environment to implement TBLT in their school.

Q.No.13: The number of students is appropriate to implement TBLT in your class.

a) Yes
b) No

As regards Q. No. 13, the responses provided by the informants have been analyzed below:

Table No. 13
Number of Students to Implement TBLT

Responses	Respondents	Percentage
Yes	3	7.5
No	37	92.5
Total	40	100%

The above table shows that 37(92.5%) respondents answered 'No' and 3(7.5%) respondents answer 'Yes'. It shows that majority of respondents have problem with number of students in their classroom to implement TBLT.

Q.No.14: The English teacher training 'you' have received so far is sufficient to implement TBLT in ELT classes.
  a) Yes
  b) No

As regards Q.No.14, the responses provided by the respondents have been analyzed below:

Table No. 14
Training Received is Sufficient to Implement TBLT

Responses	Respondents	Percentage
Yes	2	5%
No	38	95%
Total	40	100%

According to the above table 38(95%) of the total respondents response 'No' and 2(5%) respondents response 'Yes'. It shows that majority of the respondents responses that the training they received so far is not sufficient to implement TBLT in ELT.

Q.No.15: the teaching materials you are using are sufficient to implement task in ELT classes.

a) Yes
b) No

As regards Q.No.15, the responses provided by the informants have been analyzed below:

Table No. 15

Teaching Materials Using are sufficient to Implement Task in ELT Classes

Responses	Respondents	Percentage
Yes	4	10%
No	36	90%
Total	40	100%

According to above table 36(90%) of the total respondents responded 'no' and 4(10%) respondents responded 'Yes'. Those who responsed 'no' said that teaching materials they are using are no sufficient implement task in ELT classes.

Q.No16: How much difficulty to manage task in your TBLT class?

a) Easy
b) A great deal

c) Quite a lot

d) To some extent

Analysis of Q.No.16 is given below:

Table No. 16
Difficulty to Manage Task in TBLT

Responses	Respondents	Percentage
Easy	2	5%
A great deal	8	20%
Quite a lot	20	50%
To some extent	10	25%
Total	40	100%

This table shows that 20(50%) respondents considered the response, quite a lot to manage task in TBLT. Similarly, 10(25%) respondents considered the response, to some extent to manage task in TBLT. On the other hand 8(20%) respondents considered the response, the great deal to manage task in TBLT and 2(5%) respondents consider the response, easy to manage task in TBLT. It shows that majority of respondents have difficulty to manage task in TBLT.

Q.No.17:   'TBLT is difficult to implement because cultural factors is the cause of interference'.

a) Strongly agree

b) Agree

c) Disagree

d) Strongly disagree

As regards Q.No.17, the responses provided by the respondents have been analyzed below:

Table No. 17
TBLT is Difficult to Implement Because Cultural Factors is the Cause of Interference.

Responses	Respondents	Percentage
strongly agree	15	37.5%
Agree	26	62.5%
Disagree		
Strongly disagree		
Total	40	100%

This table shows that 25(62.5%) respondents answered 'agree' and 15(37.5%) answered 'strongly agree'. So, it can be said that all respondents agree with the statement, TBLT is difficult to implement because cultural factors is the cause of interference. So it is concluded that TBLT needs to be evaluated by considering socio-cultural context in which it is implemented.

Q.No.18: Have you got any opportunity to observe any effective TBLT class by other teachers?

a) Yes, frequently
b) Sometimes
c) Yes, one
d) No, never

As regards Q.No.18, the responses provided by the respondents have been analyzed below:

Table No. 18

Opportunity to Observe any Effective TBLT Class by Other Teachers.

Responses	Respondents	Percentage
Yes, frequently		
Sometimes		
Yes, once		
No, never	40	100%
Total	40	100%

According to the above table, 40(100%) respondents responded 'no, never'. It means they do not chance to observe any effective TBLT class by other teachers. On the basis of these responses, we can say that for the successful implementation of TBLT teachers should provided chance to observe effective TBLT by other teachers.

Q.No.19:   Do you feel confident enough to practice TBLT in your ELT class ?

a) Yes
b) No

As regards Q.No.19, the responses collected from the respondents are presented in the following table.

Table No. 19
Confident Enough to Practice TBLT

Responses	Respondents	Percentage
Yes	5	12.5%
No	35	87.5%
Total	40	100%

This table shows that 35(87.5%) respondents answered 'No' and 5(12.5%) respondents answered 'yes'. On the basis of these responses, we can say that majority of the teachers were not confident enough to practice TBLT in their class.

Q.No.20: Are you interested to practice task-based language teaching in your ELT Class?

a) Yes
b) No

The analysis of Q.No.20 is given below:

Table No. 20

Interest to Practice TBLT

Responses	Respondents	Percentage
Yes	32	80%
No	8	20%
Total	40	100%

The above table shows that 32(80%) of the total respondents responded 'Yes' and 8(20%) of them responded 'No' to the question. It shows that the majority of the teachers were interested to practice TBLT in the ELT class.

3.2 Analysis of Data Obtained from Subjective Type Question

All the responses take from ten subjective questions have been analyzed on the basis of individual items.

Q.No.1: What would you say the relationship between communicative language teaching and task-based language teaching are? Do you think one is better than the other? Why?

Regarding the question No. 1, 35(87.5%) respondents said that communicative language teaching and task-based language teaching are interrelated. They viewed that both are learner-centered method in language teaching. This also viewed that task-based language teaching is better than communicative language teaching. Because in TBLT each and every students are focused but in communicative language teaching communicative activities are mainly conducted in groups. They also viewed that in TBLT teachers are directly involved to design task which helps them to be professional. It shows that task based language teaching helps to teacher development. Because teachers are not passive recipient and implementer of other people's syllabuses and method but they are an active creator for his or her own materials, tasks, classroom activities and so on.

Q.No.2: Do you want to use task-based language teaching? If Yes Why? If No Why?

Regarding the question no.2, majority of the teachers 25(62.5%) want to use TBLT in their class. Because according to them TBLT is meaning focus and makes learners engage in the task. Some of them 15(37.5%) don't use TBLT in their class. Because according to them tasks are not important from examination point of view and to manage task according to the lesson is very difficult.

Q.No.3: Mention some of the challenges or difficulties you have faced in the use of task-based approach in your classroom. How do you think they can be overcome?

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

- Appropriate task cannot be easily set according to the demand of lesson.
- Tasks are not important from examination point of view.
- Large number of students.
- Fixed classroom management.
- Lack of training.
- Lack of sound knowledge of TBLT.
- Difficult to run with in time-table.
- Overload of periods
- Learners low level of language proficiency.

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

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

Q.No.4: What are the educational materials you are using in your language class?

Regarding the question no.4, the majority of teachers use daily used materials, textbook, teacher's guide etc. sometimes they use cassette for listening text. According to them there are not sufficient materials available in their school.

Q.No.5: The teaching materials you are using are sufficient to implement task in ELT class.

Regarding the question no.5, most of the respondents 32(80%) said that teaching materials they are using in ELT class are not sufficient to implement task.

Q.No.6: Mention some of the advantage that you have achieved while applying task-based language teaching.

Regarding the question no.5, most of the respondents have mentioned the following advantages.

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

Q.No.7: How far do you integrate all the four sills of language teaching? What difficulties do you face in doing so?

Regarding the question no.7, most of the respondents 34(85%) said that they don't integrate all the four skills of language while teaching. To integrate all the four skills majority of respondents have following difficulties.

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

Q.No.8: What do you think task-based approach is focused in language
teaching?

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

Q.No.9: What are the objectives of foreign language teaching?

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

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

Q.No.10: Please mention your opinion about TBLT for suggestion.

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

– TBLT is solely related to the context in which it is implemented.
– Traditional examination-based syllabuses are major challenges for
  the implementation of TBLT.
– The activities in TBLT are time consuming.
– Learners' low level of language proficiency is also affecting factor
  of the implementation of TBLT.
– TBLT should be flexible in its implementation so that it becomes
  more suitable in local context.

CHAPTER - FOUR
FINDINGHS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the data obtained from the respondent; the following findings have been drawn. The findings are followed by the pedagogical implication and suggestions for further researches.

4.1   Findings

The major findings of the study are listed below:

i. It was found that the majority of teachers have taken task-based language teaching and communicative language teaching as a same way.

ii. It was found that the majority of the teachers (i.e.80%) are interested to practice TBLT in the ELT classes. But lack of sufficient training on ELT, large number of students, fixed classroom management, present examination system, learner's low level of language proficiency were found more serious problem for applying task-based approach in Nepalese context.

iii. It was also found that lack of sound knowledge on task-based approach was also the serious problem for applying task-based language teaching in higher secondary level.

iv. It was found that all teachers agree with 'cultural factors is the cause of interference' to implement TBLT.

v. It was found that all teachers disagree with 'errors are immediately corrected by teachers in TBLT'.

vi. It was also found that, the main aim of language teaching is to make the learners able to communicate in target language.

vii.   It was found those traditional syllabuses are major challenges for the implementation of TBLT.

4.2. Recommendations

The following recommendations are made for the pedagogical implications on the basis of findings obtained through the analysis and interpretation of the data.

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

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

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

iv.   Basic teaching materials should be managed by schools.

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

vi.   Physical facilities should be managed properly.

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

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

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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 challenges faced by English language teachers in the use of Task -Based Language Teaching in Nepalese context. Please, read the questions carefully and give your views. 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

Naresh Raj Lamichhane

Name:

School:

Experience:

Tick the best answer.

1) 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.

d) Transaction activities.

2) Which one of the following are the best objectives 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.

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

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

b) 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) Uncertain

d) Disagree

e) Strongly disagree

5) The role of fluency and accuracy in TBLT is

a) Complementary.

b) Fluency is more focused.

c) Accuracy is more focused.

d) Both of them are not focused.

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

a) Strongly agree

b) Agree

c) Uncertain

d) Disagree

e) Strongly disagree

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

a) Strongly agree

b) Agree

c) Uncertain

d) Disagree

e) Strongly disagree

8) 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.

9) "Learners engage in doing task communicatively, not on memorizing grammar rules and structures."

a) Strongly agree

b) Disagree

c) Agree

d) Strongly disagree

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

a) Yes   b) No

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

a) Strongly agree

b) Agree

c) Disagree

d) Strongly disagree

12) The environment of your school to implement TBLT is

a) Very good

b) Good

c) Not good

d) Bad

e) Uncertain

13) The number of student in the class is appropriate to implement TBLT

a) Strongly agree

b) Agree

c) Uncertain

d) Disagree

e) Strongly disagree

14) The English teachers training you have received so far is sufficient to implement TBLT in ELT classes.

a) Yes

b) No

15) The teaching materials you are using are sufficient to implement task in ELT classes

a) Yes

b) No

16) How much difficulty to manage task in your TBLT class?

a) Easy

b) A great deal

c) Quite a lot

d) To some extent

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

a) Strongly agree

b) Agree

c) Uncertain

d) Disagree

e) Strongly disagree

18) 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

19) Do you feel confident enough to practice TBLT in your ELT class?

a) Yes

b) No

20) Are you interested to practice tasks in your ELT class?

a) Yes

b) No

APPENDIX II
QUESTIONNAIRE

Please answer the following question.

1. What would you say the relationship between communicative
   language teaching and Task-based language teaching are? Do you
   think one is better than the other ? why?

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

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3. Mention some of the challenges or difficulties you have faced in
   the use of task-based teaching in your classroom. How do you
   think the y can be overcome?

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

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

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

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

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

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9. What are the objectives of foreign language teaching?

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10. Please mention your opinion about TBLT for suggestion.

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Thank You for your nice co-operation

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