

Decoding Learner Factors in Task-Based Language Acquisition/Teaching within Uganda's Competence-Based Lower Secondary School Curriculum

Milburga Atcero

Makerere University Business School

Abstract

The present study discusses the impact of Task-Based Language Teaching (TBLT) within Uganda's Competence-Based Lower Secondary School Curriculum and its effect on language acquisition. TBLT represents a shift from traditional methods, focusing on real-world tasks to improve language learning. This study investigates how various learner factors—such as motivation, engagement, self-efficacy, and cultural influences—affect the success of TBLT in Ugandan secondary schools. Utilizing a mixed-methods approach, the research combines quantitative and qualitative data to explore these factors in depth. The study highlights the diversity of Ugandan students' backgrounds and experiences and how these affect their language acquisition through TBLT. It also examines the socio-economic and linguistic diversity in Ugandan schools and its intersection with TBLT, aiming to promote inclusivity and equity in language education. Teachers play a crucial role in implementing TBLT, and the research explores their perceptions, attitudes, and professional development needs. By understanding these aspects, the study seeks to enhance instructional strategies and address challenges faced by educators. Ultimately, the research aims to bridge the gap between theoretical frameworks and practical applications, providing insights for educators, policymakers, and stakeholders. The findings are expected to improve language acquisition and educational practices in Ugandan secondary schools, fostering a more effective and inclusive learning environment.

Keywords: Attitudes; Engagement; Inclusivity; Motivation; Perceptions