

## Technology-Mediated Task-Based Language Teaching at Private Universities in Bangladesh: Students' and Teachers' Perceptions

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### Abstract

Task-based language teaching (TBLT) facilitates the process of language learning by focusing on communicative skills in real life. The English language teaching (ELT) system at the private universities of Bangladesh is trying to integrate TBLT with technology nowadays. This study aims to explore the proportion of successful implications of technology and tasks, the perceptions of teachers and learners regarding technology-mediated tasks, the challenges faced by both sides and recommendations to overcome limitations at three private universities in Bangladesh. Besides, this study identifies the task patterns used by teachers as well as the types of tasks preferred by students. Both qualitative and quantitative methods were applied to conduct this study. Data were collected from the teachers and learners of Pundra University of Science & Technology, Bogura; Varendra University, Rajshahi; and Rabindra Maitree University, Kushtia by providing them with Google Docs semi-structured questionnaires. The teachers of the department of English, and the students of the department of English, Computer Science Engineering (CSE) and Business Administration participated in the data collection procedure. The study found that technology-mediated TBLT is implemented alongside traditional teaching methods in language teaching. Students appreciate technology-based tasks in learning a target language. They recommend more skilled and experienced teachers. Teachers suggest that financial funding and skilled IT officers are needed to implement TBLT. Poor internet connection, inadequate technological support, faulty projectors and sound systems are the difficulties faced by teachers and students.

**Keywords:** *language teaching, perception, technology, task, university.*

### INTRODUCTION

Task-based language teaching (TBLT) refers to the activities in target language by which learners can learn and produce the target language fluently. It is one of the most prominent approaches in the field of communicative language teaching. TBLT is quite different from the conventional teaching methods such as Grammar Translation Method, Direct Method and Audio-lingual Method for having so many unique features such as, focusing on meaning, having information gap, engaging

the learners to communicate in the target language ,having nonlinguistic goal and real life practices apart from academic curriculum and so many. In the book titled “Technology-mediated TBLT: Researching Technology and Tasks” edited by Marta González-Lloret and Lourdes Ortega, there is a clear description of TBLT and it’s importance. According to them (2014), the introduction of new technologies can considerably increase the effectiveness and productivity of language task-based approaches. If technology and tasks are combined well, learners' fear of failure will be reduced. The grammatical accuracy is also important in TBLT. The tasks have to be authentic also. It is considered to be an important and simulating approach to communicate in target language. It does not mean that speaking skills are emphasized here only. TBLT works on speaking, listening, reading and writing skills. “The evaluation of task-based courses plays an important role in understanding how TBLT can be made to work efficiently and effectively in different contexts”(Ellis et al., 2019).

After Bangla, English is the second most prioritized language for the people of Bangladesh. Truly, the teaching and learning approach for English has not been much updated from the very beginning. Specifically, when it comes to the matter of historical and geographical setting, Bangladesh was a part of the Indian subcontinent and Pakistan afterwards. The whole system kept changing with the political and social structure. Bangladesh made its own constitution in the one year of its independence. Several educational organizations were founded by the government in different phases after Bangladesh gained independence. Different bodies like education ministry or University Grand Commission (UGC) take decision concerning Bangladesh's current teaching and learning policy.

Technology enhanced task-based language teaching is much more demandable and updated nowadays. “The tasks not only stimulate language learners' creativity but also create engaging, interactive, and useful learning environments. The use of appropriate language in various situations is covered by pragmatic competence” (Tuncel, 2016). A study based on TBLT at higher secondary education of Pakistan claims that students' writing skills improved more as a result of TBLT than they did with standard instructional methods. Besides, the students are satisfied with the TBLT approach and chose it over more conventional methods of instruction (Ahmad et al.,2021). Computer assisted online platforms have been a blessing for a few years in the education sector of Bangladesh. Though the socio-economic structure of this country is not promising enough to assure this facility to every students, there is always a phase of progress from the existing condition. Technological tools enhance the efficacy of tasks in language teaching. In the context of Bangladesh, the university instructions are mostly in English. Besides the English Department students, the students from different discipline have to take the English course to develop language skills. The implementation of technology in task-based language teaching in Bangladeshi private universities is, in fact, challenging and an important discussion.

After passing the HSC (Higher Secondary Certificate) examination, students are mostly admitted into universities, medical and engineering colleges, and national colleges to pursue their higher degrees. It is known to all that the medium of instruction for higher studies is English at tertiary level in Bangladesh. The University Grand Commission is the regulatory body of public and private universities. “On the basis of the world context, the government of Bangladesh in 1992 passed an act for the reintroduction of English at the tertiary level” (Haque, 2008). The Act permitted the establishment of about 80 institutions (UGC,2014). A qualitative study named “Technology-mediated task-based language teaching: A qualitative research synthesis” reviewed some studies based on technology-mediated task-based language teaching from 1997 to 2017. According to this study (2020), second or foreign language(S/FL) learners interact and communicate in the target language through participation in authentic, meaning-focused, and learner-centered tasks using a variety of technological resources and tools. They also develop positive attitudes toward language learning and acquire

language and non-language skills. The majority of the tasks reported in the 16 studies resembles real-life tasks, including email communication, use of video, and authentic texts which require learners to complete task that is relevant to them and representative of real world tasks to make use of authentic materials and negotiate meaning (Chong & Reinders, 2020). Technology with TBLT is more appreciable, attractive and meaningful approach yet challenging and difficult to successfully implement in some non-native countries like Bangladesh. According to a survey by Ranta Butarbutar (2021), the limitations of technologically advanced equipment made it challenging for learners to accomplish task-based learning. It is impossible to separate task-based materials from appropriate tools while teaching languages. A survey was conducted by Mansura Mahmuda at International University of Business Agriculture and Technology (IUBAT) in Dhaka, Bangladesh on "Teaching and Learning through Technology in Bangladeshi Higher Education". Mahmuda (2016) revealed some challenges such as shortage of proper training, equipment expenses, plagiarism, reduction of adequate writing practices etc. Another survey has been conducted on mobile technology for ELT in the context of Bangladesh. It still remains to be seen whether the increasing power, affordability and availability of mobile technologies can be harnessed to enhance effective language learning activities in the classrooms of Bangladesh, thereby contributing to social and economic development. It is hoped that lessons learned in Bangladesh can be adapted to language education in both developed and developing countries alike (Power, & Shrestha, 2010). Sayed Rafiqul Hasan Milon and Md. Hafiz Iqbal two assistance professors of Pabna Government College and Government Edward College have conducted a case study on Students' Perception towards Technology in Learning English as a Foreign Language. According to their study (2017), students of Pabna, Bangladesh have shown positive perception of technology adoption into their learning practices than traditional pedagogy. This study (2017) also has revealed some difficulties such as high cost of technology, no use of technology-based teaching materials in college classrooms, problem of internet connectivity, lack of ICT policy etc.

There is, in truth, a lack of robust research on students' and teachers' perceptions at private university level in Bangladesh regarding technology based TBLT. Though there are lots of studies based on technology and tasks nationally and internationally, the majority of these are about the use of technology in language teaching, secondary and higher secondary level perceptions of TBLT, challenges in technology enhanced language classrooms for secondary, higher secondary, and tertiary levels, and expository articles on technology enhanced TBLT.

The study tries to find out the judgment of learners and teachers regarding technology-mediated task-based language classrooms at selected universities and to focus on the difficulties in implementing task-based language teaching with technology. Besides, it suggests some suggestions recommended by teachers and students for overcoming the challenges.

The combination of technology and TBLT (Task-based language teaching) is very effective for teaching and learning the target language. Another study by Vietnamese teachers (2013) shows that the teachers' patterns of practices were not related to current TBLT principles. The use of technology can be an integration tool for the tasks in language teaching. At the same time, it can be challenging to ensure the use of technological devices in the language classrooms in Bangladeshi private universities. A student named Shakika Rubaiat has worked on TBLT and collected data from 201 students and 10 teachers from five educational institutions in Dhaka city. Furthermore, according to this study (2018), learners want the teachers' contribution to every stage of task, questioning teachers' role in TBLT and the teachers and students appreciate TBLT for the improvement in reading and writing skills. According to David Nunan (2004), task-based language teaching has strengthened some principles and practices such as, needs-based approach to content selection, emphasis on learning to communicate, the overview of authentic texts, provision of opportunities for learners to focus not only on language

but also on the learning process itself, enhancement of the learner's own personal experiences. It is very significant to evaluate the situation of technology enhanced TBLT throughout the perception of learners and teachers at university level. The title of this study is an innovative and remarkable combination. Because it consists of the judgment from both sides in three private universities of Bangladesh. Through this perception, it will be possible to explore and evaluate the situation of communicative language learning in regional private universities in Bangladesh. Besides, it will be feasible to figure out the difficulties and recognize the modifications. In the context of Bangladesh, the term “learning by doing” should be noteworthy and valuable, specifically in language learning. Without noticing the exact scenario, it would be problematic to accomplish the goal. This study will cover the landscape of technology enhanced TBLT in the selected private universities of Bangladesh. The objective of the study consists of;

- Finding out the proportion of successful implication of technology enhanced task-based language teaching at three private universities in Bangladesh.
  - Evaluating the reliability and authenticity of the tasks conducted by the language teachers
  - Going through the perception of learners and teachers regarding technology enhanced task-based language teaching at selected private universities in Bangladesh .
  - Addressing issues and recommending solutions, as well as determining their preference between traditional teaching approaches and task-based language teaching with technology.
  - Identifying the task pattern used by teachers as well as the types of tasks preferred by students.
- Research questions
- What is the attitude of teachers and learners towards technology-mediated TBLT at the private universities in Bangladesh?
  - Is TBLT (task-based language teaching) still taken for granted for the love for conventional methods in the field of English language teaching at private universities of Bangladesh?
  - What are the common challenges faced by teachers and students during technology -mediated task-based language classes?

## METHOD

This study adopts both quantitative and qualitative methods to arrive at a precise outcome. The key features of the quantitative method are reliable outcome, measurable variants; systematic survey, and precision. It is quite easy to predict the hypothesis of the study in this method. It provides the graphical pictures and calculative equation. Qualitative method refers to the ideology and perspective of targeted audiences. It provides the textual data. It helps to comprehend the psychological point of view. However, the analytical section may have some difficulties, as it does not provide the graphical picture or calculative information. Also, it is difficult to forecast the findings. In spite of its time-consuming nature, and the suspicion with which some quarters of academia still regard mixed methods research, it does afford opportunities for researchers to have an informed conversation or debate involving information that is generated by both quantitative and qualitative methods (Almalki, 2016). This study requires teachers and students to evaluate the perceptions of teachers and students regarding technology-enhanced task-based language teaching at the private university level. Moreover, it aims to explore the level of satisfaction, technological devices, challenges and modification for technology-mediated task-based language teaching from both sides.

For collecting the quantitative and qualitative data, three private universities in Bangladesh are selected- Pundra University of Science and Technology, Bogura , Varendra University, Rajshahi and Rabindra Maitree University, Kushtia. Survey method has been selected for data collection. They are

two Goggle Docs semi-structured questionnaires for participants. One is for students and the other is for teachers. The questionnaires are provided via Facebook Messenger and Gmail. The questionnaires for this research consist of close ended and open-ended questions.

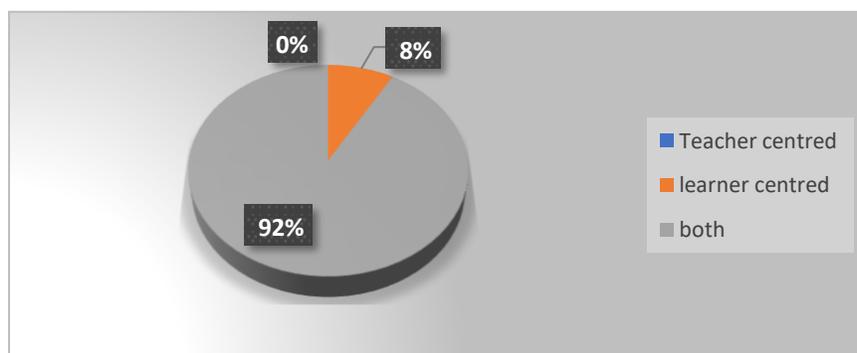
The total number of the participants is 81. There are 10 students and 2 teachers from the department of English of Rabindra Maitree University, Kushtia. There are 10 participants (teacher and student) from Varendra University, Rajshahi. Out of 10 participants from Varendra University, there are 2 teachers from the department of English, 5 students from the department of English and 3 students from department of BBA (Bachelor of Business Administration). There are 59 participants (teachers and students) from Pundra University of Science &Technology, Bogura. There are 8 teachers and 46 students from the department of English, 1 student from the department of BBA (Bachelor of Business Administration) and 4 students from the department of Computer Science Engineering (CSE). Responses are collected from Goggle Docs and summarized by using Microsoft Excel through charts and tables. For analyzing data, qualitative and quantitative data analysis method are used. As per this study adopts mix method for conducting the procedure both methods are suitable to maximize the perfection.

## FINDINGS AND DISCUSSIONS

The initial part of this section includes the findings of the responses from two semi structured questionnaires. For convenience, those two sets of questionnaires are analyzed separately. Both questionnaires include qualitative and quantitative responses. And the latter part of the section contains the discussion including research questions of this study.

### Teachers' Perception:

**Figure I :** Participants' Preference for the Approach to Teach Target Language



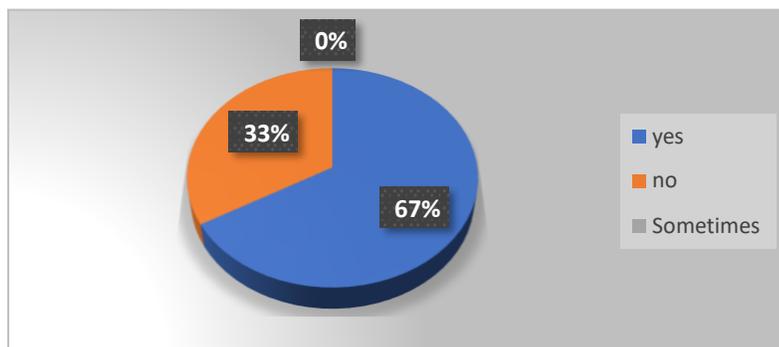
Around 90% of the participants prefer both (teacher-centered and learner-centered) approach for teaching language while nearly 8% of the participants choose learner-centered approach for teaching language. There is no participant who prefers teacher-centered approach.

**Table 1:** Percentage of Teachers Conducting the Tasks to make Communicative Skills Better in Target Language

Tasks	Teachers who conduct tasks (%)
Assignment	8%
Presentation	17%
Group work	17%
Classroom practice	8%
Speaking and listening practices	29%
Q&A	4%
Debate	4%
Reading article, Describing chart and pictures, dialogue	13%

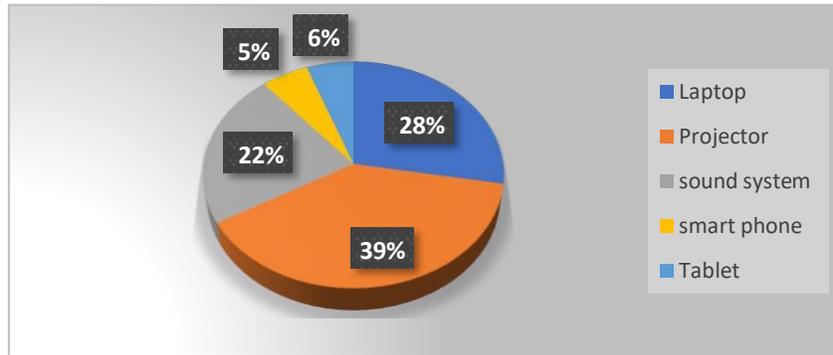
In this regard, speaking and listening practices get the maximum responses (29%) by the participants (teachers). Question-answer session and debate as tasks get 4% responses. Around 17% participants conduct presentation, group work, reading article, describing pictures, dialogue practice as tasks in the language classroom.

**Figure II:** Whether Participants Use Technological Tools to Implement Tasks in Language Classroom



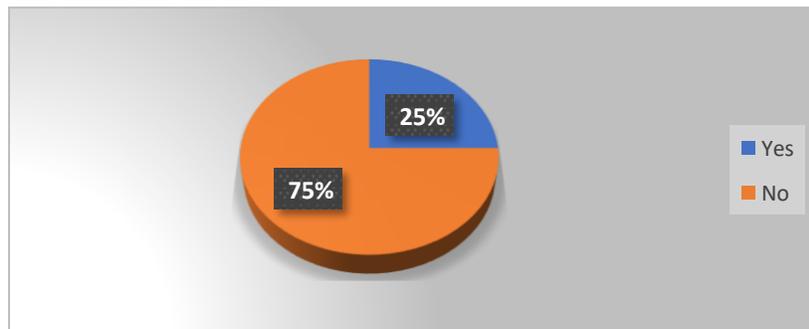
Around 67% of the participants use technological tools to implement tasks in language classroom. One third of the participants (33%) do not use technological tools to implement tasks in language classroom.

**Figure III:** Various Technological Tools and Devices in Language Classroom used by the teachers



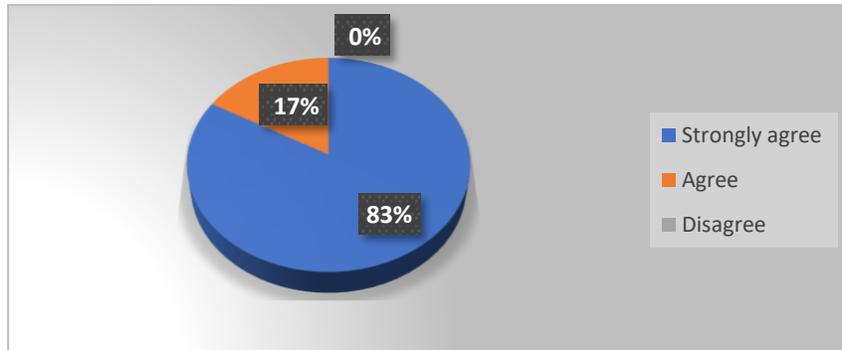
Maximum participants (39%) use projector as technological tool in the language classroom. Laptop is used by 5 of the participants in language classroom while sound system is used by 4 of the participants. Tablet is used by one of the participants. And smart phone is also used by 1 of them in language classroom.

**Figure IV:** Participants’ preference for using smartphone or social site to teach target language



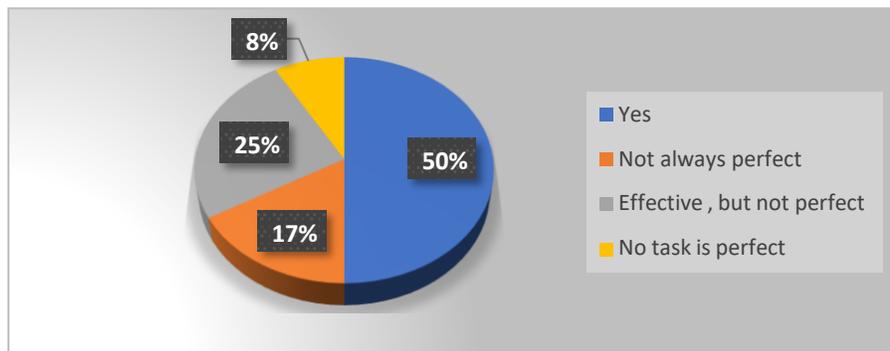
Two third of the participants (75%) do not prefer using smart phone or any social site to teach target language. One third of them (25%) prefer using smart phone or social sites to teach target language in their classroom.

**Figure V:** If the participants (teacher) think that the combination of task and technology in language classroom makes the students more responsive and attentive



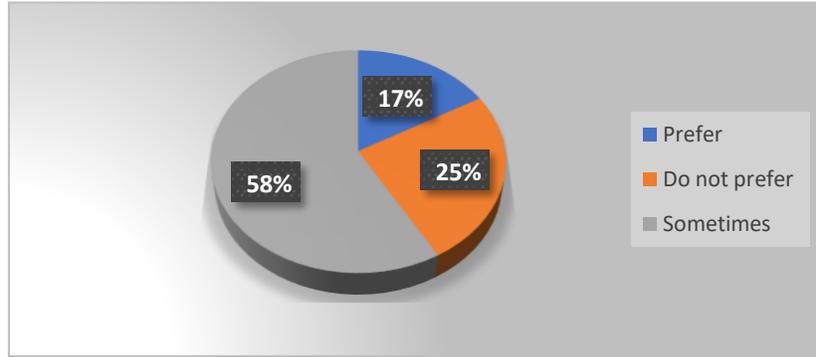
Around 80% of the participants think that the combination of task and technology in language classroom makes the students more responsive and attentive. 17% of the respondents also support this statement that the combination of tasks and technology in language classroom makes the learners more attentive and responsive.

**Figure VI :** If the participants ( teacher) think that the implemented tasks are perfect for grammatical accuracy and linguistic proficiency.



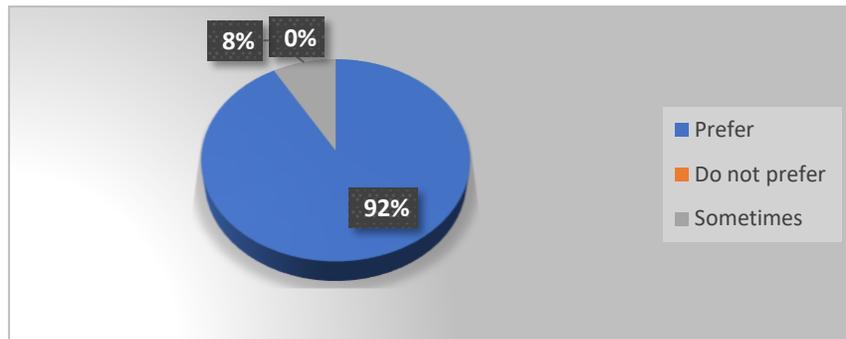
Half of the participants think that their implemented tasks are perfect for grammatical accuracy and linguistic proficiency, while one third of them (25%) think that these tasks are effective, but not perfect. About 17% of respondents think that, these tasks are not perfect all the time. 8% of them state that no task is perfect.

**Figure VII:** If the Participants (Teacher) Prefer Traditional Method for Teaching Target Language



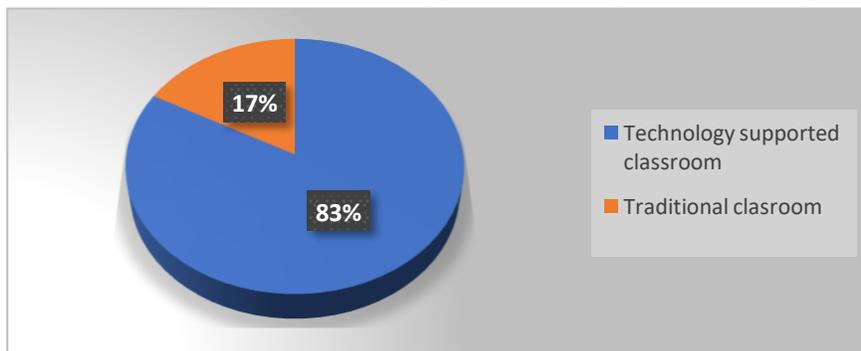
More than half of the participants (58%) sometimes prefer traditional method for teaching target language. About 17% of the participants prefer traditional method for teaching target language. One fourth of the participants (25%) do not prefer traditional classroom for teaching target language.

**Figure VIII:** If the Participants (Teacher) Prefer Technology Supported Task-Based Language Classroom



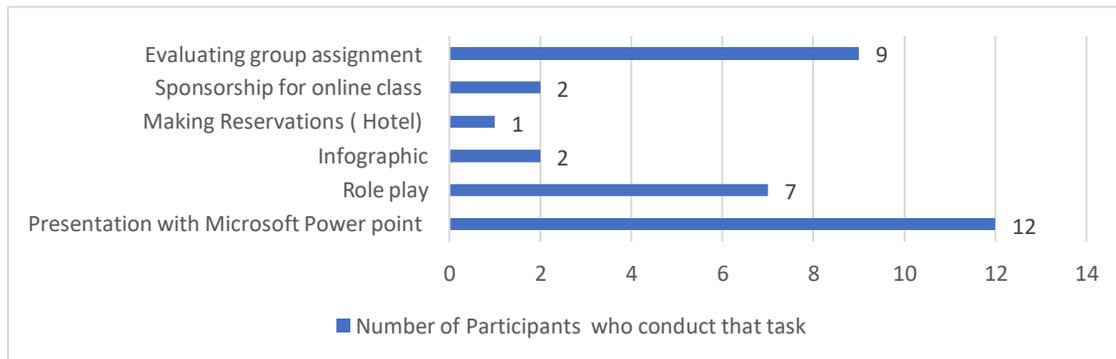
About 92% of the participants prefer technology supported task-based language classroom while 8% of the participants sometimes prefer technology supported task-based language classroom.

**Figure IX:** Students' Preference of Classroom Types According to The Participants (Teachers)



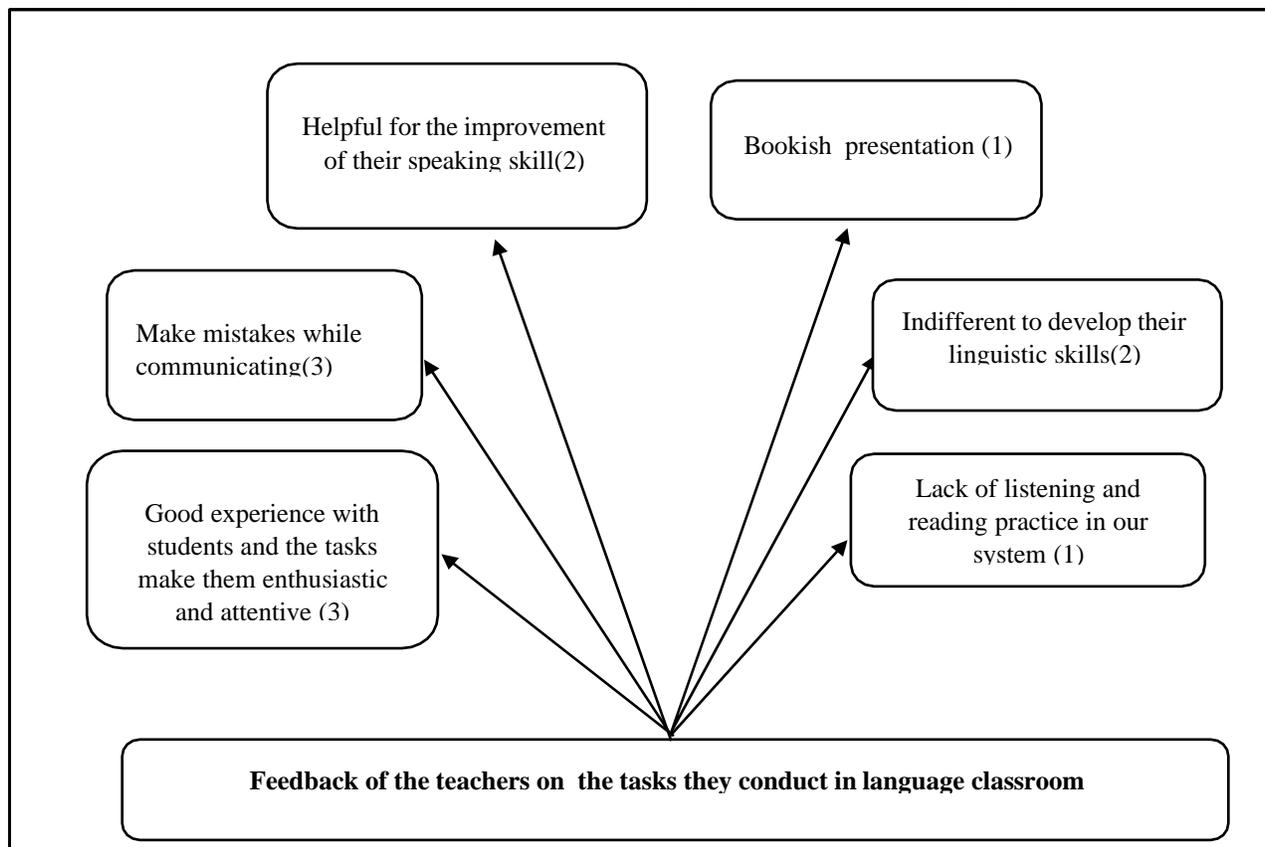
83% of the participants think that, students want traditional classroom for learning target language. 17% of the participants think that the students want technology supported classroom for learning target language.

**Figure X:** Number of the Participants (Teachers) who conduct technology-based tasks in their Language Classroom



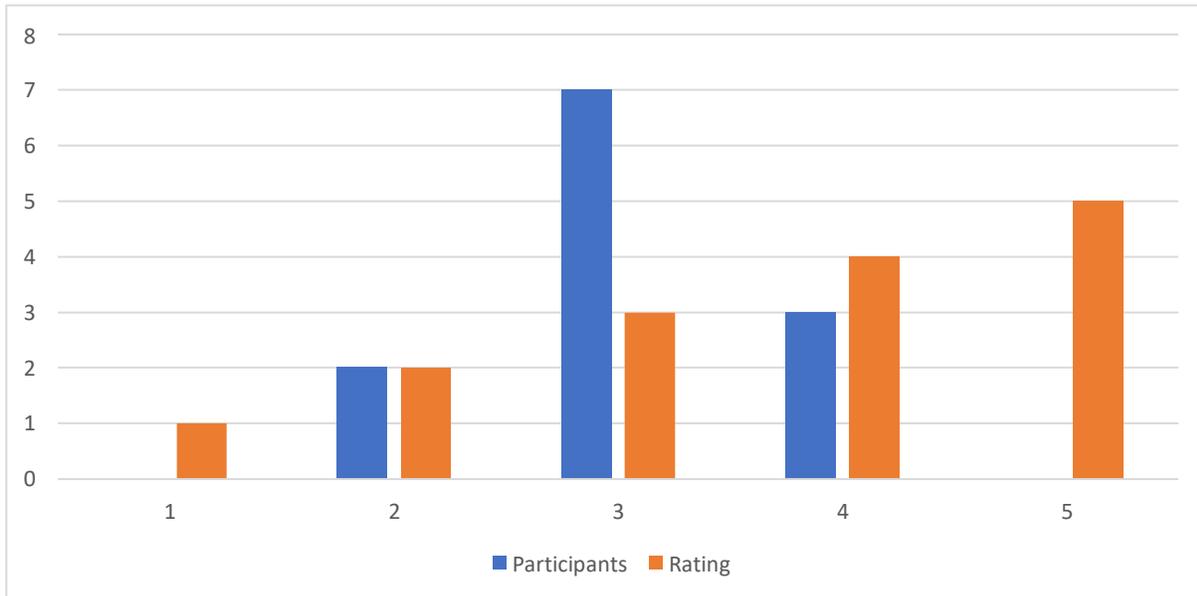
All of the participants (100%) conduct power point presentation in language classroom. Around 58% of the participants conduct role play, 75% of them evaluate group assignments in language classroom. Online course sponsorship is supervised by 16% of teachers. Info graphic is conducted by 16% of them. 8% of the respondents supervise making reservations at hotel as a task in language classroom.

**Figure XI:** Feedback of the Teachers on the Tasks they Conduct in the Language Classroom



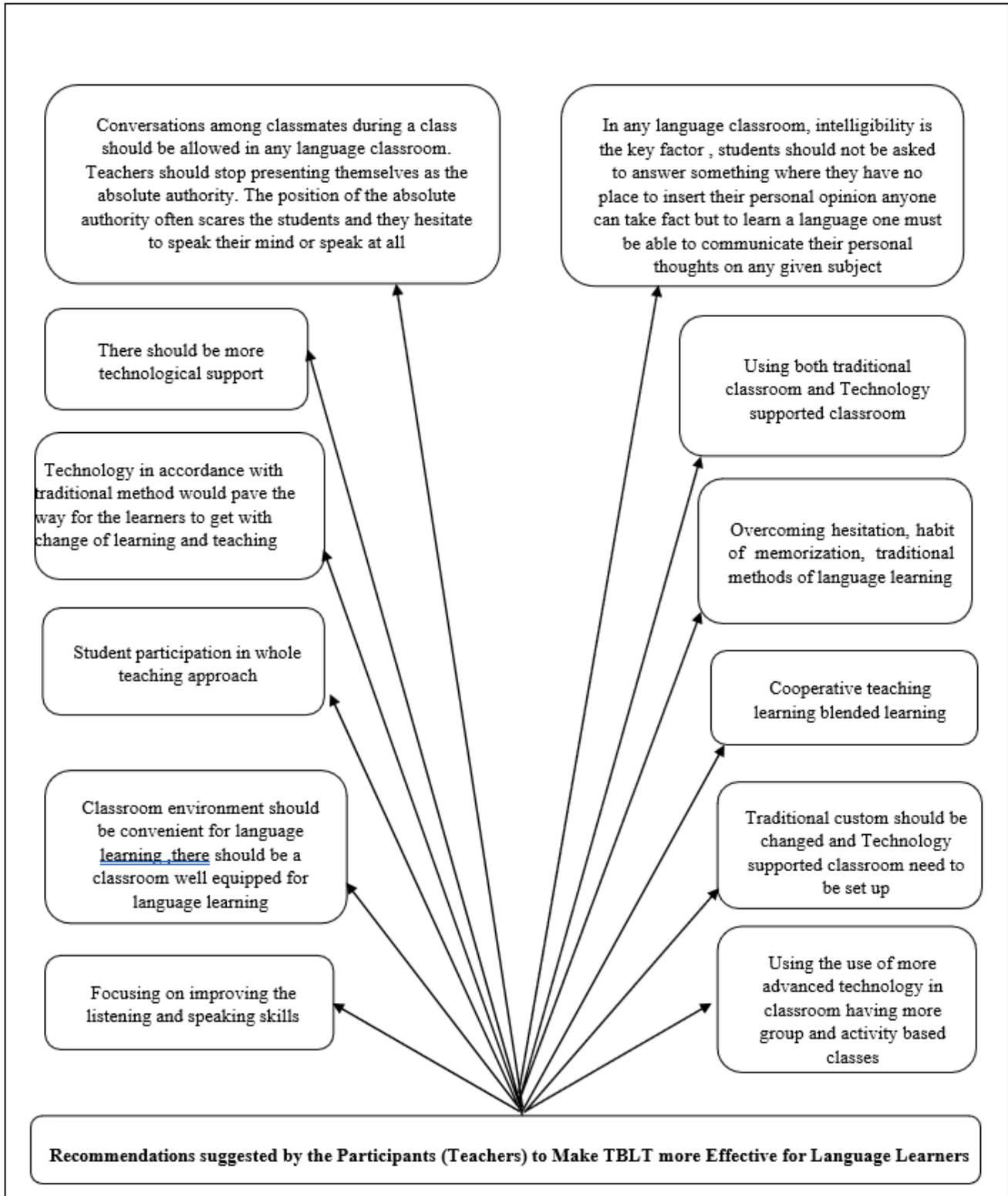
In this question the respondents answer according to their own perception. They give their feedback on the implemented tasks and also share the experience. Around 25% of the respondents state that the experience with the learners while implementing tasks is good and these tasks help to make the learners enthusiastic and attentive. About 8% of the participants state that the learners give bookish presentation, while 25% of the participants think that the students make mistakes while communicating. They face difficulties while choosing appropriate words to speak. Around 16% of the participants think that the learners are indifferent to develop their skills whereas, 16% of the participants state in the positive sense that these tasks help to improve their speaking skill. Around 8% of the participants state that there is a lack of listening and reading practice in our system.

**Figure XII:** Participants’ (Teachers) Rating for Students’ Competence to Make the Best Use of technology and tasks for learning target language



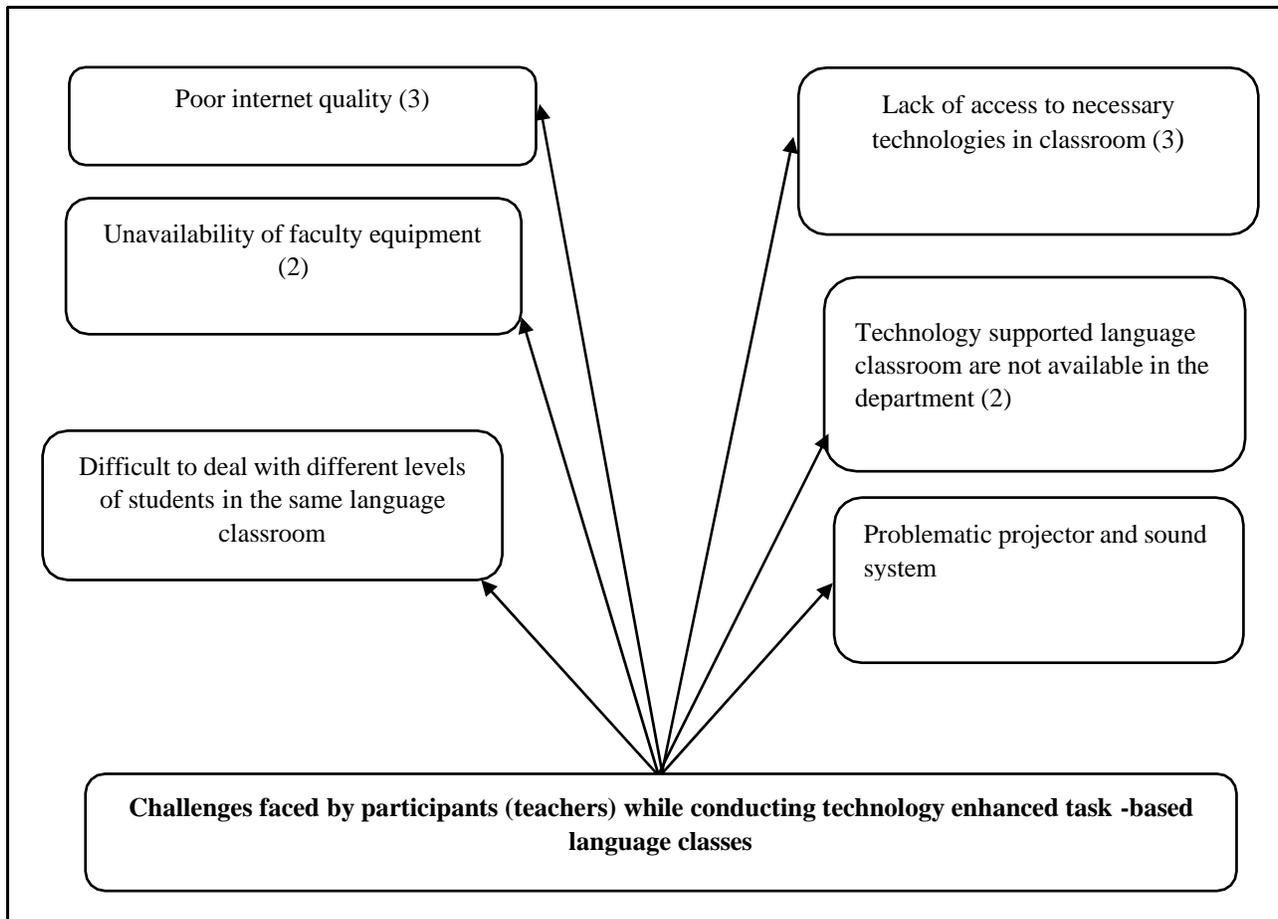
58% of the participants rate 3 out of 5 for the competence of students to make the best use of technology and tasks for learning target language. About 16% of the respondents' rate 2 out of 5. 25% of the participants rate 4 out of 5 in this regard. There is no participant who rates 1 and 5 out of 5 for the competence of students to make the best use of technology and tasks for learning target language.

**Figure XIII:** Recommendations suggested by the Participants (Teachers) to Make TBLT more Effective for Language Learners



This open-ended question gets various suggestions given by participants to make TBLT more effective for language learners. Such as, using more advanced technology in classroom, having more group activity, focusing on improving the listening and speaking skills, ensuring well equipped language classroom, replacing Technology setup, ensuring blended learning, overcoming hesitation among learners etc. One of the participants also state that, some teachers should stop presenting themselves as absolute authority. One participant thinks that, intelligibility is the key factor, students should not be asked to answer something where they have no place to insert their opinion. One of them thinks that, technology in accordance with traditional method would pave the way for the learners for the learners to get with change of learning and teaching.

**Figure XIV:** Challenges Faced by Participants (Teachers) while Conducting Technology Enhanced Task-Based Language Classes



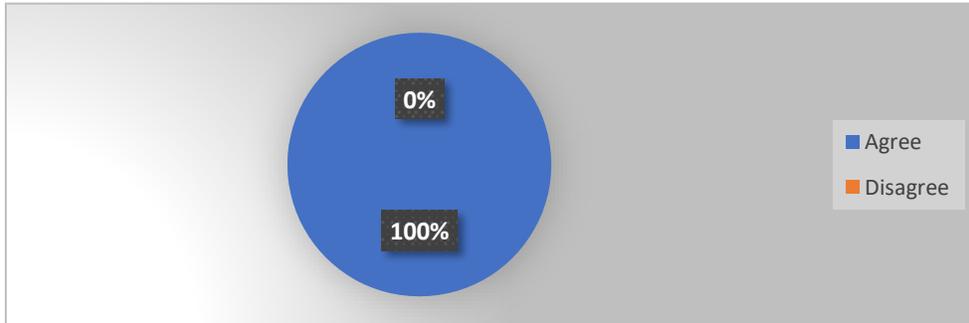
In terms of facing challenges while conducting technology in health task-based classroom, 25% of the participants state that, there is poor internet quality whereas, 16% of them face the lack of necessary technologies in language classroom. About 25% of the participants state that, there is a lack of getting access to necessary technologies in language classroom. 8% of the participants find it difficult to deal with different levels of students while another 8% of the participants find problematic projector and sound system in their classroom. About 16% of the participants state that, there is no Technology supported language classroom in their department.

**Table 2.** Suggestions suggested the Participants (Teachers) to Overcome the Challenges

Suggestions	Teachers' response (%)
Recruiting skilled IT officers	18%
Ensuring projector in every classroom	9%
Attending seminars on technology-based language classroom	18%
High speed internet connection	18%
Financial funding	25%
Properly designed course	9%
Technological literacy	9%

Out of 12 participants, 18% of them think that recruiting skilled IT officers can be a suggestion to overcome the challenges of technology enhanced TBLT. Another 18% of 12 participants think that, teachers should attend seminar on technology-mediated TBLT. 25% of them think that financial funding can be a good suggestion. There are more suggestions such as, properly designed course, technological literacy, high speed internet connection and enough projectors.

**Figure XV:** If the Participants Agree with the fact that Financial Limitations are not a Matter of Concern for Bangladeshi Public University to Implement Technology Based Language Teaching (TBLT)



100% of the participants agree with the statement that, financial limitations are not a matter of concern for Bangladeshi public Universities to implement Technology Based Language Teaching (TBLT).

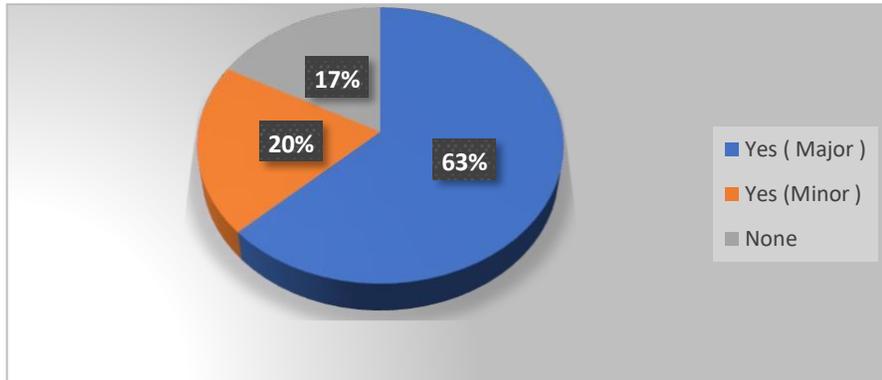
**Table 3:** Participants’ Evaluation of the Condition of Technology-Mediated TBLT at Department

Description	Number of the respondents
Only projectors are available, but they do not function properly	1
Not very well	1
Not enough Wifi connectivity	1
It will be perfect for TBLT as early as possible	2
Problematic sound system	2
Well environment and user-friendly classroom	2
There should be more developments in the area	2
As a new University, sources are limited.	1

In the case of describing the condition of technology enhanced TBLT at their professional institutions, the participants give emphasis on some certain factors. Around 32% of the participants describe the condition positively. More than 50% of them state in negative sense adding some factors such as, faulty projectors and sound system, internet problem, limited source etc.

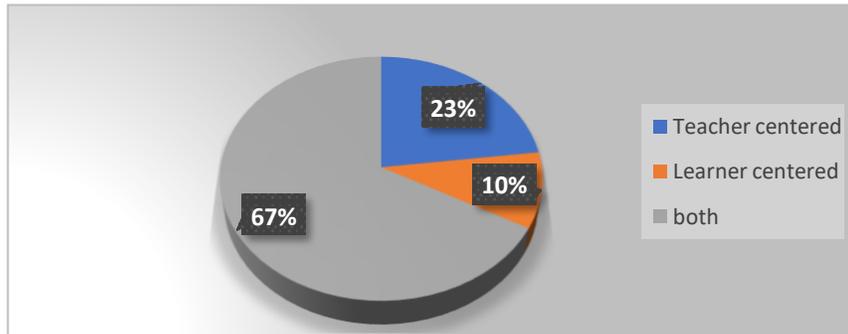
**Students' Perception:**

**Figure XVI:** If the Participants have The English Course as Major Or Minor



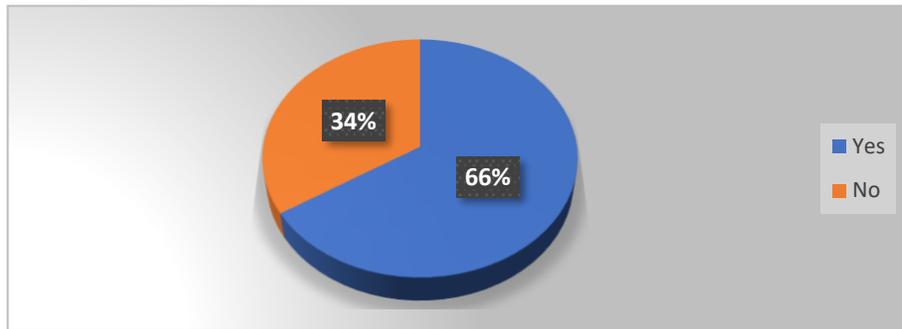
63% of the respondents have English course as major and 20% of the participants have English course as minor. About 17% of the participants do not have English course as major or minor.

**Figure XVII:** The Approach Used in the Language Classroom



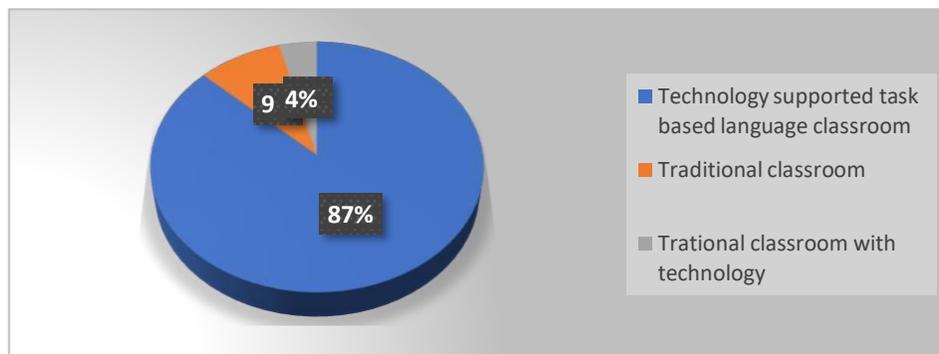
According to more than 60% of the participants, both (teacher centered and learner centered) approach are used in the language classroom. According to 23% of the participants, teacher centered approach is used in the language classroom. 10% of the participants state that learner centered approach is used in the language classroom.

**Figure XVIII:** If there is any Technological Tool And Device Used in Language Classroom to Implement Tasks



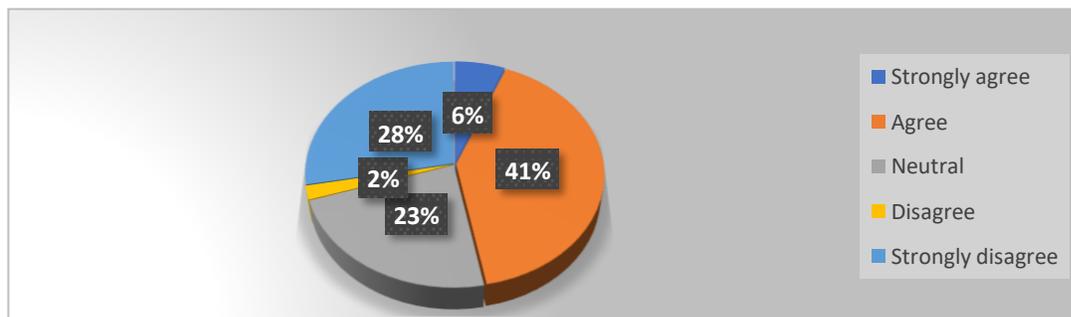
According to 66% of the respondents, technological tools and devices are used in the language classroom to implement tasks while, 34% of them state that, there is no technological tool and device used in the language classroom to implement tasks.

**Figure XIX:** Preference of the Participants for Language Learning



In this regard, 87% of the participants prefer Technology supported task-based language classroom for language learning. 9% of the participants prefer traditional classroom for language learning and 4% of the respondents prefer traditional classroom with technology for language learning.

**Figure XX:** Whether the Participants Agree with the Statement that TBLT Makes them More Attentive in The Language Classroom



41% of the participants agree with the statement that, TBLT makes them more attentive in the language classroom. 6% of them strongly agree with this statement. On the other hand, 30% of the respondents do not agree with this statement that TBLT makes them more attentive in the languageclassroom. Around 23% of the respondents are neutral regarding this statement.

**Table 4:** The Ratio and Number of Participants (Students) Practicing Tasks to Improve Communication Skill in Learning Target Language

Tasks	participa nts (%)	Participants ( number)
Conversation with peers on certain context	18%	11
Group presentation with Microsoft power point	29%	18
Teachers evaluate learners' constructive feedback	2%	1
Watching English Movies	6%	4
Oral communication course	10%	6
Viva voce	5%	3
Group speaking and listening practice	34%	21
Assignment	11%	7
Debate	6%	4
Writing test	8%	5
Word game	3%	2
Practice with own self in front of mirror	5%	3
Newspaper reading	2%	1
Field work	5%	3
GRE vocabulary will be started soon	3%	2
Role play	2%	1
Solving information gap	2%	1
No task	2%	1

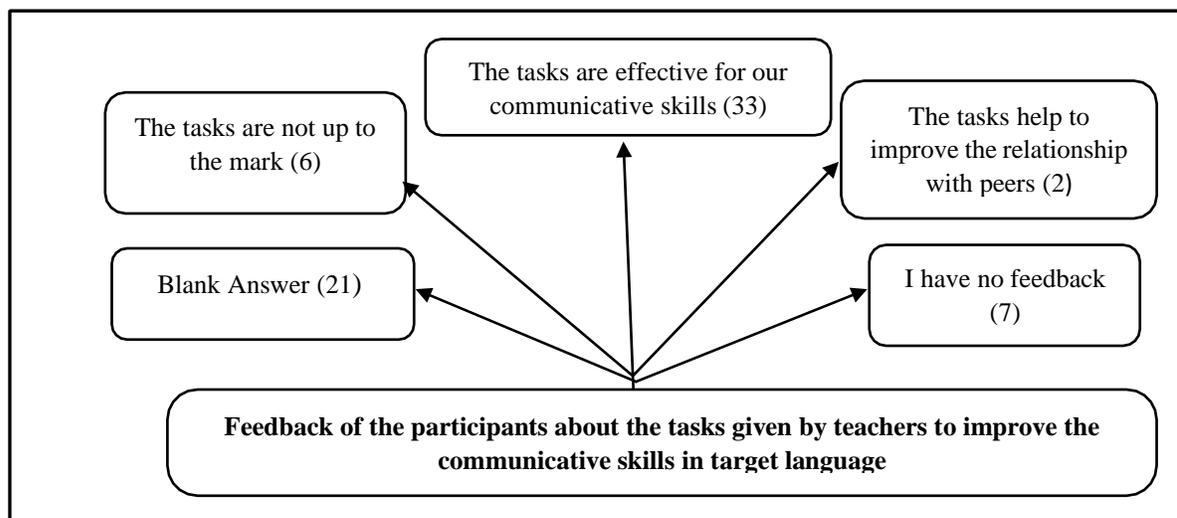
In this regard participants (out of 69) mention various tasks practiced in the language classroom to improve the communicating skill such as ,conversation with peers on certain context(11),group presentation with Microsoft PowerPoint (18),evaluation of Learner's constructive feedback(1), watching English movies (4),oral communication course (6),Viva-voce (3),group speaking and listening practice(21), assignment (7), debate (4),writing test (5), word game(2), practice with own self in front of the mirror (3), newspaper reading (1),field work(3), upcoming GRE vocabulary(2),role play( 1), solving information gap(1). There are 2% of the participants who state that, there is no task in the language classroom.

**Table 5:** Percentage of The Participants (Students) Having Technological Device and Tools in Their Language Classroom

Technological device and tool	Students (%)
Projector	36%
Laptop	18%
Sound System	3%
Computer Fundamental	7%
Router	6%
Smart phone	8%
power point	3%
Digital white board	1%
E books	1%

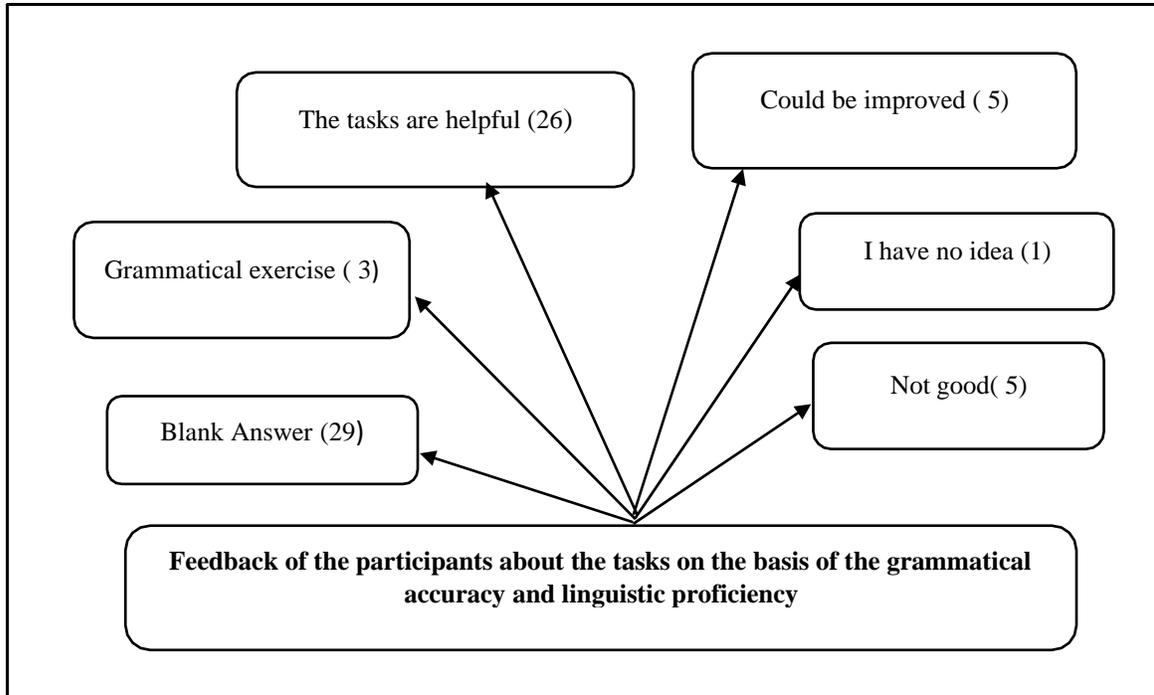
36% of the participants mention projector, 18% of the participants name laptop, 3% of them mention sound system, 7% of them mention computer fundamentals, 6% of them mention router, 8% of them mention smartphone, 3% of them mention PowerPoint, 1% of them mention digital whiteboard, 1% of the mention E-books as technological tool and device in language classroom.

**Figure XXI:** Feedback of the Participants about the Tasks Given by Teachers to Improve the Communicative Skills in Target Language



Around 48% of the participants give the positive feedback on the task given by teachers. According to them, the tasks are very effective for the real-life communication skills in target language. According to 3% of the participants the tasks help to improve the relationship with Peers. Around 9% of the participants give negative response. According to them, the tasks given by teachers are not up to the mark. 10% of them state that, they have no feedback. About 30% of them leave the question unanswered.

**Figure XXII:** Feedback of the Participants about the Tasks On The Basis of the Grammatical Accuracy andLinguistic Proficiency in Target Language



In terms of the grammatical accuracy and linguistic proficiency in target language, around 38% of the participants give positive feedback. Around 7% of the participants states that the task could be improved. According to 7% of the participants, the tasks are not good. 4% of the respondents mention grammatical exercise. 1% of them state that he has no idea about this question. 42% of the responders leave the question unanswered.

**Table 6:** Challenges Faced By Participants during Technology Enhanced Task-Based Language Classes

Challenges faced by participants	Percentage of respondents
Poor internet connection	13%
Nervousness and weaknesses	11%
Lack of technological support	17%
Faulty projector and sound system	6%
Teachers are not experienced enough	3%
Misuse of technology by students	3%
Electricity problem	3%
Difficulty with keeping up with the new technology	3%
Poor system and environment	6%
Blank Answer	34%

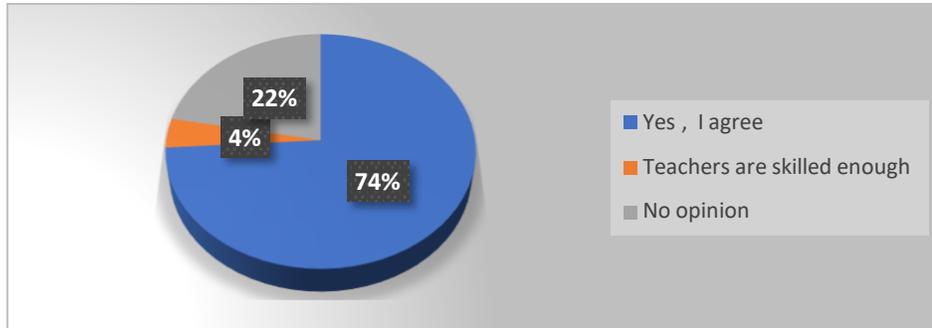
Participants mention that they faced some obstacles during Technology enhanced task-based language classes. Poor internet connection (13%), nervousness and weakness (11%), lack of technological support (17%), faulty projector and sound system (6%), not experienced teachers (3%), misuse of technology by students (3%), electricity problem (3%), difficulty with keeping up with the new technology (3%), poor system and environment (6%) are the difficulties faced by the participants. 34% of the participants leave this question unanswered.

**Table 7:** Suggestions Given by Participants to Overcome the Challenges

Suggestions	Percentage
Strong internet connection	7%
Recruiting skilled and trained teachers	9%
Adequate technological support in classrooms	9%
Friendly Environment in classrooms	7%
Consciousness of Authority	17%
Practice	11%
Proper electricity supply	3%
Blank answer	36%

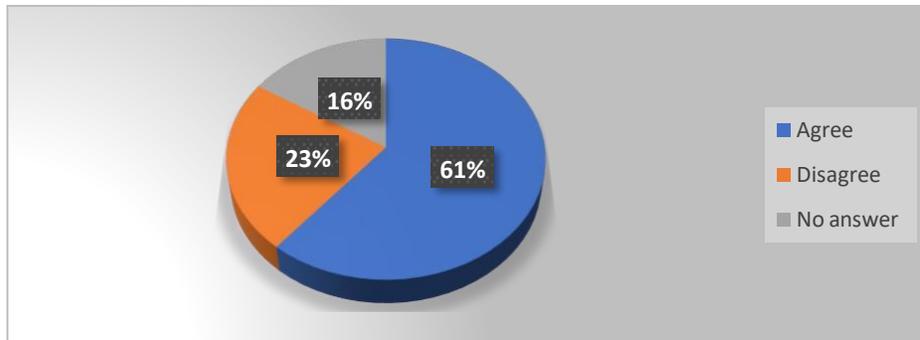
According to 17% of the participants, the authority should be conscious. 7% of them state that the internet connection should be strong. 9 % of them think that recruiting skilled and trained teacher can be a suggestion. 7% of them want friendly environment in classroom. 11% of them emphasize regular practice. According to 3% of them proper electricity supply can be an initiative to overcome the challenges. 36% of the participants leave the question unanswered.

**Figure XXIII:** If the participants agree with the statement that teachers need to be more skilled and competent to conduct technology enhanced TBLT



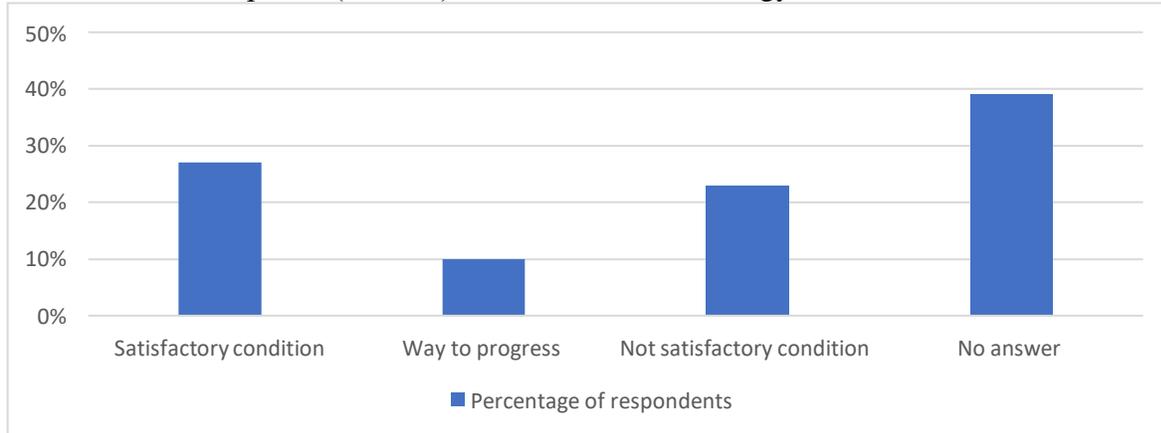
74% of the participants agree with this statement that teachers need to be more skilled and competent to conduct technology enhanced TBL while 4% of them state that the teachers are skilled already to conduct a successful technology enhanced TBLT. 22% of them do not share any opinion in this regard.

**Figure XXIV:** If the Participants Agree with The Statement That for Bangladesh Public Universities Financial Limitations Are Not A Matter Of Concern



61% of the participants agree with the statement that for Bangladeshi public Universities financial limitations are not a matter of concern while 23% of the participants disagree with this statement. 16% of the participants leave the question unanswered.

### Column 1: Participants' (Student) Evaluation of Technology-Mediated TBLT at University



In terms of participants' evaluation of technology-mediated TBT at university, there are four types of responses. 27% of the participants are satisfied with the technology-mediated TBLT in the department. About 10% of them think that this approach is on the way to progress in the department. 23% of the respondents are not satisfied with this approach in the department. 39% of them give no answer to this question.

## Discussion

### Research Question 1:

#### What is the attitude of teachers and learners towards technology-mediated TBLT at the private universities in Bangladesh?

Figure VIII, IX and X show that maximum number of teachers in this study prefer technology enhanced task-based language teaching and observe the demand for these kinds of classes. Most of the teachers think that the learners appreciate technology and tasks in learning target language. Besides, the teachers of this study conduct presentations with Microsoft PowerPoint, group assignments, info graphics, role play, making online reservations, and online course sponsorship. As shown in figure XI, more than half of the teachers in this study give negative feedback on the tasks they conduct to teach target language. Around 41% of the teachers in this study give positive feedback. According to them, the tasks help to improve the speaking skills of learners, let the teachers feel good with the learners and make the learners attentive and enthusiastic. More than half of the teachers in this study rate 3 out of 5 for the proficiency level of students to make the best use of technology and task to learn target language (Figure XII). Table 3 indicates that maximum number of teachers in this study is not satisfied with the technological system and internet connection in the department. Less than half of them are satisfied and hopeful for this approach in the department.

Figure XVIII and table 5 show that, according to more than half of the students of this study, technological tools and devices are used in language classrooms. Laptop, projector, sound systems, computer fundamentals, smart phone, digital white board, e-books, router are mentioned by the learners as tools and devices. As shown in the figure XX, almost half of the

participants think that technology and tasks make them more attentive and proactive in learning target language. Around 30% of the participants do not think that the combination of tasks and technology makes them attentive and proactive in learning target language. Figure XXI claims that the ratio of appreciating the conducted tasks is higher than the ratio of sharing no opinion. A few students of this study think that the tasks are not up to the mark. Teachers need to be more skilled and experienced to conduct technology enhanced task-based language classes successfully (Figure XXIII). In fact, Column 1 indicates that the percentage of satisfied learners with technology enhanced TBLT approach is slightly higher than the percentage of dissatisfied learners in this regard although the percentage of the learners who do not put any feedback is maximum. The percentage of the learners who are hopeful for the approach in the department is the lowest. Table 7 shows that learners want strong internet connection, skilled and trained language teachers, more practice, careful authority, friendly environment, adequate technological support in language classrooms.

Private university teachers prefer technology supported task-based language classrooms in the department and their learners appreciate the combination for learning target language. Teachers conduct quite effective tasks for their communicative skills, grammatical accuracy and linguistic proficiency. But they are not satisfied with the technological system of the classrooms and most teachers think that the students should be more competent and proactive. Although few teachers are still positive among all of the technological obstacle's majority of them are dissatisfied with the system teaching environment.

Students of mentioned private universities do not deny that technology and tasks make them more attentive and enthusiastic to learn target language. Although a visible number of students of this study do not give any response regarding this issue. The students of this study also mention some technological tools and devices that are used in the language classroom. The learners appreciate the conducted tasks by teachers and they also think that teachers need to be more skilled and experienced to conduct successful technology enhanced task-based language classes. In terms of the evaluation of the approach in the department students mostly share no opinion. Apart from that the students are satisfied with the approach in the department. But they have demands for strong internet connection, adequate technological facilities, skilled and trained teachers, careful authority, friendly environment and more practice sessions to make the task-based language teaching approach more effective.

## Research Question 2:

### **Is TBLT (task-based language teaching) still taken for granted for the love for conventional methods in the field of English language teaching at private universities of Bangladesh?**

From table 1, it can be said that, language teachers of following private universities implement tasks in teaching target language to enhance the communicative skills and real-life fluency in target language. And maximum teachers of this study acknowledge that those tasks are effective for learners' grammatical accuracy (Figure VI). Furthermore, learners become enthusiastic and attentive in the language class for those tasks and they have a demand for this kind of classroom (Figure V& VIII). Moreover, the maximum number of teachers of this study express positive attitude in regard of task-based language teaching. They also observe that their

learners demand for tasks to learn target language (Figure IX). Although, most of teachers of this study sometimes follow traditional method to teach target language (Figure VII).

In the case of students' perception, both approaches (teacher and learner-centered) are used to teach target language mostly (Figure XVII). The learners in this study prefer technology and tasks for learning target language (Figure XIX). Around half of the participants give importance to the tasks in learning target language (Figure XX). According to the learners of this study, group speaking and listening practice, group presentation and group discussion with peers are mostly prioritized by the teachers as the tasks (Table 4).

The answer of the research question no. 2 is that task-based language teaching is taking a place in the field of English language teaching at the private universities in Bangladesh. It is not taken for granted by the conventional method. To speak the truth, teachers can not eliminate the traditional method of teaching the target language. However, TBLT is becoming significant for teachers and learners day by day.

### **Research Question 3:**

#### **What are the common challenges faced by teachers and students during technology-mediated task-based language classes?**

Figure XIV denotes that the teachers of this study mention poor internet quality, lack of faculty equipment and access to technology, faulty projectors and sound systems and dealing with different levels of learners as the challenges during technology-mediated task-based language classes. Table 6 indicates that the students of this study remark poor internet quality, nervousness, weakness, lack of technological support, faulty sound system and projector, not skilled and experienced teachers, misuse of technology by students, electricity, difficulties with keeping up the new technologies and poor system and environment as the challenges during technology-mediated task-based language classes.

Poor internet connection, inadequate technological support, faulty projector and sound systems are the common obstacles which are encountered by teachers and students during technology-mediated task-based language classes at selected private universities in Bangladesh.

### **CONCLUSION**

Task-based language teaching is certainly one of the most productive and advantageous approaches in the field of English language teaching at tertiary level in Bangladesh. The combination of technology and tasks in language teaching at private universities of Bangladesh is being enforced by the authority. New methods are being familiar with the teachers and learners. Also these are being acknowledged by them. Though the motives and purposes of this implementation are outstanding it is hampered by some financial limitations and technological drawbacks. Administration should provide handsome funding to overcome most of the limitations. In spite of conducting effective tasks the actual purpose cannot be fulfilled because of poor internet connection and technological limitations. Furthermore, students should not misuse the technology

and teachers should create a friendly environment for the learners. Seminars and workshops on the use of technology in task-based language teaching should be organized frequently. The teachers should evaluate the homework regularly and try to encourage and motivate the learners. The students also have to cooperate with the teachers and authorities. Besides they should practice on their own to become more fluent in target language. The remarkable outcome of task-based language teaching generally depends on the regularity, willpower and activities of the learners. It should be supervised by the language teachers. Technology can uplift TBLT approach but it cannot make learners competent in the target language without the help of reliable and perfect tasks.

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