

**USING TASK-BASED LANGUAGE TEACHING IN
TEACHING COMMUNICATIVE FUNCTIONS**

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

**Submitted by
Punya Prasad Gajurel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2012**

**USING TASK-BASED LANGUAGE TEACHING IN TEACHING
COMMUNICATIVE FUNCTIONS**

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

**Submitted by
Punya Prasad Gajurel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2012**

**T.U. Regd No.: 9-2-405-37-2005
Second Year Examination
Roll No.: 280684/067**

**Date of Approval of the
Thesis Proposal: 2068-11-14
Date of Submission: 26/04/2012**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Punya Prasad Gajurel** has prepared this thesis entitled **Using Task-Based Language Teaching in Teaching Communicative Functions** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 26/04/2012

.....

Dr. Tara Datta Bhatta (Guide)

Reader

Department of English Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Chandreshwar Mishra

.....

Professor and Head

Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

Dr. Tara Datta Bhatta (Guide)

.....

Reader

Member

Department of English Education

TU, Kirtipur

Dr. Bal Mukunda Bhandari

.....

Reader

Member

Department of English Education

TU, Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

Signature

Dr. Chandreshwar Mishra

.....

Professor and Head

Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

Dr. Tara Datta Bhatta (Guide)

.....

Reader

Member

Department of English Education

TU, Kirtipur

Ms. Saraswati Dawadi

Lecturer,

.....

Department of English Education

Member

TU, Kirtipur

Date:

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: 25/04/2012

.....

Punya Prasad Gajurel

ACKNOWLEDGEMENTS

I am extremely happy to express my sincere gratitude to my respected Guru and thesis supervisor **Dr. Tara Datta Bhatta**, Reader of the Department of English Education, University Campus, Kirtipur for making constant supervision, continuous guidance and valuable suggestions. I would like to acknowledge him for his invaluable instructions, guidance, encouragement and cooperation in completing this study. I would like to express my sincere gratitude to **Dr. Chandreshwar Mishra**, Professor and head of the Department of English Education for his inspiration and suggestions. Hearty acknowledgement is deserved for **Dr. Bal Mukunda Bhandari**, Reader of the Department of English Education, and member of the research guidance committee, **Dr. Anju Giri**, Professor of the Department of English Education and **Dr. Anjana Bhattarai**, Reader of the Department of English education for their invaluable suggestions, support and constant encouragement. I am ever grateful to all the faculty members of the Department for their academic support.

I would like to express my profound gratitude to the Head Teacher **Mr. Amrit Bahadur Dangal** and subject teacher **Mr. Tulsi Ram Timilsina** and all the teachers of Shree Irkhu Secondary School, Irkhu-1, Sindhupalchok, for providing me with the opportunity to conduct this research. I would like to extend my thanks to all the students of class 9 of Irkhu Secondary School, Irkhu for their support and cooperation in completing this research. Similarly, I would like to express my sincere thanks to **Ms. Madhavi Khanal**, the librarian at the Department of English Education for her kind cooperation. I owe a debt to my parents, bothers and sisters for their love, inspiration, encouragement, help and support for my study. Thanks are also due to all those who directly or indirectly helped me in preparing this research.

Punya Prasad Gajurel

ABSTRACT

The present study entitled "Using Task-Based Language Teaching in Teaching Communicative Functions" aimed at finding out the effectiveness of task-based approach in learning the communicative functions. I conducted a practical study to determine the effectiveness. The test items were developed for the collection of data. 25 grade 9 students of the government aided school, Shree Irkhu Secondary School, Sindhupalchok were the sample population of my study. A pre-test was administered using the test-items in the beginning. Then, three progressive tests were conducted with the interval of five class periods each. The students were taught for twenty periods altogether. After the experimental instruction, a post-test was administered with the same set of test items as in the pre-test. The average score of all the test items were calculated. The results of the tests were compared to find out the effectiveness of task-based approach on their achievement of communicative ability. It was found that task-based language teaching was more effective than usual classroom teaching methods in teaching communicative functions.

This thesis consists of four chapters. Chapter one is an introductory part which includes general background, objective of the study, review of the related literature and significance of the study. Chapter two includes the methodology adopted to complete the research. It particularly contains sources of data, sampling procedures, tools and process of data collection and limitations of the study. Chapter three deals with of the analysis and interpretation of the data. Chapter four presents the findings and recommendations of the study based on the analysis and interpretation of the data. This chapter is followed by the references and appendices.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>Symbols and Abbreviations</i>	<i>xi</i>
CHAPTER ONE: INTRODUCTION	1-27
1.1 General Background	Error! Bookmark not defined.
1.1.1 Task-Based Language Teaching (TBLT)	Error! Bookmark not defined.
1.1.2 Concepts of Tasks	Error! Bookmark not defined.
1.1.3 Types of Tasks	Error! Bookmark not defined.
1.1.4 Current Approaches of TBLT	Error! Bookmark not defined.
1.1.5 Framework of TBLT	Error! Bookmark not defined.
1.1.6 Components of TBLT	Error! Bookmark not defined.
1.1.7 Features of TBLT	Error! Bookmark not defined.
1.1.8 Language Functions	Error! Bookmark not defined.
1.1.8.1 Communicative Function	Error! Bookmark not defined.
1.1.8.2 Activities for Teaching Communicative Functions	Error! Bookmark not defined.
1.1.9 Action Research	Error! Bookmark not defined.
1.1.9.1 Characteristics of Action Research	Error! Bookmark not defined.
1.1.9.2 Steps in Carrying out Action Research	Error! Bookmark not defined.
1.1.9.3 Tools for Data Collection	Error! Bookmark not defined.

1.2 Review of the Related Literature	Error! Bookmark not defined.
1.3 Objectives of the Study	Error! Bookmark not defined.
1.4 Significance of the Study	Error! Bookmark not defined.

CHAPTER TWO: METHODOLOGY **28-30**

2.1 Sources of Data	Error! Bookmark not defined.
2.1.1 Primary Sources of Data	Error! Bookmark not defined.
2.1.2 Secondary Sources of Data	Error! Bookmark not defined.
2.2 Sampling Procedure	Error! Bookmark not defined.
2.3 Tools for Data Collection	Error! Bookmark not defined.
2.4 Process of Data Collection	Error! Bookmark not defined.
2.5 Limitation of the Study	Error! Bookmark not defined.

CHAPTER THREE: ANALYSIS AND INTERPRETATION **31-37**

3.1 Holistic Comparison of the Pre-test and Post-test Scores	Error! Bookmark not defined.
3.2 Analysis and Interpretation of the Individual Test Scores	Error! Bookmark not defined.
3.2.1 Pre-test Scores	Error! Bookmark not defined.
3.2.2 Progressive Tests	Error! Bookmark not defined.
3.2.2.1 The First Progressive Test Scores	Error! Bookmark not defined.
3.2.2.2 The Second Progressive Test Score	Error! Bookmark not defined.
3.2.2.3 The Third Progressive Test Score	Error! Bookmark not defined.
3.2.3 The Post Test Scores	Error! Bookmark not defined.

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS **38-40**

4.1 Findings	Error! Bookmark not defined.
4.2 Recommendations	Error! Bookmark not defined.

REFERERCES	Error! Bookmark not defined. <u>-43</u>
-------------------	--

LIST OF TABLES

S.No.	Titles	Page No.
	Table No. 1: The Holistic Comparison of Test Scores on the Pre-test and Post-Test	Error! Bookmark not defined.
	Table No. 2: Individual Scores on the Pre-test	Error! Bookmark not defined.
	Table No. 3: Individual Scores on the First Progressive Test	Error! Bookmark not defined.
	Table No. 4: Individual Scores on Second Progressive Test	Error! Bookmark not defined.
	Table No. 5: Individual Scores on the Third Progressive Test	Error! Bookmark not defined.
	Table No. 6: Individual Scores on the post-test	Error! Bookmark not defined.

SYMBOLS AND ABBREVIATIONS

TBLT	Task-Based Language Teaching
TBA	Task-Based Approach
Dr.	Doctor
et al	And others
i.e.	That is
Mr.	Mister/Master
Ms	Miss/Mistress
P.	Page Number
Prof.	Professor
AR	Action Research
ELT	English Language Teaching
F.M.	Full Marks
SN	Serial Number
M.Ed.	Master of Education
MIns.	Minutes
hr.	Hour
Reg.No.	Registration Number
T.U.	Tribhuvan University