A Bird's Eye View on Teachers' Perception of Task-based Language Teaching (TBLT)

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Abstract: In this survey study it was intended to explore Indian teachers' perception regarding understanding and implementation of task-based language teaching (TBLT). Furthermore, an attempt was made to find the main reasons of applying or avoiding task-based language teaching in room setting. The data was gathered through a questionnaire from 32 Indian teachers in private and governmental schools. English was considered as both medium of instruction and as a subject at selected schools. it was subjected then to descriptive statistics and the overall findings of the study showed that teachers' understanding of task-based language teaching was low, though the majority of them were eager to implement task-based language teaching. The main reasons of applying task-based were promoting academic progress, giving intrinsic motivation and creating collaborative environments. Lack of proficiency, little knowledge of task-based instruction and lack of training were among the main reasons that teachers avoided TBLT.

Key words: task, task-based instruction, task cycle, teachers' perception.

Introduction

In 1980s communicative language teaching emerged as a reaction against the shortcomings of behaviorist audio-lingual method because audio-lingual method failed to have the desired effect of helping learners to communicate. This method was based on the premise that if language patterns present, imitate and practice intensively in the classroom learners are able to assimilate and use them in similar contexts outside the classroom (Leaver & Willis, 2004). In other words, it is based on habit formation and atomization. Researchers such as Chomsky (1959) launched a scathing attack on behaviorists' view of language learning.

One of the major drawbacks of this method was neglecting the need for communication. Earlier, classroom time was spent in developing learners' communication skills. As a result in the 3-stages of presentation, practice and production (known in Europe and Latin America as PPP) more importance is given to the third stage i.e. free production (Leaver & Willis, 2004). Wherein, the production stage learners interact in pairs or groups to complete a communication task. Then Communicative Language Teaching (CLT) led to different types of instruction such as content-based language instruction. It also inspired Prabhu (1987) of Bangalore, India to begin his communicational teaching project in which sequences of task gave to secondary school learners' experience of English use (Leaver & Willis, 2004, P. 8). Thus, Task-Based Instruction (TBI) evolved as a branch of CLT.

The emergence of TBI

Concerning TBI practitioners adopted different views. According to Leaver and Willis (2004) some of the practitioners adopted TBI out of a desire for a meaning focused approach that reflected real-life language use. In contrast, other practitioners like Prabhu (1987) adopted task because they firmly believed that task-based instruction stimulated natural acquisition process and were less concerned with real life situation per se. Leaver and Willis (2004, p. 8) stated that most teaching practitioners would agree that TBI rests on three basic premises as follows, (all practitioners would give equal importance to each).

1) Language learning is a gradual and complex organic process, and it does not proceed in a linear additive fashion. This means that teaching a discrete language item does not lead to immediate mastery of that item.
2) Language form is best learned when learners' attention is on meaning. This means that learners need a lot of comprehensible input and according to Krashen (1985) the most suitable input is comprehensible input plus 1 often referred to as I+1.
3) Furthermore, in addition to exposure learners need opportunities to use the target language for a real purpose to learn it. This can be referred to Output Hypothesis.

Definition of task from literature

To have a better understanding of task-base instruction defining task form the related literature is a crucial part as the first step. A task differs from other devices such as exercise and activity. Based on Ellis (2004) tasks are primarily meaning focused while in contracts exercises are activities that call for primarily form-focused language use. The following definitions are selected from amongst available definitions of task in literature. They address a number of dimensions such as, meaning, outcome and object while all have one thing in common. They imply that "task involve communicative language use in which the user's attention is focused on

meaning rather than linguistic structure" (Nunan, 2001). Various definitions of task are widely promoted in literature as follows:

- *Task as focus on meaning*

A task is a piece of classroom work which involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 1989).

A task is an activity in which meaning is primary, there is some sort of relationship to the real world; task completion has some priority and the assessment of task performance is in terms of task outcome (Skehan, 1996).

A task is an activity which requires learners to use language, with emphasis on meaning to attain an objective (Bygate, Skehan & Swain, 2001).

- *Task as derived outcome*

A task is an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process (Prabhu, 1987).

- *Task as object- oriented activity*

A task is a piece of work or activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research (Crookes, 1986).

Types of task

Tasks can be in three main types so when planning TBI program teachers should consider which kind of task best reflect target language use or which one is most appropriate for the learners to achieve goal. Each of which is briefed below.

- *Open/closed task*

Open tasks include experience-sharing tasks or anecdote telling (Leaver & Willis, 2004). In open end tasks the content and style of the end-product varies in individual learners. 'A childhood memory' is an example of open end task.

Closed tasks are highly structured and have one right answer (Willis, 1996). A famous and very common example of close task is 'spot the differences' where the two pictures have normally ten differences and learners work in pairs cooperatively to find the differences.

- *One-way/two-way tasks*

In a one-way task one participant control the flow of information and others are involved in listening and doing something, such as listening to a lecture and labeling the diagram. While, in two-way tasks learners have more opportunities for negotiation of meaning, for instance, discussing a topic in the class time.

- *Focused/unfocused*

The two terms of focused and unfocused are used by Ellis (2004). According to Ellis (2004, p. 16) "focused tasks aim to induce learners to process." In other words, it has a specific and predetermined linguistic focus.

In comparison, unfocused tasks predispose learners to choose from a range of forms. The following two activities taken from Ellis (2004) are examples of focused and unfocused tasks respectively.

Activity 1: (Prepositions of time)

1.   Underline the time expression in this passage.

I made an appointment to see Mr. Bean at 3 o'clock on Tuesday 11th February to discuss my application for a job. Unfortunately, he was involved in a car accident in the morning and rang to cancel the appointment… (Ellis, 2004, p.18).

2.   Write the time phrases into this table.

AT	IN	ON
3 o'clock		

3.   Make up a rule to explain when to use 'at', 'in' and 'on' in time expressions.
Activity 2: (Going shopping)

Look at Mary's shopping list. Then look at the list of items in Abdullah's store.

Mary's shopping list

1.   oranges   3. flour
2.   eggs   4. powdered milk …
Abdullah's store

1.   bread   3. apples
2.   salt   4. tins of fish… (Ellis, 2004, p.13)

Work with a partner. One person be Mary and the other person be Abdullah. Make conversation like this:

Mary   Good morning. Do you have any flour?

Abdullah   Yes, I do.

Task cycle

For task-based lessons various stages or components were designed by different researchers (Prabhu, 1987; Skehan, 1996; Willis, 1996). However, they all have in common three principal phases of 'pre-task', 'task', 'post-task'. According to Ellis (2004) only the task is obligatory in task-based teaching but the two other phases can serve an important role in ensuing that the task performance is maximally effective for language development. In the pre-task phase the teacher sets up relevant topic schemata, explain the task and clarify the intended outcome (Leaver & Willis, 2004). In the task phase, learners on their own or in pairs work on the task and finally in the post-task learners finalize and present the outcome to others.

Education System in India

To have a better understanding about educational system an overview of education system in India is detailed in this part.

Current education policy as related to structure and access is based on the objectives of National Education Commission (NEC), which in its 1968 education policy called for a standard educational structure based on a 10+2+3 year model. The first ten years were to be non-selective to provide opportunities in both the academic and vocational streams. Although there are considerable differences between the various States in terms of the organizational patterns and years of schooling, mainly due to the existence of State Education Board, education system in India can be divided into the following stages:

Pre-Primary: Putting aside non compulsory nursery school which compromises children of 2-2.5 age group, pre-primary kindergartens are considered as an internal part of education in India. They are divided into two stages of lower kindergarten (LKG) and higher kindergarten (UKG). Typically, an LKG class comprises children of 4-5 years old ("India Education", 2009). At this stage, the student is given knowledge about school life and is taught to read and write some basic words.

In other words, children begin formal schooling at the age of 5 or 6. Compulsory education is guaranteed by the Constitution as a Fundamental Right until the age of 14. The government is committed to ensuing universal elementary education for all children aged 6-14.

Primary: According to Clark, 2006 the primary cycle lasts seven (in few States) to eight years and is divided into two stages of lower primary and upper primary— in fifteen Stats the primary cycle finishes at Standard VII, in the others it ends at Standard VIII. **Lower primary** school includes children of ages 6 to 11, organized as class 1 through 5, and **upper primary** school includes students of ages 12 to 14, organized as classes 6 to 8.

The primary school curriculum emphasizes general education and covers basic subjects such as reading, writing and arithmetic, supplemented by history, geography, general science, and civic. Municipal Boards administer education at all levels and either the school or the board sets examination held at the end of each semester and school year.

Secondary: Secondary education, which in some categories is classified under high school, is divided into two 2–year stages: **Lower Secondary** (Standards IX to X) and **Upper Secondary** (Standards XI to XII). The exact breakdown of the primary and lower secondary stages varies by State, however, all States follow a model based on 10 years of general education followed by 2 years of pre-university or upper secondary education and a 3-year professional degree (10+2+3).

Lower secondary school generally begins at Standard IX and lasts 2 or 3 years. In keeping with the first 8 years of Indian education, lower secondary education emphasizes general education with little or no specialization. Students take one of the various Secondary School Certificate Examinations at the end of Standard X. If successful, students are awarded the Secondary School Certificate (or its equivalent) by the relevant State or by the All-India Board. A mark sheet listing courses and grades is issued with the award of all secondary school certificates. At this stage, curriculum must encompass mathematics, science and technology, social sciences, arts, etc.

Thus, upper secondary education is dual (academic, vocational/professional). The second stage of secondary education is designed to allow for diversification and specializations, while also preparing students for higher education. Broadly speaking, there are three standard majors or specialization in the academic stream including science, business and humanities. In the academic stream, students are prepared for university-level studies in a number of specializations.

The vocational stream prepares students for a variety of occupations through vocational studies and training at technical high school centers. Programs are offered in 160 fields such as agriculture, commerce, technology, paramedical services and home economics. States have high degree autonomy in determining the focus of vocational high school offerings as determined by their particular manpower needs. After both stages students take examinations controlled by State and Central Examination Boards.

How English is taught

The language of instruction at the lower primary level is generally the mother tongue, either Hindi or a regional language. From upper primary other languages are also introduced: English, and/or Hindi (if Hindi is not the mother tongue). At State schools, English is required from Standard V, this varies from State to State. At some private schools English is used almost exclusively. Thus, English can be taught in mainly two different ways as a subject in governmental school and as a medium of instruction in private schools. In this study the teachers of both groups i.e. private and governmental schools were targeted as the participants of the study.

Significance of the study

Any educational system comprises of three elements viz. students, teachers, and materials. TBI is not an exception to this rule. A glance at the component of task reveals that teacher role is an element there. The other factors of communicative task are goal, input, activities, learner role and setting.

Richards and Roger (1986) suggested that learner roles are closely related to the functions and status of the teacher. Some methods are teacher dependent, and some others view the teacher as a catalyst, consultant, or guide. In TBI the role of a teacher is as a monitor and facilitator (Nunan, 2000) where students can not benefit from the materials. A task itself does not guarantee its successful implementation unless the teacher, the facilitator and controller of task performance understands how the tasks actually work in the classroom (Jeon, 2006). Applying TBI needs experienced teacher to help students to achieve their goals. Hence, it is important to see how task-based is welcomed by the teacher especially in an environment where providing opportunities for the students outside the class i.e. providing task is easy. In other words, in EFL environments learners can be naturally exposed to meaningful task activities. This situation can be contrasted to ESL environments where tasks are mostly artificial and cannot be applied outside hence, learners are limited in their accessibility to use the tasked language on a daily basis. Thus, utilizing TBI can be easier and as a result more effective in EFL environments.

Despite its pedagogical benefits, TBI has not yet been sufficiently researched in foreign language learning context (Jeon, 2005). Similar situation is seen for second language learning

contexts. In light of this, this study was intended to explore Indian ESL teachers' perception of task-based instruction, their view on TBLT implementation and the practical reasons they chose or avoided implementing TBLT. Regarding the goal of the study the following research questions were posed.

Research questions

1) How much teachers are familiar with TBLT concept?

2) What is the attitude of teachers with respect to TBLT implementation?

3) What are the main reasons of choosing TBLT in teachers view?

4) What are the main reasons of avoiding TBLT in teachers view?

Methodology

Instrument

A two-page questionnaire was devised to do the survey study. The questionnaire composed of 40 Likert-type items. The five point Likert scale ranged from strongly agree to strongly disagree (Appendix).

Apart from the demographic information such as age, gender and years of teaching English, the prepared questionnaire consists of four sections. The first section measured teachers understanding of task and TBLT with 9 questions. The second part (items 10-18) dealt with teacher's view on implementing TBLT. Section three consisted of 10 questions (items 19-29) regarding why teachers apply TBLT and finally section four (items 30-40) aimed at finding out why teachers avoid applying TBLT. The questions were adapted and modified from Jeon and Hahn (2006) and Leaver and Kaplan (2004). The reliability of the test measured by Cronbach alpha was .765.

Participants

The participants of the study were 32 Indian English teachers (8 male and 24 female) working at primary and secondary school levels in 14 randomly selected governmental and non governmental schools. Teachers were selected based on the availability rule. The school teachers ranged in age from 28 to 53 (Mean =38.75 and SD = 28.80) and their English teaching experience ranged from 2 to 34 years with the mean of 10.82 and SD of 12.18.

Data analysis

Table 1 presents percentage comparisons of teachers' response to overall concept of TBLT, implementing and their view about choosing or avoiding task-based in the classroom. For the convenience of referencing the 5 point Likert scale responses were merged into a 3 point simplified scale.

Table 1: *Teachers' view regarding understanding, implementation and applying or avoiding TBLT*

	SA+A	U	D+SD
Understanding of TBLT	15.60+9.40(25)	18.80	18.80+37.50(56.30)
Implementing of TBLT	18.80+37.50(56.30)	18.80	25.0+ -
Reasons of applying TBLT	9.40+71.90(81.30)	9.40	- +9.40
Reasons of avoiding TBLT	25.0+ -	37.0	- +37.0

Note: Numbers are in percentage.

Table 1 depicted that teachers' understanding regarding the key concept of task is low. In other words, few teachers (25%) were agree with the concepts of task and more than half of the teachers were not agree with items 1-9 related to the concept of task-based and 18.8% of them were undecided while 56.3% of them was eager to implement task. The visual representation of data regarding teachers' view on concept of task was displayed through the following graph.

Graph 1: *Teachers' view regarding the concept of TBLT*
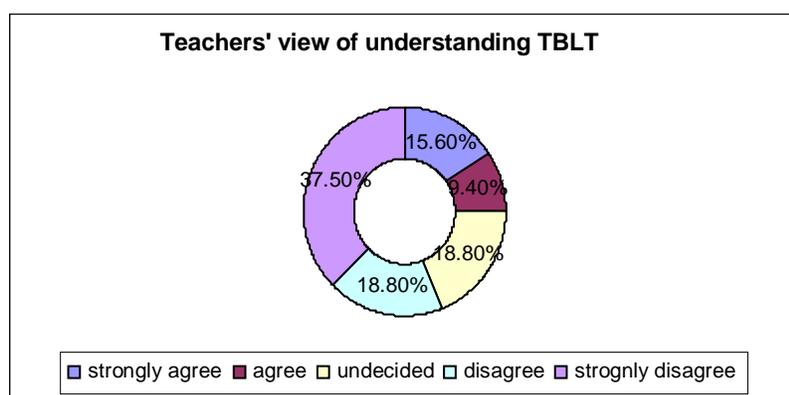
In the graph it was shown that 18.8 of the teachers were undecided regarding the concept of the task. While, just 25% of them had positive view about task and more than half of them (56.3) did not know the basic concept of task. To get a better understanding about teachers' view their responses to items 1-9 regarding the perception of task-based were analyzed.

Table 2: *Teachers' view regarding understanding TBLT*

	SA+A	U (neutral)	D+SD	
Item 1	43.8	18.8	37	
Item 2	62	0	37	
Item 3	62	0	37	
Item 4	100	0	0	
Item 5	34.4	18.8	46.9	
Item 6	90.6	0	9.4	
Item 7	71.9	28.1	0	
Item 8	62.5	37.5	0	
Item 9	43.8	56.3	0	

[1]. Numbers are in percentage.

The analysis in the Table 2 revealed that less than half of the respondents knew that Prabhu in Bangalore was the pioneer of task-based. The vast majority of them (62%) understood that task has a communicative purpose and focus on meaning. All the participants (100%) agreed that task has a defined outcome and 46.6% of them disagreed with the idea that a task is an activity in which the target language is used by the learner. In response to the questions 7-9 which deals with principles of communicative teaching, students centered instruction and cycle of task the participants had no clear idea.

Table 3: *Teachers' view regarding implementation TBLT*

	SA+A	U (neutral)	D+SD	
Item 10	62	18.8	18.8	
Item 11	18.8	43.8	37.5	
Item 12	100	0	0	
Item 13	100	0	0	
Item 14	100	0	0	
Item 15	37.5	25.0	37.5	
Item 16	62.5	18.8	18.8	
Item 17	15.6	28.1	56.3	

| Item 18 | 90.6 | 9.4 | 0 |

¹. Numbers are in percentage.

Table 3 illustrates the results of teachers' view on implementing task in classroom. In response to item 10 it was shown that unlike overall lower level of knowledge regarding task-based concept 62 % of the teachers were interested in applying task-based in class. Items 11 to 16 deal with teachers' belief about task-base. While just 18% of the teachers believed that task-based provide a relaxed atmosphere, all the respondents (100%) stated task-based teaching is interesting for learner and as a result develop integrated skills and teach students more effectively.

Items 14-16 concern teachers' role. Few respondents (37%) stated that task-based will give teacher psychological burden. In contrast 62.5% of the participants expressed that it requires more preparation time comparing other methods. More than half of them (56.3%) disagreed that it is good for classroom arrangements and the majority of them (90.6%) answered that task-based material should be meaningful based on the real world context.

Table 4: *Teachers' view regarding applying TBL*

	Frequency of SA+A	**percent**
Item 19	29	90.62
Item 20	32	100
Item 21	29	90.62
Item 22	29	90.62
Item 23	12	37.5
Item 24	21	65.62
Item 25	18	56.25
Item 26	23	71.87
Item 27	6	18.75
Item 28	6	18.75
Item 29	21	65.62

Table 4 gives answer to the third research question. The analysis revealed that all the teachers (32) believed that they like to apply task-based because it improves learners' interaction skills. Most of them (29 out of 32) expressed that task-based can promote academic progress, give intrinsic motivation to the learners and create a collaborative environment for the students as the second

most important reason. Bringing greater motivation and giving better program evaluation are further reasons why teachers would like to apply task-based in the classroom.

Table 5: *Teachers' view regarding avoiding TBL*

	Frequency of SA+A	**percent**
Item 30	14	43.75
Item 31	11	34.37
Item 32	9	28.12
Item 33	14	43.75
Item 34	8	25.00
Item 35	3	9.37
Item 36	8	25.00
Item 37	8	25.00
Item 38	20	62.5
Item 39	20	62.5
Item 40	20	62.5

Data analysis of table 5 illustrated 20 out of 32 participants mentioned that the main reasons of avoiding task-based language in the class are due to limited target language proficiency, little knowledge of task-based instruction, and lack of training before using task-based with the first rank. They also opined that since students are not used to task-based as well as testing they don't apply task-based in the class. Paucity of material and proper textbooks are other main reasons of avoiding task-based in the class. The answers to open ended questions regarding any other views on applying or avoiding task-based language teaching in the classroom did not add to the items.

When learners engage themselves with the task, they prepare themselves to participate in classroom interaction with more self-esteem. According to Ellis (2003) tasks create contexts that facilitate second language acquisition (i.e. an L2 is best learned through communicating).

Though most students and teachers get used to the lecture and textbook leaning and when turning to practice, it was found that few teachers putt this method into practice hence it is worthy to devote some special attention to task-based language learning.

Discussion and conclusions

It is a long lasting debate amongst scholars on how to teach language using less time and energy but having more results. In the last twenty years or so a range of alternative syllabus models have been proposed, including a task-based approach (Nunan, 2001) in other words, in task-based the syllabus is task-based and the approach is focus on form. While, the methodology centres around students performing a series of tasks.

Task-based approach has been advocated as an effective way of teaching and learning English in schools "Graduates from problem based and task-based curriculums are expected to be more skilled in their personal skill and better prepared for self-directed, long-life learning" (Sharifa Sulaiha, et al., 2009). Because task-based language teaching is based on the premise that students should have collaboration and more time should be spent on self direct learning.

In this article it was intended to explore Indian teachers' perception of task-based teaching. The study consists of four parts namely, teachers' perception of TBLT, their implementation and the main reasons of applying or avoiding TBLT in class settings.

All together the findings of item 1 to 9 showed that teachers had a low perception regarding task and task-based. Though the study was conducted in Karnataka state, just 43.8 percent of the teachers agree with the idea that task was developed in India by N.S. Prabhu in the 1980s in Banglore, Karnataka, south India. Likewise, in response to items 7-9 regarding the principles of communicative teaching the answers were more neutral implying that teachers' knowledge about the origin and basic principles of TBLT is low.

Regardless of the general low understanding of teachers about task the findings to items 9 to 18 revealed that the majority of the respondents (62%) are willing to implement TBLT and all of them believed that it provides a relaxed atmosphere and activates learners' interest. They also agreed that task-based instruction should be meaningful based on the real world and authentic materials. The task given to the students should be clear and authentic to life reality and can be available everywhere from having dinner to making a paper plane (Lochana & Gitoshree, 2006) and these situations can be found in ESL environment very easily.

Last two parts revealed that the first three main reasons of choosing TBLT were promoting academic progress, giving intrinsic motivation and creating collaborative environments.

Lack of proficiency, little knowledge of task-based instruction and lack of training were among the main reasons that teachers avoided TBLT. For applying TBLT much consideration should be given to overcome these obstacles that teachers expressed. In this article as a point of departure it is recommended that since task-based instruction has an edge over other traditional methods, some training course should be conducted and teachers should be given this opportunity to acquire knowledge of task-based. It is a good point that teachers showed affirmative attitude towards implementing TBLT despite their low understanding.

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Appendix

Teacher's Questionnaire

This questionnaire is designed to examine Indian ESL teachers' beliefs of task-based language teaching (**TBLT**) with reference to classroom practice. Please answer all questions as best and honest as you can. Thank you for your cooperation.

Demographic Information

Gender …………………

Age……………………..

Total number of years teaching English…………………………………………….

Section I. Teachers' Understandings of Task and TBLT

For each of the following statements, please answer by putting a tick in a box. According to the following scale: *SA* **(strongly agree),** *A* **(agree),** *U* **(undecided),** *D* **(disagree),** *SD* **(strongly disagree).**

Questions	SA	A	U	D	SD
1.Prabhu (1987) from Bangalore was a pioneer in task-based.	□	□	□	□	□
2.A task is a communicative goal directed.	□	□	□	□	□
3.A task involves a primary focus on meaning.	□	□	□	□	□
4.A task has a clearly defined outcome.	□	□	□	□	□
5.A task is any activity in which the target language is used by the learner.	□	□	□	□	□
6.A task provides a purpose for classroom activity.	□	□	□	□	□
7.TBLT is consistent with the principles of communicative language teaching.	□	□	□	□	□

8.TBLT is based on the student-centered instructional approach. □ □ □ □ □

9.TBLT includes three stages: pre-task, task implementation, and

 post-task.   □ □ □ □ □

Section II. Teachers' Views on Implementing TBLT

The following statements address teachers' views on implementing TBLT in the

classroom.

Questions	SA	A	U	D	SD
10.I have interest in implementing TBLT in the classroom.	□	□	□	□	□
11.TBLT provides a relaxed atmosphere to promote the target language use.	□	□	□	□	□
12.TBLT activates learners' needs and interests.	□	□	□	□	□
13.TBLT pursues the development of integrated skills in the Classroom.	□	□	□	□	□
14.By applying TBLT students learn English more effectively because learners use language to solve problems and to talk about personal experience.	□	□	□	□	□
15.TBLT gives much psychological burden to teacher as a facilitator.	□	□	□	□	□
16.TBLT requires much preparation time compared to other approaches.	□	□	□	□	□
17.TBLT is proper for controlling classroom arrangements.	□	□	□	□	□
18.TBLT materials should be meaningful and purposeful based on the real-world context.	□	□	□	□	□

Section III. Reasons Teachers Choose TBLT

I as a teacher apply TBLT because:

Questions	SA	A	U	D	SD
19.TBLT promotes learners' academic progress.	□	□	□	□	□
20.TBLT improves learners' interaction skills.	□	□	□	□	□

21.TBLT encourages learners' intrinsic motivation.   □ □ □ □ □

22.TBLT creates a collaborative learning environment.   □ □ □ □ □

23.TBLT is appropriate for small group work.   □ □ □ □ □

24.TBLT brings greater motivation.   □ □ □ □ □

25.TBLT gives opportunity for repetition without boredom.   □ □ □ □ □

26. TBLT increases students' satisfaction   □ □ □ □ □

27.TBLT promotes learners how to learn.   □ □ □ □ □

28.TBLT leads to better program evaluation results.   □ □ □ □ □

29.TBLT brings higher proficiency and students satisfaction.   □ □ □ □ □

If you have other reasons that you decide to implement TBLT, please write them down.

………
………
…………………………………………………………

Section IV. Reasons Teachers Avoid Implementing TBLT

I as a teacher don't apply TBLT because:

Questions	SA	A	U	D	SD
30.It needs faculty development.	□	□	□	□	□
31.There are obstacles related to students testing expectations.	□	□	□	□	□
32.It lacks predictability of how much time students need to spend for each topic.	□	□	□	□	□
33.Students are not used to task-based learning.	□	□	□	□	□
34.Paucity of sources and materials.	□	□	□	□	□
35.Materials in textbooks are not proper for using TBLT.	□	□	□	□	□
36.Large class size is an obstacle to use task-based methods.	□	□	□	□	□
37.I have difficulty in assessing learner's task-based performance.	□	□	□	□	□
38.I have limited target language proficiency.	□	□	□	□	□
398.I have very little knowledge of task-based instruction.	□	□	□	□	□
40.Teachers should be trained before using task-based instruction in the class.	□	□	□	□	□

If you have other reasons that avoid you to implement TBLT, please write them down.