

**Alignment of Teachers' Cognitive processes and Instructional Choices in Task-Based
Language Teaching: A Comprehensive Analysis**



Student Name: Jannatul Ferdous

Student ID: 222055027

Department of English and Humanities

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Language Teaching: A Comprehensive Analysis**

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Student Name: Jannatul Ferdous

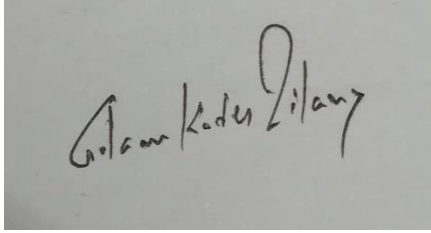
Student ID: 222055027

Thesis Supervisor: Golam Kader Zilany

Date of Submission: 24 August (Summer, 2023)

CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.

A handwritten signature in black ink on a light gray background. The signature is written in a cursive style and reads "Golam Kader Zilany". Below the signature is a horizontal line.

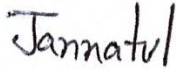
(Golam Kader Zilany)

Senior Lecturer

Center for Language Studies

DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.



Jannatul Ferdous

222055027

Department of English and Humanities

Dedication

To my family and Precious ones

With endless love and gratitude

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Abstract

This study has explored the intricate relationship between teachers' cognition, task-based language teaching (TBLT) and classroom practices. Within the realm of applied linguistics, teachers' cognition has become a fascinating subject of research. In recent times, most of the studies we find are either related to curriculum or policy or assessment or MOI—there has been little emphasis on researching teacher cognition and their practices in the classroom to better understand how teachers perceive their changes in life and the elements that influence their practices. Moreover, in several studies it is found that due to instructors' inadequate understanding, socio-cultural environments and their long-established belief—there is a discrepancy amid teachers' formal discourse and actual classroom procedures. For this reason, teachers' cognition and classroom practices need to be examined as a complex system. Therefore, this paper has attempted to conduct the study on classroom practices—as how teaching and learning is taking place in the secondary level English language classrooms in our Bangladeshi context by intricate teachers' cognition and task based language teaching. To achieve these goals the researcher has used a phenomenological approach as a methodology to understand the essence of a lived phenomenon as it helps us to come up with insights about teachers' cognition in TBLT and its' classroom application. To collect the data, class observation was the sole medium. The finding has suggested that there are some misalignments in teachers' cognitive processes and in instructional practices with the TBLT principles. Considering the results, a number of instructional recommendations have been proposed—to assist teachers and trainers in planning and implementing TBLT successfully in the classroom.

Keywords: cognition, task based language teaching, classroom practice

Chapter-I

Introduction

1.1. Background of the study:

Language is a social instrument that is intended for communication. Since English is a universal language, its prominence in education has constantly been at the top when it comes to communication. One of the world's poorest countries is Bangladesh, where 98% of residents identify as being from Bangladesh and speak Bangla as their first language (Kasloom, 2021). The significance of the English language in the modern, globalized world cannot be overlooked or neglected; since it is spoken everywhere. Considering the importance of English in Bangladesh, the national curriculum and the education policy included English in education as a mandatory subject—to help the nation participate fully in the global economy and the global village (Rasheed, 2012 as cited in Rubaiat, 2018). Although English is not a new phenomenon in Bangladesh; a significant number of students fail to deliver their desired level of proficiency, as most of them have their sole exposure to the language in the classroom. Over the years, researchers have developed several methods for teaching languages, focusing on the best method to organize, prepare, and carry out more efficient sessions in classrooms. The twentieth century saw a variety of techniques and methods, including the Grammar-Translation Method, the Audio-lingual method, the Direct Method, the Communicative Approach, and so on—yet did not find the best method. It calls into question the effectiveness of the approaches used in classrooms to teach the language. Therefore, rapid changes have happened in secondary education in Bangladesh in recent years, with the goal of preparing students with the competence and values to deal with emerging local and worldwide challenges (Ali & Walker, 2014; Salahuddin, 2016).

However, to successfully implement any method in teaching totally depends on teachers—as they are the important stakeholders (Fan et al., 2020). Teachers' views and knowledge, also known as teachers' cognition—are essential to their classroom instruction (Borg, 2006) and to implement any curriculum, cognitions are relevant to examine to understand their classroom instruction (Borg, 2003, 2006, 2009). By studying teachers' cognition, teachers' knowledge, beliefs and thinking can be understood regarding any curriculum. Task based language teaching plays an important role in students' communication as it promotes engaging learning through “tasks”. Despite being implemented for many years, pure TBLT is still uncommon in Bangladesh. However, globally, tasks have been understood and carried out in numerous ways; as there is not any genuine consensus regarding how teachers view or accomplish tasks in classrooms. For example, an Asian teacher might perceive and accomplish the same task from the same textbook in a totally distinct manner than a European teacher—due to national and background features (Burrows, 2008; Littlewood, 2007 as cited in Viet, 2013). However, it's more likely that instructors' beliefs have a bigger impact on what they conduct in the educational setting (Borg, 2006). This indicates tension between teachers' beliefs and their instructional strategies, which could be harmful to the innovation of the English language curriculum. Additionally, teachers' beliefs are such strong influences on their choices and deeds that it has been claimed they also affect learner achievement (Kaymakamolu, 2017) because teachers' prior classroom experiences with language learning have a significant impact on how they view foreign languages teaching and learning. Hence, this research has investigated teachers' views and actual behaviors in Bangladeshi EFL classrooms by adopting task based language teaching as the primary method of instruction—also to determine the challenges which hinder successful implementation.

1.2. Problem statement:

Over the past two decades, within the realm of applied linguistics and teacher education have shown an interest in language teacher cognition (Baker, 2014). In recent times, most of the studies we find are either related to curriculum or policy or assessment or MOI—there has been minimal attention placed on examining teacher cognition and real classroom practices in order to comprehend how instructors interpret changes in their lives and the factors that influence their classroom practice (Rahman & Singh, 2021). A classroom is a space where students can learn or get experience like ‘The sea is the sailor’s classroom’ also it provides us the reflections of teachers inner mind and their true conception about language learning (Sugesti, Rukmini, Fitriati & Faridi, 2019). Moreover, Zhang (2021) found due to instructors’ inadequate understanding, socio cultural environments and their long-established belief—there is a discrepancy between teachers’ formal discourse and actual classroom procedures; as a result, it is discovered that instructors' actions and understanding in the classroom range from consistent to inconsistent (Basturkmen, 2012 cited in Rahman & Singh, 2021). Another significant problem is several studies have found that successful TBLT implementation is still ongoing and teachers' cognition and practice are not given much weight. According to Nunan (2004), despite the fact that TBLT is said to be based on psycholinguistics and SLA research—the method has encountered challenges in practice, particularly in Asian contexts (Loi, 2020). Despite the TBLT's efficacy, some teachers are still reluctant to use it in the classroom because they believe that creating a task-based lesson is highly difficult (Carless, 2009). There are several factors that keep hindering teachers to implement TBLT in the classroom; among them teachers’ cognition and practice is the predominant one. Therefore, there is a need to view them as components of a complex system in which teacher cognition, classroom practices, and circumstances can be merged as

complex, dynamic, and contextually interactive elements, according to Rahman and Singh (2021).

1.3. Purpose of the study:

Therefore, this paper attempted to conduct the study on classroom practices in secondary level English language classrooms in our Bangladeshi context by intricate teachers' cognition and task based language teaching—to understand the academic accomplishment, teaching culture and effects of the learning. Moreover, this research has aimed to identify differences in teachers' TBLT principles and behaviors on a foundation of their teaching credentials and years of experience—in order to establish a lens on how these educators perceive TBLT—more precisely how much they are applying it or not.

Chapter-II

Literature Review

2.1. Teachers' Cognition:

Teaching is the art or profession of a teacher— which is typically argued in terms of teachers' apparent classroom conduct (Bimpong, 2022). Teachers' observable behaviors include how he manages his classrooms, interacts with students and the approach to convey information—such words and deeds of instructors are formed by a variety of circumstances. Despite the similarities in instructors educational background, curriculum, syllabus, textbook, access in technology and opportunities in professional development, their classroom instructions are different; it varies from person to person because Sugesti et al., (2019) found teachers' cognition is one of the basic reasons that makes the teachers classroom practice different from one to another. Beginning with Jerome Bruner's introduction of Scaffolding Instruction and Vygotsky's theory of the zone of proximal development (ZPD), the conventional research in education had acknowledged the importance of teachers' mental abilities on their professional lives and this tendency began to distract researchers' focus—from teacher behavior towards teachers' cognition and to explore the psychology and cognitive world of teachers (Gao & Zhou, 2021). Therefore, during the past two decades, researchers in applied linguistics and teacher education have become fascinated with language teacher cognition (Baker, 2014). Teachers' cognition is the umbrella term as Sugesti et al., (2019) stated “teachers' belief and teacher perception are terms under the big umbrella term—teacher cognition” (p. 563). The popular meaning of the expression “teacher cognition” was “the unobservable cognitive dimension of teaching—what teachers know, believe and think” (Borg, 2003, p. 81). With an inclusive

concept, this term “teacher cognition” consists of three primary elements— expertise, assumptions, and beliefs (Woods, 1996) and it is a field of study that helps to examine teachers' psychological states by inspecting these diverse constructs as teachers' beliefs serve as a filter in the classroom practice of what they know and think (Sugesti et al., 2019) because Rahman et al., (2019) found both teachers' beliefs and classroom practices are closely intertwined. According to Fan et al., (2020) teachers have a crucial role in language instruction as well as in evaluation; therefore, the ideas they offer should be considered to achieve desirable educational results. Moreover, Borg (2015) claimed teachers are acknowledged as “active, thinking decision-makers who play a central role in shaping classroom events" (p. 1) and in addition, he asserted that instructors are aware of all aspects of their position, and that this awareness has a significant impact on teachers' performance in the classroom setting. Kaymakamoğlu (2017) asserted that the opinions of educators are such strong drivers in their choices and decisions that it has been indicated that they may also impact learner achievement—as teachers' earlier language acquisition experiences in the school setting are critical in shaping and expanding their attitudes about foreign language instruction and learning. Although the training of teachers may shape the knowledge of teachers, the most important influence remains to be determined by the prior knowledge of teachers because they have their personal theories and perceptions about language learning and teaching, which influence their teaching practices (Sugesti et al., 2019). Teachers absorb their ideals, beliefs and practice based on their previous experiences as Richards and Lockhart (1996) stated “all teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught” (p. 30). Yet again, Sugesti et al., (2019) found teachers are often unaware of the existence of belief in their minds, and this belief shapes the way they do their profession; such as their views towards students and material, how they use

teacher conversation and code change, how they design their additional material, which they use most of the time. According to Rahman et al., (2019) teachers' beliefs directly affect how the curriculum is delivered through their in-class practices and contextual factors also impact directly or indirectly on teacher cognition and that results in variations in cognition and practice or creates tension between teachers' cognition and classroom practice. Regarding (MOI) medium of instruction, Gao and Zhou (2021) found both teachers' views and real activities were both complex because the environment of where teachers live and the cultural values they hold influence their practices. Hence, Teachers' beliefs are a crucial aspect of their character that affects the manner in which they provide instructions, take actions and communicate with the students they serve in the classroom—as teachers' beliefs and student performances are closely connected (Good, 1987). However, Zhang (2021) discovered due to educators' poor understanding, regional educational contexts and the impact of well-established teaching behaviors; there frequently exists a gap that occur between the formal language and genuine classroom practices of teachers—consequently, it is discovered that instructors' knowledge and instructional approaches in the classroom range from consistent to inconsistent (Basturkmen, 2012 as cited in Rahman & Singh, 2021). In addition, Sugesti et al., (2019) found the frequent gap between beliefs and practice due to the routine task of teaching; teachers need to plan the teaching scenario, manage the class, execute the plan and do the process in the same cycle for years; therefore, that same routine task will definitely shape teachers' cognition about learning. Moreover, in teaching English, having a poor cognition results in passive learners, undemocratic classroom environments and one-way classroom interactions will be substantial problems. Furthermore, in Vietnam, Ha et al., (2021) conducted similar type study and they discovered a considerable disparity between teachers' ideals and behaviors when it came to fostering learners'

autonomy and coordination with their academic accomplishments—there was an agreement with their beliefs regarding rote memorization of grammatical concepts and improved retention of assessed skills in order for learners to attain high final test results. In another study, Rahman et al., (2019) found there was a clear lack between teachers and students as well as between students interaction in the educational setting and the classroom was teacher dominated—a clear disharmony reflected between the practices recommended by the NCTB’s English curriculum and what teachers actually practice in the classroom. Besides, teachers in Bangladesh have been found to be more liable towards the beliefs and practices of GTM, as a result of their ancient practice which seemed to have influenced their deep-set beliefs. Rahman et al., (2019) identified, in educational innovation, a fundamental cause in the inability to adopt new curriculum or introduce changes as the discrepancy between curricular concepts and teachers' beliefs; thus, if the reform does not align with the beliefs of the instructors, it is less likely to be implemented in the classroom. As a result, Kabir (2023) found that due to English teachers’ long traditional attitude of using the Grammar-Translation Method— they are hesitant to adopt new techniques. The present curriculum aspires to 4 skills; however, teachers place minimal emphasis on comprehension and communication abilities—because the focal abilities examined in exams are the written word and reading (Rahman et al., 2019) and that also reflects their cognition. Furthermore, context- specific variables including a scarcity of resources in the classroom, outdated curriculum expectations, the washback effect of assessment, or exam-oriented language teaching continue to have a major impact on teacher cognition (Rahman & Singh, 2021). In language teachers' lives, teacher cognition plays a pivotal role; requiring them to use a variety of methodologies, materials, media, and evaluation methods (Sugesti et al., 2019)—so in the mainstream of educational research, teachers’ cognition should be a part of ELT. According to

Dadhich (2020) three domains should be addressed with regard to teacher cognition in curriculum structure and presentation style; such as (a) Cognitive ability and prior language instruction expertise; (b) Cognitive ability and teacher preparation; and (c) Cognitive ability and classroom experience. Therefore, policymakers should always consider the various settings of teacher cognition while developing regionally appropriate language policies and practices (Dadhich, 2020) because in policies and practices there is a gulf of dissimilarities (Kabir, 2023). In addition, the national educational system also has a significant impact on teachers' cognitive systems (Rahman & Singh, 2021). Although, The National Education Policy gave English primacy, but this did not occur in Bangladesh, because the policy's supporters lacked preparation and a clear goal (Ali & Walker, 2014 as cited in Kalsoom, 2021). To solve this issue, teachers training should be incorporated; however, Taourite and Cecilia (2020) discovered that the teacher training programs as per the most training session was in general within a time period of three months which was done before commencing teaching—that varies teachers' belief and practice in the classroom. In another study, Miguel (2019) found that after the training of three years there were no significant change in teacher roles and responsibilities—there were less changes in teachers' belief because deep-rooted beliefs cannot be abolished by a period of three years training. Teacher's experience as a learner exhibits their cognition in classroom practice and it continues to influence in their teaching practice (Dadhich, 2020) and he also found that although teachers training can shape their cognition but it cannot totally change the whole influence—teachers' beliefs were closely associated with the teachers own language learning experience (Miguel, 2019); moreover, researchers also found that contextual elements are equally essential in teachers' performance. Materials are also related in teacher cognition; however the government set the materials for the teachers which hinders in teaching and

learning—as teachers agreed that if it were up to them they would prefer to select what materials to employ (Hopøy, 2019). Thus, teachers’ cognition and belief is a non-linear process rather it is a way more complex system; therefore, Rahman and Singh (2021) found there is a lot of evidence to suggest that teachers' cognition is complex, varied, dynamic, contextual, and co-adaptive.

2.2. Task Based Language Teaching:

Over the years, task based language teaching has grown in favor in the subject of teaching English as a second language in general; more especially in the teaching of English in ESL or EFL context. Its attractiveness and gradual popularity stem not only because it is novel regarding the instruction of English, but also from the fact that its basic norms are also supported by several theoretical underpinnings. The TBLT technique has its own structure for learning, guidelines for creating a syllabus, and methods for creating course materials. For emerging TBLT, various theoretical grounds have lent their back—as in TBLT, tasks reflect theories of learning in a conversational approach to teaching languages and also some elements social and cultural theory; additionally, TBLT got theoretical backing for the data input, the output, and the interaction speculations, three second language learning theories (Viet, 2013). As a result, TBLT, as an extension of Communicative Language Teaching, highlighted more importance on learners being taught communicatively—as it focuses on meaningful conversation rather than methodically focusing on grammatical rules (Willis & Willis, 2007). Hima, Saputro and Farah (2021) claimed that TBLT is a “right” teaching approach, emerged with natural context where students uses their personal experiences with the language (Kizi & Shadjalilovna, 2022; Chua & Lin, 2020)—during the process it only focuses on acquiring new linguistic items but also on enhancing their existing knowledge. TBLT is an approach that N. S. Prabhu (1987) in his

Bangalore project in India, first performed the idea—where students communicate through the “task” (Sholeh, 2022; Bhandari, 2020). The central methodology of this teaching method is “task” as in language learning the usage of tasks is the core planning and instruction (Kizi & Shadjalilovna, 2022; Bhandari, 2020) so the definition of task has been described in several ways by a variety of academics. Prabhu (1987) characterized task as an “activity which requires a specific outcome where the learners had to arrive to the outcome from given information and through some process of thought, and also allowed teachers to control and regulate that process” (p.24) (as referenced in Yildiz, 2020; Sholeh, 2022). Moreover, Nunan (1989) stressed task is “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form” (p. 10). Furthermore, as stated by Willis (1996) it is a procedure “where the target language is used by the learner for a communicative purpose in order to achieve an outcome” (p. 23). According to Sholeh (2022) teachers play a significant role in organizing “Tasks” as it gives students personal knowledge of the target language and teachers are responsible for raising awareness among students—provides the opportunity for language usage and necessary exposures to attain the target language as they are performed in groups or pairs. Again, for effective communicative competence, the traditional (Presentation-Practice-Production) was not effective as it was highly teacher dominated—TBLT promotes natural language acquisition and improve learners’ competency in communication (Somawati, Astuti, Kanca, Widanta & Ardika, 2017; Rubaiat, 2018). Moreover, Noroozi and Taheri (2022) conducted test between TBLT group, PPP group and control group; however, TBLT group showed well performance in fostering linguistics features and the meaning—also effective in students’ grammatical accuracy because students’ focal attention was on meaning—PPP condition failed due to the explicit

linguistic features as it cannot guarantee the successful conversation using these linguistic features. Therefore, Willis and Willis (2007) underlined that in TBLT, the primary focus on forms should occur later rather than before or throughout the activity since they should be secondary to meaning (Rubaiat, 2018). Although, there are several definitions of tasks; however, task is different from those typical exercises as it needs proper guidance and needs to be controlled. A number of criteria have been used to see the distinctions between “exercise” and “task” (See Table 2.2.1)

Table: 2.2.1: Exercise vs. Task

Criteria	Exercise	Task
Linguistic skill	viewed as prerequisite for learning	To improve one's language abilities through conversation
Focus	Form	Meaning
Objective	Development of code knowledge	Development of communicative competence

Error correction	Usually done immediately	Usually delayed and done through observation
Skill focus	Single	Multiple
Linguistic resources	Text manipulating	Use their own linguistic resources

This distinction implies two versions of TBLT—one represents the “strong” version of TBLT and another offers the “weak” version of TBLT. Viet (2013) found the strong version of TBLT refers to “task based lesson” where tasks keep students interested in learning through transactional activities and view language as a mode of exchange for the completion of tasks; however, the weak version of TBLT refers to “task supported teaching” where task is a crucial component of teaching different languages and they follow the instructions of the focused language features. Again, there are various types of tasks; Prabhu (1987) listed three distinct project tasks: reasoning-gap activity, information-gap activity and opinion-gap activity. According to Bhandari (2020) in reasoning-gap, learners need to come up with new concepts by using techniques like logic, practical reasoning, or observation; the information-gap activity involves the transfer of data from one circumstance to a different one and finding and expressing the student's unique insights, emotions, or opinions in reactions to a specific situation are the goals of opinion-gap activities. Again, Nunan (1989) proposed educational tasks for the effective

application of TBLT as a technique, including jigsaw tasks, problem-solving tasks, information-gap tasks, opinion exchange and decision-making tasks. Moreover, for beginner-level students, Erlam and Ellis (2019) discussed input-based tasks found effective as it facilitates incidental vocabulary and grammar acquisition by paying attention to target elements; consciously or subconsciously, in an environment where they are primarily focused on meaning and accomplishing task outputs. Again, task-based language education consists of three stages: pre-task, during-task, and post-task—the pre-task phase, often known as a warm-up activity prior to an interesting lesson, introduces both the tasks and the subject; in during task, the teacher takes an active part and tasks start to take shape and the last stage teachers evaluate learners' task completion and linguistic growth with curriculum-aligned, prescribed tests or exams (Rubaiat, 2018). Bhandari (2020) found teachers organize different types of tasks in their classroom and the difficulty level rises as the learners improve their skills. To fulfill the practical activities, teachers aim at using authentic language to create student centered communication so students can complete the tasks without any hinder and also with creativity as they are the active learners in TBLT; however, teachers play the role of an advisor, monitor and facilitator to complete the task (Sholeh, 2022; Bhandari, 2020). Therefore, Lume and Hisbullah (2022) found task based language teaching had an optimistic result on learners' willingness to achieve success in speaking; therefore, learners' who received instruction using a task based language teaching method scored higher than those who were taught using the direct method. In Indonesian educational contexts, Maulana (2021) argued that TBLT is an effective approach to achieve communicative competence as it encourages natural learning, enhances motivation and develops language proficiency. Again, researches showed that the pupils' ESP reading comprehension capacity in TBLT improved as the post-test average results were considerably better compared

to the pre-test average results and the students' capacity to build ESP vocabulary knowledge and employ reading strategies for key concepts and supporting details improved (Duong & Truong, 2020; Rubaiat, 2018). Furthermore, Waluyo (2019) found that in TBLT, theme based role play can develop students communicative competence as the assessment rubrics incorporated the evaluation of vocabulary use, fluency, and correctness—in addition to technical points like content, presentation, readiness, prompts, inventiveness, and voice expression. In addition, several components such as grammar and vocabulary do impact a lot in the mastery of the four language skills. Putri and Nugraha (2022) argued that in spoken and written languages, grammar and vocabularies are crucial components and vocabulary is imperative to convey the meaning and message of a person; therefore, TBLT is an effective approach to arouse students' interest. Moreover, Mulyadi, Wijayatiningsih, Singh and Prastikawati (2021) discovered that the technology-enhanced TBLT profoundly influences the understanding of speaking and listening in ESP students—as in listening comprehension authentic materials were incorporated into the pre-task phase; however, in speaking comprehension, no significant enhancement was found after getting technology enhanced TBLT as Aorny, Haque and Hossain (2022) argued technology can improve the TBLT approach, but it cannot make learners proficient in the target language without the assistance of dependable and precise activities. Somawati et al., (2017) found it is a strategic paradigm that ensures students will acquire the two crucial language components, such as accuracy and fluency, langue and parole, competence and performance, pragmalinguistics and sociopragmatics. The model's integration of the foundations—such as readily accessible materials, the process of learning a language, and learning assessment—was able to increase students' proficiency. They were created integrative so that there would be a link between the demands of the students and the teachers' methods of instruction. According to

Yildiz (2020) TBLT has the power to develop learners' automaticity as learners use language and listen others use of language and that develop their communicative competence which led them to automaticity—act at their own and reorganize their inter language within their own degree (Sholeh, 2022). Additionally, TBLT encourages shy students to work in groups and pairs and develop their communicative skill even though they lack confidence; thus, they can develop their independence in learning without any hesitation (Bhandari, 2020). In foreign language context, TBLT has provided significant impact on learning outcomes as several researchers found that TBLT Increases learning motivation among students; moreover, it alleviates pupils' nervousness about learning by increasing their self-esteem (Lopez, 2004 cited in Chua & Lin, 2020) and that motivation helps learners to use the target language. Hence, all levels of proficiency get benefits; therefore, in language learning TBLT is a multifaceted approach where students are able to impart their information and can build relationships with their communicators to enhance their progress in learning by means of tasks that will help them become competent in the target language (Rubaiat, 2018).

2.3. Intricate Relationship of Teachers' Cognition and TBLT:

Task-based language teaching (TBLT) has captured the interest of second language acquisition experts and practitioners (Douglas & Kim, 2014). As an effective approach, it encourages natural learning, enhances motivation and develops language proficiency (Maulana, 2021). According to Richard and Rogers (2014), TBLT is viewed as an educational advancement underneath CLT that included both a constructivist, interactional, and sociocultural theory of language acquisition as well as a functional and interactional philosophy of language. Rahimi (2022) found TBLT has been considered suitable for young and adult learners as it supports learners' needs. As an offshoot of CLT, the new teaching and learning method TBLT has

attained the position of a fresh “orthodoxy”—more significantly it has been mentioned in discussions about educating language to foster interaction throughout the past two decades rather than CLT (Littlewood, 2014). Prior research has shown that TBLT is not “a one-size-fits-all” approach but rather combines with a variety of geographical contextual elements in its use (Bao & Du, 2015). Hence, Ellis (2003) claimed that educators must choose their own methodological approaches depending on what will work best for their particular students—teachers play multiple roles in task-based classrooms, serving as the course guide, monitor, linguistic advisor, and chairperson (Guan, 2022). However, teachers' application of curriculum in the classroom continues to be the main issue to its implementation (Borg, 2003; Fullan, 2007 as cited in, Rahman et al., 2019). Understanding how teachers view language learning may be the key to successful learning—including the effects of their ideas and ways to deal with these principles (Borg, 2003); as teacher cognition is an umbrella phrase used to represent these cognitive components of teachers' work that may be reflected in their behaviors. The national educational program has altered, and instructional professionals have started to participate in educational programs—all of these arrangements, however, are merely requirements; educators' opinions are the main factors influencing in what way they execute curriculum, any curriculum adjustments must take teachers' beliefs and concerns into consideration (Lam et al., 2021). Instructors' views play crucial role in their personality and have a big impact on how they interact with their pupils, make decisions, and educate; as a result, exploration on instructors' perception aims to characterize anything instructors “know, believe, and think” (Borg, 2003) as well as to comprehend the impact of different elements. Although classroom practices and teacher cognition are related, there is a clear mismatch between these two characteristics (Rahman et al., 2018) and this link is not of a definitive nature, at least to the extent that they interact or interfere

(Rahman & Singh, 2021)—consequently, it is discovered that instructors' methods and understanding in the classroom range from consistent to inconsistent (Basturkmen, 2012, as cited in Rahman & Singh, 2021). Most of the researchers identified that, scheduling constraints, large class sizes, unequal proficiency in languages among students, conventional examination-based syllabus, educational strategy and use of mother tongue as well as teachers' deficiency in social awareness and linguistic competency are all significant impediments to implementing task-based learning methodologies (Zhang, 2021; Ha et al., 2021; Sholeh, 2022). Amid these issues, testing style has been identified as a significant influence moving instructors' applications in classroom and beliefs missing from the specified prospectus (Ha & Murray, 2020; Tran, Ha, & Tran, 2021; Ha & Nguyen, 2021). Moreover, teachers found TBLT as an inappropriate approach for national assessments as it relied on language knowledge (Duong & Nguyen, 2021). Haque (2012) found the most significant barriers to teaching innovation in Bangladesh are national exams that emphasize vocabulary and grammatical knowledge—how grammar should be taught has long been a contentious issue due to widespread criticism and the lack of significant advancements from the GTM technique. Even after a lot of failures in the GTM method, Rahman et al., (2019) found that teachers' thoughts are still entangled with their previous experience of GTM as they focus on error correction, grammar accuracy and so on. In Bangladesh, teachers tend to focus on error correction due to their beliefs; Rahman, Singh and Pandian (2017) found teachers believe if the inaccuracy is not corrected, the effect can be fossilized. Moreover, Ha et al., (2021) found teachers believe that testing linguistic elements could help students be well-prepared for final exams—as high-stakes exams have a major influence on their classroom assessment practices; as a result, it forces teachers to encourage memorizing or the use of already provided resources for final assessments (McDaniel et al., 2007). Additionally, he discovered that teachers designed test

questions with multiple answers and transformed sentences for the reading and writing test respectively—indicating the alignment of the exam centeredness where linguistic items and accurate construction of language. According to Liu and Ren (2021) teachers are too busy with their work schedule so they have no time for professional development skill; as a result, they misunderstood about some aspects of TBLT; however, technological integration could significantly increase students' engagement in active learning environments (Hermagustiana & Rusmawaty, 2021), but the state of technological use in Bangladesh is very poor (Hoque et al., 2018). On top of that, teachers are resistant to incorporating technology; hence, policymakers and curriculum designers must respond rapidly to technological learning growth in TBLT (Butarbutar, 2021). Another major disadvantage of using the TBLT curriculum in the classroom is the lack of oral proficiency and listening ability in English; besides, teachers are worried about TBLT for a variety of reasons, including that it excludes concentration on language forms, focuses mostly on oral activities, will lead to discipline issues, or is better suited for advanced learners (Carless, 2009). Additionally, there are problems with not using TBLT in the classroom that are related to the size of the class, time limits, the uneven competence levels of the students, management of the classroom, the educators' own identities and their familiarity with TBLT techniques (Lam et al., 2021). Bangladeshi classrooms are not adequately arranged—especially in public secondary schools which makes it difficult to conduct the tasks (Haque, 2012). Another frequent mentioned concern by both urban and rural school teachers is “large class size” as it is a major obstacle to implement TBLT in the classroom (Liu & Ren, 2021; Lam et al., 2021; Taourite & Cecilia, 2020; Duong & Nguyen, 2021) which hinders students’ participation, task implementation and interaction—enabling some students to "hide" comfortably, relieving their negative anxiety and tension (Tomlinson, 2016). Again, most EFL lecturers struggled with

limited teaching time, especially when it comes to using TBLT—as they required to invest effort carefully on guiding and scaffolding throughout tasks and need to spare time to provide feedback (Lam et al., 2021) which lead to teachers ignoring TBLT and use PPP approach instead (Shirafkan et al., 2022). As a result, teachers are active participants in classroom practices, whereas students are passive participants, and Rahman et al., (2017) discovered that instructor discourse predominated most classroom actions, and learners were not using English to communicate—lecture-style teaching took over the professors' directions in the classroom, which was found to be a prevalent theme throughout the course. Again, Zhang (2021) found teachers think TBLT classroom is difficult to achieve a stability between upholding strong restraint and enlisting kids' contribution in TBLT lesson—as the communicative characteristic of tasks, there is possibility for noises for other factors as well—as it is today, effective classroom management is frequently described in terms of volume, with each student working quietly and not creating a disturbance (Haque, 2012). For the sake of the TBLT course's effective execution, the curriculum must include task-based assessments; however, little information is available about instructors' definite behaviors or views in relation to TBLT curriculum assessment and teachers' belief and practice are not in alignment with the TBLT assessment (Ha et al., 2021); besides, lack of experiences and confusion in assessing hindering the teachers to implement TBLT in their classroom (Duong & Nguyen, 2021). Moreover, teachers are crucial participants in linguistic teachers are crucial participants in linguistic inspection and their opinions ought to be taken into account for positive learning consequences (Fan et al., 2020). Furthermore, curriculum is a top down process in Bangladesh and China (Rahman et al., 2019; Liu & Ren, 2021) that confines teachers' classroom freedom; therefore, they feel powerless in teaching material and evaluation—also have no ability to raise their voice against policymakers (Rahman, Pandian &

Kaur, 2018). However, to fulfill the tasks, the policymakers and the schools should create supportive environments for teachers to experiment as according to Sun et al., (2020) instructors play a crucial role in prospectus revision because their views and ideas about English language teaching pedagogies affect their behaviors. Moreover, Rahman et al., (2019) found teachers' practices are not in alignment with the curriculum goals due to the contextual factors; besides, teachers' quality is one of the aspects that continues to be weak in Bangladesh's ELT environment. Ganta (2015) found that to make any method successful, teachers need to be highly creative and innovative—also the responsibility of in-service inspectors and teacher trainees to raise student performance. In the Iranian context, Mahdavi-rad (2017) conducted the study and found that teachers have a positive understanding of TBLT; however, in actual practice they follow GTM—because of potential motivation and lack of confidence. Furthermore, Ha and Murray (2020) discovered that language cognition among educators research has revealed that while there happen to be conflicts between distinct kinds of teachers' ideas, teachers' views and practices are incongruent. In particular, 78.7% of teachers agreed that TBLT resources must have meaning and purpose founded on actual domain contexts, and % were enthusiastic in applying this program in their lessons because it developed integrated skills (Lam et al., 2021). But of those surveyed, (58.8%) thought TBLT needed additional period for preparation unlike other methods, and around a third weren't sure whether TBLT was appropriate for direction—due to their new views into practice because of a variety of internal and external variables, which leads to inconsistencies (Zhang & Luo, 2018). In another study in Spain, it is found that teachers are willing to implement TBLT in their classroom; they are not certain about their ability and lack of confidence reflected—as deficiency in knowledge and confidence cannot inspire students and also fails in successful communicative task activities (Taourite & Cecilia, 2020). According to

teachers, the present textbooks are not suitable for task based language teaching (Liu & Ren, 2021; Taourite & Cecilia, 2020; Duong & Nguyen, 2021) so they are reluctant to use TBLT; therefore, to promote TBLT implementation, extra exercise on textbook and content emergence is required (Lam et al., 2021). Moreover, in many research students are shown as a passive learner; however, Bhandari (2020) found teachers asserted that when working in groups, bright students might dominate slow learners and that only the group leader receives the opportunities of improving communication skills—so they are reluctant to use TBLT in the classroom. Furthermore, Zhang (2021) discovered teachers think that in communication the usage of a sufficient amount of native language is not so bad since code-switching is an everyday event; however, in classrooms teachers mostly use mother tongue (Rahman et al., 2018) which indicates the traditional GTM method. According to researchers, experienced teachers' beliefs are typically more in line with their behaviors than their less experienced colleagues (Basturkmen, 2012; Borg, 2015; Tran, Ha, Le et al., 2021 as cited in Ha et al., 2021). There is an extensive level gap between practice and theories of TBLT in Bangladeshi classroom; therefore, to implement TBLT successfully, sociocultural barriers need to be solved at managerial level—through lowering the number of pupils, upgrading learning environments, and offering ongoing growth for educators (Lam et al., 2021) and more teacher support and guidance is needed urgently since teachers' cognition and behavior are intimately related (Zhang, 2021). Furthermore, TBLT should be considered as an alternative technique in teachers' professional repertoire— rather than a replacement for long-standing practices in Asian countries (Loi, 2020). Hence, teacher education is important to focuses on TBLT background knowledge and also its' strengths and weaknesses (Lam et al., 2021); additionally, on a personal level, instructors must focus on some certain factors—such as data instructions, language competence, classroom management and providing

feedback on students' performance. However, a one-time seminar or workshop is not enough for teachers to implement TBLT in the classroom because teachers' beliefs are tightly bound with their previous practice (Borg, 2006); therefore, a follow-up of TBLT training or coaching, such as regular conversation about TBLT and mentorship, is critically needed to assist instructors in putting TBLT into practice (Hima et al., 2021). However, in studies it is revealed that, even after the teachers training teachers do not improve since their teaching experiences heavily influence their pedagogical beliefs (Johnson, 1994; Nunan, 1992; Mok, 1994); therefore, it is difficult to influence their existing beliefs through short trainings and most of them blamed the same factors—large classroom, assessment system and excessive workload.

Teachers' cognition is a broad umbrella term and due to their cognition reflects in their classroom practices. Moreover, TBLT is a holistic approach where students can learn language in an engaging environment and also can build their relationships with communicators to maximize their learning. TBLT is like a special way of teaching that helps students learn by doing things in a natural context. After studying multiple research papers, the researcher found that what teachers believe or think about instruction might be a little different from what they do in the classroom. As a result, this difference is like a puzzle piece that needs to be understood better. Therefore, this study has attempted to investigate the intricate connection between the instructors' mental ability and real classroom procedures in the Task-based language teaching. As a result, the current study was directed by the following research questions:

1. What are the processes involved in the interaction between teachers and students during classroom instruction?

2. To what extent English language teachers' cognitive processes and instructional choices align with the principles of Task-Based Language Teaching (TBLT) in an EFL classroom setting?

Chapter-III

Methodology

3.1. Theoretical Framework:

In this study, the researcher attempted to explore teachers' cognition and practices about tasks in actual classroom settings—how teaching and learning is taking place in a natural setting. In the classroom, teachers need to do some sort of tasks or activities that are related to challenges. To overcome the challenges, how teachers are supporting learners, creating an engaging learning environment and what sort of problems are facing teachers and learners during the challenges are necessary to conduct—to understand teachers' cognition. Therefore, this study has adopted the “Zone of Proximal Development” theory of Vygotsky (1978) as a foundation of theory, to comprehend the relationship between tutors' cognitions and practices. The ZPD functions as a link that integrates teachers' mental principles with their actual instructional approaches. Teachers, like learners, frequently require assistance in aligning their cognitive frameworks with instructional facts. While instructors might possess specific pedagogical principles, the ZPD understands that there exists a space where these values must be adapted to accommodate the various needs of their pupils and the restrictions of the educational setting. Zone of Proximal Development (ZPD) is a figure of speech developed by Vygotsky (1978) to define how a teacher instructs knowledge in a classroom; a crucial concept in SCT, “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (1978, p. 86). Within ZPD, teachers can help learners to develop language learning through scaffolding. Scaffolding is something that provides help to a

learner to complete the task with the collaboration of peers that might be challenging for them to do individually. Scaffolding ought not to be eliminated too quickly or prematurely—or else academic achievement will be compromised (Nunan, 2004, cited in Ngo, 2018). Scaffolding plays a significant role in understanding teachers' cognition and how they employ scaffolding in their classroom to fulfill the challenges. Moreover, in ZPD, the goal of learning is not merely to acquire knowledge, but to be able to apply that knowledge in many circumstances—as it helps “to learn *how* to think, not simply *what* to think” (Gibbons, 2015, p.14). It provides a more integrated paradigm of "teaching and learning," where learning is viewed as a collaborative process and where teachers and students are both considered as active participants. Therefore, what teachers decide to do in the classroom, especially the types of help they offer, is extremely important for the academic performance of their pupils. Hence, this study proposed to understand Bangladeshi English language instructors' cognitive processes and actual activities using the "Zone of Proximal Development" and "Scaffolding" lenses.

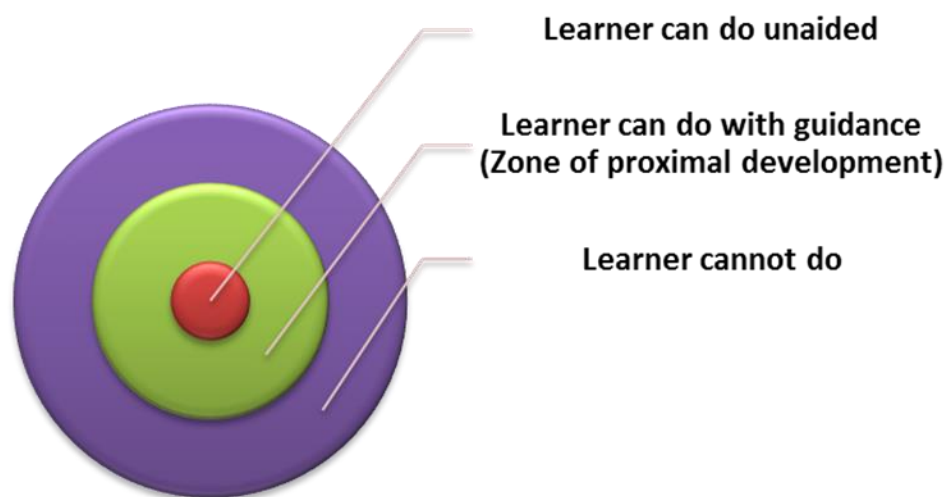


Diagram: Zone of Proximal Development

3.2. Setting of the study and Rationale:

The context of the study is Bangladesh and the schools that were chosen are situated in Dhaka. The researcher has selected the high-performing public high schools according to the aim of this paper. The examiner approached the principals of five different high performing public schools. Two school principals have welcomed the researcher warmly; however, the other three school principals did not give their consent as they thought the research would have been an obstacle for teachers to teach in their classroom. According to ASIAFIRMS.COM (2019) the chosen schools ranked in top 15 public schools and in SSC 2023, the passing rate of one school is 97.15% and A+ rate is 39.02% and another one's passing rate is 95.50% and A+ rate is 30.63%. The researcher selected the high performing schools in urban area for two reasons—one is due to the availability to access and another is an urban educational landscape with diverse students and varying language learning needs—because underprivileged education services and materials have a undesirable impact on instructors' perceptions and instructional strategies, according to research on teacher cognition (Barnard & Burns, 2012 cited in Tran, 2015). Therefore, this context was crucial as it permitted for a thorough inspection of the challenges, opportunities, and factors influencing teachers' cognition and instructional practices in the specific educational context of Bangladeshi public schools. By investigating these aspects, the research aims to contribute valuable insights into enhancing linguistic instruction and education inside the local educational setting and potentially inform pedagogical improvements at a broader scale.

3.3. Sample:

Dörnyei (2007) stated “Sample is the group of participants whom the researcher examines to determine the result of any particular study” (p.96); however, in this study, a purposive sampling technique was used. For this study, eight English language teachers—four female and four male participants were chosen from two dissimilar reputed Govt. high schools. A purposive sampling technique was employed to select participants (Creswell & Poth, 2017), keeping in mind those who possess a minimum of 15 years of teaching experience, ensuring the inclusion of experienced educators with a wealth of practical knowledge in the field of language education. Moreover, teachers were also informed about the study's goals, the manner in which the results will be shared, their rights, the ability to withdraw from the study, how the study will benefit them, and the assurances of anonymity and confidentiality (Creswell & Poth, 2017). Therefore, a list of key participants and their pseudonyms are presented in the table below (see Table 3-1).

Pseudonym	Age	Gender	Institution	Teaching experiences
Rahim	52 years	Male	School A	24 years
Karim	49 years	Male	School A	22 years
Shahida	48 years	Female	School A	16 years

Nargis	47 years	Female	School A	18 years
Islam	54 years	Male	School B	25 years
Nazma	43 years	Female	School B	17 years
Khadija	47 years	Female	School B	18 years
Rezaul	54 years	Male	School B	27 years

3.1. Participants' background

3.4. Research Design

In this study, a qualitative framework was used as a research design—to increase the validity of the whole analysis and provide useful and rich information as it solely depends on the texts. Teachers' cognition is a complicated phenomenon that necessitates a targeted and methodical approach to research (Kubanyiova & Feryok, 2015; Zheng, 2013). According to Dornyei's (2007) theory, qualitative research made it possible to collect rich data on people's experiences and conduct in-depth analyses of phenomena. Moreover, it permits investigators to “capture what people say and do as a product of how they interpret the complexity of their world, to understand events from the viewpoints of the participants” (Burns, 2000, p.11). The researcher was assisted by this research strategy in categorizing the transcribed data into themes or codes. Since teachers' cognition and practice requires a larger domain to evaluate, the study could not be completed using a survey design, hence the researcher has not employed a quantitative

approach. Furthermore, the qualitative strategy doesn't rely on a single source of information—the researcher collected the data from the field as well as from reviewing existing literature and observations. Phakiti and Paltride (2015) note that qualitative research design is beneficial in natural settings like a classroom or any other social context since it considers human behavior. Therefore, the researchers of qualitative approach "study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2000, p. 3). A phenomenological technique was used in this paper to examine in what way educators see the phenomenon because the research questions are exploratory, interpretative, and phenomenological in nature. According to Patton (1990) a phenomenological method to research allows differences in experience and perception across teachers to be highlighted. Therefore, to accomplish these objectives, the researcher employed a phenomenological approach as a methodology to comprehend the essence of a lived phenomenon in order to develop visions about teachers' practices and principles in the classrooms as well as the factors related to teachers that are the main obstacles in Bangladeshi classrooms. In this approach, the participants can express themselves freely without any restrictions—this allows us to understand a problem from critical and in-depth perspectives, which improves our comprehension of the phenomenon (Creswell & Poth, 2017). Therefore, a phenomenological approach was adopted to understand teachers' ability and their reflections in the classroom.

3.4. 1. Data collection Procedure

To gather the data, the examiner selected two high performing public schools of Dhaka, in Bangladesh. Initially, the researcher went to the principals with a written formal letter—signed

by her supervisor. Then, the researcher took permission to observe four English 1st paper classes of secondary level from each school.

3.4.2. Research Instrument:

To collect accurate data that will lead to useful and credible conclusions that are consistent with the literature review and will give future researchers with a solid methodological research foundation, only one instrument was used to collect the data—that was class observation checklist.

3.4.2.1. Class Observation Using Checklist

Observations are a prime tactic “to gather first hand, ‘live’ data *in situ* from naturally occurring social situations” (Cohen, Manion, & Morrison, 2017, p. 542); however, very few studies have adopted classroom observation as an only means of instrument. Nunan (1992) claimed “there is no substitute for direct observation as a way of finding out about language in classrooms” (p.76). For the research of language teachers’ cognition and practice, observation is becoming a more prevalent data collection strategy. The power of observation in the language classroom is that it can provide direct proof of human behavior. Furthermore, observation provides "direct information rather than self-reported accounts" to the investigator. In most circumstances, it must be tailored to the unique research topic and classroom scenario (Dörnyei, 2007). For the study, the researcher created an individual surveillance list that included the elements that have been observed in the teaching space.

3.4.3. Data analysis procedure

For analyzing the data, thematic analysis was used (Braun & Clarke, 2006)—to reveal teachers' information, opinions, and notions and their practices in the EFL classroom. Thematic analysis framework is a technique for “identifying, analyzing and reporting patterns or themes within the data set” (Braun & Clark, 2006, p. 35) by familiarizing oneself with the information, developing early programs, and identifying subdivisions of themes. It is appropriate for analyzing class observation data using checklists as it identifies and analyzes patterns within textual or qualitative data. In the context of class observation, thematic analysis identifies recurring patterns, themes, or trends based on the checklist items' responses. Apart from the checklist items, the researcher also found some extra data. To conduct a thematic analysis, the researcher first organized the data and coded the responses into meaningful themes. In order to develop themes, the codes were adjusted to eliminate overlap and repetition (Braun & Clarke, 2006). The researcher re-checked the codes then started to develop themes. After developing themes, the next step was followed by refining the themes to improve the overall implication that topic represents (Braun & Clarke 2006). The data was thoroughly reviewed to guarantee the theme's cohesion and consistency. These steps help researchers organize and make sense of the data, leading to the emergence of meaningful themes that reflect the participants' perspectives and experiences.

3.5. Ethical consideration

Every research project must take ethical issues into account. The expenses associated with the collection of information may be considered high if it is obtained by research methods that may inadvertently or intentionally hurt humans (physically or psychologically). Therefore,

the protocols for accessing subjects and obtaining their informed consent were rigorously adhered to in the current investigation. The researcher initially requests permission from the school's principal to observe classes. Following the principals agreements, a meeting with the principals and teachers was scheduled when the researcher outlined the significance of the study and indicated how she would use the data gathered. Researcher took every precaution to reduce any hazards that the research might provide to the participants because she was well aware of these concerns throughout the project. The teachers were given the assurance that their identity would be kept confidential. Moreover, in many institutes, the school officials request for the information of teachers as to how they conduct the classes. The investigator addressed this issue by explicitly explaining data will be solely used for the research and never shared with any other party. The researcher also made it clear to the school administration that the data would only be used for research purposes. Participants' privacy will be strictly protected; neither the names of the organizations nor the names of the participants will be made public. Furthermore, no inquiries will be made during the interviews that could embarrass, stress, annoy, hurt, or otherwise negatively affect the participants.

Chapter- IV

Findings and Discussion

4.1. Findings:

In this section, the qualitative data that the researcher collected from class observation using a checklist is included. Moreover, the central research questions were answered by discussing the results from the observation. The findings will be analyzed in the following categories:

a. Classroom context

All of the classrooms of the two schools had conventional physical setup—where three students sit on one bench. The class sizes of both the schools were large as it ranged from 52- 77 students. There was a table and chair for the teacher in both the schools. ‘A’ school had a whiteboard, marker, duster, clock and CCTV in all the classrooms. In ‘B’ school, there was blackboard, chalk and duster; however, the blackboards of all the classes were a bit downwards than the usual; as a result, the students of the backbenches were struggling to see what was written on the board. The classrooms of the both schools were not air conditioned; therefore, students and teachers were suffering in the scorching days of summer. In one class of ‘B’ school had a problem with fans as it was creating noise—which was really distracting for students as well as for teachers. Besides, the researcher found that the clock was not working in one of the classes of ‘A’ school and only one class had a projector; however, the teacher did not use it in the class.

b. Skill focus and use of materials

All of the classes, which were English first paper courses, used the NCTB English for Today course book. Six of the eight lessons concentrated on reading and writing skills, while the remaining two classes concentrated on speaking and listening skills. The activities and exercises also came from the assigned course book. Apart from the assigned course book, the classes of both schools did not use any other materials or multimedia. Nonetheless, no authentic materials were used in any classes. The researcher found that teachers were totally dependent on the textbook and in all classes teachers entered the classroom and asked students to open their textbook. The researcher observed in one class that:

Islam: *Do you all have your textbook? If not, please stand up and keep standing for five minutes. From the next class, you will have to bring the textbook; otherwise I will not allow you in the class.*

In another class, a similar picture was observed. Moreover, in one class of ‘B’ school, the examiner saw the usage of test papers for the upcoming board exam preparation.

Khadija: *Have you brought the test paper? If you haven't already purchased it, please do so as soon as possible for your upcoming exam. After the summer vacation, we will solve the test paper. So, you will have to bring the test paper after vacation.*

Besides, in five classes teachers’ primary focus was on form; however, in the three remaining classes, teachers put more emphasis on meaning rather than form.

Rezaul: *When vocabulary and grammar are accurately used in the paragraph then we can say that this is good writing.*

In another class, the observer found the teacher was devoted to form-focused exercises and he taught students grammar deductively.

Islam: *Why does a person need a passport?*

Student: *A person need a passport to go abroad.*

Islam: *Yes, but not “need”, it will be “needs”. In this sentence “A person” is a third person singular number and we all know that after a third person singular number there will be s/es with the verb.*

Therefore, it was found that teachers use assigned textbooks as a sole medium of teaching. Also, the majority of the teachers put more emphasis on forms in language; therefore, deductive grammar teaching was prominent evidence. Maximum classes were lecture oriented and the instructor was very cautious about grammatical rules and vocabulary.

c. Language use and interaction:

As students have a tendency to mimic their teachers, the utilization of language and manner of interaction depends more on instructors than institutions. Three of the eight classes, teachers used the target language; however, they used a little bit of the native language—so that students can understand the topic well. But in the other five classes, teachers were mostly using L1 as a medium of instruction. Moreover, in all the classes, students seemed alert while using the target language. They were using English only when teachers were asking questions related to their tasks and were answering questions in ‘Yes’ or ‘No’. However, most of the students of all the classes used Bangla while asking any questions to their teachers.

Furthermore, in one class of 'A' school, the teacher addressed the Students by their names. Additionally, researchers also found the balance between teacher and student talking time where students had plenty of opportunities to use English; however, students interacted with teachers mostly in Bengali. Students primarily spoke Bengali, while teachers employed both languages as needed. When answering questions, the teacher engaged with the class as a whole and occasionally with individuals in all of the 8 classes. Besides, in three classes, there was interaction between students while they were doing pair and group work.

d. Classroom Management:

Classroom discipline is the most concerning thing. There were five classes, where teachers struggled a lot to manage the class and the classes were not well disciplined. The environment was very chaotic while students were performing group works or pair works. The researcher found that besides task discussions, students talked about other things which were irrelevant to their tasks. Also, there were some students who were gossiping in the last bench. Moreover, while the teacher was making pairs there was so much noise. On the other hand, the other three classes were well-disciplined. However, it was quite challenging for teachers to maintain discipline and create an engaging atmosphere at the same time. One of the notable things that the researcher observed was that 'B' school teachers struggled a lot to manage the class than 'A' class. As the 'B' school was solely boys' schools and most of the students were very mischievous and they were not very co-operative. Furthermore, in one class, the teacher formed groups of 54 students within one minute.

Rezaul: Now, we will do activity 5.9 which is a group work. Students please do not move from the benches. The odd number benches (1,3,5,7) of each row just turn around.

In another class, due to the large class size, the teacher converted the pair work into group work and formed the group according to the seating arrangement.

Shahida: *This is a pair work but we will do it as a group work.*

Students: *Ma'am, how will we form the group?*

Shahida: *You don't need to form the group. Each bench is one group. Now, discuss among yourselves and work on it.*

Students: *Ok, ma'am.*

However, in one class, the teacher took 10 minutes to roll call; as a result, he could not fulfill the task on time and assigned the group-work as homework.

e. Instruction and assessment system

The researcher found that teachers of the five of the classes were more or less traditional as they were standing in the same place and leading the whole class. The classes were teacher-centered and the activities that they have done in the class were traditional. Among five teachers, three of them transformed the group or pair work into individual work and they read the passage and translated line by line using their mother tongue. Moreover, teachers did not act like a facilitator or did not even try to create an engaging environment. In one class, the observer found that the teacher asked the student to come toward the class and write from the book.

Khadija: *Do you have a test paper?*

Student: *Yes, ma'am.*

Khadija: *come with your test paper and write the exercise (Match the parts of sentences given in columns 'A', 'B' and 'C') on the board. And rest of you, write it down on your copy then try to solve it.*

Students: *Yes, ma'am.*

However, in the other three classes, teachers seemed to be updated—as they walked the whole class and tried to motivate students. In those classrooms, students were seen as an active learner as they were motivated to fulfill the tasks. Moreover, students were asking many questions regarding tasks, teachers were providing answers and when needed they also used a little bit of Bangla; so that they could understand the task well. In one of the classes, the teacher was teaching a poem “Stopping by Woods on a Snowy Evening” by ‘Robert Frost’ but before that she asked various questions about nature which was a part of readiness activity.

Nargis: *Students, what do you like in nature?*

Student 1: *Sky.*

Nargis: *Good. Anyone?*

Student 2: *Snow.*

Nargis: *Wow! That's a good answer. But have you ever seen snow or experienced snowfall?*

Student 3: *No ma'am. I have seen it on TV.*

Nargis: *I hope you get to experience the real snowfall very soon.*

Moreover, the teachers were encouraging and motivating students to do the tasks in groups and also individually and also collaborated with the students. Furthermore, in three classes teachers provided scaffolding which helped the students to fulfill the task challenges in the classroom.

Rahim: Are you facing any problem?

Student: Yes sir. I am struggling to write about a memorable day.

Rahim: Don't think about grammar. Just think about the day which comes to your mind and write down anything whether 2 or 3 sentences but write it down.

Furthermore, in five classes, teachers did not focus on any formative assessment; rather they were on their traditional method—which was error correction and accuracy. The researcher discovered that teachers put emphasis more on vocabulary and linguistic items; therefore, they were constantly correcting the errors of the students.

Karim: What is the meaning of booth?

Student: Booth means 'উভয়'.

Karim: No, that is 'both' not 'booth'.

In another class, the teacher was focusing on correct pronunciation and meaning of the new words that were found in the passage comprehension.

Nazma: What is the pronunciation of 'departure'?

Students: Departure (ডিপারচার)

Nazma: No, it's departure (ডিপার্টা). And its' meaning is 'প্রস্থান'.

However, in two classes, the teacher provided correct time to complete the task and after the task provided feedback on the assigned task and cheered up the students.

Shahida: *You have written an excellent paragraph but try to use topic sentences rather than explanation. It will save your time and also the teacher will get the idea of what you want to convey.*

Rezaul: *Now, group leaders please come forward and share 1 reason each of you 'why all the members of a family should do household chores'.*

Group leader 1: *all the members should do the household chores to reduce the burden of one person.*

Rezaul: *Yes, very good answer. Please everyone clap for them. Next group please share your answer.*

Group leader 2: *All should do the household chores to have practical skills.*

Rezaul: *Excellent. It actually helps us in our personal life also. Clap everyone.*

However, in one class the teacher created the group and provided time to complete the task but the teacher did not provide any feedback and moved on to the next activity.

f. Impacts of External Factors:

The researchers' prime focus was to observe how teaching and learning takes place in the actual classroom and along with that if there were any alignment with TBLT principles. Apart from the above mentioned criteria—time constraints, students' proficiency, performance and noise were major obstacles for teachers to successfully conduct the tasks in classes. The observer found that in five classes, teachers could not fulfill the tasks on time; therefore, they asked students to do the pair work or group work as homework. Due to large class size and

limited time, it was very difficult for teachers to manage the classroom and fulfill the tasks. Moreover, students' uneven proficiency and performance were also major obstacles. In most of the classes, students were not willing to use target language and their engagement in tasks was not voluntary; therefore, their performance of the tasks was not up to the mark. However, in the other three classes, the teacher fulfilled the tasks on time as students of those classes were motivated and they tried to cope up in the class; as a result, after achieving their objectives they were satisfied.

Besides, in 'A' school, there was a class, which was beside the roadside. The class was not air-conditioned; for that reason the teacher had to open the windows to pass as it was a summer day. Therefore, the outside noise disturbed the teacher and students and also the researcher. Furthermore, the proficiency level of the students was mostly medium to low which led to poor outputs and the majority of the teachers were unable to spend much time on scaffolding actions and instruction as they were concerned to complete the syllabus.

4.2. Discussion:

This study endeavored to explore the Bangladeshi English language teaching educators' cognitions and their actual performances in the classroom—how teaching and learning occur in natural context and whether there was alignment with TBLT principles from the perspective of Vygotsky's zone of proximal development (ZPD) and Scaffolding. The researcher found some results through observation which has been presented in the table:

Findings & Examples	Relevant Literatures
1. <u>Form focus learning and error correction:</u> Majority of the classes, teachers focused on forms rather than meaning and they put emphasis on error correction and accuracy of the linguistics items. <u>Example:</u> <i>Islam:</i> <i>Why does a person need a passport?</i> <i>Student:</i> <i>A person need a passport to go abroad.</i> <i>Islam:</i> <i>Yes, but not “need”, it will be “needs”. In this sentence “A person” is a third person singular number and we all know that after a third person singular number there will be s/es with the verb.</i>	➤ Educators’ previous experience of GTM made them focus on error correction, grammar accuracy and so on (Rahman et al., 2019). ➤ Teachers believe if the inaccuracy is not corrected, the effect can be fossilized (Rahman et al., 2017). ➤ Put an emphasis on precision, and students with low skill are uncertain to generate language (Hima et al., 2021).

2. **Teacher domination and lack of interaction:**

The classrooms were mostly teacher centered and there was an absence of communication between teacher and students as well as among students.

Example:

Khadija: *Do you have a test paper?*

Student: *Yes, ma'am.*

Khadija: *come with your test paper and write the exercise (Match the parts of sentences given in columns 'A', 'B' and 'C') on the board. And rest of you, write it down on your copy then try to solve it.*

Students: *Yes, ma'am.*

- Most of the classes were dominated by teacher talk (Rahman et al., 2017; Zhang, 2021).
- Instructors were traditional and a clear lack was visible in interaction between teacher-student and student-student (Rahman et al., 2019).
- In TBLT, providing direction and structure, educators can promote open conversation (Kizi & Shadjalilovna, 2022).

3. <u>Concerned with high-stake exam:</u> The use of test papers for upcoming exams shows the concern for board exams and the exam principles which led them to focus only on reading and writing skills. <u>Example:</u> <i>Khadija: Have you brought the test paper? If you haven't already purchased it, please do so as soon as possible for your upcoming exam. After the summer vacation, we will solve the test paper. So, you will have to bring the test paper after vacation.</i>	➤ The washback effect of assessment or exam-oriented language teaching continues to have a major impact on teacher cognition (Rahman & Singh, 2021). ➤ Exam culture influences educators' classroom applications and principles from the specified program (Ha & Nguyen, 2021; Ha et al., 2021; Ha & Murray, 2020).
4. <u>Use of mother tongue:</u> Most of the educators were using the native tongue in the classroom and students were also communicating in L1. However, three teachers used English most of the time and used a little bit of Bangla where they felt necessary.	➤ In classrooms teachers mostly use their mother tongue (Rahman et al., 2018; Zhang, 2021; Ha et al., 2021; Sholeh, 2022).

5. <u>Large class size:</u> All of the classes were large and due to that teachers were struggling in dealing with the students and conducting the tasks. <u>Example:</u> <i>Karim: Students, this is a pair activity. We will not do this in the classroom. You will do this activity at home and bring it to the next class.</i>	➤ “large class size” a major obstacle to implement TBLT in the classroom which hinders students’ participation (Liu & Ren, 2021; Lam et al., 2021; Taourite & Cecilia, 2020; Duong & Nguyen, 2021). ➤ In small teaching spaces, students acquire time for communication (Bhandari, 2019).
6. <u>Minimal formative assessment:</u> In classes, most teachers were focused on error corrections; however, three teachers were giving feedback and encouraging students. <u>Example:</u> <i>Shahida: You have written an excellent paragraph but try to use topic sentences rather than explanation. It will save your time and also the teacher will get the idea of what you want to convey.</i>	➤ From such exchanges, children are able to develop learning from instructor cooperation (Schildkamp et al., 2020). ➤ Offer sufficient advice, and there is an opportunity to switch from the conventional technique to the more communicative TBLT approach (Gan & Leung, 2019).

7. <u>Engaging atmosphere:</u> Five of the eight teachers were unable to create an engaging environment and develop learners’ interest in participating in tasks. Yet, remaining instructors managed to support students and motivated them to complete the task. <u>Example:</u> <i>Rahim:</i> <i>Are you facing any problem?</i> <i>Student:</i> <i>Yes sir. I am struggling to write about a memorable day.</i> <i>Rahim:</i> <i>Don’t think about grammar. Just think about the day which comes to your mind and write down anything whether 2 or 3 sentences but write it down.</i>	➤ Motivation aids in achieving course goals and fostering positive relationships between teachers and students (Brandmiller, Dumont & Becker, 2020). ➤ Motivate to bring out desired outcome (Bhandari, 2019). ➤ In TBLT, teachers should take into account context, cooperation, and meaning building in the design of the curriculum to create an engaging environment (Yongping, 2022).
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8. <u>Teachers cognitive skill:</u> Within the same setting, teachers' classroom controlling, task accomplishment, support system, interaction pattern, dealing with challenges and so on were different. <u>Example:</u> In same context, One teacher skipped the group work and gave it to students as homework. While, another teacher conducted the group work within the large class. <i>Rezaul:</i> Now, we will do activity 5.9 which is a group work. Students please do not move from the benches. The odd number benches (1,3,5,7) of each row just turn around.	➤ fluctuates from person to person due to teachers' understanding and influence their application (Sugesti et al., 2019) ➤ Important to acknowledge the intricacy of the instructor's cognitive system (Rahman & Singh, 2021).
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9. <u>External Factors:</u> There were other factors that played as a barrier such as classroom noise, students' low proficiency, and time constraints in accomplishing the tasks. <u>Example:</u> There was a disturbance of the outside noise in one school and in one class of 'B' school, there was a problem with the fans. Students were answering only in 'yes' or 'no' which also hindered successful communication.	➤ Reluctant to use TBLT due to large class, time limits, the uneven competency, supervision of the classroom, the educators' own identities and their familiarity with TBLT techniques (Lam et al., 2021). ➤ Teachers' attitudes about their jobs are significantly influenced by the curriculum, institutional policy, instructional and learning surroundings, and school culture (Rahman & Singh, 2021; Ha et al., 2021; Zheng & Borg, 2014).
10. <u>Gender Issue:</u> One notable finding of this study is that, although the teachers of the "boy's school" managed to conduct tasks they battled greatly to manage their classrooms as the kids were naughty and uncooperative.	

Regarding the first research question, in the classroom, teachers need to proceed with some processes to fulfill tasks that are based on challenges. Therefore, during the practices, they have to tackle some challenges, use their intellectuality, creativity and dedication to complete the tasks. In observation, it was found that all the teachers solely depended on NCTB English for Today textbook and no one used any authentic material or multimedia for teaching. Moreover, the use of test papers also showed that teachers are concerned with high-stake examination because exam culture has been identified as a significant influence moving educators' classroom applications and beliefs absent from the specified program (Ha & Murray, 2020; Ha & Nguyen, 2021; Tran, Ha, & Tran, 2021). As a result, teachers encourage adaptation, when they focus on transmitting a static kind of information to students that is detached from the realities of communities and their difficulties, (Freire, 2000 cited in Vassallo, 2012). Furthermore, in almost all classes teachers were focusing on reading and writing skills and only two teachers focused on speaking and listening skills. Besides, teachers were more concentrating on form focused learning rather than meaning focused learning which was also discovered by Rahman et al., (2019). Again, error correction is a contentious topic because the research has produced no conclusive findings. Five of the teachers were constantly correcting every single mistake that entangled with their previous experiences of GTM—as they were focusing on error correction, grammar accuracy and so on; which also Rahman et al., (2017) found in their studies as teachers believed that if the inaccuracy is not corrected, the effect can be fossilized. Moreover, teachers were focusing on accurate pronunciation and constantly correcting the mistakes, therefore, students were cautious while talking. Again, in classes, teachers skipped the task challenge and adopted the same traditional PPP (Presentation, practice, production) method to read the passage line by line which led to students in boredom as Noroozi and Taheri (2022) found in their study.

However, in the other three classes, teachers used advanced methods and in one class, the teacher activated students' readiness activity before starting the tasks and students were much interested about that day's challenge and fulfilled the task—given in the textbook. In Bangladeshi context, translanguaging is a common phenomenon as it helps to create a good interaction between teachers and students. And a limited amount of L1 is not bad to motivate students, saving time and to reduce ambiguity. But five of the eight teachers used their mother tongue almost all the time to carry out the class—that is also frequently seen in many studies (Zhang, 2021; Ha et al., 2021; Sholeh, 2022). Only three educators used target language most of the time, and also used mother tongue when they thought it was necessary. However, the participation of students seemed high when teachers used Bangla solely as a medium of instruction which was also found by Hos and Kekec (2014). To fulfill any tasks, teachers need to create an optimal environment and support students to complete the tasks through scaffolding; however, the outcomes showed that the majority of the instructors were traditional and they were dominating the classroom. Furthermore, a clear lack was visible in interaction between teacher-student and student-student which was also similar to the study by Rahman et al., (2019). For successful communication and learning, teachers need to motivate and encourage learners—to make them communicatively competent teachers need to build a good atmosphere where students can communicate easily. According to Krashen (1982) to learn a language, a low affective filter is essential. However, teachers were punishing students for not bringing the textbook in the classroom. Furthermore, formative assessment is important for any learning and teaching. It is necessary to create a friendly atmosphere to provide feedback—so that learners can work on it. However, teachers were dominating most of the classes with their talk—aligned with the studies of Rahman et al., (2017) and Zhang (2021). Scaffolding is necessary to complete any tasks; especially in the task

based language teaching to support students in high challenges; however, most of the teachers followed the same methods. Therefore, with the help of these realizations, teachers can better adapt their teaching methods to the various learning styles and cognitive preferences of their pupils. This cyclical feedback loop enables teachers to fine-tune their cognitive alignment by recognizing areas of strength and areas in which further scaffolding is required. However, only three teachers provided feedback after finishing the task and encouraged students by clapping but in other classes, teachers were focusing on error correction and accuracy—discovered by Rahman et al., (2017) in the Bangladeshi context. Moreover, in classroom management, teachers' cognition can be reflected highly. A well-disciplined classroom is fruitful for all types of learner—so it is a teachers' duty to create a well- disciplined classroom yet engaging environment. However, many teachers struggled to create a decent environment and also in group forming. The "gender" was one of the study's most remarkable findings. Because the study was done between a "girls" and a "boys" school, the researcher noticed a unique result: the teachers of the "boys school" battled greatly to manage their classrooms because the kids were naughty and uncooperative. Although teachers have conducted the tasks still they seemed to struggle in their classrooms.

To answer the second research question, the study's findings unambiguously showed that there was misalignment in educators' cognitive process and instructional choices with the principles of task based language teaching in an EFL classroom setting. This mismatch resulted due to a complex interplay of elements that include—pedagogical views, practical restrictions, educational experiences, and the dynamic character of classroom dynamics. During the practices, how they tackle their challenges, use their intellectuality, creativity and dedication; also how they are creating an engaging environment for learning and making the classroom effective for

doing the challenges or tasks—all represent teachers' cognition as it is an “umbrella term” (Sugesti et al., 2019). Moreover, what a learner can do alone and what a learner can do with a teacher by scaffolding also represent teachers' cognition. Within the same context, there were various challenges, use of language, interaction patterns, support students and so on processes were related to teachers' cognitive abilities. Amid all these challenges, how they tackle and use their creativity and create an engaging atmosphere helped to understand their cognition. From observation, it has found that their instructional choices and abilities do not match with the TBLT principles. Almost all teachers followed the traditional method in the instructional practices. In many studies, teachers' deeply embedded pedagogical views, stemming from their educational experiences and cultural-backgrounds, clearly influence how they approach classroom instruction (Taourite & Cecilia, 2020; Ha et al., 2021; Rahman et al., 2019). TBLT allows teachers to adapt the resources along with the textbook so that the activities become appropriate tasks. However, for instructional practices, the researcher observed that teachers used the NCTB English for Today—as a sole teaching-learning material and also they were not using technology. Though, in TBLT, technological integration could significantly increase students' engagement in active learning environments (Hermagustiana & Rusmawaty, 2021) but teachers are resistant to incorporating technology. Moreover, learners can be stimulated to negotiate meanings through task-based language education but teachers stressed on product oriented learning which was also discovered by Rahman et al., (2019). Furthermore, in the TBLT, teachers put focus on communication and production not on accuracy; however, the majorities of the educators were constantly focusing on error correction and grammar accuracy—aligned with Rahman et al., (2017) study. Lack of interaction, use of native language and teacher centered classroom were also evident from the observations. Moreover, to create a successful engaging

learning atmosphere, teachers need to interact with students and make sure interactions among students. In TBLT, the teacher acts as a facilitator and can bring the desired outcome from the students; however, teachers were mostly following the dominating attitude. To fulfill any tasks or challenges, especially in the TBLT, scaffolding plays a significant role. In addition, a significant body of research conducted over a number of years, which demonstrates all students benefit from a high challenge, high support classroom. However, the researcher observed that teachers seemed to provide low support in high challenging tasks which interrupted learners' successful language output. Additionally, three teachers provided high challenge and high support; therefore, students were motivated and they fulfilled their tasks within teachers' provided time. To finish the tasks, the atmosphere of the classroom should be engaging and teachers must also maintain a suitable classroom environment using a variety of approaches. However, there is a clear misalignment between their instructional practices with TBLT curricula. TBLT encourages shy students to work in groups and pairs even though they lack confidence. In foreign language context, TBLT has provided significant impact on learning outcomes as several researchers found that TBLT Increases learning motivation among students; additionally, it decreases student fear by increasing their self-esteem (Lopez, 2004 as cited in Chua & Lin, 2020) and that motivation aids learners to use the target language and fostering of positive relationships between teachers and students (Brandmiller et al., 2020). But through observation it is found that there is a lack of interaction pattern. Most of the classes, students seemed uninterested and there was no motivation and excitement for learning; also, they were forced into individual tasks and teachers failed to build rapport with students. In this approach, formative assessment plays a vital and dynamic part of the modern classroom, helping to promote student learning, inform instructional choices, and build a learning environment that is

growth-oriented. Moreover, teachers obtain insights into students' understanding, misconceptions, and development in real-time through well-constructed formative evaluations—such exchanges help children to develop learning from instructors' cooperation (Schildkamp et al., 2020). However, most of the teachers did not provide any feedback in the classroom—which TBLT does not promote.

From above discussions, it is found that teachers' cognitive developments and instructional choices do not align with TBLT principles due to their cognition—as it varies from person to person and influence their applications (Sugesti et al., 2019); as a result, in classrooms teaching and learning is taking place divergently. However, there were some external factors such as—time constraint, outside noise, students' low proficiency and performance, standardized curricula which were hindering successful implementation of tasks which is found in other contexts (Rahman & Singh, 2021; Ha et al., 2021; Zheng & Borg, 2014). Moreover, the pressure to cover curriculum, fulfill benchmarks, and manage varied student needs frequently involves adaptation and compromise, which can lead to teachers deviating from their cognitive goals. However, within those hurdles few teachers have completed the challenges using the same material and in the same setting due to their intellects—as cognition vary from person to person.

Chapter-V

Conclusion and Implications

The present research has tried to shed light on the intricate connection between educators' cognition and actual classroom performs of the Bangladeshi English language teachers in the task based language teaching. It has been found that teachers' instructional choices differ in the classroom due to their divergent cognitive abilities. Many different strategies, methods, and approaches have been popular in the field of teaching second languages, but each one has pros and cons. The task-based learning approach is no different. However, TBLT looks to be superior to the traditional teaching style from both a theoretical and practical perspective because students are actively engaged in the communicative classroom. In TBLT, students get the opportunity to learn in a real-world setting; therefore, the language classroom is able to change into an active one. For any approach to be successful, instructors are required to be extremely creative and original in engaging pupils, as well as capable of taking the initiative to draw students' interest. When a teacher is talented, students have more opportunity to learn. Therefore, the teacher must take every chance to enhance students' performance and train them to use language in everyday situations in their lives.

However, this study has uncovered an essential finding—how teachers actually practice in the classroom. Through an in-depth analysis of diverse teachers and their distinctive contexts it has been found that this mismatch is not a monolithic phenomenon, rather a multifaceted pattern woven from the individual strings of each educator's background, experiences, and changing instructional philosophies. Among these, teachers' unique way to teach is a prominent one as it varies person to person. Each teacher is like a painter, complete with their own set of

colors and brushes. They have thoughts and views about teaching, but they may not always match exactly when they teach. One reason for this distinction is that teachers bring their own life experiences and backgrounds to the classroom. Teachers from diverse backgrounds may teach in different ways, just as people from different areas may communicate in different ways. This might result in a range of teaching methods. As in many studies it is found that, teachers past experiences have great influence over their present practices as they carry their own personal set of theories and perceptions about language learning and teaching (Miguel, 2019; Dadhich, 2020; Sugesti et al., 2019) and most of the cases, teachers' belief does not align with their actual classroom practice. As a result, this study has highlighted the necessity of specialized professional development programs for language teachers. Institutions should provide workshops, seminars, and reflective opportunities to shed light on their instructional practices. However, in many studies it is found that even after the teachers' professional training, their educational beliefs do not improve much—as they are greatly influenced by their teaching experiences (Johnson, 1994; Nunan, 1992; Mok, 1994). However, according to Borg (2003) although it is difficult to change teachers' beliefs—one of the three unobservable components of teacher cognition—it is nonetheless feasible. Therefore, it is crucial for teacher education to concentrate on TBLT background knowledge as well as its strengths and weaknesses (Lam et al., 2021); in addition, teachers need to focus on a few things personally, like entry directions, proficiency in languages, controlling the classroom, and providing comments on the performance of pupils. However, since teachers' beliefs are closely tied to their prior practice (Borg, 2006), a one-time seminar or workshop is insufficient to help them implement TBLT in the classroom. As a result, a follow-up of TBLT training or coaching, such as ongoing discussions about TBLT and mentorship, is essential to help teachers put TBLT into practice. Language teachers can expand

their teaching experiences by taking teacher education courses and through task-based teacher education, novice language teachers can gain greater advantages in developing and enhancing their practical skills. Moreover, the national educational system also has a significant impact on teachers' cognitive systems; therefore language policymakers should involve teachers in implementing any curricula or any innovation agenda—in order to bring about significant changes in the classroom (Ellis, 2017). Besides, the integration of technology in the classroom teaching is also necessary for effective learning and especially for TBLT; therefore, the authorities should raise funds for more teaching learning materials or tools. Furthermore, in order to successfully adopt TBLT, at management level, sociocultural barriers must be removed through smaller class numbers, improved classroom environments, and regular professional development (Lam et al., 2021) and more teacher support and supervision is urgently needed since teachers' cognition and conduct are closely intertwined. In addition, the research has highlighted the crucial part that the Zone of Proximal Development (ZPD) plays in comprehending and resolving this discrepancy. The ZPD provides a valuable lens that helps to understand the instructors' ambitions and their actual implementations of instruction and this helps the teachers to close the gap between their conceptual frameworks and the actual classroom manifestations. Importantly, it highlights the importance of scaffolding – the strategic direction and support offered within this zone – as a pathway to harmonize cognition and practice. Therefore, in teachers training, the importance of scaffolding should be included so that teachers can understand how to create an engaging environment by overcoming different challenges in the classroom—more specifically, in the task based language teaching. After all, regardless of how good TBLT is—it totally depends on educators' cognition and practice since they are the developers and designers of the lessons in the classroom.

Chapter-VI

Limitations and Future Research

There are few researches which I involve in my literature review part, where the researchers used class observation and interview as research instruments. But I preferred only observing the classes; as I minutely wanted to notice how teaching - learning is taking place under the themes like—classroom management, use of materials, language use, assessment system. Probably, interviewing a few teachers would have provided me with a richer set of data; however, due to time constraints I haven't chosen that. Probably, for future research, I would be choosing something like this for a richer set of data—by covering a larger area and including other stakeholders.

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