

*Perception of Bangladeshi Secondary School ESL teachers
regarding Task-Based Language Teaching and its functional
implementation.*

A Dissertation submitted to BRAC Institute of Languages in partial fulfillment of the
requirements for the degree of Master of Arts in TESOL

By
Sharmin Aktar
ID: 19277009

*BRAC Institute of Languages
BRAC University
June, 2023*

Declaration

I hereby declare the following:

1. The thesis I have submitted during my time at BRAC University is entirely my own original work.
2. The thesis does not include any previously published or written material by any third party, unless properly referenced with accurate citations.
3. The thesis has not been submitted for any other degree or diploma at any other university or institution.
4. I have duly acknowledged all significant sources of assistance received during the completion of this thesis.

Student's full name & Signature:



Sharmin Aktar
ID: 19277009

Approval

The thesis title, “PERCEPTION OF BANGLADESHI SECONDARY SCHOOL ESL TEACHERS REGARDING TASK-BASED LANGUAGE TEACHING AND ITS FUNCTIONAL IMPLEMENTATION.” Submitted by

Sharmin Aktar (19277009)

of Summer, 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 8th June 2023.

Examining Committee:

Supervisor:
(Member)

Abdul Karim
Lecturer
BRAC Institute of Languages
BRAC University

Program Coordinator:
(Member)

Lady Syeda Sarwat Abed
Senior Director
BRAC Institute of Languages
BRAC University

External Expert Examiner:
(Member)

Md. Mian Naushaad Kobir
Associate professor and Head department of English Languages
Dhaka University

Departmental Head:
(Chair)

Lady Syeda Sarwat Abed
Senior Director
BRAC Institute of Languages
BRAC University

Ethics Statement

I hereby declare that the thesis titled "Perception of Bangladeshi Secondary School ESL teachers regarding Task-Based Language Teaching and its functional implementation." submitted to the BRAC Institute of Languages (BIL), BRAC University, for the degree of MA in TESOL, is entirely my original work. I affirm that no portion of this dissertation has been copied or plagiarized from other published or unpublished works. Any materials borrowed or reproduced from external sources have been appropriately quoted and acknowledged with full references in their respective places. I am fully aware that any discovery of copied, plagiarized, or improperly acknowledged materials may lead to the cancellation or withdrawal of the conferred degree.

Abstract:

Task-Based Language Teaching (TBLT) acts as a potent student-centered methodology to teach English as a Foreign Language (EFL) in the Asia region. TBLT provides the opportunity to put into action the focused language in a genuine way in the classroom, and this is especially important considering the limited opportunity to do so in Asian EFL contexts (Jeon & Hahn, 2006). As a foreign language, English language education in Bangladesh always has some obstacles despite taking various initiatives in curriculum reform, methods of implementation & teachers training. Teachers are following several methods, techniques, and strategies to teach students English language in the classroom. It needs to be investigated whether and to what degree Task-Based Language Teaching is being successfully implemented. Recognizing this need, this paper sets out to explore the perceptions of Bangladeshi Secondary school ESL teachers regarding TBLT and the hands-on implementation of it. This qualitative study used interviews for data collection, & to investigate the perception of 11 Bangladeshi ESL teachers at the secondary education level in Dhaka city. The finding of this investigation is awaited to contribute greatly to the advancement of TBLT in the Bangladeshi teaching sector.

Keywords: Tasks, TBLT, CLT, teachers' perception, TBLT implementation.

Definition of Terms:

TBLT: Task-Based Language Teaching, is an English language teaching approach that focuses on the use of meaningful tasks in language teaching to build communicative skills (Willis, 1996)

EFL: English as a Foreign Language is the term used to describe the study of English by people who don't speak English as their first language.

ESL: English as a Second Language refers to the teaching English to people who speak other languages in a country where English is an official language (Cambridge Dictionary)

CLT: Communicative language Teaching is an approach to language education that emphasizes the development of communicative competence through interaction in the target language (Richards & Rodgers, 2014)

ELT: English Language Teaching is the activity and industry of teaching English to people who don't speak English as their first language. (British Council)

TBLL: Task Based Language Learning is a model which is considered as a subcategory of CLT. If the language is presented in the context of everyday, practical, and interesting tasks, students could learn it more effectively.

Acknowledgement

I am profoundly grateful to Almighty Allah for the countless blessings bestowed upon me throughout this journey. I would like to express my sincere gratitude to my supervisor, Md. Abdul Karim, for his guidance and support throughout this thesis. I am also thankful to the faculty members of the TESOL program namely, Ms. Hasna Khanom, Dr. Faheem Hasan Shahed, Mr. Harunur Rashid Khan, Md. Mahbubul Islam, and Md. Mamunur Rashid. Their care and assistance have been greatly appreciated and have contributed to my growth and learning.

I extend my appreciation to my friends, family, I owe the deepest gratitude to my loving husband. Lastly, I am grateful to the participants of this study for generously giving their time and effort. Their contributions have enriched my research.

Thank you for your invaluable support.

List of Content:

Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract:	v
Definition of Terms:.....	vi
Acknowledgement	vii
List of Content:	viii
Chapter I: Introduction.....	1
1.1: Background of the study:	1
1.2: Problem Statement:	2
1.3: Aim of the study:.....	3
1.4: Objectives of the study:	3
1.5: Research Questions:	3
1.6: Rationale of the Study:	4
1.7: Significance of the Study:.....	5
1.8: Limitation of the study:.....	6
Chapter II: Literature Review.....	6
2.1: Introduction:	6
2.2: Task-Based Language Teaching:	7
2.3: Different views on Task:	7
2.4: Task Types:	9
2.5: The Bangladeshi educational context:	10
2.6: Task Implementation:	11
2.7: Advantage and Limitation of TBLT:	12
2.8: Summary of the key Findings:.....	14

2.9: Theoretical and Conceptual Framework of the current study:	14
Chapter III: Research Methodology	17
3.1: Introduction:	17
3.2: Research Design:	17
3.3: Sampling:	18
3.4: Setting:	19
3.5: Data Collection Procedure:	19
3.6: Data Analysis:	20
3.7: Ethical consideration:	20
Chapter IV: Findings	21
4.1: Introduction:	21
4.2: Teachers’ responses to the open-ended questions:	21
4.3: Teachers’ conceptual understanding of TBLT:	29
4.4: Teachers’ perception regarding the implementation of TBLT:	31
4.5: The common challenges in implementing TBLT in the classroom:	33
4.6: The reasons behind Bangladeshi ESL teachers using or avoiding TBLT in their classroom practices:	35
4.7: The most important factors for successfully implementing this approach in the classroom:	37
Chapter V: Discussion	39
5.1: A. First research Inquiry: How do Bangladeshi EFL teachers comprehend TBLT?	39
5.2: B. Second research inquiry: What are some rationales behind the preferences or omissions of Bangladeshi ESL teachers about TBLT approach in their educational methodologies?	41
5.3: Suggested key factors for implementing Task-Based Language Teaching:	43
Chapter VI: Conclusion & Recommendation	44
6.1: Conclusion:	44
6.2: Recommendations from the Researcher:	46
6.3: Further Studies:	47
References:	47
Appendix1:	53
Interview Questions for the Teacher Participants:	53

Chapter I: Introduction

1.1: Background of the study: Bangladesh is a highly populated small country where about 98% of people speak in their Mother tongue (Census of Bangladesh, 2011). According to the report of Rahman et al. (2019) presently, English is taught as a compulsory subject in all institutions in Bangladesh, besides that, it is used in several domains, for instance business & mass communication. English is practiced as a second language in Bangladesh & it is essential for academic and professional success (Hoque & Rahman, 2019). Therefore, the demand for learning English is increasing in the current era. Bangladeshi English Language Teaching policy has always been unclear about how to implement relevant strategies to successfully accomplish the targets related to English language teaching. Implementing the curriculum in the classroom for English Language Teaching (ELT) experiences problems in Bangladesh, such as the needs of the teachers and lack of teachers training (Rahman & Pandian, 2018). In one study, Mahmud (2019) said that teachers in Bangladesh don't have the training or resources they need to. In another study, Bhattacharjee and Haque (2018) emphasized about the significance of providing teachers with necessary resources, facilities & methods knowledge. Teachers need to be given proper teachers' training regarding methods, approaches & strategies. In Bangladesh, the most common method practices are Grammar Translation Method (GTM), Communicative Language Teaching (CLT) method & recently Task-Based Language Teaching (TBLT) is getting much attention and popularity (Chowdhury & Rahman, 2019). TBLT is regarded as a teaching style or methodology to language education that prioritizes communication through purposeful tasks. Willis and Willis (2007) mentioned that the Task-Based method is "the use of language structures (grammar, vocabulary, functions) together with the teaching of communication skills".

The popularity of Tasked-Based Language Teaching has increased due to its effectiveness (Ellis, 2009). However, only a little research has been conducted in Bangladesh to determine the teachers' perception about Task-Based Language Teaching method. Exploring the teachers' perceptions regarding Tasked-Based Language Teaching is necessary in Bangladesh to understand the challenges and opportunities associated with implementing this approach (Hasan, 2018).

This study is, therefore, intended to find out the teacher's perceptions regarding the task-oriented method to explore the present level of facts & understanding of TBLT among Bangladeshi EFL teachers. As well as the rationales behind preferences & omissions of teachers for the implementation of this approach.

1.2: Problem Statement: The problem statement regarding teachers' viewpoint of TBLT methodology is incomprehension and implementation is apparent of TBLT in EFL teachers. Despite its potential benefits, absence of proper training and support, inadequate resources, & lack of understanding of how to implement this approach effectively can be crucial factors. A study by Rahman and Hossain (2020) found that most EFL teachers in Bangladesh don't know TBLT principles and don't have the training to use this approach well. According to Hoque and Islam, (2019) traditional approaches to language teaching in Bangladesh often focus on Grammar and vocabulary instruction, neglecting the development of communication skills. Without using communicative language teaching approaches like Task-Based Language Teaching, students may not be able to develop the skills they need to communicate well in real life situations. Akbari and Tavakoli (2011) describes that teachers' depth of knowledge and

beliefs about TBLT approach principles can significantly impact their capability and willingness to implement this approach effectively.

Few studies have looked at how teachers feel about task implementation in classroom practices, especially in ESL classrooms in Dhaka city. Therefore, it is important to conduct further research that explores the reasons behind English as a foreign language teachers' preferences & omissions of the implementation of the indicated approach. And their understanding level regarding the discussed topic. Investigating teachers' perceptions of TBLT can identify the potential barriers, factors & offer valuable viewpoints on the integration of this specific approach within the classroom & how it can be improved to promote effective language learning outcomes for learners.

1.3: Aim of the study: This paper is aimed to research Bangladeshi secondary ESL teacher's impression regarding Task-Based Language Teaching and its functional implementation.

1.4: Objectives of the study: This investigation is designed to pursue the following objectives -

- To find out how teachers comprehend Task-Based Language Teaching approach.
- To identify the rationale behind Bangladeshi ESL teachers' preferences & omissions of TBLT in their classroom practices?

1.5: Research Questions: Research Questions:

1. How do Bangladeshi ESL teachers comprehend TBLT?
2. What are some rationales behind the preferences & omissions of Bangladeshi EFL teachers about TBLT approach in their educational methodologies?

1.6: Rationale of the Study: In language education, Task-Based Language Teaching (TBLT) is widely embraced but there is still an experimental stage to the adaption of TBLT in Bangladesh, and the perception of Bangladeshi ESL teachers towards its implementation are not well-understood. Due to the large population in Bangladesh, the quality of English Language education is crucial for enhancing student's competitiveness in the global market. Therefore, looking at the views of Bangladeshi ESL teachers on TBLT can help us understanding the challenges and opportunities of using this approach in Bangladesh (Islam & Aziz, 2020). The study could enhance the existing literature on TBLT by showing how teachers feel about it in a specific culture and linguistic context. The findings of the study can be compared with similar studies to identify common themes and differences in the perception and implementation of TBLT.

According to Warschauer & Kern (2000), teachers' beliefs and attitudes are important in determining the successful implementation of new teaching approaches such as Task-Based Language Teaching. Hence, this paper can contribute to identifying the factors that promote or obstruct the efficient implementation of this approach as well as it can help improve the effectiveness in the classroom.

Furthermore, the study can bridge the gap between theory and practice in language teaching by showing how Bangladeshi ESL teachers feel about TBLT. This view is supported by Richards and Rodgers (2014), they argue that language teaching should be informed by both theory and practice and that research studies can assist in this integration.

1.7: Significance of the Study: There are several significant benefits of studying the perception of Bangladeshi Secondary school EFL teachers on the indicated (TBLT) approach and its implementation.

Firstly, The Task-Based Language Teaching approach is a student-centered approach to enhancing communication skills. It helps to teach the target language through specific tasks, as a result, students actively engage in using and practicing language in an interactive way. Long (2015) mentioned that Task-Based Language Teaching is a useful way to build communicative skills because it involves students in using their language in authentic contexts. If teachers have a positive perception about this approach and can effectively implement it in the classroom, students will achieve their expected goal (Rahman and Afroze, 2017)

Secondly, a positive attitude of Task-Based Language Teaching can make teachers want to keep using the approach, which leads to more satisfaction that is particularly important in the Bangladeshi context, because teachers encounter challenges in implementing any new methods due to limited resources and support (Islam, Hoque, Rahman, 2018)

Lastly, teachers' conception or viewpoints on this teaching approach can assist to identify challenges such as lack of teachers training, and resources. The teachers' perceptions exploring regarding Tasked-Based Language Teaching is necessary in Bangladesh to perceive the challenges and opportunities associated with implementing this approach (Hasan, 2018). The information can contribute to enhancing the area of language pedagogy and acquisition, as well as it can be used to come up with ways to help teachers use this mentioned approach successfully within the framework of ESL or EFL instructional environment.

1.8: Limitation of the study: The study on the discussed topic may have some limitations. Firstly, the findings may not represent the broader population of Bangladeshi Secondary School ESL teachers because of the small number of participants who are from Dhaka City only. Secondly, the limited amount of time availability for data collection and analysis may have impacted on the depth and richness of the data obtained. Thirdly, the limitation of not being able to conduct classroom observations due to the researcher's overseas domicile could affect the accuracy and comprehensiveness of the data collection and analysis. Since, these limitations should be taken into consideration when interpreting the study results, future research should aim to address them to enhance the validity and reliability of the study.

Chapter II: Literature Review

2.1: Introduction: Task-Based Language Teaching is becoming more popular in the area of English language instruction for non-native speakers or EFL teaching because it can improve learner's communication skills. However, the success of Task-Based Language teaching implementation depends to a great extent on teachers' perceptions and beliefs about this approach. It is therefore important to look into how EFL teachers think about TBLT and the factors that affect how they use this approach. To address the mentioned questions, this study will examine the perception of Bangladeshi Secondary school ESL teachers regarding TBLT and its implementation. Moreover, this review aims to analyze the existing literature critically on the mentioned topic, most importantly TBLT, Task, and implementation of tasks in ESL classes in Bangladesh. Furthermore, the study will focus on identifying insights into the challenges and

opportunities of using TBLT in the Bangladeshi ESL context and may help develop good teacher training programs and curriculum policies.

2.2: Task-Based Language Teaching: The priority of Task-Based Language Teaching (TBLT) is the exercise of meaningful tasks as the guiding principle for language acquisition. This approach gives learners opportunities to practice language through authentic tasks (Douglas & Kim, 2014).

Ellis (2003) mentioned that it suggests a distinct choice in contrast to the traditional PPP (Presentation, Practice, and Performance) model. As language learning is a development process, so it has a practical framework where learners actively participate in task-based exercises using the ring of 3P models.

Willis & Willis (2007) mentioned that TBLT is “the use of language structures (grammar, vocabulary, functions) together with the teaching of communication skills” (P.1). According to Long & Crookes, (1993) TBLT focuses on communication to using language in realistic settings. David Nunan (2010) in his book Task-Based Language teaching, defines TBLT pedagogical principles and practices where he mentioned that it is a need-based approach that introduces authentic texts into the learning environment. This could be paired or group work, role-plays, discussion, or other interactive activities. Therefore, TBLT focuses on the application of language in real life contexts, instead of focusing entirely on studying grammar rules and vocabulary lists.

2.3: Different views on Task: In Cambridge Dictionary, it was mentioned that the literal meaning of task is an assignment that is carried out, consistently, often with reluctance, or with difficulty. Tasks are activities that are meant to fulfill specific need or have practical applications

(Long, 1985). As highlighted by Willis (1996), a task is a certain target based interactive activities in second language learning. The idea of task has gained huge popularity in language education, emerging as beneficial and largely accepted term that carries numerous meaning and interpretation. Nunan (2004) says that tasks should be designed to help people develop language skills, such as vocabulary and grammar, as well as communication skills. Bygate, Skehan & Swain (2001) say that tasks should be designed to encourage language production and fluency by giving people the chance to repeat and change the language. Tasks should be designed to challenge learners and provide them with opportunities to use a range of linguistic resources, while also being achievable and engaging (Ellis, 2003)

There are different views on the role of tasks in language teaching in Bangladeshi secondary school ESL classrooms. Some studies say that tasks should be real and meaningful to help learners expand their communication skills and language proficiency. According to Ali and Khan (2019), tasks should be based on real-life situations and give learners the chance to use the language in real-life communication. Similarly, tasks should be relevant to learner's interest and needs in order to enhance their motivation & interest and engagement (Sultana & Akter (2019). Nevertheless, other studies have raised concerns about the complexity and suitability of tasks for some learners and contexts. Chowdhury and Shams (2016) say that some Bangladeshi secondary school EFL teachers think it is hard to design and implement tasks in their classrooms, especially for learners with limited English Language skills. According to Islam (2016), some teachers believe that tasks may not be suitable for all learners, especially those who are not familiar with the task-based approach. Even though people have different views on tasks, it is important to remember that tasks are a key component of this discussed approach, the approach designs and applications can have a significant impact on its effectiveness.

2.4: Task Types: Some common task types in TBLT for English as a Foreign Language classrooms are below.

- ❖ Information gap tasks: To task accomplish or resolve a problem, these tasks involve exchanging information, and are designed to improve learner's ability to communicate (Ellis, 2003).
- ❖ Opinion exchange tasks: learning to express their opinions and support them with reasons and examples is required for these tasks, which promote higher-level thinking and argumentation skills (Willis & Willis, 2007)
- ❖ Problem-solving tasks: It involves using language to resolve a challenge or successfully perform a task. They are designed to help learners learn language in a meaningful and authentic situation (Skehan, 1998).
- ❖ Role-play tasks: These activities involve learners taking on different roles and using language in contextually appropriate ways, which develops their sociolinguistic competence (Brown, 2001).
- ❖ Project-based tasks: The tasks involve students working in groups for a longer period of time to produce a product or outcome such as a presentation, report, or video that integrates language and content. (Willis & Willis, 2007)

Some other tasks are:

- Mind mapping: According to Sultana, Hossain and Alam (2020), it requires learners to visually organize and connect concepts or ideas related to a topic or theme through brainstorming and fact-finding. This process can enhance their understanding and the ability to remember information.

- Ordering, sorting: These tasks need learners to categorize and sequence a set of items or ideas following certain criteria (Ellis, 2003).
- Question-answer exchanging: These tasks typically involve learners taking turns asking and answering questions about a given topic or text with the goal of developing comprehension, communication skills, and critical thinking abilities (Richards & Rodgers, 2014).
- Sharing experience: According to Lee (2003) tasks allow learners to engage in meaningful interaction while also building their language skills by discussing their experience and perspective.

2.5: The Bangladeshi educational context: In today's world, the demand for learning English is increasing. Considering its importance in education and employment opportunities, English language teaching has been a significant area of focus in Bangladesh (Haque & Parveen, 2019). The country's educational system is based on a traditional, teacher-centered approach to language learning that emphasizes rote memorization and grammar-focused instruction (Chowdhury & Mahmud, 2017). However, there has been increasing recognition of the need to shift to more interactive and the strategy where students will be the leader to make the classroom learning environment, such as the approach Task-Based Language Teaching (TBLT). It is an expansion of Communicative Language Teaching (CLT) and has become popular gradually as an fruitful way of teaching language in EFL settings, including Bangladesh (Haque & Parveen, 2019). Researchers exploring its potential to enhance English language teaching in secondary schools. Though this approach has a potential benefit, the implementation of TBLT in Bangladeshi secondary schools has faced challenges and limitations. There are several

Challenges to implement TBLT including a lack of appropriate materials and resources, inadequate teacher training and support, and cultural and environmental influences that may impede the efficiency of the instructional methodology TBLT (Hossain & Islam, 2021). Despite these challenges, the popularity of this approach has grown in great way among Bangladeshi Language teachers, who see it as a way to promote communication and learner autonomy in the classroom (Chowdhury & Mahmud, 2017). But there are also questions about how effective TBLT is in the Bangladeshi context, especially in schools with big classes and limited resources (sultana & Hossain, 2016). Overall, both challenges and opportunities currently are there for implementing TBLT in the Bangladeshi educational context.

2.6: Task Implementation: Within the instructional approaches, there has been an increasing focus on task-based approaches (Willis, 1996). Pham & Nguuyen (2018) mentioned in their study that although this collaborative teaching method carries challenges, many case studies in several parts of Asia content regarding implementing tasks, expressed the potential usage, and favorable influence of it on teaching materials, and feedback. In Barkhuizen & Wette, (2008) studies show that tasks that are designed to promote learners' autonomy and independence can increase their language proficiency and develop lifelong learning. McDonough and Chaikitmongkol (2007) indicate in a study that students had to adjust to TBLT based classes in Thailand from the conventional teacher-centered approach.

The existing literature indicates that various factors must be considered in the formulation or task design and application of it in Bangladeshi secondary school English language classes, including the content, objectives, and learner characteristics. It has been suggested that tasks that are relevant to learners' interests and needs can make them more motivated and interested in

language learning (Kobir, 2016; Rahman & Imran, 2017). As well as, it can be challenging because many schools have limited resources and large class sizes. Chowdhury and Shams, (2016) indicates that it can be difficult for teachers to design and implement effective tasks in their classrooms due to the lack of appropriate materials and textbooks, also the large class size can limit the amount of time and attention teachers can spend with each student. According to Begum and Islam, task implementation in ESL classes in Bangladesh requires appropriate task selection, design, and sequencing in order to promote effective language learning. Rahman (2013) emphasizes that teacher training is vital for effective task implementation in EFL classes in Bangladesh. According to Chowdhury and Shams, (2016), the absence of appropriate materials and textbooks can limit teachers' ability to design and implement effective tasks in their classrooms. To show the challenges of task implementation in EFL classes in Bangladesh, Rahman & Imran (2017); Uzan (2018) said that lack of appropriate materials and resources can prevent the effective implement of tasks. Akter and Ali (2018) found that it is important to align Task-Based Language teaching with the national curriculum of Bangladesh to promote effective task implementation and language learning. An Effective task implementation in English-Language teaching classes in Bangladesh requires appropriate task design, clear instructions and feedback (Islam & Hoque, 2020). In a recent study, Hossain (2021) mentioned that teacher training and support are essential for effective task implementation.

2.7: Advantage and Limitation of TBLT: To explain the advantage of TBLT, Willis & Willis (2007) stated in their study that Task-Based Language Teaching helps learners to build a range of skills, such as thinking critically and skill for obstacles solving. Nunan (1991) mentioned that there is solid evidence for TBLT approach that it is fruitful in foundation in concept.

Firstly, students can learn or expand their grammar ability by the constant practice of the target language. Furthermore, both lower proficiency and slower pace students have the opportunity to show their talent & abilities in TBLT based class. This approach enhances students' confidence and self-belief, which greatly motivates their language learning journey (Ahlquist, 2012).

Skehan (1996) said that teachers should foster such a language learning circumstance that values all aspects of language acquisition, such as fluency, accuracy, & complexity. Therefore, tasks should be planned to guide students to focus on all sides of language acquisition. Firstly, the focus is on fluency during the activity and next attention on complexity and accuracy during the post task phase to ensure the learning progress. Ellis (2003) said that this approach encourages the learners to be self-reliant as well as confident speakers.

In the study by Ellis and Shintani (2014), the authors argue that while independent learning can be helpful for language development, it also has limitations. Especially, when it comes to developing of complex skills that require for processing information in the target language. Learning also includes facing challenges, amending mistakes, gaining insights, and challenging existing impressions. From several studies in different countries, it is found that the teaching with TBLT approach is greatly influenced by surrounding context. Widodo (2006) said, "Task-Based Language Teaching (TBLT) is more time-consuming compared to traditional methods, which can be regarded as one of its major drawbacks" (p.32). Long, Norris (2009) stated some limitations of TBLT in their book, where they mentioned the requirement of careful planning, difficulty in assessment, and said it may get priority in fluency over accuracy. In the context of Bangladesh, some researchers have identified specific limitations of TBLT. For example, several Challenges to implementing TBLT including a lack of appropriate materials and resources,

inadequate teacher training and support, and cultural and contextual factors, teacher-centered teaching approach, that may hinder the effectiveness of TBLT (Hossain et al., 2021).

2.8: Summary of the key Findings: Many studies have looked at how ESL teachers feel about TBLT, and the results have been different. The findings suggest that there are challenges and limitations to its implementation, even though many teachers perceive it as an effective approach for promoting communicative competence and enhancing language learning (Islam & Hoque, 2020). For example, Some studies have found that ESL teachers think TBLT is a great approach and think it can help learners communicate better (Ali & Khan, 2019; Sultana & Akter, 2019). However, other studies have reported that EFL teachers find TBLT to be time-consuming, difficult to implement, and not suitable for their students (Chowdhury & Shams, 2016; Islam, 2016). Many studies indicate that some teachers may not have the knowledge, skills, or resources to design and implement effective TBLT activities, which can influence how they think about this approach. Furthermore, to task design and sequencing, the literature emphasizes the importance of teacher training and support for effective task implementation and language learning (Haque & Parveen, 2019; Rahman 2013).

2.9: Theoretical and Conceptual Framework of the current study: Language is learned best when it is used for meaningful communication in real-life situations (Skehan, 1998). He explained TBLT integrates both language form and function, which gives learners opportunities to practice and develop their communicative competence. Since the 1990s, Bangladesh has adopted the Communicative Language Teaching (CLT) methodology, which underscores the relevance of fostering language learning through authentic communication (Rahman, 2013). TBLT approach is the extension of the CLT approach which focuses on using practical tasks in language instruction and acquisition (Skehan, 1998). The theoretical framework of it, based on

the cognitive perspective of language learning is learners acquire language through active and engaged problem-solving activities (Long, 2015). This approach emphasizes the importance of meaningful communication and gives learners a chance to practice language in real-life situations (Willis & Willis, 2007). Additionally, TBLT is consistent with constructivist theories of learning, which emphasizes learning as an active, constructive process in which learners build their own knowledge through learner-centered and collaborative learning environments (Sultana et al., 2020).

The conceptual framework of TBLT comprises four key components – task planning, task implementation, task evaluation, and task reflection that provide a cyclical process for task design and implementation (Willis and Willis, 2007). Each of these components plays a critical role in facilitating learning and language development. Various contexts, including the Bangladeshi EFL classroom, have used this model for task design and implementation. For example, task planning involves figuring out Bangladeshi ESL students need to learn a language, choosing tasks that are relevant and meaningful to their cultural context, making the tasks material fit their proficiency levels, and determining the task sequence (Kobir, 2016). Task implementation involves giving learners the tasks they need to learn, providing them with the support they have to learn, and monitoring their process through observation and assessment (Sultana & Hossain, 2016). Task evaluation is a process of evaluating how well a task is doing in the Bangladeshi context, figuring out its strengths and weaknesses, and making changes as needed to make the task relevant and appropriate (Ahmed, 2019). Reflection involves thinking about how the task was designed and done, figuring out where it could be improved, and making changes to the task cycle for future use. In the Bangladeshi context, this may include factors such as cultural sensibility, language proficiency levels, and learner motivation (Chowdhury and Mahmud,

2017). Besides these, the conceptual framework for this study consists of more key components, such as Teacher beliefs, teacher training, curriculum and materials, and classroom context, those are interconnected and can impact the implementation of TBLT (Borg, 2010).

The mentioned research question of this study is closely linked to the theoretical and conceptual frameworks that underpin this study. The theory behind TBLT is based on the idea that learners learn language by doing problem-solving activities (Ellis, 2003; Skehan, 1998). This theory suggests that TBLT can be a useful way to learn a language because it gives learners the chance to use language in meaningful, real-life situations (Ellis, 2009). According to the theoretical framework, the perception of Bangladeshi ESL teachers towards TBLT is directly linked to the theoretical foundation of this approach based on cognitive perspective of language learning. The discussed key components of conceptual framework are linked to the theoretical aspect of TBLT, as they reflect key factors that influence the success of TBLT implementation. The conceptual framework, which includes teacher beliefs and attitudes, is also linked to this research question. Teacher beliefs and attitude towards TBLT can influence their willingness to adopt this approach in their classrooms (Borg, 2006). The reason behind Bangladeshi ESL teachers' preference or omissions of TBLT approach in teaching is linked to both theoretical and conceptual framework in many ways, such as constructive learning theory, which emphasizes the importance of learner-centered and collaborative learning environment as TBLT provides opportunities for collaborative learning and problem-solving activities.

Chapter III: Research Methodology

3.1: Introduction: The researcher will discuss the research methodology used in this chapter, which aims to explore how Bangladeshi ESL teachers perceive and implement TBLT approach in instructional approaches. The subsequent part talks about the research design, including setting of the research, sampling, investigation procedure, data analysis used in the study, etc.

3.2: Research Design: This study aims to explore Bangladeshi ESL teachers' impression regarding Task-Based Language Teaching and its functional implementation in their teaching approaches. To understand human perception, qualitative research would be appropriate. A total of 11 Secondary level teachers from some reputed schools took part in this survey to gather a comprehensive understanding of the perception of ESL teachers regarding TBLT. Participant teachers agreed to join interviews to open-ended questions following the qualitative approach. Qualitative research methodology is a flexible approach that focuses on in-depth exploration and understanding of complex phenomena within their natural setting (Creswell, 2014). Greenhalgh and Rod (1997) described it as a tool that widely used to understand and interpret experience through the lens of the meanings people ascribe to them (P.740-43). Qualitative research helps the researcher to gather rich data through observations, interviews, and other techniques, which can help to uncover the experiences, perspectives, and meanings of participants.

Through open-ended questions in the semi structured interview, the researcher tried to get a deep understanding of how teachers see things and draw new situations by analyzing and comparing them. Hence, this study followed qualitative research methodology for incorporating subjective opinions of teachers.

3.3: Sampling: Dornyei (2007) defines ‘Sample’ as the group of participants who are studied in a particular research study to obtain the results of the study (p. 96). Therefore, this study has collected responses of 11 Secondary level EFL teachers from reputed English medium school in Dhaka city. The teacher participants are 8 female and two male who agreed for the virtual interview session.

The table below presents the certain information about the sampling:

Teachers’ name	Gender	Time employed as a teacher	Highest level of educational qualification
T1	Female	7	M.A. in TESOL
T2	Female	2	M.A. in English
T3	Male	5	M.A. in TESOL
T4	Male	1	M.A. in TESOL
T5	Female	4	M.A. in TESOL
T6	Female	1	M.A. in TESOL
T7	Female	3	B.A. in English
T8	Female	4	M.A. in TESOL
T9	Female	13	M.A. in TESOL
T10	Female	3	B.A. in English
T11	Female	4	M.A. in English
T12	Male	3	M.A. in English

3.4: Setting: This research was conducted in a virtual setting, using online social media platforms for data collection. Participant teachers responded to the questionnaire based on their availability. The researcher tried to convince them to be a part of the study where they agreed. Interviews were conducted using Social media platform, such as -WhatsApp, & Messenger and the interview questions were sent before the interview session for their convenience.

3.5: Data Collection Procedure: Patton (2015) says that a semi-structured interview is a dialogue between the interviewer and the participant, guided by a set of predetermined questions, but with the interviewer being able to discuss new ideas and topics that come up during the interview. The researcher decided to use semi-structured interviews as instruments for this study. Based on Eleven open-ended questions the interview was conducted individually with each participant, lasting roughly 20-30 minutes. The interview followed a flexible format where participants responded freely & the audio recordings were made with participants' consent. From 5th May to 18th May the interviews were conducted in different given time.

The researcher adapted the main 3 points of the interview questions pattern from the Vietnam scholars Pham & Nguyen (2018) who held research based on the relative topic. To create a flexible environment through the semi-structured questions, the aim was to share values, beliefs, and attitudes of the teachers. Participants were free to describe their experience and beliefs.

The six-step method of thematic analysis by Braun and Clarke (2006) was applied to examine qualitative data.

3.6: Data Analysis: The researcher conducted the interviews using google meet and social media platform. For the purpose of data analysis, the researcher also recorded the interviews after being granted the permission to do so by the participants and transcribed verbatim later on. The six step trial-based method of thematic analysis by Braun and Clarke (2006) was utilized to examine qualitative data. The researcher familiarized herself with the data in the first step. In order to, do so, the researcher read the data multiple times. The researcher took useful notes while doing so. Then I coded the data in the next step. Following that, the researcher analyzed the codes and identified patterns to generate themes. Themes are usually the amalgamation of several codes. Later, the researcher reviewed the themes against the data set to ensure that the themes are accurate representations of the data. The researcher also modifies those themes as needed. Later, the researcher appropriately defines and names the themes before going on to produce meaningful analysis in the form of writing.

3.7: Ethical consideration: This study ensured careful ethical consideration during conducting it. All teacher participants received informed consent before the interview session. The confidentiality and anonymity of the participants were maintained and their personal information was kept confidential throughout the study. All the collected data was kept private and used only for this research. Furthermore, the study was conducted with the intention of not causing any harm, stress, and discomfort to the participants, either physically or mentally.

Chapter IV: Findings

4.1: Introduction: The researcher evaluated the data collection from the teacher participants through the virtual interviews. A total of 11 Secondary level teachers from some schools in Dhaka city took part in this survey to gather a comprehensive understanding of TBLT.

4.2: Teachers’ responses to the open-ended questions: The semi-structured interview was conducted virtually where eleven open-ended questions based on four main ideas of the topic were asked to the participants. The main points from the teachers’ responses stated in the below Table.

Note: T.P refers to Teacher Participants & T1, T2 etc. are used to indicate each teacher participant.

T. P.	Main ideas of the research questions & responses of Teacher participants.			
	The Conceptual understanding of instructional approach in Task-Based Language Teaching. (Q. 1-3)	The Viewpoints in relation to the implementation of task-based language teaching in classroom practice. (Q. 4-6)	The common challenges to implement TBLT in classroom. (Q. 7-8)	The reasons behind Bangladeshi ESL teachers using or avoiding TBLT in their classroom practices (Q. 9-11)
T1	-Assign some activities to the learners, it could be pictures, games, group/pair work, analysis etc.	- TBLT is divided into criteria: one could be activity based where doing on hand experience, another	challenges are various, such as handling the Introvert learners, also many learners don’t learn through TBLT	-Students engagement influence more to use this approach. Avoiding happens in assessment and grammar class mostly.

	<p>- Teachers' role to be creative in teaching strategies and techniques as per the need analysis.</p> <p>Students' role should be serious about their need & accordingly they will act to get best outcome.</p> <p>- Evaluating proficiency depends upon lot of things, such as participation, communication, pronunciation, & performance in TBLT learning process.</p>	<p>could be the traditional approach (bookish task) where certain task are there such as, question-answer, fill in the blanks.</p> <p>- Yes, using the approach.</p> <p>- TBLT is different because It helps to overcome the affective filter of the students through group discussion & it helps to learn faster than other approaches.</p>	<p>approach because some consider the lecture or handful resources is useful than the activity.</p> <p>Possibly they need audios, visuals to learn.</p> <p>- To ensure effectiveness creativity is necessary to ensure fun learning by a teacher. Open-ended questions, finishing on time.</p>	<p>- This learning promote kinesthetic learner who physically interacting with the material than other methods.</p> <p>-This approach shouldn't be used always rather the method would be mixed in classroom as per the necessity. It could be blended with other teaching methods too. Positive feedback giving, use of multimedia, considering classroom size.</p> <p>If TBLT is Creative and communicative, it is effective.</p>
T2	<p>- Task refers an activity.</p> <p>-Students will take on an active role as performer while teacher will play the role of an instructor and a guide.</p>	<p>-Experimental rather than theoretical.</p> <p>-Yes, using the approach.</p> <p>-Practical implementation is the main difference then other approach where</p>	<p>- Due to the lack of vocabulary, & communicative skill students get obstacle to carry the pair/group work or any role play.</p>	<p>- Students enjoy more in TBLT class than other classes.</p> <p>-Engagement & learning outcomes varies. It's important to ensure the adequate attention is given to all learners. Those who</p>

	-Class participation, interaction, level of understanding could be evaluate for find out language proficiency.	students can learn effectively & quickly.	- The adaptation of this approach would be the effective way.	require additional attention may face challenges. -It's important to consider both slower & quicker learner when assigning to group/pair work to create a balance.
T3	-An activity that requires learners to use language to achieve a specific goal. - Teachers' role to provide support & guidance, while students become an active participant. - Assess learners' ability to communicate effectively, level of engagement during task, to evaluate the effectiveness of TBLT.	- Emphasize the importance of communication of language. - Yes, incorporating tasks in teaching practice. - Student-centered learning, focus on to encourage learners to use language in classroom rather than isolated grammar and vocabulary exercises.	-Meaningful Task planning, allocation of time is the main challenge. - To enhance the effectiveness of it need clear instructions, scaffolding, creating a supportive learning environment are essential.	-Using if the lesson is suitable, resources are available & get support from school administration. - Students are more engaged and motivated in TBLT classroom. - Important factors are clear task instructions, scaffolding tasks appropriately, creating supportive learning environment & offering regular opportunities for reflection and feedback to enhance student learning.
T4	- It involves practical application of language skills.	- An approach that focus on promoting language learning through activity.	- Challenges are time management, useful task ensuring.	-Factors influence to use support and guidance from school, and effective

	<p>- Role of teacher is providing guidance, & support to them where students are active participants to collaborate & show critical thinking.</p> <p>-assessing ability to apply language skills, monitoring their progress in task performance.</p>	<p>- Yes, using task in teaching practice but not always.</p> <p>-Different from other approaches because of its central focus of instruction is tasks, not like tradition methods.</p>	<p>-To enhance the effectiveness need ongoing professional development for teachers. Collaborative classroom environment, and offering timely feedback to students</p>	<p>outcomes. Avoid because of time, pre plan and resources.</p> <p>- Students feel excited which lead active engagement, more motivated, enjoy the lesson than other approaches.</p> <p>-Important factors are task objectives, meeting student's needs, regularly assessing & giving feedback to support their progress and development.</p>
T5	<p>-An activity that requires learner to use language.</p> <p>- Teacher acts as a facilitator to guide properly, students become the problem solver using their critical thinking and communicate.</p> <p>-Evaluating effectiveness through observing</p>	<p>- TBLT focuses on meaningful tasks, students' participation & promote the application of language during the lesson learning.</p> <p>-Yes, incorporate this approach but not always.</p> <p>-It goes beyond rote memorization & focuses on engaging learners to</p>	<p>-Some challenges encountered, such as proper planning, and addressing individual student differences in language proficiency & learning style, as well as its time consuming.</p> <p>-To enhance effectiveness needs</p>	<p>- Students enjoy interesting way of learning that TBLT can ensure. On the other hand, lack of appropriate resources, time, classroom size hinder to use mostly.</p> <p>-learners are forceful to get out from their shyness to use the target language, as a result they start to feel comfortable with the given activity by</p>

	participation, analyzing progress over time.	reflect real-life language use.	adequate support, teachers training, proper classroom size, and integrating technology to enhance task engagement.	active collaboration with the group/pairs. -Important factors are creating a learner-centered environment where they feel comfortable to participate in their given task and can learn from their mistakes.
T6	<p>-Task is an implement of activity by learner's involvement.</p> <p>-The role of a teacher is to create a spontaneous learning environment where learners will be occupied with the lesson, they will participate, share and learn from others.</p> <p>- Student-centered learning process can upgrade the language proficiency. As well as, oral assessment, group discussion are the way</p>	<p>-TBLT is a real content based practical implementation during class time where fun, audiovisual practice, riddle, vocabulary games will be there. The learning process is enjoyable.</p> <p>-Yes using TBLT in teaching practice.</p> <p>-Learners can remember lesson more when they learn through an enjoyable interesting</p>	<p>-Challenges are brainstorming in planning task, and its proper application. Lack of material & compatible group making for performing the task and giving feedback within class duration.</p> <p>- To enhance the effectiveness students amount in each classroom should be balanced and an ideal number so that teacher</p>	<p>-using TBLT in teaching practice because it has group based teaching opportunity, and class smoothly can be conducted, time is utilized properly.</p> <p>-Learning more effective and lively than other approaches.</p> <p>-important factors that can help to implement this approach could be classroom arrangement in small amount of students, teachers' positive and friendly manner toward students, motivating &</p>

	of evaluating language proficiency.	task than any bookish typical way of teaching.	can reach to individual learner during class time.	encouraging students through individual discussion.
T7	<p>- Task can test someone's aptitude.</p> <p>-All the students are not same. Teachers' role to identify Weak students and give them extra care, students should pay attention.</p> <p>-Students do brain storming, shows own ideas. When teacher discusses someone's strategy in front of others, they share knowledge which enhance the students' language proficiency.</p>	<p>- Completing certain tasks in a meaningful way in the target language.</p> <p>- On & off using of this approach.</p> <p>- It carries excitement and willingness to learn something new among the students, whereas other language teaching approaches can get very monotonous.</p>	<p>-Lack of proper space, supplies, and resources in the classroom.</p> <p>- More innovative ideas, required resources.</p>	<p>- Factors influence to use it: Students' knowledge or vocabulary improvement or enrichment through activity.</p> <p>Avoiding due to lack of enough resources or facilities to execute the approach.</p> <p>- Significant difference, the outcome is more positive and effective.</p> <p>- Success depends on interesting ideas to get the utmost attention, also relevant homework.</p>
T8	<p>-A task means doing any sort of work.</p> <p>-Teachers' role to indulge students in learning through tasks where students to cooperate.</p>	<p>-TBLT refers learning a particular language through tasks.</p> <p>-Yes using this approach.</p> <p>-One of the biggest advantage of TBLT than</p>	<p>-Teaching is challenging because some students do not cooperate.</p> <p>-To run more Professional</p>	<p>- Using because the authority of the school is aware about the effectiveness of this approach and teachers are instructed to use it for the best outcome for the students.</p>

	<p>-To evaluate the effectiveness, It is highly necessary to be implemented in the classroom as it makes the learning fruitful and fun for students.</p>	<p>other teaching methods is that it keeps the students always engaging, curious and active which is important.</p>	<p>Development programs regarding TBLT and TBLL for teachers to raise its importance.</p>	<p>- Difference in student engagement because they engage themselves in task because they curious to see the result.</p> <p>-Task selection is most important & It should be student focused center and engaging for successful implementation.</p>
T9	<p>-Task is the process of an action.</p> <p>- Teacher's role is prominent in TBLT classroom than the students, teacher will be creative and arranging a learning environment where students will be an enthusiastic learner to perform on it.</p> <p>-language proficiency comes through practical learning process where participation, production and taking notes can be helpful for learners.</p>	<p>-TBLT is a practical implementation process where role play, picture description, audio-visual analysis, group discussion activities involve learners with the lesson, and it's the extension of CLT where learning is more effective.</p> <p>-Yes using TBLT but not always.</p> <p>-The main advantage is practicality in learning</p>	<p>- Inactive & weak students don't like to perform on task. As a result, it's a challenge to handle those students and make them participate in task to make sure their learning equally.</p> <p>-Effectiveness can come enhancing time for per class, syllabus designing should be</p>	<p>-Using because learners learn with fun activities, they enjoy most and have activeness & concentration.</p> <p>-learning can be fun in TBLT, such as role playing. But others method can't ensure that.</p> <p>-Teachers training, supervising effectively to teachers, using of multimedia during class time increasing could be the important factors</p>

		process where others method can't make sure it.	narrow, balancing classroom size.	for successful implementation.
T10	<p>-An activity usually carried out in the process of learning a language where there is a target to achieve an outcome.</p> <p>- The role of a teacher is discussing, proper distribution of students in group or pair, monitoring, assisting them during task, analysis and giving feedback in a positive manner to motivate them.</p> <p>Brainstorming, discussing into group/pair, sharing knowledge, solving & taking notes from the feedback are learner's role.</p> <p>- Way of participating, natural context develop, carrying the target language through interaction in the</p>	<p>- providing various actions & activities those lead students use the target language.</p> <p>Student-centered environment.</p> <p>- Yes, using TBLT in language classes.</p> <p>- This approach is a part of Communicative Language Teaching which the ultimate useful way to teach the target language, and it combines teacher and students engagement which make it unique than other method or approaches.</p>	<p>- Challenges are time managing as this approach is time consuming, correcting grammar, and this approach focusses on meaning than form which is a downfall for students.</p> <p>- This approach is already great to improve target language proficiency but little focus should be given on form than meaning & on the real-life uses.</p>	<p>- Factors influence to use this approach are, it requires to be more attentive toward learners, making classroom vibrant and enjoyable which is only possible with using this approach.</p> <p>-Differences are students are more focused, more engaged and lively than others method based classes.</p> <p>-Factors for successfully implementing the TBLT, teacher should be friendly with students to break their ice of fear. Another could be incorporating interesting material as a task, both teacher-learners need more</p>

	classroom helps to evaluate the effectiveness.			collaboration for better outcomes.
T11	<p>-An interactive activity.</p> <p>- Teachers role to be a facilitator throughout the task, where students are participating actively.</p> <p>- Evaluating through assessment, analyzing and gathering feedback about their learning experience.</p>	<p>-Promote communicative competence in a contextualized manner.</p> <p>- Yes, using this approach as per the needs of the lesson.</p> <p>- It different because use of language is most focused thing in this approach.</p>	<p>-Challenges are time managing, amount of students & addressing individual differences in language proficiency.</p> <p>- To enhance effectiveness task planning, support from administration, & proper resources.</p>	<p>- Factors that influence to use or avoid TBLT could be the availability of appropriate resources and materials, managing classroom.</p> <p>- Involvement in the activity increase in TBLT classroom.</p> <p>- Adequate training, follow-up from administration, proper lesson plan before conducting class & crating a student-centered classroom.</p>

4.3: Teachers’ conceptual understanding of TBLT: The interview was taken based on eleven open-ended questions at different times from different institutions virtually. All the teacher participants shared their perspective on the concept they understand about this approach. Here is reported their responses question wise for conceptual understanding.

For the very first question about the task, T1 emphasized that it involves assorted activities for learners. She said, “Activity could be two types, one is hands-on experience, another could be the traditional approach where certain tasks are there such as, question-answer, fill in the blanks.

TBLT is more effective for the young learners because the student engagement is indeed high. Young learners get excited, they enjoy the classroom. If TBLT is Creative and communicative, it is effective. The task would be selected in such a way where students are completely engaged. It should be interesting, creative & motivating.” T2 and T3 viewed TBLT as a practical and an impressive approach and task refers activities. T4 said, “A task in language teaching means students’ use of specific language by means of an activity, which involves practical application of language skills.” T5 & T6 responded similarly where they said that in a task, students’ active involvement can achieve the goal & it’s a practical enforcement process. It involves group discussion, audiovisual analysis, role play and may diverse creative activities. T7 said, “A task is something with which you can test someone’s aptitude”. T8 considered it as a work. T9, T10, & T11 found task is an interactive activity usually performed in the process of learning a language.

The researcher found various responses in the questions of teachers' & students' role. T1 & T9 considered the Teacher’s role as prominent in designing teaching strategies. T2 & T3 mentioned students’ role, where they said that students should be ready to engage, and teachers serve as an instructor or guide. For instance, T3 said, “I believe a teacher’ role would be an instructor or guide so that students can understand their assigned task, and they can react accordingly.” T4, T5 & T11 mentioned the same where each teacher considered the teacher’s role as a facilitator or guide or support. T4 & T5 think students should collaborate and demonstrate critical thinking. T6 highlighted the teachers’ role in her responding, said, “The focus should be to complete the task using students and creating a spontaneous learning environment where learners will be occupied with the lesson. They can remember more when they participate, share knowledge with others.” Where other participants mentioned that teachers should be assistants or guide, T7 responded differently said, “All the students are not the same. Teachers should find out the

weaker learners among all the students to make balance with the talented and active learners, and give them extra care.” T8 said, “Teachers’ role to indulge students in learning through tasks and students’ role to co-operate the teacher. Without enough co-operation from students, the TBLT approach not effective.” Similarly, T10 said that teachers will discuss the lesson, making groups, monitor their contribution and provide positive feedback. Learners’ role could be brainstorming, group discussion, knowledge sharing, completing the task, and they should take notes from the given feedback from the teacher so that they can improve themselves.

Overall, the participants shared their understanding of TBLT as an approach where the highlighted facts are assigning activities, promoting students' engagement, and focusing on practical language application. Most of them considered this approach as a useful way of promoting communication skills.

4.4: Teachers’ perception regarding the implementation of TBLT: In this part, all the participant teachers were asked about three questions to understand their perception, where they responded in a variety of ways. They expressed a positive attitude towards TBLT and recognized its efficacy in language learning. The responses from the teachers are given in the below section with citation:

T1 said that TBLT needs creative teaching strategies and techniques. She highlighted the need for students to be engaged in activities. She also said, “This approach helps to overcome student’s affective filters through collaborative learning and active participation, for example discussions in small groups, exercise on role playing in a pair or group, etcetera”. T2 considered that TBLT involves learners performing actively and mentioned that this way of teaching focuses on practical implementation, which helps learners learn more effectively and quickly. T3

mentioned, “I believe this approach promotes student-centered learning and using target language through activity in the classroom rather than isolated grammar and vocabulary exercises.” Similarly, T4 said that TBLT involves students in the practical application of target language skills because of its central focus of instruction is a task. Though T4 & T5 & T7 aware of the benefit of this approach, they do not put into practice it always in their class instructions, because, in their perspective, this approach is time-consuming. T5 recognized TBLT as a great way to engage learners and practice real life language use. T6 described it as a practical learning process that enhances engagement in the lesson and makes learning more enjoyable. She mentioned that the TBLT approach focuses on task-based instruction where using fun activity, such as, audiovisual practice, learning through riddle, vocabulary showcasing games can be a great way to teach young learners”. T7 said that this approach as diversity type approach that carries excitement and curiosity among students compared to monotonous approaches. T8 emphasized the importance of using TBLT in the classroom. She said, TBLT makes the learning fruitful and fun for the students.” She also mentioned that it keeps the students always engaging, curious and active, which is important. T9 has good knowledge of this approach and adapted it in her teaching practice, but she is not using it regularly. She highlighted the practicality of TBLT in language learning and its focus on participation and production. She said, “TBLT is a practical task-based learning and role play, picture description, group discussion activities make learners enthusiastic in learning process”. T10 is practicing TBLT in her teaching and considered this approach is a student-centered approach where learners get the opportunity to use target language to perform their activity. She said, “In TBLT, learners practice the target language as it’s an extension of the Communicative Language Teaching (CLT) method where communication is the main focus. It helps teacher and students' engagement” T11 said, “TBLT promotes communicative ability in a contextualized way”. The use of target language is most focused on this approach.

4.5: The common challenges in implementing TBLT in the classroom: All the teacher participants shared their common challenges using TBLT in the classroom, those are explained below:

- a. **Task planning:** Multiple participants (T3, T4, T5, T6, and T11) mentioned the difficulty in planning the task effectively. Such as, T3 mentioned meaningful task planning is a challenge for him because it needs proper resources. Similarly, mentioned participants said that planning task requires brainstorming, which is a challenge. This challenge involves producing meaningful tasks that align with the learning objectives, making sure the operating instructions are clear and giving enough time to finish the task.
- b. **Time management:** T4, T6, T10, T11 mentioned several challenges where time management is a significant challenge when they try to implement TBLT. Time balancing for task-based activities and ensuring tasks are completed within the given timeframe could be challenging for teachers.
- c. **Addressing individual differences:** T5, T6, T11 noted the challenge of addressing individual differences in language proficiency and way of learning within a task-based approach. T5 said, “As a guide or facilitator addressing each students’ differences in language proficiency is difficult to me. It’s difficult to note down and mentioning to each learner in the limited time.” The participants emphasized on the right balance between learners with different learning speeds, providing sufficient support, and the importance of creating an inclusive learning environment.

d. **Resource constraints:** T6, T7, and T10 pointed out the lack of adequate resources as a challenge in implementing TBLT. Insufficient classroom materials can't make the language teaching process effective.

e. **Grammar focus vs. Meaning focus:** T10 highlighted that TBLT is hard to balance between focusing on meaning and dealing with grammar. She said, "I think, TBLT as a teaching approach focuses more on meaning than form, which is a downfall for this approach. Learners become fluent, but they often do grammatical errors, which is a long-time crisis for their appropriate speaking skill process." She also suggests that providing creative feedback on grammar, little focus should be given on form than meaning & on the real-life uses. Similarly, T2 mentioned due to the lack of vocabulary, & communicative skill students get obstacle to carry the pair/group work or any role play.

f. **Classroom management:** T1 remarked about handling introvert learners. She said, "Handling the introvert learners is challenging, in fact many learners don't learn in task based class because some learners prefer the lecture or handful of resources than the activity". T8 got challenge to have student's cooperation during class period. T9 highlighted that inactive students & students with lower proficiency level don't like to work on task. As a result, it's a challenge to handle those students and make them participate in tasks to make sure they're learning equally."

g. **Support and professional development:** To enhance the effectiveness, T4, & T8 emphasized the need for ongoing professional development for teachers. T5 highlighted the importance of having support from the administration, teachers training, and use of technology in conducting classes.

Additionally, T7 highlighted the challenges of limited space, and the need for innovative idea and relevant homework for effective implementation. T2 mentioned that due to the lack of vocabulary, & speaking skills, students feel nervousness & shy to carry the pair/group work or any role play.

4.6: The reasons behind Bangladeshi ESL teachers using or avoiding TBLT in their classroom practices:

Reasons for Using and Avoiding TBLT:

Avoidance & Active engagement: T1 said, “I use this approach because it actively engages students, and they enjoy the lessons & occasionally, I avoid when assessment and grammar classes conduct”

Practical & Faster learning: T2 responded, “I have decided to practice this approach because it allows for practical implementation and faster learning than many other methods, as a result, students enjoy more in TBLT classroom”.

Preferred approach and Resources availability: T3 said, “TBLT is my preferred approach to teaching because an interesting task can be used, and I do use it in my practice if I see the lesson is suitable for using it, resources are available. To use it, getting support from the school administration is also equally important in my perspective.” T11 said that she uses this approach as per the needs of the lessons, and it depends on the availability of appropriate resources and materials.

Effective results but time constraints: T4 practices this approach but not always, he said, “I prefer this approach because it provides an effective outcome. Support and guidance from school also influence me to use, but many times I avoid because of time, pre-plan of lesson and resources.”

Beyond Memorization, learning with fun and challenging: T5 considered that this approach goes beyond memorization, reflects real-life language use and offers fun. She said, “Students enjoy an exciting way of learning that TBLT can ensure. On the other hand, many times I avoid it due to lack of appropriate resources, time, and big classroom size. T9 said that she is using because learners learn with fun activities, they enjoy the most and have activeness & concentration. Though she admits the benefits but due to some challenges she skips it many times, such as –difficulties with inactive learners handling.

Group-Based Approach: T6 mentioned that she is using TBLT in teaching practice because it has group-based teaching opportunity, and class smoothly can be conducted, time is utilized properly.

Collaborative & Resource Limitations: T7 has a good amount of knowledge about TBLT & she is using this approach. She said, “When we use an activity in the classroom, students try to collaborate, analyses, share knowledge, which gradually increases their vocabulary level.” She said she sometimes avoids it, due to lack of enough resources or facilities to execute the approach.

Institutional support and Student Engagement: T8 explained that she is using TBLT and never avoid because the authority of the school are aware of the effectiveness of this approach

and teachers are instructed to use it for the best outcome for the students. She also believes that students are engaged, curious, and active in this learning process.

Progressive and vibrant classroom: T10 said, “I believe as a teacher, I should be attentive toward learners to make sure their progress. TBLT is a great approach to make the classroom vibrant and pleasant”.

4.7: The most important factors for successfully implementing this approach in the classroom: All the teacher participants shared their ideas about successfully implementing this approach. Here, the main ideas are mentioned based on their responses:

Synthesis: T1 said “TBLT helps students to overcome their affective filter, also mentioned this approach promotes kinesthetic learners who physically interact with the material than other methods. On the other hand, she said, this approach shouldn’t be used always, rather the method would be mixed in classroom as per the necessity. It could be blended with other teaching methods too. Teachers should provide positive feedback. Lastly, I want to say, If TBLT is Creative and communicative, it is effective.”

Learner Balancing: T2 said that it’s essential to consider both slower & quicker learners when assigning to group/pair work to create a balance. She also said that teacher should ensure the adequate attention to all learners. Those who require additional attention may face challenges.

Explicitness and supportive environment: T3 suggested that clear task instructions are important, scaffolding tasks appropriately, creating a supportive learning environment.

Objectives, Needs, and Feedback: T4 stressed on task objectives, meeting student’s needs, & regularly assessing them. He also said that the influential part of an effective teaching is

providing feedback to support students' progress and development. T3 commented in a same way, where she said, "Teaching process is more effective through offering regular opportunities for reflection and feedback to enhance student learning."

Learner-Centered Environment: T5, T8 & T11 highlighted the importance of creating a learner-centered classroom. T5 quoted, "Teachers should create a learner-centered environment where learners feel comfortable participating in their assigned task and can learn from their mistakes." T8 said, "Task selection is most important & It should be student focused center and engaging for successful implementation."

Classroom arrangement and Encouragement: T5, & T6 addressed the importance of classroom arrangement in small number of students due to ensuring the quality of teaching. Also highlighted the teachers' positive and friendly manner toward students, motivating & encouraging students through individual discussion. T1 said, "Authority should be careful about the classroom size because it impacts the learning process".

Brainstorming and Relevant Homework: T1 said, "Creativity is necessary to ensure fun learning by a teacher to establish effectiveness of this approach, also open-ended questions, finishing on time can make it as effective". T7 implies on gathering interesting ideas to get the utmost attention from the learner, also related homework can help learn better.

Teachers training and Supervision: T5, T9 highlighted the significance of teachers training, & supervising effectively to teachers. T11 said, "Adequate teachers training, follow-up from administration, and proper lesson plan is needed before conducting the class."

Welcoming attitude and Collaboration: T10 said, “Teachers should be friendly with students to break their ice of fear. Another could be incorporating interesting material as a task, both teacher-learners need more collaboration for better outcomes.”

Time Management: T9 felt the necessity of class timing increasing for successful implementing this approach.

Use of multimedia: T1, T5, & T9 recommended the use of multimedia during class time for making the learning more effective.

Chapter V: Discussion

The intent of this inspect was to inquire about the viewpoints of Bangladeshi EFL instructors or teachers towards TBLT, and explore the factors in teachers’ use or evading of TBLT approach in their practices. The following sections talk about regarding the research questions and the participants’ suggested ideas about successfully implementing this approach.

5.1: A. First research Inquiry: How do Bangladeshi EFL teachers comprehend TBLT?

The semi-structured open-ended question interviews conducted with Bangladeshi English Language teachers who provided valuable insights into their perceptions of TBLT. The findings suggest a fairly favorable view of TBLT as an effective method for language direction and comprehension. The participants acquired a conceptual understanding of tasks and acknowledged the benefits of TBLT in boosting learners' engagement, communication skills, and real-life language utilization.

They considered TBLT as a Student-centered approach consistent with the fundamentals of an effective language acquisition. They emphasized that TBLT offers opportunities for meaningful language practice, encourages active participation, and promotes a communicable and interactive classroom environment. Some participants highlighted that TBLT permits students to use language knowledge in genuine life contexts to build the learning experience more applicable and engaging, such as- one participant highlighted the value of creative teaching strategies and methods in implementing TBLT. According to the participants, engaging students in activities such as discussions in a group and role playing assists to overcome students' affective filters, encourages being a kinesthetic learner.

The interviews shows that instructors' perception of this approach was associated with learner autonomy and collaboration. They appreciated the cooperative nature of this approach.

Participants stressed on the practicality of TBLT in language learning, in particular through activities, such as role plays, image descriptions, audiovisual analysis and group-based discussions. They believed that TBLT boosts communicative competence in a contextualized form.

Overall, the present literature mentioned that Bangladeshi EFL teachers consider TBLT is a useful approach in language teaching ((Ali & Khan, 2019). The findings of this examination also point that Bangladeshi ESL teachers consider TBLT as a worthy and effective approach for language teaching. The positive perceptions reflected in the findings that shows TBLT can improve language learning results in the Bangladeshi context.

5.2: B. Second research inquiry: What are some rationales behind the preferences or omissions of Bangladeshi ESL teachers about TBLT approach in their educational methodologies?

By interviews, the researcher found some important perceptions into the reasons why Bangladeshi EFL teachers choose to incorporate this approach in their teaching practices. The participants shared a range of reasons for utilizing it. One of the main reasons cited for using TBLT was the quality to engage students and create a vibrant & fun learning environment. Participants acknowledged that this approach inspires an active participation, realistic use, and fast-paced learning than other methods. They spotlighted that TBLT promotes a learner-centered approach, stimulates students to conduct an active role in their learning procedure and collaborate with their learning mates.

In addition, Choice for TBLT was influenced by the presence of suitable materials and resources, as well as the support and advice from their school management to accomplish the best outcome for the pupils. One participant adverted that she is applying this approach because of school authority prefer this approach, this insight suggests that the support and encouragement from school authorities played a significant role in teachers' decisions to use TBLT.

To effectively enforce TBLT in their classrooms, they recognized the value of having access to suitable tasks and materials. The findings also uncovered that this approach is valued for going beyond memorization and authentic language practicing. Teachers recognized the advantage of engaging in fun and challenging learning experiences, such as collaborating, analyzing, and sharing information & ideas those provide an effective outcome. In the local context, TBLT is relevant because it facilitates students to acquire language skills that can be used in regular life and occupation.

However, though teachers acknowledge the benefits of TBLT, the practical considerations can influence their implementation choices. Some participant teachers shared causes for avoiding its enforcement in their classroom practice session. One of the Participants shared that she evades using this approach during assessment period of time and in grammar-focused classes. This points that the participant evaluates that the assessment format may not be compatible with the TBLT, or objectives and grammar-based classes may require a conventional instructional approach. This shows how important it is to consider the specific demands and objectives of different classroom environments when implementing this approach.

Another critical challenge shared by a participant is the difficulty in dealing with inactive learners in TBLT classroom. This suggests that inactive learners might make TBLT less effective, as they may not take part or imparting to the given task. This underscores the significance of pointing learners' motivation and finding ways to get all students involved in TBLT- centered activities.

Time confinements, pre-planning of lessons were identified as significant challenges, participants showed concerns about planning, & preparation. It emphasizes the importance of taking into considering the practical aspects of teaching. Professional development and help with lesson planning and time management may help teachers use TBLT more easily, while addressing the challenges posed by managing time confinements and pre-planned lessons. The contribution of a teachers is significant in planning and making proper tasks relevant to learner' need and interests for enhancing proficiency (Branden, 2016).

A participant highlighted that TBLT is unenviable to balance between focusing on meaning and dealing with grammar, which can prevent learners' speaking competency eventually. This suggests the significance of providing guidance regarding language form.

In addition, limited resources and large class sizes were also seen as barriers to this approach. The limited number of resources may make it hard to develop and implement of appropriate materials and activities aligned with the TBLT approach. The lack of access to adequate resources, such as textbooks, audiovisual materials, and computer technology, could hamper the development and delivery of engaging learning programs. The issue of large class size is a challenge for the teachers, because of the challenge to provide individualized attention and facilitate purposeful interactions among students during the implementation of Task-Based activities.

These constraints generate challenges in managing group activities successfully. Therefore, teachers may come to a resolution where they decide not to use TBLT due to resource limitations and the difficulties of holding constant student engagement in larger classes.

5.3: Suggested key factors for implementing Task-Based Language Teaching: The participant teachers shared their perceptions about TBLT, obstacles, & difficulties to incorporating this teaching method in their pedagogical practice. As well as, they suggested considering some important factors.

To increase the effectiveness, TBLT can be blended with other teaching methods whenever needed. Balancing the students who are slower or faster in remembering, understanding, and applying. Creating a supportive learning environment & providing precise teaching instruction. Teaching objectives are a target that at the last stage of a course, the facilitators aim to obtain for

the learners in their class. It is crucial to set specific task objectives, meet their needs in the class & Positive feedback giving for inspiring students. Applying engaging tasks to create a learner-centered classroom. Assigning students with relevant homework and encouraging to brainstorm. In previous literature, Haque & Perveen, (2019) showed the importance of teachers training regarding the use of this approach. In this study participants mentioned the same where they suggested about training to the assigned teacher, supervise and support them for an effective assisting to students. Creating a welcoming and approachable relationship between teachers and learners. Planning tasks to complete in a limited time and including multimedia resources in the teaching process.

Rahman et al. (2019) mentioned that English language teaching has turned into a supreme concern in Bangladesh for economic development and professional success. Nevertheless, the standardization of the English teaching process encounters ongoing challenges. To address those obstructions, the curriculum board to prioritize the teaching methods, approaches, strategies, and techniques. As teachers are already acquainted with the benefit of TBLT competent approach, and if the educational institutions, & organizations adapt & utilize this approach and incorporate it into teaching policy, the language teaching instructions can significantly improve the effective.

Chapter VI: Conclusion & Recommendation

6.1: Conclusion: This paper has reviewed the favorable and unfavorable dimension of TBLT through with qualitative analysis of interviews. Various insights found regarding the perceptions

of Bangladeshi ESL teachers, and the underlying factors for their using or evading of this approach among their pedagogical approaches.

It is evident from the findings that teachers in general have a positive attitude for TBLT as a teaching approach. TBLT is an outstanding aid for enhancing skillfulness in English-oral proficiency, & teachers can take on various roles in the TBLT classroom suggested by Nunan, (2004). Similarly, the participants acknowledged its efficacy in developing student engagement, practical use of language & learner-centered classroom environment. They appreciated the collaborative nature of task-based activities, as it helps students work together, aid each other, and sharing of ideas among students. However, teachers reported several reasons for occasionally or frequently avoiding its implementation in their teaching practice, even though they appreciate TBLT. These include managing time during class, learner characteristics, and the requirement of pre-planning lessons were significant factors affecting their decision. As well as, limited availability of the right kind of resources and enough materials, larger class sizes were also an additional barrier to using TBLT consistently.

Moreover, it is essential to address these obstacles and provide adequate support to teachers to intensify the implementation of TBLT in ESL classrooms in Bangladesh. Incorporating TBLT principles and activities into the present curriculum structure to construct language teaching more systematic and comprehensive. The researcher strongly believes that TBLT has many precious aspects and is an advanced, exciting, and interactive method for upgrading communicative ability. The successful implementation of Task-Based Language teaching would require remarkable changes in both governmental plans of action and the educational mindsets of Bangladeshi teachers and school administrators. It is recommended to the curriculum designers

to include TBLT in their textbooks. Activities and task should be included in texts that teach English language skills.

6.2: Recommendations from the Researcher: In accordance with the findings of this exploration, the researcher has advocated some ideas to make the approach more effective in the classroom practices:

- Professional Development programs should be offered to improve teachers' conception, & usage of TBLT.
- Educational institutions need to assure that they have the suitable resources and materials that match the TBLT principals.
- Strategies for handling the larger group of students and meeting the need of variant learners should be examined.
- Providing adequate attention to all learners, considering both slower and quicker learners.
- Observing students' participation, constant analyzing their progress.
- Creating a spontaneous learning environment where learners will be occupied with the lesson and with the given task.
- Availability of technology to allow audiovisual learning opportunity.
- Establishing a friendly relationship between teacher & learner to create a positive learning environment & promote an effective communication.
- Positive feedback giving.
- Explicitness in task instructions.

6.3: Further Studies: For collecting data, the teacher participants of this study was selected from some reputed schools in Dhaka city. So, future researcher can include schools from various place inside country. Further studies can also be done on implementation of TBLT in rural areas of Bangladesh.

In conclusion, this research underscores the potential of TBLT, and by addressing challenges and using the recommended strategies, it's possible to make TBLT more fruitful in ESL classrooms in Bangladesh. We can foster a more engaging, learner-centered environment, which will benefit both teachers and learners.

References:

Ahlquist, S. (2012). Storyline: A task-based approach for the young learner classroom. *ELT Journal*, 67 (1), p41-51. <https://doi.org/10.1093/elt/ccs052>

Ahmed, R. (2019). Challenges and opportunities of task-based language teaching in EFL context: A case study of Bangladesh. *Journal of Language and Education Research*. doi: 10.18488/journal.104.2019.31.98.109

Ali, M. M., & Khan, M. A. (2019). A Study on the Perceptions of TBLT by English Language Teachers at Tertiary Level in Bangladesh. *International Journal of English Linguistics*, 9(3), 87-98. doi: 10.5539/ijel.v9n3p87

Borg S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.

Branden, K. V. (2016). The Role of Teachers in Task-Based Language Education. *Annual Review of Applied Linguistics*, 36, 164-181. <http://dx.doi.org/10.1017/S0267190515000070>

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New-York: Longman.

Census of Bangladesh. (2011). Bangladesh Bureau of Statistics. Retrieved from https://bbs.portal.gov.bd/sites/default/files/files/bbs.portal.gov.bd/page/8a8581ea_59a1_45f7_a9e9_429707f731e5/Chapter%203.pdf

Chowdhury, M. A. R., & Mahmud, M. (2017). Task-based language teaching (TBLT) in EFL contexts: Challenges and prospects in Bangladesh. *English Language Teaching*, 10(3), 23-31. <https://doi.org/10.5539/elt.v10n3p23>

Chowdhury, R. A., & Shams, M. (2016). Task-based Language Teaching (TBLT): Practices and Challenges in Bangladesh. *Journal of Education and Practice*, 7(29), 73-80.

Clarke, V. & Braun, V. (2013) Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2), 120-123

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed.). Thousand Oaks, California: SAGE Publications.

Dörnyei, Z. (2016). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press. Print.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221-246.

Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. New York: Routledge. Google Scholar

Greenhalgh, T., & Taylor, R. (1997). Papers that go beyond numbers (qualitative research).

BMJ:British Medical Journal, 315(7110), 740-743. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2127518/>

Haque, A., & Parveen, R. (2019). Authentic materials and real-life tasks: A task-based language teaching approach in EFL context of Bangladesh. *Journal of NELTA*, 24(1-2), 1-16. doi: 10.3126/nelta.v24i1-2.25033

Hasan, M. M. (2018). Task-based language teaching in Bangladesh: Teachers' perceptions and practices. *English Language Teaching*, 11(1), 1-13.

- Hoq, M. Z., & Islam, M. S. (2019). Task-based language teaching (TBLT) in Bangladesh: A critical analysis. *Journal of NELTA*, 24(1-2), 1-14.
- Islam, M. R., & Hoque, M. M. (2020). Implementation of Task-Based Language Teaching in Bangladesh: A Critical Analysis. *Journal of Education and Practice*, 11(7), 111-117.
- Jeon, I. J., & Hahn, J. W. (2006). Exploring EFL teachers' perceptions of task-based language teaching: A case study of Korean secondary school classroom practice. *Asian EFL Journal*, 8(1),
- K. Van den Branden, M. Bygate, J. Norris. *Task-based language teaching: issues, research and practice*. Benjamins, Amsterdam (2009). Google Scholar.
- Kabir, M. J. (2016). Task-based language teaching in Bangladesh: Reality and challenges. *Journal of Education and Practice*, 7(12), 118-125.
- Lee, R. (2003). The Demographic Transition: Three Centuries of Fundamental Change. *The Journal of Economic Perspectives*, 17(4), 167–190. <http://www.jstor.org/stable/3216936>
- Long, M. H. (2015). *Second language acquisition and task-based language teaching*. John Wiley & Sons.
- Nunan, D. (1991). Communicative Tasks and the Language Curriculum. *TESOL Quarterly*, 25(2), 279–295. <https://doi.org/10.2307/3587464>
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Patton M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Thousand Oaks, CA: Sage.

Pham, N.T & Nguyen, H.B (2018). TEACHERS' PERCEPTIONS ABOUT TASK-BASED LANGUAGE TEACHING AND ITS IMPLEMENTATION, *European Journal of Foreign Language Teaching*. doi: 10.5281/zenodo.1241474

Rahman, M. A., & Afroze, S. R. (2017). Task-based language teaching (TBLT): A case study of Bangladeshi tertiary level English language teaching. *International Journal of Education and Literacy Studies*, 5(1), 1-9.

Rahman, M., & Pandian, A. (2018). A Critical Investigation of English Language Teaching in Bangladesh: Unfulfilled expectations after two decades of Communicative Language Teaching. *English Today*, 34(3), 43-49. doi:10.1017/S026607841700061X

Rahman, M.M., Islam, M.S., Karim, A. et al. English language teaching in Bangladesh today: Issues, outcomes and implications. *Lang Test Asia* 9, 9 (2019). <https://doi.org/10.1186/s40468-019-0085-8>

Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd ed., Cambridge Language Teaching Library). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511667305

Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford, UK: Oxford University Press.

Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.

Sultana, A., & Akter, N. (2019). An Exploration of Task-Based Language Teaching in the EFL Classroom of Bangladesh. *International Journal of English Linguistics*, 9(5), 85-93. doi:

10.5539/ijel.v9n5p85

Sultana, S., & Hossain, M. M. (2016). Task-based language teaching: Bangladesh perspective.

English Language Teaching, 9(9), 131-139. <https://doi.org/10.5539/elt.v9n9p131>

Widodo, H. P. (2006). Approaches and procedures for teaching grammar: An exploratory study.

English Teaching: Practice and Critique, 5(2), 22-39. Microsoft Word - 2006v5n1nar1.doc

(waikato.ac.nz)

Willis, J., & Willis, D. (2007). *Doing task-based teaching*. Oxford University Press. (99+) *Doing*

Task-Based Teaching | Jane Willis - Academia.edu

Appendix1:

Interview Questions for the Teacher Participants:

A. The Conceptual understanding of Task-Based Language Teaching.

1. Could you please explain what a task is?
2. What are your views on the roles of the teacher and the students in a task-based language teaching classroom?
3. How do you evaluate the effectiveness of TBLT in improving student's language proficiency?

B. The viewpoints in relation to the implementation of task-based language teaching in classroom practice.

4. What is your understanding of Task-Based Language Teaching?
5. Do you use task in your teaching practice?
6. How do you differentiate TBLT from other language teaching approaches?

C. The common challenges to implement TBLT in classroom.

7. What challenges do you face when implement task-based language teaching in your classroom?
8. In your opinion, what changes or adjustments could be made to enhance the effectiveness of TBLT in your classroom?

D. The reasons behind Bangladeshi EFL teachers using or avoiding TBLT in their classroom practices

9. What is your decision to use or avoid TBLT in your classroom practice?
10. Have you noticed any differences in student engagement or learning outcomes when using TBLT compared to other teaching approaches?
11. In your opinion, what are the most important factors for successfully implementing this approach in classroom?