

INCORPORATION OF TBLT IN ENGLISH LANGUAGE CLASSROOMS OF BANGLADESH: A COMPARATIVE STUDY BETWEEN URBAN AND RURAL INSTITUTIONS

By

Mehnaz Sultana Orpa

ID: 23163016

A thesis submitted to the Department of English and Humanities
in partial fulfillment of the requirements for the degree of
Master of Arts in English

Department of English and Humanities
Brac University
January 2025

© 2025. Mehnaz Sultana Orpa
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Mehnaz Sultana Orpa
23163016

Approval

The thesis titled “Incorporation of TBLT in English Language Classrooms of Bangladesh: A comparative study between urban and rural institutions” submitted by

1. Mehnaz Sultana Orpa (ID: 23163016)

Of Fall, 2024 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of MA in English on [Date-of-Defense].

Examining Committee:

Supervisor:

Atiya Tafannum
Lecturer, Department of ENH
Brac University

Examiner:

Atiya Tafannum
Lecturer, Department of ENH
Brac University

Chairperson of the
Department

Firduos Azim, PhD
Professor and Chairperson, Department of ENH
Brac University

Ethics Statement

The ethical concerns surrounding the paper's management were considered before beginning with data collection procedure. A verbal consent was taken from every participant before starting one-to-one interview session to ensure that each of them is well known about the application of the data in the paper acquired from their response. They were also made aware that their responses were being recorded and will be used if needed later.

Abstract

The main purpose of this study was to explore urban and rural scenarios while incorporating task-based English language teaching. Task incorporated lesson have appeared as an effective strategy in academic context nowadays. The primary objective of this study was to explore what are the perceptions of the teachers and how they are adapting with the unstable curriculum. The study intended to employ qualitative research design approach, utilising semi-structured interviews as the primary source of data collection. Moreover, six teachers were engaged as participants of this study and their responses and experiences were recorded by the researcher for data analysis. Additionally, the challenges that the language teachers face was discovered through this study. They also expressed their expectation regarding the education policy so that they could devote themselves in a better teaching context. The outcomes of this study are going to contribute to our understanding about TBLT's incorporation in national curriculum and provide insights into the specific dynamics of its impact on ESOL context.

Keywords: TBLT, national curriculum, secondary level, Bangladesh education policy, task-based learning, ESOL, urban context, rural context.

Dedication

I would like to dedicate my work to my pet, Mr. Sugar, my constant source of comfort and happiness. His gentle purrs, playful antics and endless companionship made this journey easier for me. Thank you for being my warmth partner throughout this journey.

Acknowledgement

First and foremost, Thanks to the almighty Allah for granting me the strength and patience throughout this journey. Without His countless blessings, the journey would not have been possible.

I would like to offer my heartfelt gratitude to my supervisor, Lecturer Atiya Tafannum, for her guidance, invaluable support, insightful feedback and continuous encouragement during this research. Her expertise and direction helped me shaping this work.

I am thankful to my parents for their unconditional love, prayers and unwavering belief in me.

I would also like to express my gratefulness to the participants of this research, who shared their valuable time and experience with me.

Last but not least, I sincerely appreciate my friends and batchmates, who never stopped supporting me.

Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract.....	v
Dedication	vi
Acknowledgement	vii
Table of Contents	viii
List of Tables	xii
List of Acronyms	xiii
Glossary	xiv
Chapter 1 Introduction.....	1
1.1 Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Central Research Objective.....	4
1.4. Specific Objectives	5
1.5. Research Questions	5
1.6. Scope of the Study	5
1.7. Significance of the Study	6
Chapter 2	7
Review of Relevant Literature:.....	7

2.1. Introduction.....	7
2.2. Part 1: TBLT and its Importance	8
2.2.1. Concept of TBLT	8
2.2.2. Types, Features and Principles of TBLT	9
2.2.3. Advantages & Challenges of TBLT	10
2.3. Part 2: Recent Studies on Implementing TBLT.....	11
2.3.1. TBLT Implementation Issues and Resolving Ideas	12
2.4. Part 3: TBLT in the Context of Bangladesh	13
2.5.1. TBLT Challenges and Overcoming Strategies in Bangladeshi Context.....	14
2.6 Research Gap	14
Chapter 3	15
Methodology of the Research.....	15
3.1 Introduction.....	15
3.2 Research Design.....	15
3.3 Participants.....	16
3.4 Researcher's Role	17
3.5 Data Collection Procedure	18
3.5.1. Semi-structured Interviews	18
3.5.1.1. Designing Interview Protocol	19
3.5.1.2. Piloting the Interviews	20
3.5.1.3. Conducting Final Interview	20

3.6. Data Analysis Procedure.....	21
3.6.1. Data Analysis Framework.....	21
3.6.2. Analyzing Interviews.....	22
3.7. Ethical Consideration.....	22
3.8. Trustworthiness of the Study	23
3.9 Chapter Summary	23
Chapter 4	24
Results and Discussion.....	24
4.1. Teachers’ Perception of Task-based Language Teaching (TBLT).....	24
4.1.1. TBLT as a Better Teaching Strategy	24
4.2 Curriculum Adaptation in Urban and Rural context.....	25
4.2.1. Scenarios in Urban Institutions.....	25
4.2.2. Scenarios in Rural Institutions	26
4.3 Challenges for Implementing TBLT for Secondary Learners	27
4.3.1. Large Classroom	27
4.3.2. Lack of Enough Resources	27
4.3.3. Absence of Parental Support.....	28
4.4 Teachers’ Expectation for the Education Policy and Classroom Environment.....	29
4.4.1. Stable Curriculum	29
4.4.2. Standard Remuneration Scale	29
4.4.3. Tech-friendly Classroom Environment.....	30

Chapter 5	30
Limitation of the Study.....	30
Chapter 6	31
Conclusion	31
6.1. Contribution of the Study.....	31
6.1.1. Implications for Knowledge	31
Recommendations	32
References.....	33
Appendix: Semi-structured Interview Questions	40
Research Questions	40
Interview Questions	40
Notational Conventions	42
Interview Transcription.....	43
Full Coding for Parvin	73
Sample Theme Generation Table.....	82

List of Tables

Table1. Background information of the Participants.....	17
Table2. Steps for Analyzing Data	22

List of Acronyms

TBLT	Task Based Language Teaching
ESOL	English Speakers of Other Languages

Glossary

Thesis:	An extended research paper that is part of the final exam process for a graduate degree. The document may also be classified as a project or collection of extended essays.
Glossary	An alphabetical list of key terms.
ESOL Context:	According to the Cambridge English Dictionary, the acronym for English Speakers of Others Language is ESOL. English language learners who reside in nations where English is known as a second language, and do not speak it as their first language are recognized as ESOL learners. Speakers in Bangladesh, Malaysia, Singapore, Thailand, and India have their own first language which is used by everyone in their society but English there is taught to use spontaneously in official and educational context. The teachers who participated in this study are from ESOL context.
Task Based Language Teaching (TBLT):	TBLT is known as a teaching strategy that centers authentic and purposeful tasks. TBLT itself is a learner-centered teaching approach which requires practical implementation of language skills in authentic context, fostering both linguistic and communicative competence. Learning through TBLT is considered as a strong tool for communication, and the emphasis is placed into learner's

ability to utilize language to accomplish real-word tasks.

Chapter 1

Introduction

1.1 Background of the Study

Task-based language teaching (TBLT) is a strategy which aims to ease second language learning by involving learners in meaningful tasks or activities (Ellis, 2021). This teaching approach can be viewed as a radical alternative to conventional method of language teaching that has been incorporated into curriculum in many countries across the world to teach both L1 & L2 (Ellis, Skehan, Li, Shintani & Lambert, 2019). As an effective pedagogical approach, TBLT has gained prominence to enhance English language learning with real-life experiences. Shomi (2022) states in a study, activities relevant to real life contexts in the classroom help students become more proficient in learning a second language. Additionally, TBLT includes activities or tasks that are relevant to daily life; that is, the tasks are centered-on a process-oriented, real world teaching method.

In the field of second language acquisition, TBLT has taken a significant position for English speakers of other languages (ESOL) context. Since the beginning of this language teaching approach, influential scholars such as Prabhu (1987), Nunan (1989) and Willis (1996) have made profound contribution through their research and works. A study of Nunan (1989) contends that conventional approach of breaking down the component elements of a second language (L2) and teaching each one separately might not help learners to acquire meaningful language (cited in Munira and Ferdousi, 2020). In this regard, Task oriented teaching strategy encourages learners to acquire L2 by creating a context in which learners are mostly engaged with meaning as well as exposed to linguistic forms (Ellis, 2020). Similarly, this method of learning a second language implies that learners can develop linguistic and communicative competence by participating in meaningful, real-world tasks as

well as it highlights the significance of tasks as the fundamental component of language acquisition (Willis and Willis, 2007; Skehan, 1998). Moreover, the significance of task based language teaching has widened globally and learners are learning language through different tasks or activities and engaging educational settings.

In the context of educational settings, researchers and educators from all over the world have looked into the effectiveness and suitability of task-based language teaching. Global context as in New Zealand and Vietnam, TBLT is considered as the most preferable approach for learning second or any other foreign languages (Branden, 2016). Long's (2015) study in this field included an extensive analysis regarding TBLT and its application in various linguistic contexts. In the same research, Long (2015) demonstrated how this teaching method can be tailored to many languages and cultural contexts, offering concrete proof that this approach might be effectively implemented anywhere in the world. Additionally, an exploration of Willis (2017) broadened the global discussion on task-based language teaching by highlighting how it is important to design suitable tasks that are aligned with unique linguistic and cultural traits of learners. Through the opportunity to utilise the language for authentic communication, TBLT's learner-centered approach can inspire novices. According to Ellis (2017) and Richard and Rogers (2020), this approach can actively influence the enrichment of second language proficiency, vocabulary growth and learners' motivation in academic settings.

Although task-based language teaching is becoming more and more preferable worldwide, concerns have been raised regarding its proper implementation and difficulties encountered by teachers in Asian context (Ji, 2017). Numerous researchers have studied TBLT's application in Asian context, providing insights into this method's efficacy and ability to adjust to the distinct language and educational setting in this region. Explicitly, task-oriented language learning has been a pressing subject in an ESOL context like

Bangladesh. Through publications, researchers such as Shomi (2022), Rubaiat (2018) and Munira & Sikder (2020) talk about some obstacles which is basically disrupting language learning in our academic context. As a second language, learning English effectively from an engaging learner-centered environment and task-incorporated academic setting is now a matter of concern due to unstable National Curriculum which lacks consistent implementation with contemporary academic needs. According to the study of Azran (2023), the National Curriculum framework 2021 was designed with competency-based learning approach which started gradually from 2023 among learners from beginner to secondary level both in urban and rural institutions. The aim of this framework was to introduce learners with group projects, assignments, individual tasks, continuous assessments etc by involving learners with real life experiences. But uncertainty persists as the curriculum might go back to its previous form in the following years which could distract teachers & students from effective adaptation of the learning approach. At this point, proper implementation of task-oriented language instruction might be a challenging duty in our current educational context.

1.2. Statement of the Problem

Amidst the unstable National Curriculum, proficiency in English as a second language has become a challenge for young learners. The emergence of task-based and communicative teaching environments has gained significance in Bangladesh, where this teaching approach was expected essential for academic success among our young learners. The National Curriculum framework 2021 is an impactful shift from rote-based learning to competency-based learning and learners are expected to learn from real-life experiences in the classroom setting. However, learners in our academic setting are accustomed to rote memorization and it is concerning how they are coping with this shift. On top of that, language teachers are not fully trained up to design their task-incorporated materials and lessons to fit in this teaching strategy. At this point, achieving effective outcome in such scenario is clearly doubtful. In the

context of English language learning, this particular teaching strategy of the modified curriculum seeks to enhance learning with live experiences. Conversely, ongoing experiments and modifications of the curriculum in the past years raised concerns about our education policy and its effective execution. At this point, it is challenging for both language instructors and learners to adapt to the yearly changes. Furthermore, political unrest and changes in government stand as a threat against proper implementation of the current modification which aimed to establish competency based learning environment.

This research focuses on investigating how English language teachers are adjusting with task based teaching strategy in their classrooms against the backdrop of the National Curriculum Framework 2021. Besides, selecting appropriate contents within the TBLT framework to maximize the development of English language learning among learners is another crucial challenge faced by educators in Bangladesh. Bangladeshi institutions in urban and rural context have different academic environments which influence learning English as a second or foreign language. This study compares the tactics used by urban and rural educational institutions to implement task-integrated lessons in ESOL classrooms. Moreover, the researcher will look into teachers' perspective regarding the national curriculum and its frequent modifications. Additionally, the challenges that our teachers encounter both in urban and rural teaching context while adapting with TBLT strategy will be explored thoroughly in this research. Furthermore, teachers' expectations from policy makers regarding education policy and curriculum will be also analyzed during this research.

1.3. Central Research Objective

To explore a comparative analysis between urban and rural educational institutions' integration of task-oriented curriculum for secondary level learners.

1.4. Specific Objectives

1. To examine teachers' perception regarding task-based language teaching in Bangladesh.
2. To explore strategies used by teachers from urban and rural institutions while designing English language classroom.
3. To investigate the challenges that teachers face while implementing TBLT among secondary level learners.
4. To analyze teachers' expectation regarding education policy and classroom environment.

1.5. Research Questions

In order to fulfill the objectives of the study, the following research questions have been developed:

1. What perceptions do teachers have regarding task based language teaching in Bangladesh?
2. How do teachers from urban & rural institutions adjust with the curriculum while designing English language classrooms?
3. What challenges do they encounter while implementing TBLT for secondary level learners?
4. What expectations do teachers have regarding education policy and classroom environment?

1.6. Scope of the Study

This study explores how secondary level teachers from urban and rural settings are adjusting with modifications of the National Curriculum and teaching approach. While teachers from urban and rural settings might have different tactics for utilising TBLT in language classroom, the researcher intended to explore whether they are able to tailor effective task-

oriented language classrooms for secondary level learners. Moreover, teachers' perception, expectation and challenges in this context are explored through this research. The study is relevant to academic context as in English language classroom for secondary level; though it is set for ESOL students, its applicability is wider.

The reason for choosing TBLT's integration in secondary level's curriculum is that there are very few studies regarding this context consequently this research is focused to analyze whether national curriculum framework 2021 was effective to fulfilling its objective regarding English language learning context.

1.7. Significance of the Study

The significance of this study is that the findings will enhance our knowledge on the correlation between language learning and task based instructions. Task-based language teaching (TBLT) might have an affirmative influence among the learners while acquiring a second language from an academic or ESOL context. Thus, this study will help policy-makers and educators or language instructors to utilize theories with task oriented methods to create an engaging learning environment.

Chapter 2

Review of Relevant Literature:

2.1. Introduction

The main focus of this study is to explore whether task-based language teaching (TBLT) is an effective method for secondary level students in Bangladesh. This chapter thus discusses relevant theories, recent scholarly articles related to TBLT and its implementation in ESOL context. Additionally, this chapter seeks to find a gap in the research about TBLT's integration in secondary level as well as English language learning and highlight how this chapter is relevant for bridging that gap. For better understanding, this chapter has divided into four parts

Part 1: TBLT and its Importance discusses concept of task-based language teaching (TBLT), different types, features and principles of TBLT approach, advantages and challenges for implementing this method.

Part 2: Recent Studies for Implementing TBLT shows recent scholarly articles and research about this teaching approach. Implementation issues and ideas for resolving those are also discussed here.

Part 3: TBLT in Bangladesh Context discusses TBLT's involvement in National curriculum and Bangladeshi English classrooms. The challenges faced by the educators for implementing this approach are also narrated in this part.

Part 4: Research Gap identifies a gap in earlier studies and tries to fill the gap with this study.

2.2. Part 1: TBLT and its Importance

Task-based instruction in the setting of English Speakers of Other Languages (ESOL) or English as a Foreign Language has long been a subject of academic inquiry. Task-based language teaching or TBLT includes specific tasks or activities in the target language that allows learners to acquire and use the language competently. A study of Aorny, Haque & Hossain (2022) states that this teaching strategy is the most well-known approach while teaching communicative language. Additionally, in this era of globalisation, the language learners from different corners of the world frequently aim for practical language competency where TBLT gives them the chance to acquire necessary practical communication skills through authentic language use in real world settings. In numerous regions across the globe, national language curricula are being designed and implemented with a greater influence from this TBLT method (Newton & Bui, 2017). Hence, this method of teaching and learning possesses greater significance in any educational context.

2.2.1. Concept of TBLT

The discipline of second language acquisition (SLA) has seen a considerable increase in the pedagogical technique known as task-based language teaching (TBLT) in recent years. This method is derived from the communicative paradigm of language instruction and stresses the value of engaging learners in authentic, meaningful, real-world tasks to enhance language learning. According to the study of Willis and Willis (2007), the philosophy behind TBLT is socio-cultural, which states that acquisition of language happens due to significant interaction in a social setting. Similarly, Swain's research in 2013, underscores the motivational benefits of TBLT. Language learners are more likely to remain engaged when they see immediate

relevance of language use in accomplishing meaningful tasks. However, Vygotsky's (1978) theory of Zone of Proximal Development (ZPD) is interconnected with TBLT. It implies that learners make optimal progress when they are working on tasks that are just slightly above from their current level of competency, which TBLT tasks aim to achieve. Likewise, Skehan's (1996) "cognitive emphasis" of task-based language instruction, emphasizes that TBLT requires pupils to solve issues and negotiate meaning during task completion, which challenges their cognitive and linguistic abilities. Furthermore, Long's Interaction Hypothesis (1996) stresses how crucial it is for language development to negotiate meaning and receive feedback during interactions which TBLT actively supports.

2.2.2. Types, Features and Principles of TBLT

I. Types of TBLT based activities

In the background of learning a language, task-based language teaching is globally recognized as an effective pedagogical approach. TBLT surrounds various types of tasks, each one designed to serve specific language learning objectives. In a study, Skehan (1996) mentioned three types of tasks: information-gap task, opinion-gap task and reasoning-gap task. Learners must exchange information while doing a task in information-gap tasks. For example, learners may work in pairs to plan for an occasion, sharing and comparing their ideas. Next, in opinion-gap tasks, learners express their own ideas and justify them fostering critical thinking and language use. For instance, learners could engage themselves in a debate about a political issue, providing reasons for their opinion. Further, reasoning-gap tasks require them to solve problems collectively, as in making decisions, negotiating solutions or resolving complex situations.

ii. Key features of TBLT

The core features of TBLT are pivotal to its effectiveness. Willis and Willis (2007) highlighted some key features: For instance, TBLT tasks are made to resemble real-world interaction scenarios, giving students a chance to utilize language in relevant and useful contexts. Next, TBLT emphasizes learners from educators, highlighting learners' spontaneous participation in the learning process. Motivation and involvement are also encouraged by this autonomy. In addition, language stands as a tool for communication, rather than stand-alone in the field of study. Moreover, TBLT places importance on meaningful interaction, encouraging learners to communicate and negotiate meaning as they work through activities. Further, instructors ensure that learners have the language resources they need to succeed by offering assistance and guidance during the planning and execution of tasks.

iii. Principles of TBLT

TBLT is based on a number of pedagogical principles which was popularized by N.S. Prabhu. These principles are elaborated by Skehan (1996). TBLT aligns with Vygotsky's Zone of Proximal Development (ZPD), which proposes that language acquisition is best achieved when learners focus on tasks that are slightly challenging compared to their existing aptitude. Hence, TBLT tasks aim to foster language development among learners through cognitive challenges and the encouragement of problem-solving techniques. Besides, the interaction hypothesis, which is a foundational idea of TBLT, asserts that development happens as a result of interaction and meaning negotiation during communication.

2.2.3. Advantages & Challenges of TBLT

According to the study of Littlewood (2005), task-based language teaching (TBLT) enables learners to employ language for spontaneous interaction or without any hesitation in an educational setting. Learners can also reshape their creativity through various tasks in

classroom context (Nunan, 2004). In addition, over the last few decades, many scholars have looked at positive aspects of this teaching approach which help learners to construct their language skill which includes proficiency in vocabulary, productive and receptive skills (Kozawa, 2011; Takimoto, 2007; Mackey, 1999). Therefore, this teaching strategy comes with numerous benefits across the world for learning language in a communicative mode.

From various researchers' perspectives, task-based language teaching methods also have some drawbacks. The TBLT approach mostly focuses on communication or interaction which lacks focus on grammatical forms (Sheen, 2003; Bruton, 2005; Swan, 2005, as cited in Harris, 2018). From Swan's arguments on (2005), as cited in Harris (2018) implies that beginner level learners need some basics before their participation in TBLT tasks. Moreover, large classrooms can cause educators to avoid the TBLT approach in teaching (Amini & Largani, 2019). Besides, while a teacher plays a role of facilitator while applying TBLT in the classroom, he/she can turn to a traditional teacher (Ariatna & Ellis, 2021). However, this problem can be erased easily if educators utilise task-based instructions accurately.

2.3. Part 2: Recent Studies on Implementing TBLT

Task-based language teaching is considered as a substitute to traditional approach of instruction or grammar translation method (GTM), also in recent years it has garnered honor in academic setting (Bryfonski & McKay, 2019). According to Ji (2017), for the last two decades, there has been an extensive usage of the TBLT approach and educators among Asian countries prefer to adopt this technique rather than following the traditional approach of teaching a language. A recent study of Medina (2021) implies that students express mixed views after implementing TBLT in language classrooms. In addition, TBLT is an effective strategy for both teaching and learning language. Besides, from a study of Chen & Wright (2017) explored teachers' positive responses to task-based learning but the authors also

argued that educators must need institutional support for achieving efficacy while applying this teaching method.

2.3.1. TBLT Implementation Issues and Resolving Ideas

Teaching and learning through real-world tasks and engagement, task incorporated instruction is quite suitable unless there raise issues like assessing learners while employing this strategy (Long, 2016). Piloting this approach among learners is also time-consuming as it involves several activities and performances which requires more time than traditional mode of teaching (Harris, 2018; Douglas & Kim, 2014). In recent years, the global education system is affected by blended learning which means teaching through online and offline instructions in which task-based method application is problematic. According to the study of Jee & O'Connor (2014), the authors state that one to one offline session is more effective than teaching learners through online instructions.

Utilizing TBLT among secondary learners, English teaching can develop students' integrated language skill. Although, there are several challenges with this teaching approach that were covered previously (see section 2.2.1) and those can be overcome by taking the right precautions. For instance, ensuring distinct task instruction might help to erase task complexity (Branden, 2016). Policy makers should adopt some strategies for time management in the classrooms. Different from traditional mode, teachers' role in TBLT approach is more important where a teacher acts as facilitator. From a study of Branden (2016), as cited in Long (2016) highlights adequate amount of teachers' training can increase their performance level as a facilitator. In this regard, teachers' consciousness for time management might develop while adapting task integrated teaching approaches. In the same study, Long (2016) claims for ensuring resources, staffing and funding to resolve obstacles while applying task-centered language teaching methods in the classrooms.

2.4. Part 3: TBLT in the Context of Bangladesh

In Bangladesh, learning the English language has been made compulsory from the beginning level of education due to its global rank. Bangladesh first announced its National Education Policy in 1972, following its independence in 1971. Afterwards, the nation had many changes and modifications in the policy regarding teaching method, medium of instruction, assessments and evaluation process etc. In 2021, the national policy came up with several modifications in secondary and higher secondary level including changes in teaching method, assessment, evaluation. Lev Vygotsky & Jean Piaget's social constructivism theory and George Siemens' connectivism theory worked as a backdrop for this scheme while updating national education policy. A study of Thruup (2023), talks about these theories which are the base of Finland's education system. The National Curriculum 2023 in Bangladesh, too, emphasizes on learning while participating in activities or tasks in an academic context.

TBLT allows learners to engage in meaningful tasks where language is utilised as a tool for interaction. Implementing this teaching approach in the context of Bangladesh comes with both benefits and challenges. To investigate the outcome of task-focused language teaching, several studies had been done in Bangladesh context. For instance, Rubaiat's (2018) study explores TBLT as a challenging teaching method for secondary level learners' English reading and writing skill where the author also analyzed obstacles that educators face while applying TBLT in an English classroom. Additionally, Shomi (2022) finds TBLT as an effective pedagogical approach for enhancing reading and writing skills of the tertiary level students. However, a study of Munira & Sikder (2020) implies that traditional English classes are not engaging, rather utilizing task-based instructions can make language learning comprehensible.

2.5.1. TBLT Challenges and Overcoming Strategies in Bangladeshi Context

Many institutions in Bangladesh lack enough resources as in materials and technology support which is a significant challenge for educators (Doly, 2014). In the same study, the author also states that most Bangladeshi classrooms are large in size and involve a huge number of students thus proper implication of tasks is hampered. Similarly, the studies of Rubaiat (2018) & Shomi (2022), indicate big size classrooms as a serious challenge for implementing TBLT in Bangladesh. According to Srestha (2022), teacher training is another concern worldwide as well as in Bangladesh where teachers or instructors are not getting proper training or adequate instruction of tasks implication.

At this point, several studies suggest resolving ideas in the field of TBLT implication issues. For instance, community involvement can overcome complexity for implementing TBLT in Bangladeshi classrooms (Khan, 2012). From the study of Doly (2014), Rubaiat (2018) and Shomi (2022) explored ideas for solving task perplexities such as modified assessment based on learner's ability, align with task-based curriculum and provide enough resources and guidance to educators for implementing task-based instruction in English classrooms.

2.6 Research Gap

To date, hardly any studies have been conducted to demonstrate the incorporation of TBLT in the National Curriculum as well as teachers' perceptions of teaching English through task-based instruction among secondary-level learners in the context of Bangladesh. This research attempts to bridge the gap of knowledge exploring the integration of TBLT in urban and rural institutions and analyze teachers' insights and expectations in this setting.

Chapter 3

Methodology of the Research

3.1 Introduction

The methodology used to carry out the current research is covered in this section. As mentioned previously in chapter one, the main purpose of this study is to discover task-based language teaching (TBLT)'s integration in curriculum and teachers' perception under the backdrop of ESOL. The rationale for choosing this topic for my research is that in recent years the national curriculum has been revised and modified several times, focusing on task-based teaching approach. Through this research, it was intended to explore how effectively English is taught using this teaching approach among secondary level learners' English language classroom and what are the perceptions of the instructors and also the challenges that instructors face while implementing this teaching strategy. The chapter further explains the reason for selecting a qualitative research approach, the process of selecting the participants, collecting data, the framework of data analysis and the procedures followed to ensure this study's credibility. Additionally, the ethical considerations were briefly discussed at the end of this chapter.

3.2 Research Design

Qualitative research was adopted along with semi-structured interviews to bring in-depth information for this study. As a method of exploration, qualitative research aims to understand human complex behavior, perception about an issue or experiences and expectations (Creswell & Poth, 2018). The main goal of qualitative research is to establish a deep understanding of any contexts. Since qualitative research helps to bring deeper understanding about any social and cultural situation, the current research followed this

method to bring data from the participants. Additionally, qualitative research helps to explore rich and detailed data while exploring participants' experiences, perception and expectations. Similarly, the semi-structured interviews carried in this research are open ended and aimed to convey participants own reflection and opinions which would prioritize participants' own voices. Research questions (RQ) for this study have been developed, and in response to those RQs, the researcher has established a set of interview questions that are addressing the research questions. Throughout the study, 3rd person "The researcher" has been used for the convenience of narrating and describing the findings.

Moreover, this research utilized the purposive sampling technique for selecting participants in this study (SooleenAbbas, 2023) as it allows for the selection of participants who meet the criteria of the study and possess specific knowledge regarding the topic. Additionally, the collected data from the interview were analyzed using a thematic analysis process.

3.3 Participants

In order to elect participants for this research, the researcher tried to take consent from the English language teachers from both urban and rural institutions who are actually interested in participating and currently working in secondary schools in Bangladesh. The participants were studied individually through interview sessions. Additionally, the participants were chosen based on the following criteria a) the participants must be English language teachers from secondary level b) they have to be cooperative till the end of the study c) they must share genuine viewpoints and experiences in response to the interview questions. Background information of the participants is arranged through the table below:

Name of the Participants (Pseudonym)	Occupation	Age range	Gender (Male/Female)	Nationality
1. Parvin Akter	Teacher	25-30	Female	Bangladeshi
2. Riyad Islam	Teacher	25-30	Male	Bangladeshi
3. Farsin Tamanna	Teacher	30-35	Female	Bangladeshi
4. Nadia Hossain	Teacher	35-40	Female	Bangladeshi
5. Sadia Islam	Teacher	30-35	Female	Bangladeshi
6. Sanjida Akter	Teacher	30-35	Female	Bangladeshi

Table1. Background information of the Participants

3.4 Researcher's Role

In this research, the researcher's role focuses on facilitating participants' voices and experiences within the context. Throughout this study, the researcher acted as a facilitator, ensuring that participants were not influenced by the researcher's opinion. While conducting the research, the researcher creates a place where the participants could openly share their experiences regarding TBLT's integration into the National Curriculum, including their challenges, and future expectations. The research builds trust and ensures comfort so that the teachers don't bother while sharing their views. During the session, it was intended not to just collect data but to understand teachers' perspective on how they perceive and implement TBLT in their classroom. Furthermore, this study is free from any personal or cultural biases as the themes of the analyzed data were rated by an expert to ensure the trustworthiness of the data.

3.5 Data Collection Procedure

Interview Protocol Refinement (IPR) framework (Castilo-Montoya, 2016 as cited in Ramzan & Rahman, 2023) was adopted to design the semi-structured interview questions for this research. Based on the four research questions of this study, the researcher prepared a set of interview questions, and the participants provided response that addressed the overarching study issue to which they related (Ahmed, 2018). Each interview session lasted approximately 30 minutes, beginning with the researcher greeting to the teachers and asking some background information. Following this, the main interview questions were involved in that session. The interviews were conducted via Zoom & WhatsApp voice call and the responses were recorded using built-in screen recording feature on the device (One Plus Nord CE 2 Lite 5G).

3.5.1. Semi-structured Interviews

Semi-structured interview is familiar as useful method for learning about study subjects' perspectives and experiences in relation to the primary theme (Naz, Gulab & Aslam, 2022). Interviews are categorized into two types as in formal and informal based on nature (Adhabi and Anozie, 2017). However, interviews can also be classified by their position in qualitative research as in structured, semi-structured and non-structured interviews (Edwards and Holland, 2013 as cited in Naz, Gulab & Aslam, 2022). For this study, the researcher preferred a semi-structured interview which allows interviewees to have a casual and conversational environment which is completely free from any kind of personal biases of the researcher. Furthermore, semi-structured interview session contributes to bring open-ended responses from the participants which uncover new perspectives in this context.

3.5.1.1. Designing Interview Protocol

The researcher selected the Interview Protocol Refinement (IPR) framework (Castilo-Montoya, 2016 as cited in Ramzan & Rahman, p.2, 2023) to design the semi-structured interview questions for this research. The IPR framework has four phases, which are mentioned below:

Phase 1: Aligning interview questions with research questions

Phase 2: Constructing an inquiry-based conversation

Phase 3: Receiving feedback from interview protocol

Phase 4: Piloting the interview protocol

Based on the research questions, a researcher creates interview questions (IQs) in phase one. Participants will provide information in response to each interview question that addresses the overarching study issue to which it relates (Ahmed, 2018). The researcher in this study prepared interview questions according to this initial phase of IPR. (See appendix..)

As per the IPR framework, in phase 2, the researcher developed interview questions based on study inquiries, arranged them in a way that aligned with standard conversational social norms, generated diverse interview questions and created follow-up and prompt questions (cited in Ramzan & Rahman, 2023).

Other experts' input is needed for the third phase, which involves closely examining the interview questions (Castilo-Montoya, 2016 as cited in Ahmed, 2018). In this regard, the researcher of this study took feedback from her project supervisor who has been teaching Applied Linguistics and ELT courses in a reputed private university for two years.

The final phase requires experts' feedback and supervision for final piloting to assume reliability or duration of the interview and whether participants can answer the questions

(Ramzan & Rahman, 2023). After completing all these stages, the used interview protocol will ensure the utmost authenticity for this study.

3.5.1.2. Piloting the Interviews

Once received feedback from an expert on the IQs of this research, the researcher piloted the interview with one of her participants named Farsin (pseudonym). The participant was also involved in the final interview. The rationale for choosing her is that she was very eager about this whole research and she was ready to give time for the final interview. Therefore, the pilot interview session guided the researcher to crosscheck the IQs and helped to decide whether they are able to collect data. Additionally, piloting the interview helped to run the final interview session without any hesitation. Moreover, a study of Malmqvist, Hellberg, Möllås, Rose & Shevlin (2019) stated that organized and pre-planned pilot interviews have the ability to increase the quality of a qualitative research as it carries the outcome in the subsequent part of the research.

3.5.1.3. Conducting Final Interview

To collect data of this study, the teachers of secondary level learners were included as participants in the interview session. Both urban and rural institutions' teachers are involved in this research to bring a comparative analysis regarding this research's topic. The researcher of this study conducted the final interview over online meetings and recorded each session for further data transcription process. Each interview session was held with a single participant. The reason for conducting the interview online is that the teachers were in a rush as it was the time of the annual examination in their school. Due to this, they were unable to make time for sitting in person so the researcher had to conduct it online.

In the interview session, the researcher tried to make a casual approach and also she was supportive towards the participants. Some of the participants were confused, in that

phase the researcher repeated the questions and provided some translations where needed. Furthermore, the researcher listened carefully and did not react towards the responses of the participants as good listening skill and emotional control is a very significant challenge for a researcher (Adams, 2010).

3.6. Data Analysis Procedure

This section discusses the phases that have been ensured to analyze the collected data which were found from interview sessions with the participants of this research.

3.6.1. Data Analysis Framework

The data gained from the interview sessions was analyzed with qualitative thematic analysis, which is adopted from (Braun and Clarke, 2006 as cited in Maguire & Delahunt, 2017). A thematic analysis involves extracting, analysing and presenting the data's qualitative themes or patterns (Braun & Clarke, 2006). The following table shows the framework for analysing the data which was followed in this current study.

Phases	Descriptions of processes
1. Data familiarization	Checking transcription verbatim
2. Generate preliminary codes	Highlighting data that reveals a feature of relevance among data
3. Search for initial themes	Organizing codes to generate initial themes
4. Review themes	Examine theme whether they are supported by the RQs
5. Define final themes	Come up with the final themes and if there are any sub-themes, they must be connected

	with the main theme.
6. Write-up	Begin to write a discussion.

Table2. Steps for Analyzing Data

The above table shows how the data of the current research was analyzed to answer the research questions. The primary source of the data is the interview sessions which I conducted along with interview questions.

3.6.2. Analyzing Interviews

The data of this study were collected through the only source; interviewing targeted participants. Once the data were collected, this research carried verbatim transcription method to analyze the data. Here, first of all, the researcher started with coding and selecting the most prominent codes from all the transcriptions. Following that, similar codes were categorized and put into certain sub-themes. Finally, the study has established some prominent themes from the sub-themes.

3.7. Ethical Consideration

Regarding the ethical component of this study, the researcher had taken consent from the participants that they have engaged in this research without any pressure. Moreover, pseudonym was used instead of the real name and other personal information was used here with permission. Also, this study is free from any kind of personal biases which may affect the final outcome.

In addition, the study has included the correct attribution to all the authorized writers of each secondary resource that has been used while doing this study.

3.8. Trustworthiness of the Study

According to Polit and Beck (2014), trustworthiness of the study and findings is the most important criterion in qualitative research and a researcher should maintain the protocols and procedures required in the study. Additionally, to secure the trustworthiness of the study, researchers of qualitative study must provide evidence from the following four main criteria: credibility, transferability, dependability and confirmability.

Among the categories mentioned above, the researcher of this study has adopted triangulation of data sources for ensuring credibility. For instance, she has collected data from multiple sources; students' writings, interview sessions, observation. Moreover, the researcher has used inter-rater reliability where a set of interview transcription was sent to an expert for checking the themes.

3.9 Chapter Summary

In this chapter, the researcher has outlined the design for this study, the reasons for selecting qualitative research and the role as a researcher in this study. Then the researcher added the process of gathering data along with the reasoning behind selection of participants' interviews as data source. At the end part, the researcher has added data analysis procedure along with the measurements to ensure trustworthiness of this research.

Chapter 4

Results and Discussion

The data collected from the interview sessions held with six secondary level teachers are analyzed and discussed in this chapter. To facilitate interpretation, the data are categorized into several themes. This chapter further discusses those themes in more detail.

4.1. Teachers' Perception of Task-based Language Teaching (TBLT)

4.1.1. TBLT as a Better Teaching Strategy

In the context of ESOL learners, task-based language teaching is familiar as an effective pedagogical approach, because it enables learners to engage with authentic language through meaningful tasks that are derived from real-world contexts. This teaching strategy offers learning along with meaningful interaction rather than traditional method of rote memorization and drilling. In the Bangladeshi context where English is taught as a second or foreign language, the national curriculum framework 2021 attempted to emphasize on task oriented communicative learning approach. More specifically, this method facilitates English learning through learner-centered approach where learners are put in the core during learning process with active participation in various tasks or activities.

Participants from both urban and rural institutions mentioned that they consider this teaching method better and advantageous than repetitive drilling procedure. The students' interaction with their language teachers and fellow students help them to overcome hesitancy and gradually increase comfort when they speak English. According to the participants, dynamic classroom and continuous practice of speaking English inside the classroom enhance learners' fluency level. Even though the teachers had to deal with rigid curriculum guidelines and a lack of opportunity to produce own materials, they find task oriented English

classroom more helpful. Teachers find this teaching method more effective as TBLT strategy focuses on enriching learners' communication skill.

4.2 Curriculum Adaptation in Urban and Rural context

4.2.1. Scenarios in Urban Institutions

English teachers in urban setting firmly adhere to national curriculum guidelines to achieve institutional goals and maximize learning outcomes. The guidelines were designed to ensure a structured framework so that the teachers could adapt to the new curriculum very readily. The participants who are currently engaged in urban institutions, shared that task-oriented learning environment is suitable in their context. Most of them are well instructed to motivate students inside the classroom environment. Through the interview sessions, this research came up with some dissimilarity between urban and rural institutions. In urban scenario, students tend to engage spontaneously in various task or activities during the learning process. One major perk of urban institutions is the availability of enough resources which ensures effective implementation of task-based teaching and learning strategies. Participants from urban institutions shared that they were provided with a comprehensive teachers' guide that includes all the instructions that are necessary for adapting modern teaching approaches. One of them mentioned that everything is scripted in the teachers' guide so there is little room left for the instructors to customize any sort of lesson or produce own material. The whole procedure ensures consistency and compliance with curriculum objectives while limits teachers' ability to address particular classroom needs.

Furthermore, students also contribute to this learning environment by involving themselves spontaneously inside the classroom; they learn by taking part in various group task or assignments which reflects collaboration and communication. The teachers shared that the students occasionally assist them to create materials relevant to their lesson. Such

collaborative atmosphere reflects the strength of urban institutions fostering teacher and student growth within the boundaries of national curriculum.

4.2.2. Scenarios in Rural Institutions

On the flip side, participants from rural institution are also provided with teachers' guide to assist in their teaching practice. Teachers' guide supplemented by training session offers instructions on evaluating or assessing students in English language classroom. Mostly lesson plan and materials are customized by the teacher to meet the needs of the students. During interview sessions, teachers from rural institutions said that they have to deliver speech in Bangla in English language classroom as the students are not much proficient in English as a second language. To ensure better understanding, the teacher use mother tongue to explain lectures, provide instruction for tasks, assignments, group works and other activities.

Although rural setting has a bit different scenario as in the teachers mentioned that the students are not fully motivated to participate in the collaborative environment. In the secondary level, most of the students prioritize earning livelihood over solely focusing on their education. This causes in a lack of focus inside the classroom and minimal participation in group tasks, assignments and presentations. Moreover, the lack of institutional resources is a significant barrier while adapting with these new teaching strategies. Participants mentioned that even basic support like printing academic papers require going outside of the school and bearing costs personally. These constraints underline the inequality in educational opportunities between urban and rural setting.

4.3 Challenges for Implementing TBLT for Secondary Learners

4.3.1. Large Classroom

Implementing task-oriented teaching strategy in a large classroom stands as a significant challenge especially in secondary levels. Participants from urban and rural institutions mentioned that they often deal with 60-70 students in one single class which limits their ability to provide individual attention among students. This is really impossible for them to observe each student individually and effectively in just 45minutes long class. Moreover, task or activity-based classroom requires extra time for setting up activities, monitoring each student and providing feedback but the rigid class schedules never allow for such flexibility.

One participant from rural context highlighted that they often resort to group tasks rather than individual or pair activity for having such large classrooms. Such scenario offers learning collectively but diminishes opportunity for personalized learning. In most cases, learners from rural setting are inactive and struggle with maintaining focus so the teachers fail to implement task-based strategies effectively.

4.3.2. Lack of Enough Resources

A moderate amount of teaching aids, materials and technological support is required to design meaningful tasks which reflect real-life communication. The lack of sufficient resources is a significant challenge while implementing TBLT for secondary level learners. This study found dissimilarity between urban and rural institutions regarding the availability of academic resources. In urban institutions, teachers have enough academic resources. Whereas, in rural institutions, participants from rural institutions mentioned that they lack access to authentic resources like newspapers, articles, journals or papers. However, teachers from both urban and rural context highlighted that technological deficiency is really challenging for them while adapting a new approach of teaching English language. Tools like

projector, sound system, and monitor are essential to involve students effectively in collaborative environment. Schools in rural setting operate on limited budget, which limits institutions' ability to invest on these technological resources for TBLT. Participants from rural setting shared that they had to depend on their own fund to print materials or purchase basic needs like paper, markers, glue etc.

4.3.3. Absence of Parental Support

The lack of parental support is another significant challenge for teachers while implementing TBLT among secondary students. Both urban and rural institutions' teachers mentioned that mostly parents are not familiar with modern teaching strategies like TBLT and tend to prioritize rote memorization or traditional approaches. In a session, one participant from urban institution highlighted that parents are often concerned with their child's exam marks rather than the actual learning progress. From the beginning of this approach, the parents were really impatient and not satisfied with this modern teaching approach as it focuses less on memorization or pen and paper-based exams. Many of them consider the activities that are relevant to TBLT as a waste of time. Such dissatisfaction creates additional challenges where both teachers and students may not receive encouragement or support to provide necessary resources. Furthermore, participants from rural institutions also mentioned that sometimes parents are not educated enough to understand the importance of such activities inside the classroom which caused many students to drop their study and involve in work to contribute to the family.

4.4 Teachers' Expectation for the Education Policy and Classroom Environment

4.4.1. Stable Curriculum

This study reveals a similar expectation among teachers regarding stable national curriculum. Stability in the national curriculum allows to plan effectively, ensures learning outcomes and consistency in teaching practices. The teachers of urban and rural setting shared their expectation for a stable and structured curriculum. Frequent modifications or sudden changes stand as a significant challenge for the instructors while adapting with a specific teaching approach. Unstable curriculum also provokes parents and creates dissatisfaction with new teaching strategy. It is also challenging for the students to cope up with sudden changes every year. Participants emphasized during this study that a long-term, well-planned and structured curriculum could increase learning outcome in our teaching context.

4.4.2. Standard Remuneration Scale

Teachers expressed their frustration regarding the inadequate remuneration scale which demotivates them to engage spontaneously. During the interview, both rural and urban participants mentioned that task-focused learning environment demands more time, dedication and energy but they are not paid enough to dedicate themselves fully for classroom responsibilities. As a consequence, they tend to involve in coaching business and private tutoring which causes less contribution inside the classroom. The task-incorporated curriculum requires active participation from both teachers and students, which was a threat to coaching business and private tutoring, particularly for teachers with average salaries. Teachers highlighted that policy makers should look into policies from other countries regarding this and establish a standard remuneration scale for the teachers in our context.

4.4.3. Tech-friendly Classroom Environment

Integration of technology in the classroom offers innovative ways to engage teachers and learners. Tools such as smartboards, projectors, monitors, sounds system, learning apps make lessons dynamic and engaging. Students tend to feel more connected in a tech-friendly classroom environment. Participants noted similar expectation for a classroom environment equipped with projector, monitor, sound system, learning software which would help them to make language classroom more interactive and appealing. One of the participants from urban institute also added that sometimes they use their personal mobile to show photo and videos and observed that it makes learners really active during learning process.

Chapter 5

Limitation of the Study

During this study, the researcher encountered some challenges such as arranging teachers from rural areas and convincing them for online interview sessions. One of them was not comfortable at all and responded each question very shortly. The data collection took place in December and at that time most of the teachers were busy with the annual examination so it was challenging to manage them for interview session. Therefore, the researcher felt that if the data were collected through offline meetings and classroom observation, the study would have greater authenticity. Moreover, the findings are based only on the responses collected from six teachers because of time constraints which prevented engaging more participants in this study.

Chapter 6

Conclusion

The national curriculum framework 2021 was focusing on task-incorporated learning environment which replaced traditional rote-based learning. The entire curriculum was competency-based where students acquired knowledge from their peers, groups, instructors, online tools etc. For language education the teachers were instructed to enhance learners' communication skill and provided with a teachers' guide to adapt with this modern teaching approach. Due to political unrest, the main goal of this curriculum was unfulfilled and through this research it was intended to explore teachers' perception regarding that curriculum and modern teaching strategy. From the data, the teachers' responses are positive and they consider TBLT as an effective learning method. The teachers highlighted that TBLT enriches students' communication skill. However, the teachers encountered some obstacles such as large classroom, lack of resources and parental support. Though these obstacles could improve with time but the ever-changing curriculum decided to reduce task-incorporated activities inside the classroom and focus again on pen-paper based examination. During this research, the secondary level teachers expressed their expectation for a long-term stable curriculum for ensuring maximum learning outcomes. Furthermore, they noted that policy-makers should establish a standard remuneration scale for teachers so that they feel motivated inside the classroom.

6.1. Contribution of the Study

6.1.1. Implications for Knowledge

Recent scholarly articles for exploring task-based language teaching have been stated in this current research paper. For instance, Ji (2017) stated that for the last two decades, there was

an extensive usage of TBLT approach and educators among Asian countries prefer to adopt this technique rather than following traditional approach of teaching a language. From a recent study of Medina (2021), implies that students express mixed views after implementing TBLT in language classrooms. Bangladeshi researcher Rubaiat (2018) explored TBLT as a challenging teaching method for secondary level learners' English learning where the author also analyzed obstacles that educators face while applying TBLT in English classroom. Furthermore, Shomi (2022) finds TBLT as effective pedagogical approach for enhancing the skills of English language among learners.

Nevertheless, very few studies or research have been conducted in the context of Bangladesh. Hence, it is important to identify whether TBLT influences secondary learners' English learning and, additionally, how instructors adapted to the curriculum. This current study has gathered both recent and previous literatures that are relevant for this topic. Additionally, this paper intended to bridge the gap of knowledge with the findings of the qualitative research approach. Moreover, the research work will encourage other researchers to go for further similar topics with more participants and time to find more viewpoints regarding this issue.

Recommendations

Referring to the findings of the study, this study would like to provide a number of recommendations:

- This study urges policy makers to think about making a long-term stable curriculum focusing on task-incorporated learning environment.

- Policy makers should consider about establishing a standard remuneration scale both in urban and rural context.
- Teachers from both urban and rural areas should be trained up before introducing a new curriculum and they should be observed through yearly evaluation.
- Institutions should take initiative for creating a tech-friendly classroom environment.

References

- Adams, E. (2010). The Joys and Challenges of Semi-structured Interviewing. *Community Practitioner*.
- Adhabi, E., & Anozie, C. B. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education*.
- Aorny, K. A. , Haque, N. , Hossain, M. (2022). Technology-Mediated Task-Based Language Teaching at Private Universities in Bangladesh: Students' and Teachers' Perceptions. *ELT Worldwide Journal of English Language Teaching*. 10.26858/eltww.v9i2.37051
- Ahmed, S. (2018). Higher Order Thinking Tasks in Fostering Critical Thinking through Writing. *International Islamic University Malaysia*.
- Amini, S., & Mahmoudi Largani, F. (2019). Exploring Iranian EFL Teachers' Perspectives on Task-based Language Teaching. *International Journal of Research in English Education*. <http://dx.doi.org/10.29252/ijree.4.4.30>
- Ariatna, & Ellis, R. (2021). A Case Study of One Teacher's Introduction to Task-based Language Teaching: Insights for the Development of a Professional Development

Programme. *Language Teaching for Young Learners*.

<https://doi.org/10.1075/ltyl.00020.ell>

Al-Tamimi, N. O., Abudllah, N., & Bin-Hady, W. R. A. (2020). Teaching Speaking Skill to EFL College Students through Task-based Approach: Problems and Improvement. *British Journal of English Linguistics*.

Albino, G. (2017). Improving Speaking Fluency in a Task-based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga. *Sage Open*. <https://doi.org/10.1177/2158244017691077>

Alam, Farzana. (2022). Role of ZPD, SLT, and TBLT. Doi:10.13140/RG.2.2.20785.86884

Bryfonski, L., & McKay, T. H. (2019). TBLT Implementation and Evaluation: A Meta Analysis. *Sage Journals*. <https://doi.org/10.1177/1362168817744389>

Belda-Medina, J. (2021). Enhancing, Multimodal Interaction and Communicative Competence through Task-based Language Teaching (TBLT) in Synchronous Computer-mediated Communication (SCMC). *Education Sciences*.
<https://doi.org/10.3390/educsci11110723>

Bygate, M. (2001). Effects of Task Repetition on the Structure and Control of Oral Language. *Pearson Education*.

Connelly, L. M. (2016). Trustworthiness in Qualitative Research. *MedSurg Nursing*.
<https://link.gale.com/apps/doc/A476729520/AONE?u=googlescholar&sid=bookmark-AONE&xid=d5cf03d0>

- Chen, Q., & Wright, C. (2017). Contextualization and Authenticity in TBLT: Voices from Chinese Classrooms. *Language Teaching Research*.
<https://doi.org/10.1177/1362168816639985>
- Ciesielska, M., Boström, K.W., Öhlander, M. (2018). Observation Methods. *Qualitative Methodologies in Organization Studies*. https://doi.org/10.1007/978-3-319-65442-3_2
- Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches
- Deggs, D.M., & Hernandez, F. (2018). Enhancing the Value of Qualitative Field Notes Through Purposeful Reflection. *The Qualitative Report*.
- Douglas, S. R., & Kim, M. (2014). Task-based Language Teaching and English for Academic Purposes: An Investigation into Instructor Perceptions and Practice in the Canadian Context. *TESL Canada Journal*. <https://doi.org/10.18806/tesl.v31i0.1184>
- Doly, R. S. (2014). Difficulties English Language Teachers Face in Implementing Different Tasks in Bangladeshi College Level Language Classrooms.
<http://hdl.handle.net/10361/3290>
- Ellis, R. (2003). Task-based Language Learning and Teaching. *Oxford University Press*.
- Ellis, R. (2017). Task-based Language Teaching: Responding to the Critics. *The Language Learning Journal*.
- Ellis, R. (2020). Task-based Language Teaching for Beginner-level Young Learners. *Language Teaching for Young Learners*. <https://doi.org/10.1075/ltyl.19005.ell>
- Ellis, R. (2021). Task-based language teaching (pp. 133-136). *Springer International Publishing*.

- Fasih, P. (2023). The Role of Vocabulary in Task-based Language Teaching in International and Iranian Contexts. *Antik Tanulmányok*. 10.30438/ksj.2022.10.1.4
- Harris, J. (2018). Responding to the Critics: Implementation of TBLT in Japan. *Indonesian Journal of Applied Linguistics*. Doi:10.17509/ijal.v8i1.11473
- Hadjira, C., & Kaouli, N., (2017). Towards the Fulfillment of EFL Learning Conditions: Task-based Learning in EFL Classrooms.
- Hima, A. N., Saputro, T. H., & Farah, R. R. (2021). Benefits and Challenges of Doing Task-based Language Teaching in Indonesia: Teachers' Perception. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*.
<https://doi.org/10.22219/kembara.v7i1.15805>
- Jee, R. Y., & O'Connor, G. (2014). Evaluating the Impact of Blended Learning on Performance and Engagement of Second Language Learners. *International Journal of Advanced Corporate Learning*. Doi: <https://doi.org/10.3991/ijac.v7i3.3986>
- Ji, Y. (2017). Task-based Language Teaching (TBLT) in Asian EFL Classes: Challenges and Strategies. *Atlantis Press*. <https://doi.org/10.2991/mshsd-17.2018.28>
- Khan, R. (2012). *Perceptions and Implementation of Task-based Language Teaching among Secondary School EFL Teachers of Bangladesh*.
- Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a Research Paradigm and Its Implications for Social Work Research. *Scientefic Research*. <https://doi.org/10.3390/socsci8090255>
- Kozawa, Y. (2011). Facilitating Collaborative Dialogues through TBLT. In A. Stewart (Ed.), *JALT2010 Conference Proceedings*.
- Long, M. H. (2015). *Second Language Acquisition and Task-based Teaching*. Wiley.

- Long, M. H. (1996). *The Role of the Linguistic Environment in Second Language Acquisition*. Academic Press.
- Long, M. H. (2016). In Defense of Tasks and TBLT: Nonissues and Real Issues. *Annual Review of Applied Linguistics*. Doi: 10.1017/S0267190515000057
- Lume, L. L., & Hisbullah, M. (2022). The Effectiveness of Task-based Language Teaching to Teach Speaking Skills. *Journal of Languages and Language Teaching*.
<https://doi.org/10.33394/jollt.v10i1.4399>
- Mackey, A. (1999). Input, Interaction and Second Language Development: An Empirical Study of Question Formation in ESL. *Studies in Second Language Acquisition*. Doi: 10.1017/S0272263199004027
- Maguire, M., & Delahunt, B. (2017). Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars. *All Ireland Journal of Higher Education*.
- Murira, S., & Sirajum, L. B. (2021). Determining the Understanding of Task-Based Language Teaching Among the English Teachers of NU Affiliated Colleges in Bangladesh.
file:///C:/Users/User/Downloads/2021-2_Determining-the-Understanding-of-Task-Based-Language-Teaching-among-the-English-Teachers-of-NU-Affiliated-Colleges-in-Bangladesh.pdf
- Ma, L. (2019). Application of TBLT in Primary School Classes--A Case Study of the Fourth Primary School in Awati County. *Asian Education Studies*.
<https://doi.org/10.20849/aes.v4i2.656>
- Newton, J., & Bui, T. (2017). Teaching with Tasks in Primary School EFL Classrooms in Vietnam. *Recent Perspectives on Task-based Language Learning and Teaching*. 10.1515/9781501503399-013

- Nunan, D. (2004). Task-based Language Teaching. *Cambridge University Press*.
- Ramzan, S. H., & Rahman, N. F. A. (2023). Verbal Report Protocol in Heuristic Inquiry Research on Teachers` Habit of Mind. *American Institute of Physics Conference Series*. 10.1063/5.0113547.
- Richards, J. C., & Rogers, T. S. (2020). Approaches and Methods in Language Teaching. *Cambridge University Press*.
- Rubaiat, S. (2018). The Effectiveness of TBLT in Improving Secondary Level ESL Learners' Reading and Writing Skills. <http://hdl.handle.net/10361/10790>
- SooleenAbbas. (2023). Different Types of Sampling Techniques in Qualitative Research. *Sago*. <https://sago.com/en/resources/blog/different-types-of-sampling-techniques-in-qualitative-research/>
- Shomi, T. I. (2022). The Effects of Task-based Language Teaching Approach in Teaching and Learning of English Reading and Writing Skills. <http://hdl.handle.net/10361/18158>
- Shrestha, P. N. (2022). Primary English Language Teaching in Bangladesh: Classroom Practices and Teacher Identities. In *English for Young Learners in Asia*. *Routledge*. <https://doi.org/10.4324/9781003016977-7>
- Skehan, P. (1996). A Framework for the Implementation of Task Based Language Instruction. *Applied Linguistics*. <https://doi.org/10.1093/applin/17.1.38>
- Skehan, P. (1998). A Cognitive Approach to Language Learning. *Oxford University Press*. <https://doi.org/10.5070/L4111005027>

- Swain, M. (2013). The Inseparability of Cognition and Emotion in Second Language Learning and Language Teaching. *Cambridge University Press*. Doi: 10.1017/S0261444811000486
- Takimoto, M. (2009). The Effects of Input-Based Tasks on the Development of Learners' Pragmatic Proficiency. *Applied Linguistics*.
- Van den Branden, K. (2016). Task-based Language Teaching. *The Routledge Handbook of English Language Teaching*.
- Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Process. *Harvard University Press*. <https://doi.org/10.2307/j.ctvjf9vz4>
- Willis, D. & Willis, J. (2007). Doing Task Based Teaching. *Oxford University Press*.
- Zheng, X., & Borg, S. (2014). Task-based Learning and Teaching in China: Secondary School Teachers' Beliefs and Practices. *Language Teaching Research*. <https://doi.org/10.1177/1362168813505941>
- Yin, R. K. (2014). Case Study Research: Design and Methods. *Sage Publications*.
- Stake, R. E. (2006). Multiple Case Study Analysis. *Guilford Press*.
- Naz, N., Gulab, F., & Aslam, M. (2022). Development of Qualitative Semi-structured Interview Guide for Case Study Research. *Competitive Social Science Research Journal*.
- Malmqvist, J., Hellberg, K., Möllås, G., Rose, R., & Shevlin, M. (2019). Conducting the Pilot Study: A Neglected Part of the Research Process? Methodological Findings Supporting the Importance of Piloting in Qualitative Research Studies. *International Journal of Qualitative Method*. <https://doi.org/10.1177/1609406919878341>

Appendix: Semi-structured Interview Questions

Research Questions

1. What perceptions do teachers have regarding task-based language teaching in Bangladesh?
2. How do teachers from urban & rural institutions adapt curriculum while designing English language classrooms?
3. What challenges do they encounter while implementing TBLT for secondary level learners?
4. What expectations do teachers have regarding education system and classroom environment?

The following questions were asked to the participants during the semi-structured interview sessions to answer the research questions of this study.

Interview Questions

Interview questions (IQs)	Background Info	RQ1	RQ2	RQ3	RQ4
1. Could you please give a brief overview about your educational background?	X				
2. Share about the institution where you are now employed. Is it located in an urban or rural area?	X				
3. How many years have you been involved in the teaching profession?	X				
4. Are you familiar with the teaching method named TBLT? a. (If yes) What do you know about it? b. (If no) Explain TBLT in detail.		X			
5. What do you think about using TBLT in English language classroom for secondary level learners?		X			
6. Do you think TBLT is suitable in		X			

your context?					
7. Did you ever incorporate tasks to teach English language in your classroom? a. Did you notice any improvement in students' language skill after using task incorporated methods? b. Did you face any challenges?		X			
8. The new curriculum suggested in 2023 had incorporated task-based teaching approach. What are your thoughts on that? a. Do you support it? Why or why not?		X			
9. Do you follow the national curriculum when designing lessons for your English language classroom? a. Did you have to make any changes to your English language lessons to adapt to the changes in national curriculum? (If yes) What kind of changes?			X		
10. What are the factors that influence you while designing lessons for your learners?			X		
11. What type of materials do you use to meet the needs of your learners?			X		
12. What role does technology play in your classroom environment?			X		
13. What type of assessment strategies do you use in your classroom?			X		
14. How do you involve your learners while designing tasks or activities?			X		
15. Did you face any obstacles while				X	

adapting the new curriculum in your classroom? (If yes) please share the kind of challenges you faced.					
16. Do you face any institutional or resource-based limitation?				X	
17. How do your students respond to task-based English language classroom?				X	
18. How do your students' parents perceive TBLT? Do you find their opinion supportive or challenging?				X	
19. Did you receive any professional training to adapt or implement task incorporated lesson? (If yes) How was your experience? a. Do you think such training is necessary and important?				X	
20. What professional development opportunities would you like to see for implementing task-focused lesson more effectively?					X
21. Do you have any suggestion for improving education policy? a. Do you expect any changes or modification in the curriculum for upcoming years?					X
22. What kind of support do you expect from administration?					X

Notational Conventions

Notations

Meaning

1.	DU	Discourse unit
2.	I	Researcher
3.	R	Respondent
4.	PAR	Parvin Akter (Participant 1)
5.	DU PAR 28	DU<space> Participant name's first three Alphabet <space> DU number.
6.	—	1 sec pause
7.		0.5 sec pause
8.	Ahh, Amm, Ehm, Ehh	Making some voice while thinking
9.	**	Pause or stop talking for short time
10.	Eh Ehh	Laugh
11.	Bahh	Cough
12.	Hem	Questioning
13.	Yahh	Agreement

Interview Transcription

Respondent Name: P1(R)

Date: 03 December, 2024

Interviewer: Researcher (I)

Time: 9.30 pm

DU	Part	Questions & Answers
----	------	---------------------

1	I	As-salamu Alaikum, hope you are doing well. Thank you so much for participating in this research. Your name and other information will not be disclosed during this study. Amm Let's begin with your background information. Could you please give a brief overview about your educational background?
2	R	Thank you, first of all I have completed my masters from BRAC University in applied Linguistics & ELT and I have completed my graduation from Adamjee Cantonment college under National University in English. And I have completed my SSC & HSC both in the group of science from Uttara Girls High School & College, yeah that's it.
3	I	Thank you so much. Amm, share about the institution where you are now employed, Is it located in an urban or rural area?
4	R	Okay. So, I work at Uttara Girls High school & college, basically my own college where I have studied and as the name suggests it is located in Uttara, it is in urban setting.
5	I	Okay. How many years have you been involved in this teaching profession?
6	R	So, it's been 3 years that I am teaching and one year I have been in English version school and there I used to teach primary level students. Then I switched to Uttara Girls High School & College where I'm teaching secondary students for almost two years now.
7	I	Are you familiar with the teaching method named TBLT?
8	R	Hem, TBLT. Can you explain the whole name?
9	I	Yahh, sure. Amm, TBLT is basically Task-Based Language teaching. So, are you familiar with the name?
10	R	Yes, I'm familiar with the name.
11	I	So can you explain what do you know about it?
12	R	Ahh, I've read it when I was a student of ELT but I didn't have the opportunity to use this method as I use to teach in a national curriculum-based institution. So, basically, I know the concept that there are tasks which a student can learn the language through those tasks and I think that is the basic thing of this method.
13	I	Amm, what do you think about using TBLT in English language classroom for secondary level learners?

14	R	So, Amm, it differs because amm in our national curriculum-based institution, as you may have known that we had a particular curriculum amm this year. And that was mainly what was it**Amm it was something that was related to tasks and we used to provide with a teacher's guide and how to teach them and there were tasks in like you have to make a conversation that you can use it with your friends and these kinds of tasks but as a teacher we cannot** we didn't have the opportunity to make things by ourselves because all of them are done by the authorized NCTB books only. So, we just taught them as the teacher's guide suggested us but now things have changed. Now, we are having a written exam that is totally the opposite of it and now curriculum is basically what we have studied in our time when we were secondary level students. So amm basically things have changed in a very short time and I basically prefer that curriculum more than this that is here right now. I think. So as I have also experienced English version schools also I think in those institutions where teachers can make own lessons and they can really make their own study materials. I think this teaching method helps a lot but in national curriculum, we don't have any opportunity as such to use any kind of method in class because all of them are written and scripted.
15	I	Okay. So, everything is scripted there eh ehh. So** Do you think TBLT is suitable in your context? If you get the opportunity to use TBLT in your context, do you find it suitable?
16	R	Yes. Of course. Because Then I can** I know my students then I can prepare tasks according to their previous knowledge and how I can develop them so it would may a vast opportunity for the students to learn and I can also make the materials or tasks enjoyable in my own ways so that my students can also learn the language very spontaneously. So, I would definitely prefer the method.
17	I	Okay. Did you ever incorporate tasks to teach English language in your classroom?
18	R	Amm, can you repeat the question?
19	I	Yahh, sure. Did you ever incorporate tasks to teach English language in your classroom?
20	R	Amm, in this institution, I didn't have as I have said earlier that I didn't have the opportunity to do anything than following the teacher's guide. But in my English version school, yes, I had opportunity and I have done it to take spoken classes to young learners so there I used to make tasks very enjoyable so that my students can learn very effectively and I used to use that time but

		in the secondary level in national curriculum no one can do such things because there the opportunity is limited.
21	I	Okay. The new curriculum suggested in 2023 has incorporated task-based teaching approach so what are your thoughts on that?
22	R	I really appreciate it. As I have already said that curriculum itself is very good and as I was a student of ELT. I used to enjoy teaching them as well as though I have the teaching guide but I don't really need to see or memorize as I already see the tasks and I have that experience so I can do with it. And I always try to amm inculcate all the tasks that has been written in the text books and all of my students used to enjoy those very much. And I have done it but as the book suggested.
23	I	Do you support this new curriculum? Like do you support it or do you think that the previous one was better?
24	R	I absolutely support this one, I don't have any expertise in terms of other subjects I don't know about them but for English Language, obviously it was best one. But it may have challenges, I think you have questions for that I'm keeping my answers for those.
25	I	Can you tell me what the reasons for you to support this curriculum are? Why are you using this curriculum? Can you give me one or two reason?
26	R	Yes. Because the main goal to teach English is to communicate, right? So, our** also in our time we used to know that our books are communicative English language but all the time we used to just memorize the things. In our books only, also had those kinds of stuffs nut in this curriculum I've done tasks with my students about how you can you introduce yourself, how can you know your friend, what kind of questions you have to ask or I can give you a very specific example. Maybe in the book of class 6, the first chapter is very good. There you could learn how to greet people according to their age, relationship, how you can use formal language, informal language, where you can use it, where you cannot use it according to your youngers, also there are tasks in such a way that there are situation, dialogues according to that situation so that the teacher can see either you have learn it or not. So, it is a very good approach in my opinion and my students love that. Also, I have seen them use those learning in their real life as well.
27	I	Do you follow the national curriculum when designing lessons for your English language classroom?
28	R	So yes, as I have already said in our national curriculum we

		don't make our own lessons. There is the teachers' guide and we cannot make the question papers as well. The NCTB or the education ministry I think they used to give us the questions as well so we didn't have any scope to make anything. We just have to abide what we are instructed to. So the scope of making anything is not possible.
29	I	Did you have to make any changes to your lessons to adapt to the national curriculum? Do you have the opportunity to make any changes or you have to strictly follow the curriculum?
30	R	So, there were instructions that if your students are not able to receive the class in English than you can speak Bangla and also when your students are responding you can continue English speaking. And you will be very surprised to know that in the textbook, there are Bangla subtitles of everything. And I made few changes in tasks instructions as I have around 70-80 students in one class so it's very difficult to inculcate or follow the instruction as we have only 35 minutes in per class so I make changes here and there maybe I had to finish the tasks in single form that they can give me the results and their opinion very easily.
31	I	What are the factors that influence you while designing lessons for your learners?
32	R	My students' need and response influence me a lot when I design a lesson for them.
33	I	What type of materials do you use to meet the needs of your learners?
34	R	Materials? Okay. So, in our national curriculum I mean in the new curriculum, we use materials that are also instructed in our books (Teacher's guide). In my opinion, I don't really make anything or think about those materials because the materials are already given there.
35	I	So, you mentioned teacher's guide, right? Can you explain more about it?
36	R	Ahh, basically we had to attend training for this new curriculum where we were instructed about how to take classes, also there the authors of the book were a part of this training. There in the book, time are mentioned that in what time we have to finish lessons, or what time is required for a particular chapter. Also there is instruction that this is a group task and the teachers have to make a group to continue. So the instruction were that such. No particular answers are given for any question because all of them are open-ended. There are also written that the answers will

		vary to student to student. We are also instructed to take the teacher's guide whenever we are entering to our classes. And we cannot go beyond the teacher's guide.
37	I	So, it was provided by your institution or NCTB?
38	R	NCTB. As it was a new curriculum so it is challenging for the teachers as well to conduct their class in this new teaching method. This guide will instruct the teachers during the class.
39	I	Okay let's move on to our next question. Do you use technology in your classroom? Like what role does technology play in your classroom?
40	R	Unfortunately, there is nothing like that. We don't use any technology in our school but yes, we are connected through online platform like WhatsApp. Students can reach me whenever they are in trouble, they can ask me for any kind academic help. But in the classroom, no, we don't use any sort of technology.
41	I	But you said you have around 70 students in one class so don't you have any microphone or projector or anything like that?
42	R	Unfortunately, not. Actually, this is a big challenge for us teachers as well. But our authority is taking actions, maybe in the next year they will do it.
43	I	Okay. So, Ahh lets now talk about assessment. What type of assessment strategies do you use in your English language classroom?
44	R	As I'm in a national curriculum, we have continuous & summative assessment which is known as half early examination. It was a new experience for me because the question papers are set by the NCTB too. And the previous night of the exam, the institution use to download the questions and the next day we were given a instruction paper how to assess the students and how the whole evaluation will be conducted. Also the exam is for 5hours and we used to give 10 min break in the middle and they can also start again. There is also instruction about how to evaluate the answer sheet.
45	I	How do you involve your learners while designing a task or activity? You have to follow continuous assessment as well, so how do you engage them?
46	R	Okay, so in my classes, I try to make groups because the tasks are in groups so I basically try to make group leaders first then give them space to make their own group to conduct any task or activity. And I also give them the instruction how to do a task or

		any assignment. If I want to say how I engage my students, I really try to make them very comfortable to share their questions or quires. Also, I'm very passionate about teaching so I try to make my classroom environment very friendly.
47	I	Did you face any obstacles while adapting the new curriculum in your classroom?
48	R	Yes, there are challenges. First of all, a big number of students in a single classroom in a very short duration. It is very difficult to evaluate each student in a group within this limited time. Also, there are two type of evaluation; you have to evaluate them in terms of their group performance, also you have to evaluate them particularly. So, it is a big hustle for us to evaluate every members of the group separately. Also, the biasness basically comes there. Another thing about the summative assessment, the previous night, there are the questions available with answers in the internet. So I have seen students collecting those answers from YouTube or other websites. They use to write or memorize the answers and the next day they just come to the school and they are just writing the answers. So we are introducing new curriculum where we have to learn things in the basis of our real life and things with fun, if we are writing memorized answers using YouTube and other websites then the main target or goal of this new curriculum will not be achieved.
49	I	Do you face any institutional or resource-based limitation?
50	R	No, I don't think so. In our institution, we have enough resources and also publications regularly come and these are available for us. Also, the students have their own guidebooks.
51	I	How do your students respond to task based English language classroom?
52	R	First of all, it was new to them and past class they were very scared and confused about evaluation and everything. Over the time, we developed their confidence; we being teachers as well developed our own confidence. So, at first we all were confused, still there are comments from the teachers also that this approach is not good for Bangladesh. But in my opinion, I really enjoy and I think this is the best approach. Here at least the students have to speak in classroom. In their task, assignments, evaluation, they have to speak. They have to use their language skills to write the answers or speak so I think this is the best one.
53	I	Amm, how do your students' parents perceive TBLT? Do you find their opinion supportive or challenging?
54	R	Challenging. It is really challenging to convince them. I faced

		one situation which I would like to share. One of my guardians called me a night before the exam and said, you are the English teacher so give some suggestion that I can teach my child before the exam. I said, we don't know what will be the question, but that guardian specifically was into the marks only saying no! My child is the first girl and I have to ensure she remain the first always. I ensured her that she has developed her skill which will be shown after the evaluation but she was angrily said that this curriculum teaches nothing, it's just bullshit.
55	I	Did you receive any professional training? How was your experience?
56	R	Yes, I have done training from NCTB that was on continuous assessment. And my experience was good.
57	I	Do you think such training is necessary or important for teachers?
58	R	Yes of course. Because I believe not all of the teachers are from ELT background so it's very necessary for them to enrich themselves as well to develop their learners.
59	I	What professional development opportunities would you like to see for implementing task-focused lesson more effectively?
60	R	So, if there are opportunities like teachers are making their own materials then this approach could be flexible for teachers to implement. I think the teacher should go through a yearly evaluation. This evaluation will motivate senior teachers for working actively.
61	I	Do you have any suggestion for education policy?
62	R	Amm, new curriculum was fine as it was inspired for other developed country but the policy makers should think about teachers as well. For me, I don't have any coaching center or special tuition service so I give my full efforts in my classroom. But the remuneration that I can is not enough to motivate me. So policy makers should consider this as well. Also there should be instruction like a single classroom shouldn't have more than 30-35 students so that the teachers can look each of their issues particularly.
63	I	What kind of support do you expect from administration?
64	R	I would expect technology-oriented classrooms from the administration. And remuneration policy should be modified as well.

--	--	--

Respondent Name: P2 (R)

Date: 04 December, 2024

Interviewer: Researcher (I)

Time: 9.30 pm

DU	Part	Questions & Answers
1	I	As-salamu Alaikum, hope you are well. Thank you so much for participating in this research. Your name and other information will not be disclosed during this study. Let's begin with your background information. Could you please give a brief overview about your educational background?
2	R	Thank you, I have completed my graduation and post-graduation from East West University in Linguistics & English Language Teaching. And I have completed my SSC & HSC both in the group of science from Lalmatia Girls High School & College.
3	I	Thank you so much. Amm, share about the institution where you are now employed, is it located in an urban or rural area?
4	R	Well. I work at Mohammadpur Preparatory School and College and it is located in urban setting.
5	I	Okay. How many years have you been involved in this teaching profession?
6	R	So it's been 5 years since I am involved in this profession.
7	I	Are you familiar with the teaching method named TBLT?
8	R	TBLT. Yes I am familiar with this term.
9	I	So can you explain what do you know about it?
10	R	As far as I know that there are tasks that help students to learn the target language by participating in activities connected with real life-contexts.

11	I	Okay. What do you think about using TBLT in English language classroom for secondary level learners?
12	R	I find this method very useful while teaching English language among secondary students.
13	I	Do you think TBLT is suitable in your context? If you get the opportunity to use TBLT in your context, would you find it suitable?
14	R	Of course. I think this method is suitable in my context. The previous national curriculum was mainly based on task-based lessons. So, when we teachers were using that approach, we saw that students' fluency was improving as they had to interact inside the classroom.
15	I	Okay. Did you ever incorporate tasks to teach English language in your classroom?
16	R	Amm, in this institution, I have incorporated tasks in my English classrooms following the teacher's guide. Though I did not have the opportunity to make my own tasks or activities depending on my learners' level because we were strictly instructed to follow the teacher's guide. So, I had to depend on that guide to incorporate tasks in classroom.
17	I	Okay. The new curriculum suggested in 2023 has incorporated task-based teaching approach so what are your thoughts on that?
18	R	I really appreciate that national curriculum as it was a major shift from the traditional way of learning by drilling and participating in pen and paper-based examination. I think that curriculum could make our students more active and motivated to learn spontaneously.
19	I	Do you support this new curriculum? Like do you support it or do you think that the previous one was better?
20	R	Yes, I support this one. For English language, obviously it is the best method for teaching secondary students. But we should not drop off the pen and paper-based exams as it keeps our students engaged with books.
21	I	Can you tell me what the reasons for you to support this curriculum are? Why are you using this curriculum? Can you give me one or two reason?
22	R	So, I support one because it enables learners to communicate actively. And when someone is learning a second or foreign language, it's very important to enhance communication skill so

		that the learner can communicate confidently. The tasks and activities in that curriculum were basically making our students confident to speak fluently.
23	I	Do you follow the national curriculum when designing lessons for your English language classroom?
24	R	Yes of course, I have already said that in national curriculum we don't have any opportunity to make own lessons, materials or activities. All the teachers are provided with teachers' guide and we cannot make the question papers as well.
25	I	Did you have to make any changes to your lessons to adapt to the national curriculum? Do you have the opportunity to make any changes or you have to strictly follow the curriculum?
26	R	So during my training sessions, I was instructed that if my students are not able to understand my lectures then I can switch to mother tongue to make the class easier for them. So sometimes I mix mother tongue with second language which teaching my students. For lessons, I did not make any changes rather I strictly follow teacher's guide to continue my lessons.
27	I	What are the factors that influence you while designing lessons for your learners?
28	R	My students patiently attend my class and respond to my each instruction and task which influence me a lot while design any class for them.
29	I	What type of materials do you use to meet the needs of your learners?
30	R	Okay. In the new curriculum, I use materials that are instructed in the Teacher's guide. So, I don't really make anything or think about those materials because the materials are already provided in that book.
31	I	Okay let's move on to next question. Do you use technology in your classroom? What role does technology play in your classroom?
32	R	Unfortunately, I don't have any technological facilities in my classroom. Even a single microphone or speaker is absent there. I have to scream during my classes which are very challenging for me.
33	I	Okay. So, Ahh lets now talk about assessment. What type of assessment strategies do you use in your English language classroom?

34	R	According to national curriculum, continuous and summative assessments (half early examination) are used among our secondary students. For summative assessments, we don't need to make any question papers as it was provided by the education board.
35	I	How do you involve your learners while designing a task or activity?
36	R	Most of the times I try to take their opinion while designing any activities. And as I have to handle 40-45 students in a single class, I always try to design group activities. I always try to explain learning outcome before starting an activity or task which makes my students really motivated.
37	I	Did you face any obstacles while adapting the new curriculum in your classroom?
38	R	Yes, I have to manage a large classroom within 45 minutes which is quite challenging for me. Besides, I had noticed that there are students who are not really interested to participate in such activities and they always try to show up with their parents. I did not get any support from their parents as well. So, it's difficult for me to tackle all these things. I think it's not only a teacher's duty to ensure everything.
39	I	Do you face any institutional or resource-based limitation?
40	R	In our institution, we have enough resources and publications in our library. But there should be enough technological facilities to make learning interesting.
41	I	How do your students respond to task based English language classroom?
42	R	At the beginning they were confused but with time they started to cooperate in class and tried to engage themselves.
43	I	How do your students' parents perceive TBLT? Do you find their opinion supportive or challenging?
44	R	Amm, Challenging. It is actually difficult to make them understand that we are not wasting time and their child is actually going through a procedure where they will surely learn.
45	I	Did you receive any professional training? How was your experience?
46	R	Yes, I have received training from NCTB there my experience was good.

47	I	Do you think such training is necessary or important for teachers?
48	R	Of course. I think that teachers should be trained up well before any experiment in curriculum or assessment.
49	I	What professional development opportunities would you like to see for implementing task-focused lesson more effectively?
50	R	I think there should be options for teachers to make their own materials. As the students' proficiency level is not same so the teacher knows very well what kind of materials or tasks can work in his/her class.
51	I	Do you have any suggestion for education policy?
52	R	According to my thoughts, I really appreciate the curriculum that was based on task and communicative learning method. It would be great if the teachers had the opportunity to make question papers for summative assessments.
53	I	What kind of support do you expect from administration?
54	R	At this point, I would expect technology-oriented classrooms from the administration so that we can ensure better learning environment.

Respondent Name: P3 (I)

Date: 05 December, 2024

Interviewer: Researcher (R)

Time: 9.30 pm

DU	Part	Questions & Answers
----	------	---------------------

1	I	As-salamu Alaikum, hope you are well. Thank you so much for participating in this research. Your name and other information will not be disclosed during this study. Let's begin with your background information. Could you please give a brief overview about your educational background?
2	R	Thank you, I have studied at Jahangirnagar University in the department of English. I have done my graduation and post-graduation from there. And I have completed my SSC & HSC in the group of science from Dhanmondi Govt. Girls High School and Dhaka City College.
3	I	Thank you so much. Could you please share about the institution where you are now employed, Is it located in an urban or rural area?
4	R	Well. I work at Udayan Uchcha Madhyamik Bidyalaya and it is located in urban area.
5	I	Okay. How many years have you been involved in this teaching profession?
6	R	So it's been 6 years that I am involved here.
7	I	Are you familiar with the teaching method named TBLT?
8	R	Yes I know about it.
9	I	So, can you explain what do you know about it?
10	R	I have come across about the topic during my higher studies. Basically, this method is used for language lessons through multiple tasks and activities and I heard that this method is known to be really important in the context of language teaching all around the world.
11	I	Okay. What do you think about using TBLT in English language classroom for secondary level learners?
12	R	Well, I think this method can be very efficient for secondary level students. Specially for the students who aspires to be well polished in second language, I think TBLT may help them to learn the language from real life incidents like day to day activities.
13	I	Do you think TBLT is suitable in your context? If you get the opportunity to use TBLT in your context, would you find it suitable?

14	R	I think it is suitable. As we know TBLT method is suitable in my teaching context. I think the national curriculum which was started in 2023 was really focused on that approach and personally I have seen many of my students found the traditional approach rather troublesome but when TBLT was introduced they welcomed the approach warmly and developed themselves a lot. Many of them prefer this approach than only drilling and written based exams.
15	I	Okay. Did you ever incorporate tasks to teach English language in your classroom?
16	R	Yes, I have. After the national curriculum 2023 was introduced, TBLT got really popular within the teachers' community, we teachers started to implement TBLT approach in our teaching sessions. Initially the students were a bit hesitant about the approach as it was new to them but with time they started enjoying their class more from the previous times.
17	I	Okay. The new curriculum suggested in 2023 has incorporated task-based teaching approach so what are your thoughts on that?
18	R	Actually, to me personally, I liked the way of teaching in the TBLT especially when it comes to second or foreign language. For language learning, it is essential to gather communication skill and task-based teaching method makes it easier for the students to make their communication skill grow.
19	I	Do you support this new curriculum? Like do you support it or do you think that the previous one was better?
20	R	I do appreciate this one. For my lessons, I really prefer such approach which involves task-based activities. It'd be really happy if this way of teaching continues along with the written based evaluation.
21	I	Can you tell me what the reasons for you to support this curriculum are? Why are you using this curriculum?
22	R	Well, I myself came across a few situations where I saw students growing their communication a lot after applying this method in English classroom. They were motivated and really inspired. Their encouragement and willingness motivated me to use this method in the classroom.
23	I	Do you follow the national curriculum when designing lessons for your English language classroom?
24	R	Yes, I follow the curriculum and usually for teachers like us, the options and alternate to the curriculum is very limited and more

		often we teachers have to maintain following the curriculum rigorously.
25	I	Did you have to make any changes to your lessons to adapt to the national curriculum? Do you have the opportunity to make any changes or you have to strictly follow the curriculum?
26	R	Well, I try not to make changes in content or evaluations but sometimes I have to switch to Bengali to make my lessons simpler. Maximum of the students I got, are not always capable enough to understand English lectures so sometimes I have to use Bengali to make them understand the lesson.
27	I	What are the factors that influence you while designing lessons for your learners?
28	R	In my case, I try to make my students attend my class patiently and well comfortably and I try to get their responses towards instructions and tasks which makes a significant impact on my thinking when I am trying to design Lessons for them.
29	I	What type of materials do you use to meet the needs of your learners?
30	R	Well, In the curriculum from 2023, I mostly try to use the contents that are directed in the Teacher's guide. So, I don't really need to develop anything or make changes about those contents because the contents are already presented in that book.
31	I	Okay let's move on to next question. Do you use technology in your classroom?
32	R	Sadly, I don't get to use much technological facilities in my classroom as there are none to use. You'd be amazed to know that even a single microphone or speaker is not available. Weekly once students from junior sections get the opportunity to access projector classroom.
33	I	Okay. Let's now talk about assessment. What type of assessment strategies do you use in your English language classroom?
34	R	I always try to follow the national curriculum, like for half early examination; continuous and summative are followed previously for our secondary students. For summative evaluation, we did not make any question paper as it was provided by the education board.
35	I	How do you involve your learners while designing a task or activity?

36	R	In most cases, I listen to their thoughts while designing any task. And as there are 40-45 students in a class, I mostly opt to design activities in group. I also like to explain the outcome before initiating an activity or task which tends to make my students more engaged.
37	I	Did you face any obstacles while adapting the new curriculum in your classroom?
38	R	Umm sometimes yes. As I have to maintain a classroom involving a large classroom and a large number of students that too within 45 minutes which can be quite tricky for me. Also, I have seen that there are a few students who don't feel that appeal to participate in such activities and they often try to show up with their parents. And in most of the cases I faced, I do not get the support from their parents too. So yeah sometimes it leaves me struggling to tackle all these things.
39	I	Do you face any institutional or resource-based limitation?
40	R	Well, here in my institution, we have abundant of resources and publications in our library. But I think we lack a lot in the technological area and this should be given a priority.
41	I	How do your students respond to task based English language classroom?
42	R	Initially they were struggling a bit as it was new to them but with time they eased into it and they seem to enjoy and they cooperate in the class and try to get more involved.
43	I	How do your students' parents perceive TBLT? Do you find their opinion supportive or challenging?
44	R	Umm, That's a tricky place. It can be a lot challenging. It is hard to try to make them understand that teachers are not wasting time and their child is actually learning through the method a lot.
45	I	Did you receive any professional training? How was your experience?
46	R	Yes, Actually I did, I have received training from NCTB, and truly my experience was good.
47	I	Do you think such training is necessary or important for teachers?
48	R	Yes Definitely. In my opinion, teachers should be well trained and well equipped before introducing any curriculum or assessment.

49	I	What professional development opportunities would you like to see for implementing task-focused lesson more effectively?
50	R	I think a teacher should have that space to make his/her own contents. As all the students don't have the same level of intellect, the teacher should know what kind of Contents or tasks would go with his/her class.
51	I	Do you have any suggestion for education policy?
52	R	Well In my opinion, I do prefer the curriculum based on task and communicative learning method a lot. It would be really helpful if the teachers could avail the opportunity to prepare question papers for summative assessments.
53	I	What kind of support do you expect from administration?
54	R	Well as of now, I would have the necessity for more technology supportive classrooms from the authorities in order to make the learning environment more efficient.

Respondent Name: P4 (R)

Date: 07 December, 2024

Interviewer: Researcher (I)

Time: 9.30 pm

DU	Part	Questions & Answers
1	I	As-salamu Alaikum, hope you are well. Thank you so much for participating in this research. Your name and other information will not be disclosed during this study. Let's begin with your background information. Could you please give a brief overview about your educational background?
2	R	Thank you, I have studied at National University in the department of English. And I have completed my SSC & HSC both in the group of science from Kalipur High School & College.
3	I	Thank you so much. Could you please share about the institution

		where you are now employed, Is it located in an urban or rural area?
4	R	Well. I work at BIAM High School and it is located in rural area.
5	I	Okay. How many years have you been involved in this teaching profession?
6	R	Well, it's almost been 6 years since I am involved in this profession.
7	I	Are you familiar with the teaching method named TBLT?
8	R	Yes, I am familiar.
9	I	So, can you explain what do you know about it?
10	R	This teaching method teaches language through different tasks and activities.
11	I	Well. What do you think about using TBLT in English language classroom for secondary level learners?
12	R	I think this method is very effective for secondary students. Specially those who want to get fluent in second language, TBLT helps them to learn language from context that are directly connected with real life.
13	I	Do you think TBLT is suitable in your context? If you get the opportunity to use TBLT in your context, would you find it suitable?
14	R	Of course. TBLT method is suitable in my context. I think the national curriculum which started from 2023 was focused on that approach and I saw my students to struggle and develop with it.
15	I	Okay. Did you ever incorporate tasks to teach English language in your classroom?
16	R	Yes. After national curriculum 2023, we teachers started to implement tasks in our classrooms. Though the students at first were really confused but by time they started enjoying their class.
17	I	Okay. The new curriculum suggested in 2023 has incorporated task-based teaching approach so what are your thoughts on that?
18	R	I liked that way of teaching especially when it's about learning second or foreign language. For language learning, it is really important to develop communication skill and task based

		teaching method helps these students to enrich communication skill.
19	I	Do you support this new curriculum? Like do you support it or do you think that the previous one was better?
20	R	I really support this one. For my English subject, I really appreciate such strategy which involves some activities. I would be really happy if this teaching strategy continues along with written based evaluation.
21	I	Can you tell me what the reasons for you to support this curriculum are? Why are you using this curriculum? Can you give me one or two reason?
22	R	I personally saw my students to develop in communication after applying this strategy in English classroom. Their encouragement and willingness motivated me to use this method in the classroom.
23	I	Do you follow the national curriculum when designing lessons for your English language classroom?
24	R	Yes, I follow national curriculum instructions and for us teachers we actually don't have any other options than following the curriculum strictly.
25	I	Did you have to make any changes to your lessons to adapt to the national curriculum? Do you have the opportunity to make any changes or you have to strictly follow the curriculum?
26	R	I don't make any changes in material or assessments but yes sometimes I try to focus on group tasks rather than conducting pair or individual task.
27	I	What are the factors that influence you while designing lessons for your learners?
28	R	My institution encourages me a lot and supports me in each decision which influences me to work enthusiastically. Also, my parents support me as well which also keeps me motivated.
29	I	What type of materials do you use to meet the needs of your learners?
30	R	So, I always try to use authentic materials that are directly picked up from real life. Also, we are instructed to follow teacher's guide instruction for using any materials in the classroom. So ammm I try to follow those as well.

31	I	Okay. My next question is about technology. Do you use technology in your classroom? Like what role does technology play in your classroom?
32	R	There are not any technological facilities in my classroom. I have around 50 students in a single class and it's very difficult to manage them. All the time I just have to scream to manage them and control their actions. A speaker, microphone could help me in this situation but sadly I don't have this facility. Also, we don't have projector or monitor in classroom, there is only one computer lab where the monitors' amount is not enough.
33	I	Okay. Next, I would like to know about assessment. What type of assessment strategies do you use in your English language classroom?
34	R	There were continuous and summative assessments. For continuous assessments, we included presentation, assignments, group projects etc.
35	I	How do you involve your learners while designing a task or activity?
36	R	Most of the times I try to take their opinion while designing any activities. And as I have to handle 40-45 students in a single class, I always try to involve them group activities.
37	I	Did you face any obstacles while adapting the new curriculum in your classroom?
38	R	Yes, I have to manage a large classroom within 45 minutes which is quite challenging for me. Besides, I had noticed that there are students in the last bench who are not really interested to participate in such activities so it's challenging for me to bring everyone's' attention within a short duration.
39	I	Do you face any institutional or resource-based limitation?
40	R	In our institution, we don't have enough resources. Additionally, there is lack of enough technological facilities to make learning interesting.
41	I	How do your students respond to task based English language classroom?
42	R	At the beginning they were scared and confused but with time they started to adapt to this situation and tried to engage themselves.
43	I	How do your students' parents perceive TBLT? Do you find

		their opinion supportive or challenging?
44	R	I would say challenging. It's really challenging to convince them and make them patient.
45	I	Did you receive any professional training? How was your experience?
46	R	Yes, I have received several trainings during my career and most of them were arranged by NCTB. I learned many things and developed my teaching strategy gradually.
47	I	Do you think such training is necessary or important for teachers?
48	R	Well of course. To my opinion, A teacher should also go through some evaluation to ensure he/she is actually developing his/her teaching strategy.
49	I	What professional development opportunities would you like to see for implementing task-focused lesson more effectively?
50	R	I think the national curriculum should tailor according to different teaching context. As the rural students are not enough enriched like urban students so if there are opportunities to tailor the curriculum for students from rural context, it would work more effectively.
51	I	Do you have any suggestion for education policy?
52	R	As I said before, I really want the national curriculum to be tailored according to different teaching context.
53	I	What kind of support do you expect from administration?
54	R	I expect enough resources both technological and publications to be available to make learning environment effective. Also, institution should ensure enough publications and notes for teachers as well.

Respondent Name: P5
Interviewer: Researcher

Date: 08 December, 2024
Time: 9.30 pm

DU	Part	Questions & Answers
1	I	As-salamu Alaikum, hope you are well. Thank you so much for participating in this research. Your name and other information will not be disclosed during this study. Let's begin with your background information. Could you please give a brief overview about your educational background?
2	R	Thank you, I have studied at National University in the department of English. And I have completed my SSC & HSC both in the group of Humanities from Islami Model School & College.
3	I	Thank you so much. Could you please share about the institution where you are now employed, Is it located in an urban or rural area?
4	R	Well. I work at Abul Kalam Azad High School and it is located in rural area.
5	I	Okay. How many years have you been involved in this teaching profession?
6	R	Well, it's almost been 4 and half years since I am involved in this profession.
7	I	Are you familiar with the teaching method named TBLT?
8	R	Amm, can you explain about it?
9	I	Well, TBLT is basically a teaching method specifically language teaching method. In this method, teachers involve students in some activities inside the classroom and learners are expected to learn second language while doing the task.
10	R	Okay get it. I studied about this technique during my training session.
11	I	Okay. What do you think about using TBLT in English language classroom for secondary level learners?
12	R	I think this technique is very effective for learning a second language. Especially when someone is learning a second

		language, it's important to get fluent in interacting in different real-life contexts which I think this technique would help.
13	I	Do you think TBLT is suitable in your context? If you get the opportunity to use TBLT in your context, would you find it suitable?
14	R	In my teaching context, it's not always suitable as the students are used to drill and memorize grammar rules and functions. Moreover, the students are my contexts are very reluctant to participate in such activities so if I incorporate tasks or activities, I don't get enough participation from my students.
15	I	Okay. Did you ever incorporate tasks to teach English language in your classroom?
16	R	Yes. From the year 2023, I started to implement tasks in my English lessons.
17	I	Okay. The new curriculum suggested in 2023 has incorporated task-based teaching approach so what are your thoughts on that?
18	R	I think this curriculum was a big shift from our traditional way of learning. And it could make our learning environment more advanced and effective.
19	I	Do you support this new curriculum? Like do you support it or do you think that the previous one was better?
20	R	I support this one but written based exam should also be there to ensure that our students are learning and showing their progress through written evaluation.
21	I	Can you tell me what the reasons for you to support this curriculum are? Why are you using this curriculum?
22	R	I find this method really efficient as it enriches learners' communication skill. Also, I think task-oriented lessons are capable to make our students confident, smart and more intelligent.
23	I	Do you follow the national curriculum when designing lessons for your English language classroom?
24	R	Yes. Teachers are instructed to follow national curriculum so I follow curriculum before designing any lesson or assessments for my English classes.
25	I	Did you have to make any changes to your lessons to adapt to the national curriculum? Do you have the opportunity to make

		any changes or you have to strictly follow the curriculum?
26	R	Honestly at the beginning it was really difficult to adapt with this different teaching approach. But with time I gradually got used to. And I make some changes in lessons to make it simple and easier for my students.
27	I	What are the factors that influence you while designing lessons for your learners?
28	R	I am really passionate about my profession. When I started to work with my students, I saw them improving and this encourages me a lot when I design any lesson for them.
29	I	What type of materials do you use to meet the needs of your learners?
30	R	Amm, I always follow curriculum instructions. Mostly I try to use authentic materials that will represent daily life.
31	I	Okay. My next question is about technology. Do you use technology in your classroom? Like what role does technology play in your classroom?
32	R	As it is a rural institution, there are not sufficient technological facilities in my school. Students are requesting to set up a computer lab but lack of enough funds is an obstacle to fulfilling this need.
33	I	Okay. Next, I would like to know about assessment. What type of assessment strategies do you use in your English language classroom?
34	R	So, we have continuous assessments as in assignments, presentations, group works and summative assessments as in half early and annual examination.
35	I	How do you involve your learners while designing a task or activity?
36	R	I don't really involve them to design tasks but sometimes I ask them to bring some materials or make something as materials.
37	I	Did you face any obstacles while adapting the new curriculum in your classroom?
38	R	As challenge I think large number of students in a single classroom is a challenge. And conducting group or pair task alone is really challenging. Also, backbenchers are always up to make noises and it's hard to drag their attention in class

39	I	activities. Do you face any institutional or resource-based limitation?
40	R	In my institution, I actually don't get enough resources. Also, there is zero technological support. Also, you'll be shocked to know that most of the times we have to spend our own money to print any handout or teaching materials.
41	I	How do your students respond to task based English language classroom?
42	R	They were scared and confused at the beginning but with time they started to adapt to this approach.
43	I	How do your students' parents perceive TBLT? Do you find their opinion supportive or challenging?
44	R	Parents are not supportive I would say. Some of my parents disrupted their child's education saying that this teaching approach is a waste of time. Many of my students involved in earning because of their family pressure.
45	I	Did you receive any professional training? How was your experience?
46	R	Yes, I have received training and my experience was good as I got to develop myself and my teaching strategy through those sessions.
47	I	Do you think such training is necessary or important for teachers?
48	R	Of course. Every teacher should go through yearly training session to develop and adapt to new modifications.
49	I	What professional development opportunities would you like to see for implementing task-focused lesson more effectively?
50	R	I think the rural teachers should be trained up twice in a year and there should be some options for rural teachers to make lessons or activities easier so that students from rural context can learn without any difficulties.
51	I	Do you have any suggestion for education policy?
52	R	** I don't have any specific suggestions. But one thing I would like to mention that frequent changes in curriculum are not expected for both teachers and students. It's really challenging to adapt with yearly changes.

53	I	What kind of support do you expect from administration?
54	R	I am expecting sufficient resources and technological support from my institution so that I can make learning procedure more effective.

Respondent Name: P6
Interviewer: Researcher

Date: 10 December, 2024
Time: 9.30 pm

DU	Part	Questions & Answers
1	I	As-salamu Alaikum, hope you are well. Thank you so much for participating in this research. Your name and other information will not be disclosed during this study. Let's begin with your background information. Could you please give a brief overview about your educational background?
2	R	Thank you, I have studied at National University in the department of English. I have done my graduation and post-graduation from there. And I have completed my SSC & HSC in the group of science from Bontola High School & College.
3	I	Thank you so much. Could you please share about the institution where you are now employed, is it located in an urban or rural area?
4	R	Well. I work at South Mithachari Bidyalaya and it is located in rural area.
5	I	Okay. How many years have you been involved in this teaching profession?
6	R	So, it's been 4 years that I am involved here.
7	I	Are you familiar with the teaching method named TBLT?
8	R	Yes, I know about it.
9	I	So, can you explain what do you know about it?
10	R	It is basically a teaching method which focuses on completing meaningful tasks to help students learn the language. Tasks can include role-playing, problem-solving, or group discussions inside the classroom.

11	I	Okay. What do you think about using TBLT in English language classroom for secondary level learners?
12	R	I think TBLT has potential to develop students' communication skill specially students from secondary level.
13	I	Do you think TBLT is suitable in your context? If you get the opportunity to use TBLT in your context, would you find it suitable?
14	R	It can be suitable but the suitability is depending on addressing certain challenges.
15	I	Okay. Did you ever incorporate tasks to teach English language in your classroom?
16	R	Yes, I have tried to incorporate tasks like group discussions, role-plays, and storytelling. And I have noticed some improvements in my student's communication fluency after involving such tasks in English classrooms.
17	I	Okay. The new curriculum suggested in 2023 has incorporated task-based teaching approach so what are your thoughts on that?
18	R	I support the idea because it aligns with modern teaching practices that promote communication and practical language use.
19	I	Do you support this new curriculum? Like do you support it or do you think that the previous one was better?
20	R	I appreciate this one but I also want written based evaluation so that students engage themselves with books as well.
21	I	Can you tell me what the reasons for you to support this curriculum are? Why are you using this curriculum?
22	R	I think this curriculum will work for enriching students' communication growth which is really needed in this era.
23	I	Do you follow the national curriculum when designing lessons for your English language classroom?
24	R	Yes, I follow the curriculum.
25	I	Did you have to make any changes to your lessons to adapt to the national curriculum? Do you have the opportunity to make any changes or you have to strictly follow the curriculum?

26	R	Yes, I introduced more activities and tasks that align with the task-based approach, like group work and problem-solving exercises. And I try to include easier task so that my students don't feel nervous and I try to use mother tongue so that they get my instruction clearly.
27	I	What are the factors that influence you while designing lessons for your learners?
28	R	My students' proficiency level and availability of the resources influence me while designing any lesson for them.
29	I	What type of materials do you use to meet the needs of your learners?
30	R	Amm, I use textbooks, supplementary reading material and locally available resources like posters, newspapers or charts.
31	I	Okay let's move on to next question. Do you use technology in your classroom?
32	R	Technology is limited in my school, but sometimes I use my personal mobile phone to show videos, audio recordings, and presentations to enhance learning.
33	I	Okay. Let's talk about assessment. What type of assessment strategies do you use in your English language classroom?
34	R	I always try to follow the national curriculum instruction. So I conduct both continuous and summative assessment.
35	I	How do you involve your learners while designing a task or activity?
36	R	I try to involve them by asking about their interests and incorporating real-life contexts relevant to their experiences.
37	I	Did you face any obstacles while adapting the new curriculum in your classroom?
38	R	Yes, I faced challenges like understanding the new curriculum requirements, and insufficient resources. Also managing parents' mixed reaction was also very challenging.
39	I	Do you face any institutional or resource-based limitation?
40	R	Yes. Like inadequate teaching aids, large class sizes, and a lack of professional development opportunities.
41	I	How do your students respond to task based English language

		classroom?
42	R	Students initially struggle with participation but gradually enjoy the interactive tasks once they understand the procedure.
43	I	How do your students' parents perceive TBLT? Do you find their opinion supportive or challenging?
44	R	Parents are often unaware of the benefits of TBLT and prefer traditional methods like rote memorization, which makes their opinions really challenging to address.
45	I	Did you receive any professional training? How was your experience?
46	R	Yes, I did and there my experience was good.
47	I	Do you think such training is necessary or important for teachers?
48	R	Yes of course. Such training is really essential to understand and implement this modern teaching approach effectively.
49	I	What professional development opportunities would you like to see for implementing task-focused lesson more effectively?
50	R	As a teacher I would expect frequent training and workshops from NCTB to enhance our teaching skill and strategies.
51	I	Do you have any suggestion for education policy?
52	R	Well I do prefer the curriculum based on task and communicative learning method but It would be great if this modern teaching strategy combines with traditional methods.
53	I	What kind of support do you expect from administration?
54	R	I would expect technological support, teaching aids, small class size and of course ensure minimum fund to arrange constant activities.

Full Coding for Parvin

Interview Questions (1)	Subordinate key word of question (2)	Subordinate main point from conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
1. Could you please give a brief overview about your educational background?	*Educational background	*Completed post-graduation	“Thank you, first of all I have completed my masters from BRAC University in applied Linguistics & ELT and I have completed my graduation from Adamjee Cantonment college under National University in English. And I have completed my SSC & HSC both in the group of science from Uttara Girls High School & College, yeah that’s it”.	*A Graduate	1	DU PAR 2
2. Share about the institution where you are now employed. Is it located in an urban or rural area?	*Institution type *Workplace	*Urban institution in Dhaka	“Okay. So, I work at Uttara Girls High school & college, basically my own college where I have studied and as the name suggests it is located in Uttara, it is in urban setting”.	*Urban Institution	1	DU PAR 4
3. How many years have you been involved in the teaching profession?	*Involvement *Teaching profession	*3 years in teaching	“So it’s been 3 years that I am teaching and one year I have been in English version school and there I used to teach primary level students. Then I switched to Uttara Girls High School & College where I’m teaching secondary students for almost two years now”.	*3 years	1	DU PAR 6
4. Are you familiar with	*Familiarity *TBLT	*Familiar with TBLT	“Yes, I’m familiar with the name”.	*Familiar	1	DU PAR 10

the teaching method named TBLT? a. (If yes) What do you know about it? b. (If no) Explain TBLT in detail.		*Know the concept from post-graduation study	“Ahh, I’ve read it when I was a student of ELT but I didn’t have the opportunity to use this method spontaneously as I use to teach in a national curriculum-based institution. So, basically I know the concept that there are tasks which a student can learn the language through those tasks and I think that is the basic thing of this method”.			
5. What do you think about using TBLT in English language classroom for secondary level learners?	*Perceive TBLT *Secondary learners	*Appreciate TBLT for secondary level learners in Bangla medium	“So, Amm, it differs because amm in our national curriculum based institution, as you may have known that we had a particular curriculum amm this year. And that was mainly what was it**Amm it was something that was related to tasks and we used to provide with a teacher’s guide and how to teach them and there were tasks in like you have to make a conversation that you can use it with your friends and these kinds of tasks but as a teacher we cannot** we didn’t have the opportunity to make things by ourselves because all of them are done by the authorized NCTB books only. So we just taught them as the teacher’s guide suggested us but now things have changed. Now, we are having a written exam that is totally the opposite of it and now curriculum is basically what we have studied in our time when we were secondary level students. So amm basically things have changed in a very short time and I basically prefer that curriculum more than this	*Appreciate TBLT method	1	DU PAR 14

			that is here right now. I think. So, as I have also experienced English version schools also I think in those institutions where teachers can make own lessons and they can really make their own study materials. I think this teaching method helps a lot but in national curriculum, we don't have any opportunity as such to use any kind of method in class because all of them are written and scripted".			
6. Do you think TBLT is suitable in your context?	*Suitability *TBLT	*Suitable method	"Yes. Of course. BecauseThen I can** I know my students then I can prepare tasks according to their previous knowledge and how I can develop them so it would may a vast opportunity for the students to learn and I can also make the materials or tasks enjoyable in my own ways so that my students can also learn the language very spontaneously. So, I would definitely prefer the method".	*Suitable method	1	DU PAR 16
7. Did you ever incorporate tasks to teach English language in your classroom? a. Did you notice any improvement in students' language skill after using task incorporated	*Incorporate tasks *Improvement *Challenges	*Incorporate tasks in English language classroom *Follow teachers' guide instruction to incorporate tasks	"Amm, in this institution, I didn't have as I have said earlier that I didn't have the opportunity to do anything than following the teacher's guide. But in my English version school, yes I had opportunity and I have done it to take spoken classes to young learners so there I used to make tasks very enjoyable so that my students can learn very effectively and I used to use that time but in the secondary level in national curriculum no one can do such things because	*Incorporate tasks *Follow teachers' guide	1 1	DU PAR 20

methods? b. Did you face any challenges?			there the opportunity is limited”.			
8. The new curriculum suggested in 2023 had incorporated task-based teaching approach. What are your thoughts on that? a. Do you support it? Why or why not?	*Curriculum 2023 *Support or not	*Support the curriculum (2023)	“I really appreciate it. As I have already said that curriculum itself is very good and as I was a student of ELT. I used to enjoy teaching them as well as though I have the teaching guide but I don’t really need to see or memorize as I already see the tasks and I have that experience so I can do with it. And I always try to amm inculcate all the tasks that has been written in the text books and all of my students used to enjoy those very much. And I have done it but as the book suggested”. “I absolutely support this one, I don’t have any expertise in terms of other subjects I don’t know about them but for English Language, obviously it was best one. But it may have challenges, I think you have questions for that I’m keeping my answers for those”.	*Support the curriculum	1	DU PAR 22
9. Do you follow the national curriculum when designing lessons for your English language classroom? a. Did you	*Follow curriculum *Make changes	*Follow national curriculum while design a English language lesson *Few changes in task instructions	“So yes, as I have already said in our national curriculum we don’t make our own lessons. There is the teachers’ guide and we cannot make the question papers as well. The NCTB or the education ministry I think they used to give us the questions as well so we didn’t have any scope to make anything. We just have	*Follow Curriculum *Few changes *Task instruction	1 1 1	DU PAR 28

have to make any changes to your English language lessons to adapt to the changes in national curriculum? (If yes) What kind of changes?			to abide what we are instructed to. So the scope of making anything is not possible”. “So there were instructions that if your students are not able to receive the class in English than you can speak Bangla and also when your students are responding you can continue English speaking. And you will be very surprised to know that in the textbook, there are Bangla subtitles of everything. And I made few changes in tasks instructions as I have around 70-80 students in one class so its very difficult to inculcate or follow the instruction as we have only 35 minutes in per class so I make changes here and there maybe I had to finish the tasks in single form that they can give me the results and their opinion very easily”.			
10. What are the factors that influence you while designing lessons for your learners?	*Factors *Design English Lesson	*Students’ need *Positive response in English language classroom	“My students’ need and positive response influence me a lot when I design a lesson for them”.	*Students’ need *Positive response	1 1	DU PAR 32
11. What type of materials do you use to meet the needs of your learners?	*Materials	*Materials instructed by teachers’ guide	“Materials? Okay. So, In our national curriculum I mean in the new curriculum, we use materials that are also instructed in our books (Teacher’s guide). In my opinion, I don’t really make anything or think about those materials because the materials are already given	*Materials *Teachers’ guide	1 1	DU PAR 34

			there”.			
12. What role does technology play in your classroom environment?	*Technology in classroom	*No Technologic al facilities in classroom	“Unfortunately, there is nothing like that. We don’t use any technology in our school but yes we are connected through online platform like WhatsApp. Students can reach me whenever they are in trouble, they can ask me for any kind academic help. But in the classroom, no, we don’t use any sort of technology”.	*No Technology *English Classroom	1 1	DU PAR 40
13. What type of assessment strategies do you use in your classroom?	*Assessment strategies	*Summative assessment *Continuou s assessments	“As I’m in a national curriculum, we have continuous & summative assessment which is known as half early examination. It was a new experience for me because the question papers are set by the NCTB too. And the previous night of the exam, the institution use to download the questions and the next day we were given a instruction paper how to assess the students and how the whole evaluation will be conducted. Also the exam is for 5hours and we used to give 10 min break in the middle and they can also start again. There is also instruction about how to evaluate the answer sheet”.	*Summative assessment *Continuous assessments	1 2	DU PAR 44
14. How do you involve your learners while designing tasks or activities?	*Involve learners *Design tasks	*Learners are not actively involved in designing tasks	“Okay, so in my classes, I try to make groups because the tasks are in groups so I basically try to make group leaders first then give them space to make their own group to conduct any task or activity. And I also give them the instruction how to do a task or any assignment. If I want to say how I engage my students, I really try to make them very comfortable	*Learners *Not involved *Design tasks	1 1 1	DU PAR 46

			to share their questions or quires. Also, I'm very passionate about teaching so I try to make my classroom environment very friendly".			
15. Did you face any obstacles while adapting the new curriculum in your classroom? (If yes) please share the kind of challenges you faced.	*Obstacles *New curriculum	*Big numbers of students *Short class duration *Availability of answers of summative assessments	"Yes, there are challenges. First of all a big number of students in a single classroom in a very short duration. It is very difficult to evaluate each student in a group within this limited time. Also there are two type of evaluation; you have to evaluate them in terms of their group performance, also you have to evaluate them particularly. So it is a big hustle for us to evaluate every members of the group separately. Also the biasness basically comes there. Another thing about the summative assessment, the previous night, there are the questions available with answers in the internet. So I have seen students collecting those answers from YouTube or other websites. They use to write or memorize the answers and the next day they just come to the school and they are just writing the answers. So we are introducing new curriculum where we have to learn things in the basis of our real life and things with fun, if we are writing memorized answers using YouTube and other websites then the main target or goal of this new curriculum will not be achieved".	*Big numbers of students *Short class duration *Availability of answers of summative assessments	1 1 1	DU PAR 48
16. Do you face any	*Institutional limitation	*Enough resources in	"No, I don't think so. In our institution, we have enough	*Enough resources	1	DU PAR 50

institutional or resource-based limitation?		institution	resources and also publications regularly come and these are available for us. Also the students have their own guidebooks”.			
17. How do your students respond to task-based English language classroom?	*Students’ response	*Scared and confused at the beginning *Developed confidence later	“First of all, it was new to them and past class they were very scared and confused about evaluation and everything. Over the time, we developed their confidence; we being teachers as well developed our own confidence. So at first we all were confused, still there are comments from the teachers also that this approach is not good for Bangladesh. But in my opinion, I really enjoy and I think this is the best approach. Here at least the students have to speak in classroom. In their task, assignments, evaluation, they have to speak. They have to use their language skills to write the answers or speak so I think this is the best one”.	*Scared and confused *Later developed confidence	1 1	DU PAR 52
18. How do your students’ parents perceive TBLT? Do you find their opinion supportive or challenging?	*Parents’ opinion *Supportive *Challenging	*Not supportive	“Challenging. It is really challenging to convince them. I faced one situation which I would like to share. One of my guardians called me a night before the exam and said, you are the English teacher so give some suggestion that I can teach my child before the exam. I said, we don’t know what will be the question, but that guardian specifically was into the marks only saying no! My child is the first girl and I have to ensure she remain the first always. I ensured her that she has	*Not supportive	1	DU PAR 54

			developed her skill which will be shown after the evaluation but she was angrily said that this curriculum teaches nothing, it's just bullshit".			
19. Did you receive any professional training to adapt or implement task incorporated lesson? (If yes) How was your experience? a. Do you think such training is necessary and important?	*Professional training *Experience *Necessary	*Received training from NCTB *Continuous assessments *Good experience *Necessary for teachers (Who are not from ELT Background)	"Yes, I have done training from NCTB that was on continuous assessment. And my experience was good". "Yes of course. Because I believe not all of the teachers are from ELT background so it's very necessary for them to enrich themselves as well to develop their learners".	*Received training *Continuous assessment *Good Experience *Necessary	1 2 1 1	DU PAR 56
20. What professional development opportunities would you like to see for implementing task-focused lesson more effectively?	*Professional development *Implement TBLT *Effectively	*Opportunities for teachers to make own materials *Yearly evaluation of the teachers	"So, if there are opportunities like teachers are making their own materials then this approach could be flexible for teachers to implement. I think the teacher should go through a yearly evaluation. This evaluation will motivate senior teachers for working actively".	*Scope *Make own materials *Yearly evaluation	1 1 1	DU PAR 60
21. Do you have any suggestion for improving education policy? a. Do you	*Suggestion *Education Policy *Changes or modification	*Upgrade remuneration scale for teachers *Less students in a single classroom	"Amm, new curriculum was fine as it was inspired for other developed country but the policy makers should think about teachers as well. For me, I don't have any coaching center or special tuition service so I give my	*Upgrade remuneration scale *Less students *Single classroom	2 1 1	DU PAR 62

expect any changes or modification in the curriculum for upcoming years?		*	full efforts in my classroom. But the remuneration that I can is not enough to motivate me. So, policy makers should consider this as well. Also, there should be instruction like a single classroom shouldn't have more than 30-35 students so that the teachers can look each of their issues particularly".			
22. What kind of support do you expect from administration ?	*Support *Administration	*Expecting technology oriented English language classroom *Standard remuneration	"I would expect technology-oriented classrooms from the administration. And remuneration policy should be modified as well".	*Technology oriented classroom * Standard remuneration	1 2	DU PAR 64

Sample Theme Generation Table

Research Question 1	What perceptions do teachers have regarding task-based language teaching in Bangladesh?					
Interview Question	Are you familiar with the teaching method named TBLT? a. (If yes) What do you know about it? b. (If no) Explain TBLT in detail.					
PAR(P1)	RIY(P2)	FAR(P3)	NAD(P4)	SAD(P5)	SAN(P6)	Theme
Familiar	Familiar	Familiar	Familiar	Familiar	Familiar	Secondary level teachers are familiar with the task-based language teaching (TBLT) method.
DU PAR 10	DU RIY 08	DU FAR 08	DU NAD 08	DU SAD 10	DU SAN 08	
Interview Question	What do you think about using TBLT in English language classroom for secondary level learners?					
Appreciate TBLT method	Better teaching strategy	Appreciate TBLT method	Improved teaching strategy	Appreciate TBLT method	Helpful and better teaching strategy	Teachers consider TBLT as a better teaching strategy.
DU PAR 14	DU RIY 14	DU FAR 14	DU NAD 14	DU SAD 14	DU SAN 16	