

وزارة التعليم العالي والبحث العلمي
MINISTÈRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE
ⵎⵓⵍⵓⵔ ⵎⵎⵎⵉⵔ ⵓⵏ ⵜⵉⵣⵓⵓⵣⵓ
ⵕⵓⵏⵓⵎⵉⵔ ⵏ ⵏⵓⵔⵓⵏⵓⵣⵓ ⵏ ⵏⵓⵔⵓⵏⵓⵣⵓ
ⵕⵓⵏⵓⵎⵉⵔ ⵏ ⵏⵓⵔⵓⵏⵓⵣⵓ ⵏ ⵏⵓⵔⵓⵏⵓⵣⵓ

Mouloud Mammeri University of Tizi-ouzou
Faculty of Letters & Languages
Departement of English



جامعة مولود معمري تيزي-وزو كلية
الآداب واللغات
قسم اللغة الانجليزية

A dissertation submitted in partial fulfilment of the requirements for the degree of
Master in English

Field: Letters and Foreign Languages
Programme: English Language
Specialisation: Foreign Language Didactics

Title

**Exploring the Challenges of Implementing Task-
Based Language Teaching in Heterogeneous
Classrooms: The Case of BridgeWay World Private
Language School in Tizi-Ouzou**

Presented by :
Sarah Nesrine TOUNSI
Sabrina MENDJOUR

Supervised by :
Mrs. Karima ADEM

Board of Examiners :
Chair : Mr. Madjid CHETOUANE, MAA; Mouloud Mammeri University of Tizi-Ouzou
Supervisor : Mrs. Karima ADEM, M.A.A Mouloud Mammeri University of Tizi Ouzou
Examiner: Dr. Radia KASDI, MCB, Mouloud Mammeri University of Tizi-Ouzou

Academic Year : 2024/2025

Dedication

I would like to dedicate this work to my beloved mother **Meziani Zohra**. No words can explain how grateful I am to you for your love, patience, and fortitude. You have been my greatest support, safe refuge, and constant source of motivation. This is as much your work as it is mine.

Thank you, Aunt **Meziani Aldjia**, for your care, presence, and kind heart that has always supported me in small but profound ways.

My grandmother, **Meziani Tassadit**, and grandfather, **Meziani Amer**, have never left my side. Every day, I live by your values.

Thank you to **my entire family, friends and loved ones** for loving me, believing in me, and being there for me every step of the way.

A special thank you to my uncle **Meziani Ahcene** and his wife **Ghazi Djamila**, and especially their son **Alilou** and his cousin **Ghazi Amine**, for standing by my side. Your help and support meant so much to me.

And thank you to everyone who helped me grow and succeed in whatever manner; your contribution will always be remembered.

Tounsi Sarah Nesrine

First and foremost, I dedicate this work to my beloved mother **FRAI Akila**.

Thank you mother for being my source of strength and courage throughout this journey. I will always love you!

To my supportive **family** and loved ones for being a great source of motivation and advice. To my treasured brothers **Ali** and **Malek**.

To my friends

To all those who provided me with moral support and to everyone who has contributed to my success.

Mendjour Sabrina

Acknowledgments

We would like to express our deep and heartfelt sense of indebtedness to our supervisor **Mrs. Adem Karima** for her insightful guidance and feedback, constant support and patience throughout our academic journey.

Special thanks go to **Dr. AOUINE Akli**, who kindly provides us with insightful guidance, unwavering support and encouragement.

We are also truly grateful to **all our teachers** who have constantly devoted their time and efforts over the past five years to support our growth and development.

We are sincerely appreciative and thankful to **the board of examiners** for taking the time to read and evaluate our work.

Last but not least, we would like to thank **the head and teachers of BridgeWay World Private Language school** for their kind collaboration and their warm welcome. We are truly grateful to all of the teachers who have contributed to the completion of this study.

Abstract

The present study investigates the challenges teachers encounter when implementing Task-Based Language Teaching (TBLT) in heterogeneous classrooms. It also examines the extent to which EFL teachers adapt TBLT to fit such contexts, focusing on BridgeWay World Private Language School in Tizi-Ouzou. The objectives of this investigation are fourfold. First, it explores teachers' perceptions of implementing TBLT in heterogeneous classrooms. Second, it investigates the extent to which teachers apply TBLT principles. Third, it identifies the challenges they face when using this approach. Fourth, it highlights the strategies teachers adopt to overcome these challenges. This study is guided by Nunan's (2004) TBLT framework, with emphasis on his seven principles: scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. A mixed-methods approach is adopted for this study to collect both qualitative and quantitative data. The study used a sequential strategy involving structured interviews with six randomly selected teachers to collect qualitative data, and non-participant structured classroom observations of six sessions with a conveniently sampled teacher to obtain quantitative data. Qualitative content analysis was applied to analyze the interviews, while descriptive statistics, using the rule of three, quantified observational findings. Results show that EFL teachers in BridgeWay World Private Language school view implementing TBLT in heterogeneous classrooms as challenging but feasible. They partially apply TBLT principles and face difficulties such as age and learning preference differences, learner dependence, low motivation, passive attitudes, and varying comprehension levels. To address these, teachers use strategies like differentiated scaffolding, peer pairing, task sequencing, recycling and review, inclusive tasks for engagement, authentic and relevant tasks to sustain motivation, and promoting learner autonomy via reflection and self-evaluation.

Key Words: Coping Strategies, Heterogeneous Classrooms, Implementation Challenges, Task Based Language Teaching (TBLT), Teacher Perceptions.

List of Abbreviations and Acronyms

- **ACTFL:** The American Council on the Teaching of Foreign Languages
- **CEFR:** Common European Framework of Reference for Languages
- **CLT:** Communicative Language Teaching
- **EFL:** English as a Foreign Language
- **TBLT:** Task-Based Language Teaching
- **T.O:** Tizi-Ouzou
- **VARK:** Visual, auditory, reading/writing and kinesthetic

List of Tables

Table 01: *Frequency Scale*43

Table 02: *Classroom Observation Results*44

List of Figures

Figure 01: A Framework for TBLT Extracted from Nunan (2004, p.25) ----- 22

Table of Contents

Dedication.....	I
Acknowledgements	II
Abstract	III
List of Abbreviations and Acronyms	IV
List of Tables.....	V
List of Figures	VI
Table of Contents.....	VII

General Introduction

• Statement of the Problem.....	1
• Aims and Significance of the Study.....	3
• Research Questions.	4
• Research Hypotheses	4
• Research Techniques and Methodology	5
• Structure of the Dissertation.....	5

Chapter One: Review of the Literature

Introduction	7
1.1 Task-Based Language Teaching.....	7
1.1.1. Definition	8
1.1.2. Task.....	9
1.2. Challenges of TBLT	10
1.2.1. Difficulties in Designing Tasks.....	10
1.2.2. Managing Class Size and Learner Diversity	12
1.2.3. Motivation	13
1.3. Heterogeneity	14
1.3.1. Heterogeneity in Educational Contexts	14
1.3.2. Characteristics of Heterogeneous Classrooms.....	15
1.3.2.1. Proficiency Level of Achievements.....	15
1.3.2.2. Learning Styles and Strategies.....	16
1.3.2.3. Participation and Engagement	17
1.3.2.4. Age Disparity.....	18
1.4. Perception	19
1.4.1. Definition of Perception.	19
1.4.2. The Importance of Teachers' Perception.....	19
1.5. Task Based Language Teaching: Frameworks	20
1.6. Analytical Framework	21
1.6.1. Nunan's (2004) Framework.....	21
1.6.2. Nunan's (2004) Seven Principles	22
1.6.2.1. Scaffolding	22
1.6.2.2. Task Dependency	23
1.6.2.3. Recycling	23

1.6.2.4. Active Learning	24
1.6.2.5. Integration	24
1.6.2.6. Reproduction to Creation	25
1.6.2.7. Reflection	25
Conclusion	26

Chapter Two: Research Design and Methodology

Introduction	27
2.1. Research Method and Design	27
2.1.1. Mixed Methods Research	27
2.2. Data Collection Procedures	28
2.2.1. Context and Sample	28
2.2.2. Data Collection Tools	29
2.2.2.1. Interview	29
2.2.2.2. Classroom Observation.	29
2.3. Data Analysis Procedures.....	30
2.3.1. Qualitative Content Analysis.	30
2.3.2. Quantitative Descriptive Statistical Analysis.....	31
Conclusion	32

Chapter Three: Presentation of the Findings

Introduction	33
3.1. Presentation of the Findings of the Interview.....	33
3.2. Presentation of the Classroom Observation Checklist’s Results.....	43
Conclusion	48

Chapter Four: Discussion of the Findings

Introduction	49
4.1. Teachers’ Perceptions about Implementing TBLT in Heterogeneous Classrooms	49
4.2. The Extent of TBLT’s Implementation in Heterogeneous Classrooms.....	51
4.2.1. Scaffolding	51
4.2.2. Task Dependency	52
4.2.3. Recycling	53
4.2.4. Active Learning	55
4.2.5. Integration	56
4.2.6. Reproduction to Creation	57
4.2.7. Reflection	58

4.3. Challenges Encountered by Teachers When Implementing TBLT.....	60
4.3.1. Age Differences and Learning Preferences.....	60
4.3.2. Dependence on the Teacher and Lack of Autonomy.....	60
4.3.3. Low Motivation and Passive Attitudes by Some Learners.....	61
4.3.4. Different Levels of Understanding Instructions and Tasks.....	61
4.4. Strategies Used by Teachers to Overcome Challenges of Implementing TBLT.....	63
Conclusion.....	65
General Conclusion	66
References	69
Appendices	



General Introduction

Statement of the Problem

The 20th century witnessed a remarkable shift in the role of English globally. It has gained much dominance, and has been used as a lingua franca to facilitate interaction among individuals coming from diverse linguistic and cultural backgrounds. This has increased the need for mastering this language, and more importantly being able to communicate in real-life situations. In fact, this need is highlighted in the works of Dell Hymes (1972) who has introduced the concept of ‘communicative competence’, and Halliday’s functional model of language (1978) shifting the focus to functionality of language and its use in authentic contexts. A new paradigm to language teaching has emerged, focusing more on communication, real-world context and student-centeredness. Approaches in line with this paradigm are needed, leading to the development of the Communicative Language Teaching approach (CLT), with Task-Based Language Teaching (TBLT) being its strong version (Ellis, 2003).

Task-Based Language Teaching (TBLT) is a widely used approach in teaching English to second or foreign language learners. This approach underscores the importance of engaging students’ natural abilities to acquire language unconsciously by using it as a tool for meaning making (Ellis, 2019). Besides, TBLT equips students with communicative skills, by engaging them in practical tasks as the main unit of instruction, using the target language in contexts that are similar to real life ones. This approach diverges from the traditional approaches in the fact that it focuses more on the appropriate completion of tasks rather than on grammatical correctness, thereby it fosters engagement and risk taking which increases the potential of mastering the language with its authentic use.

In fact, most researchers like David Nunan, Rod Ellis, and Willis and Willis acknowledge the benefits of TBLT, particularly in second or foreign language contexts. However, its application must account for the reality that classrooms and learners cannot be seen

as homogeneous, instead, they can be understood as existing along a continuum in which they vary across different criteria. This is commonly known as heterogeneous or mixed-ability classrooms. Simply, it is one in which learner-related divergences exist. According to Baker & Westrup (2000), mixed-ability classes constitute of learners having different: language learning skills, interests, speeds, confidence, and language levels. Indeed, heterogeneity poses significant challenges for educators during their teaching process, thereby potentially affecting the effectiveness of their teaching approaches and methods; this applies to TBLT. In the current study, we will be using the terms heterogeneous and mixed-ability classrooms interchangeably.

Several studies have been carried out focusing on the perceived role of TBLT and its effectiveness in enhancing language acquisition in general, and specific competencies in particular. Among these studies is a study conducted at the national level by Mr. Anis TOUDJI and Ms. Rania TLILI in 2023, entitled “Exploring Teachers and License Students’ Perceptions on the Role of Task-Based Language Teaching Approach on The Development of Students’ Competence in the Department of English at Mouloud Mammeri University of Tizi-Ouzou”. The results indicate that teachers perceive TBLT as an effective approach that promotes their speaking skill. In addition to this, they emphasize the positive impact of TBLT on peer or group communication, as well as the teachers’ positive and favorable stance on its use. Another study has been carried out at the international level to focus more on its implementation challenges. It is conducted by Mr. Ayu Bulan Sri Khodizah in 2023, under the title “Challenges of Using Task Based Language Teaching Method in Teaching English on Twelfth Grade Students at Smk Pgri Donorojo Academic Year 2023”. It has investigated the challenges encountered when applying TBLT on Twelfth Grade Students at Smk Pgri Donorojo Academic Year 2023. In addition to identifying students’ perceptions on this implementation. The results have revealed that using TBLT in their context poses a number of challenges on both teachers and students. The findings have also showed that students have a generally a positive perception towards

learning under TBLT.

Notably, TBLT as an approach that relies primarily on tasks as its medium of instruction, when applied with mixed-ability students, there may be challenges in ensuring all of them interpret it in the same way, engage with task completion and be effective for all or majority of them. This in fact presents only some of the challenges that might arise when implementing TBLT in such context. It is worth mentioning, though, the importance that this aspect presents. Studies on TBLT have largely neglected the challenges of its implementation in heterogeneous classrooms. Most studies have focused on the homogeneous aspect of TBLT and have ignored understanding its application in diverse contexts. Thus, our research aims to fill this gap and provide a kind of enrichment to the TBLT literature by exploring the challenges that teachers encounter when implementing Task Based learning in heterogeneous classrooms, particularly in language schools in Tizi-Ouzou, Algeria.

Aims and Significance of the Study

The overall aim of this study is to investigate the challenges teachers encounter when implementing TBLT in heterogeneous classrooms in BridgeWay World Private Language School in Tizi- Ouzou. In addition to this, it investigates the extent to which teachers adapt this teaching method to address these challenges. This study has fourfold objectives. First, this research endeavors to determine teachers' perceptions about the implementation of Task-Based Language Teaching in heterogeneous classrooms. Second, it explores the extent to which TBLT principles are implemented in this school. Third, it seeks to identify the challenges encountered by teachers when implementing TBLT in heterogeneous classrooms. Four, it tends to explore the strategies used by teachers to address these challenges.

The significance of this study lies in the fact that it addresses a gap in English language teaching research, by investigating the challenges of implementing task-based language

teaching in heterogeneous classrooms. The results obtained will potentially give insights to teachers on the effective implementation of TBLT, by helping them classify and better understand the challenges usually encountered and thus, identify suitable strategies to cope with such context. In addition to this, it may inform teacher-training programs by offering an overall understanding of this approach and its challenges applied in heterogeneous classrooms.

Research Questions

In this study, we aim to answer the following research questions:

Q1. How do teachers perceive the implementation of TBLT in heterogeneous classrooms in BridgeWay World Private Language School in Tizi-Ouzou?

Q2. To what extent do teachers implement TBLT principles in heterogeneous classrooms in BridgeWay World Private Language School in Tizi-Ouzou ?

Q3. What are the difficulties teachers face when implementing TBLT in heterogeneous classrooms in BridgeWay World Private Language School in Tizi-Ouzou?

Q4. What are the strategies teachers use to overcome these difficulties?

Research Hypotheses

Based on the aforementioned research questions we have proposed the following hypotheses:

H1. In heterogeneous classrooms, teachers have a positive perception about the implementation of TBLT.

H2. Teachers partially apply TBLT principles in heterogeneous classrooms.

H3. Teachers encounter a range of challenges when implementing TBLT in heterogeneous classrooms.

H4. Teachers employ various strategies to meet the challenges they encounter while adopting TBLT in heterogeneous classrooms.

Research Techniques and Methodology

The current study adopts a mixed-methods approach that combines both qualitative and quantitative methods. To apply this approach, we have used the sequential strategy, which consists in collecting qualitative data first and quantitative data afterwards. As for the data collection tools; first, we have used structured interviews with teachers which allow to get their perceptions on implementing TBLT in heterogeneous classrooms as well as the challenges they face. As a second tool we have used non- participant, structured classroom observations (i.e., we only observed the classroom without taking part in or interfering with the activities) to gather quantitative data by using an observation checklist. We have observed the actual implementation of TBLT by a selected teacher across a number of sessions. In our study, we have relied on Nunan's (2004) framework, particularly his seven principles for TBLT. The choice of this framework lies in the fact that it offers a strong foundation for the analysis of both the theoretical and practical aspects of TBLT, especially when considering mixed-ability classes.

Structure of the Dissertation

This dissertation follows the simple traditional model, which is composed of a General Introduction, four chapters and a General Conclusion. It begins with a General Introduction comprising the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology, and the structure of the dissertation. The first chapter is entitled Review of the Literature. It discusses the theoretical framework related to our topic of research, and provides definitions of the main concepts in addition to our analytical framework. The second chapter is entitled Research Design and Methodology. It explains and justifies our planned methodology and research procedures including data collection and data analysis. The third chapter is called the Presentation of the Findings, which includes the results obtained from the empirical study. The fourth chapter is named Discussion

of the Findings, which is mainly devoted for the analysis of the presented data, and the provision of answers to the research questions. All based on the analytical framework of the study. Finally, the General Conclusion that consists of a restatement of the aims and research questions, a synthesis of the findings and answers to the research questions. It discusses the implications of the study, as well as the limitations. Lastly, it suggests areas for further research.



**Review of the
Literature Chapter**

Introduction

This chapter aims at presenting the surrounding literature relevant to our research area, in addition to emphasizing its key concepts. It is divided into six main sections. The first section defines Task Based Language Teaching (TBLT) and tasks. The second section focuses on the key difficulties teachers face in implementing TBLT. The third section covers the concept of heterogeneity particularly in the educational context, while underscoring the key characteristics of heterogeneous classrooms. The fourth section defines perception in education highlighting the importance and impact of teachers' perception in education. The fifth part discusses major theoretical frameworks of TBLT. Lastly, the sixth section provides an outline of the analytical framework that our research draws on.

1.1. Task-Based Language Teaching

1.1.1. Definition

Task-Based Language Teaching (TBLT) also known as Task-Based Instruction is a communicative approach that centers on the use of meaningful, real-world tasks as the fundamental unit for language learning and instruction (Ellis et al., 2020). Nunan (1999) defines it as “an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of tasks” (p.24). TBLT is a learner- centered approach that involves actively engaged learners throughout the learning process, with teachers acting as mediators and facilitators in this process. In this approach, students' ability to use English is developed when teachers assign meaningful tasks with a clear objective and outcome. These tasks should be centered around particular communicative purposes and language items. According to Skehan (1998) “what counts, in task-based approaches, is the way meaning is brought into prominence by the emphasis on goals and activities” (p. 268). Building on this, Ellis et al. (2020) notably highlight that TBLT not only focuses primarily on meaning but also does not neglect form. According to them TBLT, puts a significant emphasis on the

use of learners' natural capacity for an incidental language acquisition by assigning them tasks, which eventually lead them to discover language forms.

Most contemporary approaches to TBLT recognize the role of grammar by following task-based activities with form-focused exercises. Rather than starting with explicit grammar instruction, learners first engage meaningfully with the language they already know, which helps them identify gaps in their knowledge. Form-focused activities then support development of these areas, often reinforced by repeating tasks to incorporate new language forms (Willis & Willis, 2007).

According to Long (2015), tasks should be relevant and accountable to learners. For this reason, TBLT comes to provide an approach to task design, in which it starts with a carefully conducted needs analysis of the learners to identify their target tasks. Given this fact, Task-Based Language Teaching is described as a flexible and adaptable approach with support from scholars like Willis (1996) and Ellis (2003). TBLT can be used in different contexts, even when learners have dissimilarities either in terms of proficiency levels, learning preferences or goals. Ellis et al. (2020) go on to stress that TBLT can be adapted to suit a variety of contexts and learning styles arguing that this is one of its positive features. However, in actual practice when teachers attempt to implement it in heterogeneous contexts, they can face significant struggle to cater to the needs of all or most of the learners; even if the syllabus is based on a needs analysis of the learners. This is due to the difficulty in identifying specific target tasks that would fit the needs of all students to become the pedagogical tasks in this process.

1.1.2. Task

The central idea in TBLT as Long (1985) puts it, is that the concept of "task" which serves as a meaningful and practical unit across all stages of language program design from identifying learners' needs to assessing their performance. In this view, tasks are not simply classroom exercises; they are central to how we understand language use and learning. Starting from this

broad perspective, it becomes important to distinguish between the different types of tasks that serve distinct purposes in instruction. Most commonly, researchers and practitioners differentiate between target tasks and pedagogical tasks. While both are grounded in meaningful language use, they play different roles in the classroom and beyond.

Various scholars define target tasks, including Long (2015) who explains that, “a task in TBLT has its normal, non-technical meaning. Tasks are the real-world activities people think of when planning, conducting, or recalling their day” (p.6). In this sense, examples of tasks can include renting a car, booking a flight and more. Long (1985) also stipulates that tasks can be carried out either for personal reasons, or on behalf of others and it can be in an exchange of a reward or voluntarily. Emphasizing that a communicative task is based on everything people undertake daily. Nunan (2004) highlights that tasks are activities with non-linguistic outcomes that often involve real-world applications beyond language use. When these tasks are brought into the classroom, they take on a pedagogical role. The content of the tasks is the non-technical, everyday, real-world language that learners need for effective communication in every day practices (Long, 2015).

Subsequently, Long (2015) defines pedagogic tasks as “the activities and the materials that teachers and/or students work on in the classroom or other instructional environment” (p.6). This definition emphasizes the classroom context of pedagogic tasks, distinguishing them from real-world target tasks by focusing on instructional activities and materials. Furthermore, Ellis (2003) defines a pedagogic task as “a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed” (p.16). This definition emphasizes the classroom context of pedagogic tasks, distinguishing them from real-world target tasks by focusing on instructional activities and materials. He further points out the primacy of meaning conveyance and that students are required to make use of their own

linguistic resources to achieve it. Although task design may guide learners towards linguistic forms, the focus is on communication rather than form. He stipulates that tasks should result in a language use that directly or indirectly resembles the way it is used in real life. He emphasizes that “like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes” (Ellis 2003, p.16). Additionally, Skehan (1998) goes on to stress that “a task is regarded as an activity which satisfies the following criteria: meaning is primary; there is a goal which needs to be worked towards; the activity is outcome-evaluated; there is a real-world relationship” (p.268). Finally, Nunan (2004) defines pedagogical tasks focusing more on the process itself, while accentuating task structure.

A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end (p.4).

In essence, Nunan (2004) focuses on the classroom application and the design of tasks. This definition presents a clear distinction between real-world tasks and pedagogical tasks. It emphasizes that students are expected to engage in the target language both mentally through comprehension and practically through manipulation, production and interaction. Students are required to draw on previously learned grammatical forms to communicate meaning which is the central goal of TBLT. He argues that tasks should mirror real life communicative events, rather than practicing separate activities as drills. Also, it should be self-contained and have a clear and natural structure ‘a beginning, a middle and an end’ (Nunan, 2004). In this sense, pedagogical tasks prepare learners to perform target tasks outside the classroom.

1.2 Challenges of TBLT

1.2.1. Difficulties in Designing Tasks

According to Rajitha (2024) effective task design is fundamental to the success of (TBLT). Tasks need to be engaging, appropriate for different proficiency levels, and aligned with learning objectives. However, designing such tasks can be both time-consuming and complex, especially in classrooms where students demonstrate diverse linguistic and cognitive competencies. Furthermore, Zhao, Mohamad and Zahidi (2023) highlight that teachers face difficulties tailoring tasks to the specific language levels of their learners. While pre-designed activities are often provided in textbook, these often fail to meet individual learners' needs. Designing suitable tasks for students within particular classroom context proves complex. As a result, teachers often rely on tasks from textbook or just choose those they consider suitable. However, students fail to complete these tasks successfully. The authors further emphasize that educators face difficulties not only in designing tasks that align with the learning context, but also, in adapting the existing ones to ensure meaningful participation by all learners. They note that tasks such as answering questions after reading or participating in discussions, often become repetitive for some learners, and coming up with different interesting activities is a major difficulty. In addition to design related challenges, researchers have broadly recognized the problem of time constraints while preparing and implementing TBLT lessons. Zhao et al. (2023) note that teachers spend extra time searching for authentic materials and designing tasks that encourage meaningful students' participation. According to Saputro, Hima, and Farah (2021), designing effective task sequences to support language learning is a time-consuming process, thus making it hard for teachers to apply TBLT practically. This is because teachers need to carefully plan tasks which follow a logical progression where each task builds on the previous one ultimately achieving a specific goal. Ok (2024) states that one major difficulty educators face is that process of planning and designing tasks requires a significant amount of time as they must be carefully designed to be relevant, suitably challenging and feasible within classroom constraints.

1.2.2 Managing Class Size and Learner's Diversity

One of the most important factors affecting language teaching is class size. The impact of EFL class size on teaching and learning determines the lesson delivery and student engagement. Many EFL teachers agree that teaching a small class has multiple benefits, while large classes are widely acknowledged as challenging settings that impede effective language teaching and learning, as noted by Mokeddem–Tagrara (2023). Large classes prevent small group activities and individual instruction due to noise levels and lack of classroom space (Al-Jarf, 2006). Duong and Nguyen (2021) further states that larger classes tend to pose significant challenges to the efficacy of task-based group activities. Class size greatly influences the overall dynamics and effectiveness of language teaching, hindering opportunities for interaction and skill development. Bahansali (2013) points out that among all the problems associated with large classes, managing the classroom is the most difficult. This makes it hard for teachers to foster meaningful interactions between students and ensure individual engagement, especially in task-based language teaching (TBLT), where collaboration and active participation are essential.

In addition to size, mixed ability classrooms where students vary greatly in the learning pace and achievement presents another layer of complexity. According to Al-Subaiei (2017), “mixed-ability classes generally refer to classes where learners have a broad range of levels in their achievement and learning” (p.182). TBLT, which prioritizes meaningful communication through task completion, can become particularly challenging in such settings where students work at different paces. Faster students often complete assigned tasks more quickly than other students. As a result, they may resort to distracting behaviors while waiting for their peers to complete their tasks. Meanwhile, weaker students may not complete tasks as quickly as high achieving students and may lose confidence or display rebellious behavior for various reasons associated with it. If a teacher prioritizes high- ability students, low-ability students may

struggle to complete tasks, becoming frustrated and potentially giving up. At the same time, focusing on the needs of low-ability students can cause high-ability students to lose interest in the lessons, finding them too easy (Nusrat, 2017). Task-based group activities, while beneficial for enhancing communication, can also intensify these difficulties. Dailey (as cited in Hashinishi, 2013) explains that during group work, more proficient students may complete tasks with little to no intervention from weaker students. Consequently, weaker students' communicative proficiency may decline further.

1.2.2 Motivation

Motivation can be defined as the reason that pushes people to do a certain behavior or action, “it the process that initiates, guides, and maintains goal-oriented behaviours” (Goyal, 2015, p.71). “A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated” (Ryan & Deci, 2000, p.54). Maintaining student attention in classes while implementing TBLT can be especially difficult for a number of reasons.

First, higher proficient students may first find activities too easy, which would cause disengagement from a lack of intellectual stimulation. While, lower-level students may struggle with understanding, which would lead to frustration. Second, different degrees of motivation among students complicate involvement; some may view tasks as useless for their particular learning objectives or practical use, consequently reducing their participation in the activities. Furthermore, the speed at which tasks are completed affects interest. Faster learners may lose interest if they finish assignments rapidly, while slower learners may find it difficult to keep up, therefore lowering their overall participation. Finally, the relevance of activities is important for maintaining motivation. When students do not find direct connection for their own objectives or experiences, their dedication to the learning process usually decreases. Designing activities that properly involve all learners depends mostly on juggling accessibility with

intellectual engagement.

1.3 Heterogeneity

1.3.1. Heterogeneity in Educational Contexts

Heterogeneity in a broader sense describes the presence of variation within a group, where individuals or elements differ in noticeable and significant ways. This term is applicable across different contexts and domains including education. Heterogeneity in education refers to the diversity that exists among learners within a single classroom. It contrasts with the concept of homogeneity that perceives learners as being similar and unified. According to Ur (1996), these terms cannot be applied to real life, as she argues that there exist no two truly similar learners, therefore classes that constitute of more than one learner are heterogeneous. Furthermore, Tomlinson (2014) emphasizes that in all classrooms no matter the degree of homogeneity “students will inevitably represent a significant range of readiness variance, a broad spectrum of interests, a full complement of approaches to learning, and quite different motivations to learn or at least to learn the subject being taught” (p.35).

Another way to refer to heterogeneous classrooms is mixed-ability classes, though Ur (1996) refuses the use of this terminology. She elaborates that this term is self-restricted as it refers to differences in terms of learners’ ability excluding other criteria. In essence, it is naturally impossible to have identical learners in a whole class either in relation to one criterion or more; divergence is always present. It can also be in terms of age, abilities, attention, and proficiency levels. In such contexts, teachers can face significant challenges to ensure effective and equitable learning outcomes.

Although language schools attempt to create homogeneous classrooms through grouping students based on their level of achievement in tests, the resulting classes tend to be inevitably heterogeneous. For this reason, teachers need to adapt their teaching methods and strategies

carefully to meet a wide range of needs. This study focuses on some specific dimensions of heterogeneous classrooms, namely, proficiency levels of achievement, learning styles and strategies, age disparity, participation and engagement.

1.3.1.1. Characteristics of Heterogeneous Classrooms

1.3.1.1.1. Proficiency Level of Achievement

In language teaching contexts, this refers to the extent to which learners are familiar with and are able to use the target language. It is often measured on a scale from beginner, intermediate to advanced learners; they are also stratified according to structured frameworks like the Common European Framework of Reference for Languages (CEFR) and the American Council on the Teaching of Foreign Languages (ACTFL) (Croteau, 2024). Mahboob and Dutcher (as cited in Eslami, 2020, p.143) emphasize that “proficiency should not be considered as a fixed construct”. It is not a static variable but rather flexible and can be changed at a different pace and across different skills. This means that learners inevitably diverge in the pace and speed of their progression, including the skills that they develop.

Learners not only differ in terms of their learning pace but also in terms of cognitive processing and assimilation. In relation to this, they are usually classified into three categories. The first category represents the fast achieving students who can grasp and use new input quickly. The second category represents the average achieving students requiring more time and effort to process and practice new inputs. The third one is the low-achieving students who even need more support and time to assimilate and apply new knowledge.

It is worth noting that varying circumstances can highly affect learners’ proficiency. As Ur (1996) notes “learners’ present proficiency may have been influenced by various other factors such as different previous opportunities for learning, better or worse previous teaching, higher or lower motivation” (p. 303). Thus, it is challenging to predict the level of learners’ proficiency, for instance a fast learner who had a lower motivation or a bad learning experience,

may be motivated and be competent than others when exposed to better circumstances. Given this variability, even within seemingly homogeneous groups, such differences in progression naturally result in a heterogeneous learning environment.

1.3.1.1.2. Learning Styles and Strategies

Language learning is a complex process that each learner approaches in a unique way. Every learner has their own style of learning along with specific strategies. In fact, these may be affected by various factors, like learners' learning experience, cognitive style, motivation, aptitude, age as well as personality (Willis, 1996). For these reasons, it is highly unlikely to encounter two learners in the same classroom who happen to learn in the same way. A learning style can be defined as a person's preferred way of thinking, processing information, and interacting with new material. Ehrman (as cited in Silitonga, Pinem, Simbolon, Lingga, & Saragih, 2020, p. 55) defines it as "preferred or habitual patterns of mental functioning and dealing with new information". This learning style shapes how a student engages with content including what helps them understand and remember it. Neil Fleming (1987) provides a well-organized model known as the VARK Model. It classifies learning styles into four different categories namely, visual, auditory, reading/writing, and kinesthetic. First, visual learners are those who understand and retain information better when it is visually presented (e.g., images, diagrams and mind maps and more). Second, auditory learners prefer to learn through listening (e.g., lectures, discussions or even audio material). Third, reading/writing learners engage more with written words (e.g., handouts, articles and notes). Fourth, kinesthetic learners are those who learn best through action; they require practice, physical movement and hands-on tasks to fully grasp the materials (Tomić, Rastovski, & Ćurić, 2023). Moreover, Reid (as cited in Silitonga et al., 2020) argues "learning style is [sic] pervasive quality in the learning strategies or the learning behavior of an individual" (p. 54) . That is to say the learning style is a fundamental characteristic that shapes how an individual learns. It does not merely influence

choices, it determines the range of strategies that the learners adopt and how they act within the classroom environment.

1.3.1.1.3. Participation and Engagement

In educational contexts, student engagement is not limited to classroom attendance or task completion. Rather, it reflects an active, multifaceted involvement that includes cognitive focus, emotional connection, and social interaction. Philp and Duchesne (2016) assert that engagement refers to “a state of heightened attention and involvement, in which participation is reflected not only in the cognitive dimension, but in social, behavioral, and affective dimensions as well” (p.51), emphasizing that attention is not the only indicator of engagement. However, it involves several interconnected dimensions like mental effort, social interaction, students’ actions and their emotions, working together to show how involved they are.

Participation and engagement are significant aspects that inform the teacher of the effectiveness of their teaching approach. They indicate students’ involvement in the learning process, their level of understanding and assimilation. Therefore, the effectiveness of the teaching process depends on these aspects as they highly influence it. When learners are not willing to participate, be involved in task completion, the teacher struggles to comprehend his learners’ state. Whether they have fully grasped the material so he can move forward or they have not assimilated it; thus, it needs to be reviewed again.

In fact, participation and engagement vary widely within the classroom context. As differences in motivation, confidence, interests and learning habits influence how often and how effectively students participate. Each learner gets engaged differently based on their target goals, the activity in question whether it goes along with their interests and preferences. In addition to the instructional environment whether it makes them feel comfortable, safe and confident. For example in a mixed-ability classroom, some students may be engaged and dominate interactions, while others remain silent, either because they feel shy or because the

tasks are not aligned with their level or interest. According to Tomlinson (2014) “a teacher’s question remains much the same as it was 100 years ago: ‘How do I divide time, resources, and myself so that I am an effective catalyst for maximizing talent in all my students?’” (p.2). Ultimately, the varied nature of learners’ engagement presents a challenge for teachers to cope with and adapt their teaching practices to meet their learners’ needs.

1.3.1.1.4. Age Disparity

Age is a key factor contributing to learner diversity in adult language classrooms, even though adult learners are typically classified by levels. This practice does not account for the great diversity that exists within the “adult” category. For a long time now, it has been a common understanding that age affects the internalized language and the way it is utilized by the learner. As Murman (2015) notes, when a person ages, significant changes occur: “declines in performance on cognitive tasks that require one to quickly process or transform information, to make a decision including measures of speed of processing, working memory, and executive cognitive function” (p. 111). On the one hand, as people age there is a decline in their performance levels, decision-making level, and pace of assimilation and processing. In addition to that, they are at a higher risk of forgetfulness. On the other hand, younger adults tend to learn at a faster pace due to flexible cognitive systems. Indeed, age highly affects the teaching and learning processes. Children, adolescents, and adults require different learning approaches, as they have distinct interests, needs, and learning goals. They are engaged by different stimuli and, more importantly, have different cognitive processes and experiences. Supporting this idea, Willis (1996) notes, “adults usually learn faster to begin with because they use more cognitive and metacognitive strategies” (p. 9), contrasting with younger ones who “have better memories and rely less on cognitive strategies”. Therefore, each age group requires specific adaptation of teaching approaches and strategies that go along with their cognitive capacity. As Rahman, Pandian, Karim, and Shahed (2017) note, “age having an influence on second

language acquisition is an undeniable fact” (p. 1). In essence, when different ages within this adult group are put together in a classroom, it becomes a heterogeneous setting, which poses a significant challenge for teachers to overcome and ensure equitable learning opportunities and outcomes.

1.4. Perception

1.4.1. Definition of Perception

Perception is a fundamental process that allows individuals to interpret and understand their environment. In essence, perception plays a vital role in shaping how individuals respond to the world around them. It allows individuals to detect and interpret a wide range of stimuli by identifying, evaluating, and assigning meaning to them. Durmaz and Diyarbakirlioglu (2011) underscores perception as the most significant psychological factor influencing human behavior. Consequently, an individual's perception influences their behavior and that behavior in turn reveals perceptions (Akbar and Aldrich, 2015). Moreover, according to Robbins and Judge (as cited in Sharma, 2019) the factors influencing human perception related to the perceiver, perceived and situation. These elements are classified into two main types, external and internal factors. External factors include size, intensity, recurrence, contrast and movement. While internal factors include psychological need, personality, attitude and experience.

1.4.2. The Importance of Teachers' Perception

Perception is the process that determines how people see and react to their environment. It is subjective, influenced by personal experience, prejudices, and emotions. It also allows people to create meaning outside of direct observation, therefore fostering creativity. Moreover, perception is dynamic and always changing depending on people knowledge and viewpoints. Teachers' opinions greatly affect their choices and methods of instruction in the classroom, therefore, affecting the dynamics of the classroom and guiding the instructional practices.

Nuryani, Tarjana, and Hersulastuti (2018) stress that “teachers’ perception plays a significant role in the teaching and learning process since they do not only influence teachers’ decision making and teachers’ actions, but also provide significant insights into many aspects of education” (p. 77). Developing good teaching strategies that fit students' needs and learning environments depends on an awareness of educators' points of view.

1.5. Task-Based Language Teaching: Frameworks

Willis (1996) perceives tasks as having a clear goal, to achieve a certain outcome. She has developed a structured model that is composed of a pre-task, task cycle, and post-task. This model prioritizes meaning over form, which is emphasized in the final stage. It aims at improving learners’ exposure to language, providing them with opportunities for language production, boosting their motivation, while focusing on language forms and shedding light on the importance of form and meaning (Willis, 1996). Skehan (1996) develops another model that also recognizes tasks relevance and shares similarities with Willis’s (1996) model. However, Skehan’s (1996) model integrates a cognitive processing perspective with much emphasis given to the way learners handle fluency, accuracy and complexity during tasks. This model is more influenced by psycholinguistics and cognitive psychology. According to Skehan (1996), successful task-based instruction must take into account that language learners have only a limited attentional capacity and are therefore unable to focus on fluency, accuracy, and complexity at the same time. He identifies these three as core but competing performance goals: fluency relates to real-time language use, accuracy involves control over linguistic form, and complexity reflects the development and restructuring of interlanguage. Since attention must be prioritized, Skehan (1996) proposes a cyclical approach to instruction in which tasks are designed and sequenced to shift the focus among these goals over time. This is achieved through integrating three phases: pre-emptive work (pre-task), the during task and post task reflection or repetition. By doing this the teacher can aid interlanguage development in a balanced way

without overloading the learner.

On the one hand, Willis's (1996) model is recognized for its practical classroom focus and being drawn on progressivism, despite the criticism it received for its idealistic view about learners' capabilities, and the fact of being less suited for young learners or beginners (Alimi, 2001). On the other hand, Cook (as cited in Alimi, 2001) argues that Skehan's (1996) work is also criticized as being self-reductionist restricting itself to a single teaching method thereby failing to cater to learner's diversity and covering the limited scope.

Nunan's (2004) framework, in addition to defining and categorizing tasks, focuses on learner-centeredness and real-life relatedness. He adds another layer to TBLT with his emphasis on classroom applicability: how to create an integrated syllabus around pedagogic tasks, procedures for lesson plans, materials, and units of work, along with principles for teachers to follow. This is what makes his approach highly practical and holistic. Furthermore, Nunan's (2004) framework provides more flexibility for teachers to adapt, as it is less prescriptive in terms of classroom application.

1.6. Analytical Framework

1.6.1. Nunan's (2004) Framework of TBLT

Nunan (2004) covers several important aspects of TBLT as an approach and provides a nuanced and theory grounded coverage of TBLT and its related concepts. In addition to a practical framework for teachers with its core elements namely, real world/ target task, pedagogical tasks and enabling skills. He classifies pedagogical tasks into two rationales: rehearsal rationale that engages learners in rehearsals to obtain practical language skills, and activation rationale, which suggests that tasks should be developed to activate prior knowledge and skills of the learners.

According to Nunan (2004), teachers should not expect learners to produce language that

they are not exposed to in advance. He believes that there is a need for pedagogy that demonstrates to learners the interrelationship between form, meaning and use (Larsen-Freeman as cited in Nunan, 2004). His framework is composed of ‘enabling skills’ with its two kinds, namely language exercises and communicative activities. According to Nunan (2004), language exercises can take several formats focusing on lexical, phonological or grammatical systems. This kind of practice highlights the form of language, and has a linguistic outcome. The communicative activities bridge the gap between language exercises and pedagogical tasks. They resemble language exercises in practicing specific language forms in a controlled way. They also incorporate the element of meaningful communication making it more authentic, natural and spontaneous. In essence, this “enabling task” is preparatory in nature, it helps prepare learners to complete the pedagogical task, achieve task outcomes and communicate effectively in real life.

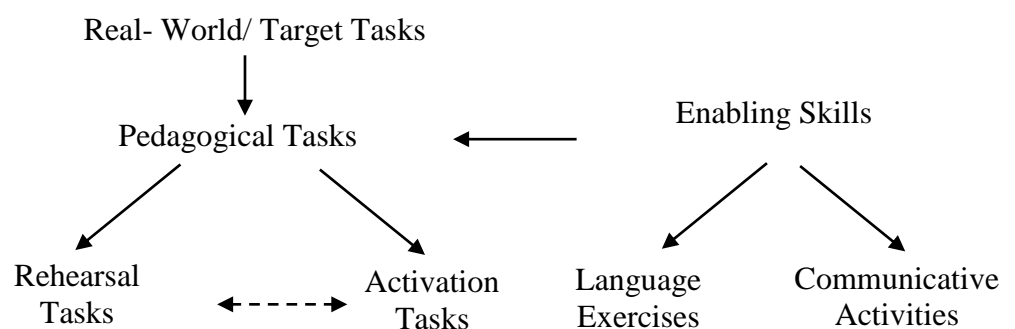


Figure 01. A Framework for TBLT Extracted from Nunan (2004, p. 25)

1.6.2. Nunan’s (2004) Seven Principles of TBLT

In the present study, we have relied on Nunan’s (2004) TBLT framework, precisely his seven principles.

1.6.3. Scaffolding

According to Nunan (2004), teachers should provide their learners with structured support, or frameworks during the learning process. Moreover, teachers should not expect from their learners to produce language that they ignore and is not introduced to them initially

whether in an explicit or an implicit way. The reason behind it is to aid learners handle larger, more complex chunks of language that learners might struggle with alone. Nunan (2004) stresses that “this is particularly important in the case of analytical approaches such as TBLT in which the learners will encounter holistic ‘chunks’ of language that will often be beyond their current processing capacity” (p.35). Teachers should be knowledgeable on when to remove scaffolding, as removing it too early will falter the learning process, and if too late it would hinder learners’ from building self-autonomy to use language.

1.6.3.1. Task Dependency

According to Nunan (2004), in each lesson, one task should develop from and build upon the previous tasks. This principle stipulates that each task contributes to and reinforces the following one. Together these tasks form a pedagogical story that guides learners progressively toward completing the final task in the sequence. With this framework, other principles come into operation. One such principle is the receptive- to productive approach, which emphasizes that learners start by engaging more with receptive skills (listening and reading). As the cycle progresses, the focus shifts to productive skills (speaking and writing). Additionally, Nunan (2004) asserts, “the reproductive-to-creative-language principle is also used in developing chains of tasks” (p.35). This guides learners from reproducing language to using it creatively within task sequences.

1.6.3.2. Recycling

According to Nunan (2004), the principle of recycling, that means reusing language over a period of time, offers more opportunities to learn a language in a natural way. Learning does not happen in a singular, complete moment and mastery cannot be achieved instantly. He argues that it is not a stable process, meaning that it occurs in steps and can change over time. According to him educators need to accept that learners cannot grasp and achieve mastery of new linguistic items when introduced at the first time. Learners should be introduced to language items in a

gradual pace not at once, arguing that “learning is not an all-or-nothing process, that mastery learning is a misconception, and that learning is piecemeal and inherently unstable” (Nunan, 2004, p.36). The teacher should reintroduce items over a period of time in a varied context for a better assimilation, allowing learners to make links and see how these items work in varied contexts, both linguistic and experiential. Learners should understand how these items interact with each other in a cohesive way, as well as perceive the versatility and functionality of these items.

1.6.3.3. Active Learning

According to Nunan (2004), learners learn best through active use of the language they are learning. The core principle behind this concept is that learners learn best through practice by actively constructing their own knowledge rather than passively receiving it from the teacher. Nunan (2004) suggests that “most class time should be devoted to opportunities for learners to use the language” (p.36). These opportunities can vary, from practicing previously learned dialogues to filling in tables or charts based on listening exercises. The basic idea, however, is that the learner takes the lead in the learning process and not the teacher. While teacher input, explanation and guidance play an important role, these teacher-centered practices should not take up the majority of the class time.

1.6.3.4. Integration

According to Nunan (2004), “learners should be taught in ways that make clear the relationships between form, communicative function and semantic meaning” (p.37). He explains that the traditional synthetic approach that teaches linguistic elements (the grammatical, lexical and phonological components) separately was challenged in the 1980s. This challenge has come from those who believe that all what learners need for language acquisition is opportunities to communicate, without focusing on forms. This division has created twofold positions, those who favor form-based instruction and others who favor meaning-based

instruction. The latter comprehend the importance of knowing grammar but believe that explicitly teaching it is unnecessary. More recently, linguists advocate for an approach that balances between form, function and meaning. And such an approach is meant to help students better comprehend the way language works as a whole rather than separated items.

1.6.3.5. Reproduction to Creation

According to Nunan (2004), “learners should be encouraged to move from reproductive to creative language use” (p.37). Teachers should encourage learners to use language creatively by recombining elements they already know in novel ways, rather than replicating models of language. Reproductive tasks involve learners following language models provided by the teacher, textbook or tape with the goal of helping them master form, meaning, and function. These tasks form the basis for creative tasks, in which learners combine familiar elements in innovative ways. This principle applies not only to intermediate and advanced learners but can also benefit beginners on one condition. If the learning process is systematically and carefully structured.

1.6.3.6. Reflection

Nunan (2004) emphasizes the importance of encouraging learners to reflect on their learning process as it helps in building awareness on ‘what’ and ‘why’ they are doing tasks, and thus leading to better learning outcomes. Reflection fosters understanding in learners on how to learn effectively, instead of focusing only on what to learn. He argues that the concept learning how to learn is not exclusively associated with a specific pedagogy; rather it is relevant across various methodologies. Yet, he perceives it as complementing and aligning more with TBLT. He asserts that “this reflective element has a particular affinity with task-based language teaching” (Nunan, 2004, p.38). TBLT tends to expose its learners into a variety of educational tasks, each grounded in a specific learning strategy. When learners become aware of these strategies they will be better learners as research suggests it. Moreover, when implementing

TBLT with learners who are used to traditional approaches to learning, they might wonder why they are following such methodology. Thus, integrating a reflective element to teaching can aid learners understand the rationale behind using TBLT.

Conclusion

This chapter has been devoted to the review and explanation of all the main theoretical concepts related to our study. To begin with, it has defined TBLT and its core unit of instruction namely task. After that, it has discussed the key challenges usually faced when implementing it. Then, it has dealt with the concept of heterogeneity, describing its general meaning and identifying its characteristics in the classroom. It has defined perception and emphasized its importance in educational contexts. It has also reviewed the major theoretical frameworks of TBLT. Finally, it has provided an outline of the analytical framework on which this research relies, emphasizing the seven principles of Nunan (2004).



**Research Design and
Methodology Chapter**

Introduction

The present chapter is devoted to the methodology we have relied on in our study. It provides a detailed description of all the processes and procedures we have adopted. This chapter is divided into three major headings: The first one describes the research method and design of our research. The second covers the data collection procedures, shedding light on all the processes we have taken on in our data collection phase. It comprises the context of the study, the tools that have been used to collect data, notably, an interview and a classroom observation. Finally, the third one, which is entitled “data analysis procedures”, explains the way data have been analyzed and interpreted quantitatively and qualitatively.

2.1 Research Method and Design

2.1.1 Mixed- Methods Research

The present study adopts a mixed-methods approach to collect both qualitative and quantitative data. It is an approach to research that involves a combination of both quantitative and qualitative methods in a single study. Mixed-methods approach combines the qualities and strengths of each method to be holistic and cover research topics from different angles. In fact, “adopting mixed methods in social science research is not merely a choice but a necessity for unlocking the full potential of inquiry and advancing our collective understanding of the complex social world” (Subedi, 2023, p. 96). Thus, this approach is particularly suitable for studies that need a deep, rigorous investigation of social complex phenomena, where both subjective experiences of teachers and their behaviors are significant to the research. The reason behind our choice lies in our will to cover the topic of our concern in a deep way and from various angles. We aim at collecting qualitative data by objectively exploring teachers’ perceptions of TBLT, obtain detailed insights of the difficulties they encounter when implementing TBLT in heterogeneous classrooms, in addition to how they adapt it to a real

class environment. Quantitative data aim at providing measurable evidence of the extent to which TBLT is adapted in their classrooms.

This research is an exploratory case study, with a mixed methods approach following the sequential strategy. In this sense, two data collection tools have been adopted, one to gather qualitative data and another for quantitative data. We have collected the qualitative data and analyzed them in relation to our review of literature and the analytical framework. Afterwards, we have gathered the quantitative data by directly observing the teacher's practices while implementing TBLT to confirm and quantify them. By doing this, we have obtained detailed explanations of the difficulties that teachers face and how they adapt TBLT as well as observe the extent to which they adapt it in a real classroom context.

2.2 Data Collection Procedures

This section presents the methodological instruments we have relied on to collect data relevant to our study. Our data collection tools consist of structured-interviews and classroom observations.

2.2.1. Context and Sample

This investigation is carried out at BridgeWay World Private Language School in The town of Tizi-Ouzou, during the 2024/2025 academic year. This school offers English courses for learners of different age groups as well as proficiency levels, ranging from beginners to highly advanced learners. Our population consists of six EFL teachers that teach different levels in the previously mentioned setting; for these teachers a random sampling is relied on. Besides, among these teachers, we have selected a B2-level teacher to do a classroom observation of their classes. We have relied on convenience sampling in our selection of this teacher as they have experience using TBLT and teaching diverse learners in numerous criteria.

2.2.2. Data Collection Tools

2.2.2.1. Interview

Interviews are data collection tools that allow researchers to gather qualitative data by asking teachers a series of questions. It allows for a better and detailed coverage of the topic under investigation capturing teachers' opinions, perceptions, attitudes and experiences. For this study, we have relied on a structured interview that is composed of ten questions. The first three interview questions are reformulations of the research questions. The first research question aims to collect teachers' perceptions on implementing TBLT in heterogeneous classrooms. The second research question seeks a detailed understanding of the difficulties teachers encounter when implementing TBLT. The third research question explores how teachers overcome these difficulties. While the seven remaining questions are designed each aligning with one of Nunan's (2004) seven principles.

We have interviewed six EFL teachers from BridgeWay World Private Language School, through the process of questioning and note taking; the interviews are audio recorded with the consent of teachers, to ensure a detailed and comprehensive data collection. Each interview has lasted approximately 25 minutes. During this process, the interviewers ask questions and explain key terms underlying this investigation namely TBLT and heterogeneity, to ensure clear understanding and relevant answers by the interviewees. The interviews were conducted individually in a quiet classroom at BridgeWay World Private Language School on April 22, 2025. Each of the researchers interviewed three teachers.

2.2.2.2. Classroom Observation

In the present study, we have relied on a classroom observation as our second data collection tool to collect quantitative data on the extent to which the selected teacher manages to apply TBLT principles to suit heterogeneous learners. We have designed an observation

checklist that is composed of thirteen statements, with two statements for each principle. Except for the last principle, which is fully represented by one statement. The checklist is not piloted prior to use but is developed collaboratively to ensure alignment with the analytical framework.

We have observed six sessions of B2 level classes, each lasting three and a half hours, from 8:30 to 12:00, on Wednesdays and Thursdays. We have been observing classes from 23rd April 2025 until the 8th of May 2025, during which we have independently completed a checklist of yes and no statements. After each session, we have discussed our observations with the aim of reaching consensus and producing a final checklist. By doing this, we have increased the reliability of our data and minimized individual observer bias.

The focus of these observations is to quantify the extent to which teachers implement the principles of TBLT in heterogeneous classrooms. After we have finished our classroom observations, we have gathered the final checklists to convert the yes/no data into a frequency scale (always, sometimes, rarely, never). With the aim of providing a nuanced, quantitative interpretation of the extent to which teachers adapt TBLT and apply its principles in heterogeneous classrooms. We first asked for the authorization from the university head of the department to visit the concerned school, then we presented this authorization to the head of the school, who agreed.

2.3. Data Analysis Procedures

To analyze the collected data we have relied on two data analysis methods. The first one is the qualitative content analysis for the qualitative data, and descriptive statistical method for the quantitative data. The data is analyzed according to Nunan's (2004) seven principles of TBLT.

2.3.1. Qualitative Content Analysis

Qualitative content analysis is defined by Hsieh & Shannon (2005) "a research method for the subjective interpretation of the content of text data through the systematic classification

process of coding and identifying themes or patterns” (p.1278). In this study, we have relied on this method to interpret the qualitative data that is gathered from the open-ended questions of teachers’ interviews. Specifically, a directed approach to qualitative content analysis is employed, as the analysis is guided and structured by the seven established principles of Nunan’s (2004) TBLT framework, allowing the data to be systematically categorized and mapped against the existing theory. The themes and patterns that are related to this research, include teachers’ perceptions of TBLT implementation in heterogeneous classrooms. In addition to the difficulties, they encounter while implementing it as well as the strategies they use to overcome those challenges. Finally, the analysis includes the responses to the last seven interview questions, which are designed to reflect one of Nunan’s (2004) seven principles of TBLT. The data are grouped and analyzed according to the corresponding principles, allowing us to determine the extent to which teachers apply each principle in their classrooms. This approach has helped us to see the practical connections between teachers’ experiences.

2.3.2. Quantitative Descriptive Statistical Analysis

Descriptive statistical analysis is the process of organizing summarizing and presenting quantitative data. This process allows for revealing patterns about the sample, and makes meaningful and simple summaries without making inferences and generalizations beyond the observed sample by describing what is present without making conclusions. As Gravetter and Wallnaou (2017) note, “descriptive statistics are techniques that take raw scores and organize or summarize them in a form that is more manageable” (p. 6). It can include frequencies and measures that are usually presented in a form of graphs, tables and numerical data. In the present study we have adopted the descriptive statistical method in order to summarize our data gathered from the classroom observation checklists. After collecting data using a yes/no checklist adapted from Nunan’s TBLT principles, we count the number of yes (observed items) and no (non-observed items) responses across the six sessions, then apply the rule of three to

calculate percentages for each item.

Conclusion

This chapter has outlined the research design and methodology used in this study. It has started with a description of the research method and design, the context in which the study is conducted as well as the sample of the population. Next, it has outlined the data collection procedures, including the tools namely, interviews and classroom observations and the steps taken during the data gathering phase. Finally, the chapter has explained the data analysis procedure, highlighting the quantitative and qualitative techniques that are applied to interpret the collected data. The following chapter presents the findings obtained in this research.



**Presentation of the
Findings Chapter**

Introduction

This chapter presents all the findings gathered from our investigation at the BridgeWay World Private Language School in T.O. town. It contains two main sections. The first section displays the findings obtained from the interviews with six teachers. The second section reports the findings collected through the classroom observation checklist.

3.1. Presentation of the Findings of the Interview

Question 1: How do you perceive the implementation of Task-Based language teaching in heterogeneous classrooms in terms of difficulty?

Most of the teachers highlight that the implementation of Task Based Language Teaching is particularly challenging for mixed-ability learners for a number of reasons. One of the issues that all teachers have raised is the difference in learners' ages and their interests. Both teacher 1 and teacher 4 note that students' age differences create obstacles when it comes to older students who sometimes feel quite shy and reluctant to take part in group work while younger students are more enthusiastic and less constrained. Teacher 1 also has mentioned: "there is often miscommunication, especially between two different generations. Some older students get intimidated by younger ones and younger students are freer and more active". Most of the teachers indicate that it is impossible to find homogeneous groups within the same class. For instance, teacher 3 perceives that students can have uneven performance in different language skills, being B1 in reading or writing but A1 or A2 in speaking. Furthermore, teacher 6 explains that the students' proficiency levels and their pace of learning greatly affect implementation of TBLT, especially with lower level students who need far more explanation and time, whereas higher level students tend to respond more fluidly. Teacher 5, notes that when assigning real-life tasks to learners, some of them can relate and others cannot. According to this teacher, this is due to differing personal experiences. On the one hand, adults being experienced in real-life

situations and therefore relating better to tasks like job interviews and traveling around foreign countries. On the other hand, some younger learners, as well as novice learners, tend to find such concepts more challenging, which can affect their motivation.

Most teachers refer to TBLT as being difficult to be used in heterogeneous contexts, as learners are used to traditional methods. Notably, teacher 1 highlights learners' strong preference for traditional grammar drills and their skepticism toward activities that do not involve writing, stating "they are used to fixed, traditional methods and want an organized, inflexible schedule. From the first session, I make them talk, and they seem a little resistant". She adds, "they feel like if they are not writing something down, I'm wasting their time". Some teachers assert that applying TBLT in heterogeneous classrooms is challenging but manageable. As put by teacher 1 who states, "I think it's manageable. Any teacher, at the beginning of a course, in the first session, should get to know their students' behavior to plan properly. I observe how they react and plan the type of tasks and activities accordingly". In addition to teacher 1 who emphasizes, "I think it is manageable if the teacher is flexible". Similarly, teacher 2 points out that implementing TBLT tends to be difficult for heterogeneous learners, but this is only in the initial phase, once they get to know each other's interests, needs, strengths and weaknesses it becomes manageable, as they help and complement one another. Teacher 4 argues that although starting to engage in things such as role-playing may be challenging due to age and interest differences, students seem to become more engaging and collaborative as they learn more about one another.

Question 2: Would you mention the main difficulties that you encounter when implementing TBLT in the classroom?

According to teacher reports, the implementation of TBLT poses multiple obstacles. Multiple teachers state that the age differences between students along with their varying

interests create a significant implementation challenge. Teacher 2 has mentioned that many classes consist of students ranging from teenagers to adults. The difference in age creates difficulties for teachers to keep all teachers engaged especially during the first sessions when collaboration is still new to students. Moreover, teacher 4 argues that students demonstrate two different learning approaches, some students dedicate themselves fully to their studies but others lose interest quickly and rely heavily on the teacher, which leads to his/her exhaustion. Teacher 3 asserts that understanding the task is one of the challenges encountered in heterogeneous context, “half of them understand the task and they get started it right away but the other half don’t know how to start it”. Teacher 1 states that students who have not been in school for a long time and are used to rigid and strict methods, which require inflexible and fixed schedules, tend to have the most difficulty adjusting at the beginning. Moreover, teacher 6 claims that understanding tasks and instructions poses a barrier for lower-level or beginner English learners. The same teacher points out that undoubtedly, while efforts are made to tailor activities to students’ levels, some students remain reluctant because of language difficulties. Teacher 5 states that some students lack motivation which hinders their willingness to engage with, actively solve, and deal with real-world problems. Additionally, teacher 5 emphasizes that some students depend on the teacher to a great extent and do not make efforts, “they rely too much on the teacher and do not really expect to provide much efforts themselves”. According to this teacher, “for the learners, it is just a matter of giving them materials, then reading the materials and using them mechanically and not trying to implement them in real life situations which is a kind of a problem”.

Question 3: How can teachers overcome such difficulties to make TBLT take place in the teaching/learning process?

Most teachers agree that fostering cooperation among students is one of the essential strategies for tackling the challenges for implementing TBLT in heterogeneous classrooms.

Teacher 2 underlines the need for students to be organized into pairs or larger groups, explaining that collaboration allows students to blend their strengths, manage their weaknesses, and cope with adaptation challenges, including differences in age. Likewise, teacher 6 notes the importance of pair work and group work, particularly at the beginning, as a means of promoting confidence and motivation. This teacher speaks about high-achieving students being placed with low-achieving students, which aids them in their development. The instructor's confidence and lack of rigid control are equally essential in the view of teacher 1, who has pointed out that teachers need to have trust in their methods even when students appear to be reluctant or prefer more traditional methods. From this point, flexible approaches are needed and are suggested by teacher 1 who tailors tasks according to the group dynamics while catering to passive and shy students and trying to encourage active ones to do more. Teacher 3 states a strategy that highly engages learners consisting of "making topics relatable, even if it seems off topic. If they are engaged, they are learning". To that end, this teacher suggests the use of a variety of methods including visuals, selecting relatable and compelling content to students regardless of the age differences. Teacher 5 underscores the importance of hobbies and other personal interests as ways to center activities around the students' preferences in order to alleviate the burden of learning. Teacher 4 also notes setting appropriate goals that align with teaching objectives and the students' levels of understanding. Focusing on relevance, they have suggested that assignments and presentations, especially for beginner students, should be designed in accordance with their current knowledge ensuring using language that would not overwhelm them.

Question 4: How do you determine the right time to remove scaffolding in your lessons, ensuring that the learners have received the right amount of support to move on to next units of study independently?

The majority of respondents indicate that scaffolding should be removed gradually after

learners reach a certain level of understanding and independence. As teacher 1 explains, teachers should support, guide and monitor the learning process, and provide the learners with necessary vocabulary and concepts before production. She adds that scaffolding should neither be removed too early nor too late, arguing that removing it too early would negatively affect learning. If too late, learners will become dependent. Moreover, teacher 2 describes their approach as systematic whereby vocabulary and examples are provided first, then learners are left to complete some activities on their own. This teacher provides support but does not involve in the task because they believe learners should be able to perform without assistance. After learners understand about 70 percent of the content, teacher 3 states that they have gradually reduced scaffolding. Teacher 3 ceases to reinforce minor errors that do not significantly affect understanding and begins to only correct major ones. She claims “you never fully remove scaffolding, because there are always things that students forget especially if it was covered months ago”. Teacher 4 asserts, “you ask them about what they did last time as a reminder and you see if they are struggling with something, you should clarify it right away”. She also adds, “sometimes if you notice that they are facing bigger problems you should devote a session for revision”. As for teacher 6, he uses rehearsal and feedback as marks of readiness. He makes students practice activities in-class like role-plays before the final task. According to him, “students prepare something in front of me I am helping them, I am comforting them using easy vocabulary, and easy structures”. Additionally, “by doing this you give them an insight to what they are able to do, at the beginning when you introduce the task, they don’t know anything about that. So the acting and some rehearsal is eliminating this factor”.

Question 5: What should be done to make language items in the classroom come in a logical sequence, where each one builds on the preceding one?

Most respondents regard logically sequencing tasks and specific language components as important for learning to ensure coherence and progression, as teacher 1 has stated “tasks should

be logically sequenced”. This later has given an example of teaching modal verbs, “first, I make sure they know what they mean and how to use them with different pronouns. Then, I ask them to write sentences using models. Finally, I ask them to use the modals in conversations like in a restaurant”. Furthermore, teacher 2 further elaborates, “I follow the textbook, and that helps because it’s already structured around projects and progressions”. In addition to this, she claims that they remind the students on what was previously dealt with, then gradually adding new information. She also note the value of previous lessons and integration of new material that elaborates on earlier knowledge. Teacher 3 describes sequencing tasks through integration of grammar with writing and speaking tasks in a logical progression. Saying, “if we study the past simple, the next task may be to write about past events, then we discuss those events orally”. Additionally, teacher 4 notes the interconnectedness of the four language skills and their integration within the lesson. She has stated that there must be a warm-up, followed by reading and listening exercises, with smooth transitions between activities. For example, listening to a text about food should precede a listening text on eating practices to maintain contextual relevance. Moreover, teacher 5 employs an implicit strategy by starting with questions that lead students toward guessing the topic, followed by debates on relevant current events. Finally, teacher 6 emphasizes that lessons and units are interconnected and center around ideas that help students integrate new content with prior knowledge. Particularly for low levels, this teacher usually reuses specific expressions for them to get familiar with the subject matter.

Question 6: How do you strategically recycle and reinforce what learners have learned in new tasks, for instance reviewing again vocabulary and concepts?

Some teachers state that all forms of recycling techniques need to be made more engaging in order to enhance learning. Teacher 1 explains that they recycle learning “by changing the format, for instance, if we learned how to order in a restaurant and wrote about it, next time I might show a video and ask when the people ordered. I also create imagined scenarios or

quizzes”. She deepens retention through focusing on speaking and by taking into account the different learning styles of the teachers. Teacher 2 points out that vocabulary is frequently revisited across related units, and that learners are frequently prompted to remember words naturally through vocabulary activities and games. Also, teacher 6 begins with conversational warm-up sessions in which they systematically review vocabulary and structures from previously taught lessons before new lessons are introduced. According to teacher 3, “repetition is key” in the teaching / learning process as it makes ideas stick in the learners’ brains. Sometimes, she use self-correction prompters, such as repeating phrases with a specific intonation to make learners question their responses. Additionally, teacher 3 notes that, months later, she revisits and create a mix of several previously studied points, emphasizing that repetition and the use of varying activities aids retention. With teacher 4, recycling is project-based. Learners are assigned presentations in addition to writing tasks related to previously learned vocabulary and skills. She observes the learners during this process, and if difficulties are encountered, entire sessions are dedicated to revision. Finally, teacher 5 recycles concepts and vocabulary through exercises and activities grounded in learners’ personal experiences. For instance, after she finishes teaching a unit of study, she asks learners to prepare presentations about their own trips, incorporating vocabulary and grammar from the prior lessons.

Question 7: How do you provide opportunities for learners to be actively engaged in language production?

Most teachers stress the need to facilitate an appropriately supportive and relaxed classroom atmosphere that encourages students to articulate their thoughts. As teacher 2 states, “the most important thing at the beginning is to create a comfortable atmosphere. If a student feels safe and relaxed, they will be more active”. Teacher 4, also stresses the need to provide a comfortable context for students, so that they can talk about personally private matters, which enhances language production. Teacher 1 designs lessons to include aspects that every

individual cares about, as knowing the interests of the learners, which ensures they will be engaged; emphasizing, “sometimes I design entire lessons around those interests”. According to teacher 2, conversations could also be stimulated through purposeful questions that relate to students’ lives. In the opinion of teacher 6, analyzing students’ interests and using appealing topics has proved useful in aiding participation and being open up in speaking. A number of teachers describe encouragement of participation through specific strategies. Teacher 3 uses routines or games like going in a circle or spinning a pen to designate a speaker, which helps particularly shy learners to be prepared mentally. She also encourages students to debate as a way of responding to one another, which promotes active language use. Teacher 5 highlights collaborative creative activities in which students actively interact with one another and creatively develop stories by adding different components. Regarding to speaking, teacher 4 also emphasizes the use of presentations and role-plays as effective activities. She teaches grammar through free discussions without prior explanation, letting them acquire useful structures unconsciously and later meaningfully explaining the grammar in context. The same teacher illustrates, you tell them “what did you do yesterday at 9 PM?” then they will find themselves learning the past without knowing that they are practicing the past”.

Question 8: To what extent do you integrate the instruction of language forms, communicative functions, and meanings in the TBLT tasks, while demonstrating their interrelatedness to learners?

All the teachers note the significance of integrating and showing the interdependence of the various forms of languages, their communicative functions, and meanings. For instance, teacher 1 attempts to bring together these elements from the very beginning arguing that this aids learners in retaining and using grammar, vocabulary, and meaning while acknowledging their interconnectedness. Teacher 2 elaborates on this integration by providing an example of teaching a grammar item like the passive voice while highlighting its impact on meaning.

Teacher 4 also focuses on activity design, which encourages learners to use the interrelations between grammar and function or meaning, thus aiding integration. Teacher 3 notes that learners get stuck trying to make sense of language if meaning and use is not incorporated, which is why connecting these two aspects is extremely important. Sometimes she starts with a topic and deal with the contextual grammatical errors. Other times, she teaches grammar first then relate to communicative functions to show the interconnectedness of grammar, functions and meanings. Teacher 5 expresses a more flexible approach with beginner learners (A1 and A2), focusing less on strict grammar correction to avoid discouraging them. Accuracy is less prioritized during the first stages of learning; however, as the learners progress, there is less tolerance given to mistakes being made. Finally, teacher 6 points out that she enables the learners to grasp target vocabulary, structures, and functions either directly or indirectly based on the learner's level.

Question 09: How do you move students from the reproduction of language to creation of it by fostering personal expression and creativity?

Most of the teachers assert that personal expression and creativity is best nurtured through providing learners with opportunities for meaningful language use and some form of unrestricted language use. Teacher 1 states “I ask open ended questions without a clear instruction, they must use what they have learned however they see suitable. This gives them freedom and encourages creativity”. As teacher 2 claims, freed self-expression and encouragement boosts students' motivation to shift from reproducing language to original creation. She further illustrates, “recently we studied a poem, after analyzing it I asked them to write their own poems on any topic they want. At first they were reluctant but I encouraged them and gave them confidence”. Teacher 3 encourages spontaneous and natural language use through focusing on self-expression, opinion sharing, as well as listening tasks. This teacher states, “they usually start by copying models to move to creativity. I create situations for them

to apply what they have learned”. Elaborating that, she asks them questions where learners need to respond using their own words and knowledge.

Teacher 4 emphasizes the need to foster imaginative thinking skills through topic choice, critical thinking tasks, and imaginative tasks, which is more appealing especially for teens than instruction-focused teaching. Teacher 5 stresses the need to understand students' interests and the influence of autonomy in the topic selection, as a prompt for creativity in all levels of language use and self-expression, thereby increasing interest and engagement. Teacher 6 describes the need for creative, self-expressive teaching, focusing on production-oriented activities such as self-directed group story writing where each learner writes a chapter to a set story and organizes it logically. Those activities show the students' imagination and reasoning abilities. Teacher 6 also uses debates and argumentation, motivating students to incorporate new language creatively into their communication.

Question 10: How do you encourage students to reflect on their learning process including what they have learned, how well they perform as well as the strategies they are using?

Most teachers foster reflection via both formal and informal activities that require learners to evaluate their personal progress as well as the strategies they employ. According to teacher 1, students partially guide their own learning through group work, such as surprise quizzes where students help each other. Specifying, “I also assign group tasks where they act as guides and help each other. They also identify and correct each other’s mistake”. Moreover, teacher 2 sometimes asks learners to reflect at the end of every stage and others at the midpoint, requiring them to construct a reflective report about their progress. According to them, this process assists students in recognizing their accomplishments as well as the learning techniques employed. Additionally, teacher 3 encourages students’ reflection by showing their progress in relation to earlier lessons. She indicates that some learners reflect spontaneously by describing personal achievements, such as comprehending the lyrics of a song or utilizing new vocabulary. Teacher

5 gathers students' reflective reports at the end of the level, which captures learners' experiences and progress before, during, and after the course. Teacher 6 adds self-evaluation to the course, using textbook reflection questions and evolution check-ins at the start, middle, and end of the level. He encourages students to record themselves (e.g., as a podcast) so that they can measure their progression over time and note how they differ in their reading, writing, and overall coherence.

3.2. Presentation of the Classroom Observation Checklist's results

The previous table illustrates the results of the checklist that are gathered through the classroom observations. It contains thirteen (13) statements designed relatively with Nunan's (2004) Principles.

The results of the observation checklist are presented relying on a frequency scale along with percentages obtained using the rule of three.

The labels are decided based on the level of occurrence out of six sessions, as the following table demonstrates

Table 1
Frequency Scale

Label	Occurred in	Percentage
Always	6 out of 6 sessions	100%
Often	4-5 out of 6 sessions	66,66% - 83,33 %
Sometimes	3 out of 6 sessions	50 %
Rarely	1-2 out of 6 sessions	16,66 % - 33,33 %
Never	0 out of 6 sessions	0 %

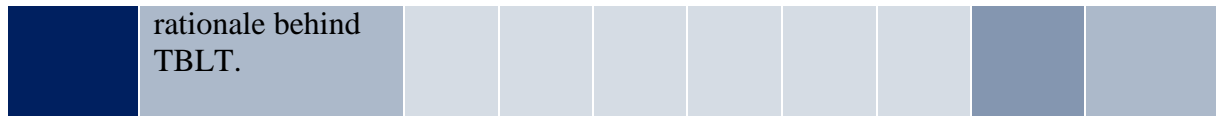
Table 2
Presentation of the result of the classroom observation checklist adapted from Nunan (2004)

Principles	Observation items	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Percentage	Estimation Frequency
Scaffolding	Item One								
	The teacher provides supporting frameworks before asking learners to produce the language, like scaffolding holistic chunks of language	Yes	Yes	No	No	No	No	33.33 %	Rarely
	Item Two								
	The teacher monitors and adjusts the scaffolding, removing it neither too early nor too late so that learners reach autonomy	Yes	No	No	Yes	No	No	33.33 %	Rarely
Task Dependency	Item Three								
	The teacher provides tasks that are sequenced in a way that each task builds upon the previous, and guides the learners on how to do the final	Yes	Yes	Yes	No	No	No	50 %	Someti mes

	pedagogical task at the end.								
	Item Four								
	The teacher at the beginning of the teaching session engages learners in receptive tasks (listening and reading) then in productive tasks (speaking and writing). At the end of the cycle, they emphasize creative language use.	Yes	Yes	No	Yes	Yes	No	66.66 %	Often
Recycling	Item Five								
	The teacher reintroduces target language elements in environments, both linguistic and experiential within new tasks and content areas.	Yes	No	No	Yes	Yes	No	50%	Someti mes
	Item Six								
	The teacher enhances students' understanding of the interrelated nature of language items and their applicability in	No	Yes	No	No	No	Yes	33.33 %	Rarely

	different environments.								
Active Learning	Item Seven								
	The teacher devotes most of the classroom time for learners to provide them with opportunities to actively get engaged in language production.	Yes	Yes	No	Yes	Yes	Yes	83.33 %	Often
	Item Eight								
	The teacher guides the students, but does not engage in task completion with them, nor does he dominate class time	No	Yes	Yes	Yes	Yes	Yes	83.33 %	Often
Integration	Item Nine								
	The teacher clarifies the systematic relationship between linguistic form, communicative functions and semantic meaning.	No	Yes	No	No	No	No	16.66 %	Rarely

	Item Ten								
	The teacher provides opportunities for learners to apply language forms in meaningful communication tasks.	No	Yes	No	No	No	Yes	33.33 %	Rarely
Reproduction to Creation	Item Eleven								
	The teacher engages learners in both reproductive tasks serving as a basis for creative tasks.	Yes	Yes	No	Yes	Yes	No	66.66 %	Often
	Item Twelve								
	The teacher encourages learners to transcend reproducing language through repetition in order to use it in a creative way regardless of their level of proficiency.	No	Yes	No	Yes	Yes	No	50 %	Sometimes
Reflection	Item Thirteen								
	The teacher provides opportunities for learners to reflect on their learning strategies, and understand the	No	No	No	No	No	No	0 %	Never



Conclusion

This chapter has presented the research findings gathered through the interviews and the classroom observations, both conducted at the BridgeWay World Private Language School. It is divided into two main parts; the first part has reported the findings of the interviews that involved six (6) interviewees answering ten (10) open-ended questions. The data of this latter are transcribed and described in a textual form. The second section has presented the quantitative data gathered through the classroom observations using an observation checklist. The data gathered through this tool are presented in a form of a table on a frequency scale and percentages.



**Discussion of the
Findings**

Introduction

This chapter analyses and interprets the data obtained from the interviews and classroom observations in relation to the four research questions established in the general introduction. The analysis uses David Nunan's (2004) analytical framework, which is made up of seven basic principles for TBLT: scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection. These principles provide the basis for examining teachers' perceptions, the extent to which the principles of TBLT are applied, the challenges faced by teachers during implementation and strategies to overcome those challenges. Each section addresses a research question through an integrated analysis of qualitative and quantitative findings, supported by the literature in chapter one and contrasted with relevant prior studies.

4.1. Teachers' Perceptions about Implementing TBLT in Heterogeneous Classrooms

Based on teachers' individual experiences and observed practices, this section investigates their opinions about the use of TBLT in heterogeneous classrooms. Although all six teachers acknowledge the pedagogical value of TBLT and show that they understood its principles, they have emphasized that it is difficult to apply it effectively in mixed-ability settings.

On the one hand, teacher 6 draws attention to two key characteristics of heterogeneity that hinders the effective implementation of TBLT, namely learners' proficiency levels and learning pace. He adds that lower level students need more explanation and time, whereas higher-level students tend to respond more fluidly. It means that lower-level students need extra time, support and guidance to understand and complete the task properly while the high achieving students tend to be fluent and quicker than them which can negatively affect their engagement and motivation throughout the learning process. Moreover, teachers find maintaining a balanced

participation and effective tasks' progression as hard to be achieved due to learners' heterogeneity. On the other hand, teacher 5 perceives implementing TBLT in heterogeneous classrooms as difficult, bringing into attention that it is highly influenced by age and different personal experiences. She further explains that when assigning real life tasks some learners can relate to them but others cannot. Adults are experienced in real-life situations therefore, they relate better to tasks like job interviews and traveling around foreign countries. While young learners, as well as beginners tend to find such concepts more difficult to deal with. This in turn hinders effective implementation of TBLT, as the relevance and motivation behind the tasks are not perceived by the students. Finally, teacher 1 also perceives TBLT as challenging; however, states, "If the teacher is flexible, it's manageable". Similarly, teacher 2 adds, "At first, it's hard, but once the students learn about each other's interests and strengths, it becomes manageable". According to these statements, teachers' support for TBLT depends on the characteristics and diversity of their students.

Teachers' opinions greatly affect their choices and methods of instruction in the classroom, therefore, affecting the dynamics of the classroom and guiding the instructional practices. As confirmed by Nuryani, Samiati, and Hersulastuti (2018) "since they do not only influence teachers' decision making and teachers' actions, but also provide significant insights into many aspects of education" (p. 77).

In the present study, teachers hold generally a positive view of TBLT's, however, they believe that learners' heterogeneity is problematic and needs to be taken into account. This view aligns closely with previous research in that they perceive the value of TBLT and favor its use. For instance, Toudji and Tlili (2023), in their investigation have, found that teachers hold a favorable stance towards using TBLT while recognizing its positive impact on peer/group communication. Similarly, Amrouchi and Amroun (2021) report teachers' beliefs about TBLT as an approach that facilitates and improves group communication. In addition to their favorable

stance of its use.

To sum up, based on our discussed findings it can be implied that teachers have concerns about implementing TBLT due to the challenges it poses on them when applied in heterogeneous classrooms. However, they have demonstrated generally a positive perception on its implementation, emphasizing that it is manageable and requires teachers' flexibility and adaptation. Thus, our first proposed hypothesis (see General Introduction) is partially confirmed.

4.2. The Extent of TBLT's Implementation in Heterogeneous Classrooms

4.2.1. Scaffolding

In the present investigation, every teacher has acknowledged the significance of scaffolding and removing it in the right time. Teacher 3 claims "you never fully remove scaffolding, because there are always things that students forget especially if it was covered months ago". This statement demonstrates an understanding of scaffolding principle, as described by Nunan (2004). According to him, teachers should be knowledgeable on when to remove scaffolding as removing it too early will falter the learning process, and if too late it would hinder learners from building self-autonomy to use language. This idea relates closely to Vygotsky's Zone of Proximal Development, where scaffolding provides the necessary support within the learner's development zone, allowing gradual transfer of responsibility until the learner can perform independently (Shabani, Khatib, Ebadi, 2010). Teacher 6 uses rehearsal and feedback as marks of readiness. He makes students practice activities in-class like role- plays before the final task. According to them "students prepare something in front of me I am helping them, I am comforting them using easy vocabulary, and easy structures". This practice is supported by the theory that says teachers should guide their learners to produce language through priorly familiarizing them with it, either explicitly or implicitly (Nunan, 2004). The

reason behind it is to aid learners handle larger, more complex chunks of language that learners might struggle with alone.

Teacher 1 has explained, teachers should support, guide and monitor the learning process, and provide the learners with necessary vocabulary and concepts before production. In this sense, Nunan's (2004) theory backs this practice by emphasizing that teachers should provide their learners with structured support, or frameworks during the learning process. Scaffolding is even more important in heterogeneous classrooms to guarantee equitable participation and achievement, as learners vary in age, proficiency levels, participation and engagement, learning styles and strategies.

These replies indicate that teachers attempt to use scaffolding in an adaptive manner in practice and are aware of its theoretical significance. However, the checklist data have revealed that only two of the six observed sessions show structured scaffolding. On the one hand, the teacher rarely provides supporting frameworks before asking their learners to produce the language. On the other hand, in just 33.33% of the sessions the teacher rarely manages to monitor and adjust the scaffolding, removing it neither too early nor too late to ensure learners reach autonomy. These findings show that teachers understand the importance of scaffolding in theory but rarely use it in reality.

4.2.2. Task Dependency

In our study, teacher 1 goes on to explain, “we follow the textbook and that helps because it is already structured around projects and progressions”. She also asserts that it is crucial to remind students of previously learned items and concepts, before gradually introducing new content. This process facilitates more effective language acquisition by making lessons coherent and progressive. Furthermore, teacher 3 describes their approach to sequencing tasks through integration of grammar with writing and speaking tasks in a logical progression, stating, “if we

study the past simple, the next task may be to write about past events, then we discuss those events orally”. This demonstrates a logical sequencing of tasks in which the following task is based on the prior one. In this principle, understanding the first task is crucial for the completion of the upcoming ones. Thus, effective implementation of task dependency is necessary, especially in heterogeneous classrooms where learners differ significantly across various characteristics. Moreover, teacher 3 has also highlighted the importance of prior courses and the integration of new materials that elaborate on them, teacher 4 also mentions the four language skills and how they are integrated into the lesson. Teacher 4 integrates the four language skills (receptive and productive) with smooth transitions.

While some of the interviewees have shown understanding of the task dependency principle, which explains how tasks are sequenced and become more complex over time. This implies that even though the teachers might not intentionally use theoretical language to label or explain their methods, they do occasionally include task sequences that illustrate this idea. Task dependency is therefore not completely absent, but it is not consistently applied or stated in a theory-driven way. According to Nunan (2004), activities should be sequenced in a logical order, with earlier tasks leading to the final communicative output. However, the observation checklist data partially reflects the application of this principle. Fifty Percent (50%) of the observed sessions (item 3), revealed that the teacher sometimes provides tasks sequenced in a way that each task builds upon the previous, and guides the learners on how to do the final pedagogical task at the end. Moreover, in 66.66% of the sessions the teacher has fulfilled item 4. It indicates that at the beginning of the teaching session, the teacher often engages learners in receptive tasks (listening and reading) then in productive tasks (speaking and writing), and at the end of the cycle, he often emphasizes creative language use.

4.2.3. Recycling

Some teachers have explained their recycling-related practices, but they have made no

mention of adhering to a methodical or planned procedure. Teacher 1 explains that she recycles learning “by changing the format of the task,” such as assigning them writing tasks then switching to watching videos about the same content. The same teacher claims deepening retention through focusing on speaking and by taking into account the different learning styles of the learners. Teacher 6 discusses how he uses warm-up exercises at the beginning of each session to make it easier for students to recall previously taught vocabulary and structures. While teacher 2 emphasizes on the significance of using the same words in various contexts. Teacher 3 revisits and creates mixed bunches of several previously studied points months later, emphasizing that repetition and the use of varying activities aids retention. This strategy is particularly helpful, as the varied nature of tasks supports different learning styles, making the recycling process more inclusive and cater to different learners’ needs. The interviewees’ statements show that recycling is more of a habit than a theoretically grounded practice; teachers take it as a choice rather than a structured action. Although this approach is not systematically employed by teachers in this study, these recycling attempts promote inclusivity among learners and enhance TBLT effectiveness.

According to Nunan (2004), educators need to accept that learners cannot grasp and achieve mastery of new linguistic items when introduced from the first time. He emphasizes that “learning is not an all-or-nothing process, that mastery learning is a misconception, and that learning is piecemeal and inherently unstable” (2004, p.36). Thus, educators should reintroduce items over a period of time in a variety of contexts for a better assimilation. While allowing learners to establish links and notice how these items work in varied contexts, both linguistic and experiential. However, these practices show that recycling is not always acknowledged as a fundamental element of TBLT, but rather applied intuitively. Even though these teachers acknowledge the importance of recycling to deepen retention and assimilation, the results of the checklist show that it is not taking place very often. In 50% of the observed sessions, the teacher

sometimes reintroduces target language elements in environments, both linguistic and experiential within new tasks and content areas while in 33.33% of the sessions, the teacher rarely enhances students' understanding of the interrelated nature of language items and their applicability in different environments. This implies that some educators do recycle, albeit probably unintentionally rather than consciously.

In conclusion, teachers in the present study seem to view recycling as a helpful and constructive part of language learning, especially in diverse classrooms where students benefit from repeated exposure. Their comprehension of this idea, though, appears to be more intuitive than pedagogical, and it might not always be directly connected to the task-based methodology. Recycling is therefore viewed favorably, yet it is not always acknowledged as a fundamental element of TBLT. It could account for its uneven implementation in practical settings.

4.2.4. Active Learning

In the current study, all the six teachers seem to have an appreciation for active learning. They also emphasize the need of facilitating an appropriately supportive and relaxed classroom environment that encourages students to express themselves and be actively engaged in learning. Teacher 2 has explicitly stated, “the most important thing at the beginning is to create a comfortable atmosphere. If a student feels safe and relaxed, they will be more active”. Teacher 4 also stresses the need to provide a comfortable context for students, so that they can talk about personally private matters, which enhances language production. While teacher 1 states that she designs lessons to include aspects that every individual care about, as knowing the interests of the learners ensures they will be engaged, emphasizing, “sometimes design entire lessons around those interests.” Teacher 3, for example, encourages all students to communicate through routines such as turn-taking games and debates. This teacher uses an inclusive strategy to ensure all learners are engaged and produce meaningful language. She further elaborates on the use of debates to promote group communication, which promotes active language use. Teacher 4 also

provides opportunities for learners to be actively engaged, and this is by using presentations and role-plays. Teacher 5 centers tasks around learners' hobbies, personal interests and preferences to make tasks more engaging. These strategies are consistent with Nunan's (2004) idea that learners should actively participate in their learning. This in fact relates to Nunan's (2004) claim that learners learn best through active use of the language they are learning. Teachers in our study attempt to engage all learners without anyone to be left behind. The observation checklist data supports these teacher perceptions. In 83.33% (5 out of 6) of the sessions, the teacher often devotes most of the classroom time to provide learners with opportunities to actively get engaged in language production. Besides, in 83.33% (5 out of 6) of sessions, the teacher often guides the students, but does not engage in task completion with them, nor does he dominate class time.

4.2.5. Integration

In the current study, interview data demonstrate that teachers usually perceive integration as an important step in teaching. All six teachers have noted the significance of integrating and showing the interdependence of the aforementioned aspects, including the various forms of language, their communicative functions, and meanings. For example, teacher 1 attempts to bring together these elements from the very beginning, arguing that this aids learners in retaining and using grammar, vocabulary, and meaning while acknowledging their interconnectedness. Teacher 2 provides an example of teaching a grammar item like the passive voice while highlighting its impact on meaning. Teacher 4 also demonstrates the significance of activity design, which helps students recognize the relationship between language and communicative functions. Teacher 2 gives a clear example of explaining grammatical forms (e.g., passive voice) in connection with their communicative impact. Others like teacher 2 employ an adaptive strategy, in which she sometimes start with a topic and deal with the contextual grammatical errors, other times she teaches grammar first then relate to

communicative functions to show the interconnectedness of grammar, functions and meanings. Teacher 5 uses a more flexible approach with beginner learners (A1 and A2), focusing less on strict grammar correction to avoid discouraging expression. This perception is well aligned with Nunan's (2004) belief that learners benefit the most when language is taught and practiced as a whole, rather than in isolated chunks.

According to Nunan (2004), "learners should be taught in ways that make clear the relationships between form, communicative function and semantic meaning" (p.37). Teachers' beliefs are consistent with Nunan's (2004) principle of integration. However, when it comes to practice, the observation has shown that its implementation is not always fully realized in heterogeneous classrooms. Specifically, item 9 in table 2 shows that the teacher rarely clarifies the systematic relationship between linguistic form, communicative functions and semantic meaning. It is observed in 16.66% of the sessions only (1 out of 6). Furthermore, in 33.33% of the observed classrooms (2 out of 6), the teacher rarely provides opportunities for learners to apply language forms in meaningful communication tasks.

These low percentages suggest that teachers support integration in theory and attempt to use it, but in actual practice they struggle to do it so often or to the extent that it should be done. While teachers have showed an understanding of the value of integration, its consistent implementation appears to be limited.

4.2.6. Reproduction to Creation

This study presents a generally positive perspective on the implementation of the reproduction-to-creation principle. Teachers describe practices that involve moving learners from controlled language reproduction to freer, creative output. Reproductive tasks involve learners following language models provided by the teacher, textbook or tape with the goal of helping them master form, meaning, and function. These tasks form the basis for creative tasks,

in which learners combine familiar elements in innovative ways. Teacher 1 notes that she promotes learner's autonomy by using open-ended questions, allowing learners to respond freely, stating "I ask open-ended questions without a clear instruction, they must use what they have learned however they see suitable. This gives them freedom and encourages creativity." Teacher 2 describes an exercise in which learners are invited to freely create their own poetry after studying a poem, reporting "at first, they were reluctant, but I encouraged them and gave them confidence." Teacher 3 explains that learners often start by replicating models and then progress to personal production. Teacher 4 emphasizes the importance of innovative exercises in encouraging creative language use, and teacher 6 points to production-based group writing and debate activities as examples that allow learners to move beyond repetition to purposeful, original use of language.

According to Nunan (2004), "learners should be encouraged to move from reproductive to creative language use" (p.37). This principle is particularly relevant in heterogeneous classrooms because it helps learners of varying competency levels to acquire confidence in structured language use before progressively shifting to freer, more communicative output. The classroom observation checklist supports this partially. In 66.66% of the observed sessions, the teacher often engages learners in both reproductive tasks serving as a basis for creative tasks. Furthermore, in 50% of the sessions, the teacher sometimes encourages learners to transcend reproducing language through repetition in order to use it in a creative way regardless of their level of proficiency. These results suggest that while several teachers are applying the principle, it is not done systematically or consistently across all sessions.

4.2.7. Reflection

In this study, teachers do not refer to reflection as a basic component of TBLT, but several highlight methods that encourage students to consider their progress or strategies, usually as distinct activities rather than as part of TBLT. Teacher 2 indicates that she frequently asks

students to reflect, typically requiring them to make reports at various phases of the course. Similarly, teacher 5 gathers students' reflective reports at the end of the level, which captures learners' experiences and progress before, during, and after the course. Teacher 6 adds self-evaluation to the course, using textbook reflection questions and evolution check-ins at the start, middle, and end of the level. Teacher 3 enhances students' reflection by showing their progress in relation to earlier lessons, and some learners reflect spontaneously by describing personal achievements, such as comprehending the lyrics of a song or utilizing new vocabulary. These comments indicate that some teachers regard reflection as a tool for helping students recognize their own progress and better understand how they learn. According to Nunan (2004), "this reflective element has a particular affinity with task-based language teaching" (p.38), and he emphasizes on the importance of encouraging learners to reflect on their learning process, as it helps in building awareness on 'what' and 'why' they are doing tasks, and thus leading to better learning outcomes. In the present study, some teachers have mentioned actions that are consistent with reflective teaching, implying that they see reflection as an important element of TBLT. However, this favorable impression was not reflected in classroom practice. The classroom observation checklist has revealed that none of the observed sessions (0%) have allowed students to reflect on their learning strategies or the reason for using TBLT as an approach. This contrast demonstrates a wide disparity between teachers' claimed views and their actual classroom practices.

The findings of the current study are consistent with those of Bhandari (2020). He notes that although EFL teachers support the use of TBLT, they often lack a thorough understanding of its practical application. Similarly, while teachers in our study show some adherence to Nunan's (2004) principles, certain key principles such as scaffolding, recycling, integration, and reflection are rarely used.

To sum up, based on our discussed results it can be implied that teachers have a general

understanding of TBLT principles; however, they do not manage to fully apply them in real classroom context. Thus, our second hypothesis stipulating that teachers partially implement TBLT principles is confirmed.

4.3. Challenges Encountered by Teachers When Implementing TBLT

4.3.1. Age Differences and Learning Preferences

According to teacher reports, the implementation of TBLT poses multiple obstacles. Multiple teachers state that the age differences between students along with their varying interests create a significant implementation challenge. Teacher 2 has mentioned that many classes consist of students ranging from teenagers to adults. The difference in age creates difficulties for teachers to keep all teachers engaged, especially during the first sessions when collaboration is still new to students. Teacher 1 states that students who have not been to school for a long time and are used to rigid and strict methods, which require inflexible and fixed schedules, tend to have the most difficulty adjusting at the beginning. Teacher 4 argues that students demonstrate two different learning approaches; some students dedicate themselves fully to their studies but others lose interest quickly and rely heavily on the teacher, which leads to his exhaustion. These claims demonstrate the challenge that age differences and learning preferences put on the teacher when implementing TBLT. Indeed, learners do not exhibit the same levels of readiness or expectations for learning.

4.3.2. Dependence on the Teacher and Lack of Autonomy

Teacher 5 has emphasized that some students depend on the teacher too much and do not make efforts, “They rely too much on the teacher and do not really expect to provide much efforts themselves”. According to this teacher, “for the learners, it is just a matter of giving them materials, then reading the materials and using them mechanically and not trying to implement them in real life situations which is a kind of a problem”. Teacher 4 observes that

some students depend on the teacher too much and do not make efforts. These statements highlight how learner over-reliance affects the teacher's role under TBLT, which requires learners to take initiative, collaborate, and work toward autonomy. In turn, this over reliance puts much challenge and efforts on the teachers. As they are required to support learners sufficiently allowing them to build autonomy, but when some learners request more support it creates a difficult and an imbalanced classroom dynamic for the teacher.

4.3.3. Low Motivation and Passive Attitudes by Some Learners

As discussed in the review of literature, maintaining student attention while implementing TBLT can be especially difficult due to differences in motivation and task engagement. Higher proficient students may find activities too easy, which causes disengagement from a lack of intellectual stimulation, while lower-level students may struggle with understanding, leading to frustration. Furthermore, different degrees of motivation among students complicate involvement; some may view tasks as useless for their particular learning objectives, reducing their participation in the activities. In fact, participation and engagement vary widely within the classroom context. Differences in motivation, confidence, interests, and learning habits influence how often and how effectively students participate. In a mixed-ability classroom, some students may dominate interactions, while others remain silent either because they feel shy or because the tasks are not aligned with their level or interest. These differences, as teacher 5 and teacher 4 indicate, lead to a more passive approach to learning, resulting in an imbalance in group dynamics and involvement.

4.3.4. Different Levels of Understanding Instructions and Tasks

Teacher 3 asserts that one of the challenges encountered in heterogeneous contexts is understanding the task stating, "half of them understand the task and they get started it right away but the other half don't know how to start it". Teacher 6 claims that undersnding tasks

and instructions poses a barrier for lower-level or beginner English learners. The same teacher points out that undoubtedly, while efforts are made to tailor activities to students' levels, some students remain reluctant because of language difficulties. This lack of understanding affects the pace of lessons and disrupts the continuity of task sequences in class.

Implementing TBLT presents substantial hurdles for both teachers and students, as past research in this area confirms. On the one hand, Khodizah's (2023) research shows that the study indicates challenges for students and teachers in TBLT, notably in the twelfth-grade class. First, she states that students confront challenges such as fossilization, low accuracy, task rejection, the use of inaccurate terminology, and divergence from the textbook. Second, she points out that teachers face scaffolding issues, time restrictions when developing activities, and uncertainty about student performance.

Likewise, concerns about implementing TBLT are also demonstrated in Adiantika and Purnomo's (2018) study, which has identified some shortcomings such as teachers' limited ability to apply TBLT and time constraints. More importantly, it has similarly found that teachers encounter challenges in managing students with mixed proficiency levels. They also recommend a gradual and well-structured implementation that considers learners' varying abilities.

On the other hand, our study focuses more on the heterogeneity of students as it poses significant challenges on teachers when trying to implement TBLT and its principles. It indicates that teachers indeed struggle to fully cater to the needs of every students. Including difficulty to support learners effectively, as the research by Khodizah (2023) has found. Other challenges include first, difficulties to cater to and satisfy the needs of different age groups and learning preferences. Second, the learners' dependence on the teacher and lack of autonomy. Third, low motivation and passive attitudes by some learners. Fourth, different levels of understanding instruction and tasks.

According to the findings of the present study, teachers often face a wide range of challenges when implementing TBLT in heterogeneous classrooms. Thus, the hypothesis of the third research question (see chapter one) is confirmed.

4.4. Strategies Used by Teachers to Overcome Challenges of Implementing TBLT

Despite the fact that TBLT is believed to be ideal in theory, its implementation in real life context tend to be challenging particularly in heterogeneous classrooms. The study reveals; however, that many educators do not ignore these problems, instead they attempt to overcome them and adapt TBLT to work effectively in such context. To tailor TBLT to their students' needs and characteristics, teachers adopt a range of teaching strategies, some are structured and theory driven but others are more intuitive.

Instead of allowing the diversity of their students to be a barrier, teachers use it to their advantage. They adjust support according to the needs of the students and foster a cooperative learning environment where students help one another reach the communicative objective. The majority of teachers agree that encouraging student cooperation is crucial. By matching more proficient students with less proficient ones, teachers guarantee equitable participation by enabling them to assist one another in understanding and finishing the assignment. Additionally, this lessens the teachers' workload, freeing them up to concentrate more on facilitation and monitoring.

Prior to moving on to more difficult oral production, sequencing tasks enable students to solidify their understanding through repetition. Recycling is made more inclusive and helps with long-term retention when teachers employ a variety of tasks to accommodate various learning styles. Slower learners can catch up without the need for direct remedial support by reviewing earlier material.

Based on students' experiences, some teachers go over previously covered material again months later or incorporate it into project work. Teachers usually create assignments that

incorporate personal relevance and authentic communication to keep students interested. They employ inclusive formats like role-plays, debates, games, and presentations. Particularly in diverse classrooms with varying levels of confidence, these formats aid in involving all students.

Teachers also support individual and creative work to raise interest in most of their learners. Particularly with teenagers, some select subjects that encourage creativity and critical thinking. Lastly, some educators use self-evaluation, reports, or casual check-ins to incorporate reflection. They assist students in identifying their progress and feeling inspired.

Abdelaty (2023) in his study has found several strategies as successful in the Libyan context. The teachers suggest the following strategies: professional development and training relevant to their context, collaboration and peer support, developing locally relevant materials, advocating for policy changes, and gradual integration of TBLT and CLT. While Libyan instructors placed a higher priority on structural change and policy advocacy, teachers in the present study tend to be more concerned with altering their particular classroom practices within the limitations that are currently in place. Both studies support the importance of adaptive teaching, yet the current study focuses more on the importance of adaptation in a heterogeneous context. In order to overcome implementation challenges particularly in heterogeneous contexts, the interviewees of this study suggest several strategies. These strategies include adjusting instruction through differentiated scaffolding and peer-pairing reinforcing learning through task sequencing, recycling and review. Using inclusive task formats to maximize engagement and confidence, sustaining motivation with authentic, creative, and personally relevant tasks, fostering learner autonomy through reflection and self-evaluation.

The findings of this current study have revealed that our teachers adopt several strategies to make TBLT take place in heterogeneous classrooms. To this end, the hypothesis proposed for the research question number four (see chapter one) is confirmed.

Conclusion

This chapter has interpreted the data gathered from the two research instruments the classroom observation as well as the structured interviews for EFL teachers in BridgeWay World private school of English in Tizi-Ouzou. The collected data answers the four research questions that are stated in the general introduction. This chapter is divided into four sections. The first section has dealt with teachers' perceptions about implementing TBLT in heterogeneous classrooms. The second section explores the extent to which TBLT principles are adopted in heterogeneous classrooms. Concerning the third one, it is devoted for the challenges teachers face during TBLT implementation in heterogeneous classrooms. Finally, the fourth section discusses the strategies to overcome these challenges.



General Conclusion

General Conclusion

This present study has investigated the challenges of implementing TBLT in heterogeneous classrooms. It has been carried out with teachers of English in BridgeWay World Private Language School of Tizi-Ouzou, the town. This study had fourfold objectives. First, it sought to explore teachers' perceptions on the implementation of TBLT in heterogeneous classrooms. Second, it endeavored to investigate the extent to which teachers adopt TBLT principles. Third, it aimed to identify the challenges that teachers face when implementing TBLT in such context. Four, it attempts to outline the strategies that they use to overcome those challenges. This investigation has been conducted relying on Nunan's (2004) TBLT framework, particularly his seven principles of TBLT, namely scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, reflection.

For the sake of answering the research questions and confirming or refuting the hypotheses, we have relied on a mixed methods approach following the sequential strategy to gather both qualitative and quantitative data. Our study has been carried out using two research instruments : structured interviews that constitutes ten open- ended questions based on Nunan's (2004) seven principles. The interviewees were six EFL teachers in BridgeWay World Private Language School. In addition to this a classroom observation has been relied on as a second data collection tool, which was composed of 13 statements adapted from Nunan's (2004) seven principles. We have used a yes/no checklist for each of the 6 observed sessions with the selected teacher, which are later gathered into one checklist based on frequencies and percentages. The teachers for the interviews are selected randomly, whereas the teacher for the classroom observation is selected based on a convenience sampling. For the analysis of the collected data, a qualitative content analysis was employed to analyze the responses of the interviewees. Meanwhile, the data obtained from the classroom observation checklist were analyzed using

descriptive statistical analysis, particularly the rule of three to summarize the findings.

In light of the data analysis, the findings are synthesized and interpreted according to the research questions established in the General Introduction. The results have shown that teachers generally hold a positive stance toward TBLT implementation; however, they have concerns about its implementation in heterogeneous classrooms. Interestingly, they agree that implementing TBLT in heterogeneous classrooms is manageable when carefully adapted. The study reveals that teachers partially implement TBLT principles in heterogeneous classrooms. They often encounter significant obstacles while implementing TBLT in heterogeneous classrooms including, age differences and learning preferences, dependence on the teacher and lack of autonomy, low motivation and passive attitudes by some learners, different levels of understanding instruction and tasks. Teachers have demonstrated adaptability by adopting several strategies to overcome the identified challenges. The teachers attempt to make TBLT take place in the heterogeneous classroom, through the adoption of these following strategies: adjusting instruction through differentiated scaffolding and peer-pairing reinforcing learning through task sequencing, recycling and review. Using inclusive task formats to maximize engagement and confidence, sustaining motivation with authentic, creative, and personally relevant tasks, fostering learner autonomy through reflection and self-evaluation.

The results of the interviews indicate that the first hypothesis, “In heterogeneous classrooms, teachers have a positive perception toward the implementation of TBLT”, has been partially confirmed. Since the teachers hold a positive perception towards TBLT implementation in heterogeneous classrooms, claiming that it is challenging but manageable. The results from the structured interview as well as the classroom observation checklist have confirmed that “teachers partially apply TBLT principles in heterogeneous classrooms”. Meanwhile, the findings of the interviews have confirmed the third hypothesis stipulating that “teachers encounter a range of challenges when implementing TBLT in heterogeneous

classrooms”. The fourth hypothesis, “teachers employ various strategies to meet the challenges they encounter while adopting TBLT in heterogeneous classrooms”, has also been confirmed; noting that teachers adopt a range of strategies to tailor TBLT to the students’ needs and characteristics.

Although attempts have been made to conduct a well-structured, theory driven, and professional work, it cannot be denied that this dissertation has some limitations. These limitations can be taken as a gap to be filled by the upcoming researchers. First of all, the present work is restricted by time limits, which have hindered a deeper coverage in the classroom observations to one teacher, teaching a B2 level class, in 6 sessions each taking 3 hour and half. Second, it has limited teachers’ coverage to some teachers in the same private school. The upcoming researchers can consider investigating the impact of designing tasks to foster engagement in heterogeneous classrooms.



Reference List

References

- Abdelaty, S. (2023). Overcoming obstacles to TBLT and CLT implementation: A study of Libyan English language teachers' perspectives and strategies. *International Journal of Scientific and Research Publications*, 13(4), Article P13632. <https://doi.org/10.29322/IJSRP.13.04.2023.p13632>
- Adiantika, H. N., & Purnomo, H. (2018). The implementation of task-based instruction in EFL teaching speaking skill. *Indonesian EFL Journal*, 4(2), 12–22. <http://doi.org/10.25134/ieflj.v4i2.1371>
- Akbar, M. S., & Aldrich, D. P. (2015). Flood damage and victims' perceptions about political leadership: Flood damage perceptions about leadership. *Risk, Hazards & Crisis in Public Policy*, 6(4), 329–343. https://www.researchgate.net/publication/308864653_Flood_Damage_and_Victims'Perceptions_About_Political_Leadership_Flood_Damage_Perceptions_About_Leadership
- Alimi, J. (2001). Willis's and Skehan's versions of task-based learning: A critical examination. Retrieved from https://www.researchgate.net/publication/330761038_Willis's_and_Skehan's_Version_of_Task-based_Learning_A_Critical_Examination
- Al-Jarf, R. (2006). Large student enrollments in EFL programs: Challenges and consequences. *Asian EFL Journal*, 8(4), 8-34. <https://files.eric.ed.gov/fulltext/ED635564.pdf>
- Al-Subaiei, M. (2017). Challenges in mixed ability classes and strategies utilized by ELI teachers to cope with them. *English Language Teaching*, 10(6), 182–191. <https://doi.org/10.5539/elt.v10n6p182>
- Amroun, S., & Amouchi, H. (2022). *The implementation of task based language teaching to promote group communication: An analysis of the EFL teachers' views and practices in the BridgeWay World Private School of Tizi Ouzou (Algeria)*. Mouloud Mammeri University of Tizi Ouzou. (Master's dissertation). Available from MMUTO DSpace Repository. (Record No. 545) <https://dspace.ummto.dz/items/2d111963-da8d-440b-a3d0-27653846c9ba>
- Bahanshal, D. A. (2013). The effect of large classes on English teaching and learning in Saudi secondary schools. *English Language Teaching*, 6(11), 49–59. <https://doi.org/10.5539/elt.v6n11p49>
- Baker, J., & Westrup, H. (2000). *The English language teacher's handbook: How to teach large classes with few resources*. Continuum. Bhandari, L. P. (2020). Task-Based Language Teaching: A Current EFL Approach. *Advances in Language and Literary Studies*, 11(1), 1–5. <https://doi.org/10.7575/aiall.v.11n.1p.1>
- Croteau, J. (2024, July 30). Language proficiency levels 2.1: A guide for school curriculum. *We Are Teachers*. Retrieved April 19, 2025, from <https://www.weareteachers.com/>
- Duong, T., & Nguyen, H. T. T. (2021). Implementing task-based language teaching in Vietnamese secondary schools: What hinders EFL teachers? *The Electronic Journal for*

- English as a Second Language*
25(2),1-15.
<https://www.researchgate.net/publication/357447811>
- Durmaz, Y., & Diyarbakirlioglu, I. (2011). A theoretical approach to the role of perception on the consumer buying decision process. *Asian Journal of Business and Management Sciences*, 1(4),217–221. <https://www.researchgate.net/publication/229989703>
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press. Ellis, R. (2003). *Tasks in SLA and language pedagogy*. In *Task-based language learning and teaching* (pp. 27–33). Oxford University Press.
<https://global.oup.com/academic/product/task-based-language-learning-and-teaching-9780194421591?cc=dz&lang=en>
- Ellis, R. (2019, October 12). Task-based language teaching: Where did it start and where is it going? [Conference presentation]. KOTESOL 2019 International Conference, Seoul, South Korea.
<https://www.youtube.com/watch?v=hf7eFWEyMH4>
- Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2020). *Task-based language teaching: Theory and practice*. Cambridge University Press.
<https://doi.org/10.1017/9781108643689>
- Eslami, Z. R. (2020). *Enhancing your English language proficiency*. In C. Coombe, N. J. Anderson, & L. Stephenson (Eds.), *Professionalizing your English language teaching* (pp. 141–161). Cham, Switzerland: Springer Nature. <https://doi.org/10.1007/978-3-030-34762-8>
- Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the behavioral sciences* (10th ed.). Boston, MA: Cengage Learning. Retrieved from <https://www.cengage.com/c/statistics-for-the-behavioral-sciences-10e-gravetter-wallnau/9781305504912/>
- Goyal, P. K. (2015). Motivation: Concept, theories and practical implications. *CASIRJ: International Research Journal of Commerce, Arts and Science*, 6 (8), 71–78. Retrieved from <https://www.casirj.com/abstractview/3525>
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar* (4th ed.). Routledge.
- Hashinishi, A. (2013). The challenges and suitability of task-based language teaching in Asian contexts. *LET Kansai Chapter Collected Papers*, 14, 101–110.
https://www.jstage.jst.go.jp/article/letkansai/14/0/14_101/_pdf
- Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–1288.
<https://doi.org/10.1177/1049732305276687>
- Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269–293). Penguin.
- Khodizah, A. B. S. (2023). Challenges of using task-based language teaching method in teaching

- English on twelfth grade students at SMK PGRI Donorojo academic year 2022/2023 (Undergraduate thesis). English Language Education Department, Faculty of Cultures and Languages, UIN Raden Mas Said Surakarta.
https://eprints.iainsurakarta.ac.id/6529/1/Ayu%20Bulan%20Sri%20Khodizah_183221150_THESIS%20PBI.pdf
- Long, M. (2015). *Second Language Acquisition and Task-Based Language Teaching*. Wiley-Blackwell.
- Long, M. H. (1985). *A role for instruction in second language acquisition: Task-based language training*. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and assessing second language acquisition* (pp. 77–99). Clevedon, UK: Multilingual Matters.
- Mokeddem–Tagrara, S. (2023). Teaching large EFL classes: Highlighting the problem and responding constructively. *TAALIMIA Review*, 31(2), 751–764.
<https://asjp.cerist.dz/en/downArticle/184/13/2/223843>
- Murman, D. L. (2015). The impact of age on cognition. *Seminars in Hearing*, 36 (3), 111–121.
<https://doi.org/10.1055/s-0035-1555115>
- Nunan, D. (1999). *Second language teaching & learning*. Heinle & Heinle Publishers.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Nuryani, T. S., Tarjana, S. S., & Hersulastuti. (2018). Students' perceptions towards questions and questioning technique in English classroom interaction. In Proceedings of the 2nd English Language and Literature International Conference (ELLiC) (pp. 156–162). Semarang, Indonesia : Universitas Muhammadiyah Semarang. Retrieved from
<https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3499>
- Nusrat, D. (2017). Overcoming the challenges faced in a mixed ability classroom. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 22(7),9–14. C22070160914.pdf Ok,
 E. (2024, November 14). Task-based language teaching as a framework for emerging research and pedagogical innovation. ResearchGate.
https://www.researchgate.net/publication/385811411_Task-Based_Language_Teaching_as_a_Framework_for_Emerging_Research_and_Pedagogical_Innovation
- Ok, E. (2024, November 14). Task-based language teaching as a framework for emerging research and pedagogical innovation. Research Gate.
https://www.researchgate.net/publication/385811411_Task-Based_Language_Teaching_as_a_Framework_for_Emerging_Research_and_Pedagogical_Innovation
- Philp, J., & Duchesne, S. (2016). Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics*, 36, 50–72.
<https://doi.org/10.1017/S0267190515000094>
- Rahman, M. M., Pandian, A., Karim, A., & Shahed, F. H. (2017). Effect of age in second language

- acquisition: A critical review from the perspective of critical period hypothesis and ultimate attainment. *International Journal of English Linguistics*, 7(5), 1–7. <https://doi.org/10.5539/ijel.v7n5p1>
- Rajitha, R. (2024). Task-based language teaching (TBLT): Benefits and challenges in the modern classroom. *International Journal of Creative Research Thoughts (IJCRT)*, 12(10), 366–370. <https://ijcrt.org/papers/IJCRT2410384.pdf>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Saputro, T. H., Hima, A. N., & Farah, R. R. (2021). Benefits and challenges of doing task-based language teaching in Indonesia: Teachers' perception. *KEMBARA: Journal of Scientific Language Literature and Teaching*, 7(1), 131–142. <https://doi.org/10.22219/kembara.v7i1.15805>
- Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's Zone of Proximal Development: Instructional implications and teachers' professional development. *English Language Teaching*, 3(4), 237–248. Canadian Center of Science and Education. <https://doi.org/10.5539/elt.v3n4p237>
- Sharma, A. (2019). A review on: Perception and its effect on judgments. *Journal of Management Research and Analysis*, 6(4), 164–168. pdf.ipinnovative.com/pdf/10472
- Silitonga, F. D., Pinem, S. M., Simbolon, L., & Saragih, E. (2020). Learning style in language learning classroom. *Yavana Bhasha Journal of English Language Education*, 1(1), 53–
https://www.researchgate.net/publication/346627303_Learning_Style_in_Language_Learning_Classroom
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38–62. <https://doi.org/10.1093/applin/17.1.38>
- Skehan, P. (1998). Task-based instruction. *Annual Review of Applied Linguistics*, 18, 268–286. <https://doi.org/10.1017/S0267190500003585>
- Subedi, M. (2023). Use of mixed methods in social sciences research. *Nepalese Journal of Development and Rural Studies*, 20(1), 96–105. <https://doi.org/10.3126/njdrs.v20i01.64166>
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.
- Tomić, D., Rastovski, D., & Čurić, M. (2023). Exploring the VARK model: A review of the validity and reliability of the questionnaire and its relationship to learning outcomes. *Region, Entrepreneurship, Development: Proceedings of the 12th International Scientific Symposium*, Osijek, Croatia. <https://www.researchgate.net/publication/371633359>
- Toudji, A., & Tlili, R. (2023). *Exploring teachers and licence students' perception on the role of the Task-Based Language Teaching approach on the development of students' speaking competence in the Department of English at Mouloud Mammeri University of Tizi Ouzou*

- (Algeria). Mouloud Mammeri University of Tizi Ouzou. (Master's dissertation). Available from MMUTO DSpace Repository. (Record No. 688)
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Willis, D., & Willis, J. (2007). *Doing Task-Based Teaching*. Oxford University Press.
- Willis, J. (1996). *A framework for task-based learning*. Harlow, UK: Addison Wesley Longman.
- Zhao, J., Mohamad, M. B., & Zahidi, A. B. M. (2023). Exploring challenges in implementing task-based language teaching (TBLT) at a university in China. *International Journal of Religion*, 4(2), 711–723. <https://doi.org/10.61707/89a0js79>



Appendices

Appendix 01: Teachers' Interview

This interview is an important step of our research in which we aim at discovering the challenges that teachers face when implementing TBLT in heterogeneous classrooms, particularly in language schools. Such contexts are also described as mixed-ability classrooms, in which learners differ in numerous criteria like learning styles, proficiency levels, needs etc. The main objective of this interview is to get your perceptions concerning the implementation of TBLT in such contexts, along with your experience with it.

Definition of Key Terms:

Task Based Language Teaching is an approach that relies on tasks to engage learners actively in target language use; it focuses on meaning exchange, and real-world relevance. This approach is learner-centered, in which teachers act as facilitators of the learning process and leave the lead to the learners.

Heterogeneity in classrooms refers to dissimilarities from one learner to another in relation to certain criteria or characteristics. This can include divergences in terms of age, proficiency levels, engagement, learning styles and strategies

1. How do you perceive the implementation of Task-Based language teaching in heterogeneous classrooms in terms of difficulty?
2. Would you mention the main difficulties that you encounter when implementing TBLT in the classroom?
3. How can teachers overcome such difficulties to make TBLT take place in the teaching/ learning process?

4. How do you determine the right time to remove scaffolding in your lessons, ensuring that the learners have received the right amount of support to move on to next units of study independently?
5. What should be done to make language items in the classroom come in a logical sequence, where each one builds on the preceding one?
6. How do you strategically recycle and reinforce what learners have learned in new tasks, for instance reviewing again vocabulary and concepts?
7. How do you provide opportunities for learners to be actively engaged in language production?
8. To what extent do you integrate the instruction of language forms, communicative functions, and meanings in the TBLT tasks, while demonstrating their interrelatedness to learners?
9. How do you move students from the reproduction of language to creation of it by fostering personal expression and creativity?
10. How do you encourage students to reflect on their learning process including what they have learned, how well they perform as well as the strategies they are using?

Appendix 02: Classroom Observation Checklist

Items to be observed	YES	NO
01 The teacher provides supporting frameworks before asking learners to produce the language, like scaffolding holistic chunks of language		
02 The teacher monitors and adjusts the scaffolding, removing it neither too early nor too late so that learners reach autonomy.		
03 The teacher provides tasks that are sequenced in a way that each task builds upon the previous, and guides the learners on how to do the final pedagogical task at the end.		
04 The teacher at the beginning of the teaching session engages learners in receptive tasks (listening and reading) then in productive tasks (speaking and writing). At the end of the cycle they emphasize creative language use.		
05 The teacher reintroduces target language elements in environments, both linguistic and experiential within new tasks and content areas.		
06 The teacher enhances students' understanding of the interrelated nature of language items and their applicability in different environments.		
07 The teacher devotes most of the classroom time for learners to provide them with opportunities to actively get engaged in language production.		
08 The teacher guides the students, but does not engage in task completion with them, nor does he dominate class time.		
09 The teacher clarifies the systematic relationship between linguistic form, communicative functions and semantic meaning.		
10 The teacher provides opportunities for learners to apply language forms in meaningful communication tasks.		
11 The teacher engages learners in both reproductive tasks serving as a basis for creative tasks		
12 The teacher encourages learners to transcend reproducing language through repetition in order to use it in a creative way regardless of their level of proficiency.		

13	The teacher provides opportunities for learners to reflect on their learning strategies, and understand the rationale behind TBLT		