

TEACHERS' PERCEPTIONS AND PRACTICES IN TASK BASED LANGUAGE
TEACHING

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AN ABSTRACT OF THE DISSERTATION OF

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Recent pedagogical setting for EFL classroom context locally and globally is in a dire requirement for a new method enriched to stimulate and address students' inquisitiveness in a conducive environment. Resemblance is the Nepalese contexts where secondary level EFL teachers are expected to possess a transformative role in relation to a midwife bridging the abysmal transition between the higher level of specialization and the foundation level. Pedagogy and its methods have perpetually been shifting and naturally, teachers as well as students for English language classroom should be equipped accordingly in order to survive such transition and provide an important impetus for quality deliverance of essence and norms of education. Higher level of education has become more meticulous demanding skilled and dexterous human resources, but the background where teachers and students are from is still the same that voice and revoice the traditions. Hence, the need is to change method or at least substitute with a more recent, more effective one for better competence in order to provide quality classroom where students themselves explore and learn under the facilitation of a facilitator. Task-

based language teaching addresses the gap that exist in contemporary academia and enriches students and teachers for effective and meticulous language learning process.

As argued above, this research is an attempt to assess strengths and weakness, opportunities and challenges in relation to task- based language teaching for EFL classrooms. Classrooms enriched with tasks, activities and engagements from the students and the teacher as a facilitator always result at effective classrooms. Designed activities and allotments of them in equal proportion to all students in terms of group basis each would certainly add a new dimension to language teaching method.

This study followed a qualitative approach in interpretative paradigm and was guided by features entailed by subjective stance. It was built around the philosophical orientations of multiplicity of reality and subjective knowledge. The data for this study were gathered from different community schools inside Kathmandu. For this purpose, interview and observation were the tools employed for data collection in this study. The data collected were thematized under five different themes and analyzed using the six generic steps proposed by Creswell (2012), preparing and organizing the data, exploring and coding the data, describing finding and forming themes, representing and reporting findings, interpreting the meaning of the findings and validating accuracy of the findings.

The study revealed that perceptions and practices of TBLT in the classroom need more efforts and orientation locally and globally to make English teachers realize its importance and significance. Multiple seminars, trainings and intellectual discussions become potential ways to empower secondary level English teachers in order to train them in the contextual setting of Nepalese context.

Therefore, this study concluded that TBLT is one of the major and effective English language teaching methodologies, and secondary level English teachers require understanding its perceptions, practices and usefulness in relation to subjective knowledge and multiple realities.

Basu Dev Guragai, Degree Candidate

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DEDICATION

To my beloved son

.....in the memories and heart forever.....

DECLARATION

I, hereby, declare that to the best of my knowledge this dissertation is original otherwise acknowledged, and has not been submitted for candidate for any other degree.

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I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request.

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Very soon, the process of carrying out the research turned in to the product, a thesis, entitled “**Teachers’ Perceptions and Practices in Task-Based Language Teaching**”. But after the completion of this research work, I do realize how hard it is to accomplish this academic journey like this. During these couple of months, which it took to complete this research work, a great number of people, accompanied and supported me. I hereby acknowledge and share the credit with those people from the depth of my heart.

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Fig 1: Components of Task Cycle

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LIST OF ABBREVIATIONS

TBLT	Task Based Language Teaching
EFL	English as a Foreign Language
KU	Kathmandu University
ELT	English Language Teaching
NELTA	Nepal English Language Teachers' Association
M.Ed.	Master's in Education
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
TBL	Task Based Learning
MA	Master's in Arts
TU	Tribhuvan University
ETC	Educational Training Centre
B.Ed.	Bachelor's in Education
PhD.	Doctor of Philosophy
M.Phil.	Master's of Philosophy

CHAPTER I

INTRODUCTION

This Chapter begins with setting the scene and continues with the background of the study. After the brief background, the other essential components of the Chapter are elaborated such as the, problem statement, purpose, research questions, significance, and delimitations of this study.

Setting the Scene

My first formal journey of education commenced in a village community school, when I was six years old. I was totally motivated and guided from Nepali language. My respected teachers instructed me to be familiar with Nepali language for the better. They used Nepali as medium of instruction in teaching and learning. Therefore, all the skills of teaching learning activities were guided through the Nepali language. In the same trend, I grew accustomed to learn it and completed my class three after a long run. I learned English alphabets only since I was in class four. No teachers motivated me to speak and practice English at that time but it was simple in one sense but very difficult practice for both the tutors as well as the learners. Although,

English subject introduced as an optional one, even teachers were not abreast of the particular method to apply in the classroom .After attending in the primary and lower secondary levels, I got an opportunity to be enrolled in the secondary level. From this time, English as prescribed as a compulsory subject and I myself became happy to be a student for the same. In this background, I felt quite difficult to learn, and practice it. The

subject became difficult for me to understand and learn. However, I tried on my own to learn it and my teachers helped me to facilitate in that adventure and pursuit. So, slowly and gradually, I learned the four skills of language simultaneously. For the advancement of language skills in my language learning, materials also play a significant role for better learning. Because, there were no specific materials available in my school, which are useful to motivate for learning, so learning became a bit challenging without teaching materials. I was not motivated to have a glance of English newspaper, no language lab imagined in the school where I studied. No obligation to speak English in the school premises. With such background as a good English learner and language performer, it was very difficult for my academic degree. The English teacher used to come to the class to teach us English through translation and hence teaching learning would obviously be monotonous and boring, and therefore eagerness would develop no apparent within the mind of the students. On the other hand, I was not motivated for the assignments assigned by the teachers.

Only when, I started teaching English language at various schools for a period of more than ten years, I realized the significance of task in language teaching to enhance better learning. Despite these facts, teachers' were found reluctant to advocate task-based language teaching (TBLT) as a pedagogical practice in the classroom setting.

I kept holding to the aspect of usefulness of English language teaching strategies in my mind and the beliefs for longer period of time, I came to join my Master's course in ELT at Kathmandu University. Before I came to Kathmandu University, I was enrolled as a student of English Education in the Tribhuvan University and experienced the way of teaching, using different methods in the teaching learning classroom by the faculty

members and many other tutors. Besides, the faculty members destined me to monotonous delivery of lectures. There, then, I found that tutors were not updated enough to adhere to the main principles and notions of TBLT to motivate their students into language teaching and learning. Providing tasks to the learners to motivate towards learning is the central focus of task-based language teaching. Which I learned for a long time but I did not find to address the principle of this approach by the English faculties while learning English as a foreign language in my primary education even to the higher education. During the phases of learning, I suffered quite a lot to address the only approach to learn through rote learning but never practiced on provided task nor collected the task and practice myself to develop my better understanding of English language. Learners learn the language through interaction but if they are involved in a meaningful task, it promotes learning. Therefore, on my own kindled zeal to learn English language teachers on it and chose the same issue for my research study.

Background of the Study

When we look into the context of English language teaching in Nepal, perceptible improvements can be noticed mostly after the private English medium schools started growing in the country. The standard of English used in the country prior to the establishment of these private schools and after it has a big difference in all the aspects of language usage. In this regards it would be worth effective to mention Awasthi (2003) as he advocates that the standard of teachers teaching English in Nepal is not satisfactory because their general proficiency ranges seems to be weaker (p. 17-28). This indicates that teachers' general proficiency has to be improved in order to have effective English language teaching. In the words of, Bhattarai and Gautam (2007), "English language

teachers have been receiving several trainings to enhance their proficiency through different institutions and their training centers” (p. 1-5). In this regards, the effort of Nepal English Language Teachers Association (NELTA), which is one of the professional organizations of English teachers in Nepal, towards imparting English language teacher training, has been praiseworthy since its inception. It is credited for organizing several training sessions to English language teachers in different parts of the country and bringing them together to share new concepts, methods and approaches in the field of English language teaching in vague in other parts of the world. Many schools, colleges, professional organizations and international organizations have been focusing on TBLT for effective English language teaching in the EFL classroom pedagogy in the context of Nepal.

Despite ceaseless and tremendous effort of schools, colleges, professional organizations and international organizations for English language improvement, the productivity is still miserable. There have been propounded and put in use methods in English language teaching over the last three decades. They have been embedded in to pedagogy of English language to improve proficiency of English. In this backdrop, NELTA advocated for TBLT approach to be implemented in to English language pedagogy. In this regards, it would be worth effective to mention Nunan (2004) says, “Task- based language teaching is provision of opportunities for learners to focus not only on language but also on the learning process” (p.1). As stated above, TBLT focuses on the opportunities for the learners in the learning process and orient teachers towards motivating them through a meaningful task.

Task-based language teaching is an approach in order to promote learner-centered strategies for the enhancement of learning in the EFL classrooms. Moreover, the approach mainly focuses on learners centered activities on the basis of learner's interest and need. The activities are useful for the learners' to plan better performance in the classroom practices. As Richards and Rodgers (2001) say, "Activities in which language is used for carrying out meaningful tasks promote learning" (p.223). Thus, TBLT incorporates the issue of task to enhance the language learning and teaching.

Despite these facts, English language teaching was practiced moreover from the grammar translation method in the early phase. It captures translation as the notion of language teaching and medium of instruction, which was not sufficient for language teaching and learning. Later, there came various approaches and methods of language teaching in to existence. In the same way, communicative approach of language teaching became more popular and even so still popular among ELT practitioners though it only focuses accuracy and fluency of the language. "Communicative language teaching pays systematic attention to functional as well as the structural aspects of the language" (Littlewoods, 2001 as cited in Richards & Rodgers, 2001, p.155). However, communicative approach lacks many of the essentials of language teaching based on modern teaching and learning dynamics. Therefore, TBLT is found as a solution to these problems as it addresses all the lacking and students are oriented to task-based learning approach.

TBLT in the context of Nepal is not a new approach among ELT professionals. They have been receiving trainings to apply it into their classroom setting in order to improve the quality in English language teaching and learning. Much researches and

literature in applicability of training have been questioned. In this assortment, TBLT is not an exception. The discussion and sharing in different professional organization is not sufficient to evaluate usefulness of TBLT in Nepalese context and how teachers' perceived and practiced this pedagogy in the EFL setting. There has to have an extensive research in order to support the arguments on usefulness of TBLT as a method of teaching English in Nepal.

Problem Statement

TBLT has been considered a method of priority in Nepal in the field of English language teaching. The advocates of task-based learning have concentrated not so much on the nature of language input but on the learning task that students are involved. There is an agreement rather than mere rote learning of de-contextualized practice, language has to be acquired as a result of some deeper experiences rather than the concentration on a grammar point (Bastola, 2006). English is a common language practiced for communication purposes in the academics and daily uses, and hence, has occupied a greater space in our curriculum and syllabus. The government has declared English language as compulsory subject to be taught and learned from primary education. Thus, all community schools and colleges in Nepal offer courses in English language. I started learning English language from my primary education and later got involved myself in English language teaching for almost ten years. I also joined Master's in English language teaching to develop my professional career. Successively I joined teaching profession in a school because I thought I could use all those knowledge of ELT methods, principles and resources in real English classroom situation. Even though English as a syllabus and language is rendered a compulsory subject since primary education, it has

always been very challenging and demand driven pedagogical practices in the academia. Methodologies and skills always keep changing and language classrooms always turn to be demanding and incomplete. And, as a result, language teaching has been one of the complicated and rigorous one. While doing Teacher Development course in the fourth semester of M.Ed in English language teaching at KU, I got opportunity to observe the classes in different schools of ELT teachers' in Kathmandu district. During my observation, I observed the way of teaching and the methods that they used in the classroom. Then I noticed that many of them incorporated grammar translation and communicative language teaching as their method of instruction for classroom practice. Therefore, I grew interested why teachers did not use TBLT as a medium of teaching strategies in the Nepalese context. I realized that the students were not learning well. I found the students could not enjoy English class so much, rather showed their apathy on it. Teachers did not seem to encourage their students to learn through task. In this regards, Nunan (2006) defines, "Task as a piece of classroom work involving learners in an understanding, directing, producing or interacting way in the target language while the students' attention is focused on activating their grammatical knowledge in order to express meaning, and in which the aim is to express meaning rather than to manipulate form. The task should also have a sense of wholeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end" (p. 34). Standing by this opinion, the use of task enhances language learning and promotes teaching as well. The situation made me develop deeper in to the cause and ponder seriously upon it. As I kept on thinking over it, I found that the use of task- based language teaching in the classroom situation has wide horizon and areas yet to be

covered. I taught for more than five years in the private school of Nepal I found that even the private school teachers whom I found were unable to attain the main motto of TBLT in their classroom. Similarly, I have been teaching English in the community school of Nepal for more than five years. Since I found teachers are not motivated to use this method in the real classroom that enhances student's intuitive capacity for learning and development the wide range of thinking as well as help to make the problem simpler in the real life situation. In the context of community schools, students do not normally get motivated for learning and developing self-practice. They feel hard to learn English. So, using different methods in the classroom setting which addresses the interest of the students and motivate them for learning. As, Brown (2001) assumes that in task-based instruction, the main concern is not the small pieces of language, but rather the practical purposes for which language must be used (p. 41). Therefore, TBLT will be one of the best methods for overcoming the piles of issue for both teachers as well as the learners. However, TBLT has not been practiced effectively for educational achievements in Nepal.

Task-based language teaching has been a focus point in the area of language teaching. Even though, communicative approach of language teaching brought many changes in the field of English language teaching and its experts are prioritizing fluency more than accuracy. As Brown & Yule (1983, as cited in Ellis, 2003) say, "CLT aims to develop the ability of the learners to use language in real communication capturing the functional model of language and theory of communicative competence" (p.27). The fact is that grammar translation and communicative language teaching could not capture the notion of tasks and its usefulness in the language teaching. So, language teaching became

monotonous and one sided. In this regards, it would be worth effective to mention, Brown and Spada (1999) assume, “Task-based learning involves those instructions in which classroom activities are tasks similar to those, which learners may engage in outside the second language classroom. Tasks may be complex, for example, creating a school newspaper or easier such as making a hotel reservation” (P.23). With this idea in mind, I have envisioned a concept on TBLT that could settle the ELT issues as traced before.

Therefore, TBLT demands interactions between the teacher and students in the classroom practices as a cultural component that addresses the perceptions of EFL teachers’ and their classroom practices. There are many artifacts, which are observable to draw conclusion but espouse, and underlying values and beliefs, which cannot be observed. They demand prolong engagement for capturing their exemplars in order to examine the usefulness of TBLT in Nepal.

Purpose of the Study

The main purpose of this study is to explore the usefulness of TBLT method in ELT pedagogical practice. Specifically, this research aimed to look into the teachers’ perceptions and practices on TBLT in the EFL classroom.

Principal Research Question

- (a) How do ELT teachers perceive and practice Task Based Language Teaching?

Subsidiary Research Questions

- (a) How do ELT teachers’ explain Task Based Language Teaching?
- (b) What are the pedagogical challenges and prospects in implementing TBLT in the EFL classroom as per their understanding?

- (c) What are the present practices and efficacy of TBLT demonstrated by ELT teachers in Nepal?

Significance of the Study

This study is to find out the perceptions and classroom practices of TBLT, which is significant in many ways. Research is a way of finding out the issue, helps to adapt the suitable method to overcome the same crisis through the plans and many other pedagogical approaches, and brings some changes in the existing system. English is a widely used language and became a part of modern life. Though it is foreign language as well as the second language for the learners, whose native language is Nepali. Therefore, teaching and learning become a challenging job for the teachers as well as the learners. Thinking about using different methods in the EFL classroom is a challenging job for the ELT teachers in our context. Within the use of TBLT is not an easy task for the teachers of community as well as private schools of our country. Though TBLT incorporates, language that is meaningful to the learner supports the learning process. The main significance of this research helps the language teachers and their difficulties using this method in the EFL classroom and their beliefs on it. It also deals with the situation regarding how the English teachers might face the challenges after the integration of this method in English language teaching syllabus and curriculum. It is also equally significant for the students, the teachers and the teacher educators to look into the impact of gaining knowledge of using different methods in order to overcome the problem of language teaching and learning. This research would be significant to improvise teaching methodology, strategies and classroom practices of English teachers of our country. The

finding of this research would definitely enhance my personal professionalism, as an English teacher and other ELT teachers of our country.

Afterwards it also aims to experience their lived experience in newer avenues and perspectives.

Delimitations

This research work is just an academic study for the partial fulfillment of the requirement for the degree of M.Ed. in ELT. Due to the lack of adequate time and resources, this study is limited to explore the perceptions and practices of English teachers' on TBLT in the EFL classroom. It only focuses on the different views and their practices on TBLT from the ELT professionals who are working at the secondary level in community schools of Kathmandu district.

Chapter Summary

This Chapter included general background of the research. It also contained my personal experiences that I faced during my academic journey. Similarly, I dealt with the problem statement, purpose of the study that helped me to frame research questions. To make my research specific, I also included the delimitation of the study. Moreover, this Chapter also presented the significance of the study.

CHAPTER II

LITERATURE REVIEW

This Chapter illustrates the review of the related literature. I present the different ideas, opinions given by different scholars. This Chapter begins with the setting of the literature review and thematic review that follows. After that, theoretical review and research gaps I noticed along with theoretical framework complete this chapter.

Setting out for the Literature Review

Literature review is the collection of ideas and information's from different Primary and Secondary resources to support the stand a research takes on in general and take appoint of departure to prove the issues take in particular. In this regard, Creswell (2009) argues, "Literature review provides a framework for establishing the importance of the study as well as a benchmark for comparing the results with other findings" (p.25). Therefore, literature review is a backbone and a result-oriented way to reach the findings. Since, task-based language teaching is my discussing subject of my research study. I went through different printed materials such as books, journals, articles and browsed the internet in terms of addressing this issue. This chapter identifies task-based language teaching, one of the emerging concepts in the field of language teaching and learning. This chapter begins with the discussion of task-based language teaching and highlighting its issues on the present situation in the context of Nepal. In addition, this chapter examines the theories and principles of TBLT to generalize the issue. I would present my findings and try to compare my research with others findings from the different

researches being conducted. Eventually the chapter ends the gap I found so that, I could prompt my research study with justifiable way. I have reviewed the following themes in order to provide direction of TBLT in EFL setting. The themes I discussed below are Task-Based Language Teaching: the Present Situation, Definition of Task and TBLT, Principles of Task- Based Language Teaching, Importance of TBLT, Task-Based Language teaching in the EFL Context, Designing Tasks and Task Cycle.

Thematic Review

Task-based language teaching is a fresh concept in the field of ELT. It is a set of methodologies through learning after a rigorous practice on communicative language teaching in English as a foreign language. It is indispensable to know the main principles and notions of task based language teaching before exploring the credence of English language teachers on it. Without understanding, the main notions of teaching will be difficult. So, it is the issue which I have decided to look into, would be multifarious and the research will not be successful at all. Therefore, in order to fulfill the ethical norms of my research I visited the aforementioned places, collected the diverse ideas of different people, and tried to review the literature in the chapter. I have tried to explore the theme of my research study

The moment, I was practiced and instructed to learn the language through meaningful translation. I found English language-teaching classroom, where the ELT professionals accustomed holding a book and give lectures through translating the text that demotivate learners involving in the interaction and discourage language learning. The trend has to be broken by approaching the notions of TBLT and encourages language learning in a meaningful dynamics.

like teachers' perception and their practices in the English language classroom which I would like to present below in thematic review.

Task Based Language Teaching: The Present Situation

Language learning is acquired and practiced using different methods and techniques. There are many methods, which incorporate and promote learning. Task-based language teaching is an emerging concept in the field of language teaching after a rigorous practice in various methods in the English language classroom. However, ELT professionals in the present context are still being motivated towards learning through grammar translation method and communicative language teaching. They are demotivated by the conceptualized notions of TBLT and promote learning. Though task-based language teaching provides learners with natural context for language use. Providing task, which promotes learning, is the aims of TBLT. As Richards & Rodgers (2001) assume, "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" (p.223). Despite these facts, the present trend of the ELT professionals in relation to teaching English is to teach through traditional way such as holding a book on their hands and command their students to go about reading. It so happens due to overcrowded classrooms and lack of understanding of the use of different methods and techniques to be adapted by the ELT teachers. Teachers, fall short to assign a task and give them a necessary feedback for the same reason as stated right above. The case that I have highlighted is a common occurrence more in the context of community school. On the other hand, due to lack of additional as well as the professional practices, even the private school teachers are not able to keep abreast of the notions of the TBLT in the present ELT context. The

perception of ELT teachers even now are not updated with different techniques and methods which would provoke students into learning the language.

Definition of Task and TBLT

Tasks are the activities that enhance learners understanding and their performance by negotiate meaning to acquire, English as a foreign language. TBLT is a communicative approach to language teaching, in which tasks are used to facilitate language acquisition (Ellis, 2003; Nunan, 2004, as cited in Yim, 2009). The major premise of the TBLT is that language acquisition takes place when learners negotiate meaning to perform a particular task. Furthermore, Nunan (2004 as cited in Yim, 2009) describes a task as “A piece of classroom work which involves learners in comprehending, maneuvering, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (p.10). Nunan (1989 as cited in Ellis 2010) “Task as an activity that necessarily involves language”

(p.2). Therefore, the meaningful task establishes the learners comprehending ability towards learning. Furthermore, TBLT offers learner an opportunity to motivate to do the task in a natural setting. Similarly, Breen (as cited in Willis & Willis 2007) says that task is an any structured language learning endeavor, which has a particular objective an appropriate content, a

If I approach more tasks to the learners then I can notice more interaction among the learners. Hence, tasks that are proposed within TBLT that generate conversation and facilitates language learning and acquisition. Therefore, TBLT primarily advocates meaning and its use in the teaching and learning classroom through meaningful conversation.

specified working procedure, and a range of outcomes for those who undertake the task (p.12). Task is therefore assumed to refer to range of outcomes work plans, which facilitates language learning and teaching.

Task is a piece of work undertaken for oneself or others, freely or some reward. Thus examples of task include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making hotel reservation, writing a cheque, finding a street destination and helping someone crossing a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between. (Long 1985.p.89, as cited in Nunan, 2004, p.2).

As stated above, task is an activity that ensures learners to undertake to do something expressively. The aforementioned ideas state that when tasks are set into the classroom pedagogy then it brings a good result for understanding the language and its usage. Similarly, "A task is an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process". (Prabhu 1987, as cited in Ellis, 2003, p.4). So, task is an activity which addresses the certain outcome for learning a language. Moreover, Richards & Rodgers (2001) argue, "Task-based language teaching proposes the notion of tasks as the central unit of planning and teaching" (p.224). As stated above TBLT, the approach, organizes tasks as the key orientation for language teaching and learning. In the same way, Ellis (2003) assumes, "One of the attractions of task-based approach is that it appears to blur the traditional distinction between syllabus, i.e. a statement of which is

taught, and methodology, i.e. a statement how to teach” (p.30). Thus, TBLT claims the howness quality of language teaching and learning in English as a foreign language.

In this regard, Littlewood (2004) states, “ Task-based approach has achieved something of the status of new orthodoxy, teachers’ in a wide range of settings are being told by curriculum leaders that this is now they should teach, and publishers almost everywhere are describing their new textbooks as task based” (p.319). In lined with this view that the key assumptions of TBLT is focusing tasks in terms of achieving the learning objectives which are set in the curriculum and the textbook as well. Similarly, Skehan (as cited in Littlewood, 2004) describes that task-based learning as partly a reaction to the outmoded view that any aspect of language can be presented to the entire group of learners’ in a class(p.320). In fact, the above presented idea is true that TBLT came in to the existence in language teaching and learning as a reaction of many other methods and try to address the aspect of language based on the interest of the entire group of the learners.

Principles of Task Based Language Teaching

According to Richards & Rodgers (2001) TBLT assume, “Language is primary a means of making meaning, multiple models of language inform TBI, lexical units are central in language use and language learning, conversation is the central focus of language and the keystone of language acquisition” (p.226, 227,228). With reference to these ideas, task- based language teaching primarily emphasizes on meaning and its use in teaching and learning . Here multiple models means, task-based language teaching advocates task in order to draw the multiple reality on the use of language. Language learning is possible through interaction, functional notions of language that provide an

atmospheric environment through assigning a task in the classroom. Task supports learners to involve in the conversation that creates a homely environment among the learners, which is the key for the language acquisition. Similarly, as Freez (as cited in Richards & Rodgers, 2001) state, “ The key assumptions of task-based language teaching are, the focus is on the process rather than product, basic elements are purposeful activities and tasks that emphasize communication and meaning, learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks. Activities and tasks of a task based syllabus are sequenced according to difficulty and the difficulty of a task depends on a range of factors including the previous experience of the learner”(p.224). Thus TBLT, the basic notions, capture the presence of the task and its usefulness in order to promote learning in the EFL classroom setting.

Importance of TBLT

Classroom delivery has always been a very much contested area of exploration. Models phase out, different practices loom up and vaporize, and things keep on changing; and so is the field of language teaching in the classroom too. It has indeed travelled a long way from traditional method of grammar or translation in classroom delivery to a recent one in the academia. As a result, one of the collectively agreed upon findings is that language is not merely a medium of classroom delivery, merely a way to means to fulfill a certain goals, but rather, a location of activity, task allotment and better performance and result. As expressed by Richards & Rodgers (2001) Task-based language teaching –that it provides for a more effective basis for teaching than other language teaching approaches-remains in the domain of ideology rather than fact. (p.241). Agreeing with this idea, TBLT that incorporates effective way of language

teaching and better learning in English as a foreign language classroom. This is so because students are not only communicated and delivered through a medium, and they stay as passive listeners or dead receptors but also are engaged in activity and performances on task basis. Language from a medium turns out to be an end in itself imbricated with activities and performances. A task-based lesson usually provides the learner with an active role in participating and creating the activities and consequently increases their motivation. In this regards, Nunan (2004) states that in task- based language teaching, learners' are encouraged to activate and use whatever language they already have in the process of completing a task (p.14) .Therefore, this approach definitely captures the real activity based practicum classrooms. As this approach bases upon cases, evidences and activities, students find real ways to explore and adopt acting into didactics. For all these reasons, TBLT is a fertile location of language teaching and learning through exploration and reexploration.

Task-Based Language Teaching in the EFL Context

Classroom dynamics and its courses have been changing rapidly. Language teaching in the classroom has both objective and justification. Traditional methods of language teaching have either been improvised or reformed consistently. The main reason is not only to make students sole readers and learners of language, but rather engage them into activities, allot tasks and on the basis of tasks performed, evaluate them. The approach facilitates teachers by imparting into them a new and recent international practice of language teaching and learning with better effects, and at the same time, helps students to get engaged with the tasks of language teaching and learning with effective result reception and production. Hence, TBLT and its practices have made classrooms

quite a changed and bettered location of learning and teaching. As Ellis (2003) said that task based language teaching seeks to engage learners in using language pragmatically in order to promote the desired location of language teaching and learning through a meaningful tasks (p.9).

Task-based language teaching is a new approach in the field of language teaching and learning though it is practiced differently in the English as a foreign language context. Talking about the Nepalese classroom practices, task-based language teaching may be taken as a kind of overload for the language teachers because they are not accustomed to its main notions. Nepalese English teachers are still using the grammar translation method with belief that language learning is adequate through translation. Still, teachers are guided by the notion of language learning that is possible through a meaningful translation. Nevertheless, it does not mean that all ELT professionals, are neglecting the notions of TBLT. However, the notions of it are not only highly practiced so far in the Nepalese classroom context.

Moreover, the concept of TBLT is conventional which boosts in interest from EFL countries in recent years. However, the notions of task based language teaching are pertinent in order to address the demand of the students and the use of modern language teaching and learning in English as a foreign language classroom. ELT professionals are trying to adopt the main concept of this method and guide students in the same way in the international practices.

Designing Task and Task Cycle

Task designing is the crux and the most significant part in language teaching and learning. In fact, the usefulness of task designing and the achievement of the goal via TBLT is amazing. Therefore, language learning takes momentum considering these two major phenomenon's' in language teaching, it becomes fertile as well. However, it is to be considered that tasks should be designed based on learners' interest and need of the language used in the classroom. Willis (as cited in Phyak, 2008, p.97) has proposed a model for the implementation of task in language classroom. The model includes three stages of using task, which are described as follows;

a. Pre-task Stage:

In pre-task stage, the teacher and learners plan a task together and has the additional

advantage of becoming familiar with what they are going to do. Learners are provided with the clear instruction on the topic and the task. This stage is concerned with making learners understand what they are supposed to do. The purpose of the pre task stage is to prepare students to perform the task that will contribute to promote language acquisition and learning. Therefore, a language teacher should consider preparing a task to develop the learner's better understanding. In this regards, Ellis (2003) states that the purpose of pre-task phase is to perform the task in such a way that it will promote acquisition. In the same way, Lee (as cited in Ellis,2003) highlights the importance of framing the task to be

The situation, which I ponder assigning a task among the learners, which enhances the meaningful interaction and promotes learning in the EFL context. Moreover, I can notice that the learners will have more opportunities to develop their intuitive power and guides them to think differently in the days ahead.

performed and suggests that one way of doing this is to provide an advance organizer of what the students will be required to do and the nature of the outcome they will arrive at. Thus, this stage provides feedback to the teachers even to assign a task in the next stage. If learners are ready to do the assigned task then teachers can proceed ahead in the main activity.

b. Task cycle:

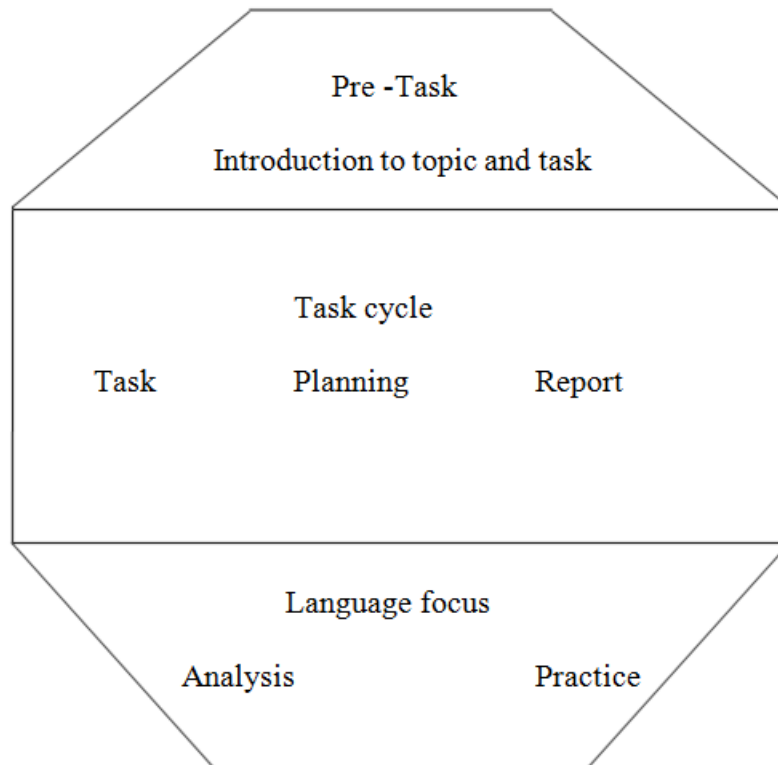
In this stage, learners are engaged in doing the task in pair and groups, planning the post-task and reporting. In this stage of task cycle teachers assign a task, observe the activities of the learners, and help them if and when needed. Moreover, teacher encourages all the learners to communicate and get involved in doing the task. Afterwards, the learners prepare to report to the teacher about what they did and discovered, they have to share it to the whole class. Finally, the learners present their report to the class in a group and share their results too. Teachers simply give comment on the content of the reports at this stage. In this regard, Lee (as cited in Ellis, 2003) strongly recommends that teacher set strict time limits. In the same way, Ellis (2003) found that giving students an unlimited time to perform task may result in language being more complex and more accurate in comparison to a control group that was asked to perform the same task under time pressure.

c. Language focus:

This is the third stage in which learners set to form-focused activity. Learners analyze and practice particular grammatical forms in this stage. Where teacher can provide enough opportunity to the learners to reflect on how the task was accomplished. In this regards, Ellis (2003) highlights three major pedagogical goals: (1) to provide an

opportunity for repeat performance of the task, (2) to encourage reflection on how the task was performed and (3) to encourage attention to form in particular to those forms that proved problematic for the learners when they performed the task.

From the aforementioned concept and scope of task and its stages, I came to know that assigning a task in different stages integrates language learning in general which is a key tool for the development and understanding a language in a meaningful situation in particular. As Prabhu (1991) argues that task based language teaching is that which consists two tasks of the same kind, one of them to be attempted publicly as a teacher-guided, whole-class activity, and other to be attempted by learners independently (p.53). So, either from the stated views, which encompass that, the learning takes place if a task is assigned individually or guided by the teachers. The aforementioned idea entails the process of how task can be designed and set to the learners, which enhances the subjective notions of language teaching and learning. So, task as a vehicle for promoting communication and brings zeal for an authentic language use in English as a foreign language classroom. I would like to draw the task cycle that would be illustrated the ideas more clear herewith:

Figure1: Components of Task Cycle

(Willis, 2003, p.11)

After discussing the possible themes of TBLT, I came to know that task-based language teaching is an effective EFL classroom practice and important study strategy in the ELT setting of Nepalese context. Language is primarily a means of meaning making medium based upon tasks and activities that ultimately aims to better English language for instructors and learners, and hence TBLT contributes a greater contextual pedagogical value to it.

Theoretical Review

Since the purpose of this research is to observe and assess on what perceptions and practices do English language teachers' have in task-based language teaching as a teaching dynamics. As with interpretive inquiry, I shall be considering few of the

perceptive in my theoretical review such as Long's Interaction Hypothesis, Socio-cultural perceptive of tasks, Communicative Language Teaching and Constructive Approach of Tasks, which are discussed in the following section.

Long's Interaction Hypothesis

Long's interactional hypothesis is dominated by the concept of Long's interactional point of view in learning a language through a meaningful task. He conducted a study of non-native and native speakers' pairs, carrying out the same set of face-to-face interaction on particular tasks and found a result that the native speakers are better enough in making interaction in comparison to the non-native speakers while performing a given task in a meaningful situation. Mitchell & Myles (2004) assume, "There was little linguistic difference between the talk produced by native speaker-native speaker and native speaker-non native speaker pairs, as shown on measures of grammatical complexity"(p.167). So, there is a variation while performing a task even between native and non-native speakers in the time of interaction. As Breen (2001, as cited in Ellis 2010, p.334) say, "Interaction is embedded within the discourse of the specific task and may not enable the development of the language beyond the immediate interactive requirements of the task". It is often argued that it is no longer guarantees that task will enhance language learning through a meaningful communication. However, it has to be considered that tasks must be designed to achieve language acquisition and learning in a systematic and authentic mode on the part of the learners. Furthermore, on interaction hypothesis, he suggests a number of ways in which interaction can contribute to language acquisition; it posits that the more opportunities for negotiation (meaning and content) there are, the more likely acquisition is (p.80). In regard to this concept,

interactional hypothesis sets the stage for language acquisition through meaningful interaction if there is a task given to the learners. The interactional hypothesis presumes the notion of task. So, the more the assignment of the task to the learners the higher possibility of interaction. Task offers generates maximum opportunities to hold the interaction between the learners.

Socio-Cultural Perspective of Task

The Russian psychologist Vygotsky bases socio-cultural theory on the work of individual grounded in the sociological reality. Tasks are enforced as a central issue while interaction between two or more than two parties and receives more understanding of the language. Gass & Selinker (2008) say, “Socio-cultural theory is grounded in the ontology of the social individual” (p.283). So, this theory expects that language learning takes place when participants engage in the activities in accordance with their socio-cultural standard. Furthermore, Swain and Lapkin (1998, as cited in Phyak, 2008.p.87) claim that task is interpreted differently. The learners set their own individual goal and perform the task according to the context. Furthermore, Mitchell and Myles (2004) argue that from socio cultural perspective, children’s early language learning arises from processes of meaning making in collaboration with other members of a given culture and hence from this collaborative activity, language itself develops as a tool for making meaning (p.200). If learners involve in collaborative activities they intend to have the discussion, which promotes language acquisition/ learning. Therefore, language learning is adequate if there is collaboration in terms of social cultures and traditions. Phyak (2008) argues that the interactional hypothesis claims that learners acquire language not only by understanding input but also by being pushed to produce language concisely and accurately. One of the

central claims of socio-cultural theory is that participants always co-construct the activity they engage in, in accordance with their own socio-history and locally determined goals. Task from socio-cultural theory is regarded as a tool that can be interpreted by the learners differently according to the setting and their interlocutors. Undoubtedly, task is a useful means to elicit data related to language. SLA researchers have used the task as a tool to collect sample of the data related to second language acquisition. Therefore, task demands interaction as well as deep immersion in to the understanding of cultures which guides task based language teaching in English as a foreign language.

Communicative Approach of Language Teaching

Communicative Language Teaching (CLT) refers to a theory of language as an underlying structure in communication. Major emphasis on language as a competence and a kinetic store of multiple activities are its chief premises to explore. As Freeman (2008) stated that the primary goal of communicative language teaching is to build up the communicative competence of the learners as it allows learners to acquire the linguistic means to perform different kind of functions (p.127). Basically, the idea is that lively and real communication promotes better learning through activities and involvement. Communication is the chief medium or delivery process that engages students into creative and critical tasks. In this regards, Richards & Renandya (2002) explore, “Communicative language teaching emphasises the need to make communication the primary focus in the language classroom which includes teaching materials as well as classroom activities where communication is the centre of attention. Whereas task based language teaching stresses the use of tasks that facilitates meaningful communication and interaction in the classroom.”(p.93). As we all know that communication depends upon

its content, context and semantics, CLT triggers a tremendous amount of task-based learning. CLT practices varieties of games, classroom engagements and active participation among students and teachers, and as a result, language teaching and learning remains an authentic and reliable task-centered approach. According to Richards & Rodgers (2001) opine, “The primary function of language is to allow interaction and communication through a meaningful task” (p.161). Therefore, the current interest of task-based language teaching is to engage learners in meaningful interaction as well as the completion of tasks for better learning.

Constructive Approach of Task

Language operates upon underlying rules and patterns that govern the total structure. These structures construct context and semantics of language in its practices into classrooms.

Constructive approach of task focuses upon how language is instrumental to construction of task and activities depending upon the nature and types of language being used where students infer meanings and signification accordingly. Indeed, language prepares an environment of learning that is fertile where students are encouraged to contextualize the meaning of languages through certain tasks and activities. As the language is all governing phenomena, it is one of the interesting aspects is that teachers and students find multiple areas of explorations depending upon which task is aimed at and which language is meant for. Constructivist approach of task encourages a linguistic dynamics into classrooms making students and teachers confident, sure for the medium, and as well as task the medium intends to achieve. As Brooks & Brooks (1999) stated in constructive classroom, the teacher searches for students’ understanding the concept and

then structures opportunities for students to involve in the task, presenting new information asking questions and encouraging students in tasks allotted. Thus, Learners/practioners keep on constructing on the basis of language that actually shape and reshape meanings and signification through activities and involvement.

Therefore, language learning is performed in multiple ways and methods. Long's Interaction Hypothesis focuses on interaction through tasks, Socio-cultural perspective in tasks orient teachers and students to understand language teaching and its practices as a part of socio-cultural dynamics. Language is a product of socio- cultural interaction. Similarly, communicative approach relates language learning communicative competence with performance. Likewise, constructive approach of task observes teaching and learning of language through constructive tasks and engagements. All the approaches either way focus upon tasks and task based activities that remain vital in language teaching and learning dynamics and for effective language classroom purposes. Similarly, the aforementioned theories have been used to answer the research questions of my research which I have mentioned in the earlier chapter.

Thus, the theoretical review above gives an insight of the notion that language is an essentially performable entity, and it can be carried out in multiple ways. Language learning can be heavily based upon socio-cultural negotiation of values and practices that play important role for how English language efficiency betters for both teachers and students. Language performance through tasks and activities result in tangible and achievable opportunities in all EFL classrooms.

Review of Previous Research Studies

I have gone through a number of related research studies and reviewed them side by side and trying to investigate diverse research studies that have been carried out to explore the meaning of the issue related on task-based language teaching so that I could frame my research work thereby establishing a link with those research works. I reviewed some research dissertation and the other research journal articles by browsing internet so that I could compare my research study.

Likewise, Littlewood (2004) wrote a research article on ‘Task-Based Approach: some questions and suggestions’ and came up with the ideas that task which focuses on language forms and meaning that are communicated. Therefore, from these ideas I came to know that task- based language teaching incorporates form and meaning at a time while performing language. The researcher substantially argued that the activity, which is designed for the learners, enhances the sense of creativity among students as they work collaboratively. The focus of Little Wood research article is to create forms and meaning through a meaningful task. This research study did not talk about the understanding of the TBLT by the ELT professionals.

In this regard, Burrow (2008) conducted a research study on “An evaluation of task-based learning (TBL) in the Japanese classroom”. In the research, he has focused, TBLT intending to maximize pedagogical and interactional aspects of language through a meaningful task. He emphasizes the notions of task, which promotes pedagogical, as well as the interactional aspects of language teaching and learning. In his research, the researcher discussed the use of task to addresses the pedagogical purpose of classroom dynamics. He did not talk about the how teachers and learners encountered the task in the

classroom practices. So, this research study could not capture the issue of teachers understanding towards the task in the ELT context.

In this regard, Yim (2009) carried out a research entitled “South Korean Teachers’ Perception on TBLT and found a result that very few South Korean teachers are aware of using this approach and are fully practice it in the real classroom dynamics whereas many others are not even familiar with its notion. He problematized the issue with reference to the EFL context regarding why many EFL teachers are not in touch with the notions of TBLT and energies on it and address the demand of the learners. The study presents an overview of TBLT and investigates EFL teachers’ views of TBLT in the South Korean context. In this study, the researcher interviewed and sought on their opinions on using TBLT in their classrooms. However, the researcher failed to observe the ELT teachers’ classroom practices to find out the teachers’ perception on TBLT. The researcher took interviews of the teachers but was unable to observe their classes. Observing teacher’s classroom dynamics is a good way of collecting the perception and practices of teachers but this study failed to capture this notion as I reviewed.

Moreover, Barnard and Gia (2010) did a research on “Task-Based Language Teaching (TBLT): A Vietnamese Case Study Using Narrative Frames to Elicit Teachers’ Beliefs”. In this research, the researcher explored the extent of convergence between teachers’ beliefs about TBLT and their classroom practice. They further discussed that the study began with a short series of interactive professional development workshops, which covered the principles of TBLT, exemplification and discussion of task types, and the adaptation and planning of textbook tasks. Therefore, in this research, they highlight the issues of conducting a workshop in order to address the issue of TBLT that could

develop a frame towards teachers' belief in the English as a foreign language classroom. In this research, teachers were asked to write (in Vietnamese) reflective comments about their attitudes towards TBLT, and their recent experience of applying it in their classroom. This research could not capture the notions of observing the teachers classroom practices considering the use of TBLT but involve them to present their experiences through writing. Without observing, the classroom practices and holding a depth interview how a researcher could capture the main notion of the research issue.

Similarly, Dhamala (2011) conducted a research on "Teachers' perception on teaching English" and brought an idea that most of the teachers who are teaching English in public and private schools in Nepal were found positive towards the recent methods and approaches. They found so towards teaching English through the emerging concept of various teaching methods and techniques but unlikely some are not ready to adopt the concept due to lack of adequate practices and being accustomed to throughout a long period. Dhamala, used to focus on structured interview where he designed questionnaires for his participants that could not address the issue of teachers' perception of English in an expressive way.

Moreover, Xiongyong (2011) did a research on "Perceptions and implementation of task-based language teaching among secondary school EFL Teachers in China" and found the ideas that, teachers preferred to use TBLT for its motivational features, teachers held positive attitudes toward TBLT implementation and teachers had a higher level of understanding task and TBLT. Therefore, I reviewed this research and came to know that the Chinese teachers had zeal to know about TBLT and practiced it in their real classroom. The researcher made a strong assertion that most EFL teachers had positive

attitudes toward TBLT execution due to a higher level of understanding of task and TBLT concepts.

Furthermore, Dev (2012) conducted a research on “Teachers’ perceptive on usefulness of using tasks in grammar teaching” and brought the concept that teachers are quite familiar with it and positive towards the usefulness of tasks to teach grammar but they don’t seem to incorporate tasks to teach grammar in the EFL classroom. The researcher therefore made a strong assertion that teachers were found focusing more on language forms rather the meaning of those forms. The researcher conducted her research by taking interview of the participants and observing their classes as a means of data collection tools and interpreted her data.

Research Gap I Noticed

Review of the literature helped me to gather insights and crystallize them on teachers’ perceptions and practices in task-based language teaching. Aforementioned literature overviews are evidences that the researchers have done in EFL context in the topic related to task-based language teaching. As I reviewed the number of a variety of the previous research studies, research journal articles, I established relation between the theme, concepts and ideas of my research work. Most of the journal articles, books and research studies have been discussed on the use of task-based language teaching in language classroom. While reviewing many related research issues on task-based language teaching, I concretized the ideas that some researchers’ emphasis on developing a concrete package program and conducting a workshop that could develop a frame towards teachers ‘perception on task in the classroom setting. On the other hand, some other researchers highlighted the issue on tasks that are the sources for creating the

motivational aspect for language teaching and learning in the classroom dynamic. As Gass & Selinker (2008) said that motivation predicts success of language learning, in that the more successful one has been in language learning, the more motivated one will be to learn more. Similarly, some researchers discussed about tasks that are the key tools for the language learning and teaching. They have said that tasks are the means for holding a meaningful interaction. In regards to the aforementioned research studies, undoubtedly tasks are the primary requirement, which promotes language learning and teaching successfully.

However, I found a gap on those various researches conducted as I could easily trace out something missing in those researches, which prompted me to initiate a new research on the field of language teaching and learning. I would not make strong claim that my research is a cure-all inventive one and a landmark from all other researches being carried out so far. However, I can conscientiously argue that I have attempted to strike upon the issues, which other researchers have not turned their eyes. While reviewing the previous researches, I found that researchers have highlighted the issue on why TBLT is important in English as a foreign language classroom and how the ELT professionals could apply the notions of this approach in the classroom dynamic. I found the weak to researchers focus on the trend of the ELT professionals and their beliefs in using TBLT as a classroom practices. They did not talk about why ELT professionals are not ready to grab the main notions of this approach and use then the classroom situation if it is applicable to address the common classroom problems. Therefore, my research tried to fill the gap existing in the field of teaching and create a kind of zeal among the ELT professionals and the learners. Despite these facts, I believe, my research tried to draw

the attention of many EFL teachers. Like me to think about the alternative teaching techniques and methods to apply in the EFL classroom situation to address the demand of the learners and make them involve in task in order to make their learning more authentic and useful in their life in the days ahead.

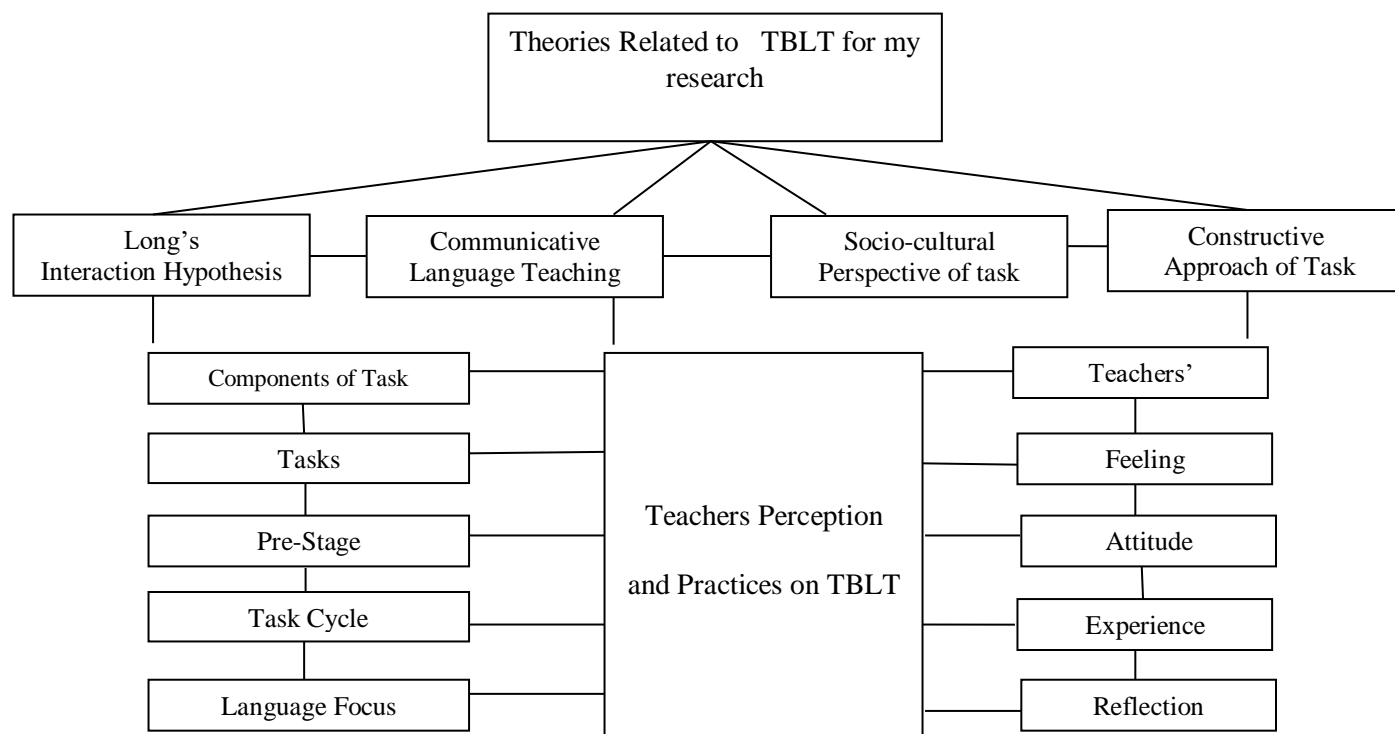
Theoretical Framework

There are various methods and approaches to teach English language in the EFL classroom. It is not fair to single out a method as cure to all ills. Many of the English language teachers' follow different methods and techniques in the English as a foreign language classroom practice. Grammar translation method is still popular among the ELT practitioners in our classroom practices. When communicative approach emerged, the concerned moves towards this approach and classroom practices are based on this approach in the later years in English language teaching. Despite these facts, the language teaching becomes lecture oriented more but less practice and less task oriented. CLT incorporates the spoken aspects of the learners in the field of language teaching and learning. Language teaching is not only the means of developing the spoken aspect of the learners. It should capture the notion of all skills of the language where CLT becomes unable to address the issue on providing tasks to the students and motivating them to learn the language and develop the skills of the language simultaneously. Therefore task-based language teaching came in to existence in the field of language teaching and learning. Therefore I grew concerned to find out the main notions of task-based language teaching and its' real practices among the ELT practitioners in Nepalese classroom scenario. So, my study focuses on exploring teachers' perceptions and practices in task based language teaching. My research began from teachers' practices on task based

language teaching and then I discussed the task and its stages in designing tasks. At the same time, I discussed the teachers' perceptions on feeling, their attitude, experience and reflections and tried to find out the effective language teaching through TBLT.

In this research, I attempted to explore the secondary level community school English teachers' perceptions and their practices in task-based language teaching based on the data collected through interview and classroom observation. The data were analyzed and interpreted through the participants' responses collected from the interview and their classroom practices observed during the data collection period. My theoretical framework is illustrated broadly in the diagram below:

Figure No 2: Theoretical Framework



Chapter Summary

In this Chapter, I presented the literature related with the main areas of task-based language teaching. First, I discussed the basic notions of task-based language teaching and its presence in the EFL context. Then, this Chapter dealt with thematic and theoretical review of my research issue. Finally, it presented the review of finding of previous research related to task- based language teaching, the gap that I made me to reshape my framework of my research study.

CHAPTER III

RESEARCH METHODOLOGY

This Chapter deals with the methodological issue of the research. It presents the philosophical considerations namely, ontology, epistemology and axiology. In addition to that, the Chapter consists of research paradigm, research design and methodology of my research. Moreover, it includes sampling and participants' profiles, tools and data collection techniques and quality standards. Finally, it ends with the ethical consideration.

Philosophical Considerations

The ultimate goal of language teaching is to enhance learners' intuitive power helping them through different methods of language teaching. Moreover, TBLT as a method encourages learners to be considered well enough on exercising the task and promote learning. The focus of teaching task which is based on language teaching that clicks the learners' intuition and engrains habit in them to do the task to enable to collect the sufficient ideas whatever is needed. I believe that the selection of right research design and methodology plays a significant role to make a research complete and successful. Borg (as cited in Cohen, Manion and Morrison, 2002) states that research is the combination of both experiences and reasons and must be regarded as the most successful approach of the discovery of truth, particularly as far as the natural science are concerned (p.5). For my research study, I consulted the needful philosophical parts. It is very important to relate some philosophical considerations in the research so that it shows how philosophy takes the consideration in the research itself.

Ontology

Ontology is “theory of being as such and forms the general part of metaphysics, or theoretical philosophy” (Mautner, 1996, p.304). So, Ontology is a scientific study concerned with the nature of reality or belief. This study does not claim singular reality. There tend to be multiple realities in the world. It is only because of beliefs, thoughts, assumptions and different analysis of different people. .Cohen, Manion and Morrison (2002) opine “...Knowledge as personal, subjective and unique” (p.6). It deals with the nature of our beliefs about reality. There is no ultimate reality in the world. It varies with the time, place and person. Reality is based on the individual perception and self-understanding .So, the same reality rings true to untrue to another. I also believe that there is no absolute reality. It is based on the personal thinking and understanding and is not therefore static but changing one. For example, before the emergence of TBLT in the ELT field, there were many other methods of teaching considered as real as well as the absolute accepted methods but with the change of time, those beliefs no longer stayed in the field of language teaching and learning. Therefore, truth and beliefs are no longer stay static they are subject to change and modification over time.

Ontologically, my study and findings are based on subjectivism and interpretivism, they are developed by conducting classroom observation, and in-depth interviews .I believe that there is no single reality on TBLT as such. Therefore, TBLT is said to be one of the many emerging and academically enriching methods in the field of language teaching and learning. Therefore, I suggest all the ELT professionals as well as the practioners to appraise and if found fit to apply this method in teaching then only they can incorporate the different beliefs and understanding for the same. Nevertheless, they

are free come up with different opinions to address the difficulties in teaching and learning. In my research, I tried to value the ELT teacher's perceptions and practices in TBLT.

Epistemology

Epistemology is concerned with the nature of knowledge how it can be acquired. It talks about the reality of the society to know the world. The epistemological assumptions determine extreme position on the issue of whether knowledge is something, which has to be personally experienced (Burrell & Morgan as cited in Belbashe, 2007, p. 45). Epistemology constitutes knowledge and what is possible to know, understand and represent. It is a branch of philosophy concerned with possibility and extent of human knowledge. The theory of this philosophy seeks to discover the nature, origins and limits of human knowledge. Richards (2003) defines, "Epistemology, the science or study of knowledge, refers to the views we have about the nature of knowledge and the relationship between knower and known" (p.35). Since my research, design is qualitative and paradigm is interpretive, my repertoire of knowledge is constructed through my personal experiences and the participants' experiences gained through the research. My epistemological beliefs are based on subjectivism since I believe my participants' may give the different subjectivity because my epistemological standpoint is based on subjective rather than objective. In my research, I have tried to develop my epistemology through observation and interview. In other words, I tried to generate knowledge through interactions between me as a researcher and the teachers who involved in the field of teaching as my research participants. I retrospected my journey of study in the area of teaching. However, TBLT was in shadow in teaching and learning before but it is very

important at present because tasks are the absolute means of knowing the things. I confirm that the epistemological consideration of my research study is based on the knowing about the different views on task- based language teaching in the English language classroom of ELT professionals as well as the practitioners. In my research, I constantly sought the interaction between with the EFL teachers and proceeded with observation because the truth is easily produced from the interaction as well as the observing. Creswell (2003) says, “Theory of knowledge embedded in the theoretical perspective informs the research e.g. positivism and subjectivism” (p.4).In my research, the knowledge is constructed with the shared information, which follows the multiple forms of constructivism.

Here, constructivism is primarily a theory of knowledge with roots in philosophy and based on observation and scientific study about how people learn. No doubt, people construct their own understanding and knowledge of the world, through firsthand experience of things and reflecting on those experiences in the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is boarding. The teacher makes sure and understands the students' pre-existing conceptions, and guides the activity to address them and then build on them. As Richards (2003) says, “The fundamental tenet of this that reality is socially constructed, so the focus of research should be on an understanding of this construction and multiple perspectives it implies” (p.38).So, constructivism addresses the issues of multiple reality of any research study.

Axiology

Axiology is the science of how humans value and make value judgment. It is concerned with the truth. Creswell (2003) says that individual seeks understanding of the world in which they live and work. They develop subjective meaning of their experience (p.181). Therefore, it is that branch of philosophy, which focuses on the study of values. Richards (2003) says “Theory of value” (p.36).

Here I have a strong reservation on the very fact people even now believe and use the traditional methods in language teaching and learning. They do not seem to think to construct the new ideas and hesitate to follow the emerging beliefs in the real field. However, in my case, in order to meet the requirements of my quality research, no value is right or wrong, rather value is context-based so that it differs from individual to individual, according to the human behavior; how they apply in different situations. I followed subjective values depending on the needs and interests of people that gets changed over to time and situation. There is also a belief that we should not break the traditional norms and values, in practice in the society from generation to generation, but my value is to change the existing traditional situation of the classroom. Therefore, my duty as a researcher is to bring change in the present situation and recommend suitable pedagogies in the field of teaching and learning activities of English as a foreign language classroom so that different stakeholders can be benefited and learners get proper teaching learning environment to develop their language competence.

Cohen, Manion and Morrison (2002) say, “...the individual creates, modifies and interacts the world in which she or he finds herself or himself” (p.7).

From the perspective of axiology, I have given the importance of subjective values. In TBLT, there is over emphasis on tasks which enhance learning .The same value may not be true for some teachers because they have different views and values in it.

Research Paradigm

To the best of knowledge, my research study addresses the principles of qualitative issue and where it is based on the interpretive paradigm. The very term ‘interpretive’, is clear because the interpretive is to interpret the findings by the researcher and try to get the real meaning or the answer of the research questions. The goal of interpretive research paradigm is to study how human experiences are explored in stream of consciousness. According to Denzin and Lincoln (1994), “This goal is variously spoken of as an abiding concern for the life of the world, for the epic point of view, for understanding meaning” (p.118). Interpretive paradigm is the study of experiences that intends to explore the meanings of experience. Interpretive research paradigm is based on the subjective aspect of the participants. The participants’ opinions and views are highly emphasized. I tried to draw the meaning for his research through the participants’ subjectivity. The central endeavor in the context of the interpretive paradigm is to understand the subjective world of the human experience (Cohen, Manion& Morrison, 2007). The interpretive paradigm focuses for studying what people think, their ideas, and different people in different situations interpret the meaning as well as the subjectivity. The social world in different ways. Everything in the social world, therefore is relative to everything else; nothing can wholly be ever true and nothing can ever be wholly false; the best we can do is describe the reality form the viewpoint of those who

define it- the people who involved(Livesey,2006,p.2). Interpretive paradigm leans towards the collection of qualitative data uses methods such as unstructured interviews and participant observation that provide this type of data (Livesey, 2006, p.5). As interpretive paradigm is based on the subjectivity and social interaction of the participants and the social interaction is based on three principles, which are conscious, action and unpredictability (Livesey, 2006, p.3). Firstly, while doing the research that is based on the interpretive research, the researcher has to be conscious about maintaining good relationship among the participants. Secondly, the participants also can intentionally make the choice for taking action for behaving with the researcher and others. Thirdly, if the behavior of the participants cannot be predictable it becomes very difficult to read the participant for our research purpose.

Having followed the interpretive paradigm I tried to innovate the meaning and answer for my research. I used interview, which is based on the interaction and the next one is observation, as the research tool, which allowed me to give my research a theoretical frame. Interview with the participants' helped me to evaluate their perceptions and observation of their teaching learning activities supported me to come up the essential ideas for the interpretation of my research. In this study, multiple sources of data collection as the research instrument that asked for opinions and judgment as well as open-ended responses related research. It is important for me to use the interpretive research paradigm because of the dependence on individual perceptions of the concerned issue. After collection of the responses from the informants, I interpreted the reflections from the participants and tried to frame the meaning for my research.

Research Design

Research design is a systematic inquiry that seeks to build a holistic, largely narrative description to inform the researcher's understanding of a social or cultural phenomenon. "Research designs are plans and the procedures for research that span the decision from broad assumptions to detailed methods of data collection and analysis."(Creswell, 2009, p.3). Qualitative research takes place in natural setting and there is no rigid sequence. Similarly, there is flexibility where the researcher has always an extent for going back either to change or to refine things. As Kerlinger (2000) defines research design as "The plan structure, and strategies of investigation conceived so as to obtain answer to the research questions and to control variance" (p.187).

Therefore, I used purposive sampling for the selection of the participants. I used observation and interview as the two research tools in terms to elicit data for the research. At the same time, I made field notes for the sake of detailed understanding and considered to prepare the open-ended questions during my interview with the participants and their responses recorded in the recording device. Moreover, the data were transcribed and interpreted based on the norms of qualitative ground of my research.

Methodology of My Research

The aim of methodology is to help us to understand, in the broadest possible terms, not the products of scientific inquiry but the process itself, Kaplan (as cited in Cohen & et.al, 2000, p.45). By methods, we mean that range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation (Cohen, Manion and Morrison, 2000, p.44). In fact, from the stated view, it can be said that methodological consideration is the way to act of deciding the tools to do

the research studies. Moreover, methodology refers to an assortment of approach used in educational research to gather data for the interpretation and analysis.

However, there is neither a single methodology that is appropriate to any research nor a process that is unambiguous. I have a strong belief that various perspectives have the potential to provide varied insights for the researchers. Methodology is of course a powerful vehicle for carrying out any research completely and successfully. It helps to collect the data required and provides strength for investigation on the particular research. Methodology is the study or description of methods. It is a systematic and orderly procedure or process for attaining some objectives. The proposed inquiry of my research followed qualitative and interpretive approaches. The kind of methodology that I as a researcher adopted to further my research in a rigorous manner depends upon the basic epistemological, ontological and axiological theoretical ground and applied their major assumptions I hold and persuade. Any research study is based upon some core research ideas. There are certain paradigms that can give a clear direction as to how the research would proceed.

In this regard, my ontological, epistemological considerations and my value system, beauty of pursuing qualitative research, the appropriateness and relevance of ethnographic study have been associated for the research to have strength and validity. Therefore, I drew the assumption of ethnographic concept in my study where TBLT strains the interaction between teacher and student. Tasks allotment deserves the interaction between them. Furthermore, my assumptions, interests, and purposes determined research methodology. According to Richards (2003) includes ethnography seeks to describe and understand the behavior of a particular social or cultural group

(p.14). I held the view that we can understand the views of certain groups of the people through description and interpretation. Thus, I focused on how ELT teachers understand and practices in TBLT in the EFL classroom.

Sampling and Participants' Profile

I used purposive sampling to carry out my research. As Creswell (2012) advocates, in purposive sampling researcher intentionally selects individuals and sites to learn and understand the central phenomena. Therefore, in order to conduct my research, I selected six participants from six different community schools of the Kathmandu district. Then I organized the observation of their classes and developed the running commentary based on the observation performa that helped me to interpret the data on their practices. Afterwards, I took interview from those research participants based on the issue related so that I could trace their perceptions on TBLT, which helped me to thematize my research issue. In order to maintain the quality standard I frequently visited the schools and observed their classes and collected the notes.

The themes of my research study were identified based on the data that I collected from the interview and observation based on the questions that I asked in the process of interview and observed their classes based on the observation Performa. To make my research authentic I included the participants' responses without any correction even if there are some grammatical errors. I considered the code of conduct that the participants' name would not be publicized in order to maintain the trustworthiness of my research.

I used purposive sampling to conduct my study. I selected the participants' to fulfill the purpose of my study. This section included the participants' profile. I would simply present their experiences and qualifications in order to maintain the ethics of my research.

- a. P1 is a male teacher of English language teaching. He did his MA in English from TU. He has been teaching English at the secondary level for more than twenty years. He attended several training of English language teaching conducted by ETC of Kathmandu. He worked as a training roster. He is the Headmaster of school. He has been teaching +2 level as well.
- b. P2 is also a male teacher. He is MA and M.Ed in English. He has been teaching English at the secondary level for more than twenty-One years. He conducted and attended several training as a part of professional development. He is a roaster trainer of Educational Training Centre of Kathmandu. He is a life member of NELTA. He is the assistant Headmaster of a school. He has been teaching higher level as well.
- c. P3 is also a male teacher. He is a B.Ed in English. He has been teaching English at the secondary level for more than twenty-one years. He is doing his Master in English from KU. He attended several trainings as a part of professional development.
- d. P4 is a female teacher. She is an M.Ed in English and doing PhD from KU. She has been teaching English at the secondary for more than seventeen years. She conducted and attended several trainings as a part of professional development. She is a life member of NELTA.
- e. P5 is also a female teacher. She is a B.Ed in English. She has been teaching English at the secondary level for more than ten years. She is the assistant Headmaster as well. She attended several trainings as a part of professional development. She is the assistant Headmaster of school.

- f. P6 is also a female teacher. She is an MA in English. She has nine years of teaching experience in English. She has been teaching English in +2 as well. She has little experience of training as a part of professional development.

Research Method

Methods refer to techniques and procedures in the process of data elicitation. It generalizes the techniques received from the success of particular techniques, suggesting the new applications. It enhances the researcher providing the concrete strategies to complete a research project. Cohen, Manion and Morrison (2000) say, "Methods may also be taken to include the more specific features of the scientific enterprise such as forming concepts and hypothesis, building models and theories, and sampling procedure"(p.44). Adapting the qualitative approach into my research inquiry, I used ethnography research inquiry as a research method invariably prone to the findings I have hypothesized. Ethnography takes on the form of culture and decides the culture of teaching in ELT dynamics. This methodology ushers the strategies of wide participation and incisive observation to reach findings and hence produces concrete results. Flick (2009) says, "Ethnography in which observation and participation are interwoven with other procedures, has attracted more attention" (p.233). As stated in the above concept, I focused on the methods of fieldwork, which is central to all ethnography, where I as a researcher acted as a key participant observer and facilitator, collect main sources of data from field based on observation of the participants and interviews regarding their perception of the TBLT. Similarly, Roth (2005) says, "Ethnography is one of the legitimate way of establishing inter subjectivity that escapes the false dichotomy opposing objectivism and subjectivism" (p.6). As the study relies mostly on teachers

‘self-reported feelings, personal perception, and experiences about the use of TBLT in the Nepalese classroom. I chose the qualitative research inquiry to observe the informants naturally in the real situation. In addition, Bryman (2008) argues that ethnography is a study in which participants’ observation is the prevalent research method but that also has a specific focus on the culture of the group in which the ethnographer is immersed (p.402). As Bryman stated that in my research, I would be dealing with my research issue adopting the notions of ethnography, a research method, where I as a researcher emerged a social setting for an extended period, observing the behavior, listening to the participants what is said in the conversation and developed a frame to analyze later. Adopting the research methodology of ethnography, I focused on the methods of fieldwork, which is central theme of ethnography as a research method, where I as a researcher acted as a participant observer, collected main sources of data from field notes and open-ended interviews to make my research more reliable and authentic.

Data Collection Techniques

In order to capture the fundamental as well as the basic information of any research, data must be collected. Especially in interpretive research, there will be a small number of informants. However, in ethnographic research method, it is assumed that the large number of participants is required. I hereby incorporated six English language teachers and observed their present practices of teaching learning activities in the classroom setting as well as I incorporated taking their interview asking their beliefs on TBLT. So, taking interview of the participants and observing their classes are the two research tools for generating the data of my research. Cohen, Manion and Morrison (2007) say that the sources that do not bear a direct physical relationship to the event

being studied (p.194). Therefore, I used the following two tools in order to collect my data.

Observation

According to Cohen, Manion & Morrison (2000) state, "Observation methods are powerful tools for gaining insight in to situations" (315). To support this idea, in my study, I used observation as a research tool in order to elicit fresh data my research work. This helped me to generate firsthand data in natural setting. Observation can be either facts or events or behaviors (Cohen, Minion and Morrison, 2007, p.396). Holding on to this concept, I as a researcher observed the teaching learning activities of the ELT professionals and their strategies and methods in the real classroom situation and then tried to generate the information to develop my study successfully. Before conducting the observation as a research tool, I took the permission from the school authority and made the cordial relationship with the teachers as well as the research participants. If the extended observation is required, then I immersed into participant observation maintaining ethical codes of observation as well.

Interviews

Interview is a process of exchanging ideas, views or perceptions between two or more than two people through the medium of questions and answers. The interview is the opportunity where you can describe your experiences and skills and can get an idea of what is happening with the company. An interview is a meeting between two or more people in order to ascertain if there is adequate compatibility to achieve a specific purpose. Similarly, "An interview, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge

production, and emphasizes the social situatedness of research data”. In depth (Kvale, 1996, as cited in Cohen, Manion, and Morrison, 2000.p.267)

Interview is also one of the prominent tools to elicit data for my research. It is not a mere ordinary everyday conversation. Therefore, in the similar note I used interview as a research approach in conjunction with questionnaires to collect the absolute data from my participants. The techniques that I followed to conduct interview determined authentic relationship between I as a researcher cum interviewer and research participants. In order to strengthen and substantiate, I collected the participants live experiences regarding the applicability of task- based language teaching in the modern times and their perception as well.

Data Analysis and Interpretation

The process of data analysis and interpretation is the core issue in any research. This made the research sound, more authentic and reliable. Analysis and interpretation of any research made the process of understanding the collected data from the field. In this regard, Cohen, Manion & Morrison (2007) say, “Qualitative data analysis involves organizing, accounting for and explaining the data, in short, making sense of data in terms of the participants’ definition of the situation, noting patterns, themes categories and regularities”. Furthermore, Richards (2003) says, “Analysis is neither distinct nor a discrete process, it is something happening, in one from another, throughout the whole process” (p.268). Agreeing with the above stated opinions, at first I collected the data from my research site, assembled and tabulated them in an order naming them with data of p1, p2...p6. After the tabulation I transcribed them one after another. The data reduction helped me to generalize the participants sharing and understanding of my

research issue. I went through all the data thoroughly and attempted to make the general sense of the participants and constructed the meanings as a whole. After that, I started analyzing the data giving the codes to the participants such as p1, p2, p3 ...p6 and so on. After analyzing the data, I developed the themes under five titles, based on the data collected. At the end, I discussed and interpreted data under each theme and derived the conclusion as well.

Thus, the data that I collected were interpreted and analyzed based on the data collected from observation and interview, the two-research tools. Similarly, I considered the norms of qualitative approach while interpreting and analyzing the data that I collected.

Quality Standards

There is blame on the qualitative researchers that the qualitative research loses the quality itself because it is highly influenced by subjectivity. There is a matter of debate that the norms of objectivity, trustworthiness and realistic issues are far beyond for the qualitative research, which I do not agree. A researcher needs to think and develop a set a norms in order to conduct any research. Thus, I as a researcher considered some issues to make my research standard. My research will be helpful letting others to know and judge on it. Based on the research question and research paradigm the following quality standards of my research rely on.

Trustworthiness

It is generally believed that trustworthiness is a necessary issue to be taken into due consideration in order to make any research standard. So, we must necessarily maintain the trustworthiness while doing any research and can not compromise with

anything else. I equally considered the relationship between the participants and the researcher then only I can maintain the trustworthiness. In order to maintain trustworthiness of the research I have tried to prolong my research for more than a month and engaged organizing the interview with the participants until they were not twisting their experiences during the interview time. I assured them there would not be any cheating by them and would highlight their significant role for creating a good mechanism for the society as well as for others.

Authenticity

The term 'authenticity' means the quality of being actual sustentative with sources and materials. As a researcher, I am serious to make it more authentic. To maintain authenticity of the research, I would be seriously presenting in a polite manner with my research participants. So that, my research participants would be interested in my research problem and help me accordingly. I have tried to collect sufficient information from my participants to address my research problem, and then I preceded my inquiry again, until the authentic data were not elicited.

Member checking

It is a process to check the hypothesis the data elicited from the participants during interview by the researcher. It helps the researcher to make his data valid, authentic and the reliable. Guba and Lincon (1999) assume that this single most crucial technique for establishing credibility (p.239).If the researcher wants to establish the multiple realities then he has to present the issue many times. The process goes continuously. It can be held either in formal or informal or both. The researcher can make the data more reliable by processing them to the participants receiving their experiences

in an informal setting. Errors if any, he can correct on time and will be able to present the most authentic data for the interpretation of the research issue. Guba and Lincoln (1999) argue that member checking gives the respondent a chance to judge the overall adequacy of the interview itself in addition to providing the opportunity to confirm individual data items (p.239). So, it gives participants opportunity to correct errors and understanding what they have perceived and interpreted during the data collection time. Therefore, in this regards, I as a researcher considered those matter to make my research more valid as well as authentic in the course of research time.

I kept in constant touch with my participants to see to it that the information gathered is accurate or not. Since through this member checking process participants can also correct the errors in their previously given data, so I tried to gather their changed attitude. Moreover, I requested each of my participants to comment upon the accuracy which I summed up after taking interview and observation.

Ethical Considerations

Ethical issues may stem from the kinds of problems investigated by social scientists and the methods they use to obtain valid and reliable data (Cohen, Manion & Morrison, 2000, p.49). Ethics refers to the moral principles that influence and control the person's behavior. In order to conduct a research successfully; a researcher has to strike some sorts of ethical considerations. The participants' involvement cannot be neglected on any research. A prolonged association with the research participants in a qualitative research is required. Moreover researcher needs to keep the decision about his field, about the participants' involvement as well as the issues of privacy or confidentiality.

Being as an ethnographer to conduct a qualitative research, researcher is abiding to consider so many consequences on many actions.

In qualitative research, maintenance of a code of conduct is must. According to Cohen, Manion and Morrison(2000), there is always tension on the matters of non-maleficence, beneficence, and human dignity because there may be sometimes problems in the matters of privacy, anonymity, confidentiality, betrayal, deception and so on, which create problem in the research(p.50). Keeping these facts in my mind, I have tried not to dominate the equal presence of my participants in my research. Assuming as a true myself as a researcher, I showed my deep respect and honor to my research participants. I never humiliated them no matter what the responses they shared. I strictly maintained neutrality so as not to divide the participants according to their race, age, cast identity, religion, and language and so on while working with them. While conducting interviews and classroom observation as participant observation, I tried not to incline to one research participant and disincline to another participant. Rather I tried to develop good and cordial relationship with them gaining informed consent from them. Creswell (2009) says, “The researcher develops an informed consent for participants to sign before they engage in the research” (p.89).Therefore, I tried to establish the right of the participants and inform them earlier and fixed their suitable time to conduct my research. Moreover, holding my mind to maintain a good fairness and thinking about avoiding the biasness with my research participants.

Chapter Summary

This Chapter dealt with philosophical considerations that I adopted in my research study. Moreover, the Chapter included the research paradigm, research design and

methodology of my research that I embodied in the research study. Furthermore, the Chapter discussed with the participants profile, data collection tools and procedure and quality standards in order to make my research study scientific. Finally, it also presented the ethical consideration as well.

CHAPTER IV

TEACHERS' PERCEPTIONS

This Chapter deals with the theme of my first research question on the issue in teachers' perceptions in task-based language teaching. It includes teachers' perception, understanding and usefulness of TBLT into four different sub-themes, annexed with the interpretation and analysis of the themes generated during interpretation.

Thematic Analysis

This section discusses thematic analysis and interpretation coupled with the research questions. In the course of conceptualizing the framework for this study, I tried to elicit participants' information using two different tools- observation and interview. Since this is a qualitative study, participants were not bound to any constraints while expressing their opinions, so that, keeping all this in mind, I have transcribed the data. After transcribing them, I have deduced the data and developed the themes. The five different themes were developed on teachers' views and their practices. After developing the themes, I decided to keep them into two main headings. They were (a) Teachers' Perceptions and (b) Teachers' Practices. Out of which four of them were categorized under understanding/perceptions themes and the rest one under the practices theme. I shall be incorporating the five different themes from the responses that the participants provided during the interview and observation. I have developed the following four themes, which were aligned with the perception of teachers' in TBLT: (a) Teachers' perceptions in TBLT. (b) Pedagogical challenges in implementation of TBLT (c) The

prospects in implementation of TBLT. (d) The usefulness of TBLT in our context. In addition, the theme that I deduced (e) Present practices in task-based language teaching was aligned with the practices on TBLT. The themes a, b, c and d were interpreted based on the participants responses and theme e was interpreted through classroom observation. Likewise, each main theme of perceptions and practices were minutely interpreted into other sub themes as discussed below.

I developed aforesaid themes on the basis of my field based practicum and real observation. The data collected are reliable and valid on the grounds that they reflect the scenario of the observed ones and needs to be supplied. Observation reports clearly focus upon what it is there to compensate and what it is there to practise. Qualifications and working experiences are likely to appear kinds of incomplete unless observed ones are trained on TBLT basis. My frequent visits to those places and findings have really met my research questions, and accordingly my findings are concluded. And, accordingly, my propositions to the following theoretical orientation on TBLT practices are justified. Thus based on my research questions, I developed the following different themes that are:

Theme 1: Teachers' Perception on Task based Language Teaching

This theme tries to generate the perception of task-based language teaching from the participants' point of view. The main aim of this question was to examine diverse perceptions of the participants as to how they take task-based language teaching. The term TBLT can not be new to the teachers although they did not practice it as such. With the help of the interview, I collected different views of the participants; they had different opinions on it. In order to collect the diverse views on TBLT from the participants I developed several questions and asked. The views that I collected were kept

under different sub-themes and interpreted herewith. Therefore, on the answer of the question on what was their understanding about task-based language teaching, many of the participants forwarded ambiguous ideas and opinions. In the following sections, the various opinions on the perception in TBLT shared by the participants are thoroughly interpreted under three sub-headings: TBLT as a process, TBLT as a recent method and TBLT as an activity.

TBLT as a process. This theme was generated from the participants' response. The answer of the question as to what was their understanding about task-based language teaching, in this regards one of the participants (P1), who has been teaching English at the secondary level for more than twenty years said,

Teacher shouldn't be taking a lot of burden to carry on the task. Burden can be divided into providing task to the students and students in groups sometimes can bring their ideas after sometime then the group leader would present. The Teacher would take comment and help students. This way all the time task would be divided into different groups and pairs in the classes and teacher will first let the students talk about their experiences and ideas. Then the teacher would make it better. Teacher should aid more ideas so that students are clearer.

He further claimed that he had been using TBLT into his pedagogical practices too.

Similarly, he added that if the tasks are assigned to the students, the class becomes more interactive and participatory.

From the responses of p1, I came to know that he had the basic notions of task-based language teaching; he put more emphasis on active participation of the learners to learn the language. P1 highlighted mainly upon the process of TBLT which incorporated the

significance of the tasks in group or in pair. He added that tasks were assigned to the groups and made them discussed in the groups and asked students to come up with certain ideas and share it in the class. Likewise, in response to the question: Why did you use task-based language teaching in the classroom? His response was, *because, my today's students would definitely go for further education when they got to have a further education, may be abroad, may be in the universities, they will find it easy to carry on the studies more effective and more creative ways.* This indicates that, p1 understood the importance of assigning the task to the students in order to create the learning environment if students worked on TBLT in the EFL classroom situation. Therefore, from the above responses of participant one, I came to know that TBLT as a process of language learning where tasks are assigned to the students in a group and students were oriented them for language learning.

TBLT as a recent method. Richards & Rodgers (2001) define that method is an overall plan for the orderly presentation of language material. In this regards, on the answer of the question on understanding of TBLT, participant two articulated with,

Oh, yes task based language teaching, what you say is a recent or very immediate concept. It seeks to engage students in a task, teaching is not just teacher lecturing and students listening. It assumes to keep students active in activities a task while performing they don't feel like being taught and they feel like playing and they learn it.

Participant two also emphasized on participatory approach of learning where tasks would be given to the students and made them engage on it. In other words, classes would abuzz with activities, and the approach would be task based. Freeman (2000)

advocates this idea, as he says, “In participatory approach the teacher engages students in an initial discussion about what is happening in their classroom” (p.153). Thus from the above discussion, it can be deduced that TBLT is an approach where teachers assign some task to the students and engage them on it in a participatory method. He further added that the concept of TBLT is a recent approach of language teaching where one way lecturing and other way passively receiving are not valued but the students active involvement is desirable. The ideas shared by the participant two are somehow similar to those of the p1 in terms of participation of the students in doing the task in the EFL classroom organization with few of dissemblance. Thus, from the above ideas shared by participant two on the issue of understanding of TBLT he emphasized on TBLT as a recent and very immediate concept in English methodologies which integrated tasks a means of meaningful learning.

Similarly, I asked the second question to participant two as to why he used TBLT in the classroom. He stated, *yes, as I told earlier, it keeps students busy without teaching more and excited to learn*. So, p2 also highlighted the issue on learners’ involvement in the tasks and in terms of meaningful learning. Main focus areas are on techniques and methodologies to keep students busy and doing something in the classrooms.

Furthermore, in the same way responding to the question about the use of TBLT in the classroom practice p2 stated that yes. He further said, *I use it as need arises first what I do, I have a lesson plan, right I go according to my lesson plan and if my lesson plan demands task based language teaching then I use it but not in every alternate day or every two days. It depends on the nature of the lesson plan*. In order to support this

opinion as Harmer (2007) says, “For teachers a plan gives a framework, an overall shape of the lesson”(p.156).

In the same way, I observed his class on the basis of which, I understood that p2 told a story and motivated his students in learning. Story was taken as a sample. It was read out to students first and activities were developed accordingly; the story was made on the basis of developing some tasks and energized students on it. So from this discussion it can be interpreted that p2 had clear understanding on TBLT and its practice in the English as a foreign language classroom. Therefore, based upon the classroom observation of p2, he perceived TBLT as a method of instruction of leaning where he incorporated tasks as a medium of instruction in the field of language teaching and learning.

TBLT as an activity. This theme was also developed from the participants’ response. In this regard, I inquired about what his understanding was in TBLT. Participant three replied and stated, *it really makes the students very active engage them in learning through a meaningful task.* I further asked second question to the p3 and the question was why he used TBLT in the classroom, he further added *to make students very active, engage them in task, so that they learn the things.* From the above responses, I came to know that p3 also had some ideas on TBLT and he focused more on the importance of task in order to develop the creativity of the students. Nunan (2004) also advocates this idea of TBLT as he says, “Task-based language teaching has strengthened for an enhancement of the learners’ own personal experiences as important contributing elements to classroom learning” (p.1). However, my argument in this regards is if ELT professionals organized with the various activities as classroom practices then the enough

learning environment would be created among the learners in the classroom setting. Likewise, the response of p3 indicated that task- based language incorporates and enhances the creativity aspects of the learners. When I as a researcher observed his class, I found the participant brought several tasks in the classroom and he assigned them to the students. Students were found to do the tasks with their own creation and developed their interest on it. Thus, from the above discussion it can be deduced that the understanding of TBLT and his classroom practice was related in terms of finding the perception on TBLT.

In the same way, p4 was a novice female teacher having M.Phil and doing PhD from KU said, *it is very good questions. Because I am a teacher, I always talk about on behalf of the students based teaching I like most. I prefer most of the activities to do by the students. So, TBLT incorporates students to involve them in the task.* Her response showed that she always focused tasks to the students and tried to make her teaching more effective in the classroom. She motivated her students involving the tasks and understands the language. It was found that her teaching was fully based on the tasks related activities even in the classroom. During my interview, I asked the question of why you used TBLT in the classroom practices, the p4 replied, *we make our students to make their English good. And to make our students get ready for their further education.* In this regards, the ideas shared by her was similar to those shared by the p1. This suggests that p4 had incorporated the importance of tasks to learn the language even though she had common understanding in task- based language teaching as an approach of language teaching and learning. She very often tried to relate the notion of TBLT with the tasks only.

In response to the question of understanding TBLT, p5 who has been teaching for more than ten years said, *task based language teaching means teaching the language through a meaningful task*. She further added, *it helps the teacher to attract the class and students engage in the tasks. Teachers don't work hard*. P5 responded as to have a generic idea on TBLT. She had the concept of TBLT as was shown from the interview. But her classroom practices were fully based on the lecturing method and she did not capture the notion of TBLT in the classroom practices.

From this, it can be interpreted that she had a positive perception on TBLT. As if, she emphasized more on the importance of tasks and its impact in language learning of English as a foreign language teaching in classroom. It can be said that her understanding and classroom practices on TBLT were entirely different from p1, p2, p3 and p4.

In the same way, in response to the question of understanding on TBLT, p6 who has been teaching English for more than nine years said, *It's really important because now a days lecture method only refers lecturing something. Teachers' are whatever learning themselves to make the students more active, more learn. It's really important*. She further said, *"It helps students to participate in the work"*. Her ideas were similar to p2. She did not believe on teacher lecturing and students listening. However, her response reflected the importance on tasks not the notion of TBLT. She emphasized more on the task. Despite this p6 incorporated her ideas on TBLT that it brings interest among students to participate in the work.

Therefore, from the above discussion, it can be interpreted that p6 also had positive perception on TBLT. Moreover, she focused on the importance of tasks and

neglected the lecturing method of language teaching and learning. The notion of task-based language teaching is not only related to the task but it generates the ideas on meaning and form of the language. As Richards & Rodgers (2001) said that language is primarily a means of making meaning which are basic elements for the purposive tasks and activities. Therefore, from the above responses and interpretation, I came to know that p3, and p4 perceived TBLT as an activity whereas p5 and p6 integrated their ideas with the importance of tasks for the classroom teaching and learning.

Analysis

On the basis of above interpretation, it can be deduced that the participants have clear understanding and perception of task-based language teaching. However, they had shared their own ideas and understanding in TBLT. Some of the participants thought of TBLT as a process of language learning in relation to the task and some other believed TBLT as a recent method and an activity where the allotment of tasks are crucial for language learning and teaching. They highlighted the importance of tasks and task-based language teaching as one of the best approaches of language teaching and learning. They emphasized the importance of TBLT as a recent dynamics in academics is not only practice based activity and task-based classroom, but also provide ample opportunities to students for further possibilities of exploration and reexploration.

Since p1 had clear perceptions in task-based language teaching as he believed on the task and task related activities are useful for creating learning environment in the EFL classroom situation. P1 perceived TBLT as a process of approaching tasks for the classroom practices. It was also found that p1 believed task-based language teaching as encompassing task as a centre unit that creates a participatory approach of learning in the

classroom practices. Moreover, his perception is similar with Richards & Rodgers as Richards & Rodgers (2001) state, “Task- based language teaching refers to an approach based on the use of task as the centre unit of planning and instruction in language teaching” (p.223). In the same way it can be analyzed that p2 too showed the clear perception on task based language teaching. He believed that TBLT is a recent and immediate approach and concept of language teaching where teacher lecturing and students listening is not relevant but activities based on participation enhance better learning and makes learning more vibrant in teaching and learning. Here, the ideas shared by p1 and p2 were similar because they focused on participatory approach of learning and importance of task and task related activities. In the same way, the perception on task based language teaching p3 also had the similar concept whatever p1 and p2 believed. Furthermore, p3 and p4 believed that TBLT as an activity where activities are developed for better learning. As if they too showed the importance of tasks and task related activities that are useful to create enough opportunities for learning and teaching. Furthermore, p3 and p4 had a clear perception on task- based language teaching. The observation and interview too showed that she highlighted TBLT as an approach, which incorporates task as a basic unit that makes students engage for meaningful learning. Their ideas were aligned with the ideas of Richards & Rodgers. In this regards it would be worth effective to mention, as Richards & Rodgers (2001) said that task- based language teaching refers to an approach based on the use of tasks as a core unit of planning and instruction in language teaching. Thus, it can be analyzed that their perception was similar to the perception of p1 and p2. In the same way, p5 and p6 had positive perception in task- based language teaching but they highlighted the issue on

importance of tasks as an effective means of language teaching and learning. However, p5 and p6 criticized lecturing method of teaching which is outdated but did not give any other alternative of teaching dynamics.

Theme 2: Pedagogical Challenges in Implementation of TBLT

This theme emerged while discussing the research question related to the pedagogical challenges in implementation of TBLT with the participants. This theme explores the pedagogical challenges in implementation of TBLT when he/she has been facing. Here I have tried to explore the following sub-headings in order to interpret and analyze the theme deduced during the data interpretation. This theme was interpreted and analyzed on (a) induction on TBLT (b) classroom management as a challenge and (c) motivation as a challenge.

Induction on TBLT. Regarding the pedagogical challenges in implementation of TBLT participants shared the issues on the way of teaching and learning in the earlier classes was one of the major challenges in implementation of TBLT in the EFL classroom. Participants shared that it was difficult to motivate students on TBLT, if they were guided by lecturing and translating in their earlier classes. In response to the pedagogical challenges in implementation of TBLT, participants had similar opinion that teachers have to be smarter in order to manage the tasks that depend upon the interest and need of the students. They stated that teacher should professionally be sound and be able to manage the class and classroom activities accordingly. In this regards (Underhill 1986 as cited in Head & Taylor 1997, p.1) state, “Teacher development is the process of becoming the best kind of teacher that I personally can be”. As stated above I came to know that, the success of task- based language teaching is based on how teachers instruct

and facilitate their students in the previous classes and how they handled the classroom activities in the classroom setting. If a teacher is professionally sound then the challenge would be minimized in the later classes in terms of approaching TBLT in the classroom practices.

In this regards, p1 said, *whatever you have prepared the lesson plans that may not work. Sometimes you have to change it. Change your route and your activities. That creativity and that smarter ability are always needed to the teacher. This is very difficult.*

This response of p1 suggested that in implementation of TBLT teacher had a clear framework to organize the classroom. He has to prepare a lesson plan and he could have the smartest ability to handle the class even some times to change the plan on the spot. Without these, the learning becomes immature and unproductive .He further added,

In my context, I do not take all of these classes for English in my school. Other teachers would take the other classes. In the junior classes, I should handle the teacher who would focus memory and understanding way of teaching in the later classes. So, it would make a difference because my students would have better memory power and memorization practices in the lower classes. They would be already practiced.

Therefore, from above discussion, it can be said that the implementation of TBLT is based on how students were trained in the earlier classes and null induction would be really challenging.

In the same way, in response to the same question, p2 had a little different opinion than the p1 claimed. He stated,

Sometimes traditional head teacher complains of class is being noisy because showing pictures we have the class to distribute who are they and what are they doing. The class gets noisy. Those who are not familiar with TBLT they may complain us class gets noisy and learning is not effective.

He further claimed, *Oh, yes, the problems are, some of the students do not ever participate because they are not used to be in taught in that way. For example, students come from class nine to class ten, maybe I didn't teach in class nine when I use this method students those who are not used to they may find it strange.*

Thus, on the basis of above discussion it can be said that the responses of participant one and participant two resemble alike in terms of challenge in implementation of TBLT if students were not used to the same strategies in their earlier classes. Nevertheless, the view of p1 stated the issue of planning whereas p2 had addressed the issue of the school administration. I observed the participants class which showed that, the pedagogical challenges have little to do when the teacher is smart enough to handle the class.

Classroom management as a challenge. Classroom management was another crucial issue in implementation of TBLT in the EFL setting. On the answer to the question as to what are the pedagogical challenges in implementation of TBLT, one of the participants (p3) claimed that the pedagogical challenge in implementation of TBLT was the classroom management. He further said,

There are challenges of course when there is no absolute method. So there are drawbacks like, when we make our students engage in the task together in a

group, it's very hard to manage because of the space of the classroom. Classroom management is quite hard to address in the community-based school like ours.

He further added, *that is lack of space, lack of power supply we cannot use technology in the classroom. Similarly, large numbers of the students are the problems in applying TBLT in the classroom.* His ideas are similar to Harmer (2007) as he said that a successful classroom management involves how the classroom space is organized, how we appear to the students, how we use our most valuable asset in the classroom are considered for the effective language teaching and learning. Thus, the response of p3 suggested that the problems of applying TBLT are also included with the classroom management that is necessary to create learning environment in the EFL classroom. His ideas were entirely different from those of the p1 and p2.

Motivation as a challenge. Regarding the challenges in implementation of TBLT participants' p4 did not have different opinions with the p1 and p2. But p4 indicated with motivation as a challenge. In response to the question of challenges in implementing TBLT, She said, *there are lots of challenges; students are not motivated to do the task. One teacher cannot motivate students because other teachers do not follow the same method. One teacher cannot do but I do my best.* As Harmer (2007) said, "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (p.98). Thus, on the basis of this idea if we create motivation to the students to do the task then we can develop a learning environment in the classroom practices. From the above discussion, p4 addressed the issue on motivation of the students, which is different from p1, p2 and p3. In this regards, she further added, *yes, students demand and want to use Nepali medium. They want o write everything by teacher .I prefer to write*

themselves. I motivate them to do the activities by themselves. I am trying to be a facilitator". Furthermore, she stated the problems on medium of language as the challenges occurred in the language-learning classroom.

In p5 case, the data collected through observation and interview too showed similar view as p4 presented. P4 also focused the medium of language and motivation were the key as pedagogical problems in implementation of task- based language teaching. She further added, *students in government school are very weak in English at that time it is difficult to apply*. She claimed that students are rigid to do even in the simple tasks so it is hard to motivate them. In the same way, p6 had the similar opinions with the opinions of p2. P6 who has been teaching for more than nine years stated,

It's really a challenging one because most of the teachers' are based on lecture method. They did not motivate their students towards the task. But as we apply the task based language what happens they think teachers' are whatever teaches only. Sometimes they got the burden to approach this method. This is one of the challenges on it.

She further stated that students are habituated and used to with the techniques from their earlier classes. It can be deduced that p6 also focused the issue of used to method by the students in the earlier classes such as lecturing and listening, which created a lot of burden in implementation of TBLT in the foreign language classroom.

Analysis

From the above interpretation, it can be elucidated that the major challenges in implementation of task- based language were induction on TBLT, classroom management and motivation. The data too showed the same. It can be analyzed that if

students were not instructed with TBLT as a method of instruction in the lower classes then the problem is when they grow up to higher classes; the gap between two levels widens more. In addition, as a result of this gap, language classrooms go heyward. Lower classes focus upon memory based learning whereas higher classes go for task. Moreover, there is a gap between them. This gap widens more with the development of age and class and ultimately language classrooms remain ineffective.

Since the issue of pedagogical challenge in implementation of TBLT p1 believed that the major challenge is how students were trained in the earlier classes. If students were trained for memorization in the earlier classes then the problems arise in the later classes on approaching the task and task related activities. In the same way, the responses of p2 were similar with the ideas shared by the p1 on the issue of challenge in implementation of TBLT. He also focused on how students were trained in the earlier classes defined the challenge in the later classes. On the other hand, he had also emphasized on preparing a plan for teaching, it indicated the challenge on implementation of TBLT. His belief was if teacher did not have any proper plan then the problems would appear on approaching task and task related activities for effective language teaching and learning. In this regards, p3 had little different opinions. He indicated the classroom management created a challenge on implementation of TBLT. In the same way, p4 and p5 had the similar opinions on this issue. They emphasized motivation, which is the key factor for implementation of TBLT in the EFL setting. They highlighted that if students are not motivated towards task and activities then the notion of TBLT will cease to work. In this regards, the ideas of p6 had similar with the ideas shared by p1 and p2.

Theme 3: The Prospects in Implementation of TBLT

This theme is based on how teachers' get opportunities in implementation of TBLT in the EFL classroom which has been further discussed into two sub-headings; (a) academic discussion as a prospect and (b) training participation as a prospect.

Academic discussion as a prospect. While organizing the interviews of my participants', I found different opinions regarding the prospects in implementation of TBLT. The interview transcripts showed that one of my participants believed that discussions and sharing sessions among teachers would contribute to a greater perspective that sets a prospects for TBLT. To the answer of my question on the prospects in implementation of TBLT, p1 reported , *I myself create the opportunities, so because I think that if I make students engage in the task they will learn better than method that I apply any others in the class.* The above remark of p1 showed that the implementation of task -based language teaching is based upon how teachers create conducive environment for learning and how he/she brings new strategies to make language classroom oriented to tasks and activities. P1 remained quiet for any other opportunities to be created by the school administration because he himself was the headmaster of that school.

In the same way, responding to the question of prospects in implementation of task- based language teaching, p2 stated, *I got a lot of support from the school in terms of managing the materials to be applied this approach in the class. I am inspired to apply this method through sharing and caring with my peers in the school and outside of the school.* P2 believed if the school administration manages the administration level in terms of knowledge sharing with peers and generates some sorts of ideas in

implementation of TBLT in language learning classroom; it would definitely create fertile space for TBLT implementation as a prospectus.

Participation in training as a prospect. While analyzing the interview transcripts of my participants, I found p3, p4, p5 and p6 had more or less similar opinions with attending conferences, seminars and training as opportunities to implement TBLT in the classroom practices. Such opportunities created teachers to develop new way of teaching methodologies in the classroom setting. In this regards, in response to the query of prospects in implementation of TBLT, p3 stated, *sometimes I got opportunities to attend seminar and training and learn something more and enthusiastic to be applied.* It seemed from the observation that p3 brought several training ideas and showed it in the classroom while teaching story through task based approach of language teaching. The ideas were generated in the training when he participated. It seemed the ideas were slightly different from the ideas shared by p1 and p2 in the class. In the same way, the response of p4 who is a female teacher indicated that the opportunities were created by attending different seminars and learned several ideas in terms of developing language teaching and learning. She further said, *I got the opportunities to present a paper in different conference and discussion with many ELT practitioners in different time. So, I am encouraged to apply.* The ideas of p4 are similar to the ideas shared by p2.

Likewise, in response to the same question of prospects in implementation of TBLT p5 shared, *I implement TBLT in my classroom by getting the opportunities attending in the academic discussion.* I observed the class and found that she frequently organized the class for group and pair discussion on the given task to promote learning. The data

collected through observation too showed that she had been doing exactly what she said in the interview. P6 responding to my question on the prospectus said that the prospectus could be created by attending seminar and training. The ideas of p6 were also similar to the ideas with the p2, p3, p4 and p5. She further stated, *especially, I got many opportunities to attend training and learn the method and skills to apply in the classroom. I got sufficient support from the school administration.*

Therefore, from the above discussion, it can be interpreted that participants highlighted on training, conferences and sharing and caring kind of activities will contribute to a well environment in implementing task- based language teaching in the English as a foreign language classroom.

Analysis

From the above interpretation, it can be deduced that task- based language teaching is applicable to use if teachers are exposed to enough opportunity and several professional trainings, conferences and interactions as their part of professional development. It can be analyzed that teachers have got few opportunities to get new ideas to implement the task- based language teaching from those kinds of academic gathering.

In this regard, p1 believed on teachers themselves are responsible to create opportunities and self motivated to implementation on TBLT. Moreover, p2 had different opinions from those of p1. He believed academic discussion generated the ideas on implementation of TBLT in the classroom. In the same way p3, p4, p5 and p6 had the similar opinions and believed on trainings and attending conferences and workshops. They indicated that trainings, workshops support implementing TBLT in the

classroom with new techniques and new styles are requirements for a meaningful learning.

Theme 4: Usefulness of Task-Based Language Teaching in the EFL Context

This theme emerged while discussing the research question related to the usefulness of TBLT in the EFL context. This theme explores the usefulness of TBLT as a classroom practices. On the answer of the question of what do you think about the usefulness of task-based language teaching in your classroom situation, one of the participants (p1) stated,

All of the teachers must be aware and must come under with this approach because a teacher will always be new to the classroom. A teacher always will be searching new sources for better presentation in the classroom and ultimately I think this idea relax the students to learn. Learning is rigorous; learning is fun and enjoyment that is the major thing.

In this regard, he further claimed to the question as to what he thought of the usefulness of task-based language teaching in your context he stated,

In our context, ok, in private schools also, I see many of the English teachers have focused on memorization but task-based language teaching will relax the teachers and helps teachers be more than students towards the goal. And the teacher can very easily find out whether the goal had been achieved or not, so, we have to at any cost try to promote the situation under this approach.

While analyzing his response, it can be said that he emphasized the usefulness of TBLT in our context to make teachers to orient to achieve the goal of language teaching and to promote students in language learning independently. But he claimed that even private

school teachers are not aware of the usefulness of this approach that's the reason why they still focus on memorization of learning as a classroom practices. His classroom practice was also found doing exactly the same as he had said in interview. He was found making the students read a certain paragraph and getting them to speculate the meaning of these paragraph. He assigned some paragraphs to the students to read and asked them to interpret the same paragraph as per their understanding. From the above data presentation, from p1 responses I came to know that there is the usefulness of TBLT in to our classroom practices but teachers are still not oriented to the main notions of this approach in our context. Likewise, on the answer of the question about the usefulness of TBLT p2 claimed that,

Yes, in our context it is very useful because without a task student cannot learn. Students until recently we had had there is traditional type of teaching. Teacher lecturing and students listening. Task based language teaching wants to break the tradition and establish the new.

He further said, *oh, yes, obviously it is effective because it encourages students to speak, encourage students have a sense of learning is my share of work. Learning is not as the interest of the teacher. It encourages students to learn in the natural setting.*

This view goes close to what Freeman (2000) says that task- based approach aims to provide learners with a natural context for language use. The data from interviews and classroom observation showed that p1 believed that TBLT is useful if we organize natural setting of the classroom. The response of p2 in interviews and classroom observation was found similar. P2 organized the natural setting of the classroom by

warming up the students narrating a story and motivating them to prepare with the similar story in a natural way.

However, the views of p1 in terms of usefulness of TBLT is not similar with the views of p2. As p1 believed that the success of TBLT is based on how teachers take and use this approach of language teaching. How teachers orient students through method of teaching in the classroom. But p2 had focused on the usefulness of TBLT if there is a natural setting of the classroom. Since p1 and p2 had a common views that TBLT is useful for creating learning environment in the classroom setting.

Likewise, p3 also had positive response on the issue of usefulness of TBLT in the classroom purposes. He said, *it gives more fruitful result. Language is not only used in the classroom. We have to learn the quality of socialization. Language should address this issue for socialization as well.* He further claimed, *it is effective but there is no any absolute or we cannot expect the perfectness.* The ideas drawn from the interview and I came to know that p3 had little different opinions than p1 and p2. He claimed that TBLT is useful for the fruitful result of language learning and teaching but he focused TBLT is useful if it addressed the issue on quality of socialization.

In the same way, on the response of usefulness of TBLT in our context p4 who was a female participants and had been teaching more than seventeen years said, *yes it is useful, it is necessary that we have to use task-based language teaching in our context. It helps to develop the skills of language. If they don't listen, they cannot speak. If they don't speak then they cannot read and write.* She further said on the issue on effectiveness of TBLT. P4 claimed,

It depends on the text, if the texts are easy, it will be easier for the teacher to handle the class and students can able to do the task. If the texts are hard, it is a bit difficult to prepare the lesson by the teacher and students get confuse on the task. So, effectiveness will be based on this area.

It can be said that TBLT is useful if teachers orient students on the task and task related activities as classroom practices as it is indicated by p1. Similarly, p2 claimed that the TBLT is useful if there is a natural setting of the classroom. P3 had a bit different opinion, he highlighted on the issue of usefulness of TBLT in relation to the quality of language learning to address the socialization aspect of the learners. His opinion is entirely different from what p1 and p2 said on the query of the usefulness of TBLT. Similarly, p4 indicated TBLT is useful to develop the language skills of the learners.

In the regard, on the question of what do you think the usefulness of task-based language teaching in our context, p5 was a female teacher stated,

Task-based language teaching is very useful and important in our context. It is believed that teacher cannot give everything to the students. Students want to learn by themselves. If they learn more, they learn more as well". She further claimed, "It is effective and more useful in the Secondary and higher secondary level but quite difficult to apply in the junior classes in our context.

From the responses of p5, it can be said that TBLT is useful if teachers make students involve in the task and facilitate them for better learning. Her ideas are similar with Richards & Rodgers (2001) as they said that task-based language teaching encourages learners to be part of innovator, group participants and monitor of the task whereas

selector, sequencer and preparatory for the task in the classroom practices. Therefore, TBLT is useful if classroom practices are set and students oriented in the same way.

Likewise, on the answer of the usefulness of TBLT p6 stated,

Task-based language teaching specially, I think that getting education. Students must be participated. Education is not the burden for their knowledge to increase, their knowledge widen education is really necessary and students only think that education is to medium of getting job. And if task-based language teaching is applied may be they will realize that for getting education is not only for getting job but to make them able to stand on their own feet.

From these responses of p6 she focused TBLT is useful if it helps students to be independent for the work and stand on their own. Her ideas were completely different from what other participants said on the same query.

Analysis

From the above interpretation of the data it can be analyzed that TBLT is useful if teachers take a little effort to apply it in the classroom practices. The usefulness is based on if there is the natural setting of the classroom and teachers create the environment set the task and assume the role of motivator and facilitator; and students take the role of innovator for learning. The data from the interview showed that p1 believed on how teachers apply this method in the classroom, and then the usefulness of TBLT is addressed. Similarly, p2 believed on the natural setting of task encouraged the usefulness of TBLT is based on. On the other hand, p3 had little different opinion than the p1 and p2. He said TBLT is successful if it addressed the issue on the quality of language learning and make learners to socialize for the same. P4, p5 and p6 also emphasized on

the issue of successfulness of TBLT if tasks were assigned and prepared students for the new innovation in the context of our English language classroom.

Chapter Summary

This Chapter covered data analysis and interpretation. The Chapter included participant's perception in TBLT theme, categorized under the sub-headings. Moreover, the data represented teachers' perception in task-based language teaching in EFL context. Additionally, it also integrated the participants' opinions on the prospects, pedagogical challenges and usefulness of the task-based language teaching in the EFL context.

CHAPTER V

TEACHERS' PRACTICES

This analysis of the data of my study interprets on teachers' practices in task-based language teaching including the themes to examine the teachers' practices of TBLT. So, taking different narratives of TBLT into consideration from different participants, this Chapter compares and contrasts the data and analyses them in order to understand the magnitude of teachers' practices of TBLT in EFL classroom.

This Chapter mainly focuses on the teachers' practices in TBLT and concentrates through the reflective accounts of the observation. Richards (2003) says that reflexive accounts as an essential part of qualitative enquiry, that helps to bring out the process of discovery in relation to the data analysis and interpretation. In this Chapter, I have included the classroom practices of teachers that I collected their reflective practices through observation during data collection time. This Chapter begins with the themes of teachers practices in task-based language teaching.

Theme 5: Present Practices in Task-Based Language Teaching

This theme was generated from the participants' reflective practices in task-based language teaching. The theme developed was based upon the observation of teachers' classroom practices. Regarding the issue on present practices in task based language teaching most of the participant had organized different activities as classroom practices. I have included each of the participants' classroom practices in task-based language

teaching with observation of p1, p2, and p3....under separate headings, interpreted, and analyzed.

Observation of participant one, P1. It was the day of 4th April, 2013, I observed the class of p1 to find out his classroom practices using TBLT, as a teaching method in his classroom setting. I as a researcher was a non-participant observer and observed his class. My observation basically focused upon the lesson on reading comprehension. He assigned the task to the students to read certain paragraphs of reading without teacher's prior reading of it, and made one student to come front of the class to generalize the same reading text. Finally, he clarified the content in detail. From his classroom practices, I found that he allotted a reading task to the students and asked them to elicit the meaning of the text. P1 encouraged his students to learn themselves and motivated them by assigning certain tasks in the classroom. From the above narrative I came to know that in p1 addressed the components of TBLT inside his classroom. He allotted the task of reading to the students and asked them to generalize. Similarly, he created motivation for the students and he became the facilitator and facilitated his students in the classroom. Moreover, he naturalized his classroom setting. Therefore, it can be deduced that the classroom practices of p1 simply focused upon a learning environment to reading the text and observed the students activities in the class and at last upon the content facilitation. Therefore, the classroom practice in task based language teaching by the p1 was adequate as he said during the interview session as well.

Observation of participant two, P2. It was the day of 13th April, 2013, I observed the class of p2 he was found assigning a task to memorize a story and asked students to develop questions based on the story and answer to those questions. He asked

students to use singular verb ‘-s’ in every pseudo sentence. p2 assigned to the following questions as he summarized the lesson: *What does Mr. Gurung teach, who teaches social studies?* And many more. It seemed from the classroom observation that p2 assigned some questions to answer to the students based on their listening about the appropriate use of singular verb and made students involve to do the task. Thus, the classroom practice and his perception whatever p2 said was similar.

On the same issue, the p2 practice was not different from the p1. In p2 class, it appeared that he motivated the students by assigning a task to write the names of teachers who teach them in the class and asked students to use *teach* verb and make sentences and based on those sentences he further asked to develop a romantic story. From these activities, it can be said that p2 had different techniques to teach language through a meaningful task. He used drilling as a means of teaching techniques and developed high interest to learn the language to the students. P2 most often used questions answers as a way of teaching, made students to think, and asked them to share their understanding in the class. He encouraged students in the discussion and made them involve in the task in the class. From his class observation it can be elicited that p2 encouraged whole class discussion and group work activities as the pedagogical practices. At the end of the class he assigned certain questions to write answers based on their listening about a story which was told to the students in the class. Therefore, from the above narrative it can be interpreted that p2 classroom practice in task -based language teaching was more relevant than the p1. In this regards Richards (2001) said that activities in which language is used for carrying out consequential task endorse learning. Therefore, I came to know that from the class observation of p2 he captured the components of TBLT as task is used for

meaningful learning in the EFL classroom. Similarly, he focused group work and whole class discussion as the components of TBLT.

Observation of participant three, P3. Similarly, it was the day of 22nd April 2013, I went to the class of p3 and observed his class. P3 who had been teaching English at the secondary level for more than twenty years motivated students by telling a story and divided them in to different groups. Then he provided a piece of an incomplete story in a group and asked them to complete. It was observed that students were highly motivated towards these activities and took part actively and drafted a story and shared it in the class. In the class, p3 used enough materials to make the item clear. So, from the above narrative it can be interpreted that p3 had also different ideas to catch the issue of task- based language teaching. Most of the time he engaged students in the task and finally he provided the summary of the ideas. P3 also incorporated group work and pair work activities as the components of TBLT.

Observation of participant four, P4. It was the day of 25th April, 2013, I observed the class of p4, who had been teaching for more than seventeen years taught a reading comprehension. She started a lesson by asking a question to the students to see the picture related to the text, asked them to identify, and motivate to learn. She divided students into different groups and asked students to design as many questions as they could and share it in the class. P4 encouraged her students to design as many questions as they can and asked students to put the same question to their friend, and made them to generalize the answer in the class. Finally, she motivated the students by appreciating their performance and again encouraged them to share their understanding in the group and sometimes to the whole class. Therefore, in terms of finding the practices on TBLT

based upon the p4 classroom observation, it can be said that she was found approaching varieties of activities as the classroom pedagogy and whatever she said in interview was similar with her classroom practices as well.

Observation of participant five, P5. 21st April, 2013 was the date to observe her class to carry out my research. In terms of finding the classroom practices on TBLT from p5, at first, she started teaching the meaning of the difficult vocabulary and provided the meaning of the difficult words. As if her lesson was reading comprehension. She didn't ask any of the questions to the students and guided them towards giving the tasks in the classroom. From this narration, I came to know that her teaching was more dominant than what other participants did in their classroom. It can be observed that her teaching was lecturing more and task oriented less. Despite this, she used to summarize the whole passage and finally she assigned a task as homework and concluded her lesson. Therefore, from the stated narration p5 did not capture the notion of tasks and TBLT in her classroom practices.

Observation of participant six, P6. It was the day of 12th May, 2013 I went to the class of p6 to observe her class. I observed her class. She started her lesson with several questions on transformation of sentences. P6 provided several simple sentences to the students and transformed them into negative, affirmative and interrogative herself. Instead of transforming them herself, she did not ask students to transform them as per their understanding. She did not organize any activities to do the task in group and pair. She simply oriented her students telling rules and structures and tried to motivate them by remembering the rules of transformation as she taught in the class. Finally, she assigned an exercise as an assignment for next day and concluded her lesson. Therefore,

from the above narration I came to know that p6 also did not have any classroom practices on capturing the notions of tasks and TBLT.

Analysis

From the above interpretation, it can be analyzed that p1, p2, p3 and p4 had organized enough classroom practices on TBLT in the classroom whereas p5 did not have such practices in the classroom. In the same way, p6 also did not organize any practice in TBLT in her classroom. As p1 believed on group work and pair work activities in the class. It was too found from the classroom observation that he organized the task in the groups of the students and asked them to share to the whole class. It showed that he organized varieties of task in such a way that the students found too motivated and practiced on it. Similarly, p2 also had organized tasks involving students into the pair and assigning them different activities in the classroom itself. Thus it can be analyzed that p2 had perfectly managed his class with several activities in the classroom. In the same way, p3 had clearly managed several activities in the class by dividing students in to different groups. It was too showed from the class observation that he assigned enough activities based on the lesson that he prepared. Similarly, p4 also had organized the activities by involving students in the class. Students read the passage and developed questions then asked them with the other friends. She managed enough activities in the class by motivating students in the classroom practices.

In this regard, p5 did not allot task to the students but simply taught them through lecturing. Therefore, it can be said that she did not have any practices on TBLT. In the same way, p6 also did not have any practices on it.

Therefore, it can be analyzed that p1, p2, p3 and p4 had made enough practice on TBLT whereas p5 and p6 did not have any practices on it.

Chapter Summary

This Chapter included the interpretation of the data that I collected from observation and compared with the participants understanding and their classroom practices on TBLT under a theme through different narratives and their mutual comparisons.

CHAPTER VI

REFLECTIONS AND CONCLUSIONS

This Chapter is the final part of the study. It reflects and concludes the findings of the entire study based upon the responses to the research questions annexed with encountering key issues followed by discussion, implication and looking in to the future. Finally, the Chapter ends with my own reflection, which I have drawn from my data interpretation and analysis.

Responding to the Research Questions

The Research initiated with five pertinent questions frequently asked and encountered in classroom practices in relation to TBLT. On the basis of purposive sampling, data were collected and rendered to interpretation and analysis to address research questions that follow:

Teachers' perception on task-based language teaching captures and responds to the perception of task-based language teaching from the participants' point of view in order to examine diverse perceptions of the participants as to how they perceive and react to their perception of task-based language teaching. On the basis of responses received, it was found that their understanding about task-based language teaching was both ambiguous ideas and opinions as they shared TBLT and its perception in terms of: a process, a recent method and an activity. It was also received that for an understanding and perception, all participants seem to have it positively, whereas in term of practice p5 and p6 were found not doing so at all.

Pedagogical challenges in implementation of TBLT explored the challenges in implementation of TBLT a teacher has been facing in classroom context. The first challenge as participants have been interviewed was induction on TBLT. Participants shared that it was difficult to motivate students on TBLT, if they were guided by lecturing and translating in their earlier classes. It was also forwarded that the success of task- based language teaching is based on how teachers instructed and facilitated their students in the previous classes and how they handled the classroom activities.

Deprivation of space, hurdles to techno-friendly teaching classroom, and uncontrolled students' volume in the class are few threats. Similarly, motivation also remained as a challenge. It has been found challenging to push students to motive for action. But, if we create motivation to the students to do the task then we can develop a learning environment in the classroom practices. The main problem is that the role of teacher is very hard to work as facilitator. Another but equally threatening challenge is English as a medium for communication and contents reception. This really made classroom challenging, as students feel hard to get acclimatized and hence hard to motivate them.

The prospects in implementation of TBLT is another research question asked to the participants. The interview transcripts showed that teachers would contribute to a greater perspective that sets a prospectus for TBLT. The data revealed that the success of implementation of task -based language teaching is based upon the how teachers create conducive environment for learning and how he/she brings new strategies to make language classroom oriented to tasks and activities. So, prospects to implement TBLT can be promoted through participation in training. Such opportunities created teachers to develop new way of teaching methodologies in the classroom setting. Likewise, it was

found that indulgence in seminar, group discussion, technical talk and workshops would surely contribute a lot.

To the question of usefulness of task-based language teaching in the EFL context

that explored the issue of usefulness in the EFL classroom was found that participants appreciated this method at the cost of its awareness. It means to making teachers empowered ones and oriented to this method to achieve the goal of language teaching and promote students in language learning independently. But, the issues of private versus public schools and privileges attached to them were again surfaced. Participants argued that if everything is provided from setting to training, awareness raised and teachers were provided opportunities for their professional career, TBLT is very useful classroom practice. Or else, it is annexed with threats.

Based on the observation on present practices in task-based language teaching in

relation to the reflective classroom practices of participants, it was found that P1 to P4 practiced TBLT to an extent in their classroom, whereas P5 and P6 did not practice in the classroom though they had positive attitude to it. P1 to P4 organized class into task and activities. Students were totally engaged. Others did not know how to practice it although their perception seemed fair on TBLT as a method and practice.

Therefore, all in all analysis is that the secondary level English teachers in Nepal had a positive perception and attitude towards task-based language teaching, its practices and consequences. However, it needs a clear-cut scaffold for TBLT to orient English language teachers'. The data revealed that teachers were focusing more on importance of task. From their responses, it can be found that TBLT is a recent dynamics in academics that does not only practice activity-based and task-based classroom, but also provide

many opportunities to students for further possibilities of exploration. It was observed that teachers' responses were found catalyst for motivating students for participation in learning. Prior knowledge on TBLT among teachers found to be useful for the success of a lesson using TBLT methods. Classroom management found to be a problem on implementation of tasks in the community schools of Nepal because of poor classroom management such as large number of students, lack of enough space and many more. It was learned that self-motivation creates enough opportunities to implement task and task-based language teaching in the EFL setting. Several seminars, trainings and academic discussion on and about TBLT are observed to be instrumental for better classroom practices. Group works and pair works are found to be essential classroom activities based upon the prescriptive allotment of tasks and activities along with appropriate methodologies and skills of impartment would better facilitate English language classroom. This observation has been drawn from the interpretation and analysis out of the respective themes that emphasized upon tasks and activities to be planned and exercised for better classroom purposes.

Discussion

An important conceptual basis for task-based language teaching is experiential learning. This approach takes the learners' immediate personal experience as the point of departure for the learning experience (Nunan, 2004, p.12) As Nunan stated that the basic notion of task-based language teaching is for experiential learning. Task-based language teaching focuses for the task allotment to the students and requires the immediate responses after creating enough opportunities and environment to learn in the classroom setting by the teacher. Discussion part that follows relies upon the references as aforesaid

and it indicates that there is positive perception and understanding of TBLT of English language teachers' in Nepal. However, the practice of TBLT has not been yet crystallized in their practical work. This finding of my study is aligned with the finding of Yim (2009) as he carried out a research on teachers perceptions on TBLT in South Korean context. He found the same thing that teachers had positive perceptions on task-based language teaching in the South Korean context. But my finding is contrasted with his finding in classroom practices because South Korean teachers don't practices TBLT as a classroom purposes. The finding of my study is tasks allotment are the centre focus for creating ample opportunities for exploration of language learning in the classroom. This finding of my study is contrasted with the finding of Littlewood (2004) as he released a research on task-based approach: some questions and suggestions and concluded that task-based language teaching incorporated form and meaning focus issue. Creating motivation among the learners play a significant role for better learning.

Correspondently, Murad (2009) also carried out a research on the effect on task-based language teaching on developing speaking skills in Palestinian context, as he concluded that the success of TBLT is based upon how teachers motivate students and changing their attitudes towards English as a foreign language through its various activities. His finding is also aligned with my finding in terms of creating motivation to the students while doing the tasks. Likewise, prior knowledge on TBLT among teachers found to be useful for the success of lesson using TBLT methods is my finding of this study. As Dhamala (2011) also carried out a research on teachers' perceptions on teaching English. He advocated that due to lack of understanding and adequate strategies of TBLT, the success of TBTL is not observed in the classroom in the Nepalese context.

Thus, my finding is aligned with his finding in the context of Nepal. Similarly, in my finding self motivation is one of the best way to prospectus in implementation of TBLT but he advocated that due to lack of adequate practices, teachers are reluctant to use this method as a classroom practices. Here, my finding of this study is contrasted with his finding. Furthermore, task allotment enhances the ample opportunities to students for further possibilities of exploration is the finding of my study. As Dev (2012) carried out a research on teachers' perceptive on effectiveness of using task in grammar in the Nepalese context. She found the same thing that allotment of tasks among students develop a kind of zeal for further possibilities of language learning. Her finding is also coupled with the finding of my study. Moreover, Barnard & Gia (2010) carried out a research on teachers' beliefs in task-based language teaching, a narrative inquiry in Vietnamese context. As he found that attending workshop, seminars and several trainings create more techniques to implement TBLT in the Vietnamese context. His findings are aligned with my findings. Similarly, Xinogyong (2011) carried out a research on perceptions and implementation of TBLT in the Chinese context and found that teachers had positive perception on it and they used it as a motivational factor for better learning. The finding of Xinogyong in Chinese context is aligned with my finding in Nepalese context as well. Therefore, my findings are mostly aligned with the literature of the world.

Encountering Key Issue

Notion and classroom practices of TBLT inside EFL classroom have become a major issue and a major concern to all EFL practitioners. The study captures the teachers' perceptions and practices of English teachers teaching in the EFL classroom. I learned

teachers had positive perceptions in task-based language teaching and its notions. From the responses of the participants, it was deduced that teachers had clear understanding of TBLT as a recent method of ELT dynamics and helped students to motivate for language learning and teaching. On the other hand it was observed that most of the participants' integrated TBLT as their classroom practices. They used task as a means of classroom activities and motivated students to do the task in-group and pair. They started their lesson with whole class discussion and engaged students on the task, if needed any help they supported the students at the end. Therefore, I came to know that teachers' had organized enough classroom practices in TBLT. Nevertheless, few of them did not have any practice at all. It was evident from the classroom observation that they did not have clear cut strategies and plan to practice it. They did not have good language proficiency, so that they could not instruct students to do the task in the classroom setting. It was observed that teachers' were still influenced with the traditional method and approaches. Transfer of training was not properly used in the classroom pedagogy in the EFL setting. Equally, classroom management and its potential hurdles and deprivation, compulsion to have larger number of intakes, motivation level for both teachers and students are few of the issues. Teachers' were not known about the classroom dynamics. Therefore, teachers need scaffold for better classroom practices in the EFL classroom setting.

Generating Implications for Myself and Others

There are certain implications of this study that may create a difference for the English teachers of community schools of Nepal in terms of using methods and techniques to teach English in the classroom. On the basis of the above findings, I could draw the following useful implications. I believe that these implications would be useful

for English teachers', teachers' educators' and other researchers' for effective language teaching and learning:

1. The study reveals that the teachers in community schools of Nepal have good perceptions and practices in TBLT as a recent dynamics. Even if few of them did not have any practice in TBLT and are not skilled and trained accordingly, different sorts of trainings, seminars, academic discussions which would really update them and enhance their language teaching skills could tremendously better English language classroom practices benefitting both-teachers and students.
2. Traditional approaches of language teaching and learning should undergo a constant updatedness and change, for which everyone responsible from teachers to pedagogues. So that, language classrooms are influenced with modern techniques and methodologies that contribute to students' better learning.
3. Effective classroom and classroom management with appropriate settings and orientation can be maintained, so that effective tasks can be performed in the classroom and students learn through enactment.
4. Teachers are key facilitators in classrooms, and important role model for students. Therefore, they can self-motivate them for better functioning and results in their classes. Self-motivation plays an instrumental and decisive point for teachers and, as a result, students too are provided opportunities to have congenial environment and motivation.
5. Regular acclimatization of students to memorization and translation can be reduced to enactment and activities based classes, where students are not trained

or made subjects to parroting the methods, but rather, are made methodical to tasks, performances and better results. This adds values to language classrooms for better learning.

Looking in to the Future

My research is just based on the perceptions and practices of English teachers in task-based language teaching. Thus, there is a wide room for further research on the same issue in the future endeavors. As if I would like to draw my recommendations for the further research, which are as follows:

1. The research of my study offered perceptions and practices in TBLT of secondary level English teachers of community school of Nepal. Thus, the further research can be organized to explore the perceptions and practices in TBLT of private school of Nepal.
2. This research study explores the perceptions and practices in TBLT among the secondary level English teachers. Therefore, further research can be done to explore the strategies in TBLT in some other junior levels of English teachers of Nepal.

Conclusions of the Study

This research, on the basis of themes, interpretations and analysis, concludes that English language teachers of secondary level in community school were observed keen to use task-based language teaching with some sorts of theoretical perceptions. They highlighted the importance of tasks and tasks related activities in terms of developing learning environment in the EFL classroom practice. They adopt task as a means to engage students and make teaching lively. Motivation plays the centre role to create a

learning environment among the students. It can be concluded that if students are accustomed to memorization and translation, they find it difficult to be in tune with the TBLT and its practices in the classes. Thus, the success of TBLT is based on how students are taught and what methodologies are adopted thoroughly. The findings focus upon the idea that for effective and result oriented language classroom practices adequate plans, trainings and strategies have always remained instrumental to handle the class with recent teaching dynamics in the EFL classroom practices by the ELT practitioner. Teachers need enough opportunities to train themselves about TBLT and its practices. Then they need to update their practical knowledge to use TBLT and its dynamics in the classroom. Therefore, as aforesaid it can be concluded that TBLT demands interaction between the learners and the teachers, interaction enhances socio- cultural aspects of the language where TBLT captures the socio- cultural aspects of language learning and teaching in the EFL context.

My Reflection

My experience during this research work completion remained both exciting and troublesome. My journey ran through plane land at times and adulations on the other. Though, I did not encounter much of thorny vicissitudes as such; my inference is that it was really a challenging experience for me while coming to this step. I have been teaching English for more than 'Ten' years in private and community schools of Kathmandu district. During this period, I have collected lots of experience regarding teaching and learning. In this moment, I feel blessed because though spending many years in teaching and learning field I have got chance to have a degree from one of the reputed university (Kathmandu University). I am from the TU background and such an

academic research is completely new for me though I thoroughly enjoyed conducting the research on 'TBLT'.

Speaking honestly, backgrounds like traditional methods like grammar translation and one way lecture method where I am from, and where classroom interaction was a rare phenomenon, we were discouraged from group work and task- based classroom environment. With no motivation and encouragement for conducive modern teaching learning environment, I was a part of teacher-students vertical relationship. Teachers would be preachers and students passive listeners. When I came to KU for my degree, I got enough opportunities to introduce myself with different methods of teaching. So, my inner instinct encouraged me to adopt this research topic. Through that research, I hope I could able to spread the concept of TBLT method an essential classroom dynamics in relation to EFL context. To fulfill what I lacked and to achieve what have envisioned for I proposed TBLT and its enquiry for my research study. After the approval of my proposal from the research committee, my objective for TBLT route was clear.

I came down multiple hurdles and complications during the journey. Being a teacher myself, time constraints, job security and family responsibilities startled me at times. But, as a determined researcher, I handled everything delicately and experienced a different taste of my life fulfilled with determination and complication together. I am really happy in the sense that it remained one of the biggest opportunities for me to explore and re-explore the issue I was delving into. In the exploration phase, my frequent visits to TU library, KU library, NELTA Library and British Council Library shall remain indelible forever.

I have learned some discerning learning of much significance from different steps of this journey. During interview session, I was really excited and nervous for participants if they would cooperate me, whether my question would comfort them or repel them from my objective. But, everything was good, remained well thorough. I was really lucky and privileged.

Finally, thanks to all participants for their continuous cooperation and data provided for the completion of my research. I am really accredited to them as they are an integral part of my research. My expectation is that this compendium shall remain a milestone in the field of TBLT and its practices in all EFL classroom contexts benefitting all concerned.

Chapter Summary

This Chapter reflected and concluded the entire study based upon the responses to the research questions annexed with encountering key issues followed by discussion, implication and looking into the future. Finally, the Chapter ended with my own reflection.

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APPENDIX I: INTERVIEW PROTOCOL

Name (optional):

Address of the school:

School:

1. How long have you been teaching English at Secondary Level?
2. What type of activities do you frequently use and adopt in the classroom?
3. What is your understanding of TBLT?
4. Do you use TBLT in your classroom situation? What motivates you to use/not to use TBLT?
5. How often do you use it? Which area of language do you teach through TBLT?
 - a. Why do you use TBLT in the classroom? For what purpose?
 - c. What are the challenges you faced/hoped to face in using the TBLT?
 - d. How can the challenges be minimized? Your perceptions.
6. What are the situations when you often use TBLT in your classroom?
7. What do you think about the usefulness of TBLT in our ELT classroom situation?
8. What do you think about the usefulness of TBLT in our context?
9. What are the problems in applying TBLT in your context?
 - a. What may be the reasons behind it?
 - b. How do we overcome those problems?

10. What do you expect from TBLT?
11. Do you assign a task to the students in the class? If yes, what kind of tasks do you assign to the students? If no, why?
12. How do they accomplish the tasks in the classroom?
13. What areas do the assigned task help in the students' activities?
14. Do you think the assign task enhances the pedagogical aspect of the learners? If yes, Why? If not why not?
15. What number of students do you teach in your classroom? Does the number of students have impact in applying TBLT in classroom? Give your logic.
16. What opportunities have you got to implement TBLT in your classroom?

APPENDIX II: OBSERVATION PERFORMA

Name of the Teacher:

School's Name:

Address:

1. Teacher Activity in the Class

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2. Students Participation

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3. Resources Used in the classroom

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.....

4. Teacher's Role

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.....

5. Teacher Planning and Preparation

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.....

6. Pattern of Interaction

.....
.....

7. Focused on Form and Meaning

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.....

8. Students Assessment

.....
.....

9. Method used in the classroom

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.....

10. Attitudes of Teacher

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.....

11. Encouraged and facilitate students to do the task

.....
.....

12. Summarized the lesson

.....
.....