

**TEACHERS' BELIEFS ON USE OF TASK BASED
LANGUAGE TEACHING FOR DEVELOPING
SPEAKING SKILL**

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

**Submitted by
Anita Giri**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

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**T.U. Regd. No.: 9-2-598-1-2008
Fourth Semester Examination
Roll No.: 280055/071**

**Date of Approval of the
Thesis Proposal: 18/09/2016
Date of Submission: 20/02/2017**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Anita Giri** has prepared this thesis entitled **Teachers' Beliefs on Use of Task Based Language Teaching for Developing Speaking Skill** under my guidance and supervision.

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DECLARATION

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

Date: 19/02/2017

Anita Giri

DEDICATION

Dedicated

To

My Mother

ACKNOWLEDGEMENTS

I am deeply indebted and owe my special note of gratitude to my Guru and thesis supervisor **Dr. Purna Bahadur Kadel**, Lecturer of Department of English Education, Tribhuvan University, Kirtipur who provided me with insightful ideas, suggestions and encouragement on different aspects of research. He was the source of inspiration for successful completion of this research work.

I would also like to express my sincere gratitude to **Dr. Ram Ekwel Singh**, Head of Department of English Education for her invaluable comments and guidance. Similarly, I would like to thank **Prof. Dr. Govinda Raj Bhattarai** and **Prof. Dr. Anjana Bhattarai** for their invaluable suggestions.

I would also like to thank to **Prof. Dr. Anju Giri, Prof. Dr. Laxmi Maharjhan, Mr. Guru Prasad Poudel, Mr. Khem Raj Joshi, Ms. Madhu Neupane, Mr. Resham Acharya, Mr. Laxmi Prasad Ojha, and Mr. Ashok Sapkota** other teachers of Department of English Education, T.U., Kirtipur, Kathmandu for their invaluable and inspirational lectures.

I want to express my sincere gratitude to **all the respondents and school administrations** for their kind co-operation.

I am thankful to my friends **Mr. Tekendra Karki, Ms. Preety Giri, Ms Jasoda Karki** who supported me to carry out this thesis.

Anita Giri

ABSTRACT

The present thesis entitled **Teachers' Beliefs on Use of Task Based Language Teaching for Developing Speaking Skill** aimed to find out the English teachers' beliefs on use of task based language teaching for developing speaking skill of secondary level students in Ilam and to identify some techniques used by secondary level teachers for developing speaking skill to their learners. Keeping the objectives in consideration, 30 English teachers of secondary school from Ilam were sampled, using survey research design, through non-random purposive sampling procedure. A set of structured questionnaire were the tool of data collection. After analysis and interpretation of data, it was found that majority of the teachers believed that task based language teaching was useful to engage the learners collaborative and cooperative learning environment. Likewise, most of the teachers had positive view on discussion technique; it was the most dominated technique among all for developing speaking skill.

This thesis consists of five chapters. Chapter one is introductory part which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, chapter two deals with review of related literature and theoretical framework includes the review of the related literature, theoretical and conceptual framework and implications of the review of the research. Chapter three deals with methods and procedures under which research design, population and sample, research tools, sources of data (primary and secondary), data collection procedures, data analysis procedures and ethical considerations. Likewise, chapter four includes analysis and interpretation of data. Chapter five includes findings, conclusions and recommendations. The recommendation is classified into policy related, practice related and further research related. Finally, the references and appendices are included.

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LIST OF ABBREVIATIONS AND ACRONYMS

TBLT	Task Based Language Teaching
L2	Second Language
L1	First Language
ELT	English Language Teaching
ESL	English as a Second Language
etc.	et cetera
P.	Page
PP.	Pages
M. Ed.	Master of Education
e. g.	for examples
i. e.	that is
NR	Number of Responds
%	percentage
f	frequency
ed.	Edition
CUP	Cambridge University Press
OUP	Oxford University Press
T. U.	Tribhuvan University
S.N.	Serial Number
No.	Number

CHAPTER ONE

INTRODUCTION

This study is concerned with “Teachers’ Beliefs on the Use of Task- based Language Teaching (TBLT) for Developing Speaking Skill.” In this study the researcher wants to explore the beliefs of secondary level English teachers towards the practice of TBLT method in their classroom teaching and learning activities for developing speaking skill. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, delimitations of the study, and operational definition of the key terms.

1.1 Background of the Study

Language can be defined as a voluntary vocal system of human communication. There are different modes of communication such as visual, tactile, olfactory, gustatory, etcetera. Language is species specific and species uniform possession of human beings. It is the most advanced powerful and widely used means of human communication. It is the universal medium to express human thoughts, feelings, desires, ideas, and emotions. Most of the activities of the world are carried out through language. It is language that has brought disparity between human and animal world.

“Language is not an end in itself, just as little as railway tracks, it is a way of connections between souls, a means of communication...language is the most complete, the richest, the best means of communication, and it bridges the physical chasm between individuals...”Jespersen (1994, p.4)

The English language is regarded as a contact or link language. It is used as a lingua franca to make the communication possible among the people of different speech communities. There are six official languages used in United

Nation. Among them, English is the most widely used language in United Nations. English has become one of the important subjects of teaching all over the world. Crystal (1988, p.2) says, “English is the mother tongue of more than 300 million people in the world. Similarly, about 3000 million people use it as a second language and around 100 million people speak English as a foreign language in the universe.”

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early period of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing field of linguistics and psychology to support a succession of proposals for what were thought to be most effective and theoretically sound teaching methods. Language teaching in twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies (Richards & Rodgers, 2003 p.1).

Task based language teaching (TBLT) also called Task based instruction (TBI) which is a famous and widely discussed area in the 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 communication by engaging learners in doing task. Prabhu (1987 p.10), says” a task is an activity which require learners to arrive at an outcomes from given information through some process of thought, and which allowed teachers to control and regulate that process.”

Speaking refers to the ability to express our emotions, feelings, ideas and experiences through oral medium. In other words, it is the productive skill in oral mode. It is productive skill like writing, Kayi (2006) ,p.13) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. Speaking is very complex activity in the sense that it is difficult to describe how utterances are

processed and how they come out while speaking. Speaking is complex and complicated skill because addition to the structure and vocabulary items it involves thinking of what is to be said simply, we can define speaking as an ability to express oneself intelligibly and fluently in a foreign language.

1.2 Statement of the Problems

Most of the English teachers frequently express their dissatisfaction that their students are not able to use English language in real communication. They argue that the students do not make an attempt to use it either inside the classroom or outside the classroom but they prefer to use their L1. On the other hand, a large number of students are found to be making complaints against the ways they are taught English in the classroom.

Various approaches, methods, and techniques are in practice in the field of ELT aiming to facilitate ELT practitioners. Every method has something new to offer as well as every method is not free from its limitations. Moreover no single method can address the classroom realities. The present study “Teachers Beliefs on Practices of TBLT” aim to explore English language teachers beliefs on TBLT activities they explore in the class, investigate how language teachers implement TBLT in their teaching practices and what sort of challenges they are facing with TBLT.

In our context, the government of Nepal, Ministry of Education has made the provision of ELT training for teachers aiming to develop their professional qualities. The teachers may not find sufficient and authentic materials for use and practice of TBLT in real classroom teaching although they are familiar with TBLT method. There are many causes for not practicing TBLT in the classroom, one of them is there are not sufficient supplementary materials and it used may cost very high. Some teachers may not have clear concepts about TBLT and have not get refreshing training about new techniques and methods to uplift there professional development. There are many challenges while using TBLT in real classroom teaching, they are: lake of proper classroom, lake

of authentic materials, lack of train teachers, lack of students' friendly environment etc. So, I want to choose this topic to investigate how language teachers used various techniques in their classroom for develop speaking skill.

1.3 Objectives of the Study

This study had following objectives:

1. To find out the beliefs of the teachers on the use of TBLT for developing speaking skill in their classes.
2. To find out the techniques used by the teachers for developing speaking skill in Ilam.
3. To suggest some pedagogical implication.

1.4 Research Questions

The study had following research questions:

1. What are the beliefs of the teachers on the use of TBLT for developing speaking skill?
2. What are the speaking strategies used by the teachers for developing speaking skill?

1.5 Significance of the Study

This study has been conducted aiming to explore the teachers' beliefs on the use of TBLT for developing speaking skill. This study is expected to be significant to those who are interested in teaching and learning in general and to English teachers in particular. It is useful for the teachers, students, syllabus designers, researchers, and all other related personalities who are directly and indirectly involved in this field. Typically it is expected that the secondary level English teachers who have been centrally prioritized throughout the study gain much benefits from this study. It adds a brick in the field of teacher

development and ELT by helping teachers to make their language classes more communicative.

1.6 Delimitations of the Study

This study had following delimitations:

1. This study incorporated the English teachers who were teaching at secondary level in public school of Ilam district.
2. This study incorporated thirty ELT teachers from different schools.
3. This study analyzed the beliefs of the English teachers in using TBLT method in ELT classes.
4. It was limited to find out the techniques used by the teachers in their classroom teaching.
5. The data collection tools were questionnaire.
6. This study incorporated purposive non-random sampling procedure.

1.7 Operational Definition of the Key Terms

- | | |
|-------------------|---|
| Beliefs | – Perceptions of English teachers from Ilam district regarding the use of TBLT for developing speaking skill in English language classes. |
| Task | – Here task refers to a piece of classroom work that involves learners at various activities, like interacting, producing, comprehending etcetera in target language. |
| Challenges | – Here, challenges refers to the problem faced by English teachers while using TBLT in ELT classes. |

Task Based Language Teaching – In my study TBLT refers the most effective way to teach a language is by engaging learners in real language use in the classroom.

Authentic materials – Here authentic materials refer to only those materials which are used in real world situation for example, authentic book, journal etc.

Interaction – Here interaction refers to a type of communication which occurs among the participants and teacher in classroom.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND THEORETICAL FRAMWORK

This chapter consists of review of the related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework for the study.

2.1 Review of the Related Literature

These sub-chapter deals with different theoretical perspectives related to the factors that directly or indirectly associated with the English language development of the students. The theoretical review of the related literature is mentioned below:

2.1.1 Beliefs: A Brief Introduction

Beliefs are difficult to define but we can understand them with the help of some important features they have. Our beliefs about one particular area or subject have some sorts of attachment with our attitudes and thoughts i.e., value system. Beliefs can be defined as judgment that people make about themselves, and about others. It is the trust or faith on something or somebody that someone holds. The actions of any individual are the reflections of his or her beliefs and knowledge. According to Hedge (2008, p. 15), “Belief is a mental act for which the believer is to be held responsible.” Similarly, Joshi (2012) state that a belief is a mental state, and is said to guide peoples’ thinking and action. Thus, a belief refers to the perception or attitude towards something.

Teaching can be described in terms of the behaviors of the teachers and learners. Teacher beliefs are more concerned with deep personal way of thinking and understanding the things including their profession, subject, learners, and so on. Teacher beliefs are reflected on their actions and teaching behaviors. Their actions are the reflections of their knowledge and beliefs or personal value system. Richards (1998, as cited in Joshi, 2012, p. 70) defines teacher beliefs as, “The information, attitude, values, exceptions, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom”. They are teachers’ personal constructs that determine how they approach their teaching. Different researchers have concluded that teacher beliefs have a greater influence on their teaching. Regarding the implications of teacher beliefs system, Richards and Lockhart (2005, p. 29) state, “What teachers do is the reflection of what they know and believe... teacher knowledge and teacher thinking provide underlying framework or schema which guides teachers’ classroom action.” Teacher beliefs can bring new goals and achievements in teaching.

Belief is a mental state; it is the way of personal thinking and understanding. A teacher may come to the classroom with various assumptions about what makes teaching effective. Teacher beliefs have strong influence on their teaching procedures. On the basis of those beliefs, the teacher often adopts instructional and pedagogical activities. These beliefs have long lasting effects in the mind of the teachers

2.1.2 Task Based Language Teaching

Task Based Language Teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Task Based Language Teaching 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 (Beretta & Davies 1985, Prabhu 1987 as cited in Richards & Rodgers 2003, p. 223) in his Bangalore project in which he

focuses on communication, not on explicit grammar teaching, by engaging learners in doing authentic task. The major premise of the TBLT is that language acquisition takes place when learners negotiate meaning to perform a particular task. Task-based language teaching focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Assessment is primarily based on task outcome in other words the appropriate completion of tasks rather than on accuracy of language forms. This makes TBLT especially popular for developing target language fluency and student confidence. Similarly, Prabhu (1987, p.224) defines task as “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teacher to control and regulate this process.”

Task is a goal oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by others. Examples include compiling a list of reasons, features, or things that are needed doing under particular circumstances; and solving a problem or designing a brochure. Willis (1996, p. 53) defines task as “a goal oriented activity in which learners use language to achieve a real outcome.” In other words, learners use whatever language resources they have in order to solve a problem, do a puzzle, play a game or share and compare experiences. According to Richards & Rodgers (2003, p. 289) “task is an activity or action which is carried out as the result of processing or understanding language (i.e. as a response).” For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as a task. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of tasks. The use of the variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. Tasks are activities which have meaning as their primary

focus. Success in task is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real life language use. “Task based language teaching takes a fairly strong view of Communicative Language Teaching. (Skehan, 1996, p. 20)”

The key assumptions of Task Based Language Teaching are summarized by Feez (1998, p.17) 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 of a task based syllabus are sequenced accordingly to difficulty.
- v. Difficulty of a task depends on range of factors including the previous experience of the learners, the complexity of the task, the language required to undertake the task, and the degree of support available.

Task based language teaching aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity 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 inter language. TBLT seeks to develop students’ inter language through providing a task and using language to solve it.

2.1.3 Theory of Language and Language Learning in TBLT

Task based language teaching is motivated primarily by a theory of learning. In this theory the learners learn more effectively when their minds are focused on the task rather than the language they are using. Skehan (1998, p. 14), puts forward five key characteristics of task:

- i. Meaning is primary.
- ii. Learners are not given other peoples' meaning to regurgitate.
- iii. There is some sort of relationship to comparable real world activities.
- iv. The task completion has some priority.
- v. The assessment of the task is in terms of outcome.

The task based view of language teaching based on the constructivist theory of learning and communicative language teaching methodology. TBLT is therefore predicted on the principle that having learners perform tasks which help them to develop knowledge and skill in the second language in accordance with the way their own language learning mechanism work. Tasks function as devices for creating the conditions required for language acquisition.

Key assumptions of task based instruction as summarized by Feez (1998 as cited in Richards & Rodgers, (2003), p. 224 are:

- i. Task Based Language Teaching 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 while engaged communicatively and purposefully in the activities and tasks.
- iv. Activities and tasks can be either:
 -) those that learners might need to achieve in real life;
 -) those that have a pedagogical purpose specific to classroom.
- v. Activities and tasks of a task based syllabus are sequenced according to the differently.

Pedagogically, TBLT has following principles and practices;

- i. A need based approach to content selection.

- ii. An emphasis on learning to communication through interaction in the target language.
- iii. The introduction of authentic texts into the learning situation.
- iv. A provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- v. An enhancement of the learners' own personal experiences as important contributing elements to classroom learning.
- vi. The linking of classroom language learning with language use outside the classroom.

2.1.4 Teaching Procedure of Task Based Language Teaching

A traditional model for the organization of language lessons has long been the PPP approach (presentation, practice, production). With this model individual language items (for example, the present continuous) are 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 this model of Task Based Learning described by Willis (1996, p p. 56-57), According to Willis, Task Based Learning is typically based on three stages.

Pre-Task Introduction to topic and task
Task cycle Task Planning Report
Language Focus Analysis Practice

(Source: Willis, 1996, p.52)

The first is the pre task stage during which the teacher introduces and defines topic and the learners are involved in activities that help them to recall words

and phrases that will be useful during the performance of main task. The teacher highlights useful words and phrases and helps learners to understand task instructions and prepare. Learners may hear a recording of others doing a similar task or read part of a text as a lead into a task.

During the task cycle stage, the students perform the task in pair 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 for the task and/or the teacher may conduct some form of practice of specific language features which the task has provoked.

The model of tasks activities of Willis which was presented by Ellis (2003, p.224) outlined the framework of task-based instruction into three different stages:

i. Pre-Task Activities

Learners first take part in a preliminary activity that introduces the topic, situation and 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 of related language and developing expectation about the topic. It is the negotiation between the teacher and the students in ELT classroom.

ii. While Task Activities

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 to 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.

iii. Post-Task Activities

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

2.1.5 Features of TBLT

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.

According to Ellis (2003, pp., 9-10), there are six different features of TBLT

- i. Task as a work plan: task incorporates the activities designed by teachers to engage the learners in communication.
- ii. A task involves a primary focus on meaning: Task involves the activities like information gap, opinion gap, reasoning gap that focus on meaning.
- iii. A task involves real-world process of language use: The activities like filling the form, writing e-mail, etc.
- iv. A task involves any of the four language skills: Oral skill of language is more practical.
- v. A task engaged cognitive process: This feature is related to the cognitive process like selecting, classifying, ordering, reasoning.

- vi. A task has clearly defined communicative outcomes: A task has non- linguistic outcome which serves as the goal of the activity for the learners.

2.1.6 Types of Task Activities

According to Prabhu (1987, as cited in Nunan (1996) pp.56-57) there are three types of tasks which were used in the Bangalore project.

i. 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.

ii. Reasoning Gap Activity

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

iii. Opinion Gap Activity

This activity involves identifying and articulating a personal preference, feeling or attitude in response to a given situation.

According to, Richards & Rodgers, as cited in Nunan (2004) has proposed the following types of task,

i. Information-Gap Tasks

These are tasks in which one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

ii. Problem-Solving Tasks

Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

iii. Decision-Making Tasks

Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

iv. Opinion Exchange Tasks

Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

According to Nunan (2004, pp. 19-21) There are two types of tasks:

i. Pedagogical Task

Nunan (2004) said there are two types of pedagogical tasks: (1) rehearsal task, this task bears a clear and obvious relationship to its corresponding real-world counterpart (2) activation task; this task is designed to encourage students to activate a range of language functions and structures.

ii. Real World

These are the hundred and one things we do with language in everyday life. These real world tasks should be transformed into pedagogical tasks.

According to Willis (1996, p. 149) listed the following types of tasks of TBLT:

- i. Listing:** Including a brainstorming and fact-finding, the outcome is completed list or draft mind map. This type of task can help train students' comprehension and induction ability.
- ii. Ordering, sorting:** Including sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific

criteria. These types might foster comprehension, logic and reasoning ability.

- iii. **Comparing:** This type of task includes matching, finding similarities, or differences. The outcome can be appropriately matched or assembled items. This type of task enhances students' ability of differentiation.
- iv. **Problem solving:** This type of task includes analyzing real situations, reasoning, and decision-making. The outcome involves solutions to the problem, which can then be evaluated. These tasks help promote students' reasoning and decision-making abilities.
- v. **Sharing experience:** These types of tasks include narrating, describing, exploring and explaining attitudes, opinions, and reactions. The outcome is usually social. These tasks help students to share and exchange their knowledge and experience.
- vi. **Creative tasks:** These include brainstorming, fact finding, ordering and sorting, comparing and many other activities. The outcome is an end product that can be appreciated by a wider audience. Students cultivate their comprehensive problem-solving abilities as well as their reasoning and analyzing abilities.

These tasks are listed from easy to difficult, and all of them reveal the recognition process of students. The tasks in TBLT should be applicable to real life to help students accomplish the tasks and show their communicative competence in classroom teaching and real life situations.

2.1.7 Roles of Teachers and Learners in TBLT

‘Role’ refers to the part that teachers and learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. According to Richards and Rodgers (2003) p-235), a number of specific roles for teachers are:

ii. Selector and sequencer of Tasks:

A central role of teacher is in selecting, adopting and/or creating the task themselves and then forming these into an instructional sequence in keeping with learners' needs, interests and language skill level.

i. Preparing learners for Tasks:

Topic introduction, classifying task instructions, helping students learn or recall useful words and phrases to facilitate task accomplishment and providing partial demonstration of task procedure come under this.

ii. Consciousness raising:

Attention focusing pre-task activities, text exploration, guided exposure to parallel tasks and use of highlighted materials etc.

Similarly, some specific roles of learners are:

i. Group participation:

In TBLT, learners carry out most of the activities as group participants. They are the leaders and followers in teaching learning process. Many tasks will be done in pairs or groups.

ii. Monitor:

Tasks have to be designed so that students have the opportunity to notice how language is used in communication. Learners themselves need to attend not only to the message in task work but also to the form in which such messages typically come packed.

iii. Risk taker and Innovator:

Many tasks will require creating and interpreting message for which they look full linguistic resources and prior experience. Practice in restating, paraphrasing, using paralinguistic signals and so on will often be needed.

2.1.8 Speaking Skill

Speaking is primarily a productive skill in the sense that language is primarily manifested in speech. Language is a means of communication and this act is performed through speech. In this connection, Ur (2006, p. 120) writes, “all the four language skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers of that language’”. Thus, learning to speak in foreign language is the most important task because those who can communicate in that language are referred to as the speakers of that language.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994, p 34). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why and in what ways to produce language (sociolinguistic competence) (Cunningham, 1999).

Skehan (1998) distinguished three aspects of production: (1) fluency; (2) accuracy and (3) complexity. This may also involve a greater willingness to take risks, and use fewer controlled language subsystems. This area has also taken a greater likelihood of restructuring that is development in the inter-language system.

Nunan (1992) mentioned another basic distinction when considering the development of speaking skills: distinguishing between dialogue and monologue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes. While all native speakers can and use language interactionally, not all native speakers have the ability to extemporize on a

given subject to a group of listeners. Brown and Yule (1983) suggested that most language teaching is concerned with developing skills in short, interactional exchanges in which the learner is only required to make one or two utterances at a time.

Nunan (1996) claimed that a successful oral communication should involve developing:

- The ability to articulate phonological features of the language comprehensibly;
- Mastery of stress, rhythm, intonation patterns; an acceptable degree of fluency;
- Transactional and interpersonal skills;
- Skills in taking short and long speaking turns;
- Skills in the management of the interaction;
- Skills in negotiating meaning;
- Conversational listening skills (successful conversations require good listeners as well as good speakers);
- Skills in knowing about and negotiating purposes for conversations;
- Using appropriate conversational formulae and fillers.

2.1.9 Component of Speaking

Speaking is a complex skill. It consists of several elements. Speaking abilities has often been compared with communicative ability and the components of communicative ability are considered to be the components of speaking ability. However there is no agreement on what exactly communicative ability consists of. Hymes (1997 as cited in Sharma & Phyak 2009, p. 218) theory of communicative competence consists of the interaction of grammatical, psycholinguistics, sociolinguistics, and probabilistic language components. Cannale and Swain (1980) mention that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence

and strategic competence. In the same way, Bachman (1990) includes three components: language competence, strategic competence and psycho-physiological mechanisms or skills.

Likewise, taking about the components of speaking, Nunan , (as cited Kayi, 2006, p.63) states that teaching speaking is to teach ESL learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use language quickly and confidently with few unnatural pauses, which is called as fluency.

2.1.10 Strategies for Developing Speaking Skill

Teaching is a very challenging job and task in which teachers have faced the many problems during the teaching and learning process and developing the students speaking power. Strategy is a generalized plan for a lesson which includes structures, desires learner behaviors in terms of goal of instruction an outline of practice necessary to implement the strategy.

Kayi (2006) has presented some speaking strategies;

- a) Discussion
- b) Role play
- c) Simulation
- d) Information
- e) Brainstorming
- f) Story telling
- g) Interview

- h) History completion
- i) Reporting
- j) Language game (playing cards)
- k) Picture narrating
- l) Picture describing
- m) Find the difference

English language learners have been taking the speaking as the difficult task at first sight but can be improved if we integrate speaking skill to the lesson. Classroom should provide various speaking situations like group interaction, role playing and presentations to boost of student confidence.

Group Interaction

It is necessary to use interactive strategies to help students build fluency while speaking. We have to spend our time talking about favorite music groups and song title.

Presentation

It is good ideas to give students opportunities to present information in order to develop the students speaking.

Role Play

Role play is a good way of getting students to speak in which students pretend they are in various social contexts and gave a variety of social roles. The teachers give information to the learners such as who they are and what they think or feel. The teacher can tell students “you are David; you go the doctors and tell him what happened last night and “(Harmer, 1984).

Simulation

It is one of the types of classroom techniques to develop the speaking effectively and communicatively in real life like situation, it is a group activity which imitates the situations usually in those which are likely to arise in one's real life professional situation.

Story Telling

Students can briefly summarize a tale or story heard from somebody or they may create their own stories to tell to their classmates. Story telling helps students to express ideas in the format of beginning, developments ending including the characters and setting. Students can tell riddles or jokes, for instance at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, teachers address the student's speaking ability and get the attention of the class.

Interview

Students can conduct interviews on selected topics with various people, it is a good idea that the teachers provides a rubric to students so that they know the types of questions to be asked and the path to follow conducting interviews with people who give students a chance to practice their speaking ability not only in class but also outside and helps them to become socialized. Each student can present their study to the class. They even can interview each other and introduce their partner to the class.

Picture Narrating

This activity is based on several pictures. Students are asked to tell the story being based on the sequential pictures. Students have to pay attention to the criteria provided by the teacher in the rubric, rubrics can include vocabularies structures they need while narrating.

Finding the Differences

For this activity, students can work in pairs and each couple is given two different pictures, for example, pictures in of boy's football and another picture of girls playing tennis. Students in pairs discuss the similarities and differences in pictures.

2.2 Review of Empirical Literature

Many researchers have been carried out in the field of English language teaching. Here, this section is an attempt to review the related studies. Some of the scholars and researchers have been reviewed considering them as related literature.s

Oli (2005) carried out an experimental research entitled 'The Effectiveness of Task-Based Technique for Teaching Simple Present Tense'. The main objective of this study was to find out the effectiveness of task based techniques for teaching simple present tense. The sample of his study consisted of thirty four students of class nine from public school at Doti. He selected thirty four students of class nine as the sample through simple random sampling procedure. He used test items as the tool for data collection. The findings of his study suggested that task-based techniques are very effective in teaching simple present tense. He also suggested implementing TBLT in classroom to teaching grammar.

Khadka (2007) carried out an experimental research on 'Task Based and Form Focused Techniques of Teaching Grammar'. The main objectives of his research were to compare the applicability and suitability of task based and form focused techniques and find out their effectiveness. In order to carry out the research, twenty five students of class nine in Janta Higher Secondary School were selected through simple random sampling procedure. He used test items for data collection. He compared both techniques in teaching grammar

and his research finding was task based technique is more effective in teaching grammar than form-focused technique.

Niroula (2010) conducted a research on 'Using Task-Based Approach to Teaching Grammar'. The main objective of his research was to find out the effect of TBLT in teaching grammar. He conducted his research in grade eight of Sansarimai Secondary School, Sindhupalchowk. The sample of his study consisted of forty students of class eight and sampled through simple random sampling procedure. Test items were the major tool for data collection in his study. He concluded the task-based language teaching was more effective in teaching grammar, in English classroom.

Bam (2010) conducted an experimental research entitled "The effectiveness of task-based techniques in teaching reading comprehension". The major objective of his study was to find out the effectiveness of task-based techniques in teaching reading comprehension. In order to carry out the research, sixty students of class ten were selected through simple random sampling procedure. Test items were the major tool for data collection in his study. He selected sixty students from Rastriya Navajagri Higher Secondary School of Kailali district. The major finding of the study was that the experimental group performed better than the control group in all eight test items.

Joshi (2010) carries out an experimental research entitle 'The Effectiveness of Task Based Approach in Teaching Reading'. The main objective of her study was to find out the effectiveness of task-based approach in teaching reading. She randomly selected thirty five students of class ten of Bardiya district. She used test items as the tool for collecting data. She selected thirty five students as the sample of the study through simple random sampling procedure. The major finding of the research was task based approach is more fruitful in teaching reading.

Pandey (2011) carried out an experimental research entitled 'Effectiveness of Task-Based Approach in Teaching Creative Writing'. The main objective of

this study was to find out the effectiveness of task-based approach in teaching creative writing. For her study, she randomly selected thirty students of grade ten of a public school in Nawalparasi. She used test items as the tool to collect data. The major finding of her study was that task-based approach was more effective than usual classroom teaching methods in teaching creative writing.

Bhandari (2011) carried out an experimental research entitled 'Effectiveness of Task-Base Language Teaching in Teaching Writing'. The main objective of this research was to find out the effectiveness of task-based language teaching in teaching writing skills. He conducted his research in Ghanghasya Secondary School and selected twenty students for grade ten as the sample through simple random sampling procedure. He used test items for the major tool for data collection. He used experimental research design. The major finding of the research was that task based language teaching was very effective in developing students' writing skill at the secondary level students.

Bhatt (2011) carried out an action research entitled 'Effectiveness of Task-Based Approach in Teaching Vocabulary'. The main objective of this research was to find out the effectiveness of task-based language teaching in teaching vocabulary. The study was conducted in Dasharath Chandra Secondary School, Dhading. The population of his study consisted of thirty students of class ten selected through simple random sampling procedure. He used test items for data collection tool. He used experimental research design. The major finding of his study was task based approach was very effective in developing students' vocabulary at the secondary level students.

Lamichhane (2012) carried out a thesis entitle 'Use of Task-Based Language Teaching in Nepalese Context'. The main objective of his study was to find out challenges faced by the English language teachers in the use of task-based language teaching. He selected forty English teachers of higher secondary level school of Kaski district through simple random sampling procedure. He used questionnaire as the tool for data collection. He used survey research design of

his study. The major finding of his study was that lacks of sufficient training on ELT, large number of students, fixed classroom management, present examination system, learner's low level of language proficiency were main problem to use TBLT in Nepalese context.

2.3 Implications of the Review for the Research

The above reviewed works were to some extent related to the researchers' study. After reviewing these works the researcher got lots of ideas regarding Task-Based approach. These above mentioned works gave theoretical bases to conduct this study. To be more specific, the researcher got information on survey research design and knowledge about task-based language teaching from the works of Oli (2005), Pandey (2011), Niroula (2010), Bhandari (2011), Bhatt (2011), Bam (2010),Khadka (2007), Joshi (2010), and Lamichhane (2012).

The research study of Oli (2005) provides the formulation of objectives and research question that provide a lot of help to carry out the research in the systematic way. It also supports finding out the research tools for this study.

The research work of Khadka (2007) gives the delimitation of the study and research question to carry out of my research study. This research work helps developing data collection tools for this study.

The research work of Niroula (2010) helps formulating the research questions and to develop the data collection tools. This research work also helps to select sample and to formulate the sampling procedure of my study.

The research works of Bam (2010) provides design methodology and formulate the research questions. This study gives an idea about task based language teaching.

The research study of Joshi (2010) helps in formulating the objectives and selecting the population of the study. This research work gives idea about formulating the research questions of my study.

The research work of Pandey (2011) provides to formulate the objective, and to get idea about how to make research questions, to carry out my research work.

The research work of Bhandari (2011) helps to formulate the research questions and develop data collection tool.

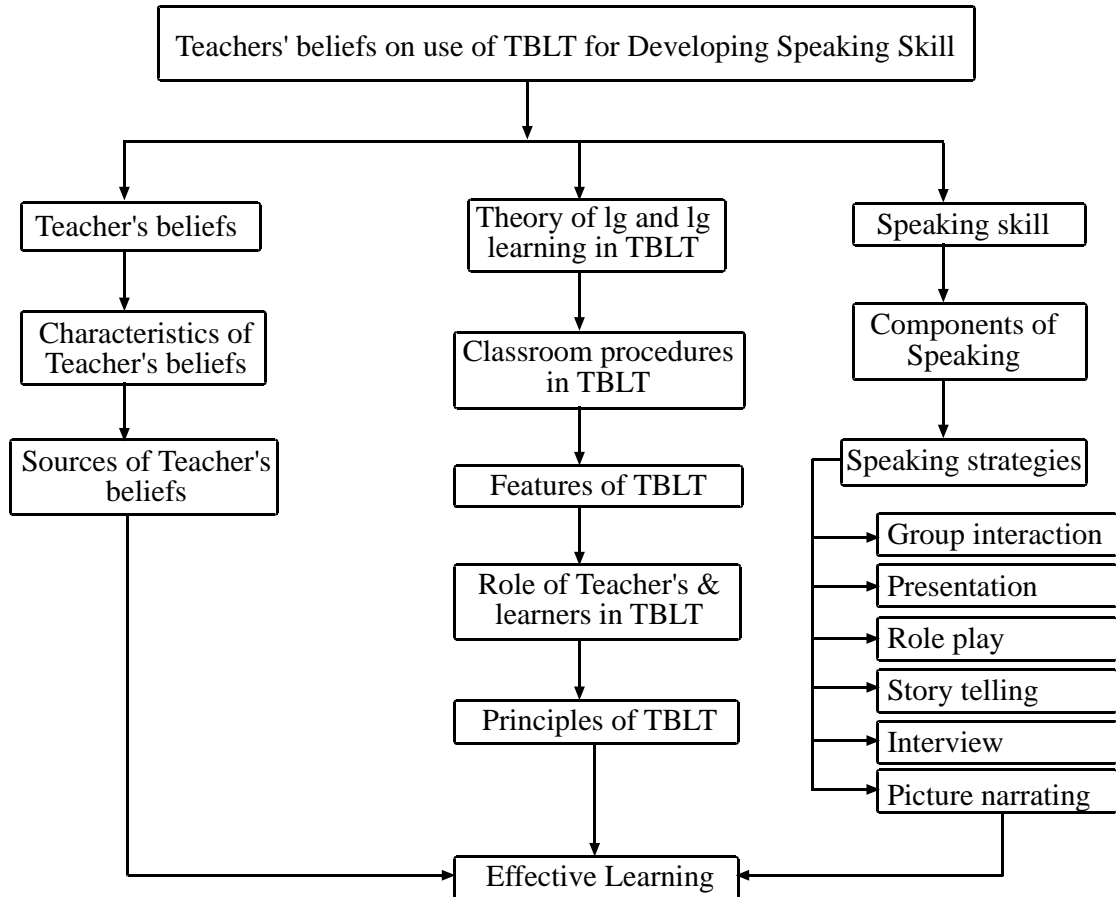
The research work of Bhatt (2011) provides knowledge about task based language teaching.

The research work of Lamichhane (2012) gives idea about task based language teaching briefly. This research study provided me to formulate the objectives of my study. This research study helped me to get idea about survey research design and to formulate the data collection tools for my study.

These works helped a lot to carry out this research. Moreover, these previous works helped the researcher to formulate objectives, make research questions, design methodology and develop data collection tool. Finally, the aforementioned research works was great value to carry out this research.

2.4 Theoretical and Conceptual Framework

Conceptual framework is the representation of understanding of theories. It is a written or visual presentation that explains the main things to be studied. The conceptual framework of this study is as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the overall plan for conducting a research work This section incorporates the design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

3.1 Research Design

The researcher had follow survey research design as the nature of the study demanded to find out the teachers' beliefs on the use of TBLT for developing speaking skill in their ELT classes. Surveys are used mostly in large scale researches. This means, survey research is carried out in a large number of populations in order to find out the public opinions in certain issues and the behaviors of certain professionals and others. It studies large and small populations by selecting and studying sample chosen from the populations. In this regard, Cohen and Manion (as cited in Nunan, 1992, p. 140), " Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale studies carried out by single researcher." Similarly, Cohen et al. (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation.

This study was survey research design because of the following reasons:

- i. This study had been conducted to reveal the beliefs of English teacher about use of TBLT and also to identify speaking techniques prefer to use by secondary level teachers while teaching at classroom.
- ii. Sample of the population was carried from the large number.
- iii. Data was collected at a single time.
- iv. The findings were generalized to the whole population.

This study was an attempt to expose what are the beliefs or attitudes of the ELT teachers of Ilam towards TBLT and its implementations in language classes. Knowing whether the teachers use TBLT or not while teaching English was one of the aims of this study. The researcher thought, the objectives of this study could be achieved through survey research. Therefore, the researcher followed the survey research design.

Similarly, Nunan (1992, p. 46) suggest the following eight steps procedures of survey research:

- Step: 1 Define objective
- Step: 2 identify the target population.
- Step: 3 Literature review.
- Step: 4 Determine sample.
- Step: 5 Identify survey instruments.
- Step: 6 Design survey procedures.
- Step: 7 Identify analytical procedure.
- Step: 8 Determine reporting procedure.

3.2 Population and Sample

Survey research demands a large number of populations. The number of the sample population of this study consists of the ELT teachers who were teaching at secondary level in public schools of Ilam district. The researcher sampled thirty teachers from different schools. The researcher selected thirty public schools and from each school one respondent was selected. Thus, the finding could be generalized to the whole population. The required sample was selected according to the purpose of the study and feasibility of the researcher used purposive non-random sampling procedure.

3.3 Research Tools

The researcher used questionnaire for collecting the data. The framework of questionnaire was both open-ended and close-ended. The questionnaire was

designed to get teachers' beliefs' on use of task based language teaching for developing their speaking skill.

3.4 Sources of Data

The researcher used both primary and secondary sources of data. Primary sources were used for collecting data and secondary sources were used to extend the theoretical knowledge on task based language teaching.

Primary Sources: Teachers of secondary level in teaching public school were primary sources.

Secondary Sources: Authentic books; internet sources, websites, journals, articles, and I consulted, Ellis(2003), Nunan(2004), Willis(1996), Kayi (2006), Hedge (2008) Harmer (1984), Parbhu (1987).

3.5 Data Collection Procedures

To collect the data for this study, the researcher had followed the following procedures:

- i. At first, the researcher selected the schools according to the purpose of the study and feasibility.
- ii. Then, the researcher visited the selected schools and took the permission from the school authority and contacts the respondents.
- iii. After this, the researcher built rapport with respondents.
- iv. Questionnaire was distributed to the respondents.
- v. The researcher collected the questionnaire back after a week from the date of distribution.

3.6 Data Analysis Procedures

The collected raw data were analyzed qualitatively and quantitatively to come to the conclusions as the nature of survey study demand. To be specific, the

researcher had analyzed the data descriptively and statistically using simple statistical tools such as measure of frequency and percentile.

3.7 Ethical Considerations

During the study, the researcher had adopted the following ethical considerations.

The researcher took consent with respondents. Then had maintained confidentially regarding the information of respondent's. The researcher did not use the data in any of the causes except for my study without permission of respondents. The researcher did not analyze data subjectively. The researcher gave attention on accuracy, honesty and truthfulness.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation of the collected data. The raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in narrative form. In contrary, the quantitative data were analyzed and interpreted using simple statistical tools such as measures of frequency and percentile.

4.1 Analysis and Interpretations of the Data

In this section, the researcher has analyzed the obtained data and interpreted it. The data have been analyzed under the following sub-headings:

- i. Holistic Analysis of Data
- ii. Item-wise Analysis of Data

4.1.1 Holistic Analysis of Data

The researcher had put the responses of close-ended questions of the English teachers in a single table that revealed their overall beliefs on the use of TBLT for developing speaking skill. The numbers of close-ended questions were fifteen. Out of fifteen questions, five questions had the frequency items i.e., always, often, sometimes, randomly, never. Likewise, five questions had the common alternatives i.e., strongly agree, agree, neutral, disagree, strongly disagree. Then five questions had categorical items i.e. yes, no items.

The following table shows frequency of English Teachers' Beliefs on the Use of TBLT:

Table 1
English Teachers' Beliefs on the Use of TBLT

Beliefs		Responses									
		Always		Often		Sometime		Randomly		Never	
		NR	%	NR	%	NR	%	NR	%	NR	%
1.	How often do you conduct role play?	18	60	-	-	12	40	-	-	-	-
2.	How often do you conduct story telling?	10	33	8	27	12	40	-	-	-	-
3.	How often do you prefer to conduct picture describing?	24	80	6	20	-	-	-	-	-	-
4.	How often have you conducted small group work?	6	20	14	47	10	33	-	-	-	-
5.	How often do you conduct pair work?	8	27	6	20	12	40	4	13	-	-

The table 1 shows that 60% (18) of the teachers responded 'always' that they used role play technique and 40% (12) of the teachers responded 'sometimes' that they used role play techniques in their secondary level classroom. No one responded 'often', 'randomly' and 'never'. It shows that majority of teachers preferred to use role play in their secondary level classroom and they were familiar with TBLT method.

Regarding the statement of conducting story telling technique for developing speaking skill, 33% (10) of the teachers' responded 'always' that they used story telling techniques in their secondary level classroom. Likewise 27% (8) of the teachers' responded 'often' that they used story telling techniques in

their secondary level classroom and 40% (12) of the teachers' responded 'sometimes' used story telling for developing speaking skill to their learners.

Regarding the statement of conducting picture describing technique for developing speaking skill shows that majority of the teachers i.e. 80% (24) responded 'always' that they used story telling technique for developing speaking skill of the learners and 20% (6) of the teachers' responded 'often' that they used story telling technique for developing speaking skill. No one responded to sometimes, randomly and never. Overall, almost all the teachers preferred this picture describing technique for developing speaking skill and it was the most dominant method among all the techniques.

Regarding the statement of conducting small group work for developing speaking skill shows that few number of teachers, that is 20% (6) responded 'always' that they used small group work in their secondary level classroom, 47% (14) of the teachers' responded 'often' that they used small group work for developing speaking skill in their secondary level classroom, and 33% (10) of the teachers' responded 'sometimes' that they used small group work for developing speaking skill to their learners. No one responded randomly and never for this statement.

Regarding the statement of conducting pair work technique for developing speaking skill shows that 27 % (8) of the teachers' responded 'always' that they used pair work technique to their secondary level classroom , 20% (6) of the teachers' responded 'often' that they used pair work for developing speaking skill to the learners, 40% (12) of the teachers' responded 'sometimes' that they used pair work to their secondary level classroom and 13% (4) of the teachers' responded 'randomly' that they used pair work for developing speaking fluency to their learners. No one responded 'never' for this statement.

The following table shows response of English Teachers' Beliefs on TBLT Concepts:

Table 2
English Teachers' Beliefs on TBLT Concepts

Beliefs		Responses									
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
6.	TBLT creates a collaborative learning environment.	20	67	10	33	-	-	-	-	-	-
7.	TBLT based on the student centered instructional approach.	18	60	12	40	-	-	-	-	-	-
8.	A task is an activity in which the target language is used by the learners.	6	20	16	53	2	7	6	20	-	-
9.	TBLT materials in textbooks are meaningful and purposeful based on the real world context.	16	54	10	33	4	13	-	-	-	-
10.	TBLT can be implemented in your secondary level learners.	4	13	16	54	4	13	6	20	-	-

In similar vein, the above mentioned table 2 shows that 67 %(20) of the responded 'strongly agree' that they created collaborative learning environment to secondary level classroom, 33% (10) of the teachers' responded 'agree' that they created collaborative learning environment and no one responded 'neutral', 'disagree' and 'strongly disagree' to the statement on TBLT creates

collaborative learning environment for developing speaking skill of the learners.

Regarding the statement of TBLT based on student centered approach that 60% (18) of the teachers' responded 'strongly agree' that they preserved TBLT based on student centered approach for secondary level learners, 40% (12) of the teachers' responded 'agree' that they preserved TBLT based on student centered approach to their learners and no one responded 'neutral', 'disagree' and 'strongly disagree' for the statement of TBLT based on the student centered instructional approach for developing speaking skill of the learners.

Regarding the statement of task used target language for classroom activities that 20 % (6) of the teachers' responded 'strongly agree' that they preserved target language used for classroom activities to their secondary level classroom, 53% (16) of the teachers' responded 'agree' that they preserved target language used for classroom activities to their secondary level learners, 7 % (2) of the teachers' responded 'neutral' that they preserved target language used for classroom activities to their secondary level classroom and 20% (6) of the teachers' responded 'disagree' and no one responded 'strongly disagree' for the statement of task is an activity in which the target language is used by the learners.

Regarding the statement of TBLT materials should be meaningful and purposeful based on real world context shows that 54% (16) of the teachers' responded 'strongly agree' that they preserved materials should be based on real world context for secondary level classroom, 33% (10) of the teachers' responded 'agree' that they preserved teaching materials should be based on real world context, and 13% (4) of the teachers' responded 'neutral' that they preserved materials should be based on real world context. No one responded 'disagree' and 'strongly disagree' for the statement of TBLT materials in textbooks are meaning and purposeful based on the real world context.

Regarding the statement of TBLT can be implemented in secondary level classroom for developing speaking skill that 13% (4) of the teachers' responded 'strongly agree', 54 % (16) of the teachers' responded 'agree', 13% (4) of the teachers' responded 'neutral', and 20% (6) of the teachers' responded 'disagree' for the statement TBLT can be implemented in your secondary level learners for developing speaking skill. So, it can be generalized that English teachers in the public schools of Ilam are familiar and positive with TBLT.

The following table shows response of English Teachers' Beliefs on the use of TBLT:

Table 3
English Teachers' Beliefs on the Use of TBLT

Beliefs		Responses			
Q.N.		Yes	%	No	%
11.	Do you think discussion is one of the best ways to practice task based language teaching for developing speaking skill?	26	87	4	13
12.	Do you think task based language teaching is appropriate for developing speaking skill in your classroom environment?	22	73	8	27
13.	Do you think your students are ready enough to engage for various sorts of interaction?	10	33	20	67
14.	Do you think task based language teaching gives more emphasis on interactive classroom?	24	80	6	20
15.	Do you think TBLT designs to engage learners' authentic text for meaningful purpose?	18	60	12	40

Table 3 shows that 87% (26) of the teachers' responded 'yes' that they preserved discussion is the one of the best ways to practice TBLT in secondary level classroom. 13% (4) of the teachers' responded 'no' that they preserved discussion is one of the best ways to practice task based language teaching for developing speaking skill.

The question 12 shows that 73% (22) of the teachers' responded 'yes', and 27% (8) of teachers responded 'no' for the statement of TBLT is appropriate for developing speaking skill in your classroom environment.

The question 13 shows that 33% (10) of the teachers' responded 'yes', and 67% (20) of teachers responded 'no' that they preserved students are ready enough to engaged for various sorts of interaction.

The question 14 shows that 80% (24) of the responded 'yes' , and 20% (6) teachers responded 'no' for the statement of TBLT gives more emphasis on interactive classroom.

The question 15 shows that 60% (18) of the teachers' responded 'yes', and 40% (12) of teachers responded 'no' that they preserved TBLT designs to engage learners' authentic text for meaningful purpose.

4.1.2 Item-wise Analysis of Data

Here, the researcher has made item-wise analysis of data.

4.1.2.1 Analysis of Frequency of Using Role Play in Classroom

The following table shows the frequency of using role play by the English teachers in ELT classroom:

Table 4
Using Role Play

Belief		Responses									
		Always		Often		Sometimes		Randomly		Never	
Q.N.		NR	%	NR	%	NR	%	NR	%	NR	%
		1.	How often do you conduct role play?	18	60			12	40		

From the above mention table 1 it had been found that 60% (18) of the teachers' responded 'always' that they used role play in secondary level classroom and 40% (12) of the teachers' responded 'sometimes' used role play techniques of TBLT in their classes. No one responded to often, randomly and never to the use of CLT. So, it can be generalized that English teachers in the public schools of Ilam were familiar and positive with TBLT. It had been found that many teachers of English language prefer to use role play activity in language classroom as it offers an opportunity to students to use language in real context. Like many other approaches, TBLT entered the language field from the educational main stream.

4.1.2.2 Analysis of Frequency of Using Story Telling in Classroom

The following table shows the frequency of using story telling by the English teachers in ELT classroom:

Table 5
Using Story Telling

Belief		Responses									
		Always		Often		Sometimes		Randomly		Never	
Q.N.		NR	%	NR	%	NR	%	NR	%	NR	%
2.	How often do you conduct story telling?	10	33	8	27	12	40				

The table 2 shows that majority of the teachers were i.e. 40% (12) of teachers responded 'sometimes' for conduct story telling technique. The 33% (10) of the teachers' responded 'always' that they used story telling technique in their classroom. The 27% (8) of the teachers' responded 'often' that they used story telling for developing speaking skill. No one responded to randomly and never. From this above mention data the secondary level teachers used storytelling technique in their classroom and also familiar to this method very well. Thus, it can be generalized that the ELT teachers of Ilam hold positive belief for TBLT and appreciate it. From the above mention table 2 clearly shows that story telling is one of the interesting and collaborating methods in teaching learning field.

4.1.2.3 Analysis of Frequency of Using Picture Describing in Class

The following table shows the ELT teachers' belief of picture describing for developing speaking skill:

Table 6
Using Picture Describing

Belief		Responses									
		Always		Often		Sometimes		Randomly		Never	
Q.N.		NR	%	NR	%	NR	%	NR	%	NR	%
3.	How often do you prefer to conduct picture describing?	24	80	6	20						

The table 3 shows that majority of the teachers were used picture describing technique, i.e., 80% (24) of the teachers' responded 'always' used picture describing for developing speaking skill in their classroom. The few numbers of teachers i.e. 20% (6) of the teachers' responded 'often' used picture describing in their classroom. No one responded sometime, randomly and never for this statement. From the above mention data the most prefer technique was picture describing among all. Here 80% teachers were always used this method in their classroom for develop their student speaking skill. So, picture describing method is the most dominant method in teaching learning field. Thus, it can be generalized that the ELT teachers of Ilam were familiare with TBLT and it is one of the best method for developing speaking skill and appreciate it.

4.1.2.4 Analysis of Frequency of Small Group Work in Classroom

The following table shows the ELT teachers' belief on conduct small group work in classroom;

Table 7
Small Group Work

Belief		Responses									
		Always		Often		Sometimes		Randomly		Never	
Q.N.		NR	%	NR	%	NR	%	NR	%	NR	%
4.	How often do you conduct small group work ?	6	20	14	47	10	33				

This table 4 shows that almost all the teachers opined that TBLT gives learners more opportunities to conduct interactive activities in the classroom. To be specific, 47% (14) of the teachers' responded 'often' that they used small group work in their class, 33% (10) of the teachers' responded 'sometime' that they used this statement and a few number of teachers i.e. 20% (6) of the teachers' responded 'always' that they used TBLT provides learners with more opportunities to involve in small group work and interaction. Most of the ELT teachers were familiar with small group work and they encourage the learners with such hands on activities. Thus, it can be said that the ELT teachers of Ilam believe that TBLT as a learner-centered method and they were prefer to use this method.

4.1.2.5 Analysis of Frequency of Conduct Pair Work in Classroom

The following table shows the ELT teachers' belief on conduct pair work in classroom;

Table 8
Using Pair Work

Belief		Responses									
		Always		Often		Sometimes		Randomly		Never	
Q.N.		NR	%	NR	%	NR	%	NR	%	NR	%
5.	How often do you conduct pair work?	8	27	6	20	16	53				

Regarding the statement, conduct pair work for developing speaking fluency, 53% (16) of the teachers' responded 'sometimes', 27% (8) of the teachers' responded 'always' and 20% (6) of the teachers' responded 'often' that they used pair work for developing speaking fluency to the secondary level learners. Specially, pair work refers to involvement of two students for their certain purpose such as speaking practice, introducing for each other, asking for information etc. For developing speaking skill there must be practice in classroom so pair work is one of the best method for better result. It clearly shows that the ELT teachers of Ilam believe that TBLT as a useful teaching method that aims to develop fluency to engaged pair work at their classroom. Thus, it can be generalize that pair work was the best method to develop speaking skill in secondary level classroom in Ilam.

4.1.2.6 Analysis of TBLT Creates Collaborative Environment

The following table shows the ELT teachers' belief on TBLT creates collaborative learning environment;

Table 9
TBLT Creates Collaborative Environment

Belief		Responses									
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
Q.N.		NR	%	NR	%	NR	%	NR	%	NR	%
6.	TBLT creates collaborative learning environment.	20	67	10	33						

The above mentioned table 6 shows that 67% (20) of the teachers' responded 'strongly agree', 33% (10) of the teachers' responded to 'agree', and no one responded 'neutral', 'disagree' and 'strongly disagree' that they preserved TBLT creates collaborative learning environment in secondary level learners. We came to know that nearly 70% teachers (20 teachers) have strong view on the use of TBLT as they believed that TBLT is the best way to interactive learning method. The maximum numbers of teachers were positive with the TBLT method and it creates the collaborative learning environment for developing speaking skill to the learners. Absolutely, TBLT creates such collaborative environment in classroom because every student should be interacting with each other for solved their problem.

4.1.2.7 Analysis of TBLT as the Student-Centered Approach

The following table shows the ELT teachers' belief on TBLT in relation to student centered approach:

Table 10
Student Centered Approach

Belief		Responses									
Q.N.		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%	NR	%
7.	TBLT as student centered approach	18	60	12	40						

The table 7 shows that, 60% (18) of the teachers' responded 'strongly agree' that they preserved TBLT as student centered approach for developing speaking skill in secondary level classroom. 40% (12) of the teachers' responded 'agree' that they preserved TBLT based on student centered method for developing speaking skill. No one responded to 'neutral', 'disagree' and 'strongly agree'. The data suggests that generally teachers believe on the use of TBLT is totally student centered approach. This shows that there is an acknowledgement in some accounts in TBLT that learners enjoy and learn at the same time in the process of TBLT implementations. However, TBLT may be favorable to the students who learn interdependently and with great interest but unfavorable to some who have low proficiency in English language. Through the data obtained, it had been found that majority number of teachers claimed that TBLT is based on the student centered instructional approach.

4.1.2.8 Analysis of Target Task Used by Learners

The following table shows the ELT teachers' belief on TBLT in relation to target task used by learners:

Table 11
Target Task Used by Learners

Belief		Responses									
Q.N.		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%	NR	%
8.	Task used by the target language learners	6	20	16	53	2	7	6	20		

Above table 8 shows that 53% (16) of the teachers' responded 'agree' that they preserved target task used by secondary level learners. Then 20% (6) of the teachers' responded 'strongly agree', 20% (6) of the teachers' responded 'disagree' and 7% (2) of the teachers' responded 'neutral' that they preserved task used by target language learners in secondary level classroom. Thus, it can be generalized that many teachers of Ilam are in favor of TBLT method. The maximum number of teachers believed that task is an activity in which target language is used by the learners.

4.1.2.9 Analysis of Materials Based on Real World Context

The following table shows the ELT teachers' belief on TBLT in relation to real world materials:

Table 12
Based on Real World Materials

Belief		Responses									
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
Q.N.		NR	%	NR	%	NR	%	NR	%	NR	%
9.	TBLT materials are based on real world context	16	54	10	33			4	13		

The table 9 shows that 54% (16) of the teachers' responded 'strongly agree', 33% (10) of the teachers' responded 'agree' and 13% (4) of the teachers' responded 'disagree' that they preserved TBLT materials based on real world context. It can be generalized that materials can be used meaningful and purposeful context. Most of the teacher used the real and contextual materials. It had been found that many teachers of English language used real world materials in language classroom as it provides the students to used language in real context.

4.1.2.10 Analysis of TBLT Implemented in Secondary Level Class

The following table shows teachers' belief on implementing TBLT in classroom

Table 13
Practice of Implementation of TBLT

Belief		Responses									
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
Q.N	.	NR	%	NR	%	NR	%	NR	%	NR	%
10.	TBLT can implemented in secondary level	4	13	16	54	4	13	6	20		

The table 10 shows that 54% (16) of the teachers' responded 'agree', 20% (6) of the teachers' responded 'disagree', 13% (4) of the teachers' responded 'strongly agree', 13% (4) of the teachers' responded 'neutral' that they preserved TBLT can be implemented in secondary level classroom for developing speaking skill. It can be generalized that majority numbers of ELT teachers of Ilam feel positive in using TBLT in their respective classes. On the basis of this data, we can generalize that the maximum number of ELT teachers of Ilam advocate for TBLT and its usefulness in language classroom.

4.1.2.11 Analysis of Practice of Discussion in TBLT

Here, the given table shows teachers' belief on practicing TBLT in the classroom:

Table 14
Practice of Discussion in TBLT

Belief		Responses			
Q.N.		Yes		No	
		NR	%	NR	%
11.	Discussion is best way to practice TBLT	26	87	4	13

The table 11 shows that the maximum number of teachers i.e., 87% (26) of the teachers' responded 'yes' that they preserved discussion is best way to practicing TBLT for developing speaking skill and 13% (4) expressed their dissatisfaction that means 'no' that they preserved discussion is the best way to practice TBLT in secondary level classroom. Thus, it can be said that most of the ELT teachers of Ilam hold positive belief for TBLT and discussion is the best method for secondary level learners.

4.1.2.12 Analysis of TBLT Appropriate for Speaking Skill

Here, the given table shows teachers' belief on practicing TBLT in the classroom:

Table 15
Appropriate Practice of TBLT in Classroom

Belief		Responses			
Q.N.		Yes		No	
		NR	%	NR	%
12.	TBLT is appropriate for developing speaking skill	22	73	8	27

Here, table 12 shows that, the 73% (22) of the teachers' responded expressed their agreement that is 'yes' that they preserved TBLT is appropriate for

developing speaking skill in secondary level classroom and 27% (8) expressed their disagreement that is 'no' with this statement. On the basis of this data, we can generalize that the maximum number of ELT teachers of Ilam advocates for TBLT and its usefulness in language classroom and they were familiar with this technique.

4.1.2.13 Analysis of Students involves in Interaction

Here, the given table shows teachers' belief on involving learners to interaction in classroom

Table 16
Students engage in interaction

Belief		Responses			
Q.N.		Yes		No	
		NR	%	NR	%
13.	Students are ready for interaction	10	33	20	67

Here, table 13 shows that a few number of the teachers i.e., 33% (10) of the teachers' responded 'yes' that they preserved students are ready to engaged for various sorts of interaction for developing speaking skill and majority numbers of teacher i.e. 67 % (20) of the teachers' responded 'no' that they preserved students are ready to engaged for various sorts of interaction for developing speaking skill. Thus, it can be generalized that interaction in class is one of the distractive factors in implementing TBLT. Most of the teachers of Ilam believed that students did not want to engage various sorts of interaction in the class and it is the problem seen in the field of ELT.

4.1.2.14 Analysis of TBLT Emphasis on Interactive Classroom

Here, the given table shows teachers' belief on practicing interactive classroom:

Table 17
Emphasis on Interactive Classroom

Belief		Responses			
Q.N.		Yes		No	
		NR	%	NR	%
14.	TBLT emphasis on interactive classroom	24	80	6	20

Here table 14 shows that, regarding the statement TBLT gives more emphasis on interactive classroom, the maximum number of teachers i.e., 80% (24) of the teachers' responded 'yes' that they preserved TBLT emphasis on interactive classroom for developing speaking skill and 20% (6) of the teachers' responded 'no' that they preserved TBLT emphasis on interactive classroom for developing speaking skill. It can be said that many ELT teachers believe that TBLT emphasizes on interactive classroom while using language. Most of the ELT teachers express their agreement with this statement.

4.1.2.15 Analysis of TBLT Emphasis on Authentic Materials

Here, the given table shows teachers' belief on TBLT use of authentic materials

Table 18
Emphasis on authentic materials

Belief		Responses			
Q.N.		Yes		No	
		NR	%	NR	%
15.	TBLT emphasis on authentic materials	18	60	12	40

The table 15 shows that, majority numbers of teacher express their positive view on TBLT emphasis on engage learners' authentic materials, i.e. 60%(18) of the teachers' responded 'yes' and 40% (12) of the teachers' responded 'no' that they preserved TBLT emphasis on authentic materials for developing speaking skill in secondary level classroom. Thus, it can be generalized that most of the teachers of Ilam believed that TBLT emphasis on the authentic materials in secondary level learners.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions of the research and recommendations of the study on the basis of presentation, analysis and interpretation of the collected data. The following conclusions and recommendations have been drawn on the basis of analyzed data:

5.1 Summary of Findings

On the basis of careful observation, analysis and interpretation of the responses of the students to survey questionnaire, the following major findings were drawn:

-) Regarding the frequency of using role play 60% of the teachers' responded 'always' that they used role play for developing speaking skill in secondary level learners.
-) Regarding the frequency of conducting storytelling 33% of the teachers' responded 'always' that they used storytelling technique for developing speaking skill in secondary level learners.
-) Regarding the frequency of conducting picture describing 80% of the teachers' responded 'always' that they used for developing speaking fluency.
-) Regarding the frequency of conducting small group work the 20% of the teachers' responded 'always' that they used for developing speaking skill.
-) Regarding the frequency of conducting pair work 27% of the teachers' responded 'always' that they used for developing speaking fluency to their learners.
-) To talk about TBLT creates collaborative learning environment 67% of the teachers' responded 'strongly agree' whereas 33% of the teachers' responded 'agree' for this statement.

-) For the statement of TBLT is based on students centered instructional approach, 60% of the teachers' responded 'strongly agree' and 40% of the teachers' responded 'agree' on this statement.
-) In terms of task based activity, 20% of the teachers' responded 'strongly agree' on the statement task is an activity which the target language is used by the learners.
-) Regarding the statement of materials are based on real world context the 54 % teachers responded 'strongly agree' on this statement respectively.
-) Regarding the statement of implementation of TBLT 13% of the teachers' responded 'strongly agree' and 54% of the teachers' responded 'agree' on this statement respectively.
-) Regarding the statement of discussion is the best way to practice task based language teaching, 87% of the teachers' responded 'yes' and 13% of the teachers' responded 'no' on this statement respectively.
-) On the statement of TBLT is appropriate for developing speaking skill 73% of the teachers' responded 'yes' and 27% of the teachers' responded 'no' for this statement respectively.
-) On the statement of students are ready to engage for various sorts of interaction, 33% of the teachers' responded 'yes' and 67% of the teachers' responded 'no' for this statement respectively.
-) On the statement of TBLT gives more emphasis on interactive classroom, 80% of the teachers' responded 'yes' and 20% of the teachers' responded 'no' for this statement respectively.
-) On the statement of TBLT designs to engaged learners' authentic text for meaningful purpose, 60% of the teachers' responded 'yes' and 40% of the teachers' responded 'no' for this statement respectively.

5.2 Conclusions

The major conclusions of this study were as below:

- i Teachers' beliefs on the use of TBLT varies. The ELT teachers of Ilam believe that TBLT is the best way to teach English. They also believe that TBLT provides learners with more opportunities to use language and aims to develop ability in them.
- ii To compare various speaking strategies or techniques mentioned in the questionnaire, viz. role play, storytelling, picture describing, small group work and pair work among them picture describing was found to be the most dominant that 80% (24) teachers used this technique.
- iii. To compare with TBLT concepts or beliefs mentioned in questionnaire, 'TBLT creates collaborative learning environment for developing speaking skill of the learners' was the most dominant that 67% (20) of the teachers used.
- iv. To compare with categorical types of TBLT concepts mentioned in questionnaire, 'discussion is one of the best ways to practice TBLT for developing speaking skill' was the most dominant concepts that 87% (26) teachers expressed their agreement on this statement.

5.3 Recommendations

On the basis of the above mentioned conclusions, the following things have been recommended:

5.3.1 Policy Related

- i. Many teachers of Ilam believe that they lack professional training. So, what they need is training regarding new pedagogical innovations, techniques, and methods developed in the field of ELT.

- ii. The examination system we are following has been recognized as one of the causes of distraction for TBLT implementation by the ELT teachers of Ilam. Therefore, it is necessary to revise the examination system that we are following by the concerned authority.
- iii. Teachers should be encouraged to use TBLT by school authorities and government providing adequate resources.
- iv. It was found that most of the teachers of Ilam feel difficult and challenging to implement TBLT. In this case, School Management Committee, District Education Office should make the provision for ELT teachers to be involved in different sorts of seminar, workshops as the part of teachers development Programme where they get chance to discuss current issues in ELT and may find a concrete solution for the betterment.

5.3.2 Practice Related

- i. It is essential to make TBLT socially accept by school authority.
- ii. Students should be encouraged to take active role in learning process and to use the target language.
- iii. Language learning should be made as a fun, interesting by using different techniques by the teachers. It would be better to manage student-friendly classroom and relating to real world situation.
- iv. The teachers are require to teach English through English by making the proper use of instructional materials, new approaches, methods and techniques to uplift the performance of the students.
- v. Time spent in preparing for a lesson and numbers of teaching hours assigned to the teacher are also found to be one of the main causes that prevent teachers to make the effective use of TBLT. So, there need to be the overall evaluation of the number of teaching hours the teacher can deliver in effective way and they need to be assigned the teaching hours accordingly.

- vi. Basic teaching materials should be managed by schools. Physical facilities of the classroom should be managed properly.
- vii. Many language teachers find that there were a large number of students in classroom. In this case students should be taught by dividing them into different sections.

5.3.3 Further research related

There are three research topic related with my research work. They are as follow:

- i. This research will provide a valuable secondary source for other researcher.
- ii. It will provide new research topic such as University Students' Perception towards Task Based Language Teaching for Developing Speaking Skill.
- iii. Likewise, Teachers' Beliefs on Practice of Task Based Language Teaching for Developing Writing Skill for Higher Secondary Level Students of Nepal.
- iv. Then the next topic will be, University teachers' beliefs on used of task based language teaching for developing speaking skill.

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