

**Investigating teachers'  
perspectives on Task-Based  
Language Teaching at a  
secondary school in India**

by Bhavika Darji

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**By**

**Bhavika Darji**

**Coventry University**

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## **Abbreviations**

TBLT- Task-Based Language Teaching

CLT- Communicative Language Teaching

ICSE- Indian Certificate of Secondary Education

CBSE- Central Board of Secondary Education

TA- Thematic Analysis

## Abstract

This study investigates the perceptions of English teachers in a secondary school in Mumbai concerning the application of the Task-Based Language Teaching (TBLT) approach in their teaching contexts. The research specifically focuses on how teachers perceive the principles and benefits of the TBLT approach, their assessment of potential challenges, and to find the desired factors for the successful adoption of TBLT in their teaching contexts. The study employs an online interview method, which garnered the participation of five teachers who offered their perspectives and beliefs on the TBLT approach. The findings reveal that the majority of the teachers demonstrated a good understanding of the main features of TBLT and exhibited positive beliefs regarding its potential benefits in enhancing learning acquisition among their students. However, some teachers identified managing large class sizes, inadequate teaching materials, and time constraints as primary obstacles to implementing TBLT effectively in their respective contexts.

The research findings indicate that the majority of teachers expressed confidence in managing the classroom and assigning tasks in language teaching. However, they reported facing challenges when implementing group activities as it consumed considerable time. Additionally, a significant obstacle was the lack of approval from the Indian government for the curriculum based on Task-Based Language Teaching (TBLT). As a result, teachers couldn't consistently integrate TBLT into their language classrooms as they were obliged to adhere to the prescribed curriculum and meet its deadlines. Nevertheless, the study suggests that providing appropriate teaching materials for TBLT could potentially pave the way for its effective inclusion in the Indian education curriculum.

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# CHAPTER 1 : INTRODUCTION

## 1.1. Background and Context of TBLT

Effective communication and mutual understanding are essential outcomes of language education, particularly in a country like India, characterized by its diverse linguistic landscape and multilingual population. Historically, language teaching in Indian secondary schools has centred on repetitive memorization and grammar-based methods. Nevertheless, there has been an increasing acknowledgment of the value of employing creative and student-centred techniques in language pedagogy in recent times.

In the past twenty years, the emergence of the Communicative Language Teaching (CLT) approach has given rise to the concept of task-based language teaching (TBLT) as a novel pedagogical method (Jeon & Hahn, 2006). This approach has been instrumental in enhancing the motivation and communication proficiency of both educators and learners, fostering practical language application (Van Le, 2014). Task-Based Language Teaching (TBLT) has become widely recognized and adopted globally due to its emphasis on genuine, purposeful language tasks. In India in 1979, Prabhu introduced it in the Bangalore project (Shehadeh, 2005). This pedagogical approach moves away from a mere emphasis on grammar and vocabulary acquisition, encouraging students to apply language in real-life scenarios. By engaging in meaningful communication, students can effectively develop their language skills. TBLT's implementation has demonstrated encouraging results in different educational contexts, leading to increased student motivation and improved language proficiency (Ellis, 2003; Willis, 1996).

Although TBLT offers clear benefits, its effective execution relies heavily on teachers' viewpoints, attitudes, and instructional methods within the classroom (Nassaji & Swain, 2000). As pivotal facilitators of learning, teachers profoundly influence the language learning journey of students. Consequently, exploring teachers' perceptions regarding the incorporation of TBLT in Indian secondary schools holds great significance, as it allows for a comprehensive understanding of the obstacles and possibilities related to its implementation.

## **1.2. Statement of the problem**

The impact of English language teaching has been growing on a global scale, witnessing a shift from traditional teacher-centred methods towards more learner-centred approaches. One prominent example of such an approach is Task-Based Language Teaching (TBLT). Although TBLT is widely utilized in English language teaching (ELT) classrooms, there remain regions where this approach has not yet gained full acceptance or adoption.

This sparked the researcher's curiosity to conduct a study on TBLT within the context of India. As a native of India with prior teaching experience and pursuing a post-graduate program in English Language Teaching (ELT), the researcher recognized the advantages of TBLT during their studies and desired to delve deeper into its application in teaching. This contemplation brought the focus back to India, where many schools still adhere to traditional teaching methods. But the extensive global usage of the English language has had a significant influence on the policies and practices of countries in the Asia-Pacific region.

This impact has led to various challenges, including issues such as policy ambiguity and difficulties in effective implementation (Meganathan, 2019).

India, being an expansive nation, boasts a rich tapestry of cultures and numerous languages, firmly entrenched in its heritage. Consequently, effecting systemic change, particularly within the realm of education, proves to be a formidable task, given the deep-rooted connection to its cultural heritage (Mahapatra & Anderson, 2023). The proposed research aims to explore the application of Task-Based Language Teaching (TBLT) in the context of Indian secondary schools, focusing on the perspectives of teachers. This context is particularly significant due to the distinct challenges and factors within the Indian education system. Despite the global recognition of TBLT as a valuable language learning approach, its implementation in Indian secondary schools remains under-researched. Existing studies in India primarily focus on TBLT in English as a Second Language (ESL) instruction, often at the university level.

The statement of the problem highlights a crucial gap in knowledge, stemming from the limited research on teachers' viewpoints regarding TBLT in Indian secondary schools. It is essential to thoroughly examine how teachers perceive and integrate TBLT into their teaching, along with the challenges they encounter during the implementation process. These challenges may encompass issues related to the established curriculum, the examination-centric education system, resource limitations, budget, classroom management, student readiness, and cultural appropriateness, among others.

The reference to established TBLT practices from diverse global educational contexts underscores the effectiveness and widespread recognition of TBLT as a pedagogical approach. By referencing successful TBLT implementations across different educational settings, the research aims to extract insights that can be tailored and applied to the specific context of Indian secondary schools. This comparative analysis allows for a more comprehensive understanding of the potential impact of TBLT on language learning outcomes within Indian secondary schools.

### **1.3. Research Aims and Objectives**

Interpretive research aims not to draw broad generalizations but instead to shed light on and provide a clear understanding of specific and phenomena. The focus is on elucidating and clarifying unique aspects rather than seeking universal applicability (Pinnegar & Daynes, 2007). The main aim of this dissertation is to investigate teachers' perspectives on Task-Based Language Teaching (TBLT) at secondary schools in India. The aim of this research is to explore teachers' perspectives on TBLT in lower secondary schools in India in order to learn important information that can be used to improve pedagogical methods, teachers training, curriculum design, and policy choices, ultimately enhancing students' language learning opportunities.

The objectives of the research are:

- Teachers' general attitudes towards TBLT
- the challenges that teachers face while implementing this approach.

- The implications for pedagogy and school policy

By exploring teachers' perspectives, attitudes, and experiences with TBLT, the study aims to uncover challenges and opportunities in its adoption. This research study attempts to reveal the challenges and prospects in its implementation. The outcomes of this research hold potential value for policymakers, educators, and curriculum designers, serving as a resource to advance the effective integration of TBLT. Moreover, these findings can lead to enhancements in language learning outcomes for secondary school students in India.

#### **1.4. Significance of the study**

TBLT provides essential pedagogical insights for language education in India, given the country's linguistic diversity. It emphasizes communicative competence and authentic language use, aligning well with India's multilingual context. Therefore, the primary objective of this research is to explore the viewpoints of secondary school teachers in India regarding Task-Based Language Teaching (TBLT). Through this investigation, valuable insights will be gained into the extent of teachers' familiarity with TBLT, the obstacles they encounter when integrating TBLT into their classroom practices, and their overall perceptions of this pedagogical approach. Additionally, the study aims to shed light on the strategies employed by teachers to overcome these challenges effectively and how TBLT positively impacts the learning experience of their students. Furthermore, the research seeks to identify the key factors that play a pivotal role in facilitating the successful implementation of TBLT in

the unique teaching contexts of these educators. By undertaking this scholarly investigation, the research attempts to contribute significantly to the understanding and enhancement of language teaching methodologies in the Indian secondary school system.

### **1.5. Organisation of the chapter**

The current section provides an overview of the study's background, statement of the problem, objectives, and the chapter organization. The subsequent chapter will delve into the literature review, the emergence of TBLT, the difference between pedagogical and real-world tasks, related studies on the beliefs and perceptions of teachers about TBLT across various teaching environments, and the identification of existing research gaps. Following this, the methodology chapter will be presented, offering a comprehensive outline of the research questions, research design, the target population, information about participants, interview, data collection procedure and data analysis and lastly, a discussion of ethical considerations.

Subsequently, the results and discussion chapter will encompass the findings derived from the interview questions, followed by a thorough discussion that interprets the outcomes in the context of the research questions. The final chapter of the study will be the concluding chapter, where the accumulated results will be summarized, along with a presentation of pedagogical implications based on the findings. The chapter will also outline the limitations encountered during the research and offer valuable suggestions for future research directions in this domain.

## **CHAPTER 2 : LITERATURE REVIEW**

### **2.1. Task-Based Language Teaching (TBLT)**

Task-Based Language Teaching is a pedagogical technique employed by instructors of foreign or second languages to involve learners in authentic communicative tasks that simulate real-life language use, corresponding to situations they may encounter beyond the classroom setting (Candlin, 1987). It is an approach to language instruction that focuses on communication and language acquisition through the use of tasks. As described by Ellis (2003) and Nunan (2004), this method employs various activities or assignments to help learners engage in real-life language use and improve their language skills.

A significant amount of scholarly discourse revolves around the definition and categorization of tasks, and these have been extensively examined in works like Van den Branden (2006). Various scholars and researchers have provided distinct conceptualizations of the term "task" in academic literature. According to Nunan (2004), a task can be defined as an instructional activity conducted within the classroom setting, wherein learners engage in activities encompassing comprehension, manipulation, production, or interaction in the target language. Importantly, during the task, learners primarily direct their attention toward conveying meaning rather than concentrating on linguistic form. According to Prabhu's (1987) definition, a task refers to an educational activity that necessitates learners to achieve a specific outcome based on provided information through a cognitive thought process. Moreover, the design

of the task empowers teachers to effectively oversee and manage the learners' cognitive processes throughout the task execution.

While Samuda and Bygate (2008) articulate a task as an all-encompassing activity that incorporates language utilization to accomplish a non-linguistic objective while concurrently encountering a linguistic challenge. The primary objective of such tasks is to foster language learning, either through the process of task engagement or the resultant product, or even through a combination of both aspects. According to Candlin (2001), tasks are perceived as having the inherent potential to exhibit varying levels of complexity for learners, encompassing cognitive load, language intricacy, and conceptual content. Furthermore, tasks may necessitate different amounts of time for completion and can be undertaken in diverse contexts and under various conditions.

## **2.2. Pedagogical task v/s Real World Task**

Within the classroom environment, educators purposefully devise pedagogical tasks aimed at optimizing language acquisition and honing particular linguistic components, as asserted by Skehan (1996). These tasks are thoughtfully crafted by teachers with the intention of fostering language learning opportunities and providing a platform for targeted linguistic practice to enhance students' overall language proficiency. On the other hand, real-life tasks exemplify genuine language utilization in authentic, non-classroom contexts, as elucidated by Ellis (2003). These real-life tasks constitute an essential facet of language learning pedagogy as they offer learners



opportunities to engage with language in its natural, uncontrived form, as encountered in real-world scenarios beyond the confines of the educational setting. Through such tasks, individuals are exposed to a wide array of linguistic expressions, cultural nuances, and communicative intricacies, enabling them to develop practical language skills that transcend mere theoretical knowledge. Thus, the incorporation of real-life tasks in language learning curricula is pivotal in nurturing learners' communicative competence and bolstering their ability to effectively navigate real-world communication scenarios with confidence and aptitude.

In the realm of language education, pedagogical tasks frequently adopt a strategy of tailoring language complexity to align with the proficiency levels of learners and meticulously concentrate on designated linguistic aspects, as explicated by Ellis (2009). These carefully constructed tasks serve as a pivotal instructional tool, whereby language instructors consciously simplify linguistic intricacies, facilitating better understanding and assimilation among learners. Through this strategic approach, educators adeptly pinpoint specific language focal points, crafting purposeful learning experiences that enable students to attain a deeper grasp of the targeted linguistic elements within their individual cognitive capacities. Such an instructional approach fosters a supportive and conducive learning environment, effectively catering to learners' diverse linguistic needs and propelling them toward heightened language acquisition and mastery.

Real-life tasks encompass authentic language employment in its inherent intricacy, encompassing colloquialisms, idiomatic phrases, and culturally contextual references, as emphasized by Skehan (1998). In this context, real-life tasks represent a pivotal pedagogical approach that aims to immerse language learners in genuine communication scenarios, devoid of artificial simplifications. Within such tasks, learners encounter a rich tapestry of linguistic nuances that mirror the diverse and dynamic nature of language usage in real-world contexts. By confronting the intricacies of slang, idiomatic expressions, and culturally embedded references, learners are bestowed with invaluable opportunities to enhance their communicative competence, grasp social nuances, and effectively navigate the subtleties of language interactions. This immersive exposure to natural complexity empowers learners to attain a comprehensive and authentic language proficiency that transcends the boundaries of conventional classroom instruction, ultimately fostering a deeper and more profound appreciation of the language and culture under study.

In the context of pedagogical tasks, educators furnish focused feedback and rectifications to facilitate learners' language skill enhancement (Ellis, 2003). Within this instructional framework, teachers deliver specific and tailored guidance to students, aiming to pinpoint areas of improvement and offer constructive suggestions for refining their language proficiency. Such deliberate and individualized feedback serves as a fundamental component of the learning process, enabling students to recognize their strengths and areas of development, thereby fostering continuous improvement and mastery of

language skills. Real-life tasks may lack immediate feedback or correction mechanisms, necessitating learners to depend on their communicative prowess (Long, 2015). In these authentic scenarios, learners are presented with genuine communication challenges without the readily available support of timely corrections or assessments. Consequently, students must draw upon their own linguistic abilities, interpersonal acumen, and contextual awareness to effectively navigate and engage in real-world interactions. This absence of immediate feedback engenders a sense of autonomy and self-reliance in learners, compelling them to cultivate adaptive communication skills and develop a heightened sensitivity to the nuances of language usage, cultural norms, and social cues in unscripted situations. As a result, real-life tasks foster a deeper level of language acquisition and communicative competence, as learners actively grapple with the complexities of genuine language usage and forge a more profound connection between their language skills and the intricacies of real-world communication dynamics.

Pedagogical tasks are deliberately crafted to sustain learners' active involvement and enthusiasm within the classroom environment (Skehan, 1998). This purposeful design of instructional activities aims to cultivate and maintain learners' interest and motivation throughout the language learning process. By integrating engaging and meaningful tasks, educators foster a dynamic learning atmosphere that captivates students' attention and encourages their active participation. The strategic incorporation of such tasks contributes to a more enriching and enjoyable educational experience, ultimately fostering a positive and enduring impact on students' language

acquisition and overall learning outcomes. Real-life tasks in language education significantly motivate learners due to their direct applicability and practical relevance (Dörnyei, 2001). As learners recognize that the language skills acquired through these tasks are readily transferable to real-world interactions, they become more engaged and invested in the learning process. The integration of real-life tasks fosters a purpose-driven approach to language acquisition, encouraging learners to view language learning as a valuable tool for effectively communicating in authentic contexts. Consequently, learners develop a deeper appreciation for language acquisition and are inspired to embrace language learning with enthusiasm and commitment.

Pedagogical tasks are intentionally organized and regulated to suit the diverse proficiency levels of learners (Ellis, 2003). This deliberate structuring ensures that instructional activities are tailored and customized to accommodate individual learners' abilities, fostering an inclusive and supportive learning environment. By adapting the complexity and difficulty of tasks based on learners' proficiency levels, educators optimize the learning experience, enabling students to engage with appropriate challenges and attain targeted language learning objectives more effectively. Real-life tasks exhibit a heightened level of complexity and dynamism, demanding learners to adapt their language use adeptly across diverse contexts (Long, 2015). Within these authentic scenarios, learners encounter multifaceted communication challenges that necessitate a flexible and agile linguistic approach to effectively navigate various social, cultural, and situational settings. Such tasks inherently present learners with the opportunity to develop a deeper

understanding of language's contextual nature, as they grapple with the intricacies of adapting their language skills to diverse real-world situations. The incorporation of real-life tasks in language learning curricula enhances learners' communicative competence by fostering adaptability, versatility, and a nuanced grasp of language usage, ensuring that they are better equipped to communicate effectively and authentically in a broad spectrum of everyday circumstances.

In summary, pedagogical tasks are designed specifically for language learning purposes, with a focus on practicing and mastering specific language elements. On the other hand, real-world tasks aim to expose learners to authentic language use in meaningful contexts, preparing them to communicate effectively in real-life situations beyond the classroom. TBLT often incorporates a combination of both types of tasks to provide a balanced and comprehensive language learning experience.

### **2.3. Teacher's Belief about Task Based Language Teaching**

Emerging research suggests a substantial correlation between teachers' beliefs and their deeply ingrained values, their worldview, and their perception of their own role in society. These interconnected aspects exert considerable influence on educators, shaping their instructional practices and pedagogical approaches. According to Borg (2001), a belief can be described as a statement or proposition that an individual may hold consciously or unconsciously, characterized by its evaluative nature as it is accepted as true by the person,

and thus infused with emotional commitment. Additionally, beliefs function as influential guides for an individual's thoughts and behaviours.

In the context of China, Xiongyong, & Samuel (2011) conducted a study wherein they found that while a considerable number of the 132 surveyed secondary school teachers expressed positive attitudes towards Task-Based Language Teaching (TBLT), not all of them displayed equal enthusiasm for its practical implementation within their classrooms.

The researchers expounded on the underlying reasons that influenced the teachers' decisions to either actively adopt or avoid TBLT. Those educators who actively embraced TBLT as a teaching approach did so with the primary objectives of nurturing students' intrinsic motivation, fostering interactive learning strategies, and cultivating a collaborative and cooperative learning environment. In contrast, teachers who refrained from incorporating TBLT into their teaching practices cited specific challenges, including the constraints imposed by large class sizes and a perceived lack of self-assurance in effectively evaluating students' progress using this innovative methodology. The study's findings shed light on the intricate dynamics that shape teachers' perceptions and practices concerning TBLT, thereby contributing valuable insights to the discourse on language teaching methodologies in educational settings in China. Again, in the Chinese context, Hu (2013) conducted a study involving 30 teachers across different grade levels, ranging from elementary school to high school.

The research revealed a diverse range of teacher responses towards Task-Based Language Teaching (TBLT), spanning from negative denial, through passive acceptance, to active application. Among the surveyed teachers who exhibited negative denial, there was a clear reluctance to adopt TBLT approaches, with a common argument being its perceived lack of utility for exam preparation. On the other end of the spectrum, teachers displaying active application actively embraced and implemented TBLT principles in their teaching practices, recognizing its potential benefits in enhancing language learning outcomes. The study's findings contribute valuable insights into the varying attitudes of Chinese teachers towards TBLT and shed light on the factors influencing their adoption or rejection of this innovative language teaching methodology.

In the educational landscapes of South Korea and Hong Kong, various studies have explored the reasons behind teachers' avoidance of Task-Based Language Teaching (TBLT) approaches. Li (1998) found that in South Korea, exam preparation emerged as a prominent factor leading teachers to avoid TBLT methods. Similarly, Jeon and Hahn's (2006) research in South Korea highlighted several other factors contributing to this avoidance, including teachers' limited knowledge about TBLT, concerns about their own language proficiency, and reservations about learners who might not be accustomed to such an approach.

In the context of Hong Kong, Carless (2009) observed a mixed reaction among secondary school teachers towards the implementation of TBLT. Among those who chose to avoid it, a common perception was that TBLT was too complex and challenging to integrate seamlessly into their classrooms. These research findings collectively underscore the various challenges and concerns faced by educators in these regions when considering the adoption of TBLT. The identified factors, such as exam preparation, lack of knowledge, language ability concerns, and perceived complexity, offer valuable insights into the complex dynamics surrounding the acceptance and implementation of TBLT in different educational settings in South Korea and Hong Kong.

Carless (2003) conducted a qualitative case study focusing on the implementation of Task-Based Language Teaching (TBLT) in three primary school classrooms in Hong Kong. The investigation centred on six critical factors: teachers' comprehension of TBLT, their attitudes towards its adoption, the availability of sufficient time, appropriateness of textbook topics, teachers' preparation and available resources, and students' language proficiency in effectively engaging with tasks. The study revealed that teachers demonstrated a satisfactory understanding of TBLT and exhibited positive attitudes towards its use. However, they expressed concerns about time constraints, the suitability of textbook topics, the workload involved in preparing teaching materials, and the varying language proficiency levels among students, which influenced the application of TBLT in the classroom.



Nonetheless, Carless (2003) argued that teachers' positive feelings and attitudes towards the TBLT approach could mitigate the challenges they faced. When teachers embraced TBLT with enthusiasm, they were more inclined to invest effort in preparing supplementary materials and cope with time constraints. Additionally, Carless (2004) further explored the challenges encountered by primary school teachers in Hong Kong when implementing TBLT. These challenges included the use of students' mother tongue in the classroom, effective classroom management, and the quantity of target language produced during lessons. Consequently, some teachers tended to opt for a weaker version of tasks, which placed them in a teacher-centred position, especially when working with young learners lacking sufficient language proficiency to fully engage with the task phases. Although some issues, such as teaching expertise and knowledge, were reported, Carless (2004) emphasized that a proper understanding of the correct interpretation of tasks could help alleviate the main problems and facilitate the successful implementation of the TBLT approach.

These research findings highlight the complexities and considerations involved in adopting TBLT in primary school classrooms in the context of Hong Kong and underscore the significance of teachers' attitudes and understanding in overcoming potential obstacles. Additionally, Carless (2007) examined the perspectives of teachers and teacher educators regarding the implementation of Task-Based Language Teaching (TBLT) in Hong Kong secondary schools. The study highlighted concerns about the feasibility of a strong version of TBLT in this context, leading to the recommendation for a more flexible approach

using a weak version of TBLT. The suggested weak version incorporates explicit grammar instruction, integrates tasks in examinations, and emphasizes writing, reading, and speaking skills. The study concluded that a situated weak version of TBLT, aligned with a context-sensitive approach, is more suitable and adaptable for the desired teaching context in Hong Kong.

In Rostamian's (2013) investigation in Iran, the focus was on high school teachers' perceptions, attitudes, and self-efficacy concerning Task-Based Language Teaching (TBLT). The study revealed that despite the teachers' positive attitudes towards this innovative approach, their limited understanding hindered the implementation of task-based activities in their classrooms. To address this issue, the study proposed several reforms, including enhancing teachers' training programs to improve their comprehension of TBLT, restructuring the educational system to alleviate situational constraints, shifting from grammar-based examinations to prioritize communicative competence, and revising textbooks to incorporate more relevant and familiar tasks that facilitate effective communication.

In contrary, Tabatabaei and Hadi (2011) conducted a questionnaire-based study to examine the beliefs and attitudes of fifty language instructors in Iran regarding task-based pedagogy. The study's findings were encouraging, indicating that a majority of the teachers possessed a sufficient understanding of the fundamental principles of task-based pedagogy and expressed positive attitudes towards its implementation in their classrooms. They recognized task-

based instruction as an effective means for learners to actively engage in language practice, emphasizing its importance in fostering language development through practical application.

Aliasin et al. (2019) delved into the interrelation between teachers' convictions regarding Task-Based Language Teaching (TBLT) and their prevailing instructional methodologies in Iran. The investigation unveiled a robust correlation between teachers' beliefs and the manner in which these convictions directed their teaching styles. Consequently, the study underscored the imperative of fostering theoretical awareness among educators, enabling them to adapt their beliefs upon exposure to innovative and novel approaches within their teaching contexts. Moreover, Mahdavi-rad (2017) employed a questionnaire-based approach to explore the perspectives of one hundred and sixty Iranian teachers affiliated with twenty different language institutions concerning their comprehension and implementation of TBLT. The research revealed that while teachers exhibited awareness of the foundational principles of TBLT, translating this knowledge into practical application within their classrooms posed significant challenges. Consequently, the study advocated for comprehensive training initiatives, aiming to equip these teachers with strategies and methodologies essential for proficiently executing the TBLT approach.

The primary rationale for endorsing teacher support emanates from the recognition that learners often lack sufficient opportunities to employ the target

language outside the classroom, rendering teacher guidance indispensable for enhancing learners' communicative proficiencies. Thus, the study reinforced the critical role of supporting educators in refining their instructional practices for the ultimate advancement of learners' language skills. Likewise, in a parallel approach, Liu, Mishan, and Chambers (2021) executed a mixed-method study aimed at investigating the attitudes and perceptions of Chinese higher education instructors towards the effective implementation of Task-Based Language Teaching (TBLT). The study's findings disclosed a prevailing positive disposition among the majority of teachers concerning the advantages associated with task-based activities. However, concurrently, the research illuminated a series of concerns and limitations that hinder the seamless integration of TBLT within instructional contexts. Teachers commonly identified recurring obstacles such as exam-focused curricula, insufficient understanding of TBLT, lack of effective professional development, class size limitations, teaching material constraints, and learners' perception of instructors as sole knowledge providers. Consequently, these challenges often deterred teachers from incorporating task-based methods in their classrooms, a situation potentially applicable in various language teaching contexts. Thus, the study recommended an originating-from-teachers grassroots approach for educational reform, aimed at tackling the persistent issues spotlighted in the research.

East (2012) found that teachers' primary concerns revolved around learners' assessment and their contextual beliefs about Task-Based Language Teaching (TBLT) and its relevance in foreign contexts. Similarly, Hao (2016) emphasized

that in the Vietnamese context, despite teachers' understanding and positive attitudes towards TBLT, the hindrance posed by examination-based assessments remained a significant obstacle to effective implementation. Consequently, both studies recommended a redesign of curriculum and assessment to facilitate the practical application of TBLT, thereby nurturing learners' communicative competence. In a related investigation, Nguyen (2014) explored the preferences of eleven high school teachers in Vietnam concerning their teaching methods and beliefs in TBLT principles during instructional practices. The study revealed a preference for form-focused activities over meaning-focused ones due to socio-cultural factors, including institutional policies, exams, and learners' preferences. These challenges, linked to effective language teaching and assessment, may persist without substantive reforms targeting teachers' instructional approaches and institutional assessment practices.

Van Le (2014) identified two distinct categories of factors that significantly influence the implementation of Task-Based Language Teaching (TBLT) within the context of Vietnamese tertiary education. The first category encompasses external elements, including the allocation of time, the prevailing testing system, the adequacy of teaching materials, learners' motivation, and their proficiency level in English. The second category comprises internal aspects such as teachers' teaching experience, technological competence, English proficiency, and familiarity with TBLT principles. Consequently, the study recommended strategies such as allocating ample instructional time, managing smaller class sizes, taking into account learners' attitudes and beliefs, judiciously selecting

appropriate textbooks, addressing learners' specific needs, and conducting in-service training workshops to enhance teachers' comprehension of TBLT principles. These studies collectively underscore the nuanced challenges that educators encounter when striving to integrate Task-Based Language Teaching into their instructional practices.

The recurring themes of examination-oriented curricula, inadequate understanding, class size limitations, and the balance between form-focused and meaning-focused activities underscore the complex dynamics that educators must navigate to foster effective language learning experiences. Addressing these challenges requires a multifaceted approach that encompasses teacher training, curriculum redesign, and an inclusive teaching environment that aligns with the principles of TBLT. By recognizing and addressing these factors, educators and educational systems can work collaboratively towards enhancing language education outcomes and fostering students' communicative competence in diverse linguistic contexts.

#### **2.4. The Gap in the Study**

Over the past thirty years, researchers worldwide have conducted numerous studies to explore whether Task-Based Language Teaching (TBLT) is practical based on teachers' viewpoints (Comer, 2007). Van den Branden (2009) suggested that the key aspect is to explore teachers' viewpoints to identify issues, allowing for concrete solutions to be developed. Many research efforts have oscillated between theoretical objectives and the practical implementation

of language teaching methods in different parts of the world. While many previous studies have examined teachers' overall beliefs regarding Task-Based Language Teaching (TBLT), there has been limited investigation into Indian educators' perspectives on TBLT. In India, conventional teaching methods still predominate, but there is a growing interest in TBLT among teachers. Thus, it is crucial to conduct research to comprehend their viewpoints on whether TBLT has been successful or unsuccessful within the Indian educational context.

The primary goal of this study is to ascertain the general attitudes of teachers towards TBLT. Additionally, the research seeks to identify the challenges that teachers encounter when applying this approach in their classrooms. Furthermore, the study aims to explore the implications of TBLT for pedagogical practices and school policies. This will encompass a detailed examination of sub-topics such as the availability of regular training for teachers in TBLT techniques and the level of support for integrating TBLT into the Indian education system's curriculum.

In essence, this research intends to bridge the gap between theoretical considerations and practical realities by delving into Indian educators' perceptions of TBLT. By doing so, it aims to shed light on whether TBLT aligns effectively with the Indian educational context and to uncover the potential impact of this approach on pedagogy and educational policies.

## **CHAPTER 3 : METHODOLOGY**

### **3.1. An overview of the chapter**

This chapter offers a thorough outline of the research methodologies and procedures employed in conducting the study. To begin, careful attention was dedicated to formulating precise research questions with the aim of effectively acquiring data related to Secondary school teachers' perceptions regarding the implementation of Task-Based Language Teaching within their specific teaching environments. Subsequently, the selected methodological approaches for analysing the data are clarified, accompanied by an explanation for why these approaches were chosen for this research. Moving forward, the participants chosen for the study are characterized, given their central role as the primary source for data collection. Additionally, the research tool employed to collect data from the participants is described in detail. Furthermore, a comprehensive depiction of the process of collecting and analysing data is presented. Concluding this chapter, the section on ethics delves into the ethical considerations that were carefully considered to uphold the integrity and ethical standards of this research.

### **3.2. Research Questions**

As the research is aimed to investigate teachers' perspectives on Task-based language teaching at a secondary school in India, the research questions were developed based on their experience and familiarity of this approach in their teaching context. Some of the crucial research questions are:

**Research Question 1:** What are teachers' general attitude towards TBLT?



**Research Question 2:** What are the challenges faced by teachers' while implementing TBLT?

**Research Question 3:** What are the implications for pedagogy and school policy?

These questions were formulated due to three underlying factors by the researcher. The initial factor aimed at determining the awareness or acquaintance of Indian teachers with the term TBLT and their beliefs towards this approach. Van den Branden (2009) and Jeon and Hahn (2006) highlighted the significant role that having a theoretical understanding plays in shaping teachers' beliefs. The second research question examines the challenges teachers encounter while introducing Task-Based Language Teaching in their classrooms. The objective is to discover if these challenges are common among all teachers and to identify potential ways for them to overcome these difficulties. According to East (2014) and East (2019), the main obstacles to implementing Task-Based Language Teaching are external challenges. And the third and the final research question was to discover the implications for school policy to guarantee the effective and enduring incorporation of TBLT into the school's language teaching structure. As the alignment of TBLT with the school's language curriculum is significantly influenced by school policies. These policies establish a structure for the incorporation of task-based activities within the curriculum, offering a clear explanation of how these activities contribute to the achievement of language learning goals (Richards & Rodgers, 2001).

### **3.3. Research Design**

The research pertaining to this topic was conducted utilizing a qualitative methodology, employing individual semi-structured interviews as the primary data collection technique. Qualitative interviews serve the purpose of offering a deeper understanding of a phenomenon by affording respondents the opportunity to engage in introspection and logical deliberation (Folkestad, 2008). Semi-structured interviews present subjects and inquiries to the interviewee, yet they are thoughtfully crafted to draw out the interviewee's perspectives and viewpoints regarding the subject of significance, rather than directing them towards predetermined options (Cohen & Crabtree, 2006). These interviews encompassed 15 open-ended questions which were designed by researcher personally to get the most information from each perspective and were subsequently subjected to a descriptive mode of analysis. This analytical approach aimed to comprehensively dissect the research's objectives and aims, thereby contributing to a thorough investigation of the topic.

### **3.4. Procedure of the research**

In the initial stages, a pilot study was conducted to evaluate the credibility and consistency of the interview inquiries. Additionally, this phase aimed to identify any uncertainties among participants concerning the phrasing of instructions, question composition, and overall item design (Cohen, Manion, & Morrison, 2017). To ensure the appropriateness of the interview environment, a teacher from the participant pool was chosen as a tester. This was crucial given the potential scenario where teachers might be unfamiliar with the concept of TBLT or unsure about addressing specific questions. Thus, the pre-testing was

imperative prior to embarking on the main interview phase. Furthermore, participants were granted the autonomy to seek clarifications if any segment of the questions appeared unclear to them, although they exhibited a commendable grasp of the inquiries without necessitating such clarifications.

### **3.5. Participants**

The intended participants for this study consisted of five experienced English teachers from Mumbai, India, who work in secondary schools catering to non-native English-speaking students. In the Indian education system, there are three primary types of boards. Firstly, there's the ICSE board (Indian Certificate of Secondary Education), known for its challenging curriculum. The second is the CBSE (Central Board of Secondary Education), which offers a more structured and streamlined curriculum than ICSE. Lastly, there's the State Board, which places a greater emphasis on regional languages and local topics for teaching. The selected teachers for this research were specifically those working with teaching experience in schools following the Central Board of Secondary Education (CBSE) curriculum. The participant group for this research comprised three female teachers and two male teachers. The teachers who took part in the interviews held positions as full-time and experienced language teacher within a secondary education setting.

**Table 3.1. Information about participants**

<b>Interviewees</b>	<b>Age</b>	<b>Education Background</b>	<b>Number of Experience</b>
Pam	26	4	B.Ed. (bachelor's in education)
Sky	34	9	M.A. in English Language and B.Ed. (bachelor's in education)
Harry	32	7	MA in English literature and language
Emma	36	9	Bachelors in English Literature and Language
Sara	31	5	B.Com (bachelor's in commerce) and B.Ed. (bachelor's in education)

The teachers' responsibilities encompassed diverse work such as the creating materials, the execution of lesson planned, as well as the assessment and grading of student evaluations. Because the teachers' possessed a wealth of experience in applying Task-Based Language Teaching (TBLT) within their teaching context and demonstrated a solid grasp of implementing TBLT in practice, their proficiency served as a strong encouragement to delve deeper into research. This assurance indicated that any questions pertaining to the research would likely be adequately addressed. There were multiple factors that influenced my decision to conduct interviews with these teachers as part of my research study.

Primarily, this choice emanated from the fact that these teachers, had a profound wealth of experience in employing diverse pedagogical approaches within their language instruction settings, transcending the confines of conventional methods. Given their substantial exposure to multiple instructional setting, their perception about TBLT was beneficial for the study. Secondly, considering that they employ various methods, it was evident that they might have faced difficulties when putting Task-Based Language Teaching (TBLT) into practice and managed to come up with solutions over the course of their careers. Their personal experiences could serve as valuable resources for recognizing potential challenges in implementing TBLT and providing effective strategies to overcome them. Lastly, delving into their experiences with TBLT not only provides valuable insights into how TBLT contributed to their professional growth by promoting ongoing development and learning, but also reveals the additional support they might require enhancing their use of TBLT.

In conclusion, the diverse responses to these questions originating from a range of teaching experience would provide significant insights. This is because the open manner in which participants can freely express themselves would lead to the identification of obstacles, suitability considerations, and potential remedies related to the implementation of Task-Based Language Teaching (TBLT).

### **3.6. Interview**

The interviews were conducted in a virtual manner due to the geographical location of the participants in India. Although there existed variations in their educational backgrounds, they surely shared familiarity with Task-Based Language Teaching (TBLT) and its instructional context which was evident. At the outset of the interviews, a sense of nervousness was observed among some teachers, stemming from their desire not to unintentionally influence the research. However, as rapport was established and comfort level was increased, formal consent was obtained to record the interviews, subsequently enabling the progression of the interview process.

The first stage of the interviews involved gathering essential information, including participants' educational background and age. Following this, the discussions delved into the primary interview questions. A notable limitation of the interview process was the restriction to a small sample size of only five teachers, driven by the research's narrow focus on a single school. Despite these constraints, the research was productive in collecting valuable data, contributing to its overall success.

### **3.7. Data Collection Procedure and Data Analysis**

To commence the research process, the initial step involved obtaining ethics approval to conduct interviews with teachers hailing from India. Once the ethical clearance was obtained, the subsequent phase encompassed seeking consent from the participating teachers to engage in the interview process. These interviews were conducted via online Zoom Meetings, scheduled at the convenience of the teachers. Ensuring full compliance with ethical considerations, the interviews were recorded on the Zoom platform, subsequent to obtaining explicit consent from the teachers. A set of 15 open-ended questions, meticulously aligned with the research objectives, constituted the framework of the interviews. The employment of open-ended questions was deemed crucial, as it facilitated the exploration of the teachers' individual perspectives and beliefs regarding Task-Based Language Teaching (TBLT). Each teacher possessed their unique set of experiences to share, stemming from their individual encounters with both the familiarity and difficulties associated with the subject matter. It held significant importance for the research investigation to comprehensively comprehend their viewpoints at the most extensive degree possible.

After the completion of the interviews, the gathered data was transcribed, setting the groundwork for the subsequent analysis of findings and insights. The chosen methodology for this analysis was the thematic approach, considered the most suitable for this research. Thematic Analysis (TA), as outlined by Braun and Clarke (2006), holds a significant position within the realm of qualitative research. It serves as a robust tool for identifying, examining, and

elucidating recurring patterns, referred to as themes, inherent in the collected data. This systematic approach aims to identify themes that hold notable significance in depicting the phenomenon under investigation and its intricate connections with relevant aspects (Daly, Kellehear & Gliksman, 1997).

Braun and Clarke (2006) argue that Thematic Analysis (TA) holds a central position in qualitative analysis, serving as a foundational tool. They emphasize that TA equips researchers with essential capabilities that are crucial across a range of qualitative analysis approaches. This perspective becomes significant because a significant proportion of qualitative analyses inherently involves the identification and interpretation of thematic components, underscoring the relevance of TA in this context.

Braun and Clarke's (2006) comprehensive six-phase guideline for conducting thematic analysis proved to be of immense value throughout the analytical process. It's noteworthy that the coding procedure was inherently guided by the research questions outlined earlier, implying that the analysis leaned more towards a theoretical orientation rather than a purely data-driven approach (Braun and Clarke, 2006:89).

As delineated by Braun and Clarke (2006), the initial phase of analysis entails immersing oneself in the data to establish familiarity. This involved transcribing, reading, and revisiting the material to record initial impressions and concepts.



Subsequently, the second phase revolves around the generation of preliminary codes, systematically capturing intriguing elements within the dataset. Transitioning to the third phase, the analysis involves the quest for underlying themes. This step entails the aggregation of codes into potential themes and the compilation of pertinent data linked to each identified theme. The subsequent stage, phase four, revolves around the critical review of the themes. Here, an assessment is made to ascertain the alignment of themes with the coded extracts and the comprehensive dataset.

The fifth phase of the analysis pertains to the crystallization of themes. This step involves refining themes on an ongoing basis and formulating descriptive names for each theme. Finally, the conclusive stage of the analysis involves the formulation of the report. This necessitates the selection of representative extracts from the data to illustrate and exemplify each theme while establishing a connection to the overarching research question(s) and the relevant literature review.

### **3.8. Ethical Consideration**

The entire study was conducted following strict adherence to the highest standards of integrity, in alignment with the guidelines established by the Coventry University Research Committee Standards of Conduct and Governance of Research. These standards encompassed the principles of best practices, integrity, and honesty. To begin, researcher had to meet the necessary ethical prerequisites, which involved addressing several

considerations before obtaining the final approval and receiving the designated research reference number which is **P152143**.

Given that the research involved human participants as the primary source for data collection, a series of documents were required for the subsequent stages. The first document presented was an information sheet for the participants. This sheet provided a concise overview and served as an invitation for participants to understand the research purpose. It offered them insights into why they were invited to participate. This document also urged participants to review the provided information in its entirety before granting their consent to engage in an interview.

The second document, which was the consent form, served as the formal acceptance of participants' invitation and their agreement to participate in the research study. Participants were explicitly informed that they retained the right to withdraw from the study at any stage. They were provided with the assurance that their data would be treated with the utmost confidentiality and anonymity. Furthermore, participants were notified that once the research was completed, all gathered data would be securely deleted by September 30th, 2023, safeguarding their privacy.

The final document, known as the gatekeeper letter, was specifically directed to the school's principal. This letter aimed to request formal authorization for conducting interviews with the English teachers working at the school. After

completing the essential ethical protocols, the certificate confirming approval from the ethics committee was successfully obtained. This thorough process ensured that the research was conducted with the highest level of honesty, maintaining strict adherence to ethical norms, and prioritizing the rights and welfare of all participants engaged in the study.

# **CHAPTER 4 : RESULTS AND DISCUSSION**

## **4.1. Overview of the chapter**

This chapter is dedicated to presenting the outcomes of a thematic analysis conducted on interview data collected from online discussions with teachers. Its primary aim is to deeply explore the central themes that emerged during these interviews, with the intention of comprehensively understanding the research questions and objectives. The overarching purpose is to uncover recurrent patterns or subjects those interviewees shared, encapsulating various angles related to the research inquiries. By dissecting these themes, the study seeks a more profound insight into the studied phenomenon. Rather than merely presenting individual responses or anecdotes, the analysis strives to identify overarching themes that connect different viewpoints, thus providing a deeper comprehension of the underlying meanings and implications within participants' answers.

Each theme introduced in this study is accompanied by a thoughtful discussion of how it aligns with the research goals. This analysis serves to establish the relevance of these themes to the broader research objectives, showing how they shed light on the phenomenon under investigation and address the overarching questions. After presenting individual themes, it is common to have a specific section dedicated to the synthesis of the findings. This step involves identifying relationships, patterns, or differences among the themes, potentially uncovering areas where themes intersect, diverge, or complement one another. This synthesis can provide deeper insights, offering a comprehensive perspective on the research topic.

In essence, the Discussion section of this chapter serves as a bridge connecting the raw qualitative data with meaningful insights. By systematically recognizing and exploring the central themes within the interview data, this chapter effectively accomplishes its aim of presenting a thorough, multidimensional understanding of the research questions and objectives, enriching the overall discourse.

#### **4.2. Findings related to interview open-ended questions**

The interview questions were meticulously designed to capture in-depth insights into teachers' perceptions of Task-Based Language Teaching (TBLT). A well-considered set of 15 open-ended questions was carefully crafted to delve into teachers' holistic perspectives on TBLT, the challenges they encountered during its implementation, and the broader implications for teaching methodologies and institutional policies in the context of Indian Secondary Education. These research objectives serve as the central focus of the study.

In the subsequent tables, numerical data is presented in conjunction with corresponding percentages, illustrating the frequency with which teachers referenced specific topics in relation to the chosen theme. This information is further supplemented by the frequency of these comments within the specific context of that theme. This meticulous approach ensures a comprehensive representation of the diverse responses provided by the teachers, contributing to a nuanced and comprehensive understanding of the subject matter.

**Table 4.2.1 Teachers' viewpoints of a task-based environment in the classroom.**

<b>Reported Perception</b>	<b>Frequency of the comment</b>	<b>Percentage of teachers</b>
Focus on real-life situation or authentic task	22	100%
Learner participation and effective communication	20	80%
Effective learning	10	60%
Engaging	9	60%
Fluency	4	40%

The table provided above offers insights into the perceptions voiced by teachers, along with the frequency of their responses to open-ended questions spanning from question 1 to question 6. It gives the collective viewpoint of teachers regarding TBLT, drawn from their classroom experiences. All five respondents provided comprehensive answers to these questions. Despite their distinct teaching styles, a shared perspective emerged among the teachers in relation to TBLT. This collective stance underscores a common attitude among teachers regarding TBLT, which centres on its emphasis on real-life scenarios and authentic tasks.

It is noteworthy that this particular viewpoint was expressed 22 times by various teachers, with a unanimous consensus of 100% among them, affirming that TBLT indeed places a substantial focus on real-life situations and authentic tasks. Subsequently, 80% of the teachers held the belief that TBLT enhances learner engagement and contributes to improved communication skills. Building upon this observation, teachers reiterated this viewpoint a total of 20 instances during their interviews.

A significant portion, amounting to 60% of the interviewed teachers expressed a firm conviction in the efficacy of employing TBLT as a method to facilitate language learning. These teachers believed that TBLT had the potential to significantly contribute to learners' educational journeys. Remarkably, the recurring theme of "effective learning" surfaced prominently during the interviews, being mentioned a total of 10 times. This consistent reiteration underscores the perceived positive impact of TBLT on the learning process, as highlighted by these teachers.

Similarly, a substantial 60% of the teachers reiterated the sentiment that TBLT plays a pivotal role in actively engaging learners within the classroom. The frequency with which this viewpoint emerged, being mentioned 9 times by teachers, indicates a significant agreement with this notion. The recurring observation regarding TBLT's ability to cultivate learner engagement underscores its power in capturing students' interest and involvement, thereby enhancing the overall learning experience.

In contrast, only 40% of the teachers expressed the belief that TBLT extends its benefits to enhancing learners' fluency. This perspective was brought up on 4 occasions, signifying its noteworthy presence in the responses. This viewpoint emphasizes how these educators perceive TBLT not merely as a tool for effective learning and engagement but also as a means to foster improved language fluency among students, showcasing a comprehensive approach to language education. Willis and Willis (2007) emphasized that Task-Based Language Teaching (TBLT) places a strong emphasis on using language for communication rather than treating it merely as knowledge. This approach makes achieving fluency a fundamental objective in TBLT.

**Table 4.2.2 Challenges faced by teachers.**

<b>Reported Challenges</b>	<b>Frequency of the comment</b>	<b>Percentage of teachers</b>
Choosing tasks	10	100%
Large classroom size	7	80%
Use of textbook	17	60%
Limited resources	15	60%
Time management	9	60%
Aligning with curriculum	8	60%

The table provided showcases the prominent difficulties encountered by educators as they integrate Task-Based Language Teaching (TBLT) into their



instructional methodologies. The primary challenge, identified unanimously by all teachers, is the selection of appropriate tasks for effective TBLT implementation. This particular concern emerged frequently throughout the interviews, being mentioned a total of 10 times, revealing the common struggle teachers face in this aspect. The teachers noted that the existing textbooks often lack the requisite support and materials needed to identify suitable tasks, making it essential to develop tailored resources to seamlessly integrate TBLT into their teaching. This shared difficulty, with a 100% response rate, underscores the critical importance of addressing this issue to enhance the successful adoption of TBLT.

Furthermore, a significant 80% of the teachers encountered a challenge directly related to the issue of large class sizes. This challenge was emphasized a total of 7 times, with teachers noting that Indian classrooms typically consist of 30 or more students, making it difficult to assign tasks effectively and manage time during lessons. This particular challenge was reiterated 9 times in the interviews, indicating its significant impact. The sentiment expressed by the majority of teachers, accounting for 60% of the respondents, centred around the perception that Indian textbooks do not adequately support the creation of task-based activities. This particular concern was reiterated a total of 17 times within the feedback. Teachers shared the belief that these textbooks predominantly feature traditional exercises that lack practical utility in the context of task-based language teaching.

Moreover, 60% of the teachers, representing 15 instances in the interviews, expressed difficulties due to limited resources, which hindered their ability to plan lessons effectively. This scarcity of resources directly impacts the teachers' capacity to implement TBLT to its fullest potential, highlighting the need for enhanced support in this area to facilitate successful TBLT implementation.

Lastly, 60% of the teachers, representing 15 instances in the interviews, expressed difficulties due to limited resources, which hindered their ability to plan lessons effectively. This scarcity of resources directly impacts the teachers' capacity to implement TBLT to its fullest potential, highlighting the need for enhanced support in this area to facilitate successful TBLT implementation. Additionally, 60% of the teachers expressed difficulty in aligning TBLT with the traditional Indian education curriculum, which leans toward a more teacher-centred approach. This theme was mentioned 8 times during the interviews. The clash between the student-centred approach of TBLT and the prevailing curriculum posed significant hurdles.

**Table 4.2.3 Pedagogical implications**

Reported Implications	Frequency of the comment	Percentage of teachers
Support from Government and Management	7	100%

Continuous practise	5	100%
Professional development	16	80%
Learning from feedback	6	80%
Collaborative work with colleagues	14	60%

The data presented above highlights the significant implications of Task-Based Language Teaching (TBLT) for both pedagogy and social policy. It is noteworthy that a unanimous 100% of the interviewed teachers firmly believe that if school officials endorse and support the implementation of TBLT in language classrooms, it would greatly enhance the educational value. This sentiment, expressed 7 times, underscores the potential impact of administrative support on the effectiveness of TBLT. Similarly, a unanimous 100% of the teachers expressed a strong belief that consistent implementation of TBLT in their teaching sessions could substantially transform the dynamics of the teaching world, leading to positive outcomes. This optimistic perspective highlights the potential for TBLT to revolutionize teaching practices.

Equally important is the acknowledgement, expressed by 80% of the teachers, that professional development is essential for effectively incorporating TBLT into their pedagogy. This professional growth encompasses regular training, the provision of valuable resources, and attendance at workshops aimed at optimizing the use of this approach. This point was emphasized a notable 16 times, signifying the critical role of continuous learning in enhancing TBLT implementation.

Additionally, 80% of the educators recognize the value of feedback, whether it is self-feedback or peer-feedback, in refining their teaching performance. This approach fosters reflection on what worked well in lessons, what areas need improvement, and what alternative strategies could be employed. This sentiment, mentioned 6 times, underscores the iterative nature of teaching improvement through constructive feedback.

Moreover, 60% of the teachers recognized the immense benefits of collaborative work with their fellow teachers. They believe that collaborative efforts not only aid in gaining a deeper understanding of the approach but also streamline lesson planning and create a valuable learning environment among colleagues. This idea of collaborative learning within the teaching community was mentioned substantially 14 times during the interviews.

### **4.3. Discussion related to interview**

This section provides a discussion related to the findings of the interview results which be divided into three sections. It begins with the findings of the research question one which is general attitude of teachers towards TBLT, followed by the second research question investigating challenges faced by teachers while implementing TBLT and lastly, the implications for pedagogy and school policy.

#### **4.3.1. Teachers' general attitude towards TBLT**

The initial research question aimed to uncover the general attitudes of teachers towards Task-Based Language Teaching (TBLT). It is evident from the data in table 4.2.1 that all the participating teachers possessed a certain level of familiarity with TBLT. The teachers participating in the study developed a conceptual understanding of tasks and characterized TBLT as involving tasks rooted in real-life or authentic contexts. This indicates that the teachers recognized the importance of tasks as essential elements within their teaching approaches. This understanding highlights the pivotal role of tasks in shaping their instructional practices. This corresponds with the concept advocated by Richards & Rodgers (2001), wherein TBLT employs authentic and practical tasks to enhance second language acquisition, underscoring the utilization of real-life instances of the target language for tasks that hold meaningful and practical significance.

Importantly, the participants demonstrated a keen awareness of the significant role TBLT plays in language teaching. They unanimously acknowledged its value, recognizing TBLT as a highly effective approach within the language education realm. Notably, all participants strongly perceived TBLT as more learner-centred compared to other methods they have previously used. This perspective highlights a key characteristic of TBLT: the promotion of learner autonomy and self-directed learning. In contrast to traditional methods that often feature a more teacher-centred structure, TBLT empowers learners to take more control over their learning process, a concept well-acknowledged by

Larsen & Anderson (2013). This specific point was highlighted by a teacher in her interview by saying, *“I believe that TBLT would not only enhance my students' language skills but also foster their autonomy and motivation as language learners”*.

The teachers noted that, when using TBLT in the classroom, they observed an increase in learner communication. This active participation in task selection, planning, and execution empowers students to assume ownership of their language learning journey, aligning with the observations of Willis and Willis (2007). According to the data presented in table 4.2.1, 40% of the surveyed teachers acknowledged that Task-Based Language Teaching (TBLT) plays a role in enhancing learners' fluency. Nunan (2004) asserts that TBLT places significant emphasis on the authentic use of language, which enables learners to practice speaking and using the language in ways that contribute to improved fluency. He highlights that TBLT encourages learners to prioritize communication objectives, a focus that can ultimately lead to an increased level of fluency.

Interestingly, the teachers' responses suggest that teacher-trainees exhibited a notable understanding of the main features of TBLT, possibly due to their extensive experience in using this approach over an extended period. This practical experience could have contributed to their higher level of comprehension and familiarity with the method. The overall sentiment expressed by most teachers was notably positive, with

a distinct appreciation for TBLT. However, in contrast, one teacher expressed a more skeptical viewpoint, suggesting that, in her opinion, TBLT may not possess the level of rigor she expected, she mentioned that *“it is too time-consuming and not rigorous enough”*. On the other hand, 60% of the teachers, believed that TBLT significantly enhances engagement within the classroom. Skehan (1998) theorizes that TBLT's emphasis on tasks aligns with learners' natural inclination to communicate and overcome challenges. This alignment fosters an inherent motivation that sustains learners' engagement and enthusiasm during language learning activities.

#### **4.3.2. Challenges faced while implementing TBLT**

The research's second inquiry delved into the challenges encountered by teachers when implementing Task-Based Language Teaching (TBLT) in their classrooms. By referring to table 4.2.2, the intention was to extract participants' responses regarding these challenges. The predominant and most significant challenge identified by a majority of teachers was the size of their classrooms. This challenge aligns with Ansari and Shahrokhi's (2014) argument that regardless of one's comprehension of the TBLT concept, the presence of large class sizes can significantly impede the effective execution and utilization of task-based approaches. As mentioned in the Results section, Indian classrooms commonly consist of a substantial number of students, often exceeding 30 in a single class. This situation creates difficulties for teachers attempting to implement TBLT, as managing such a large group can be chaotic. This point was mentioned in one of the

interviewees' responses, stating *“one class consists of 30- 40 students at a time, which can get quite chaotic in terms of giving instructions because once they are divided into group, some members of the group will not listen to the instructions clearly and I have to repeat instructions again which can be at times time consuming”*. The studies conducted by Lin and Wu (2012) and Zheng and Borg (2014) confirmed that the existence of large class sizes acts as a deterrent, contributing to the reluctance to adopt TBLT as a teaching approach.

During the interviews, a teacher highlighted that the presence of a greater number of students in a single class occasionally makes it challenging to provide instructions, as some students may not pay proper attention. This lack of attention, in turn, becomes time-consuming, potentially leading to students resorting to their first language (L1) and diverting focus from the target language. The influence of one's native language (L1 interference) can result in the application of incorrect language structures that reflect the grammar of the native language but are not suitable in the target language. This can have a negative impact on the learner's precision in communication (Odlin, 1989). Additionally, this concern aligns with Carless's (2004) argument in Hong Kong, where he asserted that the use of L1 in the classroom diminishes the utilization of the target language.

Furthermore, the discussion also encompassed the acknowledgment of limited resources available for implementing Task-Based Language



Teaching (TBLT) within Indian classrooms. Teachers highlighted that the existing school textbooks do not align well with task design, and there's a dearth of suitable books focusing on task creation. This scarcity resonates with the perspective presented by Hobbs (2011), who emphasizes that the lack of readily accessible task-based materials and tailor-made textbooks for TBLT leads educators to believe that crafting their own comprehensive teaching materials is the sole feasible approach for TBLT implementation. It is important to note that TBLT demands resources that extend beyond the classroom confines.

Additionally, an inherent challenge lies in aligning tasks with the curriculum of the Indian Education System. According to participants, the Indian education system places significant emphasis on completing curriculum modules in a prescribed manner. Moreover, the traditional classroom setup in India often leans towards a teacher-centred approach based on traditional methodologies, which states that educators who employ a teacher-centred approach create an environment known for active engagement, mutual esteem, favourable outlooks, and adaptable guidelines. (Willower, Eidell, & Hoy, 1967). This approach also promotes student self-discipline, autonomy, determination, and independence. However, these considerations create complexities for teachers aiming to incorporate TBLT regularly. TBLT is in line with the principles of both communicative competence and a student-centred approach. It emphasizes the cultivation of not only grammatical precision but also the skill to apply language proficiently and

suitably in diverse contexts (Canale & Swain, 1980). The constraints imposed by the curriculum and the inclination towards traditional methodologies make it challenging for educators to fully embrace TBLT, despite their eagerness to explore its potential. Two participants displayed reluctance in adopting TBLT as a regular practice in their classrooms due to concerns about not completing the curriculum modules within the stipulated time. In the Indian educational context, teachers frequently face the pressure to ensure learners are prepared for examinations and to adhere to the prescribed module timeline. These constraints often make it challenging for them to incorporate TBLT into their classroom routines. Response of one of the teachers to this was “*because where I am teaching, they are supposed to complete lesson like lesson planned are supposed to complete the syllabus on time. So, I try to integrate TBLT weekly.*” On the other hand, the other teacher mentioned, “*Moreover, the examination-focused education system may discourage educators from adopting TBLT, which emphasizes practical language use over rote learning*”.

The third point pertains to the information from table 4.2.2, highlighting the considerable challenge faced by teachers in the task selection process. Notably, the data indicates that a unanimous 100% of the teachers perceived task selection as a demanding aspect of their teaching. In a study conducted by East (2019), it was highlighted that the primary challenge in language teaching was the availability of appropriate teaching materials. This issue was primarily attributed to the

absence of diverse and suitable supplementary resources. A teacher participating in the study shared the difficulty they encountered in picking suitable tasks for their learners. Selecting appropriate tasks for TBLT requires careful consideration of the balance between the complexity of the language, the interests of the learners, and the specific language skills being focused on. If the task is too easy, learners may not face sufficient challenges, resulting in boredom and restricted language development. On the other hand, if the task is overly complex, learners might become frustrated, leading to communication difficulties and decreased motivation (Ellis, 2003). And this was addressed by one of the teachers that while designing tasks, it is crucial for students to feel challenged; however, if the task is perceived as excessively difficult, learners might lose interest quickly. She expressed that, in response to the mentioned challenge “*designing an appropriate task can take time and sometimes lots of research as task needs to be challenging, but not too challenging. If tasks are too easy, they will not promote learning. If they are too difficult, learners will become frustrated and give up*”. This aligns with observations made in the research conducted by Carless (2003) and further supported in another study by Carless (2004).

Furthermore, the management of time presents added another hurdle for teachers. According to Willis and Willis (2007), the aspect of time management can present challenges in Task-Based Language Teaching (TBLT), especially when creating and executing tasks within a constrained timeframe. Striking a balance between accomplishing

meaningful tasks and addressing language content constitutes a notable difficulty. According to Van den Branden (2006), juggling the completion of tasks within the confines of the allotted class time while adequately covering the language content may present a challenge. A significant proportion, specifically three-fifths, of teachers have voiced concerns that the typical lesson duration of 40 minutes poses challenges in completing tasks within the allotted time. This can have adverse effects, including limiting language production, reducing learner autonomy, and creating a lack of opportunities for critical reflection. The teachers' response to this was as follows: *"we usually have 40 min session. Let's say It is a 40 min session and I have lectured them for like 10 min and then I gave 15 min to this task. So, it was very quick and have had to move very quickly"*. In Task-Based Language Teaching (TBLT), there's a strong emphasis on fostering reflection in learners regarding their language usage and task outcomes. However, when time management does not allow for adequate reflection, learners might miss out on valuable chances for self-assessment and the enhancement of their language skills, as emphasized in Sangster's research (2013). Moreover, it is noteworthy that a teacher found it intricate to convey the TBLT approach to parents of learners. This arises because parents are more accustomed to the conventional teaching methods. The concept of TBLT appears unfamiliar to them, leading to difficulties in gaining their trust in teachers implementing this innovative approach within the classroom. The response of the teacher towards this was:

*“Explaining the benefits of TBLT to parents and gaining their support can be a challenge, as some may prefer more traditional teaching methods”.*

A notable finding from the responses is that a majority of the teachers, comprising 60%, indicated that Indian textbooks lack suitability for the successful implementation of TBLT due to their predominantly traditional approach. This observation was reiterated by these teachers, expressing the notion that the existing textbooks in India adhere more to traditional methods, which poses challenges for integrating TBLT into the classroom. According to Nunan (1991), conventional textbooks frequently feature prearranged and artificial language exercises that do not replicate genuine, real-life language use. Consequently, this can impede learners' capacity to proficiently apply language skills in practical contexts. Typically, conventional textbooks prioritize solitary activities, resulting in restricted chances for significant interaction and communication among students. This limitation can hinder the enhancement of speaking and listening skills within authentic real-world scenarios (Ur, 2016). A common trait of traditional textbooks is a strong focus on grammar exercises in isolation, frequently detached from meaningful language application. This methodology may not effectively foster the development of practical communication skills, where language operates within contextual scenarios (Richards & Rodgers, 2001). One of the teachers raised this challenge in her interview response expressing the same difficulty and she highlighted the concern as an issue worth considering, pointing out *“Many textbooks in the*

*country still focus more on grammar and traditional ways of learning languages. This can be a challenge when trying to use TBLT, which emphasizes practical communication and real-life language use”.*

#### **4.3.3. Implication for pedagogical and school policy**

The third and ultimate research question revolves around the ramifications of TBLT for educational methods and institutional guidelines. Referring to table 4.2.3, a key implication here relates to securing approval and support from both school administration and government entities. This is particularly crucial in terms of collecting necessary support for teachers wanting to imply TBLT in their classroom. The engagement of government can contribute to the creation of policies that advocate for Task-Based Language Teaching (TBLT) as a favoured teaching method, motivating educational institutions and instructors to embrace its use (Van den Branden, 2006). According to Zhang's analysis in 2007, for tasks to be effectively implemented by teachers within the classroom setting, it is essential that both governmental institutions shaping educational policies and the schools implementing these policies establish a conducive atmosphere that encourages teachers to explore novel teaching methodologies in their instructional practices. One of the teacher-trainees' suggestion to this was *“Indian Education System should evaluate if the traditional methods still working for language classrooms and if not, they should try to promote different methods and give teachers some liberty to explore and teach through different methods. Because the restrictive curriculum to just finish everything on time just leaves teachers as well as students in hassle and*

*experience for students to learn rather mug up everything*". Regarding the government's role, the use of standardized tests that focus on memorizing facts, vocabulary, and grammar could slow down the acceptance of task-based teaching methods. This situation might make it harder for these innovative approaches to be used widely in education. Importantly, the national exams in India right now mainly check grammar skills while teaching which are instructional and teacher centred, and this seems to be a significant factor in preventing the use of fresh and creative teaching techniques in schools. This situation greatly affects the introduction of innovative approaches to education. This situation is preventing teachers from trying different ways to teach.

Moreover, a significant percentage of teachers, approximately 60%, expressed a belief in the substantial benefits of collaborative work with their peers. They recognized that such cooperation greatly facilitated lesson planning, enabling the sharing of task design ideas and the efficient utilization of instructional resources along with giving feedback to each other. This collaborative approach not only enhances teachers' understanding of student needs but also leads to the creation of more impactful teaching techniques, elevating the overall quality of education. This collaborative model fosters a culture of continuous improvement and collective responsibility for the achievement of students (DuFour, 2006). Also, feedback empowers teachers to gain a deeper insight into the viewpoints of learners, adjust their methods to suit individual needs, and create an environment in the classroom that is more centred around

the learners (Willis & Willis, 2007). And constructive feedback plays a vital role in advancing teachers' professional growth. It enables them to hone their abilities, gain insights from their experiences, and remain updated on the latest TBLT best practices, resulting in elevated expertise and enhanced effectiveness (Richards & Lockhart, 1994).

Regarding professional development, 60% of the interviewed teachers, conveyed their conviction that active engagement in workshops, courses, or formal training programs would notably boost their proficiency in effectively employing task-based strategies within their teaching methods. Training entails instructing individuals on adhering to structured procedures, often designed for specific tasks that involve straightforward, step-by-step processes. Initiatives supported by the government can promote research and cooperation among educators, resulting in the exchange of effective methods, valuable resources, and enhanced application of TBLT (Willis & Willis, 2007).

It is essential for the government to provide substantial support, including financial provisions for educational materials, teacher training, and technological resources, to ensure the successful integration of TBLT. These insights were shared in the interviewee's responses which stated: *“that we can access the online platform and conduct the workshops for professional development of the teachers”*. Another response was, *“schools can give more amount of teacher training to use these approaches even more effectively”*. And one of the crucial suggestions



made by one teacher was, *“Professional development programs and workshops specifically focused on TBLT can provide teachers with the necessary knowledge and skills to implement the approach successfully. These programs can cover topics such as task design, language input, feedback strategies, and assessment methods aligned with TBLT principles. Access to a repository of TBLT-specific materials, including task templates, sample tasks, and authentic resources, can assist teachers in creating and selecting suitable tasks for their classrooms. Collaborative platforms or online communities where educators can share experiences, best practices, and resources can foster a supportive network and facilitate ongoing professional growth. Providing teachers with mentorship or coaching from experienced TBLT practitioners can also be highly beneficial”*.

Having the necessary resources enables the development of engaging and effective language tasks (adapted from Long & Norris, 2000). On the other hand, education aims to help people think creatively. It teaches them different ways of thinking and problem-solving, so they can handle situations that do not have a simple, ready-made solution (Widdowson, 1983: 19). Furthermore, teachers find value in exchanging feedback with their colleagues. The overwhelming consensus, with 80% of teachers supporting this view, is that receiving feedback from their fellow educators serves as a valuable tool for identifying errors in their teaching approach. This feedback mechanism offers teachers a valuable

opportunity for deliberate introspection, fostering enhancements in their implementation of Task-Based Language Teaching (TBLT).

Peer feedback plays a role in teachers' continuous professional development by fostering self-awareness, promoting self-evaluation, and pinpointing areas that need refinement in their implementation of TBLT methods (Richards & Lockhart, 1994). This iterative process plays a pivotal role in bolstering the overall effectiveness of TBLT adoption. Furthermore, this feedback process creates a space for teachers to work together and help each other grow. Teachers ask their colleagues for advice and opinions because they know that others might see things they have not noticed. This sharing of ideas is like a team effort to make teaching better. They want to make their lessons more interesting for students and improve how they teach. According to Falchikov (2013), getting ideas from other teachers brings new ways of thinking and lots of creative ideas. It is not just about teaching; it is also about getting better at what they do. This collaboration helps them learn and develop in their careers, making their teaching and their students' learning even better.

## **CHAPTER 5 : CONCLUSION**

The primary goal of this research was to investigate the viewpoints of English teachers in Indian secondary schools concerning Task-Based Language Teaching (TBLT). The research method involved conducting online semi-structured interviews with a total of five English teachers, each providing responses to open-ended questions. The outcomes of these interviews unveiled an interesting pattern: almost all the teachers displayed a good understanding of TBLT and showed a highly positive perspective towards this instructional method. The study proceeded to delve deeper into their overall attitudes during the implementation of TBLT, the difficulties they faced, and the implications for both pedagogy and school policies.

Consequently, this chapter provides a thorough summary of the research, structured into three distinct sections. The initial part presents the main outcomes concerning the three core research inquiries. These results shed light on the teachers' views on TBLT and emphasize their favourable belief towards the method. The subsequent section explores the teachers' overall perspectives during the application of TBLT, addressing any difficulties encountered in this research study. The final segment examines the broader ramifications of TBLT for pedagogical practices and school policies. However, it's crucial to acknowledge the research's limitations and suggest avenues for future investigation.

### **5.1. Summary of the research questions**

The initial research question aimed to assess teachers' overall attitude towards Task-Based Language Teaching (TBLT). This question sought

to understand both their awareness of TBLT and their opinions regarding its application. The responses to the first seven questions indicated that all the teachers possessed a clear comprehension of the definition and context of TBLT in the teaching domain. However, their viewpoints varied when it came to the practical implementation of TBLT within their classrooms. Nevertheless, it's noteworthy that every teacher acknowledged the advantages of this approach, including its emphasis on learner autonomy, the use of meaningful tasks, and the enhancement of effective communication in the target language. They also highlighted the importance of fluency, meaningful interactions, authentic language usage, collaborative learning, and the development of problem-solving skills. Remarkably, despite the diverse teaching contexts of the participants, these results underscored the extent to which teachers valued the effectiveness of the TBLT approach in language instruction. Consequently, TBLT was universally recognized as a beneficial method by participants, who recognized its significant impact on promoting the use of the target language within their respective teaching environments. This collective positive sentiment toward TBLT reinforces its potential as a valuable tool for language teaching across various educational settings.

Nonetheless, during the interview, teachers expressed their concerns, primarily from questions 7 to 12, where they detailed the obstacles, they encounter when integrating TBLT into their teaching environments. Despite their overall positive perspective, these educators candidly

addressed multiple challenges specifically prevalent in the Indian educational landscape. The examination-oriented nature of the Indian education system emerged as a significant deterrent to the widespread adoption of TBLT, leading to teacher demotivation. Additionally, the teachers highlighted the issue of large classroom sizes, which hindered personalized attention and effective implementation of TBLT. Limited access to technology and inadequate resources for planning and designing lessons and tasks further compounded their difficulties. Matching tasks to learners' varying levels of proficiency proved to be a noteworthy challenge, as did the unsuitability of the existing textbooks for TBLT task implementation. The scarcity of time, given the demands of managing both curriculum and time constraints, also emerged as a common concern among the teachers. While some teachers shared potential solutions or alternatives for addressing a few of these challenges, they underscored the need for extensive support from governmental and educational institutions to overcome these obstacles effectively. A collective effort from the government and education sector would be pivotal in facilitating a more conducive environment for TBLT adoption, thereby helping teachers to navigate and conquer these challenges.

Regarding the third research question, the participants were asked questions 13 to 15, where they shared insightful suggestions for fostering the successful implementation of TBLT in both pedagogy and school policy. The identified challenges emphasize the necessity for

strategic measures in both educational practices and broader societal policies. Concerning educational practices, it is imperative to offer teachers tailored opportunities for professional growth. This comprehensive training should encompass proficient task design, effective language input, refined feedback strategies, and the synchronization of assessment techniques with the foundational principles of Task-Based Language Teaching (TBLT). Additionally, fostering a collaborative teaching community that actively shares exemplary practices can significantly enhance the holistic integration of TBLT.

From the perspective of social policy, there is a pressing need for a thorough re-evaluation of the current education system's intense focus on high-stakes examinations. Policymakers should contemplate the adoption of a more inclusive and adaptable evaluation framework, aligning harmoniously with the overarching objectives of TBLT. Such a shift will empower both educators and students to embrace innovative and pragmatic language learning experiences, ultimately nurturing a more dynamic and effective educational environment.

## **5.2. Limitations**

While the research study yielded interesting insights into teachers' perceptions of TBLT and offered valuable solutions for its effective implementation within their teaching contexts, it's essential to acknowledge the study's inherent limitations. Consequently, one should

exercise caution when interpreting the findings and avoid drawing overly specific conclusions. A notable limitation arises from the relatively small sample size, as only five teachers participated in the study. This limited scope might not fully capture the diverse array of perspectives held by English teachers across various secondary schools in India. It primarily reflects the opinions and experiences of these specific individuals, based on their personal beliefs and encounters within their unique teaching environments.

Moreover, the scope of this research was limited to the domain of online interviews. While these interviews provided valuable insights, they did not offer the same level of depth and nuance that could have been attained through classroom observations or extended follow-up studies. The inclusion of such measures would have been crucial in evaluating the lasting influence of TBLT implementation, providing a comprehensive understanding of the long-term efficacy of this approach in the Indian educational context. Recognizing these constraints, it's essential to consider the study's outcomes as an important initial step, offering valuable perspectives on teachers' viewpoints and the challenges they encounter in relation to TBLT.

### **5.3. Recommendation for future research**

Numerous research attempts were conducted globally have delved into the realm of Task-Based Language Teaching (TBLT), revealing common challenges that persist across diverse geographical regions. To enhance

our understanding, it is recommended that future studies undertake more comprehensive investigations, involving a wider and more diverse group of teachers from various regions across India. Additionally, it's essential to include school administrators and principals in the research, capturing their perspectives on TBLT. This inclusive approach ensures a representative sample, enabling a more thorough understanding of the challenges and benefits of TBLT in various educational contexts. By incorporating comprehensive classroom observations and conducting long-term assessments, researchers can gain a deeper and more comprehensive understanding of the impact of TBLT.

Furthermore, there is significant potential in exploring how TBLT aligns with the specific language curriculum requirements prevalent in India. This exploration can shed light on the harmony between TBLT principles and the mandated language learning objectives, providing valuable insights for educational policymakers and curriculum designers. Moreover, a thorough examination of the role of teacher training in facilitating TBLT implementation holds substantial promise. By gaining a thorough understanding of the impact of comprehensive training on teachers' TBLT practices, we can further elevate our understanding of the effective integration of this pedagogical approach in the Indian educational landscape.



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# Appendix 1: Certificate of Ethical Approval

Investigating teachers' perspectives on Task-Based Language Teaching at a secondary school in India

P152143



## Certificate of Ethical Approval

Applicant: Bhavika Darji  
Project Title: Investigating teachers' perspectives on Task-Based Language Teaching at a secondary school in India

This is to certify that the above named applicant has completed the Coventry University Ethical Approval process and their project has been confirmed and approved as Medium Risk

Date of approval: 16 Jun 2023  
Project Reference Number: P152143

## Appendix 2: Gatekeeper Letter

### Gatekeeper Letter

20<sup>th</sup> June 2023

To,

The principal

Shri L.G. Haria Multipurpose School

Dear Rajashree Trivedi

My name is Bhavika Mahendra Darji and I'm currently beginning a research project for my MA English Language Teaching and Applied Linguistics (TESOL) at Coventry University under the supervision of Dr Yuhua Chen and Inmaculada Gonzalez. This has now been approved by the Coventry University Research Ethics Committee.

The project aims to involve individual interviews with five language teachers from Shri L.G. Haria Multipurpose School to assess teachers' perceptions about Task Based Language Teaching in the Indian Context.

I'm writing to ask your permission to be allowed to approach your teachers to ask them if they are willing to be participants in this project. The interviews will be conducted online and can be conducted at a convenient time and date to be arranged with individual teachers who agree to participate. They should last around 30 minutes. All answers and results from the research will be kept strictly confidential and the results will be reported in my MA dissertation.

If this is possible, please could you e-mail me at [darjib2@uni.coventry.ac.uk](mailto:darjib2@uni.coventry.ac.uk) to confirm that you are happy for me to proceed my research in the school.

Thank you for your time and I hope to hear from you soon.

Yours sincerely,  
Bhavika Mahendra Darji

## Appendix 3: Interview Questions

### Interview Questions

- **Information about the interviewees' age, education background and years of experience**

1. Can you explain to me what Task Based Language Teaching is to you?
2. Can you briefly explain your experience or familiarity with Task-Based Language Teaching (TBLT)?

#### **Objective 1**

3. What motivated you to explore or implement TBLT in your language teaching practice?
4. What do you think about TBLT?
5. How do you integrate TBLT into your curriculum or lesson plans?
6. Do you think the learners in your classroom enjoy this approach?

#### **Objective 2**

7. In your opinion, what are the main challenges or obstacles in implementing TBLT effectively?
8. Have you encountered any difficulties in designing or selecting suitable tasks for TBLT? If so, how have you addressed those challenges?
9. Are the textbooks suitable for implementing TBLT?
10. How do you assess students performance with TBLT approach? What strategies or methods do you use to effectively evaluate and provide feedback on students' task performance?
11. How do you deal with time management when implementing TBLT?
12. What additional challenges have you encountered while implementing TBLT that we haven't discussed yet?

#### **Objective 3:**

13. Could you provide some examples of how you have overcome or mitigated the challenges you mentioned?
14. What support or resources do you believe would be helpful in addressing the challenges of TBLT more effectively?
15. Based on your experience, what advice or suggestions would you give to teachers who are considering implementing TBLT in their language classrooms?

# Appendix 4: Transcripts of the Interview

## 4.1 Transcript of Interview: Teacher 1 (Pam)

**Interviewer:** Good evening.  
**Interviewer:** This interview is for my dissertation, which is based on task-based language teaching. And I know that you are an experienced teacher for this in Mumbai. So, I just wanted to interview you and ask you certain questions about your experience.  
**Interviewer:** Are you ready?  
**Pam:** Yeah, I am.  
**Interviewer:** Okay, so talking about task-based language teaching, can you explain to me what task-based language teaching is to you?  
**Pam:** Okay, so task-based language teaching as the name suggests is, whatever, teaching that involves a task. To teach students so they can learn better instead of you, just telling them, lecturing them, students' tasks so they can be more interested in learning.  
**Interviewer:** Okay. Can you briefly explain your experience or familiarity with task-based language teaching?  
**Pam:** Okay, task-based language teaching is not what I, very like I usually did. It was a part of our teaching but to a certain extent if you know what I mean. It wasn't used frequently. So, what when it was used, like it used to be like, a session in a week. Where we use this technique. So, it doesn't become like a boring session for all the while. Oh, so it might be interesting for students to learn something new in a new way. Okay.  
**Interviewer:** So, what motivated you to explore or implement TBL in your language teaching practice?  
**Pam:** Actually, I've seen many YouTube videos relating to this thing and I wanted to make my classroom very interesting.  
**Interviewer:** Okay.  
**Pam:** But the thing is being a teacher, I'm not the administrator, I'm not the manager of the school. So, I'll need permissions for that. So, and there are many things that have to be taken care of which I couldn't do on my behalf. So, what I did was, on my end, I conducted one session per week. Where I included this thing, this task-based learning in the classroom, which I integrated.  
**Interviewer:** Yeah.  
**Interviewer:** Okay. What do you think about task-based language teaching in general?  
**Pam:** It's a very effective method of teaching students because it makes students interested in whatever they are learning and also helps them to remember things what they are learning easily.  
**Interviewer:** Yeah, sure. And how do you integrate task-based language teaching into your curriculum or lesson plans?  
**Pam:** Okay, so what I did was, at the beginning of the session, I taught them some things like, relating to language and then I gave them task. Relating to that lecture that I previously gave them. After that we conducted a post task session where we, get, got the feedback on how they liked it or if they wanted an improvement. In that they learned it better or not and then we conducted a mini test. So that I could get

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that if they have learned what I was trying to tell them. It had the positive response overall.

**Interviewer:** Okay. So, do you think the learners in your classroom enjoy this approach?  
**Pam:** Yeah, yeah, they did. They usually did enjoy this approach. Yeah.

**Interviewer:** In your opinion, what are the main challenges or obstacles in implementing task-based language teaching effectively?  
**Pam:** Okay, so the main challenge was time management and classroom management. Classroom was a very big class which I thought like it was 40 students in all. And to manage that big classroom in itself is a challenge. So, and there were some students who were like certified nuisance makers. And we had a group of them. It was a group of them. So, I had to like to separate that group and put them into, different kind of groups with different people. So, they are not together. And disrupt the task in the classroom.  
**Interviewer:** Yeah.  
**Pam:** :-Yeah.

**Interviewer:** Hmm. Okay, so. Have you ever encountered any difficulties on designing or selecting suitable task for and if so, how have you address those challenges?  
**Pam:** So, to manage challenges, implementing this. First up you have to decide what kind of task you will choose because every student is different. You cannot just, limit a single task and expect everyone to do it. For example, if we do a like a dialogue session. Some of the students who are who come from underprivileged, backgrounds, they don't know. They don't know what, dialogue is. Like even if they were teaching them some of the things they don't understand properly. So, we have to give them some of the things they don't understand properly. So, we have to give them a one-on-one session. To make them understand what the talk is about. So, I usually went for like poster making or things like that and mind mapping kind of things, which they usually understood better.

**Interviewer:** So, are the textbook suitable for implementing task-based language teaching?  
**Pam:** I have a neutral opinion on this. Sometimes, textbooks can be beneficial but other times they can't. So, I usually went on to And, I saw whatever task that I liked and thought that these might be interesting. I, take a screenshot of them or like a made task based on those YouTube videos.

**Interviewer:** Okay. So how do you assess students' performance with task-based language teaching approach? What strategies or methods do you use to effectively evaluate and provide feedback on students' task performance?  
**Pam:** Okay. Can you repeat that question please?  
**Interviewer:** Yes, sure. So how do you assess students' performance with task-based language teaching approach? What strategies on methods do you use to effectively evaluate and provide feedback on students' task performance?

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**Pam:** So I Whenever I gave them like poster poster making. So, I, what I evaluated was creation like creativity. So, whoever was the most creative would get some applause in the class. And this would also motivate other students to perform better in the next task.  
**Interviewer:** Okay.  
**Pam:** Yeah, so this was my approach. Do it.  
**Interviewer:** Okay. And how do you deal with time management when implementing task-based language teaching?  
**Pam:** Time management was a big challenge. And like I previously told you, that I implemented in the task within the lesson, we usually have 40 min session. Let's say it's a 40 min session and I have lectured them for like 10 min and then I gave 15 min to this task. So, it was very quick and have had to move very quickly. And then I held a like a post, session wherein, their feedback was collected. I give them feedback how they did and everything.  
**Interviewer:** Okay, so what challenges have you encountered while implementing task-based language teaching that we haven't discussed yet?  
**Pam:** I don't think so. Any more challenges than this like time management and classroom management. Managing disruptive behaviour. That's all it. Yeah, what I think.  
**Interviewer:** Okay, and could you provide some examples of how have you overcome or mitigated the challenges you mentioned?  
**Pam:** Hmm. The example that I gave you of, the students that were disruptive in the class. There was usually a group of them like 4 or 5 students in a group that were like new sense maker that I knew that they would up the glass no matter what. So, what I did was, I took every one of them and set, place them in different groups. So, they don't interact with each other.  
**Interviewer:** Okay. Hmm.  
**Pam:** If they are involved in different groups, they have to focus on the task. So that worked perfectly for me.  
**Interviewer:** Okay. What support or resources do you believe would be helpful in addressing the challenges of TBL more effectively?  
**Pam:** Okay. Support from management I would say if management let me implement that task-based learning effectively that would be really helpful. I didn't get that support that much support from management I was expecting for even if they knew that it was an effective method, but they didn't want to deviate from their usual methods.  
**Interviewer:** Okay.  
**Pam:** hmmm. Because it was a different thing and difficult thing to implement. It would take time. So that's what I believe.  
**Interviewer:** Okay, and based on your experience, what advice or suggestions would you give to teachers who are considering implementing task-based language teaching in the language classrooms.

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**Pam:** Yeah, I would say that. Consider how we go for classroom there is if you have time for it, then go for it. If you can't integrate it like daily in your sessions, you can, you can hold a like weekly session, you can, you can hold a like weekly session where you integrate this. Task so it is interesting, and you would notice that if you implement this if you have a special day for this task-based learning, then you have 100% or more than 90% of attendance of students.

**Interviewer:** Oh.  
**Pam:** Because they are interested in these sessions.

**Interviewer:** Sure. And these were all my questions. Thank you for answering it. Just a quick information on your background  
**Pam:** Yeah

**Interviewer:** How many years of teaching experience do you have?  
**Pam:** I have 4 years of experience.

**Interviewer:** Okay, and what is your education level?  
**Pam:** What's the second? Oh, my education level is I've done, BED that is bachelor in education. I have done masters in rural development. And I have done bachelors in science as well. I'm a Bachelor of Science. So very, very, background. It's not a same. Yeah.

**Interviewer:** Yeah. And if you don't mind answering what is your age?  
**Pam:** Okay, my age is 26.

**Interviewer:** Okay, thank you so much for answering all my questions. It was lovely having an interview with you, and you surely did answer all my questions and it was I'm really happy and thankful to you that you did answer my questions.  
**Pam:** Oh, it's okay. Have a great day.

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## 4.2 Transcript of Interview: Teacher 2 (Sky)

**Interviewer:** Okay. Hi, good evening. And thank you so much for being my participant. And helping me with my dissertation.

**Interviewer:** Before starting with the interview questions, I would like to ask you a few questions if you don't have any problem.

**Sky:** Sure, sure.

**Interviewer:** Can I just know like how many years of teaching experience do you have?

**Sky:** Basically, I got around 9 years of teaching experience.

**Interviewer:** Okay. And what does your education level?

**Sky:** Oh, my education level is MA in English language and B.Ed.

**Interviewer:** Okay, and if you don't mind revealing your age, how old are you?

**Sky:** 34.

**Interviewer:** Sorry.

**Sky:** 30 plus 4.

**Interviewer:** Okay. Thank you. So, are you ready for the interview questions?

**Sky:** Yes, go on.

**Interviewer:** Okay, can you explain to me what Task Based Language Teaching is to you?

**Sky:** Well, according to me, Task-Based Language Teaching (TBLT) is an approach to teach language that focuses on using real-life tasks as the focus of instruction. It emphasizes meaningful communication and the development of language skills for the students through completion of task.

**Interviewer:** Okay, and can you briefly explain your experience or familiarity with the task-based language teaching?

**Sky:** My experience of Task Based Language Teaching has surely been a huge success for my students. Well, it is something which Indian Central Board of Education System has not yet approved of, but I still use in in my language classroom as I have seen the impact of activities and communication in classroom much more compared to normal teaching classroom. As this reduces Teacher Talking Time gives learners good opportunity to expose their experience of language and develop language skills.

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**Interviewer:** Okay. What motivated you to explore or implement TBLT in your language teaching practice?

**Sky:** Initially, after my graduation studies when I started teaching for a year, I used to follow traditional teaching method where I used to teach and instruct students grammar rules and I realised this method was not actually helping my students to learn language as they knew the rules but still get confused and along with that, they were constantly in fear of making mistakes and they were not making effort to try to speak. Later, during my master's I got to know about Task Based Language Teaching through my course, and this really intrigued me. When I again started teaching after my degree completion, I started implying this method in my classroom.

**Interviewer:** Okay. What do you think about task-based language teaching?

**Sky:** Oh, Task-Based Language Teaching is method which adds a lot of value into language classroom. The main aim of this method is that it is learner centred and it engages learners in tasks that require them to use the target language in realistic contexts, Task Based Language Teaching promotes active learning and helps learners develop their language proficiency in a practical way. This approach emphasizes the importance of communication and task completion, rather than just focusing on grammatical accuracy. Overall, Task Based Language Teaching can be a valuable method for promoting language acquisition and communicative competence.

**Interviewer:** Okay. How do you integrate task-based teaching into your curriculum or lesson plan?

**Sky:** To integrate Task-Based Language Teaching (TBLT) into curriculum or lesson plans, I follow a structured approach. Firstly, I identify the language goals and skills to be targeted. Then, I select authentic tasks that provide meaningful contexts for language use, such as problem-solving activities or role-plays. Prior to the task, I prepare my students by providing necessary language input or instruction. During the task, I facilitate and monitor their performance, encouraging active communication and collaboration. After the task, I address language gaps or errors through focused language instruction or feedback. Students reflect on their task performance and engage in analysis to identify areas for improvement. Finally, I provide follow-up activities to reinforce the language skills developed.

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**Interviewer:** Okay, and do you think the learners in your classroom enjoy this approach?

**Sky:** Of course, Learners often enjoy several aspects of Task-Based Language Teaching. Firstly, they appreciate the real-world relevance of the tasks which allows them to see the practical application of the language skills they are acquiring. Secondly, they enjoy the active participation involved in this method. They are encouraged to communicate, collaborate, and problem-solve, which fosters a sense of involvement and ownership over their learning. Thirdly, Task Based Language Teaching emphasizes meaningful communication. Learners appreciate using the target language to express themselves, exchange ideas, and interact with others in purposeful ways. Additionally, the variety of task types in Task Based Language Teaching keeps the learning experience dynamic and interesting, preventing boredom and sustaining learner engagement.

**Interviewer:** Okay. In your opinion, what are the main challenges or obstacles in implementing task-based language teaching effectively?

**Sky:** We can say One of the major obstacles is curriculum and time constraints as Indian Education System still doesn't support curriculum which can add value through task-based teaching. Integrating Task Based Language Teaching into a pre-existing curriculum requires careful planning and adjustments to accommodate task-based activities within limited time frames. As an educator we may need support and professional development to understand task design, language input, and facilitating learner autonomy. Developing authentic and appropriate tasks aligned with language goals and learner proficiency levels is another hurdle. Designing engaging and relevant tasks requires creativity and careful consideration. Additionally, assessing learner performance in Task Based Language Teaching can also be challenging as traditional methods may not align perfectly with the focus on communication and task completion.

**Interviewer:** Okay. Have you ever encountered any difficulties in designing or selecting suitable task for task-based language teaching? If so, how have you address those challenges?

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**Sky:** Yes, I believe for most of the teachers it can be difficult to create or choose appropriate tasks for task-based language teaching. Aligning tasks with learners' proficiency levels and language goals is one challenge. To ensure that the tasks are sufficiently difficult, the linguistic complexity and cognitive requirements must be carefully considered. Making tasks that are genuinely authentic and relevant to learners' lives and interests is another challenge. The solution to these problems requires a methodical approach. You can determine the skills of your learners and create tasks that are appropriate for them by conducting needs analyses, consulting task frameworks, and using assessment tools. Collaboration between educators can result in the sharing of useful information and materials for task design. Tasks can be improved to make them more relevant and engaging by piloting them and getting feedback from students and teachers. In order to modify tasks to meet learners' needs and establish a successful Task Based Language Teaching environment, flexibility and ongoing reflection are essential.

**Interviewer:** Okay. Are the textbooks suitable for implementing the Task Based Language Teaching?

**Sky:** Some textbooks designed for the Indian Education System may align well with Task Based Language Teaching principles, incorporating communicative tasks and real-life language use. These textbooks can provide a foundation for implementing TBLT by promoting active communication and engagement among Indian learners. However, not all textbooks may fully support materials based on TBLT. In fact, most of the textbooks have a more traditional focus on grammar and vocabulary instruction, which may require adaptation to incorporate task-based activities. Teachers can supplement the textbooks with additional authentic materials and create their own tasks to enhance TBLT implementation in the Indian context. By considering the needs, proficiency levels, and cultural backgrounds of the learners, and making necessary adaptations, we as teachers can effectively integrate TBLT principles into the Indian classroom using suitable textbooks as a starting point.

**Interviewer:** Okay. How do you assess students' performance with task-based language teaching approach? What strategies or methods do you use to effectively evaluate and provide feedback on student's task performance?

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**Sky:** Basically, I assess my students' task performance based on their ability to communicate and accomplish the goals of the task. I usually do this through observations, checklists, and rubrics that focus on the quality and effectiveness of their language use, interaction, and problem-solving skills. There are times when I provide immediate feedback during or after the task which I believe is crucial to support students' learning. Based on the task I give them oral or written comments, highlighting strengths and areas for improvement. I also try to integrate Peer feedback and self-feedback, allowing students to evaluate their own performance and that of their peers. Additionally, through regular formative assessments, I monitor their progress and identify areas that require further instruction or support.

**Interviewer:** Okay. And how do you deal with time management when implementing task baseline with teaching?

**Sky:** Well, it is a challenge to be honest but to deal with time constraints, I employ various strategies. Firstly, I try to select tasks that fit within the allotted class time. After selecting tasks that are manageable and align with the learning objectives, I try to ensure that learners can complete them within the given time frame. Additionally, I prioritise core language features and focus on essential skills to allocate time effectively. To maximize learning outcomes, I try to sequence the task properly and ensure for logical progression. I also try to provide clear and concise instructions to save time and utilize efficient teaching techniques such as strategic grouping and the use of timers.

**Interviewer:** Okay, and what additional challenges have you encountered while implementing task-based language teaching that we haven't discussed yet?

**Sky:** For me Classroom management is one of the additional concerns as Indian classroom consists of more than 30 students in a class and Task Based Language Teaching often involves group work and student-centred activities, necessitating additional strategies to ensure active participation and task engagement and there are possibilities when it can take time to allocate the task to the learners as well as to divide groups. Lastly, learner resistance to Task Based Language Teaching can be at times encountered, requiring effort to help students understand the benefits and actively participate in task-based activities.

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**Interviewer:** Okay. And. Could you provide some examples of how you have overcome or mitigated the challenges you mentioned?

**Sky:** Firstly, ongoing professional development and training for teachers can enhance their understanding of TBLT principles, task design, and instructional techniques. This ensures that teachers are equipped with the necessary skills and knowledge to implement TBLT effectively. Collaborative lesson planning and sharing of resources among educators can also provide support and innovative ideas for implementing TBLT. Additionally, adapting and supplementing existing textbooks and materials to align them with TBLT principles can enhance their suitability for the approach. Regular reflection and evaluation of TBLT implementation can help identify areas for improvement and adjustment. Gathering feedback from learners and incorporating their input in task design and evaluation processes fosters learner engagement and ownership of the learning process. Moreover, establishing a supportive and inclusive classroom environment where learners feel comfortable taking risks and engaging in communicative activities can enhance the effectiveness of TBLT.

**Interviewer:** Okay. What support or resources do you believe would be helpful in addressing challenges of TBL team more effectively?

**Sky:** To address the challenges of Task-Based Language Teaching (TBLT) more effectively, several supports and resources can be valuable. Professional development programs and workshops specifically focused on TBLT can provide teachers with the necessary knowledge and skills to implement the approach successfully. These programs can cover topics such as task design, language input, feedback strategies, and assessment methods aligned with TBLT principles. Access to a repository of TBLT-specific materials, including task templates, sample tasks, and authentic resources, can assist teachers in creating and selecting suitable tasks for their classrooms. Collaborative platforms or online communities where educators can share experiences, best practices, and resources can foster a supportive network and facilitate ongoing professional growth. Additionally, research studies and publications on TBLT implementation can offer valuable insights and guidance for educators. Providing teachers with mentorship or coaching from experienced TBLT practitioners can also be highly beneficial.

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**Interviewer:** Okay, based on your experience, what advice or suggestions would you give to teachers who are considering implementing task-based language teaching in the language classrooms?

**Sky:** Very firstly familiarize yourself with the principles and theoretical foundations of TBLT through professional development programs or self-study. Gain a deep understanding of how TBLT differs from traditional approaches and its benefits for language learning. Next, start small by selecting and designing tasks that align with TBLT principles. Gradually integrate these tasks into your lessons, allowing for experimentation and refinement. Seek feedback from colleagues or mentors who have experience with TBLT to support your growth and development. Adapt existing materials and resources to incorporate task-based activities, and gradually build a library of authentic materials that can enhance TBLT implementation. Foster a positive and supportive classroom environment that encourages learner autonomy, collaboration, and risk-taking. Continuously reflect on your practice, seek learner input, and adapt your approach based on their needs. Embrace the iterative nature of TBLT and be open to adjusting along the way. Finally, be patient and persistent in your implementation of TBLT, as it may take time for both you and your learners to fully adjust to this approach.

**Interviewer:** Okay, so these are my questions. Thank you so much for your participation in my interview. This will add a lot of value for my dissertation and my research project. Thank you so much.

**Sky:** I'm glad I'm very glad to help you with this.

**Interviewer:** Thank you.

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## 4.3 Transcript of Interview: Teacher 3 (Harry)

**Interviewer:** Good morning. Thank you for being my participant for my dissertation program. If you don't mind before starting. If you don't mind before starting.

**Interviewer:** Can you please answer the following questions like how many years of teaching experience do you have?

**Harry:** I have 7 years of teaching experience. Education level is MA in English literature and language age is 32.

**Interviewer:** Oh, okay. Thank you so much. So, let's start with the question.

**Interviewer:** Can you explain to me what task-based language teaching is to you?

**Harry:** Task-Based Language Teaching (TBLT) is an approach to language instruction that focuses on using meaningful tasks, reflecting real-life situations, as the primary unit of learning. The main goal is to develop learners' ability to communicate effectively in the target language. TBLT encourages fluency and meaningful interactions while considering learners' individual needs and interests. It fosters authentic language use, collaboration, and problem-solving skills, making the learning process engaging and practical for learners.

**Interviewer:** Okay, can you briefly explain your experience or familiarity with the task-based language teaching?

**Harry:** In my opinion Task Based Language Teaching has always been a successful approach in my language classroom. I was introduced to this approach through an international seminar few years back when seminars were not that common in India. While attending this webinar, this method intrigued me, and I was certain about the fact that this is surely something which can bring a huge change in terms of language development for my students, and I started implying it in my classroom. Initially it was quite difficult for me as I, as a teacher was learning to adapt this method but eventually there was a positive progress in my language classroom and from that moment onwards there is no turning back.

**Interviewer:** Okay, so what motivated you to explore or implement task-based language teaching and your language teaching practice.

**Harry:** As I mentioned I attended an international seminar answering the previous question, there was an activity conducted where we had to discuss about different types of emotions and I along with other participants were asked to talk about our moods in pairs and some of

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the activities in group followed by main task and post task, we realised that this approach focused mainly on Student Talking Time and I could clearly see the use of language more throughout the session although most of the participants were non-native speaker but they were using target language- English for communicating. And after getting this exposure I was adamant about the fact that I don't want to use traditional method in my language classroom which is just instruction based rather I would want to give my students this experience of modern method of learning where they can have fun and at the same time they can also learn quickly and efficiently.

**Interviewer:** Okay, so what do you think about task-based language?

**Harry:** Task-Based Language Teaching is method which will always be a progressive approach to add value into language classroom. Task-Based Language Teaching (TBLT) is a great way to teach languages. As a Teacher, I surely love it because it helps my students learn by doing real tasks and using the language in meaningful ways. TBLT makes learning fun and interesting because it focuses on practical situations that students might encounter in real life. When students work together and talk to each other, they not only learn the language better but also improve their thinking and problem-solving skills. Students enjoy TBLT activities because they see how the language can be useful in everyday situations and it is constantly encouraging for students to use the language in a creative and spontaneous way, leading to improved fluency and confidence in communication.

**Interviewer:** How do you integrate TBLT into your curriculum or lesson plans?

**Harry:** I mainly try to integrate Task-Based Language Teaching (TBLT) into my lesson plans while doing grammar lessons. This is because I teach both Literature and Grammar lessons and according to me, Grammar lessons are the one where I can make the best use out of this approach. So firstly, I decide which language objectives and skills should be targeted. Then, I design a task where learners are exposed to the language using real life relevance or task where their prior knowledge are tested to learn something more advance. I always try to add gist in the beginning of the lesson, so learners are active from the beginning of the grammar session and then continue the lesson. I supervise and assist with their work during the task, promoting participation and teamwork. Also try to note down if they are making any errors while doing the task so we can discuss it later, where I provide feedback for the better

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outcome. Students evaluate how they performed on their tasks and look for areas for improvement. Finally, I offer follow-up exercises to strengthen the language abilities acquired.

**Interviewer:** Okay, so do you think the learners in your classroom enjoy this approach?

**Harry:** My students surely enjoy this approach. They feel challenged because of this approach but they have mentioned many a times that because they feel challenged, they are learning the language more compared to traditional approach. They have always shown active participation while doing the task and they surely feel motivated to use the language in general. There are so many tasks to do in the grammar lessons that they like the variety of task and they look up to do different tasks so that they can collaborate with each other and help each other for their own development.

**Interviewer:** Okay, so in your opinion, what are the main challenges or obstacles and implementing task-based language teaching effectively.

**Harry:** There are times when it gets difficult to manage the classrooms as one class consists of 30-40 students at a time, which can get quite chaotic in terms of giving instructions because once they are divided into group, some members of the group will not listen to the instructions clearly and I have to repeat instructions again which can be at times time consuming. Secondly, the grammar books are designed through which we can teach traditionally, so planning a lesson and designing an appropriate task can take time and sometimes lots of research as task needs to be challenging, but not too challenging. If tasks are too easy, they will not promote learning. If they are too difficult, learners will become frustrated and give up. TBLT is an approach which is not yet approved by Indian Education System and because of this student are still used to traditional way of learning and if they get along with TBLT, it is difficult for them to switch to traditional learnings for other subjects as those subjects will no longer be fun for them. Moreover, assessing their performance can be difficult. And when the task is difficult for some learners there is L1 interference which I believe is okay but still should be avoided in language classroom because if they get used to talk in their L1 they will not learn that quickly.

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**Interviewer:** So, have you encountered any difficulties in designing or selecting suitable task for TBLT? If so, how have you addressed those challenges?

**Harry:** Yes, I think that choosing or creating appropriate tasks for task-based language teaching (TBLT) might be challenging for most teachers. One difficulty is matching tasks to learners' levels of language proficiency and linguistic objectives. The complexity of language and cognitive needs must be carefully considered to guarantee that the tasks are challenging enough. Another difficulty is creating tasks that are authentic and relevant to learners' interests and experiences. These issues demand a thorough approach to be solved. By conducting needs analyses, consulting task frameworks, and utilising assessment tools, you may identify the competencies of your learners and build tasks that are appropriate for them. Sharing of pertinent data and resources for task design might arise from collaboration between educators. When tasks are tested and teachers and students provide feedback, they can be altered to make them more relevant and engaging. Flexibility and constant reflection are essential to developing a successful environment for task-based language teaching that adapts activities to learners' requirements.

**Interviewer:** Okay, And are the textbook suitable for implementing task-based language teaching?

**Harry:** No, as I mentioned in the challenges as well the textbooks are not at all suitable for TBLT because the information is just instructional which can be useful for learners while explanation but not during the task as there are no tasks given for the learners to perform. The textbook consists of only grammar exercises, and it is not appropriate for the learners to directly use those exercises before doing the task. The learners are clueless at times because they themselves cannot understand the relevance of exercises after short time of explanation. Teaching grammar needs constant feedback and traditional books will not be useful for that as they give any value to real life situation, and it gets quite boring for learners.

**Interviewer:** strategies or methods do you use to effectively evaluate and provide feedback on students' task performance?

**Harry:** I assess my students' task performance based on regular formative assessments, I keep an eye on their progress and note any areas that they need more guidance on. I then

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anonymously mention mistakes of students and present it on board and ask learners first if any of them know the correct answer and reason behind it. So that they can learn from each other and if in case nobody knows the answer, I teach them that concept. I also use the textbook exercises as a test material to evaluate their performance and mark them accordingly to see their progress. I ask my learners at the end of every month to present a presentation by giving them several topics so I can test their speaking skills at the same time they can gain confidence of speaking and work on their presentation skills for future.

**Interviewer:** Okay, so how do you deal with the time management while implementing task-based language teaching?

**Harry:** I use a variety of techniques to deal with time restrictions. I first try to choose tasks that can be completed in the time provided for class. I attempt to make sure students can finish the assignments within the allotted time after choosing ones that are manageable and correspond with the learning objectives. To properly manage my time, I also give priority to essential language aspects and concentrate on important skills. I work to schedule the tasks properly and ensure logical progression to maximise learning outcomes. To save time, I also aim to give clear and simple instructions and use effective teaching strategies like strategic grouping and the use of timers.

**Interviewer:** Okay. And what additional challenges have you encountered while implementing task-based language teaching that we haven't discussed yet?

**Harry:** According to me, students are more, and materials or resources are too less. This makes difficult to provide the necessary support for learners and to create a stimulating learning environment. Sometimes few students can be resistant to TBLT because they are used to more traditional teaching methods. They may prefer explicit grammar instruction and find it difficult to adapt to the more learner-centred and communicative nature of TBLT.

**Interviewer:** Okay, could you provide some examples of how have you mitigated or overcome the challenges you mentioned?

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**Harry:** I cannot completely say that I have overcome all the challenges which I have faced but I am learning to find alternatives for that. In terms of classroom management, after I finish giving instruction, I randomly nominate students to confirm what I said so they can repeat and the students who have not understood or missed the instruction get the opportunity to know what they are supposed to do which also saves time. For creating interactive lessons, I always try to collaborate with my colleague so we can work as a team and reduced the time of research by contributing our share of knowledge and design a lesson accordingly. For L1 interference, I challenge them by giving extra task if I hear anyone communicating in L1 and this helps avoiding them speaking in L1 and try to speak in English as much as possible.

**Interviewer:** Okay, and what support or resources do you believe would be helpful in addressing the challenges of task-based language teaching more effectively?

**Harry:** According to me, interacting with other teachers and knowing what they do to avoid or overcome such challenges. Moreover, schools can give more amount of teacher training to use these approaches even more effectively. Additionally, Indian Education System should evaluate if the traditional methods still working for language classrooms and if not, they should try to promote different methods and give teachers some liberty to explore and teach through different methods. Because the restrictive curriculum to just finish everything on time just leaves teachers as well as students in hassle and experience for students to learn rather mug up everything. And this is one of the major reasons why Indian English speakers find difficulty in speaking.

**Interviewer:** Okay. Based on your experience, what advice or suggestions would you give to teachers who are considering implementing task-based language teaching in the language classroom?

**Harry:** For teachers considering implementing Task-Based Language Teaching (TBLT) in their classrooms, it's essential to start by understanding the core principles and methodologies of this approach. Embrace the idea of using authentic, real-world tasks that align with your students' language proficiency and learning goals. Be prepared to promote collaboration among learners through group and pair work to enhance communication and interpersonal skills. Create a supportive and inclusive classroom environment where students feel empowered to take risks and learn from their mistakes. Integrate diverse language skills, such

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as reading, listening, speaking, and writing, within the context of meaningful tasks. Utilize formative assessment to monitor student progress and adjust tasks accordingly. Be open to flexibility and adaptability, as TBLT requires ongoing adjustments based on student needs and feedback. Invest in your professional development by attending workshops or training sessions dedicated to TBLT and seek support and ideas from fellow educators who have experience with this approach. Embracing TBLT can lead to enriched language learning experiences and heightened student engagement in your classroom.

**Interviewer:** Okay, thank you so much. This is the end of the interview. I'm really grateful for your participation for my dissertation.

**Harry:** You're welcome.

**Interviewer:** This will add a lot of value for my presentation.

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## Transcript of Interview: Teacher 4 (Emma)

**Interviewer:** Good morning. Thank you for being my participant for my dissertation program. If you don't mind before starting. If you don't mind before starting.

**Interviewer:** Can you please answer the following questions like how many years of teaching experience do you have?

**Emma:** 9

**Interviewer:** Okay, and what does your education level?

21:27:00 Bachelors in English Literature and Language

**Interviewer:** Okay. And if you don't mind revealing your age, how old are you?

**Emma:** I am 36 years old.

**Interviewer:** Okay, so let's start with the questions. Can you explain to me what Task Based Language Teaching is to you?

**Emma:** So basically Task-Based Language Teaching (TBLT) is a way of teaching languages by focusing on real-life tasks. Instead of just learning grammar and vocabulary, students practice using the language through activities that resemble everyday situations. For example, they might role-play ordering food at a restaurant, or plan a trip using the language they are learning. The goal is to improve communication skills and make language learning more practical and enjoyable.

**Interviewer:** Okay, can you briefly explain your experience or familiarity with Task-Based Language Teaching (TBLT)?

**Emma:** Okay, so about my experience, I've been using TBLT for a few years now, and I've found that it has both advantages and disadvantages. On the one hand, I like that it gives learners more control over their learning. They're able to choose the tasks that they want to work on, and they're able to use the target language in a more communicative way. This has helped them to develop their fluency and confidence. On the other hand, it's too time-consuming and not rigorous enough. I also must be careful to make sure that the tasks are challenging enough for my learners. If they're too easy, they won't learn anything. But if they're too difficult, they'll get frustrated and give up.

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**Interviewer:** What motivated you to explore or implement TBLT in your language teaching practice?

**Emma:** Okay I was motivated to explore and implement Task-Based Language Teaching (TBLT) in my practice primarily because I wanted to create a more student-centred and meaningful learning environment for my students. Traditional teaching methods often focused heavily on grammar drills and rote memorization, which I found limited my students' ability to apply the language in real-life situations. TBLT offered a refreshing approach that prioritized communication and authentic language use through engaging tasks. The idea of designing activities that mirrored real-world challenges and provided practical language application excited me. I believed that TBLT would not only enhance my students' language skills but also foster their autonomy and motivation as language learners. Seeing my students actively engaged in problem-solving, role-plays, and collaborative tasks confirmed the effectiveness of TBLT, and witnessing their increased confidence in using the language outside the classroom has been incredibly rewarding. TBLT has transformed my teaching practice, making it more dynamic, relevant, and impactful, and I am thrilled to continue exploring and refining this approach to further benefit my students' language learning journey.

**Interviewer:** What do you think about TBLT?

**Emma:** As an educator or as a teacher, I must say that it is very overwhelming positively, and it is very positive for my student as well. TBLT offers an effective and engaging approach to language instruction, aligning well with my teaching principles. I believe language learning should transcend mere memorization, empowering students to apply their language skills practically. TBLT allows me to design relevant and interesting tasks that cater to my students' interests, enabling them to practice language in authentic contexts. The approach also fosters learner autonomy, motivating students to take charge of their learning journey. As a result, my classroom has become more dynamic, and students' language fluency and confidence have improved significantly. TBLT has undeniably enriched my teaching practice, leading to rewarding language development experiences for both students and me.

**Interviewer:** Okay, how do you integrate TBLT into your curriculum or lesson plans?

**Emma:** Because I imply both TBLT and traditional method, integrating both Task-Based Language Teaching (TBLT) and traditional methods into my curriculum and lesson plans has

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been a strategic approach to meet the diverse needs of my students. By identifying specific language learning objectives, I incorporate traditional methods like explicit grammar instruction and controlled exercises to establish a solid linguistic foundation. Simultaneously, I design TBLT-based tasks aligned with the same objectives, prioritizing real-life communication to enhance fluency and cultural awareness. Regular observation of student progress informs my teaching decisions, enabling me to adapt and blend the two methods effectively. I encourage a seamless integration where traditional exercises complement TBLT tasks, and assessment includes both formative and summative evaluations, ensuring a well-rounded language learning experience that fosters both functional language use and accuracy.

**Interviewer:** Do you think the learners in your classroom enjoy this approach?

**Emma:** In my classroom, I have observed that learners generally enjoy both the traditional and Task-Based Language Teaching (TBLT) approaches. The traditional methods provide a sense of structure and familiarity, which some students find reassuring. They appreciate the clear grammar explanations, vocabulary drills, and structured exercises that help them build a solid foundation in the language. For those who prefer a more systematic and step-by-step approach to learning, the traditional methods cater well to their needs. On the other hand, the TBLT approach has been met with enthusiasm by many students. They appreciate the opportunity to engage in real-life tasks that are relevant to their lives and interests. TBLT allows them to use the language in practical and meaningful ways, which fosters a sense of accomplishment and confidence. The interactive and communicative nature of TBLT tasks often brings a dynamic and lively atmosphere to the classroom, encouraging active participation and collaboration among students. Of course, individual preferences can vary. Some students might lean more towards one approach over the other, but overall, the diversity in teaching methods seems to engage different learning styles and preferences effectively. By providing a balanced mix of traditional and TBLT activities, I aim to create an inclusive and enjoyable language learning experience for all my students.

**Interviewer:** Hmm. In your opinion, what are the main challenges or obstacles in implementing TBLT effectively?

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**Emma:** So, in my opinion, effectively implementing Task-Based Language Teaching (TBLT) in India presents distinct hurdles and obstacles. Large class sizes in many schools make conducting interactive TBLT activities challenging. The country's linguistic diversity necessitates thoughtful consideration to ensure tasks align with students' varied language backgrounds. Limited resources, including textbooks and technology, might require adaptation of TBLT tasks to suit what is available. Moreover, the examination-focused education system may discourage educators from adopting TBLT, which emphasizes practical language use over rote learning. Providing comprehensive teacher training and raising awareness about TBLT's benefits become essential in addressing these challenges. Additionally, aligning TBLT with standardized curricula and designing culturally relevant tasks require careful attention. Overcoming these obstacles can pave the way for an effective TBLT implementation that enhances language learning outcomes in India.

**Interviewer:** Okay. And have you encountered any difficulties in selecting or designing suitable tasks for TBLT? If so, how have you addressed those challenges?

**Emma:** As a teacher, I have faced some challenges when choosing fun and helpful activities for my students in Task-Based Language Teaching (TBLT). I want to make sure that the tasks are right for their language level and keep them interested. To overcome these difficulties, I do a careful study to understand what my students need and what they like. Then, I plan different kinds of activities to match their different learning styles and abilities. I make sure the tasks are based on real-life situations, so they can use the language in practical ways. For students who are just starting, I provide more help, and for those who are better, I give them harder challenges. I also talk to my students and ask for their ideas, which helps me come up with better activities. Working together with other teachers, we improve the tasks even more. By looking at how things are going and learning more about teaching, I make the tasks better and more enjoyable for my students. Now, I see my students learning and having fun at the same time, and that makes me happy as a teacher.

**Interviewer:** Okay. And are the textbook suitable for implementing TBLT?

**Emma:** So basically, in India, according to my experience, some textbooks in India are starting to include parts of Task-Based Language Teaching (TBLT), but they may not be fully suitable for using this approach effectively. Many textbooks in the country still focus more on grammar

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and traditional ways of learning languages. This can be a challenge when trying to use TBLT, which emphasizes practical communication and real-life language use. However, it's important to know that not all textbooks are the same. Some may have sections or activities that work well with TBLT, while others may need changes or extra materials to make them fit better. As a teacher, I have found it necessary to use other resources and create my own TBLT activities to make sure my students get the best language learning experience. I believe that by adapting the textbooks and using TBLT, we can create a more exciting and useful way for students to learn languages and use them in real-life situations.

**Interviewer:** Hmm. How do you assess students' performance with TBLT approach? What strategies or methods do you use to effectively evaluate and provide feedback on student stars performance?

**Emma:** Assessing students' performance with the Task-Based Language Teaching (TBLT) approach in India involves using different methods and strategies. Instead of just traditional exams, I observe how students use language during tasks and encourage them to assess their own and their peers' performance. We discuss their progress and challenges, and I provide helpful feedback. Students maintain language portfolios to track their learning over time. I also conduct interviews and role-plays to evaluate their spoken language skills. By using a mix of formative and summative assessments, I can understand their overall language development. Technology helps with interactive assessments and efficient data collection. These assessment practices ensure students' language growth and boost their confidence in using the language in real-life situations.

**Interviewer:** And how do you deal with time management when implementing TBLT?

**Emma:** Yeah, that's a good question. Time management is a crucial aspect when implementing Task-Based Language Teaching (TBLT) in India. To effectively manage time, I plan my lessons thoughtfully, ensuring a balance between TBLT tasks and other language learning activities. I prioritize TBLT tasks that align with the language objectives and students' needs, making sure they are meaningful and engaging. Breaking down complex tasks into smaller segments allows students to work on them over several class sessions, ensuring thorough understanding and practice without overwhelming them. Additionally, I integrate TBLT tasks into homework or group work, extending their learning beyond the classroom.

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Flexibility is essential, as some tasks may require more time than anticipated. By continuously reflecting on the progress and impact of TBLT tasks, I can make necessary adjustments and optimize time usage effectively. Ultimately, effective time management helps create a dynamic and comprehensive language learning experience for my students with the TBLT approach.

**Interviewer:** What additional challenges have you encountered while implementing TBLT that we haven't discussed here?

**Emma:** In addition to the challenges we already discussed, there are a few more difficulties I have faced while using Task-Based Language Teaching (TBLT) in India. Making sure that assessment standards are the same for all teachers and classrooms can be hard, especially in larger schools. Also, considering India's diverse cultures, it's essential to create TBLT tasks that are sensitive to different regions and communities. Some areas may have limited access to technology, so using digital resources might not always be possible. Explaining the benefits of TBLT to parents and gaining their support can be a challenge, as some may prefer more traditional teaching methods. In a system that focuses heavily on exams, demonstrating how TBLT enhances language learning and exam performance requires careful planning. Access to relevant materials for TBLT tasks might also differ, and adjusting tasks to suit local contexts can take time. Implementing TBLT effectively demands significant effort and can be challenging for teachers who have other responsibilities to manage. Despite these challenges, I am determined to continue exploring and improving the TBLT approach, working with colleagues to find solutions and creating a better language learning experience in India.

**Interviewer:** Okay, could you provide some examples of how you overcome or mitigated the challenges you mentioned?

**Emma:** Certainly! Overcoming the challenges of implementing Task-Based Language Teaching (TBLT) in India has required creativity and collaboration. To address the issue of assessment standardization, I have worked closely with fellow language teachers to develop common rubrics and evaluation criteria, ensuring fair and consistent assessment of TBLT tasks. In terms of cultural sensitivity, I have taken special care to incorporate topics and tasks that are inclusive and relevant to my students' diverse backgrounds, fostering a more engaging and meaningful learning experience. To tackle the limited technology access, I have adapted TBLT

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tasks to utilize traditional materials, such as visuals, real-life objects, and local resources, ensuring that all students can participate effectively. For parental support, I actively communicate with parents, sharing the benefits and successes of TBLT, which helps build trust and understanding. In response to the examination-driven system, I demonstrate to students and parents how TBLT enhances both language proficiency and exam readiness, highlighting its value in their academic journey. Additionally, I create my own TBLT materials using easily accessible resources, making the tasks more practical and adaptable to the local context. Lastly, I collaborate with fellow teachers, sharing ideas and workload, to maximize the impact of TBLT and enhance its implementation across the school. By using these approaches, I have successfully addressed and mitigated the challenges of TBLT, creating a more effective and enriching language learning experience for my students in India.

**Interviewer:** Okay. What support or resources do you believe would be helpful in addressing the challenges of TBLT more effectively?

**Emma:** To make Task-Based Language Teaching (TBLT) work better in India, we need some helpful things. Teachers should get regular training to understand and use TBLT well. The curriculum should have clear guidelines on how to use TBLT in class. We need different and interesting materials that reflect our diverse cultures. Also, having access to technology and knowing how to use it for TBLT tasks can be useful. Teachers should share ideas and help each other through networks. Learning from research and good examples will also be great. It's essential to tell parents about the benefits of TBLT and use tasks that fit our local languages and customs. Making special assessments for TBLT tasks is important too. If we get these things, TBLT will work better, and our students will learn languages more effectively.

**Interviewer:** Okay, based on your experience, what advice or suggestions would you give to teachers who are considering implementing task-based language teaching in the language classrooms.

**Emma:** Based on my experience with Task-Based Language Teaching (TBLT) in India, I have some helpful advice for teachers who want to try it in their language classrooms. Start with simple TBLT tasks and gradually add more as you get comfortable. Learn more about TBLT through workshops and conferences. Adjust the tasks to fit your students' language levels and interests. Share ideas and collaborate with other teachers who are also using TBLT. Listen to

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your students' feedback and involve them in planning the tasks. Talk to parents about TBLT benefits and how it helps their children. Don't give up if there are challenges; keep trying and making improvements. Use TBLT alongside your regular curriculum. Be open to new ideas and resources to make tasks more interesting. Following these suggestions will make language learning more fun and effective for your students with TBLT in India.

**Interviewer:** Okay, so that's the end of the interview. Thank you so much for your contribution. It will surely aid a lot of value for my dissertation program and thank you for your time.

**Emma:** Thank you. So much, for choosing me and it was nice to share my point of view with you.

**Interviewer:** Thank you!

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# Transcript of Interview: Teacher 5 (Sara)

**Interviewer:** Hello, so thank you for being my participant for my dissertation, and before starting the interview I would like to ask you few questions. If I can know what is the years of teaching experience, you have?

**Sara:** I have five years of teaching experience.

**Interviewer:** Okay, And what is your Education Level?

**Sara:** I have done B. Com and B.Ed.

**Interviewer:** Okay, and if you don't mind can you please reveal your age?

**Sara:** Yes, It's 31.

**Interviewer:** Okay, Thank You. The very first question is, can you please explain to me what Task Based Language Teaching is to You?

**Sara:** I believe that it is an approach to language instructions in which we use a real-life task as the basis product of the learning and practicing the target language. If we let our students to understand about a vocabulary related to sports, so it would be helpful for them. So basically, it is about the authentic Task.

**Interviewer:** Okay. Can you briefly explain your experience or familiarity with Task-Based Language Teaching (TBLT)?

**Sara:** What I said earlier that in this approach appropriate vocabulary and Expressions are focused. So, when I want my students to learn particular vocabulary like example related to sports. There are various terms like sky diving, Paragliding, Cycling Yoga and many more. So, in this way they can be able to learn these authentic words which would be helpful for them to learn in real life experience or vocabulary.

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**Interviewer:** Hmm, Okay and What motivated you to explore or implement TBLT in your language teaching practice?

**Sara:** Ahh firstly it is more about the learners engagement because by participating in this type of activities in which they are using this authentic words so they are more motivated and they can actively participate their learning process, and secondly this authentic language used because it focus on the using the language the real life situation so it would be helpful for the leader communication skill outside the classroom as well.

**Interviewer:** Hmm, What do you think about TBLT?

**Sara:** The definition I have discussed earlier that it focuses on the learners completely the authentic task to develop their communication skills.

**Interviewer:** Hmm, Okay So, How do you integrate TBLT into your curriculum or lesson plans.

**Sara:** Ahh because where I am teaching, they are supposed to complete lesson like lesson plan are supposed to complete the syllabus on time. So, I will integrate weakly, so we can formulate something activities so that this approach would become fruitful, and students will become familiar so they can use it.

**Interviewer:** Okay So, You do it on the weekly basis not regular basis.?

**Sara:** Yeah, I do it on weekly basis

**Interviewer:** Okay, Do you think the learners in your classroom enjoy this approach?

**Sara:** Ahh Yes, because in this approach what it feels like when we are doing our regular teaching, they are supposed to read a book and everything, so this type of approach seems good because they know the insights about the relative vocabulary something new to them and something not real long and very boring, they loved it.

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**Interviewer:** Okay. So, in your opinion, what are the main challenges or obstacles in implementing TBLT effectively.?

**Sara:** Firstly, finding the authentic material because they use in the books, textbooks these are the good options, but we need a good material if we want our children to learn a particular vocabulary or authentic. And second one I think the teacher training, because most of the teachers knew about it but they don't know how to use it, so we must have some you know programing CPD for them to understanding this concept.

**Interviewer:** Hmm, Have you encountered any difficulties in designing or selecting suitable tasks for TBLT? If so, how have you addressed those challenges?

**Sara:** Yes, I said you earlier that I use it on the weekly basis. So, what I feel like it required a careful planning and resources to implement this TBLT. And Sometimes student don't understand so that's why m saying that I am doing that on weekly basis so that students will become more familiar with this approach so that we can do it more often in our classrooms.

**Interviewer:** Okay, And are the textbooks suitable for implementing TBLT?

**Sara:** Yeah, traditional textbooks are more focused on completion of the syllabus. So, yes, it is a good source. It acts as a source, but we require something more adaptation or something more resources to use this TBLT Approach. Because what we want to taste sometimes it's not there that necessarily it happens or it's there in the textbooks, so we need more resources.

**Interviewer:** Okay, And How do you assess students' performance with TBLT approach? What strategies or methods do you use to effectively evaluate and provide feedback on students' task performance?

**Sara:** I think we can do this by re-casting like, what the students have said we will explain it again so that they don't feel like they have done something wrong, and we can use checklist

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as well. Like we can prepare it to know that what we want our students to learn. So, if they didn't learn or something happens to, we can give them delayed feedback on this.

**Interviewer:** Hmm, Okay So How do you deal with time management when implementing TBLT?

**Sara:** Yeah, time management issue could be there, because in my context of education I have to complete my syllabus on time so that's why implemented this on the weekly basis. So yes, we have to you know set the clear time and ensure the language or everything like what we are going to do activities in advance to the students.

**Interviewer:** Okay, and what additional challenges have you encountered while implementing TBLT that we haven't discussed yet?

**Sara:** Ahh, I think I have discussed all What I have encountered. So, nothing new.

**Interviewer:** Okay So, Could you provide some examples of how you have overcome or mitigated the challenges you mentioned.

**Sara:** Yeah, firstly we can use the online resources apart from the textbooks where we can take help from the online resources and secondly, I have talked about the CPD which is a professional development program so that workshops should be given to teachers to enhance their knowledge and skills in implementing this approach and also student should be encouraged to bring the authentic materials. Something like brochures or advertisement with them. So that they are familiar with this approach.

**Interviewer:** Hmm, Okay. What Support or resources do you believe would be helpful in addressing the challenges of TBLT more effectively.?

**Sara:** Yeah, The Suggestion that I have provided earlier that we can access the online platform and conduct the workshops for professional development of the teachers.

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*Interviewer:* Okay So, Based on your experience, what advice or suggestions would you give to teachers who are considering implementing TBLT in their Language Classroom?

*Sara:* I think they should encourage the students to access the online platform for the authentic material so that it be most learner autonomy and they can go for collaborative planning that they can share the ideas and experience they want to each other to know. They can share the ideas which will help them. And they can you know develop their skills side by side because now it's not like we are having a degree is enough, you should have to announce your skills to groom yourself more frequently in your profession and you can provide time-based feedback so that they can prove it. I think these things we should consider.

*Interviewer:* Okay, That was all my questions. Thank you for being my participant your response has added a lot of value to my dissertation. Thank You.

*Sara:* Thank You.

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