

## **An Analytical Study of the Impact of TBLT and CLIL on Educational Policies and Quality Enhancement in Secondary Education of Bangladesh**

**Asif Al Matin<sup>1</sup>**

Received: 20 March 2025

Accepted: 25 April 2025

Published : 01 June 2025

### **Abstract**

*This study examines the role of Task-Based Language Teaching (TBLT) and Content and Language Integrated Learning (CLIL) in shaping educational policies and improving the quality of secondary education in Bangladesh. It provides a critical analysis of how such policies influence planning, quality assurance, accessibility, and availability of education under varying circumstances. The paper also evaluates policy efforts aimed at fostering inclusive education, focusing on modern teaching methods and innovative learning techniques for better outcomes. Special attention is given to policy strategies designed to minimize educational disparities. Moreover, the study highlights how the integration of global educational standards and international practices impacts national education frameworks. By investigating the combination of CLIL and TBLT approaches across secondary schools in the Rangpur Division, the research reveals how continuous application of these methods can improve socio-economic and cultural development while enhancing both access to and the quality of education. The paper concludes by offering recommendations for policymakers and educators to adopt an evidence-driven, holistic strategy to ensure equitable access to quality education for all students. The outcomes of this study are expected to benefit educators, policymakers, and stakeholders committed to advancing effective and fair education systems in Bangladesh.*

**Keywords:** Educational policy, Quality improvement, Access to education, Inclusive practices, Policy reforms, TBLT, CLIL, Learner attitudes

---

<sup>1</sup>Associate Professor, Department of English, Begum Rokeya University, Rangpur, email: [matin.eng@brur.ac.bd](mailto:matin.eng@brur.ac.bd)

## **Introduction**

Education is a fundamental driver of a nation's cultural, social, and economic development. Within this framework, secondary education in Bangladesh holds a pivotal position as it bridges primary schooling with higher education. Consequently, policies targeting secondary education have a profound influence on the overall education system of the country. The government, along with other stakeholders, has introduced numerous policies and initiatives to enhance quality. In the present context, ensuring improvement in secondary education requires the integration of Content and Language Integrated Learning (CLIL) and Task-Based Language Teaching (TBLT). By fostering meaningful participation, education contributes to social, cultural, and economic advancement while also promoting empowerment, mutual respect, and improved standards of living. For this reason, this study investigates the impact of combining CLIL and TBLT in secondary schools across the Rangpur Division.

CLIL, as an instructional method, introduces learners at all levels—primary, secondary, and tertiary—to content through a target language (Mehisto, Marsh, & Frigols, 2008). Unlike traditional language classrooms, CLIL simultaneously develops subject knowledge and language skills, thereby motivating students and making language acquisition essential for academic success. Its learner-centered, content-focused structure promotes contextualized learning, where new concepts are sometimes delivered through non-linguistic content. However, students must possess at least a basic understanding of the target language to grasp subject matter effectively.

On the other hand, TBLT is founded on the use of tasks as the main vehicle for lesson design and instruction. Emerging from the principles of Communicative Language Teaching (CLT) in the 1980s (Willis, 1996), it draws upon cognitive and naturalistic theories of language learning both inside and outside the classroom (Richards & Rogers, pp. 223–243). TBLT emphasizes the influence of the surrounding environment on learning and supports second language acquisition theory by integrating authentic communication into teaching practices (Long & Crookes, 1993).

## **Literature Review:**

Content and Language Integrated Learning (CLIL) has been widely endorsed as an effective instructional method (Cenoz et al., 2013; Coyle et al., 2010; Marsh, 2008). It emphasizes the dual goal of teaching subject matter alongside language development. Ting (2011), for instance, argued that both language and content must be given equal priority in CLIL. Similarly, Dalton-Puffer (2008) noted that CLIL enhances learners' reading and comprehension

abilities. noted that CLIL enhances learners' reading and comprehension abilities. Rooted in the principles of the Natural Approach (Krashen& Terrell, 1998), CLIL allows students to acquire the target or foreign language in a manner comparable to first language learning, through contextualized communication.

Coyle, Hood, and Marsh (2010) proposed the **4Cs Framework**, which demonstrates how language and content can be integrated in diverse contexts. This holistic model emphasizes four interconnected dimensions: **Content** (subject knowledge), **Communication** (language use), **Cognition** (thinking and learning processes), and **Culture** (intercultural understanding and global awareness). According to Coyle et al. (2010), the interaction of these elements ensures that foreign language input supports meaningful output, enabling negotiation and deeper engagement in communication (Königs, 2010).



Fig: The 4Cs Framework of CLIL

In addition, several scholars have advocated for inclusive curricula that incorporate literary texts to support second and foreign language learning (Cook, 1994; Shanahan, 1997; Hanauer, 2001; Carroli, 2008). Others have suggested content-based approaches that integrate literature into language education (Liddicoat, 2000; Kramsch, 2013). For Bangladesh, CLIL presents a promising approach for English classrooms. Nevertheless, its success largely depends on learners' acceptance and attitudes. Learners' beliefs, values, and reactions strongly influence the effectiveness of any pedagogical method, as emphasized by Dörnyei (1990, 2001), Gardner and Lambert (1972), and Heckhausen (1991). Positive attitudes enhance motivation, which in turn drives successful learning (Katarzyna, 2012). Research has shown that CLIL fosters learner motivation (Burston&Kyprianou, 2009) and improves receptive skills such as listening and reading comprehension (Coonan, 2007; Dalton-Puffer, 2008). Much of this evidence, however, comes from European contexts where CLIL has been extensively implemented and studied (Dalton-Puffer & Nikula, 2006; Dalton-Puffer & Smit, 2007; Lasagabaster& Ruiz de Zarobe, 2010). In Bangladesh, CLIL

remains relatively new, with teachers still exploring its adaptation for secondary classrooms (Lee & Chang, 2008; Sasajima et al., 2011). Thus, this study seeks to investigate how CLIL can be effectively applied in Bangladeshi secondary schools, focusing on the attitudes and acceptance of both teachers and students.

The theoretical basis of Task-Based Language Teaching (TBLT) highlights the importance of learner engagement through meaningful tasks, grounded in experiential learning theory. As a branch of Communicative Language Teaching (CLT), TBLT moves away from grammar-based instruction and instead provides opportunities for authentic communication (Kumaravadevelu, 2006). Long (2015) emphasized that optimal language learning occurs through task engagement, aligning TBLT with experiential learning principles. Willis (1996) also noted that task-based contexts prioritize real communication as central to learning.

Through sociocultural and cognitive perspectives, TBLT promotes interaction, collaboration, and the co-construction of knowledge, serving as a catalyst for language production. It stresses communicative competence and positions learners as active participants in meaning-making. According to Willis and Willis (2001), TBLT is structured around a sequence of tasks designed to be carried out in the target language, typically within a specific timeframe and with a defined goal. Language learning, therefore, emerges through meaningful exchanges. The framework of TBLT consists of three main phases: **pre-task**, **task cycle**, and **language focus** (Willis, 1996). In practice, these involve activities such as reviewing prior knowledge, introducing new topics, and scaffolding learners' production.

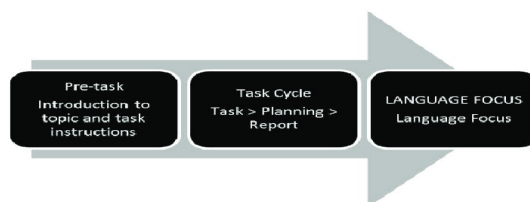


Fig: TBLT-Framework

Nunan (2004) suggested that reflection and recycling activities allow learners to evaluate their progress, while Thornbury (2002) argued that repeated practice strengthens long-term retention and communicative fluency. Vygotsky's (1978) concept of the **Zone of Proximal Development (ZPD)**, further elaborated by Lantolf (2000), underscores the role of scaffolding in helping learners achieve outcomes beyond their independent ability. Willis and Willis (2004) highlighted that even shy learners benefit from task-based interaction through activities like brainstorming games, which foster richer participation. Altogether, TBLT creates a communicative learning environment that promotes both linguistic and cognitive development.

### **Research Questions:**

Based on the collected data, this study seeks to address the following questions:

1. In what ways can CLIL and TBLT be implemented in classrooms, and how do both students and teachers perceive and respond to these approaches?
2. To what extent do CLIL and TBLT contribute to improving English as a Foreign Language (EFL) teaching and learning at the secondary level in Bangladesh?
3. What strategies can be adopted to overcome the common challenges teachers face when applying CLIL and TBLT in classroom settings?

### **Rationale:**

This research examines how the teaching of a foreign language can be effectively combined with subject content from the curriculum. In today's increasingly globalized and technology-driven world, the ability to communicate across disciplines—such as arts, science, and technology—is more important than ever. Task-Based Language Teaching (TBLT), in particular, emphasizes a structured sequence of communicative tasks that learners complete in the target language (Willis & Willis, 2001). Through this process, language learning is not treated as an isolated subject but as an outcome of meaningful exchanges and interactions. Thus, this study aims to explore how integrating CLIL and TBLT can create richer opportunities for language development within secondary education in Bangladesh.

### **Research Scopes and Objectives:**

This study primarily focuses on Content and Language Integrated Learning (CLIL) and Task-Based Language Teaching (TBLT) to identify effective methods and policies that can enhance the quality of secondary education in Bangladesh. It aims to examine how different teaching approaches can be applied to ensure quality education and how modern instructional methods influence English teaching within the secondary curriculum.

The main objectives of this research are:

- To investigate how CLIL and TBLT can serve as more effective alternatives to traditional lecture-based content teaching.

- To explore learners' perspectives on the integration of task-based materials with both language and content instruction, assessing how such integration supports comprehension and the development of English language skills.

### **Methodology and Framework:**

To assess the influence of educational policies on the quality of secondary education, this research adopts a **mixed-methods approach** (Fielding & Fielding, 1986; Steckler, McLeroy, Goodman, Bird, & McCormick, 1992). Using both qualitative and quantitative strategies allows the researcher to explore the problem from multiple perspectives and gain a deeper understanding of the issues involved.

For the **qualitative component**, data are collected through classroom observations and open-ended interviews, enabling participants to share diverse insights and experiences. For the **quantitative component**, a structured questionnaire is employed to gather close-ended responses that reflect learners' and teachers' behaviors, attitudes, and perceptions. Together, these methods provide a balanced dataset suitable for addressing the study's aims.

Since classroom contexts and research focus may vary, some adaptation is necessary when applying the tools (Dörnyei, 2007, pp. 178–179). The qualitative approach also draws on methods such as participant observation and ethnographic techniques, which are commonly used to analyze behavior and interaction in educational settings (Jamshed, 2014).

### **Data analysis:**

The effectiveness of Task-Based Language Teaching (TBLT) lies in its ability to bridge the gap between theoretical knowledge and real-world application. Findings from this study indicate that TBLT plays a central role in fostering authentic English use and creating meaningful learning experiences. Unlike traditional methods that emphasize grammar memorization, TBLT transforms language learning into an interactive and dynamic process. It enhances the relevance of language in real-life contexts, making learning both engaging and long-lasting. Through this approach, language becomes not only a subject to be studied but also a lived experience, extending beyond the classroom into real-world scenarios.

This transformation highlights the vital role of teachers in effectively integrating TBLT into classroom practice, as emphasized by Willis and Willis (2007). Their guidance is crucial in helping learners maximize the benefits of task-based approaches. These results reinforce the importance of adopting innovative methods like TBLT within diverse educational environments while also acknowledging the need for context-specific adaptations.

Similarly, both TBLT and CLIL consider **corrective feedback** as an essential element of language learning and teaching (De Graaff et al., 2007). Research shows that learners benefit from receiving feedback on their language use during tasks, as this process helps them recognize gaps between their interlanguage and the target language (Dalton-Puffer, 2007; Sáez & Segovia, 2013).

However, implementing these methods is not without challenges. Teachers often face constraints such as limited class time, student motivation, exam-oriented curricula, varying English proficiency levels, and insufficient resources. Research conducted in Vietnam (Le, 2014), China (Liu et al., 2021), and Indonesia (Maulana, 2021; Prianty et al., 2021) confirms that despite such challenges, many English teachers recognize TBLT as highly effective. It has been shown to encourage intrinsic motivation, support natural language development, and accelerate the acquisition of communicative competence.

Scholars have also noted that identifying and addressing learner errors is a common feature of all second language teaching methods (Krashen&Seliger, 1975). In this regard, both TBLT and CLIL prove valuable, as they create opportunities for individualized feedback and corrective practices. Previous studies (Hussein & Ali, 2014; Ammar&Spada, 2006; Carroll, 2001; Ellis et al., 2006; Karim& Ivy, 2011; Klimova, 2015; Loewen&Nabei, 2007; Lyster, 2004; McDonough, 2005) confirm that effective corrective feedback, particularly in interactive classroom settings, contributes significantly to second language development.

### **Limitations:**

This study acknowledges several limitations that may affect the implementation of CLIL and TBLT in secondary classrooms. Large class sizes often hinder effective language practice, as individual differences among students are frequently overlooked. Such conditions can lead to reduced opportunities for meaningful interaction and practice in the target language (Yu, 2004). Moreover, overcrowded classrooms are associated with decreased learning efficiency and reduced student engagement (Almulla, 2015).

Another major concern is the lack of motivation among Bangladeshi English language teachers. Their attitudes toward providing corrective feedback in large CLIL and TBLT classrooms may not always be supportive, which can negatively influence learners' progress. These challenges highlight the need for additional training, resources, and institutional support to ensure the successful adoption of innovative teaching methods in secondary education.

### **Implication**

The goal of this research is to strengthen English language learning in secondary classrooms by integrating CLIL and TBLT materials into teaching practices. It highlights how these approaches can create more engaging and effective learning environments, encouraging both teachers and students to adopt innovative methods.

A central focus is on understanding teachers' perceptions of CLIL and TBLT and identifying ways to enhance their motivation to use these approaches. The study also emphasizes the importance of constructive feedback, demonstrating how the success of CLIL and TBLT depends on teachers' ability to provide learners with timely and effective responses. Ultimately, the findings aim to propose practical strategies that teachers can apply in large classroom settings in Bangladesh, thereby ensuring better learning outcomes and improving overall teaching quality.

### **Conclusion**

This study demonstrates that implementing CLIL and TBLT at the secondary level in Bangladesh can significantly enhance students' language learning, both within and beyond the classroom. By actively engaging learners in these approaches, they are able to take greater ownership of their learning, which contributes to long-term language development.

The research also highlights how teachers' and students' beliefs, practices, and perceptions shape the success of these methods. The findings show that effective feedback is a critical factor in ensuring positive learning outcomes. In classrooms where TBLT and CLIL are applied, constructive feedback helps learners refine their skills and achieve better results. Without such support, however, these approaches may not yield the intended benefits.

Additionally, the study points out that inadequate teacher training and insufficient guidance in providing individual feedback can undermine the effectiveness of both methods. To overcome these barriers, targeted professional



development is essential. With proper implementation and teacher preparation, CLIL and TBLT can play a vital role in improving the quality of secondary education in Bangladesh and contribute meaningfully to the country's broader educational goals.

### **References:**

- Abraham, A. P. (2015). Teaching and Learning to Write. *Methodologies for Effective Writing Instruction in EFL and ESL Classrooms Advances in Educational Technologies and Instructional Design*, 115-129.
- Ahlquist, S. (2012). Storyline: A task-based approach for the young learner classroom. *ELT Journal*, 67 (1), 41-51.
- Allen, V. F. (1983). *Techniques in teaching vocabulary* (1st ed.). Oxford, UK: Oxford University Press.
- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Mahwah: Taylor and Francis.
- Branden, K. V. (2016). The Role of Teachers in Task-Based Language Education. *Annual Review of Applied Linguistics*, 36, 164-181.
- Breen, M. (1989). The evaluation cycle for language learning tasks. *The Second Language Curriculum*, 187-206.
- Bruton, A. (2002). From tasking purposes to purposing tasks. *ELT Journal*, 56(3), 280-288.
- Butler, Y. G. (2011). The Implementation of Communicative and Task-Based Language Teaching in the Asia-Pacific Region. *Annual Review of Applied Linguistics*, 31, 36-57.
- Chalak, A. (2015). The effect of task-based instruction on reading comprehension of Iranian EFL learners. *Applied Research in English*, 4(1), 19-30. Retrieved May 15, 2018.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press.
- Dalton-Puffer, C., & Nikula, T. (2006). Introduction. *VIEWS: CLIL Special Issue*, 15(3), 4-7.

Dalton-Puffer, C., & Smit, U. (2007). *Empirical perspectives on CLIL classroom discourse*. Peter Lang.

Dalton-Puffer, C. (2008). Outcomes and processes in content and language integrated learning (CLIL): Current research from Europe. In W. Delanoy & L. Volkmann (Eds.), *Future perspectives for English language teaching*. Carl Winter.

deZarobe, Y.R. (2008). CLIL and foreign language learning: A longitudinal study in the basque country. *International CLIL Research Journal*, 1(1), 60-73.

Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40, 45-78.

Dörnyei, Z. (2001). *Teaching and researching motivation*. Longman

Dörnyei, Z. (2016). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press. Print.

Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*, 4(3), 193-220.

Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. Milton Park: Routledge. Print.

Henning, G. (1986). Quantitative Methods in Language Acquisition Research. *TESOL Quarterly*, 20(4), 701-708.

Hymes, D. H., Pride, J. B., & Holmes, J. (1972). *On communicative competence*. Harmondsworth: Penguin. Print.

Izadpanah, S. (2010). A study on Task-based Language Teaching: From theory to practice. *US-China Foreign Language*, 8(3), 47-56.

Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of basic and clinical pharmacy*, 5(4), 87-88.

Kumaravadivelu, B. (2006). TESOL Methods: Changing Tracks, Challenging Trends. *TESOL Quarterly*, 40(1), 59.

Lambert, C. (2004). Reverse-engineering communication tasks. *ELT Journal*, 58(1), 18-27.

- Mahrooqi, R., Thakur, V. S., & Roscoe, A. A. (2015). *Methodologies for effective writing instruction in EFL and ESL classrooms*. Hershey, PA: Information Science Reference, an imprint of IGI Global.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1991). Communicative Tasks and the Language Curriculum Author. *TESOL Quarterly*, 25(2), 279-295.
- Prianty, T., Ngadiso, N., & Wijayanto, A. (2021). Indonesian EFL teachers' perceptions of task-based language teaching approach. *Pedagogy: Journal of English Language Teaching*, 9(1).
- Randolph, J. J. (2007). Meta-analysis of the research on response cards: effects on test achievement, quiz achievement, participation, and off-task behavior. *Journal of Positive Behavior Interventions*, 9(2), 113-127.
- Raza, K. (2019). Learner preferences for teacher corrective feedback: a survey study of Arab students from Qatar. *Language Teaching Research Quarterly*, 11, 43-53.
- Rodriguez, L. (2009). Classroom management. *Foreign language teaching methods*. University of Texas. Rukanuddin, M., Rahman, K. A., IbnaSeraj, P. M., & Hafiz, K. D. (2021). Feedback to student-works : Lifeline of learning. *Journal of Language and Linguistic Studies*, 17(1), 565–574.
- Sáez, N. & Segovia, R. (2013). Input, interaction, and corrective feedback in L2 learning. *Salt*, 13(1), 49-51.
- Subramaniam, T. S., Md. Yunus, M., MohdAyub, A. F., Rosli, M. S., Maaruf, S. Z., Nawi, A., & Palpanadan, S. T. (2020). Important elements for a framework in designing a mobile learning for English language listening and speaking skills. *Journal of Critical Reviews*, 7(6), 312–315.
- Tedick, D. & Gortari, B. (1998). Research on error correction and implications for classroom teaching. *The Bridge: From Research to Practice*, May.
- Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing*, 16(4), 255-272.

Van den Branden K. (2016). The role of teachers in Task-Based Language Education. *Annual Review of Applied Linguistics*. 36, 164-181.

Vásquez, C., & Harvey, J. (2010). Raising teachers' awareness about corrective feedback through research replication. *Language Teaching Research*, 14(4), 421-443.