The Effectiveness of Task Based Language Teaching in Improving ESL Learners' Reading and Writing Skills

BRAC UNIVERSITY

Inspiring Excellence

A Dissertation Submitted in Partial Fulfillment of the

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By

Shakika Rubaiat

ID: 14103010

Department of English and Humanities

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BRAC University, Dhaka, Bangladesh

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Declaration

I certify that this dissertation is based on my own research to the best of my knowledge. Other

contributions used in this thesis are properly acknowledged by mentioning the required

references. I, hereby, declare that this paper has not been published or submitted before in any

university or in any other institutions.

Shakika Rubaiat

ID: 14103010

BRAC University

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Shakika Rubaiat

BRAC University

Abstract

Language learning process has always been a matter of debate. Researchers have been developing language teaching methods over ages, emphasizing on the best approach of structuring, planning and implementing more effective lessons in classrooms. Hence, TBLT has emerged challenging the traditional teaching methods for more than 30 years. TBLT, an offshoot of CLT (Kumaravadivelu, 2006, p. 66) provides a student oriented learning environment where they learn the language by practicing authentic communication in the classroom context.

This study attempted to find out the impact of TBLT in enhancing ESL learners' reading and writing skills. The research was solely focused on secondary level students in Bangladeshi context where the researcher aimed to find out the answer of the following four questions-

1. What are the students' and teachers' attitudes towards implementing task based language teaching in classroom?

2. Does TBLT have any impact in improving secondary level ESL learners reading skill in the context of Bangladesh?

3. Does TBLT have any impact in improving secondary level ESL learners writing skill in the context of Bangladesh?

4. What are the challenges usually faced by teachers while implementing TBLT in classroom?

The researcher collected data from 201 students and 10 teachers of five schools in Dhaka city of Bangladesh to explore and find answers to these questions. The researcher used survey questionnaires and classroom observation checklist for evaluating the findings which resulted in favor of using TBLT in classroom context along with revealing a few limitations of it.

Chapter I: Introduction

English being an international language, importance of learning English has always been in the peak. Hence, the education policy and national curriculum of Bangladesh, formulated by the Ministry of Education, mandates English as a compulsory second language in order to enable the country to take an active role in the global marketplace and to become a part of the global village (as cited in Rasheed, 2012, p. 31). Researchers have asserted that it takes 3-7 years to be proficient in English language (Hakuta, Butler & Witt, 2000, n.p.). Moreover, proficiency in English is one of the pre-requisites of higher studies, as most of the books of higher education are written in English. Therefore, reading and writing skills are crucial for both language and educational development. However, even after studying English for 12 consecutive years, a significant number of students lack the expected level of proficiency, as the only exposure of the language most of them get is from classroom. It keeps a question mark on the effectiveness of the methods that are followed in classrooms to teach the language.

In this regard, task based language teaching might play a significant role to improve learners' reading and writing skills. Though it was introduced years ago, still the implementation of pure TBLT is rare in Bangladesh. This research will attempt to find out whether task based language teaching, from Bangladeshi perspective is effective in improving reading and writing skills of secondary level students.

1.1. Problem Statement

The national curriculum of Bangladesh mostly focuses on reading and writing skills of English language through practicing reading comprehensions and writing compositions (Matin, 2012, p. 239). However, a large number of students still lack proficiency in these skills. Besides, the exam oriented teaching in academic institutions has subsided the pleasure and use of

language in real life situations. The current study addressed this problem and aimed to find out

whether task based language teaching can be used in developing reading and writing skills of the

learners. Also, it attempted to find out whether learners are willing to do tasks in their classrooms

to enhance their language skills. Therefore, students' attitude towards TBLT will also be shown

in this study.

1.2. Purpose of the Study

The present study attempted to find out whether or not TBLT is effective in improving

ESL learners' reading and writing skills from Bangladeshi perspective. It also intended to show

the effectiveness of using TBLT versus using traditional method in language classrooms. Thus,

this study will show, to what extent TBLT can be helpful in developing students' reading and

writing skills.

1.3. Central Research Questions

This study attempted to find out answers to these questions:

1. What are the students' and teachers' attitudes towards implementing task based language

   teaching in classroom?

2. Does TBLT have any impact in improving secondary level ESL learners reading skill in

   the context of Bangladesh?

3. Does TBLT have any impact in improving secondary level ESL learners writing skill in

   the context of Bangladesh?

4. What are the challenges usually faced by teachers while implementing TBLT in

   classroom?

1.4. Significance of the study

This study will shed light on the implementation of TBLT in teaching reading and writing in secondary level. Also, it will find out students' attitude towards TBLT in classroom context as well as show the issue from teachers' perspective to illustrate the whole picture from both the sides. By doing so, this study hopes to be a guiding tool for further research studies which include TBLT in the context of Bangladesh. Nonetheless, this study also looks forward to get the attention of the language teachers, especially English, to make them think about a different way of teaching language rather than the traditional ones in their classrooms.

1.5. Limitations of the study

One of the major drawbacks of the study is that the researcher could not find any class which completely follows TBLT in the observed ten classes. Also, the researcher could not see the results of using TBLT through any language tests to measure the effectiveness of TBLT as opposed to the traditional method. Thus, the researcher had to base this study on the objective and subjective survey questions along with the class observation. Moreover, the number of participants could be increased. Also, due to time constraints, the researcher had to observe classes and collect the data on the first or second day of school after their examination. For this reason, in several classes, a huge number of students were absent.

Chapter II: Literature Review

2.1. Introduction

This study examines the effectiveness of task based language teaching for the improvement of secondary level learners' reading and writing skills. This chapter presents the background information on the teaching of reading and writing from historical perspective to its current place in TBLT. This is followed by a more detailed discussion of task-based language teaching, tasks, its' phases, features, advantages and a framework of task-based instruction.

2.2. What is Task Based Language Instruction?

The recent decades have witnessed rapid growth of second language acquisition as an academic field, with a primary focus on Task Based Language Teaching (TBLT) for more than 30 years. Task-based instruction can be defined as an approach in which communicative and meaningful tasks play a fundamental role. Instead of the overriding focus on grammar of the previous language teaching approaches, TBLT, an offshoot of CLT (Kumaravadivelu, 2006, p. 66), emphasizes use of language for authentic communication in classroom context providing a learning environment in which learners can have their own say and also can practice through communicating. In other words, here learners learn the language as through the process of using it. In addition, the third essential condition emphasized for the students here is motivation for learning, motivation to process and exposure what they are receiving, and motivation to use the target language as frequent as possible, in order to benefit from the exposure and use. And for this reason, communicative language use comes to the highlight as a fundamental aspect of a task-based framework (Willis, 1996). Another researcher Prabhu (1987) in his 5 years of Bangalore Project, defines task as an activity which requires a specific outcome where the learners had to arrive to the outcome from given information and through some process of

thought, and also allowed teachers to control and regulate that process (p.24). Tasks can also be considered as "things people will tell you they do" (Long, 1985, p. 89) the real life activities are emphasized.

Moreover, for developing communicative capability, attention to form is fundamental to learn language besides the meaning. Even though TBLT underscores the primacy of meaning, focus on form has a parallel importance in the language learning process (Bygate, Skehan & Swain, 2001). Furthermore, Van den Branden, Bygate, & Norris defined TBLT as a "learner-centered approach to language teaching," where the learners regulate the tasks in their own way after following the instructions. Here, the teacher mostly plays role of a facilitator as opposed to more traditional, "teacher-dominated" approaches (as cited in Van den Branden, 2016, p. 164).

There is a strong relation between second language acquisition and tasks. Therefore, task helps learners to learn the language as it provides opportunities for not only using the language but also focusing on form as well to foster subconscious grammar acquisition (Ellis, 2009). Nevertheless, all levels of proficiency benefits from collaboration and in TBLT group works are encouraged in tasks in which learners can benefit themselves depending on individuals ability to give and receive help (Wells, 1999). Therefore, task based language teaching is a holistic approach to language learning, where the learners can share their knowledge of language in groups and maximize their learning through different tasks which will eventually make them both fluent and accurate in the target language.

2.3. Difference between PPP and TBLT

In synthetic approach, which means teaching language in a discrete manner so that language acquisition becomes the accumulation of the individual parts until the whole language is build up, like PPP, language is broken into its several parts and those meaningful parts are

discretely presented linearly to the learners (e.g., grammar rules, words, phonemes, structures, functions) (Wilkins, 1976). Long and Robinson (1998) argued that such approaches that are focused on forms leading to instruction which isolates meaning from its forms whereas both form and meaning are integral part of a language.

As opposed to the traditional PPP (Presentation-Practice-Production) which is highly teacher controlled, TBLT promotes the meaning based approach of language learning trying to foster natural language acquisition in order to improve learners' communicative competence as well. Hymes (1972) defined communicative competence as the combined ability of inherent grammatical competence and to use grammatical competence in a variety of communicative situations.   Willis and Willis (2007) emphasized that in TBLT, the forms should be subordinate to meaning and therefore focus on forms should come after rather than before or during the task. However, researchers suggested that task-based teaching need not always have to be considered as an alternative to more traditional like PPP form-focused approaches rather it can be used alongside them (R. Ellis, 2009, pp. 221, 225).

2.4. Difference between "Exercise" and "Task"

Nunan (1989) defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p.10). Task is however different from the typical exercises which refers to a controlled and guided practice of a particular language aspect.

According to Skehan (1998), "Task" and "Exercise" can be distinguished based on several factors. To begin with, these two can be differentiated through its orientation. For instance, in "exercise" linguistic skills are viewed as prerequisite for learning. On the other hand,

in "tasks" learners' are expected to develop their linguistic skills through engaging in communicative activity. Moreover, "exercise" focuses on form and in "tasks" focus is shifted to the propositional content and pragmatic communicative meaning (focus on meaning). Furthermore, the manifestation of code knowledge is the goal of "exercise" and on the contrary, for "tasks" it is the achievement of communicative goals. Finally, in "exercise" internalization of linguistic skills serves as an instrument for future use. However, for "tasks" a direct and obvious relationship is there between the activity that arises from the task and authentic communication.

2.5. Task Types

Task type varies from one researcher to another. Bruton (2002, p. 282) listed nine types of tasks:

1. Problem-solving, decision-making, spontaneous role-playing etc.

2. Information/opinion gap resolution

3. Cued prompted interaction

4. Question-answer exchanges

5. Prepared role plays

6. Focused receptive language (+/- itemized)

7. Focused written language (+/- itemized) [reproduction]

8. Understanding and

9. Written expression.

On the other hand, Nunan (2001) divided tasks into two types, first one is real world tasks and the other one is pedagogic tasks.

2.6. Phases of Task Based Language Teaching

Though the phases of TBLT have been named differently depending on framework of the researchers, main actions and objectives of these phases remain nearly the same. In general, Task based language teaching include three stages- pre task, during task and post task which are discussed in the following section.

2.6.1. Pre-task

The pre-task phase works as an introduction for the topic to be taught in class and the tasks as well. It can be considered as the warm up activity to start the class interestingly. Here, the students get the opportunity to recall things that they know about the topic and also get an idea about what will be expected from them at this stage (Abraham, 2015). The purpose of this phase is to prepare the students to perform the task in such ways that will promote language acquisition. Teacher in this phase might support students in performing a task which is similar to the task that they will perform in the during task phase. Also, engaging students to designed activities and strategic planning of the main task performance for preparing them to perform the upcoming task (Izadpanah, 2010). Moreover, in most cases, it is teachers who control the timeline of classroom activity decide how much time will be spent to each item on the agenda, how long a particular whole-class discussion will take, and how much time will be devoted to the performance of a particular task. It is teachers, too, who get to decide to which extent a focus on meaning and a focus on form will be balanced and which particular forms will be highlighted, practiced, or covered explicitly (Breen, 1989).

Long (2015) argued that in a task-based approach, teachers should firstly be guided by an analysis of the students' second language learning needs rather than the syllabus before selecting

the contents and determining the focus of the actual session select content and determine the focus of actual lesson activities.

2.6.2. During Task

The next stage is called the during task phase in which the teacher plays an active role. In this stage tasks come to life. It can be divided into three parts starting with the task itself, followed by its planning and finally the report stage. The task-as-work plan (Breen, 1989) in this stage turns into a task-in-action and a task-in-interaction. Van den Branden (2009) emphasized that tasks in this stage do not necessarily determine learning. It is the intensity and quality of effort students put in reading, writing, speaking, listening, and also coping up with the situation demands they are exposed to which will determine the learning from TBLT. Also, the mental activity that students engage in while working with tasks and the verbal interaction will leave an impact in this regard. In this phase, teachers have some to pay a significant role.

The teacher remains a crucial interactional partner in task-based language classrooms, by taking the role of motivator, organizer (making sure that students know what they are expected to do and organizing different aspects of task performance), and, last but not least plays the role of a conversational partner and supporter who can feed the language-learning according to needs of different students in a different ways (Van den Branden, 2016, p. 168-169).

In this stage, the teacher should also produce a wide variety of questions, cues, and prompts to elicit learner output. Providing feedback on the students' written and oral output is also an important aspect of this stage. Feedback may come in different shapes, including explicit corrections, recasts, confirmation and clarification requests, metalinguistic comments, extensions, and elaborations incorporating a focus on form in the meaning-oriented work that the students are doing.

2.6.3. Post Task

This is the final stage and it allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. After the performance of tasks, teachers use the post task stage to look back on the students' performance focusing on forms to foster learners' language accuracy and complexity. In this stage, teachers are expected to assess students' task performance and language development through standardized, official tests or tests included in their syllabus. However, teachers might also design tests themselves following task based language teaching or by observing and evaluating of students' task performance during class on the basis of their assessment and the feedback that they have provided before. Here, teachers are expected to use meaningful tasks for the assessment purpose and evaluating whether students have performed according to the task rather than focusing on specific linguistic forms with a view to providing feedback to the learner for facilitating language improvement (Long, 2015). Also, task repetition aids the shift of focus on forms as it is often difficult to acquire the rules rather than memorizing it for shorter periods.

Language teachers and learners feel, behave, and interact differently from day to day, and the language and tasks they work on vary, making every lesson unique. Global prescriptions and proscriptions, therefore, are unwarranted and doomed to failure. Teachers will have lesson plans, but they will need to react differently in real time to situations as they arise (Long, 2015, p. 326).

2.7. Teaching Reading

With the development of methodologies in language teaching, researchers have argued that integrating tasks in language classes increases student involvement in the language and facilitates language teaching and learning. Reading being a receptive skill is quite hard to teach as the help of productive skills like writing or speaking is needed to measure its outcome.

Researchers have indicated that reading skills are strengthened when the prior knowledge is activated (Pritchard, 1990). Moreover, a pre-reading discussion is suggested as it provides the learners with an opportunity to see what they know about the topic that is about to be taught and what other peers know about it as well. It facilitates as "anticipated guides which contains a series of provocative statements with an intention to challenge the students' knowledge and beliefs about the content of the passage (Dubin & Bycina, 1991, p.202). Also, vocabulary plays a significant role in the reading process and so it is very important to include the culture of vocabulary in teaching reading. Nonetheless, basic vocabulary should be taught explicitly and the students should be able to guess the meaning of the less frequent vocabulary from the context (Levine & Reves, 1990). Furthermore, the teacher can ask the students to make prediction about the topic that they are about to learn in the classroom because it motivates them and stimulate their interest for reading. Also, video clips and pictures related to the text can be shown to the students before reading the text to help them anticipating and increase their curiosity (Mahrooqi & Roscoe, 2015, p.120). Researchers like Poorahmadi (2012) worked with Iranian EFL students and believed that TBLT was very effective in improving their reading comprehension ability.

Chalak (2015), in his experimental research of using TBI to see its impact on reading skills of the students found a positive result in which the EG (Experimental Group) the CG (Controlled Group) in the post reading tests. Nevertheless, TBI provides room for the teachers to predict the learners' potentiality of their future performance in their professional, academic spheres where better performance is appreciated (Basturkmen 2006, p. 124-126).

2.8. Teaching Writing

Marleen Coplin and Koen Van Gorp suggested a task based model for writing in the development of writing skills. A study was conducted in a Dutch medium school following task

based principles. Here, the teacher's role is merely as a facilitator who helps and motivates the students in improving their writing skill. When the students develop their interest in writing, teachers provide them with opportunities to write on different topics and purposes; for example story, biography, essay etc. (as cited in Abraham, 2015). Grammar, being an essential aspect in a language is believed to be learned best when one feels the need to use the grammatical patterns. In English language, basic grammatical patters could be made necessary for communication. In doing so, students are engaged in activities which require those basic grammatical patterns to express their feelings and negotiate information. Also, small groups can be assigned with a task of having simple communication describing written passages in the classroom (Allen, 1983, p. 17).

Another study was conducted by Gertude Tinker Sachs (2009), integrating Co-operative Learning and Task Based Language Teaching in teaching ESL learners of four to six years in the context of Hong Kong. Co-operative Learning is referred to as a student centered approach which supports Piagetian and Vygotskian views of learning. . After three years of effort, it was successful in bringing noticeable change in using English in the classroom context by both the teachers and the students. In addition to that, another analysis of teachers' tasks proved that limiting tasks to closed or semi closed types can affect the quality and fluency of the language learners.

2.9. Theoretical Support for TBLT

According to Ellis (2000), mainly two theories accounts for Task-based language teaching and thus task can be describes from two perspectives: Psycholinguistic perspective and sociolinguistic perspective.

2.9.1. Task from a Psycholinguistic Perspective

According to this perspective, tasks are considered as devices that provide learners with the data they need for learning. Here, the process of a task is seen as the potential use of language and opportunities for learning to happen. Hence, this approach views acquisition as the product of processing input and output (Ellis, 2000).

2.9.2. Task from a Sociolinguistic Perspective

This perspective claims that participants co-construct the activity according to their own socio-cultural views while performing a task. Therefore, it is quite hard to make reliable predictions based on the kinds of language use and opportunities raised in the lesson (ibid). Nevertheless, Lantolf (1996) emphasizes on the dialogic processes that takes place in a task performance explaining how these help in shaping language use and learning as well.

Notably, both the theories have insights that are valuable for Task-based pedagogy. The psycholinguistic approach provides important information for planning task-based teaching and learning. Again, the socio-cultural approach shed lights on the room for improvements that teachers and learners need to engage in during task-based activity for promoting communicative efficiency and second language acquisition.

2.10. Advantages and Limitations of TBLT

According to Nunan (1991), "One of the strengths of task-based language teaching is, the conceptual basis is supported by a strong empirical tradition. This distinguishes it from most methods and approaches to pedagogy, which are relatively data-free (p. 283)."Firstly, a lot of grammar can be learnt from the repeated use and exposure of target language forms. Also, the authentic use of target language by the learners in task based materials can be regarded as positive evidence.

Nevertheless, in TBLT, learners from different levels including the less proficient and slow learners, get the chance to show their talent which boosts up their confidence by creating a positive self image and intrigues their language learning (as cited in Ahlquist, 2012).

Again, Ellis and Shintani (2014) asserted that "a key principle of TBLT is that even though learners are primarily concerned with constructing and comprehending messages, they also need to attend to form for learning to take place." Moreover, Skehan (1996) stated that the teachers should provide a language environment where all the three outputs of language learning- accuracy, complexity and fluency will be given importance. However, he added that it is quite impossible for a learner to give their attention to all these things simultaneously. Therefore, tasks should be arranged in such a way that caters learner's attention to each and every output of language step by step. That is why, during the main task the focus should be on fluency and in the post task phase, focus should be shifted into complexity and accuracy to stimulate their language development which is promoted by TBLT.

Empirical research strongly indicates that independent learning has clear limitations, especially regarding the development of complex skills as one needs to be able to process things simultaneously in the target language for being proficient in a language (Ellis & Shintani, 2014). Furthermore, learning often involves overcoming challenges, rectifying errors or clearing misconceptions, developing new understandings, and revising common beliefs.

Case studies of classrooms from various countries and grade levels referred that context plays a significant role in implementing TBLT in classroom. Many of these studies dismissed the strong version of TBLT and allowed flexibility within a given context which in other words can be regarded as the weaker version of TBLT. It seems that CLT and TBLT have gradually spread throughout Asia, mostly in their weak formats. However, they are often greatly compromised,

modified, adapted, and even changed in order to make it work in a given context. Hence, some might argue that original CLT or TBLT is not currently used in most of the Asian classrooms (Butler, 2011).

However, some researchers claim that TBLT is more time consuming which can be regard as one if its major drawbacks (Widodo, 2006). Nevertheless, one of the biggest strengths of TBLT is having a conceptual basis along with support by an empirical tradition which distinguishes it from most of the language teaching pedagogy and methods lacking empirical data (Nunan, 1991, p. 283).

2.11. Jane Willis as a Framework for Task Based Learning

Historically, task based learning seems to have gained currency since 1996 with the publication of Jane Willis's A Framework for Task-Based Learning. According to Jane Willis, Task is a goal oriented activity with a specific outcome, where language is used in a meaningful way to complete the tasks rather than producing specific forms. The structure of a task based lesson is as follows:

PRE-TASK

Introducing the topic &

Giving instructions of the Task

⬇

TASK CYCLE

Task- Planning-Report

⬇

LANGUAGE FOCUS

Analysis and Practice

A Brief Description of the Task-Based Lesson is as follows:

Pre-task

This serves as an introduction to the topic and task.

The Task Cycle

This cycle has three essential phases and one further optional phase.

a. Task:

A task is a goal-oriented activity in which learners achieve a real outcome. According to

Willis, tasks are of six types (ibid, pp 26-28):

1. Listing

2. Ordering and sorting

3. Comparing

4. Problem solving

5. Sharing personal experiences

6. Creative tasks

b. Planning:

In this stage the students make a draft and then redraft, check, improve, and make the

draft ready for the audience (ibid, p.138). After completing the task, students prepare report on

the outcome. Here, the emphasis moves on to organization and accuracy. The teachers' role here

is to advise students on language and help them to correct any errors they make during this

phase.

c. Report:

In this stage, several or all the group's present their report briefly to the whole class. Other students listen in order to compare findings or conduct a survey. Here, the teacher might rephrase but should not correct the language.

Language Focus

Analysis:

Learners focus is shifted to form and they ask questions about language features.

Practice:

Teacher conducts activities based on the analysis or examples from the text and transcript (ibid).

2.12. Conclusion

The sections discussed in this chapter will help to work as the basis for evaluating the effects of Task Based Instruction in the improving the reading and writing skills of ESL learners of secondary level in Bangladeshi context. Also, it can be used in constructing the classroom observation checklist and questionnaire for the teachers and students to conduct survey and evaluation regarding the topic.

Chapter III: Research Methodology

This chapter explains the methodology of the study to identify the students' and teachers'

preferences in following task based language teaching (TBLT) in language classrooms. This

chapter includes the participants and setting of research, nature of research, design of research,

research instruments for data collection, methods of analysis and obstacles encountered.

3.1. Sampling

Sample is the group of participants whom the researcher examines to determine the result

of any particular study (Dörnyei, 2007, p.96). Therefore, the researcher has collected responses

of 10 teachers and 201 secondary level students from five reputed Bengali medium schools of

Bangladesh. Moreover, the research is based on secondary level ESL students. Hence, the target

group of this study was students of class IX and X. The details of the sampling are given in the

following table:

Institution	Number of Teachers (10)	Students (201)	
		Class	**Number**
A School	2	IX	9
		IX	34
B School	2	X	11
		IX	18
C School	2	IX	21
		X	23
D School	2	IX	27
		IX	14
E School	2	IX	23
		X	21

Table 1: List of schools and participants

3.2. Nature of the Research

The researcher followed mixed method for conducting the research. According to Dörnyei (2007), 'mixed methods research' involves the combined use of qualitative and quantitative methods breaking the barriers of a fixed one to get the best results (p. 20).

3.2.1. Quantitative Research

Quantitative research methodology is used in this study. A research that involves tallying, manipulation, or aggression of quantities of data is called quantitative research (Henning, 1986, p.702). Close ended questions have been used in this study for making questionnaires to collect data.

3.2.2. Qualitative Research

Qualitative research methodology is also used in this study to get a more detailed picture in the field of study. According to Greenhalgh and Rod (1997), qualitative research is broadly used to make "sense of, or interpret phenomena in terms of the meaning people bring to them" (p.740-43). Jacob (1987) stated that this method of research attempts to present the data from the perspective of the subjects so that "the cultural and intellectual biases of the researcher" do not alter the interpretation or presentation of the data (as cited in Seliger & Shohamy, 1989, p.118). Thus, the researcher incorporated subjective opinions of teachers and students, and also observed 10 English first paper classes of secondary level in this study.

3.3 Research Design

The design of this research includes several steps from collecting data to analyzing it, and the necessary research instruments as well, which are elaborated in the following sub sections.

3.3.1 Data Collection Procedure

The research was conducted in five Bengali medium schools of Dhaka, in Bangladesh. Firstly, the researcher took permission from the authorities of respective institutions to observe two secondary level English first paper classes in their reputed schools. The researcher also sought permission for doing a survey after each of the classes. After class observation, survey questionnaires were distributed among the students and the respected teacher with a briefing upon the process of filling out the questionnaire.

3.3.2. Research Instruments

The researcher gathered data on this topic using survey questionnaires and class observation checklist as research instruments.

3.3.2.1. Survey Questionnaires

Dörnyei (2007) defined questionnaire as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p. 102). Questions can both be close and open ended. Closed ended ones are those in which "the range of possible responses" is pre determined by the researcher. On the contrary, open ended are the ones in which the respondent can decide what and how to answer that question (Nunan, 1992, p. 143).

3.3.2.2. Class Observation Using Checklist

Jamshed (2014) asserted that observation is a type of qualitative research method which not only includes participant's observation but also covers ethnography and research work in the field of research. Moreover, observation presents "direct information rather than self report accounts" to the researcher. Using checklist or observation scheme, the researcher can choose from a number of readily available instruments. However, in most cases it needs to be adapted

according to specific research focus and classroom situations (Dörnyei, 2007, p. 178-179). In this study, the researcher designed personal observation checklist including the aspects that would be looked for in the classroom.

3.3.3. Data Analysis Procedure

After data collection, the researcher calculated the close ended questions in Microsoft Excel to find out the percentages of responses except the Likert scale's ones. Then, the mean scores in Likert scale were also tabulated in Microsoft Excel and discussed descriptively in the following chapter to show the final results. The questionnaire of this study being attitude based, the favorable attitudes are reflected in higher scores here as the following (Likert, 1932, p.25-26).

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 4

Strongly Disagree = 1

Besides, the qualitative data collected from the class observation and the open ended questions were also subjected to analysis to strengthen the quantitative data. Furthermore, a comparative presentation was established in order to show a profound analysis in the research topic. Additionally, findings were illustrated using graphical representation with bar chart and column charts to show a clearer and easier picture.

3.4. Obstacles Encountered

For observing classes in five different institutions, the researcher had to go a few more, as several institutions refused to allow because of having authorized rules.

Chapter IV: Findings and Discussion

This chapter includes the quantitative and qualitative data that the researcher collected

from surveying in schools and class observations. The results from the data will also be

discussed in response to the central research questions, which is another focus of this chapter.

4.1. Quantitative Survey: Interpretation of survey questionnaires

For the purpose of the study, the researcher has calculated the responses of the survey

questionnaires and interpreted the findings under the following sections:

4.1.1. Findings from Section B

Students' Responses from Question 1-3

This section includes five close ended questions asserting different aspects of TBLT. The

first three are multiple choice questions and the latter two are Yes/ No questions.

No	Survey Questions	Options	Partial TBLT (71)	Traditional (130)	Overall (201)
1.	How do you prefer English to be taught in the classroom?	Teacher giving lecture about the topic	13%	21%	18%
		Whole class discussion about the topic	27%	22%	24%
		Group or pair works	14%	24%	14%
		Solving exercises from books	7%	1%	3%
		Through real life tasks	39%	42%	41%
2.	What do you prefer to do to improve your writing skill?	Learning the grammar rules first	24%	35%	31%
		Through reading	13%	10%	11%
		Through communication experiences	28%	25%	26%
		Redrafting according to the feedback	27%	27%	27%
		Through the exercises of the textbook	8%	3%	5%
3.	How do you prefer to work in a	Individually	3%	6%	5%
		In pairs (Selected by the	2%	3%	2%

classroom?	teachers)			
	In groups (Selected by the Teachers)	25%	19%	21%%
	In pair or groups with friends	49%	48%	49%
	Directly under supervision of a teacher	21%	24%	23%

Table 2: Students' responses in multiple choice questions

From the above table, it appears that real life task is the most preferred activity of students in an ESL classroom, gaining 41% votes. Immediately after that, whole class discussion gained the second highest percentage of 24%, lecture oriented class being the third followed by group and pair work, and solving exercise from book got the least preference (3%) among the students highlighting the positive impacts of TBLT in language classrooms. Expectedly, students of traditional classroom preferred lectures more than the students of TBLT classroom. However, students of TBLT classroom desired to do the exercises a bit more than the traditional classroom students.

According to the responses of second question, overall the maximum number of students (31%) supported learning the grammar rules first to improve their writing skill. Redrafting according to the feedback and communication experiences, which are two of the main aspects of TBLT in improving learners' writing skill, got the second and third highest preference (27% and 26%) of the students. Again, exercises of the textbook got the least preference among the students. To note, students of traditional classroom preferred (35%) learning grammar first than the other classroom students (24%) in which TBLT is partially followed.

In response to the third question which is based on the students preferred working style in classroom, working in groups or pairs with friends got the most preference (49%) among students. Including pairs (2%) and groups (21%) selected by the teachers, it again indicates the

positive attitude of the students towards TBLT. On the other hand, students preferring to work

directly under a teacher's supervision (23%) and individually (5%) still keeps a question mark on

TBLTs' absolute effectiveness considering individual learning preferences.

Teachers' responses from Question 1-3

No	Survey Questions	Options	Partial TBLT (3)	Traditional (7)	Overall (10)
1.	How do you prefer to teach English in the classroom?	Giving lecture about the topic	0%	0%	0%
		Whole class discussion about the topic	0%	57%	40%
		Group or pair works	0%	15%	10%
		Solving exercises from books	0%	14%	10%
		Through real life tasks	100%	14%	40%
2.	What do you prefer to do to improve your students' writing skill?	Teaching the grammar rules first	0%	43%	30%
		Giving them reading materials	33%	15%	20%
		Through engaging them in conversations	67%	14%	30%
		Giving proper feedback	0%	14%	10%
		Through the exercises of the textbook	0%	14%	10%
3.	How do you prefer to engage your students in the lesson in a classroom?	Individually	0%	28%	20%
		In pairs	0%	29%	10%
		In groups	33%	14%	20%%
		In pair or groups with friends	67%	29%	50%
		Individual supervision	0%	0%	0%

Table 3: Teachers' responses in multiple choice questions

Based on the teachers' responses to the first question, real life tasks and whole class

discussion got the highest and similar responses (40% and 40%) among teachers, making it the

preference for majority of the teachers. Interestingly, all the teachers (100%) who even followed

a bit of TBLT in their classroom supported real life tasks whereas among the other teachers only

14% chose that. Nevertheless, not a single teacher supported only lecture oriented language

classroom which tend to be quite common in Bangladeshi context.

In case of improving students' writing skill, teachers mostly preferred two contradictory

ways, teaching grammar rules (30%) and engaging students in conversations (30%). The

difference is cleared, if we analyze it further that is, no teacher who follows TBLT supported

teaching grammar at first. However, it is the teachers who follow the traditional GTM method

favored it the most (43%). Along with this, giving reading materials (20%), giving proper

feedback (10%) and solving exercises from the book (10%) are also supported by a number of

teachers.

Coming to the question of engaging learners in language classroom, half of the teachers

(50%) preferred pairing or grouping students with their friends whereas no teacher thought of

individual supervision as effective in language classrooms.

Students' responses from Question 4-5

No.	Statement/ Question	Options	Partial TBLT (71)	Traditional (130)	Overall (201)
4.	Grammar can be learnt through tasks.	Yes	93%	82%	86%
		No	7%	18%	14%
5.	Do you think conducting tasks in classroom is time consuming?	Yes	30%	33%	32%
		No	70%	67%	68%

Table 4: Students' responses in Yes/No questions

The following question is about grammar, which is a nightmare to the language students,

overall 86% of them responded that, this grammar can be learnt through tasks indicating the

effectiveness of TBLT, as opposed to the 14% who gave negative response.

The next question is about time constraints in conducting tasks where 32% students responded that task is time consuming, and the rest (68%) responded negatively supporting TBLT. The responses from the students' questionnaire have been shown in the chart below.

Teachers' responses from questions 4-5

No.	Statement/ Question	Options	Partial TBLT (71)	Traditional (130)	Overall (201)
4.	Grammar can be learnt through tasks.	Yes	100%	100%	100%
		No	0%	0%	0%
5.	Do you think conducting tasks in classroom is time consuming?	Yes	0%	29%	20%
		No	100%	71%	80%

Table 5: Teachers' responses in Yes/No questions

Again, in case of teachers' responses, 100% of the teachers responded positively that grammar can be learnt through tasks considering traditional and TBLT classes as well.

Thereafter, asking question upon the time limitation, overall 80% teachers responded negatively which supports TBLT. However, it is the teachers (29%) of traditional classes who asserted that tasks are time consuming, and the rest 71% responded the opposite whereas 100% of the teachers following TBLT partially responded negative which is again in favor of TBLT.

4.1.2. Findings from Section C

This section of the questionnaire consists of 12 close ended questions using Likert scale. The first five questions were made to find out the teachers and students perspective towards the advantages of using TBLT in language classroom and improving reading skill discussed in the former literature review segment. Moreover, findings from the latter seven questions are also included in this section.

Students' responses from attitude questions 1-5

Mean score calculated for the questions are presented briefly in the following table.

** (The interpretation key of teachers' and students' attitude is: 1.00-2.25 = negative attitude,

2.26-3.00 = not satisfactory, 3.01-4.25 = satisfactory and 4.26-5.00 = very satisfactory.)

No.	Questions	TBLT (Partial)	Traditional	Overall
1.	Giving importance to the meaning rather than form at first helps me to use English in class more.	3.77	3.66	3.70
2.	Discussion about the topic before reading helps in improving my reading skill.	4.11	4.15	4.13
3.	Real life use of language can be learnt through tasks.	3.77	4.05	3.96
4.	Use of authentic materials (video clips, cartoons, newspaper article etc.) increases my interest in the lesson.	4.25	4.08	4.14
5.	Tasks help in improving my reading skill.	3.61	4.04	3.87

Table 6: Mean calculation of the students' responses on the attitude based questionnaire (1-5)

From the above table, it appears that the overall mean score of students is 3.70 which show the "satisfactory" attitude towards the focus on meaning regardless of TBLT and traditional classes.

The overall mean score for the second question is 4.13, again showing the "satisfactory" attitude of the students towards discussion about the topic before giving students reading materials in improving reading skills.

For third question of learning real life use of language through tasks, students' responses are "satisfactory" as well, since the overall mean score is 3.96. To note, the mean score of

students from traditional classes (4.05) are a bit higher than the TBLT ones (3.77), though the

overall mean score stated the same attitude.

For fourth question of using authentic materials, the mean score calculated is overall 4.14

stating "satisfactory" attitude of the students.

Again, students' responses for fifth question refers "satisfactory" attitude as well, being

the mean score 3.87 overall. Noticeably, for the classes where TBLT is partially followed, the

mean score found is 3.61 which is less than the traditional ones (4.04).

Students' responses from attitude questions 6-12

Questions 6-12 include students' perception towards traditional language classrooms and

using TBLT in improving writing skill as well.

** (The interpretation key of teachers' and students' attitude is: 1.00-2.25 = negative attitude,

2.26-3.00 = not satisfactory, 3.01-4.25 = satisfactory and 4.26-5.00 = very satisfactory.)

No.	Questions	TBLT (Partial)	Traditional	Overall
6.	Real life tasks (Tasks which you can relate to your daily life conversation) is unnecessary to include in a language classroom.	2.17	2.54	2.41
7.	Lecture oriented class is the best for language learning.	3.06	2.64	2.79
8.	Group discussion in tasks results in a better understanding and output in my writing.	4.24	3.78	3.95
9.	Tasks are difficult to follow.	2.85	2.79	2.81
10.	Tasks are boring.	1.76	2.17	2.02
11.	It is discouraging when classmates correct my mistakes.	1.99	2.80	2.51

12.	It is helpful for me, if the teacher helps in every step of the tasks.	3.82	3.98	3.93

Table 7: Mean calculation of the students' responses on the attitude based questionnaire (6-12)

Thus, according to the Likert scaling, sixth question states "not satisfactory" attitude for not including real life tasks in a language classroom since the overall mean score is 2.41.

Also, the overall mean score of question seven (2.79) shows "not satisfactory" attitude of students, showing disagreement towards lecture oriented language classes. Surprisingly, responses from the students of TBLT classrooms were "satisfactory" towards lecture based classroom (i.e. mean score being 3.06) as opposed to the students of traditional classrooms asserting "not satisfactory" (i.e. mean score being 2.64).

Question no. 8 sought the perception of the students on using TBLT in improving writing skill, and the results interpreted as "satisfactory" supporting TBLT since the overall mean score is 3.95.

Question no. 9 got overall "not satisfactory" responses from the students, being the mean score 2.81, mostly disagreeing that tasks are difficult to follow.

Question no. 10 received negative attitudes from students, the overall mean score being 2.02; it shows that students completely disagrees that tasks are boring.

Moving on to question no. 11 which is based on peer correction, the overall mean score found is 2.51 referring "not satisfactory" attitude of the students leads to the thinking that peer correction is not discouraging for all students. Another thing to highlight that, students from TBLT classrooms showed completely negative attitude towards the discouragement of peer correction supporting TBLT, being the mean score 1.99, whereas, the other students response were towards "not satisfactory" (2.80).

The last question was based on to what extent students want their teachers to involve in a task, for which the overall mean score was 3.93 stating "satisfactory" responses of the students.

Teachers' responses from attitude question 1-5

The teachers were distributed the same questionnaire as students, changing the perspective to know their attitude towards TBLT which is presented in the following table.

 ** (The interpretation key of teachers' and students' attitude is: 1.00-2.25 = negative attitude, 2.26-3.00 = not satisfactory, 3.01-4.25 = satisfactory and 4.26-5.00 = very satisfactory.)

No.	Questions	TBLT (Partial)	Traditional	Overall
1.	Giving importance to the meaning rather than form at first helps students to use English in class more.	3.67	4.00	3.90
2.	Whole class discussion about the topic improves students' reading skills.	5	3.43	3.90
3.	Real life use of language can be learnt through tasks.	4.67	3.71	4.00
4.	Use of authentic materials (video clips, cartoons, newspaper article etc.) increases students' interest in the lesson.	4.67	3.43	3.80
5.	Tasks improve students reading skill.	4.33	4.14	4.10

Table 8: Mean calculation of the teachers' responses on the attitude based questionnaire (1-5)

Considering the teachers' responses, it can be seen that the teachers' responses very according to the teaching methods they follow in their classrooms. From the above table, it appears that the overall mean score of teachers is 3.90 which show the "satisfactory" attitude towards the focus on meaning regardless of TBLT and traditional classes.

The overall mean score for the second question is 3.90, again showing the "satisfactory" attitude of the teachers towards discussion about the topic before giving students reading materials in improving reading skills. Noticeably, teachers who followed partial TBLT in their classes responded "very satisfactory", being the mean score 5.00. On the other hand, teachers of the traditional classrooms stated "satisfactory" based on the mean score 3.43.

For the third question of learning real life use of language through tasks, teachers' responses are "satisfactory" as well, since the overall mean score is 4.00. To note, the mean score of teachers from TBLT classes (4.67) are higher asserting "very satisfactory" than the traditional ones (3.71).

For fourth question of using authentic materials, the overall mean score calculated is 3.80 stating "satisfactory" attitude of the teachers. Again, from a thorough analysis, the mean score found from teachers using TBLT is 4.67 showing "very satisfactory" attitude which is quite higher than the traditional ones (3.43).

Again, the responses of the teachers for fifth question refers "satisfactory" attitude as well, being the mean score 4.10 overall.

 Teachers' responses from attitude questions 6-12

** (The interpretation key of teachers' and students' attitude is: 1.00-2.25 = negative attitude, 2.26-3.00 = not satisfactory, 3.01-4.25 = satisfactory and 4.26-5.00 = very satisfactory.)

No.	Questions	TBLT (Partial)	Traditional	Overall
6.	Real life tasks (Tasks which you can relate to your daily life conversation) is unnecessary to include in a language classroom.	2.67	2.29	2.40
7.	Lecture oriented class is the best for language learning.	2.67	3.43	3.20
8.	Group discussion in tasks	4.67	3.86	4.10

	results in a better understanding and output in writing.			
9.	Students face difficulties in following the instructions of a task.	3.67	3.14	3.30
10.	Students get bored doing a task.	3.00	2.14	2.40
11.	Peer correction discourages the other students who have made mistakes.	3.67	3.43	3.50
12.	It is helpful for students, if the teacher helps in every step of the tasks.	2.33	2.71	2.60

Table 9: Mean calculation of the teachers' responses on the attitude based questionnaire (6-12)

Thus, according to the Likert scaling, sixth question states "not satisfactory" attitude for not including real life tasks in a language classroom since the overall mean score is 2.40. Also, the overall mean score of question seven (3.20) shows "satisfactory" attitude of teachers showing agreement towards lecture oriented language classes. However, responses from the teachers following partial TBLT were "not satisfactory" towards lecture based classroom (i.e. mean score being 2.67) as opposed to the teachers following traditional ones asserting "satisfactory" (i.e. mean score being 3.43).

Question no. 8 sought the perception of the teachers on using TBLT in improving their students' writing skill and the results interpreted as "satisfactory" supporting TBLT since the overall mean score is 4.10.Expectedly, the teachers who follow TBLT showed "very satisfactory" where the mean score is 4.67 and the traditional ones responding "satisfactory" being the mean score 3.86.

Question no. 9 got overall "satisfactory" responses from the teachers, being the mean score 3.30 quite agreeing that tasks are difficult for students to follow.

Question no. 10 received negative attitude from students, the overall mean score being 2.40 shows that teachers somewhat disagree that tasks are boring for students. Surprisingly, teachers who follow TBLT partially asserted "not satisfactory" (mean score 3.00) whereas, teachers following traditional methods showed completely "negative attitude" that students get bored in a task since the mean score is 2.14.

Moving on to question no. 11 which is based on peer correction, the overall mean score found is 3.50 referring "satisfactory" attitude of the teachers leads to the thinking that peer correction is quite discouraging for students.

The last question was based on to what extent students want their teachers to involve in a task, for which the overall mean score was 2.60 stating "not satisfactory" responses of the teachers. It highlights the perception of the teachers that students do always like to be helped in every step of a task rather they prefer to work on their own after getting clear instructions.

4.2. Qualitative Data Phase 1: Open Ended Questions

The researcher has collected qualitative data from the open ended questions included in survey questionnaire. Findings from that segment are given below.

4.2.1. Subjective responses of students regarding their most preferred way of language learning in classroom

The only subjective question of the students' survey questionnaire seeks to unravel the respondents' subjective viewpoint regarding their most preferred way to learning language, considering individual learning style. Here, the noted preferences of the learners from the classes, as highlighted through the students' responses, are- "group works are the best as I am more free with my classmates", "by reading different types of passage and stories, I can learn the use of grammar" etc. Some promoted the use of technology in language classroom- "using

library and computer lab", "watching English movies, videos and cartoons in language classroom". Also, some students emphasized on some core aspects of TBLT as their preferred way of language learning- "real life tasks", "by tasks of games, puzzle so that learning becomes fun", "if the teacher gives a slight knowledge of some vocabularies and mention some real life topics during classes, it would help me best because it would enhance my dictation or reading skill and it would help me in enhancing my grammar through which my writing skill would be improved as well.". Again, a few asserted the importance of feedback and conversations as- "teacher gives task and if I have any kinds of grammatical mistakes, then she corrects me, so this is the best learning process in improving my writing and the language", "I can learn English more effectively by talking with others because it helps me to know different words".

However, some students also stated, "Writing and exercises", 'reading textbook', "teacher giving lecture" preferring the traditional way of language learning. Nevertheless, one student highlighted a limitation of language classroom in this context as- "there is so little time for individual classes that I do not think we learn lots of thing in a language classroom in a school. If the time is increased, we can do lots of group work and presentation." Furthermore, another student responded indicating the teachers limitations as- "I don't learn in classes. Teachers are not good; I learn language better at home from internet."

4.2.2. Subjective responses of teachers' regarding their most preferred way of language teaching in classroom

Considering teachers responses on the first open ended question, which was based on their preferred method of language teaching in classrooms, most of the teachers described that Communicative method as the best based on which TBLT is originated and developed. one of their responses were- "Communicative method, it makes the class lively and encourages every

student to participate in the learning process". Also, one teacher responded as- "Direct method is the best. However, it is not feasible in our country". Again one teacher highlighted on the fact that- "Task Based Language Teaching is the best because it caters different learning styles of the learners". Moreover, some teachers asserted- "Real life teaching method because it gives the students opportunities to do better in their real life", "I think pair or group work and giving importance to the meaning is best as it is a foreign language", "Making students participate in the lesson with the teacher is the best method to follow as that is how the lesson becomes more fruitful than the one way lecture method".

On the other hand, one teacher stated that "Giving them written tasks and asking them to write down at home improve". Moreover, another teacher asserted that- "Exclusively a particular method should not be followed. It should depend on individual learning requirements. But I would like to emphasis on grammar and much more exercise oriented activities to ensure proper development of students language skill."

4.2.3. Challenges faced by teachers while implementing TBLT in language classrooms

The teachers' questionnaire includes one extra open ended question which queried about the challenges that they face while conducting a task based class. The responses that the researcher got were- "time consuming", "teachers does not get time for preparing the tasks", "Lack of eagerness" etc. Again, one teacher asserted conducting tasks in classroom as "Time waste". Furthermore, some teachers shared their experiences as- "Sometimes they do not understand. As a result, they make noise in the classroom.", "Students cannot cope with it". Additionally, "Lack of resources" was another challenge encountered by teachers. Another highlighting fact stated by a teacher as- "Seating arrangement as we all know, here the class size is big and it is bench system. TBLT classroom requires a more flexible seating arrangement

depending on the task and group size which is impossible in this context". Nevertheless, an unusual yet interesting response the researcher got was- "I face no challenge in a task based class".

4.2.4. Qualitative Survey Phase 2: Class Observation

The researcher observed 10 English language classrooms from five schools, all of them being English first paper classes. Among those 10, three classes partially followed TBLT and the rest of the seven were traditional. The finding from the class observations will be analyzed in the following sections.

4.2.4.1. Classroom context

The physical setting of all the classrooms was more or less traditional. 'D' school had individual desks for every student and the other schools had benches. The class size was small to medium as it ranged from 9-34 students. 'B' school had no table for the T. However, the classroom was air conditioned which made the students at ease in the scorching days of summer. The researcher did not find any clock in the first class of 'C' school. 'A' school had multimedia classrooms. However, it had no chair for the teacher.

4.2.4.2. Skill focus and use of materials

Being English first paper classes, all were based on the NCTB English for Today textbook. Among the 10 classes, six were focused on reading skill and the rest were focused on writing skill. The tasks or exercises focusing on these two skills were given from the textbook as well. Apart from English for Today textbook, both the classes of school 'A' used PowerPoint slides. Nonetheless, Use of authentic materials like pictures and playing music related to the lesson in the background for several minutes while teaching was a noticeable factor in the first class of 'A' school. Giving importance to the upcoming board examination, the researcher

observed the use of Test Papers in the second class of 'C' school. The classes of 'B', 'D' and 'E' schools were solely based on the English for today textbook.

4.2.4.3. Language use and interaction

Language use and interaction pattern varied depending on the teacher more than the schools as the students have tendency to follow their teachers. In both the classes of 'A' school, teachers and students used mostly English in class. Also, in the second class of 'C' and first class of 'D' school, the researcher found the use of English the classroom both by the teachers and the students. Moreover, in these two classes T called the Ss by their names. Here, the researcher ignored use of Bengali in certain situations like trying to explain things in Bengali when the students could not understand a few things explaining in English. Also, exchange of a few words among the students in their native language was accepted which is quite common in Bengali medium schools. In those classes, interaction between the students and the teachers were in English, teacher providing language support to the students if needed. Also, a balance of teacher and student talking time was seen in those classes, where students were given ample opportunities to use English and they utilized it. In 'B' school the mode of instruction was completely in Bengali. The interaction was mostly held in Bengali and English was only used at the time of reading out the sentences from textbook. For the rest of the classes, it was a mixture of both English and Bengali in the class. Students mostly used Bengali and teachers used both according to their convenience. For all the 10 classes, the T interacted with the students as a whole and also sometimes individually while facing questions.

4.2.4.4. Whether TBLT is followed or not

The researchers' prime focus was to observe whether TBLT is effective in classroom context or not. Thus the researcher has divided the classes depending on the teaching method that was followed in that particular class.

4.2.4.4.1. Did not follow TBLT

The researcher found the partial use of TBLT in three classes, and the rest of the seven classes were mostly traditional. Both the classes of 'B' school were traditional following the Grammar Translation Method (GTM). The students were asked to solve exercises from the book individually and the students who finished first were praised by the T with words like "Good, "Very Good". Teachers taught deductively in all the classes, explaining the meaning of difficult words first and then showed examples. In school 'E' the scenario in quite similar being lecture oriented teacher centered classroom.

However, in the three other schools TBLT is followed partially in one of the two classes. First class of the 'A' school, the T followed mix method in taking the class, starting the class with showing pictures in the Projector which captured the attention of the students. The popular cultural song of Bengal "এসো হে বৈশাখ" was played during the class while the T was describing the related things related to the lesson. The researcher found it a bit disturbing as the song was lyrical; it seemed difficult to concentrate on both song and the lecture of the T. In the first class of 'C' school T were seen to focus on form rather than meaning. For instance, T repeated the sentence correctly if a student asserts any grammatically wrong sentence in class.

4.2.4.4.2. Followed TBLT

The second class of 'A' and 'C', and the first class of 'D' school partially followed TBLT in the language classroom. In the first one, teacher first divided all the students into groups of

four and five. Then the Ss are asked to read a passage from the textbook and find the answer of the questions that were written in the PowerPoint slides. The T wrote a few key words on the board as well. The questions needed to inference, (a sub skill of reading) as all the answers were not directly given in the text. The role of T was more like a facilitator than a teacher. The language focus step was there after the task cycle. However, no pre-task was found by the researcher. T asked each group randomly asked to answer the questions and then he gave feedback accordingly focusing on the form as well.

In the second one, T first gave lecture about the lesson and then divided the students in groups. They were asked to solve a question from their test paper by discussing with their group mates. After completing one exercise and giving feedback to the answer the T again divided the Ss into new groups and asked them to solve similar questions from another board of the test paper. The T seemed a bit strict and was monitoring the whole class while the Ss were doing the task.

In the final one, T first discussed with the whole class about the topic of the lesson. T first showed a picture from the textbook and told the students to think about it. It can be regarded as a pre task. Then, T told the Ss to read the text in pairs and ask questions if they find anything difficult in the text. Thereafter, the Ss were asked to write a paragraph on anything related to the topic. Due to time constraints, the Ss could not complete the paragraph in the class. Thus they were told to finish it at their home and bring it to the next class.

In all the classes T was more or less encouraging. In the first class of the 'D' school T used sentences like "It does not matter", "You can learn from mistakes" to the students who gave any faulty answer so that they do not feel disheartened or discouraged.

4.2.4.4.3. Class performance of the students

The researcher observed that in most of the traditional classes, participation of students was very less. Except from a very few students, the T had to ask questions to the students individually to make them participate. In the first class of 'E' school, Ss seemed really uninterested in the class. Most of them were gossiping on their own. Also, a few students who participated have lacking in vocabulary, as the researcher observed that one student asked meaning for several common words. However, the case is slightly different in the first class of 'A' school where satisfactory number of students participated voluntarily in the class discussion and also could answer the questions showed in the PowerPoint slides based on vocabularies taught in the class.

On the other hand, classes which followed TBLT seemed more interactive to the researcher. Students' participation in the teachers' questions was mostly voluntary. However, not all the students in group seemed co-operative. A few grammatical errors were common in both the students of traditional and partially followed TBLT classes. Nevertheless, students from the first class of 'D' school were quite good in interacting and continuing the conversation in the target language both with the least language support. In the second class of 'A' school, six groups among eight could answer the questions correctly keeping aside the grammatical error.

4.3. Discussion

This section analyzes the central research questions of the study in light of the researcher's survey questionnaire and classroom observation checklist.

4.3.1. In response to central research question 1

Firstly, this study attempted to find out the students' and teachers' attitude towards implementing TBLT in language classrooms. In the survey questionnaire, the first and third

questions of section B along with most of the statements of section C sought answer to the

central question 1. The aforementioned findings reveal quite a positive perception of the

students' and teachers' on the implementation of TBLT in classrooms. However, it also discloses

few fluctuations of the students and teachers perspectives depending on their belief and which

context they are in.

Responses from question no 1 reveal that both students and teachers prefer real life tasks

the most in language classroom, which is one of the main aspects of TBLT as defined by Long

discussed in the literature review (Long, 1985, p. 89). It shows the acceptance of real life tasks in

order to learn language through using rather than learning to use it in classroom scenario. The

response from this question is quite similar to the third and sixth statement of the Likert scale

where the results supported TBLT strengthening the fact. Whole class discussion is another

favored way of teachers' as well, considering the limitations of Bangladeshi context which is

also a part of TBLT.

Also, from analyzing question no 3, it can be seen that both students' and teachers' prefer

classroom involvement through group work with friends the most. It highlights the fact that

students work better with the ones they are most comfortable with, which is also mentioned by a

student in the subjective response. Undoubtedly, it supports TBLT as group works are

encouraged in it (Wells, 1999).

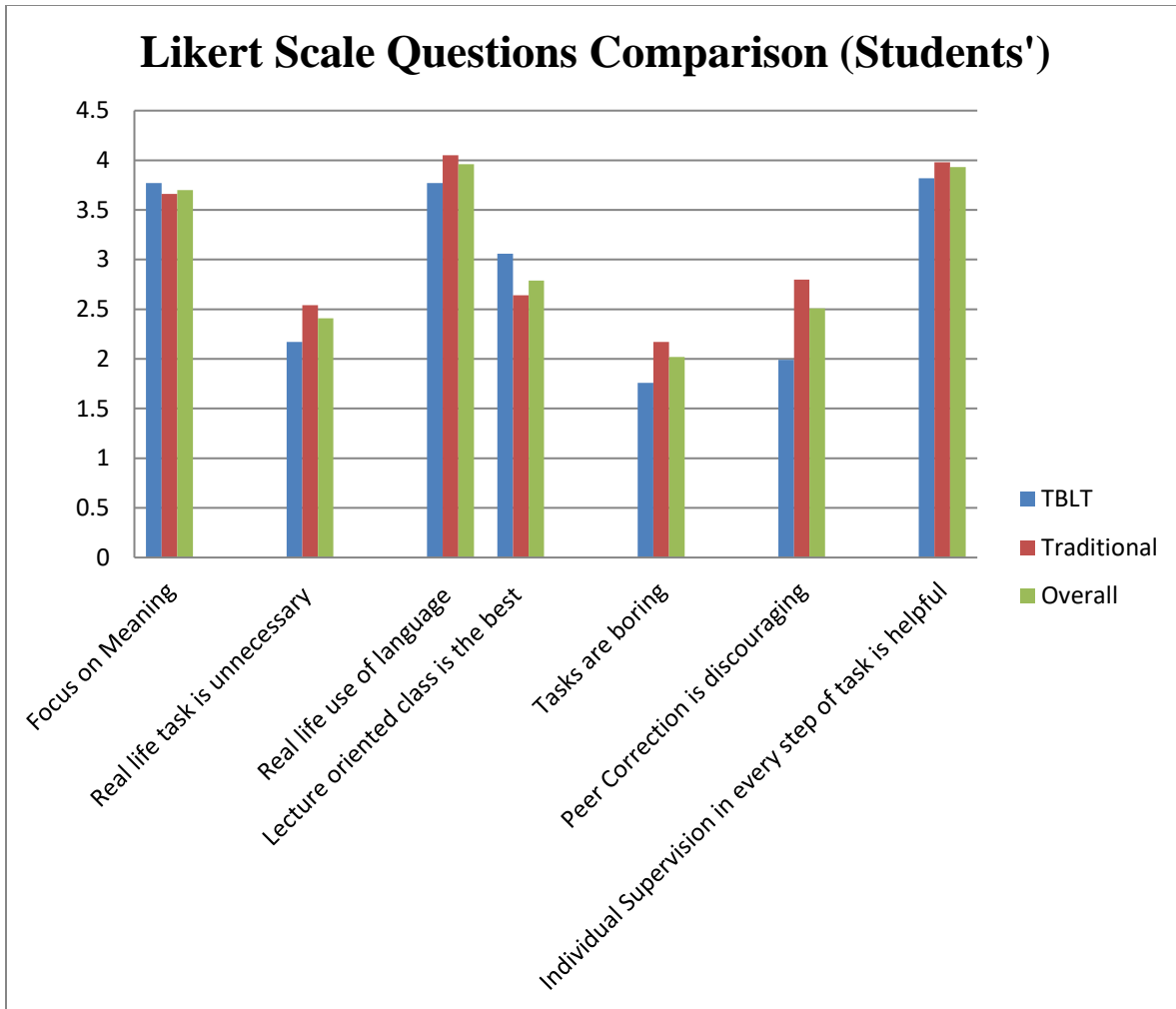**Likert Scale Questions Comparison (Students')**

Fig. 1: Chart comparing the students' attitude about TBLT

Again, from the responses of Likert scaling questions, first question deals with the focus on meaning in increasing target language use in classroom where most of the teachers and students supported TBLT. The results being satisfactory, it agrees that focus should first be on meaning while students use the target language in classroom. However, the focus should be shifted to form afterwards as well to learn the language accurately (McKinsey & Company, 2010, p. 16).

Analysis of the seventh question asserts the fact that the traditional lecture oriented classroom is less suited for learning a language. Although, the students from TBLT classroom

responded completely against it, still from the responses of the other students it reveals that lecture oriented classes are still valued by a few. However, maximum response against the lecture oriented class discloses that the teachers' and students' expectations are over the traditional method which TBLT claims to provide.

Likert Scale Questions Comparison (Teachers')
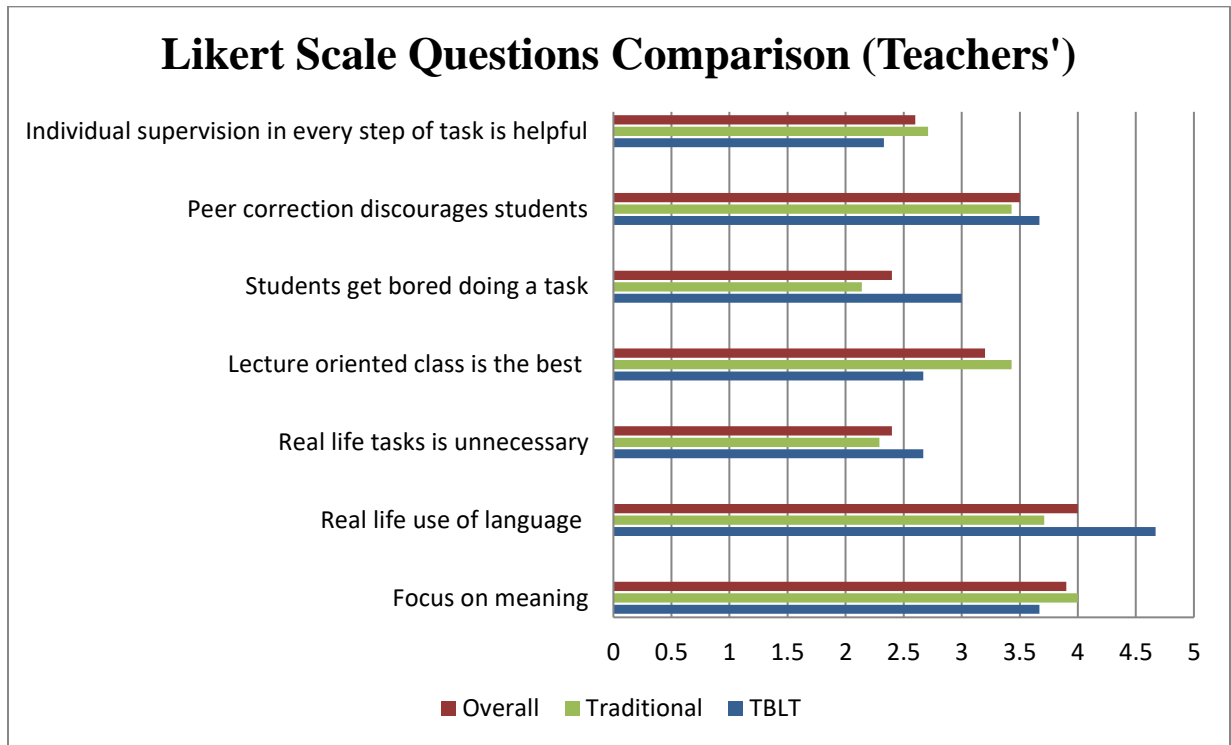
Fig. 2: Bar chart comparing the teachers' attitude about TBLT

Results of question no 10 and 11 varies from students to teachers. Both the teachers' students asserted that tasks are not boring. Here, the students' responses were stronger disclosing totally negative attitude towards it which can be considered as a big support to TBLT as it shows that students find tasks interesting to do in a language classroom. The contradictory responses of teachers' and students' neutralizes that peer correction is discouraging. However, in this case, the researcher preferred the students' response more as the question was based on their perspective

which shows that peer correction is not discouraging, rather it helps students to learn better from each other.

In addition, the result of question 12 also differs from teachers to students. The student' responses show that they mostly prefer their teachers to assist them in every step of a task. It goes against following TBLT as teacher plays merely the role of a facilitator in task based language classroom. On the other hand, response from the teachers' asserts the opposite which still keeps mark about the implementation of TBLT in language classrooms.

Nevertheless, subjective responses of teachers shed light on the fact that most of the teachers prefer communicative and real life content based method in language teaching which is the core aspects of TBLT. It shows that teachers want their students to use the language in classroom and participate in the lesson proactively so that there are two way interactions for language learning taking place simultaneously. Also, real life tasks and group work are preferred by the teachers because it makes language learning useful, making the students capable of using the language in day to day conversations.

4.3.2. In response to central research question 2

The second research question deals with the effectiveness of TBLT in reading skill. Question no 2, 4 and 5 of Likert scaling were solely based on this regard. The responses from both the teachers and students state that, whole class discussion about the topic helps in improving students' reading skill. Here, responses of the teachers who follow TBLT show very satisfactory results strengthening the fact, as they have been using this method in their classroom. The reason behind is that it provides students the opportunity to see what they know about the topic and elicitation of the prior knowledge helps in filling the gaps while reading the text (Dubin & Bycina, 1991, p.202).

Likert Scale Questions Comparison (Students')

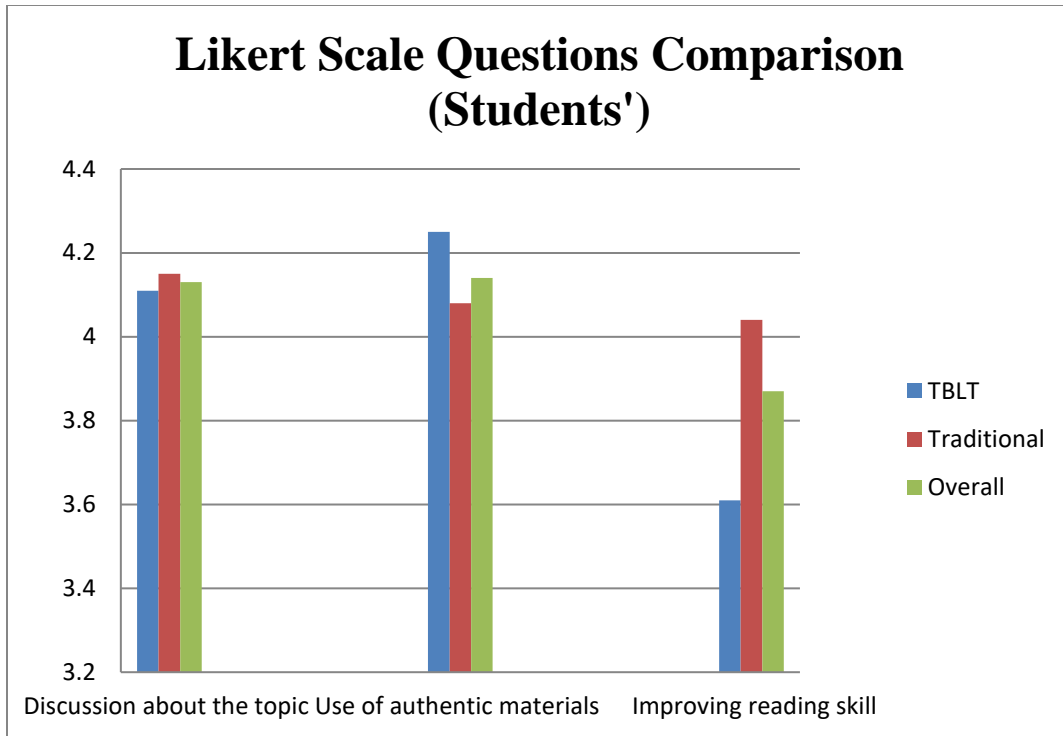Fig. 3: Chart comparing the responses of students in improving reading skills following TBLT

Moreover, the satisfactory attitude of the both the teachers and students on the fourth question based on the use of authentic materials shows that using video clips, pictures etc. related to the lesson or text helps students to anticipate the lesson and increases their curiosity towards the topic (Jacobs, 1999).

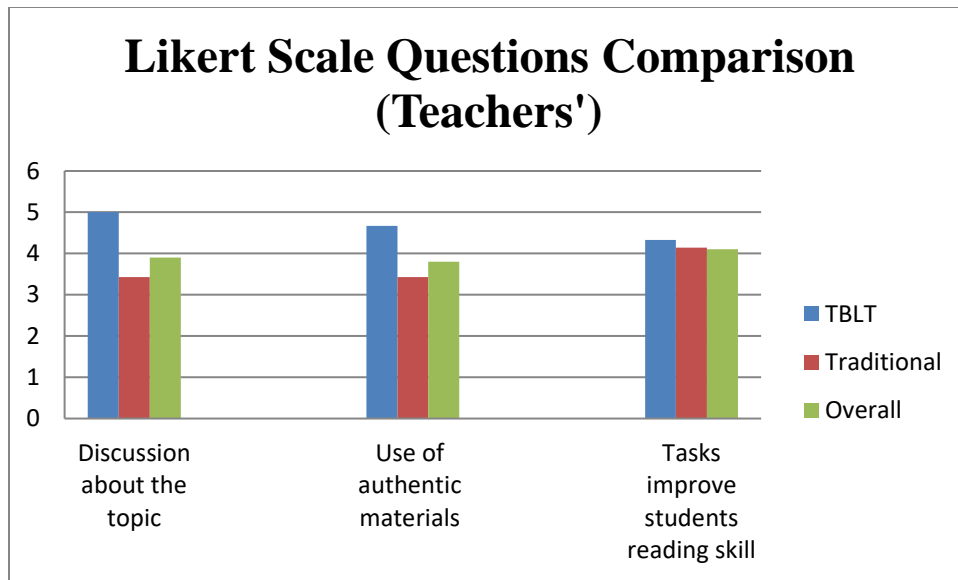## Likert Scale Questions Comparison (Teachers')

Fig. 4: Chart comparing the responses of teachers in improving reading skills following TBLT

Furthermore, the other response reveals the fact that tasks do help in improving reading skills. Also, from the class observation, the researcher observed that performance of the students of classes where TBLT is partially followed was better in reading tasks than the traditional ones where students' participation was quite less. Nevertheless, the subjective responses of students highlighted on the fact that real life tasks help in using language and thus improving the reading skill as well, through improving the stock of vocabulary by using the language. Therefore, all the findings claim the fact that, task based language teaching is effective in improving learners' reading skill. Last but not the least, most of the students' responses favored the same as teachers supporting TBLT in language learning classroom.

4.3.3. In response to central research question 3

The third research question is focused to find that to what extent task based language teaching is effective in improving learners' writing skill. The second and fourth close ended question from section B and the eighth question of the Likert scale are based on this regard. To

begin with, responses from question no. 2 show that the students' and teachers' most preferred way of improving writing skill is through learning the grammar rules which is against TBLT as its primary focus is on meaning rather than the form. Nevertheless, from the teachers' response communication experience also got the same preference which in the case of students' is also quite similar. It shows that both the traditional and TBLT method is effective in improving writing skills of the learners.

Furthermore, the question of learning grammar through tasks received a high agreement from both the teachers and students which supports TBLT. In task based language teaching, students are engaged in activities in which they need the basic grammatical structures to negotiate meaning and completing the task, resulting in accuracy in their writing following grammar as well (Allen, 1983, p.17).

In addition, both the teachers' and students' response reveal that group discussion in tasks produces better output in writing. Teachers who partially follow TBLT in classrooms emphasize its role in improving learners' writing skill through their responses. It shows that learners' tend to do better by group discussion as in a team work students get help from each other to produce a better and improved writing.

Nonetheless, the subjective responses of the students reveal that redrafting according to the teachers' feedback helps in improving writing skill which again supports TBLT (Willis, 1996, p.138). It disclosed that through making a draft and redraft one can improve their writing.

4.3.4. In response to central research question 4

One of the limitations of TBLT is some researchers claim that following task based language teaching in classrooms is time consuming (Widodo, 2006). However, the results from

this study show both teachers and students disagreement to this cause which weakens the claim

against TBLT.
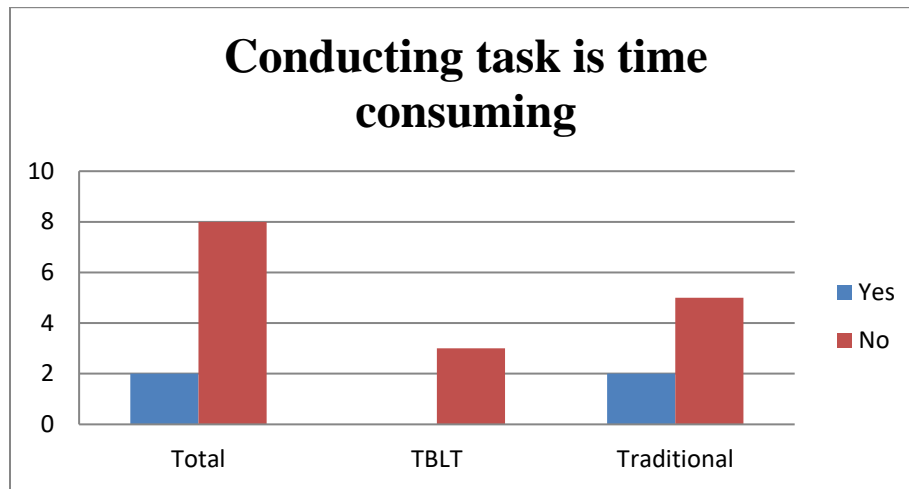
Fig. 5: Chart comparing the teachers' responses about limitation of TBLT

Also, results from the students responses on question 9 show that they do not think that

following the instructions of a task is difficult, whereas teachers' results show the opposite that

they find students struggling to follow the instructions of a task. Here, the contradictory

responses of the teachers' and students' neutralize their attitude towards TBLT.

Nevertheless, subjective responses of the teachers highlighted some undeniable facts that

limit the use of TBLT in Bangladeshi context. The big class size and the seating arrangements is

a huge obstacle in conducting tasks in classrooms, Moreover, it is difficult to manage when

students start making noise while giving instructions. Furthermore, it is burdensome for teachers

to manage enough time to prepare themselves for conducting a task based class. Also, lack of

resources hinders task based language teaching

Chapter V: Conclusion

National Curriculum of Bangladesh defines the learning and teaching of English Language as "an essential work-oriented skill that is needed if the employment, development and educational needs of the country are to be met successfully" emphasizing the importance being proficient in English. However, researches shows that the education system of Bangladesh being exam oriented, a huge number of students studies language as syllabus resulting in lack of proficiency. Even though the English classes in Bangladesh are reading and writing oriented, students lack proficiency in those skills. This research proposed to follow task based language teaching as a method to teach reading and writing skills in language classrooms. This dissertation attempted to find out the impact of TBLT in improving ESL learners' reading and writing skills. The study was focused on secondary level students in Bangladeshi context where the researcher aimed to find out the answer of the following four questions-

5. What are the students' and teachers' attitudes towards implementing task based language teaching in classroom?

6. Does TBLT have any impact in improving secondary level ESL learners reading skill in the context of Bangladesh?

7. Does TBLT have any impact in improving secondary level ESL learners writing skill in the context of Bangladesh?

8. What are the challenges usually faced by teachers while implementing TBLT in classroom?

The researcher collected data from 201 students and 10 teachers of 5 schools in Dhaka city, Bangladesh to explore and find answers to these questions.

5.1. Summary of the Findings

The findings of the research showed that the students want to learn English language through TBLT. From the questionnaires, it can be stated that the maximum teachers prefer to follow TBLT as well. However, they do not proceed with thinking of the limitations which they experienced while implementing TBLT. Moreover, both students and the teachers accepted the fact that tasks help in improving their reading and writing which the researcher also observed in the classes. Notably, although most of the participants' responses reflected in favor of TBLT, it also revealed that students want their teachers' assistance in every step of task, questioning teachers' role in TBLT. In brief, even though perspectives fluctuated in few cases depending on their backgrounds (i.e. teachers or students from TBLT class or vice versa) the overall results asserted in favor of using TBLT.

5.2. Practical Implication

This dissertation will help the readers know about the implementation TBLT in teaching both reading and writing skill. Through this research, teachers can get the idea of engaging their students in class activities and making them learn the language through using it. This study addressed the crisis of a large number of students lacking proficiency in these skills even after the academic language education is focused in it. Furthermore, the current study emphasized to find out the attitudes of students and teachers towards TBLT. Hence, the findings of the research can be beneficial for secondary level English language teachers and students, and the government as well to encourage teachers to use TBLT in language classrooms.

5.3. Recommendations

Even though the present research showed a few limitations of TBLT in Bangladeshi context, yet, maximum number of responses of the participants favoring TBLT, subsides few of

its negative aspects. Hence, the researcher would like to provide some suggestions on the basis of the findings, which were:

- Language teachers can follow TBLT by adapting it according to their classroom context.

- Teachers' training programs can be arranged based on how to implement TBLT successfully.

5.4. Further Studies

This study is based on five schools of Dhaka city only. Thus, future researchers can include schools outside Dhaka and maximize the sample. Moreover, further studies can also be done including other dimensions like focused group discussion and by experimenting through taking classes to find out the effectiveness of TBLT concretely. Besides, future researchers can take the other two core skills of language (listening and speaking) in account to conduct their studies to find out how TBLT impacts upon the other two skills as well.

5.5. Conclusion

From the present study, it seemed that task based language teaching is effective in enhancing learners' reading and writing skills. However, to what extent it is effective is yet to be researched. Moreover, this research reflected that by following TBLT, learners can get the maximum exposure of language by using it on their own, which will help them both in and outside of the pedagogical sphere. Here, the limitations of conducting tasks in classrooms obscure the application of TBLT in a broader way. However, according to some researchers "TBLT can be best feasible and useful if it can be adapted to be a context sensitive approach" (Tan, 2016, p.7). Hence, if the limitations could be overcome, it would increase the use of TBLT in language classrooms as well as the practical implication of this research proposal.

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Appendix I

Questionnaire for the Students

Opening Note

This questionnaire is designed for a study on *The Effectiveness of Task Based Language Teaching in Improving ESL learner's reading and writing skills* at the secondary level. Your responses will be very valuable and useful for this study. Therefore, you are requested to answer the questions sincerely and frankly. The data of this questionnaire will be used only for the purpose of the research and will be kept **confidential.** Thank you for your kind cooperation.

Section A:

Personal Information

1. Gender:

2. Class:

3. Institution:

Section B: Please put tick marks on your choices.

1. How do you prefer English to be taught in the classroom?

    a. Teacher giving lecture about the topic

    b. Whole class discussion about the topic

    c. Group or pair works

    d. Solving exercises from books

    e. Through real life tasks (Tasks which you can relate to your daily life conversation)

2. What do you prefer to do to improve your writing skill?

    a. Learning the grammar rules first

    b. Through reading

    c. Through communication experiences

    d. Redrafting according to the feedback

    e. Through the exercises of the textbook

3. How do you prefer to work in a classroom?

    a. Individually

    b. In pairs (Selected by the teachers)

    c. In groups (Selected by the Teachers)

    d. In pair or groups with friends

    e. Directly under supervision of a teacher

4. Grammar can be learnt through tasks (Here, Task means activities in which the final

    outcome is to produce a piece of writing in a group)

    a. Yes

    b. No

5. Do you think conducting tasks in classroom is time consuming?

    a. Yes

    b. No

Section C:

Instruction:

Each of the responses has 5 points on a scale where **1= Strongly disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly Agree.** Please circle the number for your desired opinion.

Following Task Based Language Teaching in classroom						
NO.	**Proclamation**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
1.	Giving importance to the meaning rather than form at first helps me to use English in class more.	1	2	3	4	5
2.	Discussion about the topic before reading helps in improving my reading skill.	1	2	3	4	5
3.	Real life use of language can be learnt through tasks (Here, task means any group activity that helps in language learning).	1	2	3	4	5
4.	Use of authentic materials (video clips, cartoons, newspaper article etc.) increases my interest in the lesson.	1	2	3	4	5
5.	Tasks (Here, task means an activity which helps in	1	2	3	4	5

	language learning e.g. games, puzzle etc.) help in improving my reading skill.					
6.	Real life tasks (Tasks which you can relate to your daily life conversation) is unnecessary to include in a language classroom.	1	2	3	4	5
7.	Lecture oriented class is the best for language learning.	1	2	3	4	5
8.	Group discussion in tasks results in a better understanding and output in my writing.	1	2	3	4	5
9.	Tasks (Here, task means an activity which helps in language learning e.g. games, puzzle etc.) are difficult to follow.	1	2	3	4	5
10.	Tasks are boring.	1	2	3	4	5
11.	It is discouraging when classmates correct my mistakes.	1	2	3	4	5
12.	It is helpful for me, if the teacher helps in every step of the tasks.	1	2	3	4	5

Considering individual learning style, please state your opinion about how do you learn best in the language classroom and why.

_____

_____

_____

_____

_____

Thank You for your support!

Additional information: If you have further query about the research, please contact to the following email address.

Shakika Rubaiat

rubaiatshakika@gmail.com

Appendix II

Questionnaire for the Teachers

Opening Note

This questionnaire is designed for a study on *The Effectiveness of Task Based Language Teaching in Improving ESL learner's reading and writing skills* at the secondary level. Your responses will be very valuable and useful for this study. Therefore, you are requested to answer the questions sincerely and frankly. The data of this questionnaire will be used only for the purpose of the research and will be kept **confidential.** Thank you for your kind cooperation.

<u>**Section A:**</u>

Personal Information

1. Gender:

2. Institution:

<u>**Section B:**</u> Please put tick marks on your choices.

1. How do you prefer to teach English in the classroom?

    a. Giving lecture about the topic

    b. Whole class discussion about the topic

    c. Group or pair works

    d. Solving exercises from books

    e. Through real life tasks (Here, task means any communicative activity that helps in language learning)

2. What do you prefer to do to improve your students' writing skill?

   a. Teaching the grammar rules first

   b. Giving them reading materials

   c. Through engaging them in conversations

   d. Giving proper feedback

   e. Through the exercises of the textbook

3. How do you prefer to engage your students in the lesson in a classroom?

   a. Individually

   b. In pairs

   c. In groups

   d. In pair or groups with friends

   e. Individual supervision

4. Grammar can be learnt through tasks (Here, Task means communicative activities in which the final outcome is to produce a piece of writing in a group).

   a. Yes

   b. No

5. Do you think conducting tasks in classroom is time consuming?

   a. Yes

   b. No

Section C:

Instruction:

Each of the responses has 5 points on a scale where **1= Strongly disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly Agree.** Please circle the number for your desired opinion.

Following Task Based Language Teaching in classroom						
NO.	Proclamation	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1.	Giving importance to the meaning rather than form at first helps students to use English in class more.	1	2	3	4	5
2.	Whole class discussion about the topic improves students' reading skill.	1	2	3	4	5
3.	Real life use of language can be learnt through tasks (Here, task means any communicative activity that helps in language learning).	1	2	3	4	5
4.	Use of authentic materials (video clips, cartoons, newspaper article etc.) increases students' interest in the lesson.	1	2	3	4	5

5.	Tasks improve students reading skill.	1	2	3	4	5
6.	Real life tasks (Tasks which the students can relate to their daily life conversation) are unnecessary to include in a language classroom.	1	2	3	4	5
7.	Lecture oriented class is the best for language learning.	1	2	3	4	5
8.	Group discussion in tasks results in a better understanding and output in writing.	1	2	3	4	5
9.	Students face difficulties in following the instructions of a task.	1	2	3	4	5
10.	Students get bored doing a task.	1	2	3	4	5
11.	Peer correction discourages the other students who have made mistakes.	1	2	3	4	5
12.	It is helpful for students, if the teacher helps in every step of the tasks.	1	2	3	4	5

Considering individual learning style, which teaching method do you think is the best to follow in the language classroom and why.

_____

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_____

As a teacher, what are the challenges have you faced while conducting tasks in classrooms?

_____

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Thank You for your support!

 Additional information: If you have further query about the research, please contact to the following email address.

Shakika Rubaiat

rubaiatshakika@gmail.com

Appendix III

Checklist for Classroom Observation

Number of Students in class:

Date:

Subject:

Topic of the Lesson:

Class Duration:

1. Physical setting of the Classroom:

Well Equipped	
Favorable for teaching	
Space, class size	

2. Seating arrangements:

Traditional	
Group/ U shaped/ others	

3. Skills taught:

Reading	
Writing	

4. Interaction Pattern:

Teacher centered	
Student centered	

Teacher to individual student (T/S)	
Teacher to students(T/Ss)	
Student to student(Ss/Ss)	
TTT vs STT	

5. Language use: Student involvement in language

Mother tongue (Bengali)	
Target language (English)	

6. Language use: Teacher involvement in language

Mother tongue (Bengali)	
Target language (English)	

7. Type of task:

Listing	
Ordering and sorting	
Comparing	
Problem solving	
Sharing personal experiences	
Creative tasks	
Others	

8. Were the following task phases used in the classroom by the teacher?

Pre Task	
Task Cycle	
Language focus	

9. Primary focus:

Form	
Meaning	

10. Participation of students individually in tasks:

Voluntary	
Forced	

11. Participation of students in groups or pairs:

Co-operative	
Non- co operative	

12. Were any of the following used in class to focus on form?

Task repetition	
Consciousness raising activities	

13. Teacher's involvement in task as a:

Facilitator	
Monitoring	
Task management	
Feedback	
Encouraging	
Providing language support if needed	

14. Task Fulfillment:

Performance of the students in class	
Tasks were relevant to the lesson	
Use of authentic materials	
Time given in each phases of the task:	

adequate or not	
Students enjoyed/ were satisfied with the outcome of the task	