

**TEACHERS' PERCPETION TOWARDS TASKS GIVEN IN THE
TEXTBOOK NEW GENERATION ENGLISH**

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

**Submitted by
Bishnu Thapa**

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Bishnu Thapa has prepared this thesis entitled '**Teachers' Perception Towards Task Given in the Textbook 'New Generation English'**' under my guidance and supervision.

I recommend the thesis for acceptance.

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DECLARATION

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

Date: 25-03-2012

Bishnu Thapa

DEDICATION

Dedicated

to my Parents, teachers and Preksha K.C.

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March 25, 2012

Bishnu Thapa

ABSTRACT

The research entitled "Teachers' Perception towards the Use of Tasks Given in the Textbook "New Generation English" attempts to find out the teachers' perception towards the use of tasks given in the textbook. For this purpose, the researcher collected data from the teachers teaching at different colleges of Kathmandu district by distributing a set of questionnaire. The total number of teachers were 40, where 20 teachers were selected from government-aided colleges and 20 teachers were selected from private colleges. The data collected from the respondents were analyzed and interpreted to explore their perceptions towards the use of tasks given in the course book English for New Generation. According to the data collected from the respondents, teachers were familiar with the tasks given in the course. Similarly, they also opined that teachers' training is necessary to make effective use of tasks in teaching English in the context of Nepal. They also viewed that different factors like large class, untrained teachers, limited teaching materials, lack of library facilities, English as an academic barrier affect in the use of tasks in the classroom.

This thesis consists of four chapters. Chapter one consists of general background, review of related literature, objectives, significance of the study, review of related literature and some definitions of the specific terms. In the same way chapter two deals with the methodology of the study. It encompasses the sources of data, population of the study, sampling procedure, tools for data collection and limitations of the study. Chapter three is concerned with the analysis and interpretation of the collected data. The data were tabulated and analyzed on the basis of collected information. Chapter four consists of the major findings and recommendation made after the analysis of the data which follows references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
AV	:	Average
CLT	:	Communicative Language Teaching
ESL	:	English as Second Language
L2	:	Second Language
LAN	:	Literary Association of Nepal
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Education System Plan
OUP	:	Oxford University Press
Per	:	Percentage
SLA	:	Second Language Acquisition
TBLT	:	Task-based Language Teaching
T.U.	:	Tribhuvan University
UNO	:	United Nations of Organization
ZPD	:	Zone of Proximal Development

