

**TEACHERS' PERCEPTIONS OF TASK-BASED  
LANGUAGE TEACHING: IMPACT ON THEIR  
TEACHING**

**A Thesis submitted to the Department of English Education  
In partial fulfilment for the Master of Education in English**

**Submitted by  
Devi Kumari Phulara**

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

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Miss. Devi Kumari Phulara** has prepared this thesis entitled “**Teachers’ Perceptions of Task-Based Language Teaching: Impact On Their Teaching**” under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 01-04-2012

.....  
**Mr. Resham Acharya (Guide)**  
Teaching Assistant  
Department of English Education  
Faculty of Education  
T U, Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

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

**Signature**

**Dr. Chandreshwar Mishra**  
Professor and Head  
Department of English Education  
Chairperson  
English and Other Foreign Languages  
Education Subject Committee  
TU, Kirtipur

.....  
Chairperson

**Ms. Madhu Neupane**  
Lecturer  
Department of English Education  
TU, Kirtipur

.....  
Member

**Mr. Resham Acharya (Guide)**  
Teaching Assistant  
Department of English Education  
TU, Kirtipur

.....  
Member

Date.....

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following ‘**Thesis Evaluation and Approval committee**’.

### Signature

**Dr. Chandreshwar Mishra**

Professor and Head  
Department of English Education  
Chairperson  
English and other foreign Language  
Education subject Committee  
TU, Kirtipur

.....

Chairperson

**Ms. Hima Rawal**

Lecturer  
Department of English Education  
TU, Kirtipur

.....

Member

**Mr. Resham Acharya (Guide)**

Teaching Assistant  
Department of English Education  
TU, Kirtipur

.....

Member

Date.....

## **DECLARATION**

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

Date: 31-03-2012

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**Devi Kumari Phulara**

## **DEDICATION**

*This thesis is dedicated  
To my parents*

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**Phalgun, 2068**

**Devi Kumari Phulara**

## **ABSTRACT**

The present study entitled “Teachers’ Perceptions of Task-Based Language Teaching: Impact on their teaching” attempts to explore secondary level English teachers’ perceptions of Task-based Language Teaching (TBLT) in Kathmandu District. To accomplish this study, a set of questionnaire was formulated and distributed to 40 secondary level English teachers in Kathmandu District. Half of them were from community schools and rest of them were from the private schools. The data collected from the respondents were analyzed and interpreted to explore their perceptions towards TBLT. The overall findings of the study show that the majority of respondents have a higher level of understanding about TBLT concepts. The findings suggested that teachers generally understand the TBLT approach but it was found that teachers have inadequate knowledge but they think more training would enhance their knowledge of TBLT. The study indicated that the implementation of TBLT would be more successful if schools or government have a more open attitude towards TBLT and teachers have sufficient training. Similarly, changing in assessment methods would help for successful implementation of TBLT in our context.

This study consists of four chapters. The first chapter introduces the study in terms of general background, review of related literature, objectives of the study, significance of the study and definitions of the specific terms. Likewise, the second chapter deals with the methodology applied to conduct the study. It consists of 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, the third chapter deals with analysis and interpretation of the raw data obtained from the respondents. The data were analyzed and interpreted by using statistical tools and presented with the help of tables etc. Finally, the chapter four deals with the findings, recommendations and pedagogical implications of this study.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

CLT	Communicative Language Teaching
CBI	Content-Based Instruction
CUP	Cambridge University Press
Dr.	Doctor
ESP	English For Specific Purpose
ELT	English Language Teaching
F	Frequency
i.e.	Id.est.(that is)
M.Ed.	Master in Education
No.	Number
OUP	Oxford University Press
OSS	Oral Structural and Situational
p.	Page
pp.	pages
Per.	Percentage
Prof.	Professor
SLA	Second Language Acquisitions
TBLT	Task-Based Language Teaching
TBI	Task-Based Instrucation
TESL	Teaching English as a Second Language
TEFL	Teaching English as a Foreign Lang
TESOL	Teaching English For Speakers Of Others
T.U.	Tribhuvan University