

Determining the Understanding of Task-Based Language Teaching among the English Teachers of NU Affiliated Colleges in Bangladesh

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Abstract

Though the Non-credit English courses are treated mandatory for all undergraduate students at National University, the students do not appear to take them seriously because the total marks do not contribute to their final grade. Previous studies suggest that Task-Based Language Teaching (TBLT) motivates the students to language acquisition. Therefore, this study attempted to determine the factors of implementing the TBLT in non-major English courses. In TBLT, the teacher engages the learners with a task-based instruction to make them act as if they were using the language in real life. Therefore, TBLT has become more common and recommended as a way forward in ELT. The objectives were to measure the level of understanding of task of TBLT, perceived usefulness of implementing TBLT, and perceived challenges of TBLT. The research involves surveys and fact-finding investigations as certain hypotheses are presupposed. In this study, the random sampling procedure has been maintained to capture all segments of the population such as urban and rural, and divisional city, district level city and upazila level city. A questionnaire was designed to examine Bangladeshi EFL teachers' understanding and beliefs of task-based language teaching with reference to classroom practice. In the survey, 79 male and 38 female EFL teachers participated. The scores of the males in understanding of tasks in TBLT ($M=3.32$) than that of the females ($M=3.20$). While in perceiving the benefits of implementing TBLT, females scored higher ($M=4.34$) comparing to the males ($M=4.25$). Both males and females had same scores in terms of perceiving the challenges of implementing TBLT in EFL programs. The results indicate that the level of understanding is lower. As a result, the level of perceived challenges of implementing TBLT is higher. Therefore, in conclusion, this study suggests to emphasize on arranging effective training and workshops for the EFL teachers so that they can understand the task in TBLT.

Keywords: TBLT, Non-credit English, National University, Perceived challenges, Perceived usefulness

Introduction

Two types of courses are offered for the students of colleges in Bangladesh such as English as major course and English as non-major course. In other words, in Bangladesh, There are two types of English language education available at the

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tertiary level: one for the students who are majoring in English language and literature and the other for the students majoring in non-English subjects. Language education for those who are majoring in English Language and Literature concentrates more on developing students' language proficiency up to an advanced sophisticated level. While Non-Credit Course (NCC), which refers to English language education at Bangladesh's National University colleges, is another name for language education for non-English majors.

Non-English majors are the language of tertiary-level students pursuing undergraduate degrees in a variety of disciplines, including the arts, sciences, accounting, management, Bengali, and law, among others. The code for the NCC course is ENG 9999, and every department at the National University colleges has to take it in their second year of honors. Even though all Honors students at National University have to take ENG 9999, a non-credit English course, the students do not seem to care much about it because the total marks don't count toward their final grade. The pass mark is 40 and the marks over 60 are added up and no student will receive a certificate for an NC course if they do not receive a passing grade. Students don't take this course very seriously because all of their grades aren't counted. By receiving the passing grades, they feel satisfied. The policy of this course's mark distribution, then, prevents the course's goal from being achieved.

Reforms in English Teaching

The teaching methods should change to accommodate the foreign language teaching reform as a part of Bangladesh's ongoing educational reform. Over the last three decades, the communicative approaches in language teaching has gained popularity. While the inclusion of English in the curriculum of colleges run by the National University of Bangladesh, has a particular objective which is fostering the students' communicative competence including writing (Kafipour et al., 2018) and speaking (Fang, 2010). In the college English classrooms in Bangladesh, the non-English major students need these skills (Fang, 2010). That is why, since 1999, each department at the National University of Bangladesh has offered a non-English major course to help the students improve their English language proficiency and advance their personal and professional lives. (Jahan, 2008).

While, the traditional teaching method and teaching strategies along with the curriculum of this course need to be examined for the skills of the graduates (Jahan, 2008), this researcher has found that the teaching styles of the English teachers also need to be explored. Since many years, in order to enable the university students with communicative skills, the EFL teachers are advised to apply CLT based teaching method such as TBLT because TBLT is one of the subordinate

branches of CLT. However, TBLT is an alternative method to traditional teaching method and Both CLT and TBLT are introduced in Asian countries to enhance the communicative skills of the EFL learners (Butler, 2017).

The reason why task-based language instruction and teaching can be proved effective in teaching a foreign language because this method enables competence among the learners by engaging them in real life situations whereby the learners need 'to complete real-world communication tasks successfully' (Halici Page & Mede, 2018, p. 379). That means, the teachers tell the students to do things they need to do in the practical and professional life. Task-based language teaching (TBLT) activities are one form of instructional activity that provides a break from conventional teaching practices and allows students to experiment with any English words they remember, to take risks without fear of failure, and to speak fluently and correctly (Munira & Ferdousi, 2019).

Therefore, in order to implement TBLT in EFL, the existing teaching styles of EFL teachers need to be examined whether the teachers are practicing learner centric teaching or teacher centric teaching because if the English language teachers implement learner centric teaching style (Grasha, 2002), the students get more motivation to learn English and they can use English in their practical lives (Hismanoglu & Hismanoglu, 2011; Nomnian & Arphattananon, 2018). This is how the students may enhance their communicative skills because one of the tasks in TBLT is communicative tasks (Munira & Ferdousi, 2019). In addition, through learning activities that are created to engage students in the real-world, functional use of language for important purposes, the task-based approach can give learners the chance to explore spoken and written language. Students at the National University could, therefore, have a better understanding of the target language following the successful completion of the task activities.

It is also noteworthy that, the students are unable to follow the new syllabus due to a lack of proper guidelines. The students could benefit and be better able to complete the course if they could obtain a textbook that is related to the syllabus. It would be especially beneficial for the students in rural areas who lack access to qualified teachers. Due to the absence of a specific textbook, students rely on available handbooks from the market, which are leading them astray. The honors course lasts for a full year, and students are no longer allowed to take any English courses during that time. There are numerous topics on the syllabus that can be broken up into different honors sessions. The students are, therefore, under pressure to finish the extensive course in a short amount of time. Additionally, some issues with policymaking lessen the value of this course for the students. The passing grade for this course is 40, and any mark over 60 counts. Students do not give this course as

much priority as the other courses because the full marks are not considered. As a result, it is apparent that this course is not intended for English majors.

The Present Study

It is clear from the previous discussion that three problems are seriously posing challenges to the development of English language teaching leaning. Firstly, the lack of understanding or attitude to TBLT, secondly, perceived opportunities and perceived challenges, and thirdly acceptance of teaching styles which is favorable for implementing TBLT. Therefore, the objectives were to measure the level of understanding of the task of TBLT, perceived usefulness of implementing TBLT, and perceived challenges of TBLT.

The Theoretical Foundation of TBLT

Prabhu is the first person who applied TBLT to teach and conduct programs. It was in Southern Indian Bangalore in 1979 that Prabhu started his bold experiments to bring into practice his ideas which at that time seemed radical. He thinks that students can learn more effectively when they concentrate their minds on the job, rather than the language they use. Hence, it is assumed that Prabhu was the originator of TBLT. TBLT's theoretical foundation dates back to cognitive psychology (the theory of learning), which had a significant influence on primary education. It is typically assumed that Krashen's "Input and Integrationist Theory" and "Communicative Language Teaching" are the other theoretical foundations of TBLT.

Input and Interactionist Theory

Rod Ellis claimed that Input and Interactionist Theory is the theoretical foundation of task-based approach (Ellis, 1993). Krashen's explanation of the theory of input and interactions refers to using language to learn, and then learning to use language. Krashen and other second language acquisition theorists frequently emphasize that learning a language takes place through communicative use of the language rather than through the repetition of specific language skills. Thus, we acquire a language primarily through the process of using language in communicative activity and not through conscious language drills.

Harmer (1983) indicates that learning of language can only be done through the "conversational interaction". He also believes that the necessary device for language acquisition is "modified interaction," which concerns (1) the ability of modified interaction to make input comprehensible; (2) the importance of comprehensible input for language acquisition; and (3) the advantages of modified interaction for language acquisition. So that the learners can pick up language through conversational interaction naturally, we should design the activity with the changed interaction (task) in ELT.

Krashen emphasizes that for students to learn a language, they need to be exposed to comprehensible input. According to the input hypothesis, a language learner at level I must receive understandable input at level "i+1." To put it another way, we only learn a language when we become aware that it contains constructs that are "a little bit beyond" where we are at the moment. Because of the use of the global knowledge and the cultural context of the language we hear or read, this understanding is possible.

Krashen contends that it is not through conscious learning that we pick up a language; rather, it is a subconscious process. The acquisition of language is a subconscious process that is not unlike the way a child learns language. Language learners develop a "feel" for correctness rather than being conscious of the language's grammatical rules. Acquisition is the non-technical term for "picking up" a language. On the other hand, language learning means knowing a foreign language consciously, meaning that you know the rules, are aware of them, and can talk about them. So it's possible to compare learning a language to learning a language.

Critics of interactions pointed to certain insufficiencies in Krashen's understandable theory of inputs. We denied that simple exposure to information could facilitate language learning, even if understandable. Learners do not interact with the language source when they are exposed to it through activities such as listening to the radio, watching television, or reading a book; this type of contact is unidirectional. We are unable to express that we did not understand the message or to request additional explanations or repetitions. On the basis of these factors, Long decided to research how input is rendered comprehensible, while acknowledging the comprehensible input theory. His research has shown that when they communicate with non-native speakers native speakers regularly change their voice. In order to encourage contact, the majority of native speakers frequently automatically alter their speech to accommodate non-native speakers. (Harmer, 1983).

In classrooms, task-based language instruction may help students learn languages more naturally and can achieve a higher rate of language acquisition as it provides learners with a specific communicative target, needs cooperation to meet the goal, and detailed feedback can occur, and then encourages language acquisition.

Nowadays, more and more communicative syllabus designers are attempting to coordinate the teaching of communicative language around a particular communication tasks. Some classroom exercises are often organized to concentrate on completing tasks that are communicated by language, or require contact or knowledge sharing negotiation.

Communicative Language Teaching

Task-Based language within the wider "communicative" framework can be seen as one specific development (Littlewood, 1981). Over the last ten years or more. The theory of communicative Language Teaching (CLT) has become the standard in TEF and several, but not all general courses include communicative aims, communicative practice or communicative methodology. Richards and Rodgers (1986/2000:71) claim that its theoretical foundation combines the following features:

1. Language is a sense-expression system.
2. The primary role of language is for communication and interaction.
3. The language structure is a representation of its practical and communicative uses.
4. Language 's primary units are not merely its grammatical and structural features but functional and communicative meaning categories as exemplified in discourse.

Tasks And The Communicative Approach To Language Teaching

It should be clear that the "communicative approach" to language teaching, which was once popular, is largely responsible for the current interest in tasks. Everything we do in the classroom is based on presumptions about what language is and how it is learned, even though this isn't often immediately clear. In recent years, attitudes on learning and language have undergone some significant changes. This often culminated in a conflicting message to the profession of teaching, which in effect contributed to misunderstanding.

It was agreed, inter alia, that language is more than just a set of laws. Language is now widely viewed as a complex tool for significance formation. It is generally accepted that when it comes to learning, we need to make a distinction between "doing that" and "knowing how," or, to put it another way, we need to make a distinction between knowing a set of grammatical rules and being able to use those rules correctly and appropriately while speaking.

That view underpinned the teaching of communicative languages. The assumption that communication was an interconnected method rather than a series of distinct learning outcomes during the seventies of the last century produced a challenge for syllabus designers, whose job has historically been to generate organized lists of structural, functional or national items graded according to complexity, frequency or pedagogical convenience. Processes fall under the Methodology scope. We can't be reduced to item-lists. It appears that the process-based syllabus design is neglected for a while by the syllabus designer.

Breen (1987) has come as one of the clearest examples of a syllabus plan focused on processes rather than items. He indicates that an alternative to describing linguistic components will be to:

Prioritize the path itself; focus on the way a new language is taught. In this case, the designer should put the changing learning process and the classroom's potential first. This includes the psychological and social work that students do in the classroom to learn a new language.....a larger concern for communication capacity than for speech range, with the operation of learning a language being valued equally with the language itself.

Breen suggests that, with communication at the center of the curriculum, the objective of the curriculum—people who can use the target language to speak with others—and the methods of achieving that goal—classroom activities to increase capacity—are beginning to converge; the syllabus must take into account both the goals and the means.

An emphasis will then be put on the place of grammar. The role of grammar in the curriculum was somewhat unclear for some time following the rise of CLT. Some linguists thought that teaching grammar was inappropriate and that, if learners were required to focus on meaning during linguistic interactions, their ability to utilize a second language would organically develop. This view has come up against a significant challenge in recent years, and it now seems generally recognized that there is interest in classroom activities requiring learners to concentrate on form. Grammar is often recognized as an important tool for communicative language use. This is definitely the view of (Littlewood, 1981). In his introduction to CLT, he suggests that attention should be given to the following skills.

The learner needs to reach as strong a degree of linguistic ability as possible. So, he needs to learn how to manipulate the language system so that he can use it spontaneously and with flexibility to say what he wants to say. The learner must make a distinction between the communication purposes of the forms he has mastered as part of his linguistic abilities. In other words, knowledge of concepts that are part of a language system must also be regarded as concepts that are part of a communication system. The student must acquire the abilities and techniques necessary to use language as effectively as feasible in real-world circumstances. He needs to learn how to use feedback to measure his success and, if he fails, how to fix it by using different languages.

The student must comprehend the social significance of linguistic forms. Although many students might not be able to alter their speech to fit various social

situations, they can employ generally acceptable forms and steer clear of potentially offending ones. Consequently, a comprehensive curriculum must incorporate both methods and ends, as well as both product and procedure. It doesn't really matter whether the people in charge of defining the learning activities are referred to as "methodologists" or "syllabus designers" in the end. It is important to take care of both processes and products, and for the two to work together.

Regardless of one's perspective, there is little doubt that the development of CLT has had a significant impact on both methodology and curriculum design, and has considerably elevated the "task" standing within the curriculum. To summarize, task-based language instruction includes SLA's research accomplishments while also emphasizing some cutting-edge teaching philosophies, like cognitive psychology. Theory exchanges, etc. In other words, TBLT advances and perfects the method of language instruction.

Research on Communicative Tasks

The principles of communicative language instruction, with their heavy focus on the willingness of students to use language in real-life contexts, have taken hold in foreign language classrooms over the past two decades. Growing in popularity is TBLT, which uses communicative tasks as the fundamental unit of inquiry to inform the design of syllabi and activities used in foreign language classrooms. The requirement to assess a student's proficiency in using the language in communication has increased as the major goal of language education shifts from a study object to a communication program, and the design of effective communicative activities has become more widespread. However, several questions need to be solved as follows: 1) What's a communicative task? 2) What is the development of West Country learning communicative tasks? 3) What does communicative tasks study feature in our country's college English course?

Definition of Communicative Tasks

The communicative task has developed over the past 25 years into a crucial element of curricular planning, implementation, and evaluation (Nunan, 1991). The TBLT syllabus chooses its teaching strategies and content in light of the communicative tasks that students will (actually or potentially) complete.

TBLT has two types of tasks; the first is a communication task, while the second is a learning or a support task (Estaire & Zanon, 1994). The last category of tasks emphasizes language form (grammar, vocabulary, pronunciation, phrase structure). In TBLT discussions, the definition of contact tasks has not provided proper consideration. The definition of communicative tasks needs to be further examined because there aren't many researchers looking at the main term of the

communicative task used in English language teaching up until now.

A communicative task is a piece of classroom work that, as far as possible, resembles the activities our students or other people perform in everyday life, thus reproducing daily communication processes (Estaire & Zanon, 1994). A project that students complete in class that emphasizes content above form and requires them to study, use, create, or communicate in the target language. The task should also feel finished and be capable of standing alone as a communication act (Nunan, 1989). Communicative tasks (Lambert uses communication tasks instead of communicative tasks) are pedagogical tasks that operate through a planned diversion of learners' information and usually approximate to some degree to a real-world task that learners may have to complete outside class. In order to communicate effectively in a second language, learners must exchange knowledge, and task-specific language and abilities can only be developed through real-world communication. When carefully arranged, they frequently work together on important and interesting themes (Lambert, 2004).

Defining the aforementioned communication function. According to Nunan (1989:10), the pupils' focus was more on meaning than form. CLT received a lot of flak for emphasizing fluency above precision. This understanding stems from the fact that their success is measured according to communicative effectiveness when learners interact in the classroom (Littlewood, 1981)

Research on Communicative Tasks Designs

TBL has increased in popularity and is now advised as a strategy for ELT in recent years. Assorted well-known specialists Nunan (1989), Prabhu (1987), and Willis (1996) are included in chronological order along with their analyses of the assignments. Prabhu is the first significant individual to develop TBL. His main contribution was to raise ELT world awareness of TBL. Prabhu (1987, p. 24) defines task as "an activity that required learners to arrive at an outcome of information through some thought process, and that allowed teachers to control and regulate that process" (p.24).

Nunan (1989, p. 10) uses the word 'task' instead of 'activity.' He describes a task as "a piece of classroom work involving learners in learning, controlling, creating or communicating in the target language and concentrating primarily on meaning rather than form" (p.10) In 1989, Nunan published *Developing Tasks for the Communicative Classroom*. Some find this book as a pioneer in task-based approach to language teaching.

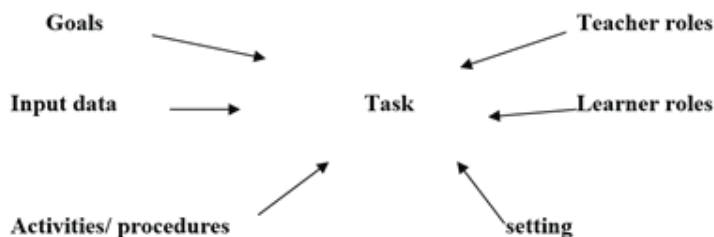


Figure 1: Key components of Tasks Task
(Adapted from Nunan 1989/2000-11)

Another leader who promotes the use of the activities in language classrooms is Willis (1996). Tasks are always actions in which the learner utilizes the target language for a communicative purpose (goal) in order to get a result, according to Willis (1996). In addition, Willis provides a TBL strategy in which tasks are used as the primary emphasis of the lesson within a supportive framework. She asserts that the purpose of the activities is to give a natural context for language study and to provide a true purpose for language use. (p.1) This study focused on Willis's proposed model. However, the following considerations must be taken into account when planning tasks:

1. Material-the subject to be learned
2. Objects-things students can observe / manipulate
3. Exercises-things students and teachers can do during the lesson
4. Objectives – The teacher's general objective for the work (they are much more general and vague than the aims)
5. Students – their skills, needs and interests are significant.
6. The social community – the whole class and its sense of "groupism"

Wright (1987) advises that tasks comprise a minimum of two components: input data that can be provided by materials, teachers, or students, and an introductory question that informs students how to use the data. Candlin (1987) recommends that tasks contain input, roles, settings, actions, monitoring, results, and feedback. Input refers to the data provided to learners for analysis. The relationship between the participants in an activity is specified by their roles. The task's classroom and non-classroom arrangements provide the context. Actions are the procedures and subtasks that learners must complete.

Long (1989) focused on two distinct facets of communication tasks: the dissemination of information required for the work and learners' goal orientation. Long discusses the "one-way" role, in which a student maintains all the information necessary for the role and must convey it to others, and the "two-way" tasks, in

which the information necessary for the task is dispersed among learners;

A second category of communication tasks was presented by some. Yule proposes three types of tasks: descriptive, educational, and narrative, and he argues that the instructional role contains the rhetorical abilities needed for descriptive tasks, while narrative tasks also contain the abilities needed for both. In contrast, Pica et al. (1993) typology explains how students must communicate in narrative assignments.

Lambert (2004) put into practice a method for creating communication task sequences that demand individual involvement in their learning. As a result of earlier activities in a given series, learners develop the content and resource material from which subsequent tasks draw by drawing on their own ideas and knowledge.

Research Method and Data Collection

This study was therefore carried out using quantitative research design (Kothari, 2010). Therefore, data were collected through a well-constructed questionnaire. Furthermore, the survey approach requires respondents to respond correctly based on a specific metric scale that is essentially needed for quantitative analysis (Vaus, 2002). The researcher determined the sample size as 365 teachers based on probabilistic sampling procedure from the total population of around 7500 teachers.

Instrumentation

An instrument was adopted from previous empirical studies to measure the following variables:

Table 2: The Structure and the Sources of the instrument

Sections of the instrument and sources	items
Section I: Demographic	8
Section II: Understanding of Task in TBLT	7
Section III: Perceived Usefulness of implementing TBLT	13
Section IV: Perceived challenges of implementing TBLT	6

A questionnaire was designed according to the study's goals and objectives. The questionnaire was split down into four parts. The first section dealt with the respondents' demographic information while the remaining three sections were set to measure respondents' opinions on several issues of understanding the TBLT. The summary of all aspects of the instrument that was used in this analysis follows.

Demographic Section

This section included six items asking type of college, its location, gender, age, highest educational qualification of the respondents, year of teaching experience, average number of students in their classes, training on Teaching English. Some questions were categorical and others i.e. age, job experience were measured numerically.

Teachers' Understandings of Task and TBLT

This section comprises of seven statements indicating understanding of the respondents on the tasks of TBLT. Examples of supplied assertions include: a task entails a major focus on meaning; a task is a communicative aim directed; a task has a clearly defined outcome. Respondents scored their comprehension of TBLT tasks by placing a checkmark (✓) in any of the following scales: SA (strongly agree), A (agree), U (undecided), D (disagree), SD (strongly disagree).

Teachers' Perceived usefulness of Implementing TBLT

This section addresses English teachers' perceived usefulness of implementing TBLT in the classroom. Thirteen statements have asked the teachers whether they strongly agree, agree, disagree, or strongly disagree. Those who were not sure about their preference have put tick in 'undecided' option. Examples of statements are as follows: 'TBLT promotes the development of integrated skills in the classroom'; 'TBLT places a significant psychological burden on the teacher as a facilitator'; 'TBLT requires a significant amount of preparation time when compared to other approaches'; and 'TBLT is appropriate for controlling classroom arrangements.'

Perceived challenges of implementing TBLT in classroom

As perceived challenges matter for implementing TBLT in classroom, therefore, the respondents rated six statements upon five-point scale ranging from SA (strongly agree), SD (strongly disagree). Among others, some perceived challenges are assessing learner's task-based performance is a difficult job, having limited language proficiency is a challenge for TBLT, have very little knowledge of task-based instruction is a problem of TBLT.

Reliability Test Result

Reliability test is important for quantitative research. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure. It's important to consider reliability and validity when you are creating your research design, planning your methods, and writing up your results, especially in quantitative research.

SL	Name of Construct	Cronbach's Alpha
01	Teachers' Understandings of Task and TBLT	.69
02	Perceived usefulness of applying task-based language teaching	.75
03	Perceived challenges of implementing TBLT in classroom	.79

Summary of the Demographic Information

The summary of 117 participants are given below in terms of mean, standard deviation, minimum and maximum scores.

Table 3: Summary of the Demographic information

Descriptive	Average Students in the class	Gender	Age	Training	Type of College	Location of College	Highest Edu.
Mean	34.97	1.32	31.57	2.33	1.64	2.62	1.95
Std. Deviation	11.644	.470	5.682	.473	.482	.716	.222
Minimum	20	1	25	2	1	1	1
Maximum	65	2	42	3	2	4	2

Demographic data analysis

Gender

The survey was participated by 117 English teachers including 79 (79%) male teachers and 38 (32%) female teachers.

Age of the respondent

The following histogram shows that the average age of both male and female respondents was 31.5 years (SD=5.68). We found that male teachers were comparatively younger than female teachers. The data shows males were 31.34 year old and females were 2.05 year old.

Type of College Participating in the Survey

In this survey, 36% participants (n=42) from colleges and 64% participants (n=75) university colleges have joined spontaneously. University colleges are bigger

and have much academic opportunities more than ordinary colleges.

Educational Qualification of the participants

In terms of educational qualification, almost all participants have postgraduate degree. 95% reported that they have Master in Arts degree while only 5% respondents have passed only bachelor degree or undergraduate program.

Location of Participating Colleges

The table and graph show the the 71 colleges from the various divisional cities have joined in this survey. And Only 10 (8.5%) colleges which is the least number have join in this survey.

Table 10: Location of Colleges

Location	No.	Percent
Dhaka	10	8.5
District City	30	25.6
Divisional City	71	60.7
Upazila City	6	5.1
Total	117	100.0

Teaching Training

The figure shows that 78 teachers had training on teaching English while only 39 teachers didn't have any training.

Teaching Experience

The average job experience of the English teachers is 6.23 years (Minimum = 1, Maximum = 19, SD = 5.36).

Average Students per Class

The teachers reported that they teach in a single class 34 students on average (Minimum = 20, Maximum = 65, SD = 11.64). In order to implement TBLT, the total number of students in a class should be manageable.

Contribution of this Study

The study is one of the few empirical studies to investigate implementation in colleges of the National University in Bangladesh using both quantitative and qualitative methods. In several respects, it is important. This will first provide information on strategic planning and creativity for policymakers like the Ministry of

Education with respect to English education colleges. It will also show the suitability of the application and adaptation of teaching theories in the Bangladesh context. It is hoped that the research results would lead to a clearer understanding of the main course creation and challenges faced by EFL teachers on the tertiary level. The findings will also enable policymakers and administrators to educate on how to assist teachers on the subject. EFL teachers at the tertiary level are

Secondly, this study offers lessons to be learned for future studies in the field of ESL and EFL contexts by exploring how a non-English major course can be offered in Bangladesh's tertiary setting. Third, this study offers more insight into how complex language teaching is to be implemented. Research about how a teaching approach has been interpreted and adapted by teachers and students has also been done in implementation. This study examines the discrepancies of different stakeholder groups at different level during the implementation procedure with the aim of providing a more comprehensive image of how college English education policies have been formulated, designed and implemented. This study therefore emphasizes the complexity of applying English teaching methods in Bangladesh's EFL context. This study is useful to address the above issues and make the main course of non-English successful.

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