

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.