USING TASK-BASED APPROACH TO TEACHING GRAMMAR

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

Submitted by

Leela Bahadur Niroula

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2010

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This is to certify that **Mr. Leela Bahadur Niroula** has prepared this thesis entitled **"Using Task-Based Approach to Teaching Grammar"** under my guidance and supervision.

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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 the research to any university.

_____

Date: 2067-04-17   **Leela Bahadur Niroula**

DEDICATION

Dedicated

to

my **parents** and **teachers**.

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ABSTRACT

The present study entitled **"Using Task-Based Approach to Teaching Grammar"** attempts to find out the effectiveness of task-based approach to teaching grammar at lower secondary school. There are many approaches, methods and techniques for teaching grammar. Task-based approach is an innovative approach in the field of language teaching in Nepal. The present study was an action research. This research was conducted in Sansarimai Secondary School, Thulopakhar-1, Sindhupalchok. The students of class eight were selected as the sample of the study. Pre-test was administered before real teaching. Then after, students were taught using task-based approach for a period of one month. Three progressive tests were given in the interval of five days during the course of teaching and finally post-test was administered to find out the proficiency of the students in grammar. After all, it was revealed that task-based teaching was effective for teaching grammar at lower secondary level.

The study consists of four chapters. The first chapter introduces the general background, review of the related literature, objectives of the study, significance of the study and definitions of different terms. Likewise, chapter two deals with the methodology applied to conduct the study. It encompasses the sources of data, population of the study, sampling procedure, research tools for data collection, process of data collection and limitations of the study. Similarly, chapter three deals with the analysis and interpretation of the raw data obtained from the informants by using appropriate statistical tools. The collected data were analyzed on the basis of variables that were specified into objectives. Finally, chapter four deals with the findings of the study and some recommendations.

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CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is an important part of human being. It is needless to say that language is defined as a means of communication. We use language to share feelings, thoughts, ideas, sorrows and achievements. Language is a system of communication by means of which people exchange their required things. Language plays a vital role to communicate not only about current affairs but also for all types of events. Language is a sole property of human beings. Only human beings use language through the medium of signs and symbols. They can talk about present, past and future by using language. They are the social beings. They cannot stay alone. In course of walking, they learn much information and apply their life through language. So, we can say that language is a system of communication by sounds operated through organs of speech and hearing among the members of a given community and using vocal symbols possessing arbitrary conventional meaning. Richards et al. (1999, p. 196) define language as, "the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, eg. morphemes, words, sentences, utterances". Similarly, Crystal (2003, p. 255) defines language as, "Referring to the biological faculty… language is seen as a defining feature of human behaviour-the UNIVERSAL properties of all speech/ writing system, especially as characterized in terms of 'design features' (eg. PRODUCTIVITY, DUALITY, LEARNABILITY) or language universals (FORMAL SUBSTANTIVE etc)". Hence, it can be said that language is an important means of communication and cannot be detached from human being.

Grammar is a set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. It is the way language manipulates and combines words. It is the set of formal patterns in which words of a language are arranged to convey meaning. So, language teachers who teach language should focus on grammar. In language learning, task-based approach can be expected to promote fluency in the accessing of grammatical structure. This task-based approach involves any of the four skills. Oral skill is given more importance than others. It has been defined as communicative outcome. Task is an activity in which meaning has primary focus. Grammar learning is to promote the learners generalize from specific learning experiences to reorganize their knowledge into more efficient storage pattern. The present study is concerned with the use of task-based language learning for teaching grammar.

1.1.1 Task-based Approach

Task-based language teaching, also called as Task-based Instruction (TBI), is a formal and widely discussed area in the field of language pedagogy and second language acquisition since 1980s. The concept of task-based language teaching was introduced by Prabhu (1987) in his Banglore project. He has defined task as, "… an activity which requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process" Prabhu (1987, p. 17). He focused on communication but not on explicit grammar teaching by engaging learners in doing tasks. In task-based language teaching , learners negotiate meaning to perform a particular task. Task is easy to introduce in a second language setting. Task is easy to design for the study. There are infinite numbers of task that can be easily picked up to use in the classroom. A researcher can elicit the data he/ she requires when students are forced to negotiate meaning through a task. Students are not aware of what aspects of language they are focusing. Task is the best way to engage learners in

communication. According to Ellis (2003, p. 3), 'Task' is an activity that call for 'meaning-focused' language user and the role of participants is a key factor to show the difference between exercise and task. In 'task', language is learned incidentally but in 'exercise', language is learned intentionally. This distinction is more plausible.

Task is an activity in language learning. A task is a piece of work undertaken for oneself or for others. It involves real world processes of language use. The task-based approach to language teaching is applied for better understanding. Task-based language teaching is an approach which offers students materials. Students have to engage actively in the processing in order to achieve a goal. Task-based Language Teaching (TBLT) seeks to develop students' interlanguage through a task provided to them. Learners must master each part and incorporate it into their knowledge of the target language. The PPP (Presentation, Practice and Performance) model of language teaching is based on task-based approach. The PPP model of language teaching is based on the assumption that a language is best presented to learners as a syllabus of structures and that through controlled practice a fluent and accurate performance of the 'structure of the day' can be achieved.

Language learning has profound implications for language teaching and has led to the development of various task-based approaches. These approaches share a common idea: giving learners task to transact rather than item to learn, provides an environment. By engaging in meaningful activities such as problem-solving, discussions or narratives, the learners' interlanguage system is stretched and encouraged to develop. Task focuses on successful transfer of meaning to the students. Learners should pay attention more closely on the comprehensibility of the target language. Task is useful in the context where language is used in classroom.

The challenge for a task-based pedagogy, therefore, is to choose, sequence and implement task in ways that will combine a focus on meaning with a focus on form. Skehan (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 framework for task-based classroom in which learners are led through task planning, performance, repetition and finally comparison with native speakers norms. Continuing research into task design and implementation should help task-based teaching develop in ways that have a sound and convincing psycholinguistic basis. The final challenging will then be to persuade teachers of the merit in adopting a task-based approach in their classrooms (Retrieved in April 16, 2010 from http://eltj.oxfordjouunals.org).

1.1.2 Features of Task-based Approach

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. 9-11), there are six fundamental features of the task:

(i) Task as a work plan: It includes the activities designed by teachers to engage the learners in communication.

(ii) A task involves a primary focus on meaning. This is the involvement activities like information gap, opinion gap, filling gap etc. that focus on meaning.

(iii) A task involves real world processes of language use. These activities are like filling the form, writing e-mail etc. as a task.

(iv) A task involves any of the four language skills. The oral skill is emphasized in it.

(v) A task engages cognitive process. This feature is related to the cognitive
   like selecting, classifying, ordering, reasoning etc.

(vi) A task has already defined communicative outcome. It is somehow the
   success in performing the task.

This task-based approach was not popular in the past but at present it has become a useful approach. In this approach, students are actively involved to meet the goal of target language learning. Only task-based approach is a weapon which provides an opportunity to get the meaningful language. The more approaches and methods have been discovered the more incomplete they are in themselves. In the same way, this task-based approach also may not be appropriate in all contexts. It has also some challenges such as a lack of resources, large classroom sizes, untrained teachers and so on. Task may be difficult to implement in all levels of the students practically. It may be practicable according to socio-cultural context.

1.1.3 Task-based Language Teaching

Task-based language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.

Willis (1996) presents the following proponents of task-based language teaching:

(a) Activities that involve real communication are essential for language
   learning.
(b) Activities in which language is used for carrying our meaningful tasks
   promote learning.
(c) Language that is meaningful to the learner supports the learning process.

Tasks are proposed as useful vehicles for applying these principles. The role of tasks has received further support from some researchers in second language acquisition who are interested in developing pedagogical applications of second

language acquisition theory. Second language acquisition has forced on the strategies and cognitive process as used by second language learners. There is no proof that the grammar-focused teaching activities used in many language classrooms reflect the cognitive learning processes. Tasks work offers a better context to engage the learners for the activation of learning process. Language learning is based on involving the students not just in comprehensible input but in task that need them to negotiate meaning and engage in naturalistic and meaningful communication.

The assumptions of task-based instruction given by Feez (1998, p. 17 as cited in Richards and Rodgers, 2002, p. 224) are as follows:

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

1.1.4 Theory of TBL

Task-based learning is the use of authentic language learning in which meaning is given more focus. The major premise of the TBLT is that language takes place

when learners negotiate meaning to perform a particular task. Many researchers have provided the framework of implementing task-based language theory. Some of them are as follows:

Skehan (1998b, p. 129) has given five steps of task in language instruction.

    (a) Choose the range of target structures.

    (b) Choose tasks which meet the utility criterion.

    (c) Select and sequence tasks to achieve balanced goal development.

    (d) Maximize the chances of focus on form through intentional manipulation.

    (e) Use of cycles of accountability.

In the same way, Ellis (2003 as cited in Phyak, 2008, p. 97) provides the three stages framework of task-based pedagogy:

    (i) Pre-task stage: This stage is concerned with the introduction of the task. After this, it presents the model of task as well as plans the time to complete the task.

    (ii) During-task stage: In this stage, learners perform the task by using different performance.

    (iii) Post-task stage: This stage is the last stage in which the activities like reporting, conscious-raising and repeating the task are incorporated.

Similarly, according to Willis (1996), the following stages of task in language classroom are implemented:

    (i) Pre-task stage: This is the first stage where learners are given with clear instruction on the topic and the task. It is related to the learners understand what they are supposed to do. They are provided the concept as they are going to learn.

(ii) Task cycle: In cycle stage, the learners are engaged in doing the task, planning the post-task and reporting.

(iii) Language focus: This is the last stage. In it, learners are involved in form focused activity. Learners analyze and practise particular grammatical forms in this stage.

1.1.5 Activities of Task-based Approach

We have many methods, techniques and approaches to be followed to teach language. Different approaches have proposed different activities to meet the expected objectives. Similarly, the procedure in task-based language teaching has its own way. Richards and Rodgers (2002, p. 238) propose the following activities:

(i) Pre-task Activities:

In pre-task activities, students are introduced topic, the situation and the 'script' that will subsequently appear in the role-play task. This activity prepares learners for the role-play task.

(ii) Task Activities:

Learners perform a role play. Students work in pairs with a task and cues needed to negotiate the task.

(iii) Post-task Activities:

In this step, learners listen to the recordings of native speakers performing the same role play task they have just practiced and compare differences between the way they expressed particular functions and meanings and the way native speakers performed.

Willis (1996, pp. 56-57) gives the activities that are given below:

(i) Pre-task:

Introduction to Topic and Task:

This is the first stage in which teacher helps students to understand the theme and objectives of the task.

(a)   Teacher may highlight useful words and phrases

(b)   Students may do a pre-task.

(c)   Students can be given preparation time to think about how to do the task.

(d)   Students can hear a recording of a parallel task being done.

(e)   If the task is based on a task, students read part of it.

(ii) The Task Cycle:

Task:

(a)   The task is done by students and gives students a chance to use whatever language they already have to express themselves and say whatever they want to say.

(b)   Teacher walks around and monitors encouraging in a supportive way everyone's attempts at communication in the target language.

(c)   Teacher helps students to formulate what they want to do.

(d)   The emphasis is on spontaneous exploratory talk and confidence building within the privacy of group.

(e)   Success in achieving the goals of the task haps students' motivation.

Planning

(a)   Here students are asked to report briefly to the whole class how they did the task.

(b)   Students draft and rehearse what they want to write.

(c) Teacher goes around to advise on language.

(d) The emphasis is on clarity, organization and accuracy as appropriate for a public presentation.

(e) Individual students often take this chance to ask questions.

Report

(a) Teacher asks some pairs to report briefly to the whole class so everyone can compare findings.

(b) Teacher comments on the content of their reports, rephrases perhaps, but not overt correction.

Post-task and Listening

Students listen to the fluent speakers doing the same task and compare the ways in which they did the task themselves.

(iii) The Language Focus:

Analysis

Teacher sets some language focused tasks based on the texts students have read. For example,

(a) Find the phrases or words related to the text.

(b) Find all continuous forms in the text.

(c) Teacher walks around to help the students.

Practice

Teacher conducts practice activities as needed based on the language analysis using examples from the text. These activities may include choral repetition of the phrases identified and classified, memory challenge games

using lists already on blackboard for progressive deletion, sentence completion, matching the subjects or objects they had in the text.

1.1.6 Types of Task

Pica, Kanagy and Falodun (1993, as cited in Richards and Rodgers 2002, p. 234) have mentioned the following classification of tasks:

(i) Jigsaw Tasks: These involve learners combining different pieces of information to form a whole.

(ii) Information gap tasks: In this type of task, one student or group of students has one set of information and another student or group of students has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete on activity.

(iii) Problem solving tasks: In such tasks, students are given a problem and a set of information. They must arrive at a solution to the problem.

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

(v) Opinion exchange tasks: In this type, learners involve in discussion and exchange of thoughts.

Role play is important for a person who actively participates in the related field to learn the new matter. In course of language learning, learners' roles and teachers' roles are essential. They must be conscious of their roles to play. Richards and Rodgers (2002, pp. 135-136) have provided the following roles:

(1) Learner's Roles:

In language learning, learners play the vital role. If they learn language successfully, expectation of our target will be fulfilled. So, in task-based approach, learners are more focused.

 (i) Group Participants:

Many tasks will be done in pairs or small groups. For students, more accustomed to whole class a individual work.

(ii) Monitor:

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

(iii) Risk-taker and Innovator:

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

(2) Teacher's Roles:

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

(i) Selector and Sequences of Tasks:

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

(ii) Preparing Learners for Tasks:

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

(iii) Consciousness-raising:

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

1.1.7 Grammar

Generally, grammar refers to the set of rules and forms of language through which we can transfer of utterances. It is the study of organization of words into various combination often representing many layers of structures. It is the study of phonology, morphology, syntax and semantics. Grammar is the connection of words and word groups in an acceptable structure. Ur (1996, p. 76) defines grammar as how words are combined or changed to form acceptable units of meaning within a language. It is the set of formal patterns in which structure of language are arranged to convey meaning. According to Cross (1992, p. 26), this grammar includes rules which govern the structure of words (suffixes and prefixes) and rules which govern the structure of words to form classes and sentences that are acceptable to educate native speakers.

1.1.7.1 Attitude Towards Grammar

The knowledge of grammar is essential for language learning. Almost all people accept that knowledge of language means knowing its grammar. Language experts agree that knowledge of grammar is inevitable for systematic analysis of language

forms and to develop accuracy. Some views towards teaching grammar are as follows:

(a) Grammar is acquired naturally: Native speakers acquire grammar naturally. Not only a native speaker but also a second language learner need not to be taught grammar when they are immigrants into another language but they require a great deal of time.

(b) Grammar consists of arbitrary rules. There is some synchronic arbitrariness to grammar. One adopts a broad enough perspectives. It is possible to see why things are the way they are.

(c) Grammar is boring: Grammar aspects can be taught through repetition and other rote drills. It is the memorizing rules. These activities are perhaps boring.

(d) Students have different learning style - Not all students can learn grammar. Language learners are not same in context to learn language. Some people may have a more analytical learning style than others.

(e) Grammar has to do only with sentence-level and sub sentence-level phenomena. Grammar does not go beyond the sentence-level. It functions within the sentence and allows the word order that is acceptable in the language. To govern the number, person, agreement between subject and verb in a sentence, sub-sentence is also useful.

1.1.7.2 Why and How to Teach Grammar

With the origin of language people used to think about grammar. Later, people thought about it to make the language correct and verifiable so that it facilitates language learning. At first, it was practiced and after sometime it was applied in teaching language to use the language in correct form.

Grammar means string of rules which make the language sweet and standard as well as demanding. Grammar means how to speak, read and write a correct language. It formats the rules which make the language standard and comprehensible. Language is a vehicle whereas grammar is road. Like vehicles run on the road, in the same way language follows the grammatical rules. It is like a compass which shows the way of communication. Grammar is the root of language which makes it standard. It is brain of language which instructs the language. So, grammar is the constitution of language because all the functions of language depend on grammar.

In teaching, teacher is an artist who draws the good picture of language. In order to make teaching meaningful and effective, a teacher should play the important role. Teaching is an art and science as well. How to teach means how to make students understand the grammar rules and language. How to make them understand means how they use the rules in their communication. Teaching all the rules are not possible so a teacher has to select how the students generate the rules. The teacher has to apply the rules from concrete to abstract, simple to complex, known to unknown etc. He has to motivate the students towards learning rules. He can create good environment in the class so that students may not feel bore. He has to know the level, interest and psychology of students. Teaching to the students is a very complex task because the teacher has to teach them and keep away from the boredom. Being a language teacher one always creates new methods and techniques to teach grammar.

1.1.7.3 The Purposes of Teaching Grammar

The main objective of teaching grammar is to enable students to carry out their communication purposes related to language. So, teaching grammar to learner is inevitable. According to Thornbury (1999, pp. 15-17), there are several arguments for grammar teaching.

(i) The Sentence-Machine Arguments

Grammar has limited rules but by the help of these limited rules in a number of sentences can be generalized. So, teaching grammar provides learner to generate unlimited linguistic creativity.

(ii) The Fine-tuning Arguments

Learners are able to use correct structures of a language through teaching grammar. Teachers can make correction if learners write ambiguous sentences.

(iii) The Fossilization Argument

If we learn language without having mastery of grammar the learning language rate fossilizes. The linguistic competence will be stopped.

(iv) The Advance-Organizer Argument

The learners can progress to learn language later when they learn formal system of language from the beginning.

(v) The Discrete Item Argument

While learning language learners learn many aspects of a language. Learners can generate a number of sentences using the rules but these can be cut into different grammatical items so that there won't be confusions to learn language. The mastery of grammar makes neatness in use of language.

(vi) The Rule of law Argument

In course of language learning, learners should have the concept of language rules, order and discipline. Teacher also must teach structured system that can be tested in methodological ways.

(vii) The Learner Expectations Argument

Grammar is put in language teaching simply because of learners' expectation to learn grammar. Generally, learners wish to develop their grammatical competence in a particular language.

1.1.7.4 Methods of Teaching Grammar

Every language has its own grammar. Teaching of grammar plays the key role in language teaching. The grammar of a language is very important for the individuals who are learning the language. The knowledge of grammar is more important for the second language learners. They have to make conscious efforts to master the grammatical aspects of the language. There are mostly two methods of teaching grammar: (i) The Deductive Method, (ii) The Inductive Method

(i) The Deductive Method

In the area of teaching grammar, the deductive method is popular. The principle of this method is based on the parameter - general to particular. This method begins with presentation of grammar rules and is followed by examples and explanation of rules. For Thornbury (1999, p. 29), "… a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied". In this method, learners are asked to practice the rules orally or in writing. This method is somewhat similar to grammar translation method.

(ii) The Inductive Method

This method is new, systematic, scientific and innovative. The aim of this method is to develop the learners' linguistic competence. The inductive method refers to the ability to develop and understand grammatically correct sentences as they are taught. The principle of this method is particular to general. According to this

method, learners can generalize the grammar through observation and experience. In this method, students are given sufficient examples and students are asked to generalize rules based on examples. It is psychological as well. For, Thornbury (1999, p. 30), "… an inductive approach starts with some examples from which a rules is inferred".

1.1.8 Action Research

Action research is an activity that can be done to reach an expected destination. Action research itself says that it has two components i.e. action and research. Research is a means to action whether to develop practice or to take action to face the problem. Action research is followed by the desire to take action. Most action research is concerned with improving the quality of service. It is a collaborative activity among colleagues searching for solutions to everyday real problems experienced in schools. Kumar (2006) focuses two action researches. An existing program or intervention is studied in order to identify possible areas of improvements in terms of enhanced efficacy and/ or efficiency. The findings become the basis of bringing about changes. This is where a professional thinks that there is an unattended problem or unexplained issue in the community or among a client group. Through research, evidence is gathered to justify the introduction of a new service or intervention. Research techniques establish the prevalence of the problem or the importance of an issue so that appropriate action can be taken to deal with it. Stephen Corey at Teacher's college at Columbia University was among the first to use action research in the field of education. We are convinced that the disposition to study…. the consequence of our own teaching is more like to change and improve our practices than is reading about what someone else has discovered of his teaching (Corey 1953, p. 70). By the 1970s, we saw again the emergence of action research education practitioners questioned the applicability of scientific research designs and methodologies as a

means to solve education issues. The practice of an action research is again visible and seen to hold great value.

Action research is a process in which participants examine their own education practice systematically and carefully using the techniques of research. Best and Kahn (1992, p. 21) define,

> Action research is focused on immediate application, not on the development of theory or on general application. Its findings are to be evaluated in terms of local applicability, not universal validity. Its purpose is to improve school practices and at the same time to improve school practices and at the same time to improve those who try to improve the practices to combine the research processes, habits of thinking ability to work harmoniously with others and professional spirit.

Therefore, action research is different from other researches because, on the contrary of other theoretical researches, it does not aim to the development of a theory and its findings may not be universally valid. Action research is the study of social situation with a view to improve the quality of action within it. It is a form of self-reflective enquiry undertaken by participants in order to improve own professional practices. It is conducted aiming at the improvement of the current affairs through the process of identifying and solving problems in a specific context.

Wallace (1998, as cited in Burns 1999, p. 30) views action research as a strategy for professional development which is accomplished by reflecting on the practitioners' regular activities. Action research is based on the following assumptions:

(a) Teachers and principals are more effective when encouraged to examine and asses their own work and then consider ways of working differently.

(b) Teachers and principals work best on problems that they have identified for themselves.

(c) Teachers and principals help each other by working collaboratively.

(d) Working with colleagues helps teachers and principals in their professional development (Watts 1985, p. 118).

The purpose of action research is to develop the current state of affairs that are in context of education. It focuses the classroom teacher and researcher as the same person in action research. In action research, the practitioner is able to select the most pressing problem and conduct the research to solve the problem. This action is the instant that the practitioners become able to improve both students practice and performance.

In the long run, action research is the way where the practitioners evaluate their activities, find facts in success, react the known problems, plan to resolve them, take action again and deduce the conclusion on the whole.

Some features of action research are given below:

(i) Action research is carried out by practitioners.

(ii) It is followed by inductive method.

(iii) It focuses on small group professional practices but not on producing general statements in which reflection cycle is facilitated.

(iv) It is practical in nature.

(v) It is critical and collaborative.

(vi) It aims at bringing change.

(vii) It has a participatory nature.

1.1.8.1 Process of Action Research

There must be certain systematic process to conduct a research. In every aspect, we have to follow a special process. Similarly, in action research also, different steps that we follow should be systematic. Burns (1999, p. 35) shows the following eleven phases of action research:

1. exploring,   2. identifying,   3. planning,   4. collecting data,   5. analyzing/ reflecting,   6. hypothesizing/ speculating,   7. intervening,   8. observing 9. reporting,   10. writing,   11. presenting.

Similarly, Nunan (1992) suggests the following steps to carry out the action research.

Step 1: Initiation

This is the first stage in which classroom practitioner finds the students' problems and consults the experts.

Step 2: Preliminary Investigation

The researcher in this step, diagnoses the problems systematically for collecting the base line data through observation.

Step 3: Hypothesis

The researcher prepares his task to solve the problem identified in previous step and postulates the hypothesis.

Step 4: Intervention

The researcher consults the number of strategies for encouraging the students to relate the content of the lesson to their own backgrounds and interests.

Step 5: Evaluation

In this step the researchers evaluate the change brought by new action. The complexity of language and students led interactions will be benefited.

Step 6: Dissemination

It highlights the value of action research. The researcher comes with the professional, run a workshop for colleagues and presents paper at a language conference.

Step 7: Follow Up

This is the last step. In it, the researcher investigates alternative approaches for motivating students.

At the end of the action research, the researcher may implement the following tools:

    (i) Pre-test
    (ii) Time-on-task test
    (iii) Progressive test
    (iv) Post test

The same types of item can be administered in pre-test and post-test. Pre-test will be at the beginning of the classroom teaching but post-test will be administered at the end of course duration. Progressive test will be done during the teaching.

1.2 Review of Related Literature

Grammar is the most significant aspect of language and teaching. It is a challenging factor. Many techniques, methods and approaches have been developed to tackle with this. It is an analytical study of language structures or forms. Most teachers see

grammar as a body of knowledge that they themselves need linguistic knowledge as a professional. They can use it judiciously to help learners gain insights into the workings of the language, Cross (1992, p. 26). Many researches have been carried out in the areas of the English language in Nepal as well as foreign countries. Under grammar, several researches are being conducted but a very few studies about task-based language teaching are seen in terms of the effectiveness of teaching the English language. In the context of Nepal, a few research studies have been carried out to find out the effectiveness of task-based language teaching (TBLT) in teaching English using action research. The researchers who have carried out their research on task-based approach using action research are reviewed as below:

Oli (2005) has carried out research on "The Effectiveness of Task-based Techniques for Teaching Simple Present Tense". He has done research to find out the effectiveness of task-based techniques for teaching simple present tense. It has revealed the fact that using task-based language teaching is much more effective in the simple present tense. Another significant research has been done by Khadka (2007) on "Task-based and Form Focused Techniques of Teaching Grammar". He compared between task-based and form focused on grammar teaching. It was found that the use of task-based techniques was very useful and effective in teaching simple past.

The present research is totally different from the researches that they have been carried out till the date in the field of grammar teaching. No research activity is done on the use of task-based approach for teaching present perfect tense.

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1.3 Objectives of the Study

The objectives of the study were as follows:

(i) To find out the effectiveness of task-based language teaching for teaching present perfect tense.
(ii) To provide some pedagogical implications.

1.4 Significance of the Study

This study will be mainly significant for those who are directly involved in English language teaching. It aims at establishing the degree of effectiveness of task-based technique. It will definitely arouse a new interest among experts, curriculum designer, practitioners and the university students who are doing their career in teaching. In fact, it will encourage the English language teachers to implement in teaching tense items. This study will equally helpful for syllabus designers, publishers, textbook writers, language teachers and students as well. Only few researches have been carried out on task-based language teaching.

Therefore, after the completion of this study, those who are concerned with teaching will be benefited with the following:

(a) Teachers will get help to teach different grammar points.
(b) Students will learn language through real communication.
(c) Researchers also will get idea to carry out any new grammatical point using task-based approach.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methods and procedures adopted to carry out this study. The study was based on experimental research. The following methodologies were adopted to carry out the study.

2.1 Sources of Data

The researcher used both primary and secondary sources for the data collection. However, data were collected mainly by utilizing primary sources for the accomplishment of the study. Secondary sources were utilized especially to facilitate the researcher himself to carry out the research.

2.1.1 Primary Sources of Data

The primary sources of data were the students of grade eight studying in Sansarimai Secondary School of Shindhupalchok district.

2.1.2 Secondary Sources of Data

The researchers consulted various books, dissertations, journals, reports, articles, research works and other internet sources related to the research area. Some of them include Larsen-Freeman (1986), Prabhu (1987), Ur (1988), Nunan (1989), Harmer (2001), Richards and Rodgers (2002) etc.

2.2 Sampling Procedure and Population

All the students of grade eight from Sansarimai Secondary School of Shindhupalchok district were selected through judgemental non-random sampling procedure.

2.3 Tools for Data Collection

The tools for the collection of data from the primary source were the test administered in pre-test, progressive test and post-test.

(a) Pre-test: A first pre-test was administered before starting the real classroom teaching.

(b) Progressive Tests: After administering the pre-test, I started the real classroom teaching and then three progressive tests were administered an interval of five days' teaching.

(c) Post-test: At the end of real classroom teaching, a post-test was administered.

2.4 Process of Data Collection

Primary data were collected by administering pre-test and post-test. For primary data collection, the researcher followed the following stages:

(a) designed a set of test-items to measure the proficiency level of students in the use of present perfect tense.

(b) visited the sampled school and built rapport with the school's head teacher.

(c) got the fixed period to carry out the experimental teaching.

(d) administered the pre-test to declare the students' proficiency.

(e) analyzed the set-items of pre-test.

(f) began the real teaching of present perfect using task-based approach.

(g) taught language items for twenty days.

(h) administered progressive tests in the specified period of time.

(i) administered the post-test to compare the effectiveness of task-based approach for teaching present perfect.

2.5 Limitations of the Study

Because of limited time and resources, the researcher had limited the study within a certain selected area. The following limitations were considered by the researcher:

(i) The population of the study was limited to the students of class eight of Sansarimai secondary school, Shindhupalchok.

(ii) This study was limited to teaching of the present perfect tense only.

(iii) Data were collected through 25 days of regular teaching in Sansarimai Secondary School, Sindhupalchok.

(iv) The findings were based on the result of the experimentation.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of the collected data from the primary sources. The collected data have been analyzed and interpreted descriptively as well as analytically using appropriate tools and tables. The analysis has been based on the areas as follows:

(i) Analysis and interpretation of the individual test scores obtained from pre-test, progressive test and post-post.

(ii) Item-wise analysis and interpretation of correct and incorrect responses on pre-test, progressive test and post-test.

3.1 Analysis and Interpretation of the Individual Test Scores

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

3.1.1 Pre-test Scores

At first pre-test was administered to find out the students proficiency i.e. grammar that they have learned in their previous class before starting the real teaching. Pre-test items were matching, true-false, fill in the blanks, making sensible sentences, multiple choice, sentence making using adverbs of time and paragraph writing. The scores of students on pre-test are as follows:

Table No. 1

Individual Scores on Pre-test

S.No.	F.M.	Scores	Percentage	No. of Students	Percentage
1.	50	21	42%	1	4.16%
2.	50	18	36%	1	4.16%
3.	50	16	32%	3	12.5%
4.	50	15	30%	2	8.33%
5.	50	14	28%	1	4.16%
6.	50	13	26%	3	12.5%
7.	50	12	24%	2	8.33%
8.	50	11	22%	3	12.5%
9.	50	10	20%	3	12.5%
10.	50	9	18%	1	4.16%
11.	50	8	16%	2	8.33%
12.	50	7	14%	1	4.16%
13.	50	6	12%	1	4.16%
14.	Total Number of Students			24	
Average Score 12.30					

As the above table shows, 4.16% of the students have obtained 21 marks out of 50 full marks. It is the highest score of the pre-test. The lowest score is 6 that is scored / obtained by 4.16% of the students. The average score is 12.30 out of full marks 50 which shows unsatisfactory score.

From this table, it is obvious that the students are found with mixed ability. Some students are medium and weak on grammar learning. Though they have already studied it in previous classes while reading the textbook and the teacher also had taught, the result presents unsatisfactory level of proficiency.

3.1.2 Progressive Tests

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

3.1.2.1 The First Progressive Test Scores

The first progressive test was administered after the five days' teaching to get the information of students' insight on effectiveness of grammar through task-based language teaching. The main aim of this test was to find out how the classes are improving according to the target text. This test also shows what further important teaching strategy is required to meet the target point.

Table No. 2
Individual Scores on the First Progressive Test

S.No.	F.M.	Score	Percentage	No. of Students	Percentage
1.	20	18	90%	2	8.33%
2.	20	16	80%	3	12.5%
3.	20	15	75%	4	16.66%
4.	20	14	70%	2	8.33%
5.	20	13	65%	3	12.5%
6.	20	11	55%	3	12.5%
7.	20	10	50%	1	4.16%
8.	20	9	45%	2	8.33%
9.	20	8	40%	3	12.5%
10.	20	7	35%	1	4.16%
11.	Total Number of Students			24	
Average Score 12.10					

The above table shows that 8.33% of the students have obtained 18 out of 20 full marks which is the highest score and 4.16% of the students have scored 35% out of 20 full marks which is the lowest mark in this test. The average mark scored by the students is 12.10 out of full marks which is 60.5% of full marks.

While comparing the result of pre-test with the first progressive test, students' progress is satisfactory in progressive test in grammar learning and it is due to the implement of task-based language learning.

Similarly, in the pre-test, the highest score obtained was 21 out of 50 full marks whereas in the first progressive test, it is 18 out of 20 full marks. In the same way, the lowest score in the pre-test was 6 out of 50 full marks whereas in the first progressive test, it is 7 out of 20 full marks. The average score of pre-test is 12.30 of the 50 full marks where as the average score of the first progressive test is 12.10 out of 20 full marks.

3.1.2.2 The Second Progressive Test Scores

The second progressive test was administered after 12 periods of classes to diagnose their learning progress. It was administered to find out whether they are progressing or not. The scores obtained by the students in the second progressive test are presented in the following table:

Table No. 3

Individual Scores on the Second Progressive Test

S.No.	F.M.	Score	Percentage	No. of Students	Percentage
1.	20	20	100%	1	4.16%
2.	20	18	90%	1	4.16%
3.	20	17	85%	4	16.66%
4.	20	16	80%	2	8.33%
5.	20	15	75%	5	20.83%
6.	20	14	70%	1	4.16%
7.	20	13	65%	2	8.33%
8.	20	12	60%	3	12.5%
9.	20	11	55%	2	8.33%
10.	20	10	50%	3	12.5%
11.	Total Number of Students			24	
Average Score 14.60					

According to the above table, 3.44% of the students have scored 20 out of 20 full marks which is the highest and lowest score is 50% out of the full marks which is obtained by 10.34% of the students. The average score is 14.50 which is 73% of full marks.

While comparing the second progressive test with that of the first progressive test, the average score was 60.5% in the first progressive test where as 73% in the second progressive test. It is obvious that second progressive test is satisfactory.

3.1.2.3 The Third Progressive Test Scores

After the completion of 18 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 was administered which is presented in the following table.

Table No. 4

Individual Scores on the Third Progressive Test

S.No.	F.M.	Score	Percentage	No. of Students	Percentage
1.	20	16	80%	1	4.16%
2.	20	14	70%	5	20.83%
3.	20	13	65%	1	4.16%
4.	20	12	60%	5	20.83%
5.	20	11	55%	3	12.50%
6.	20	10	50%	5	20.83%
7.	20	8	40%	4	16.66%
8.	Total Number of Students			24	
Average Score 12					

As the above table shows that 60% of full marks is obtained by20.83% of total students. The highest score is 16 which is obtained by 4.16% of the students and the lowest score is 8 which is obtained by 16.66% of the students. The average score is 12.

In comparison to the first and second tests, this third progressive test has become more satisfactory and average score has been increased as well. In this test, students' participants were good and they understood it more effectively. The overall performance of the students exhibited in their marks has shown their success through task-based approach. Because of their active involvement, the students progressed actively.

3.1.3 Post-test Scores

At the end of the teaching, a test was administered to the students to get the insight into the effectiveness of the intervention i.e. teaching through task-based approach. The aim of this test was to find out how much they have learnt during the stipulated times of teaching. The individual scores on the post-test are presented in the following table:

Table No. 5

Individual Scores on the Post Test

S.No.	F.M.	Scores	Percentage	No. of Students	Percentage
1.	50	45	90%	1	4.16%
2.	50	42	84%	1	4.16%
3.	50	40	80%	1	4.16%
4.	50	38	76%	3	12.5%
5.	50	36	72%	2	8.33
6.	50	35	70%	1	4.16%
7.	50	34	68%	.2	8.33
8.	50	33	66%	2	8.33%
9.	50	32	64%	2	8.33%
10.	50	31	62%	2	8.33%
11.	50	30	60%	2	8.33%
12.	50	28	56%	2	8.33%
13.	50	22	44%	3	12.5%
14.	Total Number of Students			24	
Average Score 34.30					

The above table shows that 90% out of full marks, is the highest score obtained by 4.16% of the students. Forty four percent out of 50 full marks is the lowest mark obtained by 12.5% students. The above table reveals that 34.30 is the average score. While comparing the marks of pre-test with that of post test, the latter one has shown the remarkable improvement in students. In pre-test, the scores were distributed around the average score of 12.30. The highest score was 42% out of 50 full marks and the lowest score 12%. But in the post-test, the scores are distributed around the average score of 34.30 with 90% out of 50 full marks as the highest score and 44% as the lowest score. The average score in post-test is approximately two times greater than that of pre-test.

3.2 Item-wise Analysis and Interpretation of the Test Results

3.2.1 Pre-test

The following table shows the item-wise correct and incorrect responses on the pre-test.

Table No. 6

Item-wise Correct and Incorrect Responses on the Pre-test

S. No.	Items	No. of Items	Correct Responses	Percen- tage	Incorrect Responses	Percen- tage	Total Responses
1.	Matching	5	55	45.83%	65	54.16	120
2.	True/ False	5	50	41.66%	70	58.33	120
3.	Fill in the blanks	5	58	48.33%	62	51.66	120
4.	Arranging	5	32	26.66%	88	73.33	120
5.	Correcting	5	43	35.83%	77	64.16	120
6.	Making circle	5	45	37.5%	75	62.5	120
7.	Sentence Making	3	4	5.55%	68	94.44	72
8.	Paragraph writing	1	2	8.33%	22	91.66	24

According to the above table, fill in the blanks has the highest number of correct responses i.e. 48.33% and the sentence making item has the least number of correct responses i.e. 5.55%. In this table, it shows that sentence making which students have to use in real context, is the most difficult for them. While making sentences, students should care about the structure of sentence, word use, grammar etc. Almost all the other items have lower range of correct responses besides 'fill in the blanks item' which has a greater number of correct responses. This distribution of correct responses indicates that learners' proficiency was not so satisfactory.

3.2.2 Progressive Test

The individual test scores of three progressive tests were analyzed for each item under the following sub-headings:

3.2.2.1 The First Progressive Test

The first progressive test contained four categories and 20 items. They were matching, fill in the blanks, true or false and arranging sentences. Each item carries 5 questions and one mark for each; therefore, altogether, 20 full marks. The following table indicates the item-wise correct and incorrect responses.

Table No. 7

Item-wise Correct and Incorrect Responses on First Progressive Test

S. No.	Items	No. of Items	Correct Responses	Percen-tage	Incorrect Responses	Percen-tage	Total Responses
1.	Matching	5	112	93.33%	8	6.66%	120
2.	True/ False	5	99	82.5%	21	17.5%	120
3.	Fill in the blanks	5	118	98.33%	2	1.66%	120
4.	Arranging	5	74	61.66%	46	39.11%	120

As the table shows that, the item no. 3 i.e. 'fill in the blanks' has the greatest number of correct responses. In this item, nearly all responses of all the students were correct i.e. 95.83% out of total responses. In comparison to other items, students were more motivated in 'fill in the blanks exercise'. Similarly, in item no. 4 i.e. arranging brought the least number of correct responses. About 46% of the students responded correctly. While comparing the item-wise correct responses in the first progressive test with that in pre-test, the difference is obvious. In pre-test, there was 45.83% correct responses in 'matching', 41.66% in 'true or false', 48.33% in 'fill in the blanks' and 6.66% in 'arranging' whereas in the first progressive test, their correct responses were 93.33%, 98.33% and 61.66% respectively.

The above progressive table shows that the distribution of correct responses, each of the items has satisfactory number of correct responses. In case of the incorrect responses, item no. 4 i.e. 'arranging' has the highest number of incorrect responses. In the first progressive test, the most complex item was arranging words for them. Comparing the responses on pre-test and first progressive test, what we can conclude is that the first progress made by the students in each item is due to the use of task-based approach.

3.2.2.2 The Second Progressive Test

The second progressive test had four categories i.e. 'arranging', 'making correct', 'making circle' and 'making sentences' with 18 items. Each item was provided with one mark. The following table indicates the item-wise correct and incorrect responses.

Item-wise Correct and Incorrect Responses on Second Progressive Test

S. No.	Items	No. of Items	Correct Responses	Percen-tage	Incorrect Responses	Percen-tage	Total Responses
1.	Arranging	5	82	68.33%	38	31.66%	120
2.	Making correct	5	75	62.50%	45	37.50%	120
3.	Making circle	5	88	73.33%	32	26.66%	120
4.	Making sentences	3	33	45.83%	39	32.50%	72

Above table indicates that item 3 i.e. 'making circle' has the highest correct responses i.e. 73.33%. On the other hand, item 4 i.e. making sentences has the least number of correct responses. According to this table, it seems that almost all the students in most of the items have given correct responses. Therefore, their performance in each item is remarkable. The result of this item-wise progressive test asserts that the classroom teaching through task-based learning has been effective. Students are from government aided school and again school is in a village. So, while making sentences, students feel difficulty. They tried their best to make sentences but they commit mistake in sentence structure, work formation etc.

3.2.2.3 The Third Progressive Test

The third progressive test also consisted of four categories with 14 full marks. After the 18th day of my classroom teaching, the third progressive test was administered. The following table shows the item-wise correct and incorrect responses in the third progressive test.

Table No. 9

Item-wise Correct and Incorrect Responses on Third Progressive Test

S. No.	Items	No. of Items	Correct Responses	Percen-tage	Incorrect Responses	Percen-tage	Total Responses
1.	Matching	5	114	95%	6	5%	120
2.	True or false	5	115	95.83%	5	4.16%	120
3.	Making sentences	3	38	52.77%	34	47.22%	72
4.	Paragraph writing	1	8	33.33%	16	66.66%	24

As the above table shows, item no. 2 i.e. 'true or false item' has the greatest number of correct responses and item no. 4 i.e. 'paragraph writing', has the least number of correct responses. Similarly, item no. 1 i.e. 'matching' has the least number of incorrect responses and item no. 4 i.e. 'paragraph writing' is the highest number of incorrect responses.

When we observe the distribution of responses on each of the specified test items in the above table, most of the students have presented responses correctly. Students progressed significantly in comparison with the previous progressive test. Comparing the same item i.e. 'matching item' of the third progressive test with that of the first one, they progressed significantly. They scored 95% in the third progressive test but in the first progressive test, they scored 93.33% marks. The number of correct responses obtained by the students in each item shows that the application of task-based approach in grammar teaching is beneficial.

3.2.3 Post-test

Using task-based approach in teaching grammar for 25 days and after administering three progressive tests in the interval of five days, I administered a post-test. The post-test items were the same as assigned in pre-test. The items were consisted of eight headings i.e. matching, true or false, fill in the blanks, circle, choose the correct answer, arranging, sentence making and paragraph writing. The following table presents the item-wise correct and incorrect responses by the students in post-test.

Table No. 10

Item-wise Correct and Incorrect Responses on the Post-test

S. No.	Items	No. of Items	Correct Responses	Percentage	Incorrect Responses	Percentage	Total Responses
1.	Matching	5	115	95.83%	5	4.16%	120
2.	True/ False	5	117	97.53%	3	1.66%	120
3.	Fill in the blanks	5	118	98.33%	2	1.66%	120
4.	Making circle	5	84	70%	36	30%	120
5.	Choose the correct	5	92	76.66%	28	23.33%	120
6.	Arranging	5	83	69.16%	37	30.83%	120
7.	Sentence Making	3	40	53.55%	32	26.66%	72
8.	Paragraph writing	1	9	37.50%	15	62.5%	24

The above table shows that item 3 i.e. fill in the blanks has the highest number of correct responses. All responses of the items given by students were correct. But the item 8 i.e. paragraph writing has the least number of correct responses. The item no. 2 i.e. true-false has the second highest number of correct responses. Most of the items were correctly responded by above 60% of the students. Comparing the item-wise correct responses in post-test with pre-test, there was 45.83% in matching, 41.66% in true-false, 48.33% in fill in the blanks, 26.66% in arranging,

5.55% in sentence making and 8.33% in paragraph writing in pre-test whereas in post-test, they were 95.83%, 97.53% 98.33%, 70%, 76.66%, 69.16%, 53.55% and 37.5% respectively. In comparison to pre-test, post- test was yield with more number of correct responses.

Through this research, five different test items were applied in course of my data collection. In the first test i.e. pre-test, learners' performance was very weak. Thus the use of task-based approach is found useful and effective in developing students' grammar.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of the findings.

4.1 Findings

After the completion of experimental teaching through task-based approach, the major findings of the study have been listed below:

1. The result of post-test has shown that the students have obtained better marks in most of the test items. Whereas in pre-test, they scored less marks in each item.

2. The students found it easy to learn language through task-based language because this method focused on real life situation.

3. While analyzing the scores on progressive tests, it was found that TBLT is effective in developing students' grammar. They scored 12.10 (60.5%), 14.6 (73%) and 12 (60%) average marks in the first, second and third progressive tests respectively. In all progressive tests, the students obtained not less than 60% of the full marks.

4. The highest score of the students was 21 in pre-test and 90 in post-test. Similarly, the scores of the students were distributed around the average score of 12.30 in pre-test but in post-test, their scores were distributed around the average score 34.30 which is nearly three times higher. These facts show that task-based approach is effective in language teaching.

5. The students' performance in specified items in pre-test, progressive tests and post-test was impressive. In most of the items, their number of correct responses was greater in post-test than that of pre-test. In pre-test, their

correct responses were 48.83% in filling the blanks, 44.66% in true-false item, 45% in matching, 26.16% in arranging, 65.83% in correcting, 37.5% in giving circle, 5.55% in sentence making and 8.33% in paragraph writing. However, in post test, their correct responses were 95.83% in matching, 97.53% in true-false, 98.33% in filling the blanks, 70% in giving circle, 76.66% in choosing the correct answer, 69.16% in arranging, 55.55% in sentence making and 37.5% in paragraph writing. The number of incorrect responses was 54.16% of pre-test, whereas in post-test, incorrect number of response was 4.16%. From this point, it is clear that students made remarkable progress when they were taught through task-based approach. Their progress in all the specified items asserts the effective application of the method.

6. After the analysis of the correct and incorrect responses in various items of tests, it is proved that 'matching', 'true-false' and 'fill in the blanks' items are easier for the students than the other items. But sentence making and paragraph writing items were more difficult for them.

The findings of this research study were determined by the marks obtained by the students. This shows that using task-based approach in teaching grammar is more effective and it is a useful means of teaching.

4.2 Recommendations

We have many methods to teach language in classroom. They have their own important roles in language teaching. But here, after conducting this study, it was found that it played vital role in learning and teaching grammar through task-based approach. On the basis of those findings, the following recommendations and pedagogical implications have been forwarded.

1. It would be beneficial to follow task-based approach in the field of language teaching because learners feel easy to get the target language as it involves the learners in real communication and they generalize on that with their life.

2. The study shows that the task-based approach is based on activity. So, participants take part in their target language actively resulting in their learning of the language.

3. This approach focuses on meaning. So, language should be related with the real life situation. If the learners can relate their target language with their real language they can understand it without difficulty.

4. The present study proves that it is much plausible to implement in school level curriculum. Students at the school level are supposed to learn language by participating or involving in activity.

5. Although this method is incomplete itself in all situations, it is more useful to apply on grammar structure and functions. Task-based approach is innovative. So, curriculum experts and designers should further research under it to find out its effectiveness and try to implement in the curriculum.

6. To implement aforementioned techniques in the school level effectively, the teachers should be trained and well equipped with the knowledge about it and they should be monitored whether they are using it or not properly. In fact, task-based approach can be used in the teaching of tense more effectively. It is useful in grammar points specially tense, short questions and answer etc.

7. According to the findings, task-based approach has become more effective in teaching grammar. Compared to the marks obtained by the students in pre-test with those in post-test, there is a remarkable change which is due to the use of task based approach. Furthermore, teachers are suggested to consider the learners socio-cultural context without which they feel difficulty to communicate easily.

Appendix-I

Model Items of Pre-test

Name :   Full Marks: 50

Class :   Time: 30 minutes

1. Match the following   [2.5]

        (a) Students   has brought a new car.

        (b) A horse   has passed S.L.C.

        (c) Who   ever been to Pokhara?

        (d) Have you   have read novel book?

        (e) Sita   has carried load.

2. Write 'T' for true and 'F' for false statement. [2.5]

    (a) A football team is cheerful. The team has won the game.

    (b) We have recently called teacher.

    (c) People just have eaten rice.

    (d) A boy has cut finger. The blood is bleeding.

    (e) They haven't finished their work yet.

3. Fill in the blanks from the box.   [5]

    (a) I've already _ _ _ _ _ _ _ _ _ question. (ask, asked, asking)

    (b) She _ _ _ _ _ _ _ _ _for two weeks. (has helped, helped, helps)

    (c) The house _ _ _ _ _ _ _ _ _ recently. (burnt, has burnt, burn)

    (d) He has just _ _ _ _ _ _ _ _ _ rice. (eat, ate, eaten)

    (e) Karina hasn't _ _ _ _ _ _ _ _ _ exercise book. (get, got, gets)

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4. Make sensible sentences by arranging the following words in appropriate order. [5]

   (a) composed/ a/ Gita/ has/ nice/ poem.

   (b) haven't/ homework/ till/ pupils/ done/ now

   (c) have load/ carried/ a/ potter/ in/ basket

   (d) have/ hard/ I/ worked

   (e) ever/ my / uncle/ have/ seen/ you/ today?

5. Find the correct answer. [5]

   I _____ (has lived/ have lived) since my father abroad. My brother has not (completed/ complete) bachelor. But he has got _____ (marry, marries, married). Now I am grown. I've _____ (decides, decided) to go abroad. But none has _____ (has come/ came) into decision.

6. Circle the best answer.   [5]
   (a) I haven't _____ still now.
      (i) smoking   (ii) smoke   (iii) smoked
   (b) Gopal has _____ story.
      (i) write   (ii) written   (iii) wrote
   (c) Has she ever _____ me before?
       (i) see   (ii) saw   (iii) seen
   (d) This table has recently _____.
       (i) break   (ii) broke   (iii) broken
   (e) He hasn't _____ her pencil.
       (i) given   (ii) give   (iii) gave

7. Make any five sentences using present perfect tenses.   [5]

8. Write five sentences in present perfect tense using adverbs of time that are frequently used.   [5]

9. Write five sentences in present perfect tense that you have done this week. [5]

10. Write a couple of paragraph in 100 words that you have achieved from experiences. [10]

Marking Scheme

1.   Match the following   [2.5]

     (a) Students   have read novel book

     (b) A horse   has carried load

     (c) Who has   brought a new car?

     (d) Have you   ever been to Pokhara?

     (e) Sita   has passed SLC

2.   True or False.   [2.5]

     (a)   T   (b)   T   (c)   F   (d)   T   (e)   T

3.   Fill in the blanks.   [5]

     (a) asked   (b) has helped   (c) has burnt

     (d) eaten   (e) got

4.   Arrange the following.   [5]

     (a) Gita has composed a nice poem.

     (b) Pupils haven't done homework till now.

     (c) A potter has carried load in a basket.

(d) I have worked hard.

(e) Have you ever seen my uncle today?

5.   Find the correct answer.   [5]

Have read, completed, married, decided, come

6.   Make circle.   [5]

(a)   iii   (b) ii   (c) iii   (d) iii   (e) i

7.   S+have/ has+v^3+O   [5]

8.   Adverbs of time used in present perfect.   [5]

Recently, already, ever, yet, till, never

9.   The structure of present perfect tense with the works done soon.   [5]

10.   S+have/ has+ (time of adverbs)+V^3+O.   [10]

Appendix-II

The First Progressive Test

1. Match the following.   [5]

(i) Mohan	have just done my homework.
(ii) Boy	visited Chitwan?
(iii) Have you ever	has cut his figure.
(iv) I	invented many things.
(v) Scientists	has not flown in Ballon.

2. Write 'T' for correct and 'F' for incorrect sentences.   [5]

   a) Bhanubhakta is a writer. He has written many books.

   b) We already have read class seven.

   c) Who never has taken mutton?

   d) Has she ever helped you?

   e) He have stayed in Kathmandu since 2010.

3. Fill in the blanks from box.   [5]

   a) The school _____ in 2048. (has built, have built, built)

   b) They _____ bought a car. (has already, have already, has)

   c) Have you _____ on horse. (ever rode, ever ridden, ridden)

   d) Students _____ English text. (has understood, have understood, understood)

   e) I've _____ meal. (prepare, prepared, just prepared)

4. Make sensible sentences arranging the following.   [5]

   a) class/ gone/ he/ just/ has

   b) brought/ new pen/ have/ from/ Kathmandu/ They

c) Sita/ not/ has/ yet/ told/ Gopal

d) green vegetable/ grown/ in field/ have/ farmer.

e) Have/ read/ I/ interesting/ story.

The Second Progressive Test

Full Marks: 20

Time: 20 minutes

1. Make sensible sentences by arranging the following.   [5]

a)   Supper/ already/ eaten/ she/ has

b)   Ever/ you/ beautiful/ made/ house/ have?

c)   Spoken/ already/ he/ politely/ has.

d)   Have/ since/ week/ we/ known/ him/ last.

e)   Never/ have/ achieved/ gold/ medal/ I/ till/ now.

2. Find the correct answer.   [5]

They _____ (has already studied/ have already studied) in the class

seven but they _____ (haven't got/ got/ hasn't got) any prize yet.

They tried their best to be first position but very few prizes

_____ (has won/ have won). Now it _____ (has declared/ have

declared) that they should labour hard to get first position. Obviously,

they will _____ (has succeeded/ have succeeded) in work if they toil.

3. Put the correct one.   [5]

(i) I've recently _____ an interesting story.

   (a) write   (b) wrote   (c) written

(ii) This team seems sad. They _____ the football match.

   (a) have won   (b) won

(iii) Ram _____ a car many places.

   (a) has driven   (b) driven   (c) have driven

(iv) Chhabilal and Pradip _____ English for one week.

    (a) has learnt   (b) have learnt   (c) learnt

(v) We have recently _____ to Pokhara.

    (a) go   (b) went   (c) gone.

4. Develop any 5 sentences using present perfect tense.   [5]

The Third Progressive Test

Full Marks: 20

Time: 20 minutes

(i) Write the adverbs of time that are used in present perfect tense.   [5]

(ii) Make a couple of paragraph about your experiences and achievements

     using present perfect which you got in school.   [15]

Appendix-III

Model Items of Post-test

Name :   Full Marks: 50

Class :   Time: 30 minutes

1. Match the following   [2.5]

    (a) Students   has brought a new car.

    (b) A horse   has passed S.L.C.

    (c) Who   ever been to Pokhara?

    (d) Have you   have read novel book?

    (e) Sita   has carried load.

2. Write 'T' for true and 'F' for false statement. [2.5]

    (a) A football team is cheerful. The team has won the game.

    (b) We have recently called teacher.

    (c) People just have eaten rice.

    (d) A boy has cut finger. The blood is bleeding.

    (e) They haven't finished their work yet.

3. Fill in the blanks from the box.   [5]

    (a) I've already _ _ _ _ _ _ _ _ _ question. (ask, asked, asking)

    (b) She _ _ _ _ _ _ _ _ _for two weeks. (has helped, helped, helps)

    (c) The house _ _ _ _ _ _ _ _ _ recently. (burnt, has burnt, burn)

    (d) He has just _ _ _ _ _ _ _ _ _ rice. (eat, ate, eaten)

    (e) Karina hasn't _ _ _ _ _ _ _ _ _ exercise book. (get, got, gets)

4. Make sensible sentences by arranging the following words in appropriate order. [5]

(a) composed/ a/ Gita/ has/ nice/ poem.

(b) haven't/ homework/ till/ pupils/ done/ now

(c) have load/ carried/ a/ potter/ in/ basket

(d) have/ hard/ I/ worked

(e) ever/ my / uncle/ have/ seen/ you/ today?

5. Find the correct answer. [5]

I _____ (has lived/ have lived) since my father abroad. My brother has not (completed/ complete) bachelor. But he has got _____ (marry, marries, married). Now I am grown. I've _____ (decides, decided) to go abroad. But none has _____ (has come/ came) into decision.

6. Circle the best answer.   [5]
   (a) I haven't _____ still now.
       (i) smoking   (ii) smoke   (iii) smoked
   (b) Gopal has _____ story.
       (i) write   (ii) written   (iii) wrote
   (c) Has she ever _____ me before?
        (i) see   (ii) saw   (iii) seen
   (d) This table has recently _____.
       (i) break   (ii) broke   (iii) broken
   (e) He hasn't _____ her pencil.
       (i) given   (ii) give   (iii) gave

7. Make any five sentences using present perfect tenses.   [5]

8. Write five sentences in present perfect tense using adverbs of time that are frequently used.   [5]

9. Write five sentences in present perfect tense that you have done this week.   [5]

10. Write a couple of paragraph in 100 words that you have achieved from experiences. [10]