

CHAPTER ONE

INTRODUCTION

1.1 General Background

Teaching of English takes place round the world since it is a world language. Language teaching and learning is a matter of pedagogy. The teaching of any subject matter is usually based on an analysis of the nature of the subject matter itself. Language teaching came into existence in the 20th century and became highly and widely popular. When it got popularity then different linguist and language specialist sought to improve the quality of language teaching. They referred to some general principals and theories concerning how languages are learned, how knowledge of language represented organized in memory or how language itself is structured, then different applied linguist ,(such as Henry Sweet, Otto-Jespersen and Harold Palmer), elaborated principles and theoretically accountable approaches to the design of language teaching. Then in 1960, to clarify difference between a philosophy of language teaching at the level of theory and principals, and set of procedures for teaching a language, a scheme was proposed by the American applied linguist Edward Anthony. He identified three levels of conceptualization and organization, which he termed as approach, method and technique.

Anthony (1963) (as cited in Richards and Rodgers, 1989, p. 19) says “an approach is correlative assumption dealing it with the nature of language teaching and language learning ...it describes the nature of subject matter to be taught.

To Anthony (ibid) approach is the level at which assumptions and beliefs about language learning are specified. It is a theoretical position and belief about the nature of language and capability of both to pedagogical settings. He (ibid) defines a method as “an overall plan for orderly presentation of language material ... a method is procedural.” Method is the level at which theory is put

into practice and choices are made about the particular skill and content to be taught and order in which the content will be presented. Method is primarily concerned with teacher and student, rules and behaviors and secondarily with such features as linguistics and subject matter, objectives, sequencing and materials. He (ibid) defines techniques as “an implementation which actually takes place in the classroom. It is a particular trick ... technique must be in harmony with an approach as well.” So a technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. However, Richards and Rodgers (1989) modified the theoretical framework of Anthony (1963) and developed a new framework. They gave more emphasis on method, as an umbrella, and said that method includes approach, design and procedure respectively; approach is theory of language and language learning. Designs involve objectives, activities and role of teachers, learners and materials. Procedures are the real practices in the classroom.

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. Examples of this kind include the direct methods, audio-lingual and the situational approach. Some methods, such as communicative language teaching, were adopted almost universally and they achieved the status of methodologically orthodoxy. Those methods (for example grammar translation method) which could not go with newly established scientific principles in the field of linguistics and learning psychology and did not address the contemporary ELT situation and its need for the learners then disappeared gradually. Other methods (direct method, audio-lingual method, etc.) were also criticized for not being effective in preparing students to use target language communicatively with fluency and appropriateness.

Communicative approach came in the field of language teaching in the late 1960s to fulfill the needs of contemporary language teaching situation.

Communicative language teaching (CLT) aims to apply the theoretical perspectives of the language teaching by acknowledging the interdependence of language and communication. There are five different communicative approaches, which are called current communicative approaches by Richards and Rodgers (1986), and also are very much updated, inspirational and interesting for contemporary language teachers and researchers. Those communicative approaches according to Richards and Rodgers (ibid) are as follows:

- i. The Communicative Language Teaching (CLT)
- ii. The Natural Approach (NA)
- iii. Co-operative Language Teaching (CLT)
- iv. Content-Based Instruction (CBI)
- v. Task-Based Language Teaching (TBLT)

Among those five types of approaches, TBLT is the more demanding and recent approach in the field of ELT.

1.1.1 Task-Based Language Teaching (TBLT)

Task-Based language teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Task Based Learning offers the students an opportunity to do this. The basic assumption of Task-Based Approach is the task and language is the instrument which the students use to complete it. TBLT, also called Task Based Instruction (TBI), is a famous and mostly researched area in the field of language pedagogy and second language acquisition since 1980s. The concept of TBLT was first introduced by Prabhu (1987 in his Bangalore project in which he focused on communication, not on explicit grammar teaching, by involving learners in doing ‘tasks’. The major premise of TBLT is that language acquisition takes place when learners negotiate meaning to perform a particular task.

According to Richards et al. (1986, p. 289), task is an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as task. Tasks may or may not involve the production of language. A task usually requires the teachers to specify what will be regarded as successful completion of tasks. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative ... since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. Similarly, Prabhu (1987) defines task as “an activity which requires learners to arrive at an outcome from given information through some process of through and which allows teacher to control and regulate process.”

Task is a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by others. Examples include compiling a list of reasons, features, or things that are needed doing under particular circumstances; comparing two pictures and/ or texts to find the differences; and solving a problem or designing a brochure.

Task-Based Language Teaching also draws on an interactional view of language. There has been a great deal of research and theorizing in the last approximately fifteen years on the use of task in language teaching. Particularly task which involves interaction between learners is believed to promote language acquisition by:

- a. providing learners with opportunities to make the language input they receive more comprehension.
- b. furnishing contexts in which learners need to produce output which other can understand, and
- c. making the classroom closer to real-life language situations.

Engaging learners in task/work provides a better context for the activation of learning processes than form- focused activities, and hence ultimately provides better opportunities for language learning to take place. Task-Based approach emphasizes equally on four skills of language teaching i.e. listening, speaking, reading and writing.

1.1.2 Concepts of Tasks

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

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

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

Similarly, Skehan (1996, p 20) also supports Nunan (1989a) and defines task 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." He also gives emphasis on meaning aspect of language and talks about outcomes after using task in the real- classroom. It means while teaching a 2nd language to the learners, the teacher must try to make the students understand the role of language used in different places and its message conveyed not about the forms or structures applied in language.

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

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

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

1.1.3 Types of Tasks

Depending upon the research, carried out in different times, places and contexts, tasks can be classified into different types. Nunan (1989) suggests two types of tasks:

- a. Real-world tasks, and
- b. Pedagogical tasks

Real-world tasks, according to Nunan (1989), are designed to practice or rehearse those tasks that are found to be important in a need analysis and turn out to be important and useful in the real world. Example of this type is using a telephone.

Pedagogical tasks have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks. An example of this type is information-gap task. Prabhu (1980), in his Bangalore Project, has used ten different tasks in different times. They are:

- a. Diagram and information: Naming parts of a diagram with numbers of letters of the alphabet as instructed.
- b. Drawing: Drawing geometrical figures/ formation from sets of verbal instruction.
- c. Clock faces: positioning hand on a clock to show a given time.
- d. Monthly calendar: calculating duration in days and weeks in the travel, leave and so on.
- e. Maps: constructing a floor plan of a house from description.
- f. School timetable: constructing timetables for teachers.
- g. Programs and itineraries: constructing itineraries from description.
- h. Train timetables: selecting trains appropriate to given needs.
- i. As a year of birth: working out year of birth from age.
- j. Money: deciding on quantities to be taught given the money available.

Rod Ellis (2010, pp. 16-17) divides the task into two categories:

a. Unfocused Task

The tasks that may predispose learners to choose from a range of forms but aren't designed with the use of a specific form in mind are known as unfocused tasks. Unfocused tasks have aim to stimulate communicative language use.

b. Focused Task

The tasks that induce the learners to process some particular linguistic features, e.g. a grammatical structure are known as focused tasks. Focused tasks have two aims: (a) to stimulate communicative language use, and (b) to target the use of a particular, predetermined target feature.

But Willis (1996) proposes six types of tasks as:

- a. Listing
- b. Ordering and sorting
- c. Comparing
- d. Problems solving
- e. Sharing personal experiences
- f. Creative task

Though different researcher in different times prescribed different types during their study but we cannot find any plausible view on actual number. In fact, tasks types depend upon the contexts, level of the subjects where they are used. Generally, according to Nunan (1989) there are only two different tasks; real-world tasks and pedagogical tasks. Prabhu, in his project, describes two different tasks for primary age learners of English which can be seen from the list of those ten tasks types.

1.1.4 Current Approaches of TBLT

Approaches on TBLT are described variously. Primarily, TBLT is motivated by learning theory rather than theory of language. Several assumptions about the nature of language, according to Richards and Rodgers (2003, pp. 226-227) can be said to underlie current approaches to TBLT. These are:

- a. Language is primarily means of making meaning.
- b. Multiple models of language informed TBI
- c. Lexical units are centered in language use and language learning

- d. Conversation is the central focus of language and the keystone of language acquisition

But Ellis (2003) suggests the two types of approaches. They are:

- a. Psycholinguistics approach: 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.
- b. Socio-cultural approach: this approach is concerned with acquisition of language through dialogue process. This theory believes in process of construction of language learning. Tasks, according to this perspective, are a tool that can be interpreted by the learner differently in different contexts and interlocutors.

Approaches of TBLT defined by different scholars are different in their terms but the main point is that TBLT always focuses on meaning in context where and when a language is used.

1.1.5 Framework of TBLT

Task-Based Language learning is broadening its horizon in the field of 'Teaching English as a Foreign Language' (TEFL) and 'Teaching English as a Second Language' (TESL) situation. It is an approach or method of teaching second language to the learners through the systematic stages. Traditionally, language was taught through PPP(presentation, practice, production, production) model but now the new model is practiced in the field of SLA which is often called test teach test based learning (testing initial level of knowledge in certain skill and teaching and again testing the capacity in the same skill simultaneously) often adopted in TBLT. Conversely, TBLT has used production stage first and learners are required to perform a particular task Willis (1996) outlines the following model for organizing lesson. There are three stages:

Pre-Tasks Stage

Introduction to Topic and Tasks

Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instruction prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead into a task.

Task Cycle

Task	Planning	Report
Students do the task in pairs or small groups. Teacher monitors from a distance, encouraging all attempts at communication, not correcting. Since this situation has a 'private feel', students feel free to experiment, mistakes don't matter.	Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.	Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and comments on the content of the reports.

Language Focus

ANALYSIS	PRACTICE
Students examine and then discuss specific features of text or transcript of the recordings. They can enter new words, phrases and patterns.	Teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the analysis.

Willis (1996, pp. 56-57)

Similar to this model of Willis, Ellis (2003) outlines the framework of task-based instruction into three different stages:

- a. Pre- task stage: It is related to introducing the task, presenting the model task and planning time for completion of the task.
- b. During task stage: In this stage, learners perform the task by using different performance option and information processing options.
- c. Post task stage: It is the last stage, which incorporates the activities like reporting, conscious-raising repeating the task. This stage is form-focused stage as in the willis model.

TBLT is a learner-centered approach, which is mainly based on the needs and interest of the learners in learning language. Stages in this approach can be adopted of anyone but that must be in-touch with the learners' needs.

1.1.6 Components of TBLT

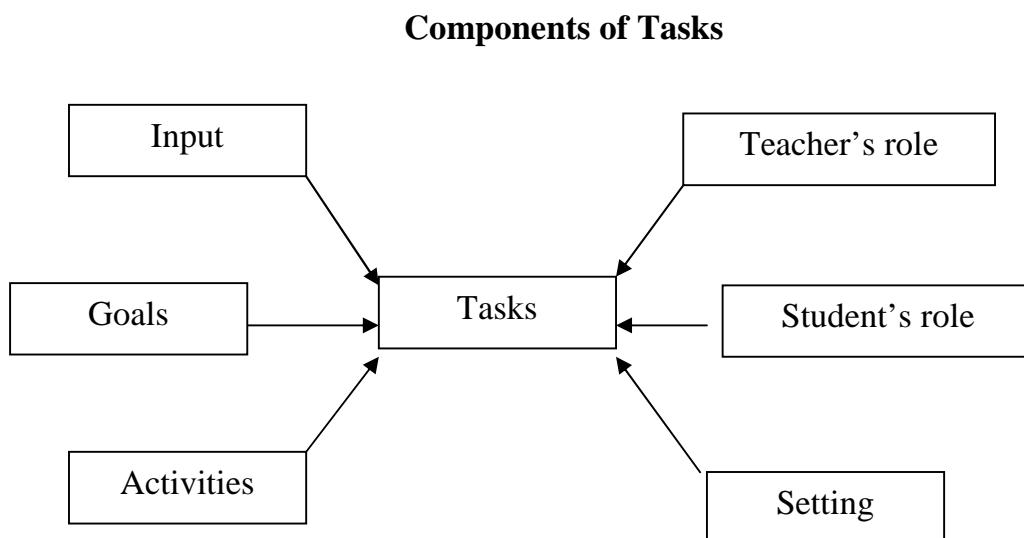
There are no congruent views on components of TBLT. Different scholars provide different types of components according to their own views. According to Shavelson and Stern (1981 as cited in Joshi, 2010, p. 9), there are following six types of components of TBLT. They are as follows:

- a. Content
- b. Materials
- c. Activities
- d. Goals
- e. Students
- f. Social community

Content is the subject that is to be taught to the learners, materials are those things which can be observed/manipulated by the learners, activities are done at the time of doing lesson by the teacher and learners, goals are the general aims of the teacher for the task, students are also taken as component of TBLT because in students centered teaching learning activities, their abilities, needs

and interests are given priority and last but not least element is social community, i.e. the class as a whole.

The components of TBLT according to Nunan (1989) are diagrammatically presented below:



Source: (Nunan, 1989, p.11)

Nunan states that tasks contain some forms of input data which might be verbal or non- verbal (e.g. dialogue, picture respectively) and an activity is in some way derived from the input which sets out what the learners are to do in relation to the input. The tasks will also have explicit or implicit goal and roles for researchers and learners and to perform any kinds of tasks there must be setting (setting here will be communicative)

When we analyze the components of TBLT, given by different persons, it is clear that **inputs, goals, activities, roles and outcomes** are the essential components of TBLT.

1.1.7 Features of TBLT

Every language teacher realizes the importance and relevance of student centered, practical and flexible approach to the world-wide demand for communicative teaching which helps learners to understand the language in

context and to use it effectively in appropriate situation outside the classroom. Tasks-based language teaching offers these necessities of the latest demand in making teaching learning program better. Therefore different scholars provide different remarkable features/ characteristics of TBLT, which are as follows:

According to Ellis (2003, pp. 9-10), there are six different types of fundamental features of the tasks which are as follows:

- a. Tasks as a work plan, i.e. task incorporates the activities designed by teachers to engage the learners in communication.
- b. A task involves a primary focus on meaning. Task involves the activities like information gap, opinion gap, etc, that focuses on meaning.
- c. A task involves real-world process of language use. (the activities like filling the form, writing e-mail, etc are taken as task)
- d. A task involves any of four language skills. Oral skills of language are more practiced.
- e. A task engages cognitive process. This feature is related to the cognitive process like selecting, classifying, ordering, reasoning.
- f. A task has clearly defined communicative outcomes.

By analyzing the view that those oral skills of language are given more priority in TBLT, Phyak (2008) suggests to do research more in this area because TBLT is an offshoot of communicative approach which emphasizes on all four skills of language i.e. listening, speaking, reading and writing.

Similarly, Skehan (1996, p. 1) gives the main features of TBLT as follows:

- a. Meaning is primary.
- b. There are some communication problems to solve.
- c. There is some sort of relationship to comparable real world activities.
- d. Task completion has some priority.
- e. The assessment is done in terms of outcomes.

1.1.8 Language Functions

Language function can be broadly classified as grammatical and communicative. Grammatical function deals with the relationship that a constituents in a sentence has with another constituents. For example, in the sentence, 'Peter threw the ball', 'Peter' is the subject of the verb 'threw' and the 'ball' has the function of being the object of the verb. The scope of the present study does not cover grammatical functions. It mainly concerns with communicative functions. Communicative function of the language refers to the communicative goal for which a language is used in community. Thus, any communicative functions are what specific communicative need the language is used for in a community. The detail of communicative function is given below.

1.1.8.1 Communicative Function

Communicative function, in a social context, refers to the role that language plays in communication. For example, language is used to communicate ideas, to express attitude, to seek information, to ask something, to warn or threaten and so on.

Richards et al. (1999) define communicative function of language as the "purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behaviors, e.g. request apologies, complaints, offers, complements etc. (p.148). According to Ur. (2001, p. 149) " a function is some kind of communicative act: it is use of language to achieve a purpose usually involving interaction between at least two people, e. g. suggesting, promising, apologizing, greeting etc.

Thus, communicative function refers to the way in which a language is used in a community. For example, "good morning" is used for greeting: "I am very sorry" is used for apologizing: "It's going to rain" is used for predicting; "Have a good time" is used for expressing good wishes and so on. The function such

as 'greeting', 'apologizing', 'predicting', and expressing good wishes are communicative functions.

The functional use of language cannot be determined simply by grammatical structures of sentences but also the purpose for which they are used.

Malinowsky (1923) believes that language is dependent on the society in which it is used; therefore it is not a self contained system but entirely context dependent. We use language to exchange our ideas, feelings, information etc among people in a community. Social context and degree of formality in relation to speaker and listener determines the selection of code in communication (as cited in Bhandari, 2010, p.8).

Thus satisfying communicative needs among people is the communicative function of the language. The concept is also reflected in the definition of language as "system of communication." And "a vehicle for the sake of communication." There are various categories of communicative functions. Several applied linguists have classified it differently which have comforted teacher and syllabus designers in the field of language teaching and learning.

According to Wilkins (1983), "Language learning has concentrated much more on the use of language of report and describe than on doing things through language". (p.42.). He has mentioned eight functions of language under the categories of communicative functions.

a. Judgment and evaluation

It is used for valuation, verdiction, approval and disapproval of something.

b. Suasion

This category of function is used to affect other's behavior. Persuading, commanding, predicting and allowing are a number of functions which fall in our daily life.

c. Argument

It is related to the exchange of information and views. Asking for information, agreeing, disagreeing, seeking confirmation are some of the functions under this category.

d. Rational enquiry and exposition

It is concerned with the rational organization of the thought and speech. "Drawing conclusion, making conditions, comparing and contrasting, defining, explaining reasons and purposes, conjecturing and verifying, inferring and implying are the very matter of communication.

e. Personal emotions

Expressing speaker's emotional reaction to event and people comes under this category of function. Positive or Negative reaction of the speaker's emotion is expressed here.

f. Emotional relations

It is expressing socializing functions; greeting, sympathy, gratitude, flattery, and hostility.

g. Interpersonal relation: Politeness and status, degree of formality and informality.

In the same way, Van EK (1976, p.37) distinguishes six functions of communication. They are:

a. Imparting and seeking factual information

Here comes identifying, reporting, correcting, asking as functions of communication. Corder's (1973) 'Referential' and Halliday's (1973) 'Informative Function' are related to this.

b. Expressing and finding out intellectual attitudes

Expressing and inquiring about agreement and disagreement, accepting or invitation, expressing capability, expressing certainty of something, seeking permission are some of the functions. Wilkin's (1983) 'Argument function' is related to this as both of them play similar role.

c. Expressing and finding out emotional attitudes

Expressing pleasure, displeasure, surprise, hope, intention, fear, sympathy are a number of function used to find out and enquire somebody's emotional states. 'Emotional relation' of Wilkin's function matches much here.

d. Expressing and finding out moral attitudes

Apologizing, granting, forgiving, inquiring about approval, expressing regret are some of the functions used to ask and tell about morality.

e. Getting things done

Suggesting, advising, warning, offering are the tools used to get things done by controlling somebody's behavior. Corder's 'Directive', Halliday's, 'Regulatory', Wilkin's, 'Suasion' are related to this one.

f. Socializing

Greeting, attracting, attention, introducing, proposing a toast, taking leave are the means used in society as survival tool. It is most essential function in our life. Corder's 'Phatic', Halliday's 'Interactional Function' are related to this function.

Likewise, Halliday (1973, as cited in Richards et.al. 2002, p. 160) describes seven basic function that language performs for children learning their first language.

- a. Instrumental functions (I want): satisfy material needs.
It is the basic function used by children in course of their development.
- b. Regulatory function (do as tell you): controlling the behavior of others. Speakers get somebody do something through this function. 'Directive function' of Corder (1973) matches here.
- c. Interactional function (me and you): getting along with other people. It refers to the social interaction among people resembling with Corders (1973) 'phatic function'
- d. Personal function (here come I): Identifying and expressing the self. It is used for oneself. It is related to Corder's (1973) ' personal function'.
- e. Heuristic function (tell me why): exploring the world around the inside one. Here, Enquiry about world is seeking with other and own self.
- f. Imaginative function (let's pretend): creating a world of one's one. When the language goes beyond physical existence, there comes imaginative function of language.
- g. Information function (I have got something to tell you communicating new information.) Informing somebody about something falls under this function.

Corder (1973, p.44) classifies communicative functions on the basis of a speech event, which are as follow:

- a. Personal: if the orientation is towards the speaker we have the personal function of language. It is through this function that the speakers reveal his attitude towards what he is speaking about.

- b. Directive: if the orientation is toward the hearer we have the directive function of language. It is the function of controlling the behavior of the participant.
- c. Phatic: if the focus is on the contact between the participants we have the phatic function language which establishes relations, maintains them, and promotes feeling of goodwill and feeling of social.
- d. Referential: if the focus is on the topic we have referential function of language.
- e. Metalinguistic: this function is associated with the code. When language is to talk about language itself, it is metalinguistic function of language.
- f. Imaginative: when the focus is on the message, we have the imaginative function of language.

The purpose of classifying the language function is to group the similar ones in a category. The same thing can be seen from different perspective and can be placed in several groups depending on the way it is looked upon. Hence it is all but natural for different linguists to have different systems of classification. Even though terminologies given by several linguists are different, the classifications are more or less the same.

1.1.8.2 Activities for Teaching Communicative Functions

When we communicate, we use the language to accomplish some functions, such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express her/his level of emotion, but also to whom she/he is addressing and what her/his relationship with that person is. Since communication is a process, it is insufficient to simply have knowledge of target language forms, meaning and functions. Students must be able to apply his knowledge in negotiating

meaning. It is possible through the interaction between speaker and listener. Participatory approach since let the students be engaged in interaction using second language and highly motivated towards their daily life issue, can be appropriate in present scenario.

Some of the common activities that can be used for teaching communicative functions are as follows:

- Discussion: It is an effective activity for teaching communicative functions. Its goal focuses conversation involving either group of students or the whole class and which usually involves interaction.
- Role play: It is a classroom activity which gives the students an opportunity to practice language, the aspect of role behavior and actual roles they may need outside the classroom. It is simple and brief activity to organize in the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom.
- pair work: It is one of the important activities for teaching communicative functions. It is a management task for developing communicative ability. Pair work makes the students engage in interaction with each other.
- Group work: it is useful for teaching students in an interactive way. It is one of the important techniques to develop communicative aspect of language in students. It increases the amount of the speaking of the students in the social milue.
- Describing pictures/maps: As the name itself suggests, it is the activity in which the students are encouraged to describe picture/map. It is helpful to develop communicative skill in the students.
- Dramatization: It encourages genuine communication and involves real emotions and use of body language. It starts with listening/speaking and

can be specified to practice specific language aspects, e.g. grammar, lexical items, functions etc. It helps to acquire meaningful fluent interaction in the target language.

- Guessing games: Guessing games are the games in which the students encouraged to guess something/somebody by speaking. Therefore, it certainly enhances the communicative ability of students.
- Telling a story: In this activity, the students tell the stories that they have heard or read. So it is an effective activity to develop communicative skills in students.
- find the differences: It is an activity in which the students compare two or more things and tell the differences between or among them to their friends.
- Information gap: An information gap exists when one participant in an exchange knows something that the other participant does not. If both the participants know the information the exchange is not really communicative. So it is characteristics of any communicative activity.
- Project work: It is one of the important activities for teaching communicative functions communicatively since it emphasizes on group-activity.

1.1.9 Action Research

Action research is propounded by Liwin (1946), for the first time assuming to bridge the gap between the theoretical and the applied research. It is a research conducted by the practitioners to find out and solve the difficulty of the subjects as well as for the feedback of their activities. As it is academic in nature, it is generally designed and practiced for almost one academic year. The essential impetus for carrying out an action research is to change the system.

In Cohen and Manion's (1985) view, action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in a specific context. Similarly, Kemmis (1988) thinks that action research is a form of self reflective enquiry undertaken by participants in order to improve their own professional practices. Likewise, in Elliott's (1991) words, "action research is the study of a social situation with a view to improving the quality of action within it." Johnson (1992) also views it as a way of teaching through inquiry with the aim of developing professional practice.

Common features of action research highlighted by all these scholars are as follows:

- a. In action research a problem is identified in a local situation and it is instantly solved in the same situation (Cohen and Manion, Elliot)
- b. Action research is participants' self reflective enquiry, teaching through enquiry (Kemmis, Johnson, Wallace).
- c. It aims at improving current state of affair, participants' regular activities, quality of action within a social setting (Kemmis, Cohen and Manion, Elliot, Johnson, Wallace)

The action research is a classroom investigation carried out to find out and solve the specific problems here and now, in a local setting. It is a joint venture of language practitioner in a practical way. That's why Kemmis and McTaggart (1986, p. 6) have called it a group activity. The main aim of the action research is to improve the current state of affairs within the educational context in which the research is being carried out, collaboratively. The ultimate purpose of action research is addressing and solving the practical problems of an academic context by bridging gap between the theory and practice.

1.1.9.1 Characteristics of Action Research

The main characteristics of action research are as follows:

- a. Action research is collaborative.
- b. It is carried out by a practitioner.
- c. It aims at bringing change.
- d. It is practical.
- e. It has a participatory nature.
- f. It is a cyclical process.
- g. It is led by inductive approach.

1.1.9.2 Steps in Carrying out Action Research

Different scholars discuss almost similar steps of action research but they slightly differ in ordering of the steps. Wallace (1998) gives 5 steps:

- Consider problems/ issues
- Ask questions
- Action research
- Data collection and analysis
- Application to professional practice

Kemmis et al. (1985, p. 14) give four steps: Develop a plan of action, Act to implement plan, Observe the effect and Reflect on these effect (as cited in Nunan 1992, p. 17).

Similarly, Denscombe (1999) gives five steps:

- Professional practice
- Critical reflection identifying problem or evaluating change
- Research (systematic and rigorous enquiry)
- Strategic planning (translation of findings into action)

- Action (Instigate change)

Likewise, Nunan (1992) gives following steps of action research:

- a. Initiation: Teacher observes problems of the students in brief.
- b. Preliminary Investigation: An attempt is made to collect the concrete information about what the problem is.
- c. Hypothesis: The researcher plans his/ her activity to solve the problem identified in previous step and postulate a hypothesis.
- d. Invention and Treatment: The ongoing regular classroom activities are interrupted and a new treatment is introduced. The main purpose of it is to bring change in the ongoing state of affairs.
- e. Evaluation: the researchers evaluate the change brought by the new action introduced in preceding step.
- f. Dissemination: It is the state of sharing the idea about the findings of the study. Here, the teacher runs a workshop for his/ her colleagues and presents papers at the language conference or seminars.
- g. Follow-up: The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and new one is adopted to introduce certain changes in the study.

1.1.9.3 Tools for Data Collection

Tools that are used in action research are pre-test, task on time test, progressive test and post test. The pretest and post test consists of the same items whereas progressive test consists of the test items related to evaluate progress.

Similarly, task on time test are designed in relation to the respective lessons.

Many tools can be used in action research for recording and collecting data.

Some of them are:

Time on Task: After conduction of an activity, the researcher can provide the students with test items related to the activity and scores or the tests are then analyzed.

Check List: It is prepared by the teacher to record and observe the events.

Individual files: Individual files for recording students' progress can be kept.

Along with the above, researcher can use questionnaire, interview, observation, etc.

1.2 Review of the Related Literature

Several researches have been carried out in the field of English language in the foreign countries and Nepal. Likewise many researches have been conducted in the field of teaching communicative functions. On the other hand, Task-Based Language Teaching is one of the new and effective approaches in language teaching. Some of research studies related to TBLT are reviewed as follows:

The use of TBLT in English language classroom has been approached by many researchers. Hua (1966) conducted a research on 'Task based approach and its implication in English teaching and learning' in Chinese context. He studied TBLT in language classroom for two years. His research findings show that most students taught in TBLT framework have learned how to learn English by themselves rather than being dependent on teacher.

Oli (2005) carried out a research on 'Effectiveness of Task Based Technique for Teaching Simple Present Tense.' The main purpose of his research was to find out the effectiveness of TBI for teaching simple present tense. This report concludes 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 purpose of his research was to

determine the effectiveness of task based technique of teaching grammar. This research concludes that TBLT is very effective in teaching grammar.

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.

Bhandari (2011) carried out a research on ' Effectiveness of TBLT in teaching writing'. The main purpose of carrying out this research was to find effectiveness of task based language teaching in teaching writing skills. He found out that students writing skills has improved to a great extent through task based teaching.

Pandey (2011) carried out a research on 'Effectiveness of Task based approach in teaching creative writing. The main purpose of carrying out this research was to find out the effectiveness of task based approach in teaching creative writing. He found that the task oriented activities are effective in language teachin classroom.

The present study is a new area of research in our context. There is no research on using TBLT in teaching communicative functions in the department of English education T.U. Kirtipur. My research is different form other. So I carried out the research on 'Using Task Based Language Teaching in Teaching Communicative Function."

1.3 Objectives of the Study

The objectives of the study are as follows:

- a. To find out the effectiveness of Task based language teaching in teaching communicative functions.
- b. To provide some pedagogical implications.

1.4 Significance of the Study

Task-based language teaching focuses on task and meaning aspect of language in which learners learn language without being informed explicitly what aspects of language are going to be learnt. Task based language teaching is very effective in teaching communicative functions as it focuses on meaning not on the grammar which is what is more important in communication.

The present study will be significant to those who are interested in language teaching and learning particularly to English language teachers. It is also useful for teacher trainers to realize the need of teachers and develop relevant materials. It will significantly help to syllabus designers, textbook writers and ELT practitioners.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. The study was carried out as follows:

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The primary data were obtained from the students of grade 9 of Irkhu Secondary School, Irkhu-1, Sindhupalchok by administering pre-test, progressive tests and post-test. So those students were primary sources of this research.

2.1.2 Secondary Sources of Data

For the necessary theoretical backup, I consulted books, thesis, journals, articles, websites, magazines and materials available in the internet, etc. related to the present research. Some of them are Richards and Rodgers (2002), Nunan (1989), Prabhu (1987), Harmer (2003), Ellis (2003), Wallace (1982), Nunan (2007), etc and NELTA Journals (2005, 2006, 2008, etc).

2.2 Sampling Procedure

For this research, Irkhu Secondary School, Sindhupalchok was selected through purposive non random sampling procedure. All the students i.e. 25 of grade 9 were taken as the sample of the study. So the students were purposively selected.

2.3 Tools for Data Collection

The tools I used to collect the data include pre-test, progressive tests and post-test. The pre-test and post-test consisted of the same item whereas progressive tests consisted of the test items related to how lessons were in progress.

Regarding the structure and marking scheme pre-test and post-test were designed with five items which consisted of 50 marks; each of the progressive test was assigned 20 marks.

2.4 Processes of Data Collection

The process of data collection involved the following steps:

- a. At first, I collected all the relevant literature, curriculum and text book of grade 9. A set of test items were designed from the selected portion of the course as a tool for the pre-test and post-test.
- b. After preparing the test items, I went to the proposed (sampled) school to visit the authority (head teacher) and subject teacher. I informed all of them about my work and also requested for seeking consent.
- c. Then I built rapport with students and informed them about my plan.
- d. Then I started my work by testing the initial level of proficiency on communicative functions by administering the pre-test and keep record of it.
- e. Then I taught students using task based lesson plan, I used different materials, and during my teaching students were given different communicative tasks so that they could develop their communicative ability.
- f. I administered progressive tests in the interval of five teaching classes and post-test was administered after teaching twenty classes. The same set of questions were used for both pre-test and post-test but for progressive tests different sets of test items were prepared and the result of those tests were compared and analyzed to determine the effectiveness of the method.

2.5 Limitations of the Study

The study was limited in the following ways:

- a. The population of the study was limited to the students of class 9 i.e. 25 of Irkhu Secondary School, Sindhupalchok.
- b. It was limited to teaching of 20 days only.
- c. The study was limited to teaching communicative functions only included in the textbook of class 9. And only the functions: requesting, suggesting, expressing sympathy, asking permission and congratulating were taught for this purpose.
- d. Though there are several techniques of teaching communicative functions, this study was limited to Task Based Technique only.
- e. The findings were based on the analysis and interpretation of the test scores obtained through pre-test, progressive tests, and post-test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This portion deals with the analysis and interpretation of the data collected from the primary sources. The primary sources of data were obtained through a pre-test, three progressive tests and a post- test.

3.1 Holistic Comparison of the Pre-test and Post-test Scores

In order to know about the knowledge of the language functions i.e. requesting, suggesting, expressions, sympathy, asking permission and congratulating through task-based language learning, pre-test and post-test was administered. The following table shows the holistic comparison between the pre-test and post-test.

Table No.1

The Holistic Comparison of Test Scores on the Pre-test and Post-Test

Tests	No. of students	Total Marks	Obtained Marks	Percentage	Average Score
Pre-test	25	1250	335	26.8%	13.4
Post-test	25	1250	1097	87.76%	43.80
Differences	-	-	762	60.96%	30.4

The score on the post-test was around the average score of 43.80 with 87.76% whereas in the pre-test, the average score was only 13.4 with 26.8%. When the result of the pre-test is compared with the post-test, it clearly shows that students progressed significantly after the implementation of the new approach, i.e task- based approach in communicative functions. In the post-test, the highest score was 100% out of the full marks obtained by 4% of the students and the lowest score was 80% out of the same full marks. But in the pre-test, the highest score was 70% obtained by 4% of the students whereas the lowest score was 22%. The average score in the post test is approximately three times

greater than that of pre-test and the differences between both the tests were 762, 60.96%, and 30.4 in obtained marks, percentage and average score respectively.

3.2 Analysis and Interpretation of the Individual Test Scores

Under this heading, the data obtained from the pre-test, progressive tests and the post-test have been analyzed and interpreted in the following sub-headings:

3.2.1 Pre-test Scores

At first, the pre-test was administered to find out the student's proficiency on communicative functions i.e. requesting, expressing sympathy, suggesting, asking permission and congratulating that they had already learnt in their previous classes before starting the real teaching of the study. The pre-test items consisted of six questions. They were tick the best answer, fill in the gaps, matching, writing correct exponent and creating short dialogue.

Table No.2

Individual Scores on the Pre-test

S.N	F.M	Scores	Percentage	No. of Students	Percentage
1	50	35	70%	1	4%
2	50	28	53%	1	4%
3	50	23	46%	2	8%
4	50	20	40%	1	4%
5	50	19	38%	1	4%
6	50	16	32%	2	8%
7	50	15	30%	1	4%
8	50	13	26%	1	4%
9	50	12	24%	3	12%
10	50	11	22%	1	4%
11	50	10	20%	2	8%
12	50	8	16%	2	8%
13	50	7	14%	4	16%
14	50	6	12%	1	4%
15	50	5	10%	2	8%
No. of Students				25	
Average Score				26.8	

As the above table shows the highest score on the pre-test was 70% obtained by 4% of the students out of 50 full marks. The lowest score was 10% which was obtained by 4% of the students. The average score was 26.8 out of full marks which show unsatisfactory result. The students below the average were 55% in this test but above the average were around 45% only.

This table clearly shows that the students in the class were found of mixed ability groups. Some students were very weak and some of them were medium on communicative functions though they had already learnt in previous classes but result presents unsatisfactory level of proficiency.

3.2.2 Progressive Tests

After administering pre-test, the same students were taught in real class following the Task Based Approach. During the classroom teaching, three progressive tests were administered in an interval of five days. Each progressive test has been analyzed and interpreted under the following sub headings:

3.2.2.1 The First Progressive Test Scores

After the interval of the first 5 classes, I administered the first progressive test to get an insight into the effectiveness of the intervention i.e. teaching through Task Based Approach. The main objectives was to find out how the classes were improving and what further improvements in teaching learning strategy required to meet the target point.

Table No.3

Individual Scores on the First Progressive Test

S.N.	F.M.	Scores	Percentage	No. of Students	Percentage
1	20	18	90%	1	4%
2	20	17	85%	6	24%
3	20	16	80%	7	28%
4	20	15	75%	4	16%
5	20	14	70%	3	12%
6	20	13	65%	2	8%
7	20	10	50%	2	8%
	No. of Students			25	
Average Scores				15.2 (76%)	

The above table shows that 4% of the students have scored 18 marks out of 20 full marks which is the highest score and 8% of students have scored 10 marks out of 20 full marks which is the lowest mark in the test. The average mark obtained by the students is 15.2, which is 76% of full marks. Around the 56% of the students have obtained above the average score and about 44% students have scored below the average marks.

While comparing the result of the first progressive test with the pre-test result, the students have shown satisfactory progress in learning communicative functions because of the use of Task Based language learning.

In pre-test, the highest score was 35 out of 50 full marks whereas in the first progressive test, it is 18 out of 20 full marks. Similarly, the lowest score in the pre-test was 5 out of 50 full marks whereas in the first progressive test, it is 10 out of 20 full marks. The average score of pre-test is 26.8 of the 50 full marks and the average score of the first progressive test is 15.2 out of 20 full marks.

3.2.2.2 The Second Progressive Test Score

After teaching 10 periods using Task Based Language Teaching, again another progressive test was administered. It was administered to find out whether students are progressing or not. The score of the students are tabulated as follows:

Table No. 4

Individual Scores on Second Progressive Test

S.N	F.M	Score	Percentage	No. of students	Percentage
1	20	20	100%	7	28%
2	20	19	95%	1	4%
3	20	18	90%	5	20%
4	20	17	85%	2	8%
5	20	16	80%	4	16%
6	20	14	70%	1	4%
7	20	13	65%	1	4%
8	20	12	60%	3	12%
9	20	11	55%	1	4%
	No. of Students			25	
Average Score				16.84 (84.2%)	

As the table shows, 28% of the students have scored 20 marks out of 20 full marks which is the highest and the lowest score is 11 marks out of 20 full marks and it is obtained by 4% of the students. The average score is 16.84 which is 84.2% of full marks. As the table shows 60% of the students are above the average score.

While comparing the second progressive test with that of the first progressive test, the average score was 76% in the first progressive test whereas 84.2% in the second progressive test. It is obvious that second progressive test is

satisfactory which seems to be the effect of intervention, i.e. task based approach.

3.2.2.3 The Third Progressive Test Score

After the completion of 15 periods, the third progressive test was administered to find out the effectiveness of the intervention using task based language teaching. The scores obtained by the students in the third progressive test are tabulated and presented in the following table.

Table No. 5

Individual Scores on the Third Progressive Test

S.N.	F.M	Score	Percentage	No. of Students	Percentage
1	20	20	100%	10	40%
2	20	19	95%	9	36%
3	20	18	100%	6	24%
	No. of Students			25	
Average Score				19.16 (95.8%)	

As the above table shows that 40% of students obtained 20 marks out of 20 full marks which is the highest score and the lowest score is 18 out of 20 full marks which is obtained by 24% of the students . The average score is 19.16 of the full marks.

In comparison to the first and second test, this third progressive test has become more satisfactory and average score has been increased as well. The overall performance of the students exhibited in their marks has shown their success through Task Based Language Learning. The students progressed significantly because of their active involvement in the task.

3.2.3 The Post Test Scores

At the end of the teaching classes, the post test was administered to find out the further improvements of the approach implemented in the 20 teaching classes. The post-test items were the same as in the pre-test. The individual scores on the post-test were as follows:

Table No. 6

Individual Scores on the post-test

S.N.	F.M.	Scores	Percentage	No. of students	Percentage
1	50	50	100%	1	4%
2	50	49	98%	1	4%
3	50	48	96%	2	8%
4	50	45	90%	4	16%
5	50	44	88%	4	16%
6	50	43	86%	6	24%
7	50	42	84%	3	12%
8	50	41	82%	2	8%
9	50	40	80%	2	8%
		No. of students		25	
		Average Score		43.80 (87.76%)	

The above table presents that 100% was the highest score obtained by 4% of the students out of the full marks whereas the lowest score obtained by 8% of the students was 80%. The average mark was 43.80 in this test and around 48% students were above the average score. This also helps to show the positive effect of Task Based Language Teaching in teaching communicative functions.

The increment on the scores from the pre-test to the post-test shows the significant progress of the students. Therefore, it can be claimed that task-oriented approach is an effective method in developing students' communicative ability.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The present study was carried out to find out the effectiveness of task-oriented activities in teaching communicative functions at a secondary level (grade 9) English classroom. I carried out a practical study to fulfill the objectives which helped me to be experienced on my way of research insightfully. The students got a chance to play with the different tasks in the classroom while learning communicative functions. Though the class was heterogeneous with varying degree of proficiency level, the effectiveness of the approach I introduced in the class 9 shows satisfactory results which is obvious through the different tests I administered.

4.1 Findings

On the basis of analysis and interpretation of the primary data, the findings are derived as follows:

- a. Teaching communicative functions through Task Based Language Teaching (TBLT) was found to be good since the progress is seen in every progressive test. So, it can be said that it is effective to teach communicative functions through TBLT.
- b. The highest score of the students in the pre-test was 35 (70%) but 50 (100%) in the post-test. The scores of the students were provided around the average score of 13.4 in the pre-test but their scores were distributed around the average score of 43.80 in the post-test. This also shows that the task-oriented activities are effective in language teaching classroom.
- c. After the analysis of the scores on the progressive test, it is found that TBLT is effective in developing communicative functions in students. They obtained average score of 15.2(76%), 16.84(84.2%), and 19.16(95.8%) out of 20 in the first, second, and third progressive test

respectively. In three progressive tests, students scored not less than 76% of the full marks which can be attributed to the implementation of task-based approach.

- d. Most of the students of that school were not well familiar with communicative functions though they had read different communicative functions. When they were taught through TBLT, they developed their communicative ability surprisingly. It also shows the effectiveness of the TBLT in teaching communicative functions.
- e. TBLT is very useful and helpful to the teachers as well. It makes teachers very active and devoted towards their profession. I found teaching becomes interesting using TBLT because all the students were very active towards teaching and learning process.

4.2 Recommendations

On the basis of findings derived from the analysis and interpretation of the data, the following suggestions for pedagogical implications have been forwarded:

- a. In this research rapid progress was seen from pre-test to post-test while teaching communicative functions through task-based language teaching. So, task-Based language teaching (TBLT) should be applied in order to make the students more active and motivating in the classroom.
- b. In the field of teaching language, using TBLT in the classroom was found to be more beneficial and effective than other usual teaching method. Therefore TBLT should be used in teaching especially in high school level students.
- c. The curriculum experts, designers, planners, teachers and other related authorities should incorporate various types of tasks in the text books paying more attentions towards the easy and more effective teaching

techniques. Moreover communicative exercises should offer more rooms for task-oriented activities in a textbook.

- d. The English teachers should adopt TBLT while teaching communicative functions. To deal with TBLT, special preparation for teacher is required. So, sufficient time should be managed and teachers should be very active.
- e. Teacher should be trained and well equipped with the knowledge of TBLT and they should also be monitored to check whether they have used or not the approach properly.
- f. The present study proves that TBLT is an effective method in teaching communicative functions. However, its effectiveness in other skills and aspects of language apart from functions can still not be granted. Therefore, more researches focusing on teaching reading, writing, listening and grammar are desired.
- g. The present study was limited to one of the government aided school of Sindhupalchok district at grade 9. The findings derived from this single study are incomplete and insufficient in all contexts. So, further research should be carried out intensively to find out its effect in other contexts too.

REFERERCES

- Bastola, P. (2006). Task-based learning in language class. *Journal of NELTA*, Vol. 11. No.1-2, 130-132.
- Brown, D. (1994). *Principle of language learning and teaching*. London: Prentice Hall.
- Candlin, C. (1987). Towards task based language learning. In C. Candlin and D. Murphy (eds.), *Language learning task*. Englewood Cliffs, N.J: Prentice Hall. 5- 21.
- Crookes, G. (1986). *Task classification: A Cross-Disciplinary Review*. Technical Report No. 4. Honolulu: Center for Second Language Classroom Research.
- Crystal, D. (1998). *The English language*. London: Harm and Sworth.
- Elliott, J. (1991). *Action research for education change*. Buckingham: Open University Press.
- Ellis, R (2003). *Task based language learning and teaching*. Oxford: OUP.
- Freez, S. (1998). *Text-based syllabus design*. Sydney: National Center for English Teaching and Research.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Hua, Z.Y. (2006). Task-based approach and its application in classroom English teaching learning. *Sino-US English Journal*. December, 2006, Vol.3.No. 12, 32-36.
- Jespersion, O. (1994). *Language and its nature, development and origin*. London: Gerge Allen and Unwin Ltd.

- Joshi, G. (2010). *The effectiveness of task-based approach in teaching reading*. An Unpublished M.Ed. Thesis, T.U., Kirtipur.
- Kemmis, S. (1988). *Action research in J. Keeves (ed). Educational research methodology and measurements: An International Handbook*. Oxford: Pergaman.
- Kumar, R (1996). *Research methodology*. London: Sage Publication.
- McDonough, J. and C. Shaw. (1999). *Materials and methods in ELT*. USA: Blackwell.
- Nunan, D. (1989). *Designing tasks for communicative classroom*. New York: CUP.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Oli, B.B. (2005). *The effectiveness of task based technique for teaching simple present tense*. An Unpublished M.Ed. Thesis, T.U., Kirtipur.
- Oxford, R. (2007). *Task-based language teaching and learning: an overview*. Retrieved, Dec. 7, 2009. Website: <http://202.204.128.82/forum/archiver/?tid-1532/html>.
- Poudel, R. (2008). *Teaching of communicative function: an analysis of classroom activities*. An Unpublished M. Ed Thesis, T.U., Kirtipur.
- Phyak, P. (2008). Task-based language teaching (TBLT): an appraisal. *Journal of NELTA, Vol. 13. No. 1-2, 91-101*.
- Prabhu, N.S (1987). *Second language pedagogy*. Oxford: OUP.
- Richards, J. et al. (1985). *Longman dictionary of applied linguistics*. Essex: Longman.
- Richards, J.C. and T.S. Rodgers. (1986). *Approaches and methods in language teaching*. Cambridge: CUP.

- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Journal of Applied Linguistics*, Vol. 17, 36-62.
- Sharma, B.K. and Phyak, P.B. (2004). *Teaching English Language*. Kathmandu: Sunlight Publications.
- Wallace, M.J. (1998). *Action research for language teachers*. Cambridge: CUP.
- Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.