

**TASK-BASED AND FORM FOCUSED TECHNIQUES OF  
TEACHING GRAMMAR**

**(A Comparative Study)**

**A Thesis Submitted to the Department of English Education  
Tribhuvan University Campus, Kirtipur  
In partial fulfillment for the Master's Degree in Education  
(Specialization in English Language Education)**

**By**

**Gagan Bahadur Khadka**

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

**2007**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Gagan Bahadur Khadka** has prepared the dissertation entitled “**Task-based and form-focused Techniques of teaching grammar**” under my guidance and supervision.

I recommend this dissertation for acceptance.

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## EVALUATION AND APPROVAL

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## **DEDICATION**

**Dedicated to my Parents and Gurus  
who have always been  
the source of my inspiration  
behind my efforts and  
achievements.**

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Gagan Bahadur Khadka

## **ABSTRACT**

The present study was conducted to examine the “Effectiveness of Task-Based and Form-Focused Techniques of Teaching Grammar”. The study was set out with the objectives as follows: i) To determine the effectiveness of task-based technique for teaching grammar the simple past tense. ii) To compare the effectiveness of task-based technique with form-focused technique for teaching grammar. iii) To suggest some pedagogical implications.

This study was conducted in Shree Prabhat Vidya Niketan Secondary School, Basantpur, Mahendranagar, Kanchanpur, Nepal. The students of class 8<sup>th</sup> were taken as the sample of the study. Students were divided into two groups on the basis of pre-test.

The researcher taught both the groups for a period of twenty class running days. Both the groups were taught the simple past tense by using different techniques. The control group was taught by applying form-focused technique whereas the experimental group was taught by applying task-based technique. Separate lesson plans and teaching materials were used for both groups.

Experimental teaching was lasted for a period of 4 weeks (April to May 2007). After the completion of experimental teaching, both groups were examined through a post-test.

The results of the both tests were compared to determine the effectiveness of task-based technique for teaching the simple past-tense. It

was found that task-based technique was more effective than form-focused technique for teaching the simple past tense.

This thesis work consists of 4 chapters.

Chapter one consists of introductory of related area of the study. It includes objectives, significance of the study.

Chapter two provides the details of the methodology and the procedures followed by the researcher in the collection of primary as well as secondary data.

Chapter three consists of analysis and interpretation of the data. The data were analyzed and interpreted on the basis of the difference between the average score of each group in the pre-test and the post-test.

The last chapter, chapter 4 describes the findings and recommendations derived from this research.

## LIST OF ABBREVIATIONS

Av.	:	Average
C.F	:	Cumulative Frequency
CLT	:	Communicative Language Teaching
D	:	Difference Between Post-Test and Pre-Test
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second language
LAD	:	Language Acquisition Device
NESP	:	New Education System Plan
NELTA	:	Nepal English Language Teachers' Association
OSS	:	Oral Structural and Situational
P	:	Percentage
P <sub>1</sub>	:	Pre-test
P <sub>2</sub>	:	Post-test
R.N	:	Ranking Number
SD	:	Standard Deviation
TBLT	:	Task-Based Language Teaching

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