

**Difficulties English language teachers face in implementing different tasks in
Bangladeshi college level language classrooms**

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Keywords

Bangladesh, classroom, difficulties, English, ELT, higher secondary, implementation, students, tasks, teachers etc.

List of Abbreviations

ELT- English Language Teaching

TBLT- Task Based Language Teaching

NCTB-National Curriculum and Textbook Board

FGD-Focused group Discussion

Statement of Original Authorship

I declare that the Dissertation titled “Difficulties English language teachers face in implementing different tasks in Bangladeshi college level language classroom” is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfilment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Appendix

1

Abstract

This research investigates the difficulty of English language teachers about English tasks that they follow to teach their students in Bangladeshi language classroom. Task based language learning is a new term for both teachers and learners, so they might face some problems with this approach. The purpose of this paper is to examine the perception of teachers about task based learning and impact of this learning on Bangladeshi learners. To collect relevant data, the researcher has used qualitative method. As research tools of data collection, teachers` interviews, focused group discussions and class observations have been included. After collecting data, they have been analyzed. Teachers face difficulty in conducting tasks as they have problems with comprehending instructions and because of unfamiliarity with tasks. As the teachers have difficulties so students are the most sufferers because they do not understand the tasks that teacher conducts. In the concluding part, the researcher has summarized the findings of the study.

Chapter one: Introduction

1.1. Background of the study:

In the proposed research study researcher seeks to examine the perception of task based learning in ELT classrooms in Bangladeshi context. In Bangladesh most of the teachers in secondary schools do not have proper ideas about teaching techniques and approaches. For classroom purposes, the teacher needs to implement different types of tasks in the language classroom like tasks related to the development of language skills, e.g. reading, writing, speaking and listening. Some activities depend on the classroom size, number of students, opportunities for group and pair work and so on. Most of the teachers are not familiar with current approaches to ELT; so in my research study researcher aimed to identify easily accessible methods for teachers in the ELT field. Most of the teachers follow traditional methods to teach English and students are also accustomed to learn in this way.

However, now-a-days teachers are trying to keep pace with modern methods of teaching English. So they try to implement some of the methods in their classrooms. They have started to use task based learning in language classrooms to teach the students. There are definitely some reflections of this approach among teachers and also learners. This study was expected to help me understand the perception of task based learning among learners as well as teachers. .

As the topic is about the difficulty of tasks in ELT classrooms, it was necessary to identify the possible problems that occur during tasks in the classroom. Data was collected and after analyzing data some results were found. Throughout this research researcher investigated the reasons of teachers` difficulty in language classrooms and their implications.

In our country, teachers need to conduct different types of activities for teaching a language like teaching language skills, grammar and vocabulary. For doing these activities teachers perform different actions and use tasks so that learners can learn. They face some problems while doing these activities with the students. Researcher intended to know the difficulties faced by teachers in implementing tasks at higher secondary level. In this research researcher also wanted to investigate the beliefs of teachers about

tasks, especially whether they know the task cycle (pre-task, while task and post task) of doing any task in the ELT classroom.

1.2 Context of the study:

The researcher wanted to explore the situation of higher secondary teachers' difficulty while implementing tasks in language classrooms in Bangladesh. She targets grassroots level teachers inside and outside Dhaka. Bangladesh is a predominantly monolingual country where English is learnt as a foreign language for academic and professional purposes. Here, most of the teachers who teach English in different educational institutions are not much qualified to teach English. Most of them do not possess a degree in TESOL and their background does not favor them to teach English, but they are doing it. Some of them have good academic qualifications, but they are not well trained for teaching English and not familiar with recent teaching methods and techniques. So, these teachers might have great difficulty while teaching English and giving language tasks to learners. Still these teachers are shouldering the burden of teaching English in our schools and colleges. For this reason, the researcher feels the necessity to know the condition of these teachers regarding task implementation in the classroom.

1.3 Purposes:

While doing a research every researcher has a purpose of the research as he/she is doing it. The purposes of doing research on 'task difficulty' of higher secondary teachers are:

- To know what the main problems are in implementing tasks in the language classroom,
- To identify factors that create impediment for teachers to implement tasks and ways of overcoming them.

1.4 Research questions:

Some research questions have been prepared for research and based on these questions the research was carried out.

1.4.1 Main research question:

- What challenges/difficulties ELT (English Language Teaching) teachers face in implementing different tasks in Bangladeshi language classroom?

1.4.2 Sub questions:

- What are the challenges in implementing different tasks - in approach, techniques or procedure in language the classroom?
- Are there any difficulties with teaching materials and instructions given by teachers for students to be able to do the tasks?

1.5 Significance of the study:

There are many educational institutions and schools in Bangladesh. In our country most of the English teachers do not know how to use teaching techniques in different situations. There are many teachers who do not get adequate training and have poor English background, but they are teaching English. So researcher's purpose in doing this research is to know the challenges and difficulties they face in their language classrooms. There might be problems with materials, teaching techniques, or instructions given by teachers. So basically researcher would like to know the reasons behind difficulties faced by teachers in implementing tasks in their classrooms. Many people have researched with TBLT in their respective fields of work in Bangladesh. But no one has worked on task difficulty of higher secondary learners and difficulties faced by teachers in implementing tasks in the language classroom. So researcher wants to investigate the situation that is going on in our country and identify teachers' difficulties in implementing tasks.

1.6 Definition of terms: The following terms are used in the dissertation:

1.6.1 Task based language teaching (TBLT):

TBLT refers to teaching a foreign language that seeks to engage learners in authentic language use by having them perform a series of tasks. One of the aims of learners is to acquire new linguistic features with their existing knowledge.

The main features of TBLT are;

- It is a naturalistic use of language.
- It is more learners centered rather than teacher centered learning.
- This theory focuses more on linguistic meaning rather than grammatical forms.

- The purpose of performing this task is to do real world communication that can fulfill learners' needs.

1.6.2 Higher Secondary stage

Higher Secondary is the third stage in Bangladesh educational sector. Eleventh – twelfth grade students encounter problems with different tasks, so teachers also face challenges while teaching.

1.6.3 Teachers' difficulty in implementing tasks:

Most of the teachers are not qualified to teach English, so they become anxious and confused while teaching. They do not have much idea about task based language teaching, so they do not understand how to implement the tasks.

1.6.4 English in the national curriculum:

English is studied as a compulsory subject in our curriculum for specific purposes like to pursue higher studies, gain academic knowledge, using English for professional and commercial purposes. Learners learn English for 14 years in their academic life.

1.6.5 Use of English:

The National Curriculum and Textbook Board has specified that the aim of English language syllabus is to focus on four language skills (speaking, listening, reading and writing) as learner centered activities (NCTB curriculum for secondary and higher secondary levels 1995, cited in Salma). But in reality, in the classroom, teachers focus more on reading, translating in mother tongue and writing essays as these are exam oriented activities.

1.6.6 Educational institutions:

In our country Bangladesh, most of the educational institutions are not very well equipped that favor for learning English. For example, institutions mainly depend on NCTB textbooks for teaching. Teachers are not familiar with the use of modern technical support for facilitating classroom teaching like computers, multimedia projectors, etc., so that they can teach in a different way.

1.7 Conceptual framework, theory and hypothesis:

The research has been done with the concept of ‘task’ in language teaching. Sometimes tasks may create difficulty in understanding the language if it is not clear. So all learners may not have similar perceptions about any particular task rather some students might like one type of activity but others may oppose that.

Moreover, in Bangladeshi classroom, learners face different problems considering the activities or tasks that their teachers use to teach them. For example, some learners learn better with reading tasks but some other learners learn with writing tasks. But in the same classroom, the teacher is not able to provide each and every particular task according to learners` preference. So it is a problem both for the learners and teachers. So to find out what real problems exist, it is necessary to know learners` difficulties. It is important to understand learners` problems and focus on those problem tasks should be designed. However, pre-university students have different types of tasks related to different language skills. I think it will be significant to know their perception about tasks, nature of tasks, problems faced by learners in doing tasks and difficulties faced teachers in implementing tasks.

1.8 Limitations of the study:

The research study had the following limitations;

- The study was confined to higher secondary teachers and students in some parts of Dhaka city and outside Dhaka.
- The study was focused only on TBLT approach for task difficulty.
- There was limited time available for collection of data and writing the report.

1.9 Thesis outline:

The thesis consists of following chapters:

Chapter 1 provides a brief outline about the context, background and problems based on the research topic. In this research the researcher worked with Bangladeshi teachers who teach at college level and their difficulties in using tasks in the language classroom. The objectives and purpose of the study are described here. The research question and sub research questions have been written in this section. As a part of introduction, the significance of the research has been described in this part.

Chapter 2 explores relevant materials from the extensive bodies of literature on task based language teaching and learning to determine the significance of the research problem, teachers` difficulty in implementing tasks in the language classroom. It reflects on the nature and problem of task based language teaching in different contexts.

Chapter 3 outlines the research study which is mainly qualitative in nature. It provides a brief description of selected study areas, research tools, methods and data collection method and research instruments. For doing this research, the researcher used tools such as teachers` interview, class observation and students` focused group discussion.

Chapter 4 shows the results that the researcher got from data collection from different sources. It shows a brief account of research findings that is the result from each research tool.

Chapter 5 shows the analysis of the results found from the data collection. It also contains the full discussion, interpretation and evaluation of the results with reference. It also helps to build the theory based on the research findings.

Chapter 6 is conclusions with recommendation and also implications of doing this research in Bangladeshi context.

Chapter 2: Literature Review

2.1 Definitions of 'Tasks':

According to Prabhu, (1987) "An activity which required learners to arrive at an outcome from given information through some processes of thought and which allowed teachers to control and regulate that process was regarded as a task. (Cited in Branden 2006, p.7)

Crookes (1986) defines tasks as "a piece of work or activity, usually with specific objective, undertaken as part of an educational course, at work, or used to elicit data for research". (Cited in Branden 2006, p.4)

Carroll (1993) refers that "Any activity in which a person engages, given an appropriate setting, in order to achieve a specifiable class of objectives" (Cited in Branden 2006. P.4).

Regarding 'Task', Bygate et al said that it is an activity which requires learners to use meaningful language to achieve an objective.

According to Nunan (1989), " A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form". (Branden 2006, p.7)

Skehan (1998) gives another definition of task; according to him "an activity in which: meaning is primary, there is some communication problem to solve, there is a comparable real world activities, task completion has some priority and the assessment of the task is in terms of outcome". (Branden 2006, 8)

Two recent definitions of tasks were cited by Nunan (1997) for language learning and teaching. According to Long (1980:89, cited in Nunan), a "task is a piece of work undertaken for oneself or for others, freely or for some reward".

Another definition was "An activity or action which is carried out as a result of processing or understanding language i.e. as a response... since it provides a purpose for classroom activity which goes beyond practice of language for its own sake (Branden 2006, p.7)).

Willis (1996 Cited in Jeon and Hann) defines tasks as an activity in which the target language is used for a communicative purpose in order to achieve an outcome” (126).

Skehan (1998, cited in Jeon and Hann) says that there are four criteria for task based learning such as goals, activity and its outcome, meaning and real world relationship which are core features of task based instruction in EFL classroom.

There are several types of tasks that teachers use for teaching language in classroom situations. Prabhu (Cited in Nunan 1997) proposes three types of activity: information gap activity, opinion gap activity and reasoning gap activity. But it is necessary to know whether these activity types help learners to learn the second language in classroom.

2.2 Types of tasks:

An important feature of TBLT is that learners will try to convey the meaning whatever structure he follows. So the teacher does not interrupt at this stage teacher but later on when they feel the necessity for any word or phrase then they produce.

According to Prabhu, there are three types of tasks for meaningful communication. These are:

- a. Information gap activity: This activity involves transfer of information from one student to another, from one group to another, from one place to another. Actually it is transferring information into a language. For example, in pair work each peer is given a part of total information and other member gets the rest of the information. So, to complete the activity both of them need to share their information and fulfill the task.
- b. Reasoning gap activity: This activity gives the learner much freedom to use their inference capability, practical reason or their perception about anything. Sometimes the information is given and learners need to derive new information from the given one through the process of their own reasoning. So learners need to understand the task so that they can give their opinions with logic. For example, responding to a teacher`s teaching schedule according to given class timetable.

- c. Opinion gap activity: This activity is about sharing one`s personal feeling, preference or attitude for a given situation. So, it can be completion of any story or discussion about any social issue. (Prabhu 1987, p. 47)

There are six types of tasks described the TBLT theories and these are mentioned below:

1. Listing: Listing is an imaginative task that actually involves learners in the task and they can share their ideas and experiences in it. this process actually involves :
 - A kind of brainstorming in which learners share their own knowledge and ideas in a group or in pairs.
 - Fact finding in which learners can ask each other and also other people to search for any information or they can get ideas from a book.
2. Ordering and sorting: This task involves four processes like
 - Sequencing items, events or action in a ordered or chronological manner.
 - Categorizing items in a given group or grouping them in under category
 - Classifying things in different ways not in the given manner.
3. Comparing task: In this task students need to compare and contrast various elements among different things. So they should be familiar with some expressions like *neither, both, all*, etc. (Willis 2002)
4. Problem solving task: This task involves learners to take decision in difficult situations. They face challenges and ambiguity to solve a problem. So it actually helps the learners to develop their thinking and decision making abilities.
5. Sharing experience: These types of tasks include narrating, describing, exploring and explaining attitudes, opinions and reactions. The outcome of this task is usually social. These tasks help students to distribute and exchange their knowledge and experience with others.
6. Creative tasks: These tasks include brainstorming, fact finding, ordering and sorting, comparing and many other activities. The task outcome is an end product that can be appreciated by wider viewers. Students cultivate their comprehensive problem-solving abilities as well as their reasoning and analyzing abilities.

2.3 Teachers` role in task based approach:

Common features in task based language teaching: proponents of TBLT support that effective way to teach a language is engaging learners in real world class in language classroom. This can be done followed by games, discussions, role plays, problem solving activities, etc. So before starting a task, the teacher should remember the following features:

- People can learn a language though they have less grammatical knowledge in target language and may make a lot of mistakes.
- TBLT can be done both for speaking and writing tasks.
- Tasks can be performed through pair and group work.
- The meaning is given importance here rather than form.

(Willis and Willis 2007, p.6)

2.4 Recent trend in TBLT:

One of the most important things about TBLT is that “it promotes learners` confidence by providing them with plenty of opportunities to use language in the classroom without being constantly afraid of making mistakes” (Willis and Willis). It strengthens the communication of learners when they stock much vocabulary to express them in a more complex and sophisticated manner.

Nowadays TBLT approach identifies the importance of using grammar. So, these days, task based activities incorporate one or more form focused activity types. First, learners are given a meaning based activity with the resources they already have and when they are done with the activity they can identify what they need to learn further. So these activities make them aware of the form of the language and they can repeat the activity but this time focused on grammatical form. However, research says that TBLT is practiced to teach a language for using it in real world outside the classroom, not specifically for examinations. The purpose of using TBLT is to make the learners able to communicate and use the language to convey the meaning. So it does not test learners` proficiency and accuracy in grammar.

2.5 Teachers` role in TBLT:

Moreover, teachers also play a very important role for teaching a language. So teachers need to know the basic classroom skills that mean the ability to motivate learners and organize activities in the classroom. They should have the ability to demonstrate certain points and explain the linguistic features that are necessary. TBLT involves learners to work freely in the language classroom and use their potential; but the experienced teachers want accuracy from the learners. So avoiding this tendency the teacher should be willing to make the learners confident in using language.

Teachers who do not have confidence in teaching want their learners to be accurate from the beginning so they try to control the learners` activity. But if learners are controlled in the first stage they never get the opportunity to use the language in their own way. The teacher can create a role model which learners can follow for language learning.

People believe TBLT approach focuses mainly on spoken language. It is true that there is lot of talking in TBL classroom, both from learners and teachers; but it also gives importance on reading.

Another truth about the TBLT teacher is that they like their learners to do pair and group work. The main reason for that is, learners get more opportunity to practice in groups or with peers.

There are many types of tasks that teacher uses in the language teaching classroom. ELT researchers and linguists have come up with different ideas for task based leaning that they have found from their research.

2.6 Previous research results of task difficulty:

However from a previous research that was conducted by Jeon and Hann in a Korean context among some secondary school teachers it was found that task based learning might not facilitate learning if it is implemented in a proper way.

Researcher has found from the Korean context that teachers sometimes have negative impressions about task based language learning. For example, 49.1% middle school teachers and 55.2% high school teachers responded negatively for task based learning, most teachers have lack of confidence in using

TBLT (75%) and assessment problem (64%) and 45.9% teachers said they were familiar with such types of language teaching (Jeon and Hann 2009, p.132).

From another research it was found that learners had great difficulty with task based learning in terms of accuracy and complexity. Learners who were taught with task based learning committed more errors ($X=3.60$) while learners taught with structure based learning committed fewer errors ($X=1.69$). Learners achieved less accuracy with task based learning (1.5 percent) than structure based learning students (3.6 percent) (Rahimpour 2008, p.57).

Deng and Carless (2009) did a research in China on task based language teaching and from their research they found that not only teachers, sometimes students faced difficulty in different tasks, for example; teacher gave an information gap activity but no peer in the pair work did understand the this activity.

Many people have conducted research in 'task difficulty' faced by both teachers and students in the language classroom. In her research done in Turkey, Ruso (2006) found that most of the students enjoy the pre-task activity given by the teachers but not 'while task' and 'post task'. Teachers said they faced difficulty when they gave listening activity, especially 'filling gaps while listening to music'.

So from the literature, it is seen that there are different types of task difficulty faced by ELT teachers in different contexts. Now in Bangladeshi context, the researcher will try to identify problems faced by students in doing tasks and difficulties faced by teachers in task implementation.

2.7 Rationale for task based language teaching:

Ellis (2003), states that task- based language teaching is a form of teaching language. It treats language mainly as a tool for communication rather than as a subject for study or manipulation. It is clear that if learners need to develop the skills in order to use a second language easily and effectively in situations they meet outside the classroom, they need to experience how language is used as a tool for communication in those contexts.

TBLT proposes the use of tasks as an essential component in the language classroom because it can provide better contexts for activating learner's acquisition processes and promoting L2 learning (Shehadeh, cited in Murad 2009).

TBLT is based on a theory of language learning rather than a theory of language structure. Richards and Rodgers (2001: 228, Murad) suggest that the reason for this is that "tasks are believed to foster processes of negotiation, modification and experimentation that are at the heart of second language learning".

2.8 Types of Tasks:

Ellis (2003) has classified tasks into the following types:

Unfocused Tasks

An unfocused task is such type of task that encourages learners to use English freely without concentrating on just one or two specific forms (for example a replication activity).

Pedagogic (rehearsal, activation)

Pedagogical tasks have a psycholinguistic basis in SLA theory and research, but do not necessarily reveal real-world tasks. For example, four students are given some pictures and must describe them to the rest of the class.

The other students ask the four students questions about their pictures and a student then tries to tell a story. The types of pedagogic tasks can be:

Rehearsal tasks

The following tasks done with pair-work role play are examples of rehearsal tasks.

A: You are a passenger calling to reconfirm a reservation. Use the e-ticket (provided separately) to check the details of your flight.

B: You are an airline employee. Use the information sheet (provided separately) to answer your partner's questions.

Activation tasks

The teacher gives about two pictures with slight differences to a pair of students and then asks each one to talk to their partner about the differences between the pictures.

Real-world tasks

Tasks are everywhere in our day to day life. For example, washing our face is a task, as is preparing breakfast, going to work by car, etc. Tasks are a part of our lives to such an extent that there is hardly any activity that cannot be called a task.

Focused Tasks

A focused task (Ellis, 2003) is either a consciousness-raising activity that focuses on investigating samples of language to explore particular features. These are sometimes called "meta-cognitive" activities.

Examples of this are classifying the uses of a verb plus "ing" forms that appear in a reading text or identifying phrases from a spoken transcript containing prepositions and categorizing them into time, location, or others, or a task used because it is likely to encourage the understanding of and/or the use of particular language forms.

2.9 TBLT Methodology:

Ellis (2003) asserted that the design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. Various designs have been proposed (for example, Prabhu 1987; Skehan 1996). However, they all have in common three principal phases, these phases reflected the chronology of a task-based lesson.

Thus the first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task; such as whether students are given time to plan the performance of the task. The second phase, the 'during task' phase, centers on the task itself and affords various instructional options, including whether students are required to operate under time pressure. The final 'post-task' phase involves procedures for following up on the task performance.

2.9.1 The pre-task phase

The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition. Skehan (1996) refers two broad alternatives available to the teacher during the pre-task phase:

There may be an emphasis on the general cognitive demands for task, and/or an emphasis on linguistic factors. As attention capacity of students is limited, and it is

needed to meet both linguistic and cognitive demands, engaging in activities which reduce cognitive load will release attention capacity for the learners to concentrate more on linguistic factors.

These alternatives can be done procedurally in one of four ways:

(1) Supporting learners in performing a task similar to the task that will be performed during task phase of the lesson;

(2) Asking students to observe a model of how to perform a task;

(3) Engaging learners in non-task activities designed to prepare them to perform the task.

(4) Strategic planning of the main task performance.

2.10 Performing a similar task

The use of a 'pre-task' is a key feature of the Communicational Teaching Project (Prabhu, 1987). It was carried out as an activity involving the entire class with the teacher and involved the learners in completing a task of the same type and content as the main task.

Thus, it served as a preparation for performing the main task individually. For example, if the main task involves talking about clothes and appearance of individuals or groups; the teacher may talk to the students about how they dress and how this affects their personalities.

2.11 Providing a model

An alternative to this first example is to ask the students to observe a model of how the task can be performed without requiring them to undertake a trial performance of the task.

This involves presenting them with an oral text to demonstrate an 'ideal' performance of the task. Both Skehan (1996) and Willis (1996) suggested that 'observing' others performing a task can help to reduce the cognitive load on the learner.

2.12 Non-task preparation activities

There are a variety of non-task preparation activities that teachers can choose from. These centers on reducing the cognitive or linguistic demands placed on the learner. Activating learners' content schemata or providing them with background

information serves as a means of defining the topic of a task. Examples of this are brainstorming and mind maps.

Strategic planning

Learners should be given time to plan how they will perform the task. This can be distinguished from other pre-task options. It does not involve students in a trial performance of the task or observing a model. Planning can be carried out individually, in groups, or with the teacher.

2.13 The task cycle

Richards and Rodgers (2001) asserted that a task is undertaken by students (in pairs or groups) and gives students a chance to express themselves and say whatever they want to say. This may be in response to reading a text or listening to a recording. The teacher should move about the classroom and monitor students' activities, encouraging everyone's attempts at communication in the target language.

Moreover, the teacher should help students to formulate what they want to say, but does not intervene to correct errors. The emphasis should be placed on spontaneous, exploratory speaking and confidence-building within the privacy of the small group. Success in achieving the goals of a task increases students' motivation.

2.13.1 Planning

Planning prepares students for the next stage; when they are asked to report briefly to the whole class how they performed the task and what the outcome was.

Students draft and rehearse what they want to say or write.

- The teacher circulates among the students; offering them advice about language, suggesting phrases and helping them polish and correct their language.
- Emphasis is placed on clarity, organization, and accuracy, as appropriate for an open representation.
- Individual students often take the opportunity to ask questions about specific language items.

2.13.2 Report

-The teacher asks some pairs or groups of students to report briefly to the entire class so that every student can compare findings, or begin a survey.

- The teacher runs the discussion, comments on the content of the students' reports, rephrase, but does not make corrections in public.

2.13.3 Post-task

-The students listen to an authentic recording of fluent speakers performing the same task, and compare it to the ways in which they performed on the task.

2.13.4 Analysis

The teacher establishes some language-focused tasks, based on the texts students have read or on the transcripts of the recordings they have heard.

2.14 Examples include the following:

Students find words and phrases related to the title of the paragraph or text. Students read the transcript, find words ending with s or's, and tell what the's' means. Students find all the verbs in the simple past tense and tell which ones refer to past time and which do not.

Students underline and classify the questions in the transcript. The teacher helps students begin and then they continue on their own or in pairs or groups. The teacher offers help and the students can ask questions. The teacher then reviews the analysis in complete form. The teacher also writes a list of relevant language items on the board. Students respond and make notes.

2.15 Practice

Students carry out practice activities as needed, based on the language analysis work already written on the board, or use examples from the text or transcript. Practice activities may consist of any of the following:

- Choral repetition of the phrases identified and classified
- Memory challenging games based on partially erased examples
- Using lists already on blackboard for progressive deletion
- Sentence completion, matching the past tense verbs with the subject or objects in the text
- Kim's game (in teams) with new words and phrases

2.16 Teacher's Role

Willis (1996) assigned the following roles for teachers in the framework for TBLT: In the pre-task, the teacher should:

- Present and define the topic.
- Use activities to help students memorize/learn some useful words and phrases.
- Ensure that students comprehend the task instructions.
- Play recordings of others performing the same task or a similar one.

In the task cycle, the teacher should: act as monitor and motivate students. It ensures that the purpose of the report is clear.

Act as a language advisor. It helps students review oral reports. Acting as chairperson; selecting who will speak next:

- Offer brief feedback on content and form.
- Play a recording of others doing the same or similar task.

In the post-task (language focus), the teacher should: review each analysis activity with the whole class. It brings other useful words, phrases and patterns to students' attention.

Teacher reviews language items from the report stage. It conducts practice activities after analysis activities where necessary, to build confidence.

2.17 Students' Role

Willis (1996) assigned the following roles for the learners in the framework of TBLT: In the pre-task, students should:

- Write down useful words and phrases from the pre-task activities and/or the recording.
- Spend a few minutes preparing for the task individually.

In the task cycle, the students should:

- Perform the task in pairs or small groups.
- Prepare to report how they performed the task and what they discovered to the class.

Rehearse what they will present to the entire class. It presents their spoken reports to the class.

In the post-task (language focus), the student should: perform consciousness-raising activities to identify and process specific language features from the task and transcript. Teacher asks about other features students noticed. Practice words, phrases and patterns from the analysis activities.

Students enter useful language items in their language notebooks.

Though we are talking about TBLT, there are some problems identified by Ellis (2007). He mentioned some pedagogical problems that occur during the implementation of TBLT and suggested a solution for each problem. Those are:

Teachers often believe that teaching using TBLT is not possible with beginners. The suggested solution is that teachers need to understand that TBLT is input-based, and that it is possible to initially increase proficiency through a series of situational tasks.

Students may be unwilling to risk communication 'freely'. Ellis suggested that teachers should allow planning time and train the learners. Students will resort to communicating in their L1. Ellis claimed that this is arguably not a problem; as proficiency develops, learners automatically begin to use L2 more.

Teachers may not fully understand the principles of TBLT or have the proficiency to teach communicatively. Ellis claimed that more effective teacher training may solve this problem. Ellis also mentioned some problems with educational system that may emerge during the implementation of TBLT however; she suggests the following solutions for these problems:

Placing emphasis on 'knowledge learning': To solve this problem, she claims that educational philosophy needs to be changed.

Examination system: To solve this problem, Ellis claims that more communicative tests need to be developed.

Large classes: Ellis claimed that teachers may use group work or develop tasks suited to large classes. (Murad 2009, p.50)

Chapter Three: Research Design

3.1 Background:

The research has been designed based on different research questions. To collect the data, the researcher prepared an open ended questionnaire for doing qualitative research. For doing the research, the researcher planned to do class observation of higher secondary college (classes 11-12), interviewing teachers and focused grouped discussion with students.

The data were collected by interviewing three teachers and also classroom observation of three different secondary school classes in urban, semi-urban and rural areas. Focused group discussion with students was done to know students` views about their language class.

The results were analyzed based on the data found from the survey. To represent the data, the researcher analyzed the data found from interviewing and observing classes and students` FGD. Finally the data were analyzed to find out the results.

Based on the data collection and analysis, the researcher has discussed the results. The research results and findings from data have represented the validity of the research.

3.2 Description of teacher`s interview questions:

To get the information about different tasks that teacher use in language classroom, the researcher prepared an interview questionnaire for secondary school teachers. The questionnaire is divided into three parts like ‘teachers’ overall difficulty about task’, ‘task that combine language skill’ and ‘task in categorizing the students’. The data will be analyzed thoroughly to find out the results. There are twelve questions for teachers` interview. The questionnaire for teachers is designed in such way that teachers can give their opinion for each and every skill of language.

3.3 Description of Class observation checklist:

For collecting data, the researcher also observed some classes of higher secondary colleges in Dhaka and also outside Dhaka. Before going to observe the classes, the researcher prepared the observation checklist that actually helped her to collect the data in a systematic way. For example, she observed setting and environment of class; number

of students, their use of language, interaction patterns, task completion classroom management and all these data were analyzed based on the research problem.

3.4 Description of focused group discussion:

The researcher has prepared 10 questions for students` focused group discussion. The number of students participating in the discussion was 6 students in each college. Students were asked questions based on the tasks and activities their teacher assigns in the English class. Researcher also asked students about their likings and disliking about activities so that she could understand the types of activities chosen by learners for language learning purpose. After analyzing the data researcher interpreted the results for coding the data. When all the results were analyzed, researcher triangulated all data to get the ultimate result.

3.5 Participants/the research subjects:

In this research 3 colleges were visited for research purposes where 3 class observations took place, 3 teacher interviews and 3 FGDs with students were done. Students during the class observation were 150, 24 and 25 in these three classes. These classes differed as they were from different colleges. The researcher took three interviews of teachers on the views of teaching and learning experience while teaching at college level. Students from different colleges participated in the FGDs to share their reflections about their teacher`s teaching methods, activities and techniques. In FGDs, 18 students participated from 3 colleges.

3.6 Research Instruments:

For collecting research data, researcher went through o different processes and used varied instruments like, classroom observation checklist, teacher`s interview and students` FGD. The instruments and questionnaire were developed by the researcher. There were open ended questions in the interviews and FGDs, so that participants could provide their opinions and views regarding teaching with task based learning in Bangladeshi context.

3.7 Questionnaire:

The interview questions for teachers were designed having some parts like `language skills`, `different types of tasks` and opinion based questions. The FGD

questions for students were prepared also based on language skills; students based activities (pair work, group work and individual task) and opinions and suggestive questions. Classroom observation checklist was prepared keeping some points in mind like types of activity, lesson plan, learning objectives and physical structure of the classroom and participation of task by students. These research instruments were designed based on the research topic.

3.8 Method for data collection:

The researcher, for this research only, used a qualitative method for data collection. The researcher feels the necessity to collect data using this method because it seems significant and quality of work is measured.

3.9 Limitations:

Though the research was done in a systematic way, the researcher could not conduct research in a broader sense. The research would be more worthy if researcher could conduct it in all over the country including all grade levels students and teachers (primary, secondary). If time favors researcher would try to do a case study on education system of Bangladesh to know the real scenario of education. Researcher could manage more participants for research to get more information about task difficulty of both teachers and learners.

3.9 Ethics:

As researcher has collected data from different colleges so she firstly needed to commit to the organization that the information that they provided would be kept confidential. Names of participants and their institutions would not be disclosed anywhere as it goes against the values and norms of research.

So, the participants were convinced in this regard that they would not be in any troublesome situation if they shared the truth and described the real scenario of their classrooms.

3.10 Research procedures:

The research study was carried out in the following manner:

1. Permission was taken by the researcher and then the study was obtained from the school principals.
2. The relevant literature was reviewed to set up the theoretical background of the study.
3. The questionnaire was designed based on TBLT approach.
4. Interview questionnaire and FGD were prepared and validated.
5. A pilot study was conducted on two students from the target subjects who did not take part in the study.
6. This was done to ensure the reliability of the instrument.
7. The questionnaire was administered before and after the study. The results of both instruments were analyzed.
8. The research data were collected for a period of three months.
9. The findings of the study were analyzed and discussed. The researcher wrote and produced the dissertation according to the guidelines presented in the guide for writing theses and dissertations at BRAC University.

Chapter Four: Results

4.1 Class observation1

As part of my research, I went for data collection to one of the colleges in Dhaka. I entered a classroom where the teacher was teaching English and the topic of the class was 'asking and giving suggestions'. The report of the observation is as:

4.1.1 Interaction:

The teacher was friendly and cooperative with the students while teaching. I observed that he was asking students whether they understood the lesson or not. He also encouraged students to participate in the class. For example; he wanted to teach 'how to give suggestion' to friends about enjoying a movie at Star Cineplex. Students responded well and teacher started the lesson. During the lesson most of the students participated in the tasks.

4.1.2 Use of Language:

The teacher used both Bangla and English for teaching his students; he used English most of the time, but when students did not understand, he explained in Bangla. Students also used English as their teacher encouraged to speak in English.

4.1.3 Skills taught:

The teacher taught English, especially speaking skill (asking and giving suggestion). During class time, the teacher encouraged students to speak in English inside and outside the classroom.

4.1.4 Materials:

The teacher used reading handout among the students based on (asking and giving suggestion). He also designed the activities based on speaking skill like conversation in pairs, dialogue in front of the class performed by students.

4.1.5 Task cycle:

The teacher used task cycled to perform the activities in the class. In pre-task phase he asked his students how to make a cup of tea though he did not mention the topic of the lesson. He actually asked suggestions about making tea from his students.

4.1.6 While task:

The teacher introduced the topic to the students and he taught the difference between “asking for suggestion and giving suggestion”. After that he gave them a reading and during that time they were supposed to underline the sentences that referred giving and asking for suggestions.

4.1.7 Post task:

When students finished the reading, the teacher asked them what they had underlined. Then the teacher gave them another task, a ‘matching activity’.

4.1.8 Students` participation in the task:

The teacher gave them both the tasks (individual and pair work) for the given topic. As they were given individual and pair work task, most of the students participated in the task. I found that they were doing the activities actively and eagerly; the teacher did not force them to do anything.

4.1.9 Task facilitation:

In each step, the teacher gave clear and easy instructions so that students could understand them. He provided help to the weaker students roaming around the class. He went to each group while doing the activities. Sometimes students did not understand the questions about asking for suggestions, in that case the teacher gave those examples like how to invite. The shy students did not talk much, the teacher noticed the students and while students were doing the group tasks, the teacher encouraged students to participate in the tasks. Students got the opportunity to present their tasks in the class; so in this way the teacher helped them to participate in the tasks. Finally he gave feedback to students, for example, for each activity he explained the good points and the areas that students should improve.

4.1.10 Task relevancy and fulfillment:

The teacher showed me the lesson plan of that lesson and he also told me that the objective of the lesson that was to teach “how to give and ask for suggestions. The teacher seemed to have selected the right tasks for completing the lesson. As the lesson was based on ‘suggestions’, he prepared the activities in such way that students needed to participate in the activity. It would help them to give and ask for suggestions in real life

situations. The teacher also prepared the activity in such way that the teacher was able to finish the lesson within class time as he planned.

4.1.11 Satisfaction:

When the class ended, I saw that both students and the teacher were satisfied, no doubts or questions in their mind. It seemed that they enjoyed the tasks and understood well. The teacher also expressed his feelings that most of the time he tried to teach his students in this manner so that they can learn better.

4.2 Class Observation2

I went outside Dhaka for data collection of my research; there I visited a college to observe the class of HSC first year. The classroom was a big one and there were almost 150 students there. Students seated in a traditional seating arrangement (rows of benches) and there was little space in the classroom to roam around. The teacher did not get much scope to walk in the class except in the middle place, so he could not reach each student to look over what they did.

4.2.1 Interaction pattern:

The classroom size was big and there were many students in the class. Though there were many students in the class, very few students interacted and participated in the class activity.

4.2.2 Use of language:

In the class, maximum time, the teacher used Bangla because most of the students could not understand if the teacher delivered his lecture in English. Sometimes the teacher used English and translated things in Bangla so that students could understand. Students did not respond in English, though some students in the class tried to do that.

4.2.3 Skill taught:

In the beginning of the class I found that teacher gave them a reading from the textbook. Students read the passage thoroughly and the teacher selected some sentences to teach 'tense'.

4.2.4 Material used:

The teacher used the textbook and the black board for explaining the grammatical rules. Students had their own books and they tried to follow their teacher.

4.2.5 Task cycle:

The class duration was one hour and from the beginning of the class, I noticed that teacher did not have any pre-task or warm up session to prepare the students for learning. He just taught grammar (tense) and gave relevant examples so that students could understand better.

4.2.6 Participation in task:

I mentioned earlier that very few students participated in the tasks. Some students were not attentive during the class time. They could not respond well in the discussion; only some front bench students responded in the class when teacher asked.

4.2.7 Facilitation of task:

Teacher gave a clear instruction while giving the activity to the students like he explained what he wrote on the board. For example teacher wrote a sentence and he mentioned the form of the sentence and told them to make that sentence in 'perfect tense'.

However during the class time teacher monitored the students roaming around the front desk because of lack of space.

4.2.8 Satisfaction:

Sometimes students were satisfied when the activity was finished, but some others looked overwhelmed. The teacher seemed contented but he would have been more pleased if more students could do the activity.

4.2.9 Task fulfillment:

He also gave feedback to the students when some of the students did the activity correctly. He spent time exactly for each activity but I am not sure about the objective of the lesson (whether it is 'tense or reading task').

4.3 Class Observation 3

I observed the third class in a college outside Dhaka where I found that all the students were female and it was their English class. The seating arrangement of the class was traditional row seating and there was less space in the class to walk around.

The teacher started the class giving some paragraph topics to the students. He told students to write down the topics which would help them in their exam.

Here I describe the classroom situations which are relevant to my research topic.

4.3.1 Interaction pattern:

The interaction between the teacher and students was not satisfactory because, mostly the teacher talked during the one hour class time. Only few students responded to the teachers` words. So there was no student-students interaction and teacher-students interaction.

4.3.2 Use of language:

In the whole session the teacher used Bangla as the students found it difficult while the teacher talked in English. Students were always speaking in Bangla.

4.3.3 Skills taught:

As the teacher was teaching ‘communicative competence’ from the textbooks, researcher asked the teacher and he told me that it was their reading class. He read the passage from the book when students had already finished their reading. He announced time (five minutes) for reading and in that time he roamed around the classroom though there was less space.

4.3.4 Teaching materials:

The teacher used the textbook and wrote on the black board. Students wrote down the topics from the board in their note books.

4.3.5 Task phase:

While observing the class I noticed that the teacher did not follow the task cycle (pre-task, while task and post task). He just randomly talked about some discrete ideas for example he talked about importance of communicative competence and so on but not about any particular task. He also did not finish the task that he started; I mean there was no formal ending of the class, when the bell rung he left the class.

4.3.6 Participation in task:

Only two-three students participated in the class discussion when teacher encouraged them to talk but rest of the students did not respond during the class time.

4.3.7 Facilitation of task:

When I was in the classroom I found that teacher tried to support students during that time. But the students were not very responsive and they kept silent. However some of them whispered among themselves. The teacher controlled the class to maintain time. For example, he first gave them some topics of paragraph writing, but some of the students could not finish their task. To maintain time, he switched to the next activity; then he told students to meet him after class regarding their problems.

4.3.8 Satisfaction:

However it seemed to me that the teacher was not comfortable enough after taking the class. Actually he wanted to teach his students more, but as because of students' proficiency level and lack of concentration in the class, the teacher was not able to teach well. On the other hand, I think students could not give attention to the lesson because they did not get interest in learning.

4.3.9 Task fulfillment:

As I did not notice that teacher used lesson plan so I cannot say that teacher used the lesson plan and fulfilled his learning objectives. But it seemed to me that teacher was not well prepared for the class and he could not set proper activities for learners.

4.4 Teacher's Interview 1:

For my research purpose I collected data from different ELT teachers. They have answered the questions in a different fashion.

4.4.1 Language skill:

This teacher gave his opinion about different language activities and his views of different tasks that he uses in his language classroom with his learners.

4.4.2 Reading:

This teacher faced problems while doing the reading task in the class because when students read the passage they did not understand the meaning of some unknown

words and asked the teacher. Sometime the teacher did not know the exact Bangla meaning, so he could not answer the questions.

4.4.3 Speaking:

When teacher gave instructions for the task, students did not understand the pronunciation of teachers as he is not fluent. In this case, teacher sometimes failed to make the instruction clear to the students. Students also failed to ask questions as they were sometimes confused about asking WH questions. For example the teacher gave an example of argumentative speaking. Students did not understand the task as they had problems with grammar and vocabulary.

4.4.4 Listening:

When the teacher gave listening task like they will hear the audio track and answer the questions. In such a case students did not understand the native accent, speech and also the intonation pattern. So they could not complete the activity as they missed some information while they heard from the audio or video track. For example, the teacher played an audio about a movie and students could not understand the word 'disappear' from the audio. Though they knew the meaning of the word but they could not recognize the word.

4.4.5 Writing activity:

The teacher said that he found difficulty while giving writing task to his students as students make some grammatical mistakes while they write, for example, they mix up tense patterns and also the passive voice. In this situation, the teacher found difficulty in checking their activity and assessing their knowledge.

4.4.6 Pair work and group work:

When a teacher asked for pair work in the class he found that some students did not participate in the activity, they just sat in pair. When the teacher gave the activity in pairs, students did not understand the instructions, so they asked their teacher individually. The problem occurred when the teacher gave opinion or logic based activity because students did not agree with one another. In this situation the teacher had a great difficulty to continue the class.

While doing group activity, the teacher had 4-5 persons in a group and gave instructions for doing the activity. In group activity all the students did not participate and sometimes someone did not agree with other person`s answers. So then, they made chaos in the class. Teachers also face assessment problems in group activity.

4.4.7 Individual task:

When the teacher gave individual task in the class, he faced some problems because he needed to repeat the instructions for everyone if they not understand. There was another problem in this situation. The teacher could not finish the activity in time if they would assess the performance of each student in the class time. Some students are shy in the class so they do not ask any questions though they do not understand. In that case pair and group work is really helpful for them.

4.5 Teachers` interview 2

1. What are the common task difficulties in your language classroom?

Interviewee: I face problem while doing different tasks in the class because I get unequal merit of students, different proficiency level, and weak foundation of English. I cannot use English in the class because students do not understand lecture in English. The reason behind it is students` shortage of vocabulary, lacking of proper environment in their home, large classroom. We have less resources for example we do not have microphones, standing tool like podium, dais, lecture stand and other modern equipment.

2. In which type of activity do you have problem while teaching?

Interviewee: I actually want to take class in English but students do not understand so I need to take it in English. Students cannot respond in English they remain silent while I speak in English. I need an environment where my students can practice English for speaking.

3. Why do you think some tasks are more difficult than other tasks?

Interviewee: I think some activities are difficult than others because I cannot apply same instruction and techniques for different tasks. Students find it difficult when I change the instructions and teaching techniques. So here is the main difficulty.

4. Are there any problems with reading tasks? If any, what are those?

Interviewee: Students cannot read thoroughly and they have great difficulty with pronunciation. So they fear while reading for weak pronunciation. So it is not possible for me to continue the class if I correct all of my students.

5. Do you face any problems while giving writing task to your learners?

Interviewee: My students cannot write properly I mean when I check their writing I find that they have spelling mistakes, grammatical errors. They actually want to write after memorizing the things, but when I give them a situation outside textbooks, they cannot write.

6. What do you do if there is any restriction in speaking tasks?

Interviewee: Actually we have very few speaking tasks in our English class. Sometimes I try but when all the students started to speak together the class becomes noisy and I cannot continue. I do not succeed while taking class in English so I give up.

7. Have you ever faced any problem in listening task? Is there is, where is the problem?

Interviewee: Actually I am saying frankly, we do not have the opportunity to practice listening skills as we do not get sufficient computers for the students.

8. Do you get any constraint if you give pairs work in the class?

Interviewee: No, we cannot provide pair work in the class.

9. How do you face the situation if there is chaos in group task?

Interviewee: Actually I do not get the opportunity to practice group work in my class with my students.

10. When you give individual task in the class do you find any restriction?

Interviewee: Yea, there is problem because when I give individual task I cannot check everyone`s task, in this case students cannot take it easy.

11. What are the problems that happen if you cannot finish any task during the class time?

Interviewee: if I cannot finish any task during the class time I give homework based on the topic that we discussed in the class, the activity type for home work includes fill in the blanks.

12. How do you solve the problem of task difficulty of your learners?

Interviewee: When students face problems, I call them during consultation time and ask them about their individual task difficulty. To change the situation, I think we need to start from the grass root level.

4.6 Teachers` interview 3

1. What are the common task difficulties in your language classroom?

Interviewee: Students come from rural areas; they are not attentive in the class. They do not know how to speak in English. So when I deliver a lecture in English, they do not understand and for this reason I have to translate it into Bangla. The base of English should be established from primary school and the teachers should be very conscious about teaching, they should teach more vocabulary. If students are taught English from the very beginning they can remove their shyness and anxiety. I think it is necessary to teach grammar to them from primary school.

2. In which type of activity do you have problems while teaching?

Interviewee: I mainly face problems while speaking in English. Sometimes while teaching, students ask about unknown vocabulary, I do not know all the meanings at that time, so I tell them that I will tell them in next class. I search the vocabulary and start the class. So I get stuck in this situation if my students do not understand.

3. Why do you think some tasks are more difficult than other tasks?

Interviewee: Yea, some tasks are more difficult than others. For example, the writing task is easier than the speaking task because in written task I can give detailed feedback when necessary but in speaking task I cannot stop my learners when they make mistakes.

4. Are there any problems with reading tasks? If any, what are those?

Interviewee: Yea, while giving reading task, I face problems because students have pronunciation problems. The teacher explains the task in Bangla so that students can understand.

5. Do you face any problems while giving writing task to your learners?

Interviewee: Actually students have problems with grammatical structure and rules, vocabulary while writing letters, applications and paragraphs. Sometimes I cannot reach and monitor each student, so some students do not feel good, they think they cannot write properly. So here is the main problem, I cannot convince them.

6. What do you do if there is any restriction in speaking tasks?

Interviewee: Brighter students form groups among themselves, they can help weaker students. Pair work is more effective than the group work. For doing it I selected the pair who would work with whom. I kept time for each activity and announced time. While speaking in English, students faced problems with vocabulary that created impediments for students. I encouraged students to speak in English.

7. Have you ever faced any problem in listening task? Is there is, where is the problem?

Interviewee: Yea, there was a problem because after listening text I gave them an activity. They could not hear because they could not understand the pronunciation and accent.

8. Do you get any constraint if you give pairs work in the class?

Interviewee: Actually in pair work both the students can participate in the task, so I don't see any problem here.

9. How do you face the situation if there is chaos in group task?

Interviewee: Sometimes there is problem with group work, e.g. All the students do not participate in the task; again some other students speak more so others do not get the scope. When all the members start to speak together in the classroom it becomes noisy.

10. When you give individual task in the class do you find any restriction?

Interviewee: Sometimes I face problems with individual task because I need to check all the tasks and I find different types of difficulty of my learners like someone has spelling and grammar problems, sometimes I get comprehension problems, I become confused whether they have understood my instructions or not.

11. What are the problems that happen if you cannot finish any task during the class time?

Interviewee: In that case I give homework to them. In the next class they show the homework and then we move to the next activity.

12. How do you solve the problem of task difficulty of your learners?

Interviewee: First, I identify the common problems like language difficulty, comprehension problems, vocabulary, etc. so I write all those on the board and then point out the things, give examples. Then they understand so I do solve them in this way.

4.7 Students` Focused group discussion1

As a part of my research, I collected data from different higher secondary educational organizations (colleges). For the purpose of doing FGD, I went to three colleges and managed some students so that I can get some information related to my FGD questions. In first FGD, I got 6 students in a group and I seated them in a circle. So the transcript of the FGD follows here:

1. What are the skills and activities you are taught in your English class?

Responses:

Student1: We are taught basically reading, writing – these two skills. Beside these, we learn paragraph writing, passage reading, homework, word meaning, and translation.

Student2: Both skills are practiced in our class but our teacher emphasizes more on writing skill.

Student3: Passage reading from our textbook is common.

Student4: I agreed with them.

Student5: Yea, reading is practiced more.

Student6: Writing is practiced but reading is given importance.

2. Where is the main focus of language tasks? Is the focus in form or meaning?

Responses:

Student1: Both meaning and form are practiced. Teacher focuses on ‘form’ more than ‘meaning’.

Student2: Grammatical structure is practiced a lot for example ‘tense’.

Student3: If we do not understand the words, teacher gave us example.

Student4: Both grammar and meaning is focused in our class.

Student5: I agreed with student 2.

Student6: Yea, it's true. Our Teacher taught us both the 'form' and 'meaning'.

3. Are there any cycles in the tasks/activities like (pre-task, while task and post task) in conducting tasks in your class?

Responses:

Student1: No, teacher does not; in fact we are not clear about Task cycle.

Student2: Same

Student3: Same

Student4: Same

Student5: I am not sure it is called task cycle or not but sometimes our teacher asks questions about the topic of the lesson and introduces the topic.

Student6: I agreed with Studnet5.

4. Can you use the activities/tasks outside the class for expressing meaning or communication?

Responses:

Student1: Sometimes I can use with teacher and friends.

Student2: Very few with my classmates.

Student3: I cannot use at all.

Student4: I don't get environment for using activities except classroom.

Student5: Only with my younger brother I try but it is very rare.

Student6: I do sometimes with my English teacher.

5. Which type of activity do you enjoy most and why? (individual, group work and pair work)

Responses:

Student1: I enjoy all these types you mentioned (individual, group work and pair work).

Student2: I like the individual activity not the group works because when I participate in group work sometimes my peers do not agree with me. But I comfort with pair work but we have very little scope for pair work.

Student3: I think we should have pair work in our class because we can learn better from our peer especially if the peer is a meritorious student and also weak student. Meritorious students can help weak students.

Student4: I do not think we have scope to practice all of them because teacher always tells us to do tasks from textbooks.

Student5: No comment.

Student6: I agreed with what student 3 said.

6. Is there any task that create opportunity for you to develop your language (like conversation, presentation, free writing, expressing own opinion etc)?

Responses:

Student1: Yes, there is sometimes. When we write paragraph teacher tells us to use our own words and sentences except memorizing paragraph.

Student2: We do not get presentation type task but sometimes teacher asks to explain any task if I understand the task.

Student3: We practice conversation from the textbook and teacher helps us.

Student4: We have very limited scope for these activities that you mentioned here.

Student5: I completely agreed with the student 4.

Student6: No comment.

7. What type of activity/task is challenging and boring for you? Why?

Responses:

Student1: There are many activities that teacher gives us but enjoyable activities are very few. I do not like the activity from passage reading especially 'summarizing' activity.

Student2: Yes, we frequently do 'summarizing' in our class so it is boring.

Student3: Paragraph writing is boring to me because there are some guided questions.

Student4: I think 'fill in the blank' activity is also difficult so I do not get interest in this activity.

Student5: I agree with all of them. We need variation in tasks to learn better.

Student6: Reading and writing tasks are very common so we need other activities.

8. Does your teacher encourage you to complete a task or he/she force you?

Responses:

Student1: No, teacher does not force us. But he helps us to understand and complete the task in time.

Student2: Teacher sometimes insists and also encourages us to focus on writing not the speaking.

Student3: Teacher helps us.

Student4: No comment.

Student5: Our teacher does not force us to do difficult activity.

Student6: Teacher motivates us to do the activity like activities are important for the examination.

9. Where do you use your learned tasks/activities of English language except the classroom?

Responses:

Student1: Sometimes with my friends I want but they are shy to speak English.

Student2: I have a younger brother to whom I try to speak and while I teach him I try to practice my tasks.

Student3: I do not have the environment for practicing the tasks.

Student4: Very rare situation, with my teacher I speak for 2-3 minutes outside the classroom.

Student5: I can't use at all because my friends laugh at me when I speak English.

Student6: I do not care about people's laughing but my family members do not speak. So I do not get any partner for practicing.

10. How is your feeling about the activities/tasks that your teacher uses to teach English? Would you like to give any suggestions about the activities?

Responses:

Student1: I think our teachers should bring variety in the tasks so that we can learn more and enjoy our class.

Student2: Both 'listening and speaking' activities are difficult so we want to learn these activities.

Student3: Sometimes it seems to me that my teacher is confused about tasks what he is supposed to do so I think teacher should be prepared for teaching.

Student4: Yea, I also agree what student 1, 2, 3 said. I think our teacher should have training so that he can teach well.

Student5: We need more enjoyable and interesting activities.

Student6: I think our teacher sometimes face difficulty when we ask questions. So it will be better if our teacher can teach easily.

4.8 Students` Focused group discussion2

1. What are the skills and activities you are taught in your English class?

Responses:

Student1: All the skills including 'reading, writing, speaking and listening' are practiced in our class.

Student2: Reading and writing skills are focused more.

Student3: Reading is practiced more in the classroom though in our examination we get the written tasks.

Student4: I think teacher ignores the speaking part in our class.

Student5: Teacher only says 'read the passage and write the summary'. So it seems to me that reading and writing tasks are given importance.

Student6: No comment at all.

2. Where is the main focus of language tasks? Is the focus in form or meaning?

Responses:

Student1: Meaning is given importance in our class because teacher mostly asks whether we have understood the meaning of the task or not.

Student2: I think the main focus is on 'meaning' rather 'form'.

Student3: No comment.

Student4: Form is given more importance than meaning in our English II paper subject.

Student5: Yes, I agree with student 4. We have 60 marks for grammar in English II paper.

Student6: I think both are given priority. So our teacher knows better which is necessary for us.

3. Are there any cycles in the tasks/activities like (pre-task, while task and post task) in conducting tasks in your class?

Responses:

Student1: No, I do not think so because teacher starts the class in his own way but he mentions the topic and write it on the board.

Student2: I think sometimes sir follows the task cycle for example when he taught us 'bonsai tree', he did it. First, he drew a picture of the tree on the board and then asked some questions. Then he told us to read passage.

Student3: Yea, I also agree with what student 2 said. But such type of activity happens very few.

Student4: No comment.

Student5: Though there is no task cycle but teacher gives us activity after each lesson.

Student6: Post task is done in our class especially in 'reading' class.

4. Can you use the activities/tasks outside the class for expressing meaning or communication?

Responses:

Student1: No, I do not get chance. But our teacher encourages us a lot.

Student2: Actually I do not try to use those tasks outside the classroom. But I agree teacher tells us to do that.

Student3: Sometimes I speak with my friends in break time. But written activities are not practiced outside the classroom.

Student4: When I have some problems regarding our English class I talk to sir and he tells me to explain where I do not understand.

Student5: No comment.

Student6: I do not get scope to practice the tasks outside my classroom.

5. Which type of activity do you enjoy most and why? (individual, group work and pair work)

Responses:

Student1: I prefer individual task rather than other tasks.

Student2: I think only individual task is followed in our classroom.

Student3: Though teacher sometimes tries to give group work and pair work but he cannot do because we cannot participate in such type of tasks.

Student4: We have a large class so teacher faces difficulty to handle us if he gives pair work and group work.

Student5: I also like individual task because there is no scope to practice other tasks.

Student6: I think we do not need those tasks. Individual task is fine for us.

6. Is there any task that create opportunity for you to develop your language (like conversation, presentation, free writing, expressing own opinion etc)?

Responses:

Student1: Yes, there is; especially writing questions answer in written form with my own words.

Student2: I do not think so for example we get those activities for language development purpose but sir gives us tasks for examination.

Student3: In our speaking class, we cannot practice speaking but this class is taken once a month.

Student4: No, I do not have much scope, actually I can do these tasks but I need teacher`s help.

Student5: I agree with all of them.

Student6: No comment.

7. What type of activity/task is challenging and boring for you? Why?

Responses:

Student1: In each class, teacher tells us to read passage so it is boring for me.

Student2: When sir tells us to memorize the essays and grammars it seems difficult and boring, because I cannot memorize any tasks if I do not understand.

Student3: I feel bored when teacher gives us 'fill in the blanks' task. If I don't know the exact answer; I cannot do it.

Student4: No comment.

Student5: I agree with student 1.

Student6: In our class, we write 'summary' from passage and that is the boring tasks for mine.

8. Does your teacher encourage you to complete a task or he/she force you?

Responses:

Student1: Yes, teacher always encourages us for completing the activity.

Student2: Sometimes he forces us especially when we do not complete the activity on time or take more time.

Student3: I think when we submit the activity in time teacher does not force us. Actually he does not need to force us.

Student4: No comment.

Student5: Teacher first announces the time. If we ignore the time then he tells us to complete tasks quickly.

Student6: He encourages us in a positive way because he wants us to pass in the examination and get good grades.

9. Where do you use your learned tasks/activities of English language except the classroom?

Responses:

Student1: I do not get scope to use the activity outside the class.

Student2: Sometimes I speak English with my father; he is a teacher at a school so he helps me.

Student3: I have no partner for practicing.

Student4: I talk with my sister over phone but very rare situation.

Student5: I do not have scope to practice. Sometimes I try but my family members laugh at me.

Student6: No comment.

10. How is your feeling about the activities/tasks that your teacher uses to teach English? Would you like to give any suggestions about the activities?

Responses:

Student1: I think our teacher should have training in subject area for example in English because sometimes in some activities he becomes confused.

Student2: Teacher needs preparation before the class starts since sometimes he forgets about the previous class and start a new lesson though the previous lesson is not finished. When we tell him he starts that previous lesson again.

Student3: Yea, I agree with them.

Student4: Teacher should design the tasks in such way so that we can enjoy those tasks.

Student5: Textbook is boring because activities are almost same here.

Student6: Teacher should minimize the writing and reading activity. He needs to add 'speaking and listening' tasks more in our lesson.

4.9 Students` Focused group discussion 3

1. What are the skills and activities you are taught in your English class?

Responses:

Student1: 4 skills (reading, writing, speaking and listening) are practiced in our class.

Student2: Reading and writing skills are given importance.

Student3: I agree with student 1.

Student4: Same answer.

Student5: Yes, all the 4 skills are taught in our language class.

Student6: 4 skills are practiced.

2. Where is the main focus of language tasks? Is the focus in form or meaning?

Responses:

Student1: Both meaning and form are practiced in our class.

Student2: 'Form' is more restricted than 'meaning'.

Student3: 'Meaning' is easy to understand when we know the 'form'.

Student4: Both.

Student5: Both meaning and forms are given importance.

Student6: I agree with all of them.

3. Are there any cycles in the tasks/activities like (pre-task, while task and post task) in conducting tasks in your class?

Responses:

Student1: Yes, task cycle is followed in our class but not all the time.

Student2: In reading class, task cycle is followed but in our writing class it is not maintained.

Student3: I agree with all my classmates.

Student4: I think we maintain cycle in some cases especially in reading task but I am not sure about the writing task.

Student5: Teacher always performs tasks but task cycle is not followed.

Student6: No comment.

4. Can you use the activities/tasks outside the class for expressing meaning or communication?

Responses:

Student1: No, but in my college and with my friends, I communicate through writing a small letter.

Student2: Sometimes, I talk with my English teacher where I take tuition.

Student3: I speak with my elder sister who is a student at university.

Student4: I cannot use it anywhere.

Student5: No comment.

Student6: Both in college and in my home, there is no scope to use the learnt tasks but our teacher encourages us a lot to use those tasks.

5. Which type of activity do you enjoy most and why? (individual, group work and pair work)

Responses:

Student1: I like group and also pair work because in these tasks we can incorporate our ideas and share what we know.

Student2: I will like these tasks because in group and pair work we get ideas from all the members and learn better. But I also prefer individual task.

Student3: I like individual task because sometimes all the members speak together so I cannot get chance to participate and share my knowledge.

Student4: I prefer pair work rather than individual and group task because in pair work we can share both of our ideas to complete the task so I like such kind of activity.

Student5: I also agree with student5 because participation and sharing both occur here.

Student6: I like group work because there I can take the lead and also we all need to take decision about our tasks.

6. Is there any task that create opportunity for you to develop your language (like conversation, presentation, free writing, expressing own opinion etc)?

Responses:

Student1: Yes, our writing is developed because in once a week we have a class on 'learning through freedom and joy' in that class we can do whatever we want like expressing ourselves, free writing and conversation with classmates.

Student2: Beside this we practice dialogue.

Student3: We can express ourselves through writing what we did in the weekend. So it is one kind of reflection.

Student4: No comment.

Student5: I think my classmates said it all.

Student6: I agree with my classmates.

7. What type of activity/task is challenging and boring for you? Why?

Responses:

Student1: I feel bored when everyday teacher gives individual task as there is no variation.

Student2: I think everything is fine except summary writing.

Student3: Reading passage is sometimes boring because the activities teacher gives from the passage are almost same.

Student4: I am not comfortable with memorizing paragraph for the exam.

Student5: I am not good at 'fill in the blanks' so this task is boring to me.

Student6: Repetition in task is also tedious for us.

8. Does your teacher encourage you to complete a task or he/she force you?

Responses:

Student1: Yes, our teacher encourages us most of the time to complete the activities but he does not force us.

Student2: Actually I think it is our problem if teacher needs to force us for the completion of activity because sometimes we take more time than the usual time.

Student3: Yea, it is true that it is our problem as we make teacher to force us.

Student4: But in the examination, teacher must force us to complete our writing.

Student5: In writing task, teacher sometimes forces as he needs to complete other tasks he plans to do in class.

Student6: I agree with my friends.

9. Where do you use your learned tasks/activities of English language except the classroom?

Responses:

Student1: I cannot use English outside the classroom at all.

Student2: Actually the tasks are not appropriate and relevant for using outside the classroom or in real world.

Student3: Yea, I agree with what she said because our activities are designed only for classroom purpose.

Student4: Both activities and environment do not favor to practice tasks outside the classroom.

Student5: I can help my younger sibling to write paragraph for her class.

Student6: I think they said all.

10. How is your feeling about the activities/tasks that your teacher uses to teach English? Would you like to give any suggestions about the activities?

Responses:

Student1: It is my perception that first our teacher should feel good about his job.

Student2: Training should be provided to our English teachers.

Student3: The tasks should be designed interestingly.

Student4: Materials except textbook should be included and technical support is necessary for example computer.

Student5: I agree with my friends.

Student6: I think teaching methods and techniques should be revised. Our teachers will be more skilled if they know proper methods and techniques for teaching.

Chapter 5: Analysis and Discussion

The purpose of doing this research among higher secondary college teachers is to investigate their difficulty with language tasks that they perform to teach English in their institutes. For this reason, the researcher collected data from different sources like class observation, interview of teachers and FGD of students. Here is the analysis of the results found from the data collection.

5.1 Analysis from Teachers`interview

There were 12 questions in the interview questionnaire; 4 questions (from 5-7) were based on language skills, three questions were about group, pair and individual task (8-10). Questions 1, 2,3,11 and 12 were related with teacher`s activity and participation in English lesson. Three higher secondary teachers were interviewed from three different colleges, one from Dhaka and two from outside Dhaka.

In answering question 1, teachers gave different opinions which they said they experienced in teaching English. Almost all the teachers talked about students` inefficiency in learning English. The summary of their responses to question 1 is given below:

- Inequity of merit of students
- Different proficiency levels
- Weak foundation of English
- Large classrooms
- Shortage of vocabulary of students
- Students` less concentration in the lesson
- Very little knowledge of grammar items (tense, voice, sentence patterns)

While answering question no 4, almost all teachers (2 out of 3) said that in reading tasks they find it difficult to continue when their students cannot pronounce properly while reading and they wonder if they find any unknown word in the reading texts. Another teacher said “Actually I don’t consider pronunciation that much important because English is not our mother tongue, so it is not mandatory to know the entire correct pronunciation of each and every word rather I face problem with vocabulary; when students read a passage and look for unfamiliar words they become anxious in that

case I provide meaning but sometimes I don't know all the meanings so it becomes difficult for me to continue the class”.

In answer to question no 5, teachers gave similar types of responses like almost all of them find problems with grammatical structure made by students in their writing. One teacher said he found problems in coherence and less comprehensiveness in his students' writings.

For questions 6 and 7, most of the teachers face difficulty because they do not get the opportunity to practice these two skills (speaking and listening) in their lessons. As they cannot practice in the class, they do not get serious difficulty. One teacher from the rural area said that sometimes he tries speaking in the lesson, but he cannot control the students when all of them start to speak together. In this time, classroom becomes noisy and it is very difficult for him to continue the class; so he stopped practicing the speaking skill. On the other hand, a teacher from the semi-urban area gave a different answer.

She said: “I can practice both speaking and listening tasks in my class. For speaking class every Thursday I take them into the English speaking zone in my classroom. They practice there and I monitor them, though they are not fluent enough but they try. For listening I read out a story or a reading text and they listen to it carefully. Before starting I announce that they need to do an activity and I give them tasks like questions- answer, fill in the blanks, true/false or retell the story. Among all these tasks they make mistakes in “Fill in the blanks” activity compared to other tasks.”

Questions 8, 9 and 10 are about type types of activity done by students. A teacher from the rural area depicted that he does not get the scope for ‘group work and pair work’. So he maintains individual task in his class but he faces problems with this task because when he gives tasks to students it is not possible to get answers from each student; so in this situation the remaining students feel discontented as they think the teacher prefers other students to them.

On the other hand two other teachers responded that they practice all types of tasks and also face some problems with all types of activity. I have summarized their words below:

- Individual tasks take more time as instructions need to be explained again and again.
- In group tasks only brighter students participate, other remains silent.
- In each group there are one or two dominating students, they don't give turns to others to participate in the tasks.
- Sometimes shy students do not discuss in group work, but in individual task they must as in this situation they need to complete the tasks by themselves.
- In pair work there are some problems especially in 'opinion gap or logical activity' because no one agrees with other peer and they cannot negotiate among themselves.

The questions no 2, 3, 11 and 12 (teachers' interview questionnaire) teachers need to perform better as they have difficulties. 6.67% teachers answered that if they cannot finish the task within the class time; they give homework and check the work in the next class before starting the session. Rest of the teachers said they seat with the students after the class if the time is convenient. Otherwise they start from the next class.

They solve students' common problems like grammar, choice of vocabulary, comprehension tasks writing those on the board and giving examples.

However, answers from the teachers' interview reveal that they are not directly following tasks based learning and all of them have some common difficulties with the existing tasks that they assign to their students.

Therefore it was found from the survey that they are not very familiar with task based approach in their institution and cannot apply with students so they face different tasks difficulty. From the responses of these three teachers it is found that they have a great difficulty with the existing teaching techniques and as well as tasks that they implement in English class. So it is seen that they don't know the term 'task based teaching' and cannot follow task cycle.

5.2 Analysis from Class observation

From class observation the result is found in different categories like the interaction pattern, use of language, task cycle, and lesson plan with learning objectives. Here, in this chapter result will be analyzed based on the data found from the data collection.

5.2.1 Interaction pattern:

The interaction between teachers and learners shows that they do not have very close understanding in term of interaction. Only some particular students (approximate 3-4 students interacted in the class so this percentage does not signify the good interaction)

5.2.2 Use of language:

I observed three classes in different colleges and during that time I experienced different points from each class. Among three classroom observations, 66.67% (2 out of 3 teachers) speak both Bangla and English in their English class and the rest of the teachers use Bangla in English class.

5.2.3 Skills taught:

Among three classes, teachers taught only two skills and these are 'speaking and reading'. In 2 classes, teachers taught reading skill and in another class teacher taught speaking skill. So from this result, it can be said that in most of our English classes teacher practices reading skill to teach language.

5.2.4 Task cycle:

According to TBLT, there is task cycle which I already defined and explained in literature review part (pre-task, while task and post task). From class observation I found that only 33.33 % teachers understand task cycle and they follow this cycle for teaching English.

5.2.5 Students` participation in task:

Table 1

	Class 1	Class2	Class3
Number of students participated	4-5 students	2-3 students	Almost all of them (3-4 students did not)
Total number of students	150	25	24
Participation rate	3.33%	12%	83.33%

So from this table it is seen that the participation of students in task is not very satisfactory in most of the classes. As the percentage of students` involvement in task is low so this percent represents that students do not enjoy the tasks in their class.

5.2.6 Task relevance and fulfillment:

Among three classes I found that only one teacher (out of three) followed lesson plan in the class for teaching. So from the lesson plan I tried to relate the task as I knew the learning objective from the lesson plan. I found 33.33% teachers were successful delivering the class using lesson plan and fulfilling the learning objectives and rest of the classes seemed ambiguous.

5.2.7 Satisfaction:

Teachers always want to teach better in their language classroom. This is what the researcher observed while staying in the classrooms. Almost 200 students were there in 3 classrooms during the observation period so among all of them it is found from the result that only 35% students were satisfied in the learning and rest of them did not show much interest. In terms of teachers` satisfaction only 33.33% teachers seemed pleased with their performance in teaching English.

In addition, result and analysis from the students` focused group discussion is left but based on the analysis found from teachers` interview and classroom observation

5.3 Analysis from FGD

5.3.1 Taught language skills:

Most of the students who participated in the FGD gave importance to reading and writing skills. They are taught these skills in their English class. They said as these two skills are significant for their board exam so teacher mainly focused on these skills but some of them said they are taught other skills as well like grammar and vocabulary but the case is very rare.

5.3.2 Meaning focused or form focused:

It is found from the survey result that most of their English teachers are concerned about the accuracy in students` writing but not in reading. Sometimes they focus on meaning especially in comprehending any passage but in most cases teachers are worried about students` accuracy so that they can pass in exam.

5.3.3 Task cycle:

Most of the students in the discussion said that their teachers do not follow any task cycle in their English class what they do in the class are included in while task and post task. Students referred to that when the reading teacher told them to underline the unknown word or difficulty with contextual meaning and finally for assessment the teacher gave a task. Only 22.2% students out of 18 students said that their teacher followed task cycle in the class but not always.

5.3.4 Tasks are only class centered:

The researcher had a query about the usage of tasks outside the classroom that means the availability of language tasks in real world situations. Almost all the students responded that they do not have the opportunity to practice the language tasks outside the classroom that actually reeferes to the limitation of language task. Very few students responded that they could have a little use in their family or siblings but the percentage is not satisfactory.

5.3.5 Enjoyment of activity:

In terms of enjoyment of the activity students gave different answers. Some of them said they like individual task, some other students said they want more group tasks than individual tasks. In pair work students said they do not get scope to practice pair

works in their class. One student commented about group work like “we do not have favorable seating arrangement to do group work so our teacher does not prefer to do it”.

5.3.6 Tasks that make students bored:

There are many tasks students described they do in their English class but some task are challenging and also boring for them. The tasks that make them bored include summary writing, paragraph writing, fill in the blanks and memorizing question answers. But the only task they enjoy is the story writing class where they have the choice to write in their own words.

5.3.7 Teachers` encouragement:

Teacher encourages students when they complete the activity but he needs not to force them in the class. Students said teacher forces them when they lazily waste the time to do the activity in the class. In exam teacher has no control over time so in that time he forces them to complete the activity. So it is clear from these students` words that teachers in this level do not force students to complete the tasks rather than they give positive reinforcement to students.

5.3.8 Students` feeling:

Students have diversified feelings and suggestions when they were asked about it. Some students mention that their teacher should receive training to teach better, some said teacher should have enough preparation for the class. Some other students said they need variety in tasks especially they want enjoyable tasks.

5.4 Overall analysis:

After getting results from class observation, teachers` interview and FGD with students in higher secondary level researcher has found some important points. From analyzing the result it can be said that English teachers of Bangladesh (Higher secondary level) face difficulties with tasks in the classroom especially with new tasks, tasks from the textbooks. They cannot make the changes with traditional teaching methods because they are comfortable and familiar with these tasks. But it is the learners who feel the necessity to have new innovative and real world task so that they get flexibility in completing tasks. Teachers are not actually responsible for this situation because they are in the system of national curriculum so they cannot go beyond that. After doing research

in these institutes the researcher observed and found that in these institutions learning of students is very much teacher oriented. So it is an assumption that most of the colleges have the same condition in teaching English.

5.5 Discussion of the findings for first research question:

The first research questions relates to the teaching methods, techniques and procedure. From the result of the research it can be justified that teacher are not familiar with modern ELT methodologies to teach so they are applying traditional grammar translation method where learners have very limited scope to show their performance better. It is evident from the research that Bangladeshi teachers are not accustomed to TBLT (task based language teaching); if they knew about this term then they could apply some of the techniques of this approach for variation in teaching. As they do not bring variety in tasks learners feel bored and sometimes challenging to do the activity. So it is necessary to bring changes with TBLT for language tasks. It is challenging for teachers to teaching students with same methods, techniques and tasks.

5.6 Discussion of the findings for second research question:

The second research question relates to teaching materials and medium of instruction. It was found from the research that teacher teaches with NCTB textbooks and some guide books. They do not use any other materials like visual aids, pictures, real objects, multimedia, audios, etc to bring changes and make the class enjoyable to learners. So, learners feel tired of doing the same things again and again.

As there is no variation of materials so there is very rare change in instruction of tasks. Sometimes teachers cannot make clear the instruction of the tasks so learners face difficulty in understanding the tasks. Teachers need to know that instructions should be clear and specific for the tasks. It is found from the research that teachers do not feel comfortable in giving clear instructions for activities, so here it creates another problem.

Chapter 6: Conclusion and Recommendations

Conclusion:

The researcher has drawn some conclusions from the study and theoretical propositions of relevant literature.

1. Bangladeshi language teachers are not familiar with TBLT (Task based language teaching) so they follow the traditional methods for teaching English. The reason behind it, is the fixed curriculum of teaching imposed by the government.
2. It is clear that most of the teachers face difficulty with tasks because they have very limited scope to change teaching techniques and procedures.
3. In TBLT it is found that there are three stages (Ellis 2003) in a language tasks which need to be followed, but in this research the researcher found that teachers are not familiar with these stages. So they cannot follow the steps in their teaching.
4. Learners feel tired of doing the same types of activities as teachers do not bring new tasks for them. Learners could enjoy Prabhu`s (Nunan, 2009) three types of tasks like information gap, reasoning gap and opinion gap activities.
5. It is found from the research that learners in the class mainly practice two language skills 'reading and writing skills' but if they practice TBLT, then it would benefit them with all the four skills.
6. Here, the teachers` role is very limited with the traditional method but if they use TBLT, teachers should assume various roles when performing the tasks. Nunan (1989) and Richards and Rogers (2001) mentioned following roles for teachers: sequencer of tasks, preparer of learners for tasks, pre- task consciousness raiser of the form, guide, nurturer, provider of assistance and instructor.
7. The textbooks that are used in teaching English are not very appropriate for Bangladeshi students. Some texts and activities do not suit Bangladeshi classrooms and the activities, materials are not very much flexible for students to use those outside the classroom. So their basic structure in English remains weak. So the teacher should design some authentic materials for learners to be used for language teaching purposes.

8. Despite the drawbacks and limitations both teacher and students have adjusted them in the existing curricula system. Though this situation should be changed but the teacher has no scope to teach in different way. So this underlying problem with tasks make the students sufferer most.

Recommendations:

On the basis of recent research findings it is advisable to suggest some recommendations to researchers, ELT teachers and English supervisors:

1. The researcher recommends that ELT teachers should implement TBLT tasks in English class so that learners can learn with new tasks and activities. It enhances students` accuracy and fluency of through involvement, enjoyment and attitude towards English.
2. More training should be provided for English teachers to develop their teaching techniques and methods. Teachers should also be involved in material development and textbook procedure. They should know designing materials as learners` need and interest.
3. EFL teachers can play an important role in TBLT procedure so the researcher recommends that English supervisors should arrange pre-service and in-service training programs for teachers in the use of TBLT procedures and principles in their daily classroom practices.
4. Curriculum designers are suggested to incorporate TBLT in the English textbooks. Well-designed activities and tasks should be included in the teachers` and students` books. Students should be provided additional practice books.
5. It is suggested that other researchers carry out additional studies to study the effect of TBLT on developing the language skills of Bangladeshi students in different schooling stages. Additionally, the researcher recommends other researchers to conduct studies on the effect of TBLT on developing other skills.

6. It would be better if teachers design some of the content of the textbooks they use according to the procedures and principles of TBLT. By doing so, they can vary their teaching techniques and as a result their students will be more interested in learning English as a foreign language and as an academic subject.
7. The activities designed in NCTB books should cover all the language skills so that learners can learn them as an academic subject.

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Appendix A

Research tools

1. Class observation checklist
 2. Interview questions for teachers
 3. Students ` focused group discussion (FGD)
- ✓ As a part of my dissertation I would like to do a research with the topic task based language teaching. So I think I should observe some classes (3classes) to collect data.

Checklist for classroom observation

Number of participants:

Date:

Subject:

Topic of the lesson:

Class time:

1. Physical setting of the classroom:

Well equipped	
Favorable for teaching	
Space, class size	

2. Classroom management features: seating arrangement

Traditional	
Group seating, U-shaped class	

3. Interaction pattern:

T/S	
T/Ss	
Ss/Ss	

4. Use of L1/L2:

Mother tongue/Bangla	
Target language/English	

5. Skills taught:

Skills	Tasks used
Reading	
Writing	
Speaking	
Listening	

6. Teaching materials used

Reading	
Writing	
Speaking	
Listening	

7. Task phases: Were the following phases used in the management of tasks by the teacher?

Pre-task	
While task	
Post task	

8. Participation of students in tasks:

Cooperating with others in group/pair work or not	
Participation by students voluntary or coerced	

9. Facilitation of task by the teacher

Instructions	Did the teacher make sure that students understood the task and knew what they would have to do?
Monitoring and helping as needed	Did the teacher move about to see if students were able to do the task or giving help where needed?
Task management	Were there any confusion among students about what to do or how to proceed with the task and did it as a result hampers the progress of the task with any particular groups of students? How did the teacher deal with the problem?
Feedback	Did the teacher provide opportunity to learners to present the result of their task/their responses to the task? Did he give feedback to the fulfillment of task/ responses given? How did he do it?

10. Task relevance and fulfillment

Objectives of the lesson	
Were tasks and activities chosen relevant to lesson objectives?	
Was adequate time spent on each task for students to be able to complete the tasks?	
Was there a sense of satisfaction among students and the teacher about a fruitful outcome of	

the tasks completed?	
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Appendix B
Interview questions for teachers

1. What are the common task difficulties in your language classroom? (আপনার শ্রেণিতে কোন ধরনের কাজ আপনার কাছে কঠিন মনে হয়?)
2. In which type of activity do you have problem while teaching? (পড়ানোর সময় কোন ধরনের কাজে আপনার সমস্যা হয়?)
3. Why do you think some tasks are more difficult than other tasks? (আপনার কি মনে হয় কিছু কাজ অন্য কাজ থেকে কঠিন?)
4. Is there any problem with reading tasks? If any, what are those? (পড়ার কাজে কি কোন সমস্যা হয়? যদি হয় তাহলে সেগুলো কী?)
5. Do you face any problem while giving writing task to your learners? (লিখিত কোন কাজ দেওয়ার সময় কি আপনার কোন সমস্যা হয়?)
6. What do you do if there is any restriction in speaking tasks? (বলার কাজে কোন সমস্যা হলে আপনি কিভাবে সমাধান করেন?)
7. Have you ever faced any problem in listening task? Is there is, where is the problem? (শোনার কাজ করানোর সময় কখনো কি আপনি কোন সমস্যায় পড়েছেন? যদি হয় থাকে সেগুলো কী কী?)
8. Do you get any constraint if you give pairs work in the class? (জোড়ায় কাজ করতে দিলে কি কোন ঝামেলা হয়?)
9. How do you face the situation if there is chaos in group task? (দলে কাজ করতে দিলে যদি কোন সমস্যা হয় তখন আপনি কি করেন?)
10. When you give individual task in the class do you find any restriction? (একক কাজ করতে দিলে কি আপনি কোন সমস্যা পান?)
11. What are the problems that happen if you cannot finish any task during the class time? (যদি কোন কাজ আপনি ক্লাসের সময়ের মধ্যে শেষ করতে না পারেন তাহলে কি ধরনের সমস্যা সৃষ্টি হয়?)
12. How do you solve the problem of task difficulty of your learners? (আপনার ছাত্রছাত্রীদের কাজ বিষয়ক জটিলতা থাকলে কিভাবে তা সমাধান করেন?)

Appendix C

Focused group discussion questions for students

1. What are the skills and activities you are taught in your English class?
2. Where is the main focus of language tasks? Is the focus in form or meaning?
3. Are there any cycles in the tasks/activities like (pre-task, while task and post task) in conducting tasks in your class?
4. Can you use the activities/tasks outside the class for expressing meaning or communication?
5. Which type of activity do you enjoy most and why? (individual, group work and pair work)
6. Is there any task that create opportunity for you to develop your language (like conversation, presentation, free writing, expressing own opinion etc)?
7. What type of activity/task is challenging and boring for you? Why?
8. Does your teacher encourage you to complete a task or he/she force you?
9. Where do you use your learned tasks/activities of English language except the classroom?
10. How is your feeling about the activities/tasks that your teacher uses to teach English?
Would you like to give any suggestions about the activities?

Thank you for participation!!!