

CHAPTER-ONE

INTRODUCTION

This study is concerned with teachers' perceptions of task-based language teaching and impact on their teaching approaches. In this study, I wanted to explore the perceptions of teachers who are teaching English language at secondary level of both the community and private schools. Introduction includes the general background, approaches and methods in language teaching, task-based language teaching, brief review of related literature, objectives of the study and significance of the study. Moreover, it is followed by methodology, analysis and interpretation and finally findings and recommendations.

1.1 General Background

Since English is a world language, teaching of English takes place allround the world. The world has entertained the taste of speaking English for many decades. Nepal is no exception. In Nepal, English has been used as a means of interaction and medium of writing by the people from educated and elite circle since Rana Regime. Although the standard and value of English persists all around the world, we can not say whether the teaching of English should take place in a native like environment or not. Teaching of English is taking place with its myriad terminologies like Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), Teaching English for Speakers of Other Language (TESOL), English for Specific Purpose (ESP), English Language Teaching (ELT) and so on.

Teaching of English language in Nepal remains in vicious with nebulous ideas and practices. Nepali teachers of English language have been lobbying with many vibes. Some are already established and some are emerging. The greatest misfortune for adopting such vibes is that they lack relevancy to our context. They are experimented in America, Britain and other English speaking

countries in native language context and we try adopting to these which may no longer be suitable in our context. We are still using Grammar Translation method which is outdated and has been severely criticized for its failure to develop communicative ability in students and we have no longer used communicative method and task-based learning methods.

1.1.1 Approaches and Methods in Language Teaching

Approach, method and technique are the most frequently used terms in the field of language teaching. Anthony (1963, pp.63-67 as cited in Richards and Rodgers, 2001, p.19) defines approach, method and technique in the following ways:

Approach is a set of corrective assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. A technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.

Approach is the level at which assumption and beliefs about language and language learning are specified; method is the level at which theory is put into practice; technique is the level at which classroom procedures are described.

Richards and Rodgers (ibid) make some changes about the relationship among these three terms. They give emphasis on method, an umbrella as they say, and method is described in terms of issues identified at the level of approach, design and procedure. They say that method is theoretically related to an approach is organizationally determined by a design and is practically realized in procedure.

If we look back at the history of language teaching throughout the 20th century, much of the impetus for changes in approaches to language teaching came about from changes in teaching methods. According to Jack C. Richards (2001,p.3) many methods have come and gone in last 100 years in pursuit of the "best method" as the following chronology illustrates, with dates suggesting periods of greatest dominance.

Grammar Translation Method	(1800-1900)
Direct Method	(1890-1930)
Structural Method	(1930-1960)
Audiolingual Method	(1950-1970)
Communicative Approach	(1970-present)

1.1.1.1 Grammar Translation Method (1800-1900)

The Grammar Translation Method of foreign language teaching was one of the most traditional methods dating back to the late 19th century and early 20th century. It was used to teach dead languages such as Latin and Greek. Its emphasis was on reading, writing grammatical rules, the memorization of vocabulary, translating texts. Accuracy was emphasized rather than fluency. The teacher was the dominating personality in the classroom whereas learners were expected to follow the teacher's suggestion.

1.1.1.2 Direct Method (1890-1930)

The Direct Method, which arrived at the end of 19th century, was the product of a reform movement which was reacting to the restrictions of grammar translation. Oral-based methods were known as direct method, prescribes not only the way a language should be taught, with an emphasis on the exclusive use of the techniques and demonstration and dramatization to communicate meanings of words. Speaking and listening were of main focus. Target language was used as a means of communication and instruction in classroom.

1.1.1.3 Structural Method (1930-1960)

Harold Palmer the prominent British applied linguist, who laid foundations for structural method in the 1920s, summarized the principles of language teaching methodology at that time as follows:

1. Initial preparation - orienting students towards language teaching.
2. Habit forming - establishing correct habits
3. Accuracy - avoiding inaccurate language
4. Gradation - each stage prepares the student for the next.
5. Proportion - each aspect of language given emphasis
6. Concreteness - movement from the concrete to the abstract.
7. Interest - arousing the student's interest at all times.
8. Order of progression - hearing before speaking.
9. Multiple line of approach - many different ways used to teach the language.

1.1.1.4 Audio-lingual Method (1950-1970)

On the basis of Oral Structural and Situational (OSS) approach, a distinct Audio-lingual method could hardly be identified until the late fifties. In the fifties, it was most frequently referred to as the aural-oral method. This method encouraged and required use of simple mechanical aids, new materials was presented in the form of dialogue. Great importance was given to precise native like pronunciation. Use of mother tongue by the teacher was permitted but discouraged among and by the students.

1.1.1.5 Communicative Approach (1970-present)

Audio-lingual method did not encourage learner centered teaching, it lacked fluency and appropriateness. So, communicative language teaching (CLT) came in the field of language teaching in late 1960s. It is based on the theory of language as a means of communication. Communicative language teaching is best considered as an approach rather than a method. CLT appeared at a time when language teaching in many parts of the world was ready for a paradigm shift. The basic assumption behind communicative approach is language as use rather than usage. Littlewood (1981, p.1) states, "One of the characteristic features of CLT is that it pays systematic attention to functional as well as structural aspect of language". Communicative competence is desired goal of CLT. Contextualization is basic premise. Meaning is paramount in CLT. Students' errors are tolerated in language learning. According to Richards and Rodgers (2001, p. 151), some current communicative approaches are:

- a) The communicative Language Teaching
- b) The Natural Approach
- c) Co-operative Language Teaching
- d) Content-Based Instruction (CBI)
- e) Task-Based Language Teaching (TBLT)
- f) The post methods Era

1.1.2 Task-Based Language Teaching

With the advent of the communicative language teaching approach in the early 1980s and much emphasis on learners' communicative abilities over the last two decades, the term task-based language teaching (TBLT) came into prevalent use in the field of second language acquisition in terms of developing process-oriented syllabi and designing communicative task to promote learners' actual language use.

Task-Based language teaching (TBLT), also called Task-Based instruction (TBI), is a famous and mostly researched area in the field of language pedagogy and second language acquisition since 1980s. The concept of TBLT was first introduced by Prabhu (1987) in his Bangalore project in which he focused on communicative, not on explicit grammar teaching, by engaging learners in doing 'task'. The major premise of the TBLT is that language acquisition takes place when learners negotiate meaning to perform a particular task. So, students are encouraged to perform task successfully and learning takes place incidentally not intentionally without focus on form. TBLT constitutes a strong version of CLT i.e. tasks provide the basis for an entire language curriculum. However that TBLT is not the only way of achieving a strong version of CLT. The adoption of TBLT as the teaching approach in English language education is based on a number of assumptions, principles and theories of second language acquisition (SLA). In fact, the adoption of TBLT was a result of a better understanding of the nature and process of language learning and also because of the inadequacies of other approaches, for instance, presentation-practice-product (PPP).

It was originated in 1979 in Bangalore, South India by N.S. Prabhu. He implemented a long running project which used task based learning in a very different context. It focuses on the use of authentic language and to students, doing meaningful tasks using the target language; for example, visiting a doctor, constructing an interview or calling customer services for help, writing

a letter or reading a set of instructions etc. It aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunities to interact. It is an approach which seeks to allow students to work somewhat at their own pace and within their own level and area of interest to process and restructure their interlanguage. TBLT seeks to develop students' interlanguage through providing a task and using language to solve it.

In short, this approach encourages learners to experiment with whatever English they can recall and try to think out without fear of failure and public correction. They can take active control of their own learning, both in and outside class. The main advantage of task based learning is that language is used for genuine purpose. Unlike traditional approaches, it integrates all four skills and moves from fluency to accuracy. The range of tasks available (reading text, listening texts, problem solving, role plays, questionnaires) offer a 'great deal' of flexibility and lead to more motivating activities for the learners.

The students appear to lack enthusiasm due to the confusing examples and rules of the grammar. If teachers spoon-feed them without engaging them in classroom discussion and allowing for interaction they can't develop their critical thinking skills. So, giving a task, can promote students' participating in the classroom, which ultimately enhances their critical thinking skills. Students are not aware of what aspect of language they are focusing so, task is best way to engage learners in communication. This indicates that task has become both tool and subject of second language studies.

Markee (1997, p.96) defines TBLT as “an analytic approach to syllabus design and methodology in which chains of information gathering, problem solving and evaluative tasks are used to organize language teaching and learning.” According to this approach learners are engaged in different tasks because the belief is that they are directly involved in their own work and they can learn

language automatically. Similarly, Willis (1996, as cited in Richards and Rodger 2001, p.223) presents it as “a logical development of communicative language teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s”. It takes as an innovation for the logical development of communicative language teaching from the 1980s.

TBLT purpose the notion of 'task' as a central unit of planning and teaching. According to Nunan (1989, p. 10)

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 communicable act in its own right.

We can see that task is a goal oriented activity with a clear purpose. However, the validity of task based SLA researches are often criticized i.e. the performance on task in the classroom does not necessarily predict students' performance in real life situation. Likewise, Prabhu (1987, p. 24) states that “A task is an activity which requires learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate the process”. From this view, task is an activity in which students use language to achieve specific outcome. Likewise, Bygate et al. (2001, p. 11) states that "Task is an activity, susceptible to brief or extended pedagogic intervention, which requires learners to use language with emphasis on meaning to attain an objective". Here, we know that task gives more

emphasis on meaning. And Ellis (2003, p.3) defines it “as an activity that call for meaningful language use”.

While communicating in a group or pairs students focus on the negotiation of meaning, i.e. they use different strategies such as comprehension checks, clarification request and confirmation checks. By engaging in tasks, students can develop three important skills: cooperation, communication and critical thinking.

Ellis (2003, pp. 9-10) provides six fundamental features of the task:

- i. Task as a work-Plan i.e. task incorporates the activities designed by teachers to engage the learners in communication.
- ii. A task involves a primary focus on meaning i.e. task involves the activities like information gap, opinion gap etc that focus on meaning.
- iii. A task involves real world processes of language use i.e. the activities like filling the form, writing e-mail etc.
- iv. A task involves any of four language skills. Being TBLT an offshoot of communicative approach, more importance is given to the oral skill than other skills.
- v. A task engages cognitive process (This feature is similar to that of Prabhu’s definition). This feature is related to the cognitive processes like selecting, classifying, ordering, reasoning.
- vi. A task has a clearly defined communicative outcome. It is about the success in performing the task.

The key assumptions of Task Based Instruction are summarized by Feez (1998, as cited in Richards and Rodger 2001, P.224) as:

- i. The focus is on process rather than product.

- ii. Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- iii Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- iv Activities and tasks can be either those that learners might need to achieve in real life or those that have a pedagogical purpose specific to the classroom.
- V Activities and tasks of a task-based syllabus are sequenced according to difficulty.
- Vi The difficulty of a task depends on range of factors including the previous experience of learner, the complexity of the task, the language required to undertake the task and the degree of support available.

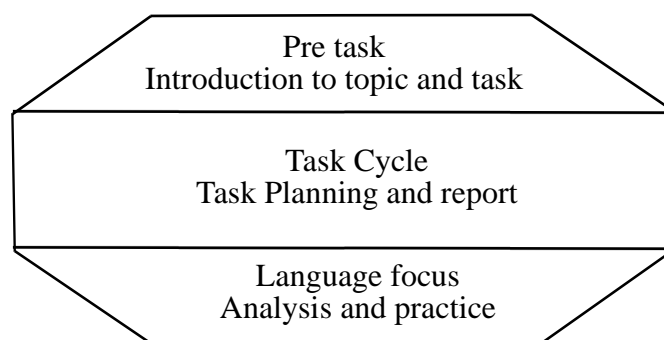
Thus, It allows students to work somewhat at their own pace and within their own level and area of interest to process and restructure their interlanguage.

1.1.3 Framework of Task-Based Language Teaching

A traditional model for the organization of language lesson has long been the PPP approach. With this model individual language items (for example, the present continuous) were presented by the teacher, then practiced in the form of spoken and written exercises, and then used by the learners in less controlled speaking or writing activities. In the model of Task Based Learning as described by Willis (1996, pp. 56-57), the traditional (PPP) lesson is reversed. According to Willis Task Based Learning is typically based on three stages:

Figure No. 1

Framework of Task-Based Language Teaching



Willis, 1996, p.52 (as cited in Harmer, 2008, p.70)

The first is the pre-task stage during which the teacher introduces and defines topic and the learners involve in activities that help them to recall words and phrases that will be useful during the performance of the main task. The teacher highlights useful words and phrases and helps learners hear a recording of others doing a similar task or read part of a text as lead into a task.

During the task cycle stage, the students perform the task in pairs or small groups while the teacher monitors from a distance. The students then plan how they will tell the rest of the class what they did and how it went, and they then

report on the task either orally or in writing and/or compare notes on what has happened. The third stage is language focus. In this stage, the students examine and discuss specific features of any listening or reading text which they have looked at for the task and/or the teacher may conduct some form of practice of specific language features which the task has provoked.

1.1.4 Procedures of Task Based Language Teaching

The way in which task activities are designed into an instructional block can be seen from the following procedure:

a) Pre-task activity

Learners first take part in a preliminary activity that introduces the topic, to understand the task. The students try to understand the task by discussing in pair or group. The focus is on thinking about a topic, generating vocabulary and related language and developing expectations about the topic. It is the negotiation between the teacher and the students in ELT classroom.

b) Task activity

It is the real task stage in ELT classroom. Students do the task in pair or small groups. The teacher's role is to monitor from a distance, encouraging all attempts at communication, not correcting. Mistakes do not matter. Students prepare report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Teacher acts as a chairperson, and then comments on the context of the reports.

c) Post-task activity

This primarily involves the activities of language focus and feedback. Learners listen recordings of native speakers performing the same task they have just practiced and compare differences between the way they expressed particular functions and meanings and the way native speakers performed.

1.1.5 Types of Task Based Language Teaching

Task Based Language Teaching proposes the notion of 'task' as a central unit of planning and teaching. A task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instruction and assembling a toy. Prabhu (1987, p.46), presents the following tasks:

a) An information-gap activity

This activity involves a transfer of given information from one person to another or from one form to another or from one place to another generally calling for the decoding or encoding of information from or into language.

b) Reasoning-gap activity

This activity involves deriving some new information from given information through process of inference, deduction, practical reasoning or a perception of relationships 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.

1.1.6 Components of Task Based Language Teaching

Different types of components of Task Based Language Teaching (TBLT) are suggested by different people. According to Nunan (1989, p.11), the components of TBLT are diagrammatically presented below:

Figure No. 2

Components of Task Based Language Teaching

He suggests that tasks will contain some form of input data which might be verbal (for example dialogue) or non-verbal (for example picture) and an activity which is in some way derived from the input and which sets out what the learners are to do in relation to the input. The task will also have a goal either implicitly or explicitly and roles for teachers and learners. In synthetic terms, lessons or units of work will consist among other things, of sequences of tasks, and the coherence of such lessons or units will depend on the extent to which the tasks have been integrated and sequenced in some principled way.

1.1.7 Advantages of Task-Based Language Teaching

Task based learning offers change from the grammatical practice through which many learners have previously failed to communicate. This approach encourages learners to experiment with whatever English they can recall and try to think without fear to failures and public correction.

The advantages of TBLT are as follows:

- a) It is more students centered.
- b) It allows for meaningful communication and often provides for practical extra-linguistic skill building.
- c) Although the teachers may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want.
- d) They can use all the languages they know and the language they are learning, rather than just the 'target language' of the lesson.
- e) The tasks are likely to be familiar with the students.
- f) It is motivating to the students.
- g) It integrates all four skills and moves from fluency to accuracy.

1.1.8 Theoretical Background: A Brief Review of Task-Based Pedagogy

The task-based view of language teaching based on the constructivist theory of learning and communicative language teaching methodology, has evolved in response to some limitations of the traditional PPP (Presentation, Practice and Performance) approach (Ellis, 2003, p.4). Thus it has the substantial implication that language learning is a developmental process promoting communication and social interaction rather than a product acquired by practicing language items and learners learn the target language more effectively when they are naturally exposed to meaningful task based activities. Such a view of language learning lead to the development of various task-based approach in the eighties (Candlin and Murphy, 1987; Nunan 1989; Prabhu,

1987) and during the nineties, has developed into a detailed practical framework for the communicative classroom in which learners perform task-based activities through cycles of pre-task preparation, task performance and post-task feedback, through language focus. Ellis (2003, p.7) indicated that TBLT has been re-examined in recent years from different perspectives including oral performance, writing performance and performance assessment.

Despite the prevalent use of task in language pedagogy, some significant challenges behind designing proper task-based syllabi and constructing authentic task-based materials, both of which have been considered crucial factors in determining the effectiveness of TBLT in communicative classrooms, still remain unresolved. In response to these challenges, many SLA researchers are currently moving their attention from conceptualizing tasks to sequencing and implementing tasks based on observation of the practical utilities of TBLT methodology in classroom practice.

1.1.9 Rationale for Adopting TBLT

TBLT has been adopted not only because it has well-grounded assumptions but also due to the sound rationale behind its implementation. In fact, the task-based approach can satisfy both supporters of communicative approach and defenders of traditional approaches.

One strength of task-based language syllabus is that "tasks provide a vehicle for the presentation of appropriate target language sample to learners input which they will inevitably reshape via application of general cognitive processing capacities and for delivery of comprehension and production opportunities of negotiable difficulty. New form-function relationship is perceived by the learner as a result. Tasks are derived and based on need analysis of real-world tasks then they are classified according to different types; these pedagogic tasks are then sequenced to form the task based syllabus. The complexity of tasks depends on the number of steps, available solutions, parties, time given, language required and sources. Therefore, tasks can have a focus on meaning

as well as a focus on form when learners engage in communication. Also, the language input provides chance for learners to experience practical use of English according to their needs.

1.1.10 The Concept and Importance of Perception

The word 'perception' is derived from the Latin word 'percepere', which was modified from the same Latin word 'perception', means observation. Literally, it means deeper or natural understanding of something or 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, or 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 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 investigate English teachers' perceptions of TBLT and how their perceptions affect their methodologies in teaching English mainly on the basis of their perception towards TBLT approach, their challenges and possibilities in the implementation of TBLT methodologies of TBLT.

I argue that without understanding the perceptions of secondary level English teachers of different schools, it is always difficult to apply any innovation in the classroom and to find out its relevance in our context. Since 'tasks' are presented in the textbooks of secondary level, it is important to know what teachers say about TBLT.

1.1.11 Teachers' Perceptions

Teaching is a complex process in the sense that teacher is typically confronted with the different kinds of tasks such as:

- Selecting learning activities
- Preparing students for new learning
- Conducting drills
- Monitoring students' learning
- Giving feedback on student learning ,etc.

It is necessary to examine teachers' perceptions and their thinking processes to understand how teachers deal with these dimensions of teaching. It is based on the assumption that what teachers do is a reflection of what they know and believe, and that teacher knowledge and teacher thinking provide the underlying framework or schema which guides the teacher's classroom action.

These beliefs or perceptions play vital role in shaping the instructional decisions. Perceptions of a particular teacher are foundation for decisions making. From these perspectives, teaching is essentially a thinking process. Teachers are constantly confronted with a range of different options and are required to select from among these options the ones they think are best suited to a particular goal (Richards and Lockhart, 2012, pp 29-36)

1.2 Review of Related Literature

A better understanding of the theories of TLBT is a prerequisite to better understanding of the perceptions of teachers and how these perceptions affect their teaching. Therefore the literature review focuses on the development of language teaching approaches towards TBLT and basic assumptions and theories of TBLT. These changes in teaching approaches should be made

explicit to teachers; so that they can understand the rationale behind the implementation of TBLT or that they will be aware of the inefficacy of the other approaches and the need to develop their knowledge and methodologies in adopting TBLT.

In Nepal, among many research studies, some of them have been conducted to find out the effectiveness of TBLT in teaching English using experimental and action research. No one has done the research on Teachers' Perceptions on Task-Based Language Teaching: impact on their teaching approaches using survey research. Therefore, I have interest in this field. The related studies are reviewed as follows:

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

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

Basnet (2008) carried out a research on 'Teachers' Perceptions Towards the Use of Tasks Given in The Secondary Level Textbooks'. The main purpose of this research was to find out teachers' perceptions over use of task given in secondary level textbooks. This report concludes that the tasks used in the textbooks for teaching all skills and grammar is sufficient. Furthermore, it is better to provide the refreshment training for the implementation of tasks in the classroom.

Bhatt (2010) carried out a research on 'Effectiveness of Task-Based Approach in Teaching Vocabulary.' The main purpose of this research was to determine

the effectiveness of task-based approach in teaching vocabulary. This report concludes that task-based language learning is effective to teach vocabulary.

But the present study aims to find out the 'teachers' perceptions of task-based language teaching and the way such perceptions affect their teaching methodologies in teaching English.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a) To investigate English teachers' perceptions towards TBLT and how their perceptions affect their methodologies in teaching English.
- b) To identify the challenges and possibilities in the implementation of TBLT.
- c) To suggest some pedagogical implications.

1.4 Significance of the Study

The Education system of Nepal, including English language teaching has been criticized for its teacher centered orientation and mode of transmission. So, teachers need to improve the quality of their teaching to overcome the challenges imposed by the education reform which emphasizes learner-centered, knowledge-based, target oriented, communicative and integrative approaches. Research into how English teachers interpret and implement TBLT will be useful in helping teachers better understand TBLT, its theories, methods and implementation in our context and will be equally significant for syllabus designers, textbook writers, publishers, students as well as methodologists. The research will have a global significance.

1.5 Definitions of the Specific Terms

TBLT – It is a recent approach of foreign language teaching that focuses on the use of the authentic language and students doing meaningful task using target language.

SLA – SLA is the process of learning a language subsequent to mother language.

TASK – It 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.

Approach – It is a set of corrective assumptions dealing with the nature of language teaching and learning. An approach is axiomatic.

Method – It is an overall plan for the orderly presentation of language material. A method is procedural.

Technique – It is implementational that actually takes place in a classroom. It is a particular trick.

CHAPTER- TWO

METHODOLOGY

TBLT is theoretically different from traditional teaching approaches and is officially the new direction in English language education in Nepal. Teachers' perceptions of the theory and practice of TBLT are the focus of the current study. In this study, I had adopted the survey research design. This design enabled to reflect teachers' perception and the implementation of TBLT in secondary schools of Kathmandu District. The methodological framework was adopted to fulfil 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

The primary sources of data were the English teachers who were teaching in the community and private schools of Kathmandu District. The data from primary sources were collected by administering questionnaire.

2.1.2 Secondary Sources

I consulted different books, journals, articles, previous research studies and related websites as the secondary sources of data. Some of such research related secondary sources were Prabhu (1987), Nunan (1989), Markee (1997), Richards and Rodgers (2001), Kumar (2006), Harmer (2008), and so on.

2.2 Population of the Study

The population of the study was the English language teachers who were teaching in the secondary level of both the community and private schools of Kathmandu District.

2.3 Sampling Procedure

The sample size of this study was forty English teachers of secondary level in Kathmandu District. Half of them were selected from community schools and rest of them were selected from private schools by using purposive non-random sampling procedure.

2.4 Tools for Data Collection

In this study, I used questionnaire as the basic tool for data collection. I had prepared a set of questionnaire to distribute to the selected teachers. This questionnaire included 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 selected and listed the name of the total secondary schools (20 community and 20 private). Then, I visited to the selected schools and asked for permission with the authority (Head Teachers) and explained him/her the purpose of research. Then I contacted the informants, established rapport and fixed the time. After that, I distributed the questionnaire. Finally, I collected, tabulated and analyzed the obtained data.

2.6 Limitations of the Study

The study had the following limitations:

- i) The study was limited to investigate the secondary level English teachers' perceptions towards TBLT and how their perceptions affect their methodologies in teaching English.
- ii) This research was concerned with perceptions of only teachers from 20 community and 20 private schools of Kathmandu district.
- iii) The population of the study was only 20 teachers of community and 20 teachers of private secondary schools.
- iv) It was limited only to survey questionnaire as the tool for collecting primary data.

Chapter – Three

ANALYSIS AND INTERPRETATION

This chapter is related to the analysis and the interpretation of the data collected from primary sources. The responses collected from the respondents have been analysed and interpreted under the following three broad sub-heading:

- i) Teachers' perceptions towards TBLT approach
- ii) Effect of teachers' perceptions over their methodologies in teaching English.
- iii) Teachers' perceptions towards challenges and possibilities in the implementation of TBLT.

3.1 Teachers' Perceptions towards TBLT Approach

Under this topic, the respondents were given a set of twenty two questions related to the teachers' perceptions towards TBLT approach. All the questions were asked to know teachers' understanding and perceptions of TBLT. Their responses have been tabulated and presented in the overleaf table:

Table No. 1**Teachers' Perceptions towards TBLT Approach**

S.N	Responses										Weighted Mean
	SA(5)		A(4)		U(3)		D(2)		SD(1)		
	f	%	f	%	f	%	f	%	f	%	
1	10	25	22	55	4	10	4	10	-	-	3.95
2	24	60	16	40	-	-	-	-	-	-	4.6
3	30	75	10	25	-	-	-	-	-	-	4.75
4	4	10	30	75	-	-	4	10	2	5	3.75
5	18	45	20	50	2	5	-	-	-	-	4.4
6	10	25	26	65	4	10	-	-	-	-	4.15
7	4	10	22	55	10	25	4	10			3.65
8	2	5	28	70	6	15	4	10	-	-	3.7
9	10	25	28	70	2	5	-	-	-	-	4.2
10	10	25	28	70	2	5	-	-	-	-	4.2
11	12	30	24	60	-	-	4	10	-	-	4.1
12	10	25	26	65	2	5	2	5	-	-	4.1
13	4	10	22	55	10	25	2	5	2	5	3.6
14	12	30	24	60	4	10	-	-	-	-	4.2
15	10	25	18	45	8	20	4	10	-	-	3.85
16	26	65	14	35	-	-	-	-	-	-	4.65
17	4	10	10	25	20	50	4	10	2	5	3.25
18	8	20	32	80	-	-	-	-	-	-	4.2
19	16	40	24	60	-	-	-	-	-	-	4.4
20	12	30	24	60	2	5	2	5	-	-	4.15
21	10	25	26	65	-	-	2	5	2	5	4
22	6	15	34	85	-	-	-	-	-	-	4.15

Note: SA- Strongly Agree

A – Agree

U- Undecided

D – Disagree

SD- Strongly Disagree

By viewing above table, we know that, teachers showed favourable attitudes towards TBLT, but not very strong. This table shows that 25% respondents strongly believed that TBLT is consistent with the principle of Communicative Language Teaching (CLT) and 55% respondents agreed with it. So, TBLT is strong version of CLT (question 1: mean 3.95). This table also shows that 60% of respondents strongly claimed that TBLT is student-centered approach (question 2 : mean 4.6). They also indicated that TBLT includes three stages: pre-task, task implementation and post-task (question 3: mean 4.75) but it was found that they are less familiar with the theories of TBLT (question 4: strongly agree only 10%). They believed that task should have a primary focus on meaning (question 5: mean 4.4). Sixty five percent teachers assumed that the introduction of TBLT has changed their teaching methods (question 6: mean 4.15). As the result 10% teachers of Kathmandu District has adopted TBLT approach to English language teaching (question 7 mean: 3.65). Regarding the training in English language teaching, the teachers inclined to think they have adequate training (question 8: mean 3.7). Besides, they indicated that they are quite familiar with practice and methodologies of TBLT (question 9: mean 4.2).

Most of the respondents (95%) believed that tasks are better units of work for English language (question 10 : mean 4.1). Similarly, this table shows that 30% respondents strongly believed that TBLT should make use of authentic materials and 60% respondents agreed with it (question 11 : mean 4.1).And it was also found that the use of authentic materials can enhance students' interest of TBLT (question 12 : mean 4.1). Twenty five percent English teachers of Kathmandu District has not followed the TBLT textbook closely due to different reasons (question 13 : mean 3.6). Regarding the attitude towards TBLT, 80% respondents were found to have favourable attitude on TBLT (question 14 : mean 4.2).

Misconceptions of the knowledge of TBLT could also be found regarding the theories of TBLT. I found that 25% strongly agree, 45% agree, 20% undecided and 10% decided on TBLT is a suitable approach for the students of Kathmandu district (question 15 : mean 3.85). It shows that they have positive attitudes towards TBLT. In the above table, 65% respondents showed that TBLT provides students more opportunities to use English (question 16: mean 4.65). Regarding it's implementation, 50% English teachers responded that it is not implemented widely in secondary schools of Kathmandu District (question 17: undecided 50%). Nearly 80% English teachers claimed that TBLT can increase their teaching effectiveness (question 18: mean 4.2).

It was also found that 40% English teachers strongly believed that TBLT can improve learners' communicative competency and 60% teachers agreed with it (question 19: mean 4.4). Regarding fluency of students in English, it was found that 30% teachers strongly believed and 60% agreed on that TBLT can improve learners' fluency in English and it can enhance the interaction between teachers and students (question 20 and 21 : mean 4.15 and 4). Finally, 85% teachers were found to be agree and 15% were strongly agree in the sense that TBLT can increase the opportunities for learners to use English for communication (question 22: mean 4.15).

However, the finding of the questionnaires shows general understanding on TBLT. In the same way, another open-ended question (see Appendix I section IV) was asked them to express their opinion about the TBLT. They came with different ideas while defining TBLT. Major ideas are presented below:

- TBLT is a recent concept in ELT that focuses on the use of authentic language to perform some meaningful tasks.
- TBLT is a student based teaching approach that focuses on authentic use of materials in the classroom and teachers remains as a facilitator who helps students to perform their task as an active participant.

- TBLT is an approach to language teaching in which learners are free to use language in a natural context. They work to complete a task themselves with a wide interaction.
- This approach encourages learners to experiment with whatever English they can recall and doing their tasks without fear of failure and public correction.

Similarly, I asked another question to them to point out their perceptions over TBLT approach their responses were as follows:

- TBLT is a student centered approach.
- It engages learners in using language pragmatically rather than displaying language.
- It may not be suitable when the learners are lacking the basic skills.
- It creates natural environment in the classroom.
- It promotes students' interaction skill.
- It creates collaborative learning environment.
- It is strong version of CLT.
- Learning occurs through negotiation of meaning in TBLT.

To conclude, the findings of the questionnaires, for instance, the limited scopes of the definitions provided by teachers reflect their knowledge of TBLT is rather restricted. Such limitations may be the result of insufficient training in the knowledge of TBLT

3.2 Effect of Teachers' Perceptions over their methodologies in teaching English

Under this topic, the respondents were given a set of six closed-ended questions and an open ended question. All the questions were asked to know teachers' view on implementing TBLT. Regarding to it, the information obtained from them are tabulated and analysed as below:

Table No: 2

Teachers' View on Implementing TBLT

S.N	Responses										Weighted Mean
	SA(5)		A(4)		U(3)		D(2)		SD(1)		
	F	%	f	%	f	%	f	%	f	%	
23	16	40	22	55	2	5	-	-	-	-	4.35
24	14	35	24	60	-	-	2	5	-	-	4.25
25	4	10	10	25	10	25	12	30	4	10	2.95
26	14	35	20	50	-	-	6	15	-	-	2.55
27	2	5	26	65	8	20	2	5	2	5	3.6
28	24	60	16	40	-	-	-	-	-	-	4.6

Note: SA- Strongly Agree

A- Agree

U- Undecided

D- Disagree

SD- Strongly Disagree

The above table shows that teachers were interested in implementing TBLT in the classroom (question 23: mean 4.35) and they believed that TBLT provides relaxed atmosphere to promote target language use (question 24: mean 4.25). But this table shows that they were less agree in the sense that TBLT gives much psychological burden to teachers as a facilitator (question 25: mean 2.95). Similarly, they were less agree in the sense that TBLT requires much preparation time compared to other approaches (question 26: mean 2.55).

Regarding the classroom management I asked whether TBLT is proper for controlling classroom arrangement and 65% English teachers responded that it is proper for controlling classroom arrangement (question 27 : mean 3.6). And 60% respondents showed their strong support on TBLT materials should be meaningful and purposeful based on the real world context (question 28: mean 4.6).

Perceptions of implementation of TBLT were found to be mixed with positive and negative opinions. TBLT was perceived as being well implemented in some schools of Kathmandu District by few teachers. They believed that their school has adopted TBLT approach in teaching English.

Some negative opinions were indicated from teachers as well. They tend to think that school has not given sufficient support regarding the adoption of TBLT. They responded that English teachers need more training in TBLT. Moreover, they responded that assessment methods should be changed to promote the implementation of TBLT. They can not get sufficient support from the government or school authority. As a result, they may feel negative about the new approach because they have received little or no concrete support. They may also feel helpless because there could be other issues to deal with at the same time.

Teachers' perceptions seem to be mixed. Teachers may expect to improve their professional knowledge if they could gain more support from the government, schools and their colleagues. Without sufficient training and support, it may be difficult to ask them to adopt different approach with totally different underlying assumption about language teaching. Therefore, it may be realistic to assume that implementation of TBLT could be challenging task for teachers. In the same line, I had asked participants a question (see appendix-I, section Iv) to know reasons, why teachers choose or avoid implementing TBLT. But all teachers chose TBLT approach in their classroom rather than avoiding it. The information obtained from them are tabulated and analysed in table no. t

Table No: 3

Reasons for Implementing TBLT

Reasons	NO of Respondents	Percentage
1) TBLT promotes learners' academic progress		
2) TBLT improves learners interaction skills	10	25
3) TBLT encourages learners intrinsic motivation	8	20
4) TBLT creates a collaborative learning environment	22	55
5) TBLT is appropriate for small group work		

The above table shows that 55% of the total respondents were found to adopt TBLT approach because it creates a collaborative learning environment and 25% adopted it because it improves learners' interaction skills. Likewise, 20% teachers also adopted TBLT in their classroom because it encourages learners' intrinsic motivation. Similarly, I asked them to provide some crucial factors for effective implementation of TBLT in schools of Kathmandu district. The factors suggested by them are as follows:

- ❖ Quality of teachers(proficiency, subject knowledge, flexibility)
- ❖ Available resources for access
- ❖ Favourable environment for English
- ❖ Assessment method
- ❖ Textbooks or materials
- ❖ Teachers collaboration(supportive school culture)
- ❖ Teacher training

- ❖ Smaller class size
- ❖ Support from schools or government
- ❖ Time
- ❖ Classroom setting
- ❖ Teacher workload
- ❖ Freedom
- ❖ Curriculum
- ❖ Student

Teachers showed their readiness for implementing TBLT in their classroom very actively but teachers' knowledge, textbooks, infrastructure etc disturbed in effective implementation of TBLT in our context. Thus, under this topic I found there was mismatch between perception and practice. Teachers neglected TBLT methodologies due to different reasons and they relied on textbook. As the result, students got limited opportunities to use English.

3.3 Teachers Perceptions towards Challenges and Possibilities in the Implementation of TBLT

Finding of the questionnaires proved that English teachers of secondary level had general understanding of TBLT but their knowledge of TBLT was inadequate and adoption of TBLT in the classroom had not been effective. To know the challenges that English teachers often faced in their teaching while implementing TBLT, I asked a open-ended question to the respondents(see appendix-I, question no:33) to know the challenges that English teachers often faced in their teaching while implementing TBLT are as follows:

- The effort in organizing and completing the task is perceived to be challenging

- A lot of time and effort are invested in designing tasks.
- To motivate whole class to complete the task.
- Students' mixed abilities.
- Some tasks are too difficult for students to complete.
- Teachers are not properly trained.

The study indicated that the implementation of TBLT may be more successful if the following criteria could be achieved:

-) A more open attitude towards TBLT
-) Sufficient training in TBLT.
-) Change in assessment methods

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the data obtained from the respondents, this chapter shows the finding with three areas of focus- the first section is related to teachers' perceptions, second part on the impacts of these perceptions on their teaching and last section on the challenges and possibilities for implementing TBLT. 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:

- i) Teachers generally revealed that they had general understanding of TBLT. However, some common misconceptions and inadequate understanding could be found from the questionnaires about TBLT.
- ii) They believed that TBLT could generally enhance accuracy and learning effectiveness.
- iii) Sixty five percent of secondary level English teachers were found to believe that TBLT provides students more opportunities to use English.
- iv) Most of teachers believed that TBLT is strong version of CLT that has a primary focus on meaning rather than form.
- v) Mixed feelings were found to be developed among teachers towards the implementation of TBLT. TBLT was perceived as being well implemented in schools of Kathmandu by some teachers but some teachers tend to think that school has not given sufficient support regarding the adoption of TBLT.
- vi) From the responses of secondary level English teachers, it was found that English teachers of secondary level need more training in TBLT and assessment methods to promote the implementation of TBLT.

- vii) It was also found that 55% teachers wanted to use TBLT in their classroom because it creates a collaborative learning environment.
- viii) Most of the respondents responded that ‘assessment method’, ‘time’, ‘teachers workload’, ‘curriculum’, ‘lack of training’ and ‘lack of favourable environment for English’ are the crucial factors for effective implementation of TBLT in schools of Kathmandu district.
- ix) It was also found that to motivate whole class to complete the task is a major challenging for teachers. In our context, students have mixed abilities so TBLT takes more time and effort on the part of the both teachers and students.
- x) The study also indicated that the implementation of TBLT may be more successful if the following criteria could be achieved:
 -) A more open attitude towards TBLT.
 -) Sufficient training in TBLT.
 -) Chang in assessment methods.

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) It is said that the teachers should have better understanding in TBLT approach to make students actively participated in the classroom. Moreover, they should be prepared to enrich themselves for the successful implementation of TBLT.
- ii) English teachers should have open attitudes towards TBLT approach that may eventually help students adjust to the more learner-centered approach as they would be given more opportunities to use English for communication.

- iii) It is also required to train teachers on TBLT. Without sufficient training and support, it may be difficult to ask them to adopt a different approach with totally different underlying assumptions about language teaching.
- iv) The textbooks and curriculum should be designed according to TBLT approach.
- v) Government and schools should enhance TBLT approach widely and creates favorable environment for English
- vi) The use of the tasks should be monitored effectively. Moreover, tasks should be included in the examination.
- vii) Teachers' collaboration is essential for effective implementation of TBLT in schools. So, supportive school culture should be created in schools.

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