

## CHAPTER ONE

### INTRODUCTION

#### 1.1 General background

Language is viewed as a versatile, dynamic and specific instrument of human communication through which human beings can express their thoughts, ideas, feelings emotions and desires. In the same way, "language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. Without language we cannot imagine such a modern and advanced human civilization. Human beings would have remained only a dumb animal or creature in the absence of language". (Sapir 1971, p.8)

Language is viewed differently by different linguistic and other personalities. For philosophers language is a means of interpreting human experience, for sociologists language is an interaction between members of social groups, for anthropologists language is a form of cultural behavior which reflects and affects one's world view, for language teacher, language is a set of skills, for Chomsky(1957,p.13) language is a set of sentences, each finite in length and constructed out of a finite set of elements, for Widdowson (1988:3) language is a system of arbitrary vocal symbols which permit all people in a given culture; or other people who have learned the system of that culture, to communicate or to interact.

The main purpose of language teaching is to impart linguistic skills to language learners. "Traditionally, language teaching was considered to make the learners able to read and write in a particular language but

listening and speaking skills were neglected. Grammar teaching was focused and language was taught translating the target language into learners' mother tongue. This was the oldest method of language teaching, especially used to teach Greek and Latin in Europe, known as Grammar Translation (GT) method. It was popular during 1840s – 1940s in ELT field. At that time, vocabulary was taught through bilingual word list, dictionary study and memorization. Grammatical rules were taught deductively. The medium of instruction was the learners' native language and accuracy was more emphasized than fluency" , Richards and Rodgers, 2001,p.6. Since the GT method was not very effective in preparing students to use the target language communicatively, another method emerged which is known as the direct method. "The main purpose of the direct method was to teach the meaning by making direct connection with the word through demonstration and action. In this method, grammar was taught inductively. Correct pronunciation and grammar were emphasized. Likewise, both speaking and listening comprehension were focused. But, scholars recognized its limitations which offered innovations at the level of teaching procedures but lacked through methodological basis. Its main focus was on the exclusive use of the target language in the classroom. However, it failed to address many issues. After that, the oral and Situational approach to language teaching began in 1920s. It emphasized on oral structural drills and situational presentation. The target language was considered as the medium of language teaching in the classroom. Likewise, the Audio-lingual Method was developed in America as a reaction to the Direct Method in 1960s. It was also called 'New Key', audio-lingual, habit theory, functional skill strategy and Michigan method" , Richards and Rodgers, 2001,pp.52-53. This method was associated with the structural linguistics and behaviorist psychology. It believed that speaking and listening were the basic skills

of language. Moreover, this method assumed that each language has its own unique structure and rule system and language learning as a matter of habit formation. But, this method was criticized by linguists on the ground that students were unable to transfer skills acquired through this method to the real communication outside the classroom. They also found the experiences of studying through the procedure of audiolingualism to be boring and unsatisfactory.

The communicative method to language teaching has come against all the methods. The main purpose of the method is to develop the communicative competence in the learners. It considers interaction and communication as the primary function of language. Similarly, it assumes that language teaching means to teach all the four language skills and treat them equally. But, this method has been criticized for being ideal towards achieving native like competence which is not possible for English as foreign language learners.

But there are changing concepts regarding the way of language teaching. English language teaching tradition has been subjected to a tremendous change in recent days. It has been common to adopt, modify and replace one method by another with changing attitude and interpretation of the best way of language teaching and learning. Some of the language teaching methods that gained popularity at different times in the field of ELT are as follows:

- ) Grammar Translation Method
- ) The direct method
- ) The audio lingual method
- ) The suggestopedia
- ) The silent way

- ) The strategy based instruction
- ) The communicative language teaching (CLT)
- ) The task-based language teaching (TBL)

Source (Richards and Rodgers 2001, pp.5-223)

### **1.1.1 The English Language Teaching in Nepal**

The teaching of the English language in Nepal was formally introduced with the established of "Durbar High School" in 1953 A.D. The first English medium school in Nepal, Prime Minister Jung Bahadur Rana established this school after returning from England visit, to give formal education to his children and to the children of other ruling Rana family members. He visited Britain in 1850 B.S. to strengthen the ties of friendship with then superpower British Empire. He realized the importance of English language to communicate for stranger in Nepal. So, he invited an English man to teach English to his children and other Rana's family children in Nepal. He established Durbar high School to provide English education only for Rana and royal family children and members. Later, in 1910 B.S., it was opened for all general public people. After the establishment of Tri-Chandra campus in 1975 B.S., English became a compulsory subject in the higher education in Nepal.

During the Rana regime, only few schools and colleges were established to provide education in English medium. After, the full of Rana regime, 2007 B.S., establishment of schools and colleges number increased day by day. Then, general Nepali people also get opportunities to study English language as modern education. English is learnt for international purpose; that is for using it as a lingua-Franca. It is widely used to communicate in international level. In fact, we can say that it is a window

through which we can peep to whole world. In this connection, Awasthi (2003) states,

“English entered in the Nepalese education in 1854 when the Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in the higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP) until then English teachers were not trained. (p.22)”.

After the implementation of the NESP (1971-1976) a great change was brought in the field of English curriculum. The curriculum allotted 100 full marks for English subject at the school level from grade four onwards. There was also the provision of optional English secondary grades. English was applied in both compulsory and specification subject in the curriculum.

Though teaching and learning of English in Nepal was started one and a half century ago, it could not be satisfactory due to several reasons such as lack of trained teachers, lack of sufficient materials, lack of proper fund, problem in curriculum and textbook designing and so on. The other main problems were the selection of appropriate teaching approaches, the methods and techniques.

Several attempts have been made to develop effective approaches and techniques for the teaching English in Nepal. Now, the curriculums have been designed on the basis of the communicative approach. There are

also several non-governmental organizations like NELTA (Nepal English Language Teachers' Association), LSN (Linguistic Society of Nepal) and LAN (Literary Association of Nepal) which work for the promotion of English. NELTA is an organization which specially has been working towards the promotion of ELT situation in Nepal.

### **1.1.2 English in B. Ed**

**A Course in General English**, a textbook which was introduced for three-year Bachelor of Education in July, 1996 by professor Dr. Shishir Kumar Sthapit. Other team members then were Prof. Shanti Basnyat, Govinda Raj Bhattarai, Chandreshwor Mishra and Ram Ashish Giri.

**New Generation English** is a textbook prescribed for the three-year Bachelor of Education programme under Tribhuvan University. This is one of the three books prescribed for the General English course. The course carries 100 full marks, divided into three skills as:

Vocabulary	15%
Grammar	15%
Reading and Writing	70%
Total	100%

This textbook has been prepared by a team comprised of ten university teachers who have long experience in the field of English language teaching. The team has been led by Professor Jai Raj Awasthi. None the less, this is the continuation of the first effort initiated by Nepali native teachers some fifteen years ago when a team led by professor Dr. Shishir Kumar Sthapit had prepared **A Course in General English**, a textbook for the newly introduced three-year Bachelor of Education. The present work, **New Generation English**, replaced **A Course in General English** from the academic session 2009.

Each reading text in New Generation English contains varieties of exercise. They are in the order of:

- i. Glossary
- ii. Vocabulary
- iii. Reading
- iv. Writing

The **Glossary** section draws a list of difficult words from each of the reading texts- with their contextual dictionary meanings. The words are presented in alphabetical order. There may be other difficult words left in the passage; the teachers will include them in the glossary or in their teaching notes. Also they can solve this problem by encouraging their students to consult a dictionary like **Oxford Advanced Learner's Dictionary, Cambridge Advanced Learner's Dictionary** or **Collins COBUILD Advanced Learner's Dictionary**. The teacher is required to design dictionary exercises so that the students are encouraged to involve themselves in their maximum practice.

Secondly, **Vocabulary** section has exercise on the vocabulary items in the passages. Different types of exercises are included under this section in order to increase the students' vocabulary level. But vocabulary is not an obligatory section so it may not occur in every text.

Thirdly, **Reading** stands for the intensive reading of the texts for their full understanding. Short answer questions given in this section require not only factual answers but also answers which demand judgment and critical thinking on the part of the students. The teachers can design more of such questions and add a variety of exercises to the reading part.

Fourthly, there is **Writing** section. The questions in this section are inferential, and the ones that require long answers with critical thinking

and analysis. A large variety of writing exercise, from letter to essay, composition, note making, parallel construction are included. The class teachers are expected to design their own exercise to teach these components.

### **1.1.3 The Concept and Importance of Perception**

The word ‘perception’, derived from the Latin word ‘pecepere’ which was modified from the same Latin word ‘perceptio’, means observation. Literally it means deeper or natural understanding of something or the way of understanding or interpreting something.

Perception is the organization of meaningful understanding about subject matter. According to Sanford and Capaldi (1964, p. 175), perception refers to the awareness or the process of becoming aware, of extra, of the extra-organic or intra-organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences. Similarly, Hochberg (1964, p. 660) views perception as both the experience of gaining sensory information about the world of people, things and events and the psychological process by which this is accomplished.

It is clear from the above definitions that the development of perception is based on experience of previous knowledge. In other words, perception develops from organization of present and past experiences about subject matter. My study aims to find out the teachers’ perception towards the use of tasks given in the course ‘**English for New Generation**’ on the basis of their perceptions towards familiarity of tasks given in the textbooks, and tasks for teaching and learning language skills, importance of tasks, tasks for teaching and learning grammar and perception towards implementation of tasks given in the textbook.



I argue that without understanding the perception of teachers it is always difficult to apply any innovations in the classroom. Since ‘tasks’ are presented in the textbook ‘**English for New Generation**’, it is important to know what teachers say about them.

#### **1.1.4 Defining ‘Task’**

Task is 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 the process. For example: filling the form, telephone conversation and so on can be considered as a task having a particular outcome. Giving task is the best way to engage learners in communication. It has become both tool and subject of second language studies. Tasks are central to the learning activity and are based on the belief that students learn language while they focus more on the task rather than on the language itself. The other examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes etc. According to Nunan (1989, p.10),

“.....the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interpreting in the target language while their attention is principally focused on meaning rather than form. The tasks should also have a sense of completeness, being able to stand alone as a communicative act in its own right (as cited in Richards and Rodgers 2001, p.224).

We can see that task is a goal-oriented activity with a clear purpose. However, the validity of task-based SLA researches is often criticized i.e. the performance on task in the classroom does not necessarily predict students' performance in real life situation.

Furthermore, task is an activity in which students use language to achieve specific outcome. Skehan, (1996, p.20) states that,

Tasks .....are activities which have meaning as their primary focus. Success in Tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So, task-based instruction takes a fairly strong view of communicative language teaching (as cited in Richards and Rodgers 2001, p. 224.)

From this view, tasks are those activities that have meaning in primary focus and task-based instruction takes an important place in CLT.

Likewise, Cuesta (1995) states that,

Task is a piece of work undertaken from oneself or for others freely of for some rewards. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library books, taking a driving test, typing a letter, weighting a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone

across a road. In other words, by 'task' is meant the hundred and one thing people do in everyday life, at work, at play and in between (as cited in Long, 1985, p.89).

From these above views about 'task', we can say that it is an activity which is designed to achieve a particular learning goal such as using telephone to obtain information and drawing maps based on oral instruction. The materials involving tasks are stimulating, intellectually challenging which seem meaningful for learning language. In other words, it is an activity which requires learners to arrive at an outcome from given information through some process of thought and which allow teachers to control and regulate the process. To perform the task, the learners are required to process the thought.

Tasks are also defined from different angles. Research based definition and pedagogic definitions are the major perspectives to define it. The first is concerned with how SLA researchers define task and the latter is concerned with how it is defined from language learning and teaching point of view. There are many books and articles published since 1980s which deal with various approaches of TBLT. Ellis (2000) divides them into psycholinguistic and socio-cultural approaches. Likewise, Shehadeh (2005) provides four major perspectives of studying TBLT. They are:

- a. Interaction hypothesis
- b. Output hypothesis
- c. Skehan's cognitive views
- d. Socio-cultural perspectives

When we compare between Ellis and Shehadeh's views, it can be said that they are almost same. However, Ellis's view is more general than

Shehadeh's view (Phyak, 2008). In this context, following Ellis (2000), I have specified the approaches in two broad categories—

**i) Task from a psycholinguistic perspective**

From a psycholinguistic perspective, a task is a device that guides learners engaged in certain types of information processing that are believed to be important for effective language use and / or language acquisition. It is predictive and deterministic. Tasks are seen as the external means by which we can influence the mental computation that learners make. These computations determine how effectively they communicate and how they acquire language. The interaction hypothesis (Long, 1983, 1996), output hypothesis (Swain, 1985, 1995), cognitive approach to language teaching (Skehan, 1996, 1998b) and communicative effectiveness (Yule, 1997) are the major studies under this perspective.

**ii) The socio-cultural perspective of tasks**

The social-cultural theory has created a place in SLA since 1980s. This theory assumes that language acquisition takes place through interaction with other member in society (Phyak, 2008, p. 96). SLA studies carried out from psycholinguistic and cognitive perspective are often criticized for not being able to address the socio-cultural aspect of language learning. Furthermore, he states that the socio-cultural enquiry sets its foot on the view of Lantolf (1994) and the idea of Zone of Proximal Development (ZPD) which was propounded by Russian psychologist Lev Semeonovich Vygotsky. One of the central claims of socio-cultural theory is that participants always co-construct the activity they engage in, in accordance with their own socio-history and locally determined goals. Socio-cultural theory considers language learner as a social being rather than an individual unit and language is regarded as a tool for thought

(Mitchell and Myles 2004, p.194) i.e. means of mediating thought and language learning is considered as a mediated learning as other mental activities are mediated. This theory also claims that language acquisition takes place through scaffolding which leads learners to ZPD (a zone which is beyond the present knowledge of learner that can be reached through the support of adult learners of someone who knows language better). Scaffolding is a kind of other regulation which is necessary to help learners appropriate their existing knowledge in a particular situation.

Task from socio-cultural theory is regarded as a tool that can be interpreted by the learners differently according to the setting and their interlocutors. Willis (1996) argues that socio-cultural theory observes, "...how learners approach and perform the task rather than the inherent properties of the individual task" (p. 25). Furthermore, Swain and Lapkin (1998) claim task is interpreted differently. The learners set their own individual goal and perform the task according to the context. Swain (2000a), Lantolf (2000a), Ohta (2001), Lantolf and Appel (1994a) are the major studies in the socio-cultural perspective of TBLT.

### **1.1.5 Task and Exercise**

According to Ellis (2003), task is a work plan is to be distinguished from the task as a process (i.e. the activity that transpires when particular learners in a particular setting perform the task). Although there are many researches carried out in TBLT, I find that there are no congruent views on what a task is in relation to language pedagogy. The debate is mainly central differences between 'task' and 'exercise'. These terms often create problems for language teachers. In general sense, they are synonymous i.e. both of them require some sort of communication. According to Ellis (2003) 'task' as an activity that call for 'meaning

focused language use' and 'exercise' as an activity that call for 'from focused language use' (p.3). However, such a distinction does not make any sense in language teaching. A language learner should focus on both form and meaning or meaning in both task and exercise. In 'task', the learners are primarily engaged in trying to communicate content (meaning is primary), they work towards the goal of determining whether the picture they hold is the same as or different to the picture held by their partner, the outcome is evaluated in terms of whether they are successful in this goal, and there is a relationship with the real world in the sense that the kind of discourse that arises from this talk is intended to resemble that which occurs naturally. An exercise is premise on the need to develop the linguistic skills as a pre-requisite for the learning of communicative abilities while task is based on the assumption that linguistic abilities are developed through communicative activities. There is no point in spending more time on the debate of task versus exercise distinction. They are different only in terms of the purpose. A task can also be used as a traditional exercise and vice-versa.

In contrast, in an 'exercise' such as a fill in the blank, grammar exercise, the learners are primarily engaged in producing correct linguistic forms, there is no obvious communicative goal to be achieved, the outcome is evaluated in terms of whether the learners' answers are grammatically correct or not and no direct relationship between the type of language activity involved and naturally occurring discourse is intended.

Ellis (2003) further claims that the role of participants is a key factor to show the differences between exercise and task. He argues that participants are language 'users' in a task where as they are 'learners in an exercise. Again, this distinction is misleading. There is no any such factor that defines language users and learners distinctly. A language user

is a language learner and vice-versa. Although they are difficult to distinguish the way language is learned in a task and exercise is different. In task, language is learned incidentally but in exercise, language is learned intentionally.

Based on this distinction, a task can be defined as an activity that requires participants to focus on meaning in which language learning is incidental i.e. language is learnt without being informed explicitly what aspects for language the learners are going to learn.

### **1.1.6 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:

- I. Real-world tasks, and
- II. 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 needs analysis and turn out to be important and useful in the real world. Example of this type is using a telephone whereas **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.

According to Prabhu (1987) there are three types of tasks in TBLT. They are as follows:

*a) An information-gap activity:* This activity involves a transfer of given information from one person to another person or from one to another or from one place to another generally calling for the decoding-encoding of information from or into language.

*b) Reasoning-gap activity:* This activity involves deriving some new information from given information through process of interference, deduction, practical reasoning, or a perception of relationship or patterns.

*c) An opinion gap activity:* This activity involves identifying or articulating a personal preference, feeling or attitude in response to a given situation.

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

- ) Listing
- ) Ordering and sorting
- ) Comparing
- ) Problems solving
- ) Sharing personal experiences
- ) Creative tasks

Though different researchers in different times prescribed different types of tasks during their study but we cannot find any plausible view on actual numbers of tasks. In fact, tasks types depend upon the contexts, level of the subjects where and why they are used. Generally, there are only (what Nunan1989 says) two different types of task; real-world tasks and pedagogical task. Prabhu, in his project, has used these two different types of tasks for primary age learners of English which can be seen from the list of those ten task types.

### **1.1.7 Components of Tasks**

Different scholars have given the components of TBLT according to their own views. According to Candlin (1987) task constitutes the following elements or components:

- **Input:** It refers to the data presented for learners to work on.



- **Role:** It specifies the relationship between participants in a task.
- **Setting:** It refers to the classroom and out of class arrangements entailed in the tasks.
- **Actions:** They are the procedures and sub-tasks to be performed by the learners.
- **Monitoring:** It refers to the supervision of the task in progress.
- **Outcomes:** They are the goals of tasks.
- **Feedback:** It refers to the evaluation of the tasks.

According to Shavelson and Stern, task constitutes the following elements or components:

- ) **Content** – It refers to the subject matter to be taught.
- ) **Materials**-They are the things that learners can observe/manipulate.
- ) **Activities**-They refer to the things that learners and teachers will be doing during the lesson.
- ) **Goals**-These are the teachers’ general aims for the task.
- ) **Students**-It is concerned with students’ abilities, needs and interests are important.
- ) **Social community**- It is concerned with the idea of the class as a whole and its sense of ‘group ness’.

### 1.1.8 Characteristics of TBLT

Learner’s performance is evaluated on the basis of whether they have reached at expected outcome of task or not. Every language teacher realizes the importance and relevance of students 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. Task-based language teaching offers these necessities of the latest demand in making teaching learning program better. Therefore different scholars provide different remarkable characteristics of TBLT, which are as follows:

Task as a work plan, i.e. task incorporates the activities designed by teachers to engage the learners in communication.

A task involves a primary focus on meaning. Task involves the activities like information gap, opinion gap, etc, that focuses on meaning.

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

A task involves any of the four language skills. Oral skills of language are more practiced.

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

A task has a clearly defined communicative outcome (this feature is similar to what Skehan argues about the success in performing the task).

### **1.1.9 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,p. 226-227) can be said to underlie current approaches to TBLT. These are:

#### **i. Language is primarily means of making meaning**

As Skehan (1989, p. 98) says “in TBLT (task-based instruction), meaning is primary .....the assessment of the task is in terms of outcomes” and TBI

is not “concerned with language display”. So it is clear that language is learnt to achieve the main theme or message of it not to get its from how it is structured.

ii. **Multiple models of language informed TBI**

Advocates of task-based instruction draw on structural, functional and interaction models of language. So, it is said that TBLT informs multiple models of language.

iii. **Lexical unites are centered in language use and language learning**

In TBLT, learning vocabulary is considered to play a more central rule in second language learning in recent days than was transitionally assumed.

iv. **Conversation is the central focus of language and the keystone of language acquisition**

In TBLT or also called TBI, speaking or trying to communicate with others through the spoken language drawing on the learners’ available linguistics and communicative resources is considered the basis for second language acquisition.

## **1.2 Review of the Related Literature**

A number of research studies related to task-Based Language Teaching have been carried out and some of them are given below.

Cuesta (1995) conducted a research entitled ‘A Task-Based Approach to Language Teaching: The Case for Task-based Grammar Activities’. The main purpose of this research was to explore ways of fashioning task in the classroom which control learners’ language while giving her opportunity for self-expression and creativity. She had sought to provide a rationale for a task-based approach to language teaching. She had also argued for the need of a judicious balance between the various goals in the teaching of grammar.

Ellis (2000) conducted a research entitled 'Task-Based Research and Language Pedagogy'. The main purpose was to critique the two different theoretical accounts (psycholinguistic and socio-cultural theory) of task-based language use and discuss their relevance of language pedagogy. One account referred to as the psycholinguistic perspective. According to this, tasks are viewed as devices that provide learners with the data they need for learning; the design of a task was seen as potentially determining the kind of language use and opportunities for learning that arise. Long's Interaction Hypothesis, Skehan's Cognitive Approach, and Yule's Framework of Communicative Efficiency were the model of this perspective. The second theoretical account of tasks is the socio-cultural theory which emphasizes dialogic process (such scaffolding) that arises in a task performance and how these shaped language learning. The psycholinguistic approach provided information of the importance of planning task-based teaching and learning while socio-cultural approach illuminated the kind of improvisation that teachers and learners need to engage within task-based activity to promote communicative efficiency and L2 acquisition.

Byrnes (2002) conducted a research entitled 'The Role of Task and Task-Based Assessment in a Content-Oriented Collegiate Foreign Language Curriculum'. The main objectives were to explore the role of task and task-based assessment in a collegiate foreign language department that shifted its entire undergraduate curriculum from a form-based normative approach to a language use and language meaning orientation for instruction and examine how the demands for specificity that characterize task-based assessment contributed significantly to an enhanced knowledge base and a new educational culture on the part of

practitioners, faculty and graduate students, primarily in literary cultural studies

Murphy (2003) carried out a research entitled 'Task-Based Learning: The interaction Between Task and Learners'. The main objective of this study was to manipulate task characteristics and processing condition focusing on learners' attention on the competing goal of accuracy, fluency, and complexity. However, it was also necessary to consider the ways in which learners interact with tasks within the classroom environment and this small study investigated the relationship between the task and learners. The findings of this study suggested that the manipulation of task characteristics and conditions may not achieve the intended pedagogic outcomes, and that new ways are needed to focus learners' attention on from without sacrificing the meaning-driven principles of task-based learning. Teachers were in a unique position with regard to their understanding and knowledge of individual learners, and a closer partnership between teachers and researchers would be beneficial to support this process.

Oli(2005) conducted a research on 'The Effectiveness of Task Based Technique for Teaching Simple Present Tense'. The main objective of the research was to find out the effectiveness of task based techniques for teaching simple present tense. The researcher concludes that the task based teaching is very effective in teaching simple present tense.

Khadka (2007) carried out a research on 'Task-Based and From Focused Techniques of Teaching Grammar'. The main purpose of this research was to determine the effectiveness of task based technique of teaching grammar. This report concludes that task based technique is very effective in teaching simple past tense.

Although many researches were conducted about the task-based approach in language pedagogy. Some studies are based on teaching of grammar using tasks in which interaction among learners is given importance. But none of any researches have been done to explore the teachers' perception towards the use of task given in the course '**New Generation English**'. From this point of view, this study is different from the other studies. Similarly, most of the studies have been done by the foreigners in their own environment whether task is suitable or not in language teaching classroom. But this study is particularly based on the Nepalese context to explore the teachers' perceptions towards the use of tasks given in the course. The main purpose of this study is to explore the teachers' perception towards the use of tasks given in the course book '**New Generation English**' in the Nepalese context and to suggest some pedagogical implications based on the findings of the study for the further research.

### **1.3 Objectives of the Study**

The objectives of the study are as follows:

- i) To explore the teachers' perception towards the use of tasks given in the textbook '**New Generation English**'.
- ii) To suggest some pedagogical implications based on the findings of the study.

### **1.4 Significance of the study**

This study mainly concerns with the teachers' perceptions towards the use of tasks given in the course book. This research equally provides valuable knowledge to the people who are interested in further study on the use of task and also very much useful to the syllabus designers, textbook writers, teacher trainer and students as well. This study also helps to those people who want to determine whether or not the tasks

given in the course are suitable for the very level. This study will be significant for the professional organizations of English teachers working in the field of English education as it provides feed back on the effectiveness of how English teachers perceive about tasks given in the course book. Moreover, this study will be valuable for those prospective researchers who are interested in conducting research to the relevant areas in the days to come.

## **CHAPTER TWO**

### **METHODOLOGY**

In this study, I adopted the survey research design. The following methodological framework had adopted to fulfill the above mentioned objectives.

#### **2.1 Sources of Data**

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

##### **2.1.1 Primary Sources of Data**

The primary source of data were the English teachers who were teaching in the government-aided and private colleges of Katmandu district. The data from primary sources was collected by administering a set of questionnaire.

##### **2.1.2 Secondary Sources of Data**

Various books, dissertations, journals, reports, articles, research works and other internet sources related to the research area were consulted. Some of them were Nunan (1989), Hochberg (1994), Ellis (2000), Richards and Rodgers (2001) Byrnes (2002), Phyak (2008)etc.

#### **2.2 Population of the Study**

The population of the study were the English teachers who were teaching in the colleges of Katmandu district. The teachers were selected from both the government-aided and private colleges as the population of the study.



### **2.3 Sampling procedure**

The sample size of this study were 20/20 English teachers of different colleges of Katmandu district. Half of them were selected from government- aided colleges and rest of them were selected from private colleges.

### **2.4 Tools for Data Collection**

I used questionnaire as the basic tool for data collection. I prepared a set of questionnaire to distribute to the selected teachers. The questionnaires include a series of both open-ended and close- ended questions.

### **2.5 Process of Data Collection**

After preparing a set of questionnaire, I went to the field for data collection. For this purpose, I prepared a list of the name of the total colleges (10 public and 10 private). Then I visited to the selected schools. I asked permission with the authority (Chief) and explained them the purpose of the research. Then I met the informants, established rapport and fixed the time. After that, questionnaires were distributed to them. Finally, I collected, tabulated, and analyzed the data obtained from the questionnaire.

## 2.6 Limitations of the Study

The study was limited in the following way;

- i. The study was limited to explore the teachers' perceptions towards the use of tasks given only in the Text book '**New Generations English**'.
- ii. This study covered the perception of only teachers from 10 public and 10 private colleges of Katmandu district.
- iii. It was limited to the questionnaire only as a tool for collecting primary data.
- iv. The study was limited only to Katmandu district.

## **CHAPTER -THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter consists of analysis and interpretation of the data. It deals with the analysis and interpretation of data obtained from the due effort of the data collected from primary sources. The responses collected from the participants have been analyzed and interpreted under the following five broad sub-headings using appropriate statistical tools and tables:

- i. Perception towards the familiarity of tasks given in the textbook
- ii. Perception towards the importance of tasks given in the textbook
- iii. Perception towards the tasks for teaching language skills given in the textbook
- iv. Perception towards the tasks for teaching grammar given in the textbook
- v. Perception towards the implementation of tasks given in the textbook

#### **3.1 Perception Towards the Familiarity of Tasks Given in the Textbook**

Under this topic, the respondents were given a set of four questions related to the familiarity of the tasks given in the textbook. All the questions were asked to know teachers' understanding of TBLT, the concept of tasks, familiarity of tasks, most frequently used tasks given in the text book English For New Generation.

### 3.1.1 Understanding about TBLT

The participants were asked a question (**Have you heard about ' Task Based Language Teaching (TBLT)?'** ) to know their understanding about TBLT. Their responses have been tabulated and presented in the following table:

**Table No. 1**

#### **Understanding about TBLT**

Responses	No. of Respondents	Percentage
Yes	32	80%
No	9	20%
Total	40	100%

The above table shows that 80% of the total respondents answered 'Yes' and 20% of them answered 'No'. Those who answered Yes said that they had heard about TBLT at their campus level while studying. It shows that the majority of the respondents have already known about TBLT especially while studying at campus.

In the same way, another question (**Do you know what a task is? Give your opinion**) was asked them to express their opinion about the tasks. They came with different ideas while defining tasks. Major ideas are presented below:

- ) Task is an activity for which an utterance or unit of language is used.
- ) Task is a teaching technique.

- ) Tasks are activities done in the classroom for achieving the objectives of a plan.
- ) Tasks are those activities that should be performed in the classroom and at home to learn something.
- ) Tasks is an activity for which an utterance or unit of language is used.
- ) Tasks are a set of works given to the students in order to enrich and evaluate their knowledge mastered in a certain subject matter.

From these above points of view, it can be said that the participants consider tasks as those types of work given to the students in order to enhance language learning process in the classroom.

### **3.1.2 Familiarity with the Tasks**

In the same line, I had asked participants a question (**What kinds of tasks are given in the course book 'New Generation English'? List some of them**) to know their familiarity with tasks given in the textbook of English For New Generation. The information obtained from them are tabulated and analyzed as below.

**Table No. 2**

**Familiarity with the Tasks**

Tasks	Respondents	Percentage
Reading essays, stories, poem, letter	38	95%
Note making	36	90%
Parallel construction	30	75%
Writing essays, letter	38	95%
Summary writing	38	95%
Wh-question	36	90%
Interpreting the text	30	75%
Problem solving in pair and group	30	75%
Ordering the sentence	15	37.5%

**3.1.3 Frequent Use of Tasks**

Similarly, the participants were also asked a question to know which tasks they used most frequently while teaching English at the bachelor first year . The responses obtained from the informants have tabulated and presented in the following table:

**Table No. 3**  
**Frequent Use of Tasks**

Tasks	Respondents	Percentage
Question answer	25	62.5
True/false item(statement)	15	37.5
Free writing composition	25	62.5
Reading a poem, letter, story	25	62.5
Fill in the gaps	20	50

The above table shows that 62.5% of respondents used question answer, free writing composition, and reading a poem, letter, story and so on 37.7% of them with true/ false item(statement); and 50% of them with fill in the gaps. With this data, it can be said that the most frequently used tasks are question answer, free writing composition, reading a poem, letter and stories.

### **3.2 Perception Towards the Importance of Tasks**

The teachers were asked to express their responses as to whether tasks encourage participation of the students in teaching English at the bachelor level.

#### **3.2.1 Participation of Students in Classroom**

The responses obtained from them have been tabulated and analyzed in the following table:

**Table No. 4**

**Participation of Students in Classroom**

responses	No. of responses	Percentage
Yes	25	62.5
No	15	37.5
Total	40	100

The above table shows that 62.5% of the total respondents answered ‘yes’ and 37.5% of them answered ‘no’. Those who answered ‘yes’ said that the students actively participated during the tasks in teaching English by taking part in pair work and group work (speaking conversation). But they suggested that the language teacher must encourage and make the students familiar with the given tasks.

Similarly, those who answered ‘no’ said that the students did not take active participation during the tasks especially in government-aided colleges due to large class, lack of resources, etc in teaching English.

**3.2.2 Useful Tasks in Teaching**

Similarly, Q. No. 5 (**What kinds of tasks are more useful in teaching English?**) was asked participants to know the usefulness of the tasks given in the textbook in teaching English. Their responses are tabulated and presented in the following table:



**Table No. 5**  
**Useful Tasks in Teaching**

Tasks	No. of respondents	Percentage
Short question answer	36	90%
Fill in the blank	36	90%
Yes /No question	25	62.5%
Telling the summary	36	90%
Completion	20	50%
Free writing composition	36	90%
Writing summary, essays,	36	90%
Ordering items	20	50%

The above table shows that 90% of the total respondents said that ‘short question answer, fill in the blank, telling the summary, free writing composition, writing summary, essays’ as the more useful tasks in teaching English; likewise, 62.5% of them with ‘Yes/No question’, 50% of them with completion and ordering items as the more useful tasks in teaching English at the bachelor level.

Based on this information, it can be said that the majority of teachers are familiar with ‘short question answer, Telling the summary, free writing composition, writing summary and essays, yes/no question, ordering items and completion as the more useful tasks in teaching English at the bachelor level

### 3.3 Perception Towards Tasks for Teaching Language Skills

For this point, the respondents were requested to respond seven questions about tasks for teaching language skills.

#### 3.3.1 Tasks for Listening and Speaking

The teachers were asked to express their responses about the tasks related to listening and speaking skills.

##### 3.3.1.1 Tasks for Listening Skill

For this purpose, the Q. No 11. (**What kinds of tasks do you use to teach listening and speaking skills?**) was asked to express their responses which have been tabulated and presented in the following table:

**Table No. 6**

#### **Tasks for Listening Skill**

Tasks	No. of respondents	Percentage
Identify the topic	36	90%
Interpreting text	36	90%
Predicting and guessing	25	62.5%
Recognition and discrimination of stress and intonation	20	50%
Sound and symbol correlation	20	50%

The above table shows that 90% of the total respondents were found to be familiar with ‘identify the topic and interpreting the text’; as the task for listening skill. Likewise, 62.5% of them with ‘predicting and guessing’; 50% of them with ‘recognition and discrimination of stress and intonation, sound and symbol correlation’. Therefore such items like

identify the topic, interpreting the text, predicting and guessing, recognition and discrimination of stress and intonation, sound and symbol correlation etc are the tasks which are useful for listening skill.

### 3.3.1.2 Tasks for Speaking Skill

Similarly, the responses collected from the respondents about the tasks for speaking are tabulated and presented in the following table:

**Table No. 7**  
**Tasks for Speaking Skill**

Tasks	No. of Respondents	Percentage
Expressing views/role play	36	90%
Problem solving in group and pair	25	62.5%
Discussion and debate	36	90%
Expressing condition, reporting	30	75%
Recitation	36	90%
Telling summary of the text	36	90%

The above table shows that 90% of the total respondents were found to familiar with ‘telling summary of the text, recitation, discussion and debate, expressing views/role play’ etc.; 75% of them with ‘expressing condition and reporting’ and 62.5% of them with ‘problem solving in pair and group’ as the tasks for speaking skill in teaching English at the bachelor level. From these above views, it can be said that the majority of

the respondents listed the similar tasks to teach speaking skill in class at the bachelor level.

Similarly, Q. No. 12 (**Are the tasks given in the text book sufficient for listening and speaking skills?** Given reasons to support your answer.) was asked teachers to know their view whether the tasks used in the textbooks for listening and speaking were sufficient or not.

### **3.3.1.3 Sufficiency of Tasks for Teaching Listening and Speaking Skill**

The responses collected from them have been tabulated and presented in the given table.

**Table No. 8**

#### **Sufficiency of Tasks for Teaching Listening and Speaking Skill**

Responses	No. of Respondents	Percentage
Not sufficient	35	87.5%
Sufficient	5	12.5%

According to the above table, 87.5% of the total respondents responded that the tasks used in the textbook for listening and speaking skills were not sufficient. So they also suggested that most of the tasks used in the textbook specially focused on reading and writing skills. No any tasks give emphasis on teaching listening and speaking skills. So book must be modified and included those tasks which enable the students to practice listening and speaking skills. And they also suggest that tasks to be included in the textbook for teaching listening and speaking skills should be more practical and more related to the skills on the basis of students' daily life, interest and knowledge.

On the other hand, 5% of them responded that the tasks used in the textbook were sufficient for listening and speaking skills.

Based on this information, the majority of the teachers said that more tasks must be included which specially focus on teaching listening and speaking skills and the tasks included must be more practical and more related to the nature, interest and daily life of the students.

### **3.3.2 Tasks for Reading and Writing Skills**

The respondents were requested to give responses about their familiarity with the tasks used in the textbooks for teaching reading and writing.

#### **3.3.2.1 Tasks for Reading Skill**

The data have been presented in the following table:

**Table No. 9**

#### **Tasks for Reading Skill**

Tasks	No. of Respondents	Percentage
Reading essays, stories, poem	36	90%
Reading letter, livelihood	30	75%

The above table shows that 90% of the total respondents responded about 'reading essays, stories, poem' and 75% of them about 'reading letter, livelihood' as the major tasks for reading skill in teaching English. So, it can be said that the majority of the bachelor level English teacher were familiar with 'reading essays, stories, poem, letter, livelihood etc. as the major tasks in teaching reading at the bachelor level.

### 3.3.2.2 Tasks for Writing Skill

The responses obtained from the respondents as the tasks for the writing skill have been tabulated and presented in the following table:

**Table No. 10**

**Tasks for Writing Skill**

Tasks	No. of Respondents	Percentage
Describing people livelihood in paragraph	20	50%
Rewriting stories, essays	36	90%
Guided composition	25	62.5%
Summary writing	36	90%
Answering the question's answer	36	90%
Free writing composition	30	75%

The above table indicates that 90% of the respondents were found to be familiar with 'answering the question's answer, summary writing, rewriting stories, essays'; 50% of them with 'describing people livelihood in paragraph'; 62.5% of them with 'guided composition'; and 75% of them with 'free writing composition' as the tasks used in the textbook for teaching writing.

Based on this data, we can say that the majority of the bachelor level English teachers are familiar with free writing composition, guided composition, describing people livelihood, answering the question's answer, summary writing, rewriting stories, essays etc. as the major tasks for writing at the bachelor level.

Moreover, they were also asked to comment on implementation of tasks for reading and writing skills. The majority of the respondents responded that the tasks used in the textbook especially focused on reading and writing skills. They also suggested that no any tasks are found on the textbook which especially focused on those skills which help the students to practice listening and speaking properly and sufficiently. According to them, the appropriate and effective tasks should be included in the textbook to introduce all the four language skills because teaching language means to teach all four basic skills of language.

### **3.4 Perception Towards the Tasks for Teaching Grammar**

I had tried my best to find out the teacher's perception towards the tasks for teaching grammar that is whether the textbook 'English for New Generation' equally focused on teaching grammar Q. No. 14 (Are the tasks given in the textbook focus in grammar teaching?). Respondents responded that no any tasks are given in the text book which especially focused on teaching grammar. English for New Generation mainly focused on four language skills and especially focused on reading and writing skills. To teach the grammar in B. Ed. first year, Tribhuwan University has prescribed another book named as **Exploring Grammar in Context**.

So, in conclusion English for New Generation is the book through which students can practice four basic skills of the language i.e. listening, speaking, reading and writing. According to the respondents view to teach the grammar to the students properly it will be better to follow **Exploring Grammar in Context**.

### **3.5 Perception Towards the implementation of Tasks**

The teachers had expressed their views towards the implementation of tasks on the basis of six sets of questions. The response of the teachers have been presented and discussed in the following sections:

#### **3.5.1 Number of Students in a Class**

In this study, the respondents were asked a question (see Appendix-I) to know their views about the average number of students in teaching English classes at the bachelor level.

##### **3.5.1.1 Average Number of Students**

The responses are presented in the following table:

**Table No. 14**  
**Average Number of Students**

<b>Number of Students</b>	<b>Number of Respondents</b>	<b>Percentage</b>
<b>50-55</b>	<b>5</b>	<b>12.5%</b>
<b>45-50</b>	<b>3</b>	<b>7.5%</b>
<b>40-45</b>	<b>22</b>	<b>55%</b>
<b>35-40</b>	<b>4</b>	<b>10%</b>
<b>Below 30</b>	<b>6</b>	<b>15%</b>

According to the above table, 12.5% of the total respondents responded that the average number of students should be between 50-55; 7.5% of them responded below 30; 55% of them responded 40-45; 10% of them responded 35-40; and 15% responded below 30.



It shows that the majority of the respondents responded that the average number of students in a class should be appropriate between 40-45 at the bachelor level. They further opined that since there are more than 60 students in their classroom, it is very difficult to implement tasks in the classroom.

### **3.5.2 Teacher Training**

I had also asked the teachers' to express their view about the teachers' training whether it was necessary to implement the tasks used in the textbook at the bachelor level or not.

#### **3.5.2.1 Training Needed for the Implementation of Tasks**

The responses collected from the respondents have been presented and tabulated in the following table

**Table no. 15**

#### **Training Needed for the Implementation of Tasks**

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

According to the above table, 90% of the total respondents responded that training is essential for the proper implementation of tasks given in the textbooks. In this connection, they said that training provides new ideas, method, vision etc how to use the different techniques in the classroom while teaching English at the bachelor level. Furthermore, they said untrained teachers cannot handle and move class properly. So, the

refreshment training should be provided to the teachers based on the textbooks and curriculum on the other hand 12.5% of them responded ‘no’ to this question. Based on this information, it can be said that training is essential for the implementation of the tasks in the bachelor level textbooks. Without it, teaching and learning process can not be effective to meet the goal of textbooks and curriculum.

### **3.5.3 Interest to Practice Tasks**

Teachers were also asked to find out whether they were interested to practice tasks in their classes while teaching English at the bachelor level.

#### **3.5.3.1 Interests to Practice Tasks in the Classroom**

The responses collected from the respondents are presented in the following table:

**Table No. 16**

**Interests to Practice Tasks in the Classroom**

Responses	No. of Respondents	Percentage
Yes	25	62.5%
No	15	37.5%
Total	40	100%

The above table shows that 62.5% of the total respondents responded ‘yes’ and 37.5% of them responded ‘no’ to the question. It shows that the majority of the teachers were interested to practice tasks in ELT classes at the bachelor level.

## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATIONS

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

#### 4.1 Findings

The major findings of the study are listed below:

- a. It was found that the majority of the participants i.e. 70% had heard about TBLT especially when they were studying at the campus level.
- b. According to the respondents, most of them were familiar with the tasks given in the textbooks.
- c. Respondents responded that short question answer, fill in the blank, Yes/ No question, telling summary, completion, free writing composition, writing summary, essays etc, are useful tasks given in the textbooks at the bachelor level.
- d. It was also found that the tasks used in the textbook for teaching two language skills such as reading and writing are sufficient., but no tasks are given in the textbook which give emphasis on grammar.
- e. It was found that most frequently used tasks are writing summary, answering short question, fill in the blank, writing letter and reading poem etc. to teach the students in bachelor level.
- f. It was found that most of the respondents responded that identify the topic, interpreting the text, predicting and guessing, recognition

and discrimination of stress and intonation, sound and symbol correlation etc. were the tasks mostly used for teaching listening skill.

- g. It was found that expressing views/ role play, problem solving in pair and group, discussion and debate, expressing condition, recitation, telling summary of the text etc. are the most useful tasks used for teaching speaking skill.
- h. Out of the total, 87.5 % of the total respondents responded that the tasks used in the textbook to teach listening and speaking skill are not sufficient.
- i. Most of the participants were found that reading essays, stories, poem, livelihood, letter etc are the tasks used in teaching reading skill. They also opined that short answer questions given in this section require not only factual answers but also answer which demand judgment and critical thinking on the part of the students. The teachers could design more of such questions and add a variety of exercises to the reading part.
- j. Respondents also responded that describing people livelihood in paragraph, rewriting stories, essays, guided composition, summary writing, answering the questions, free writing composition, parallel construction etc. are the tasks used in teaching writing skill. According to them writing section are inferential, and the ones that require long answers with critical thinking and analysis. The class teacher was expected to design their own exercise as well.
- k. They also opined that different types of exercises are included under the vocabulary section in order to increase the students' vocabulary level. But vocabulary is not an obligatory section.

- l. It was found that tasks related to the grammar were not given in the textbook. They also opined that New Generation English especially focuses on teaching vocabulary, language skills such as reading and writing.
- m. Most of the teachers i.e. 87.5% responded that the teacher training is one of the essential factors to implement the tasks used in the text book effectively.
- n. It was found that number of students in a classroom is suitable below 55.
- o. It was also found that the majority of the teachers are interested to practise the tasks in the ELT classes at the bachelor level.

## 4.2 Recommendations

In the light of the findings obtained through the analysis and interpretation of the data, the following recommendations are proposed for the pedagogical implications:

- i. The teachers should be familiar with the tasks given in the course to make students actively participate in the classroom.
- ii. Not only for writing summary, answering short question, fill in the blank and reading poem but also the tasks which require long answer with critical thinking like free writing composition should be frequently used.
- iii. Especially no tasks are given in the textbook which give emphasis on teaching listening and speaking skill. Tasks which help the students to develop listening and speaking skill should be included properly.
- iv. A large variety of writing exercise, from letter to essay, composition, note making, parallel construction are included in the textbook but the class teacher should design their own exercise to teach these components.
- v. To learn the language, vocabulary teaching also play a vital role. So, class teacher should encourage the students to develop vocabulary power in them.
- vi. Equal emphasis should be given on teaching grammar because grammar is also the part of teaching language

- vii. It is also required to train teachers on TBLT for the effective implementation of the tasks. Furthermore, training should be provided to the teachers based on the textbook in curriculum.
- viii. The number of the students should not be large to implement tasks effectively. Average number of students should be not more than 45 in class.
- ix. At last but not the least, textbook should encourage the teachers to practise the tasks in the ELT classes at the bachelor level.

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