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A Study on English Teachers' Perceptions on the Use of Task-Based Language Teaching (TBLT) in Basic and Secondary Schools in Baucau, Ermera, and Manatuto

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Abstract

Task-Based Language Teaching (TBLT) offers learners opportunities to use the target language authentically through meaningful tasks, thereby promoting active engagement and enhancing language acquisition. Despite its pedagogical advantages, the implementation of TBLT among Timorese English teachers remains limited due to various contextual challenges. This study investigates teachers' perceptions of TBLT and the obstacles they encounter in its classroom application. The findings aim to provide insights into how TBLT influences teaching and learning processes and to identify strategies for addressing the challenges associated with its implementation. A mixed-methods research design was employed to obtain both quantitative and qualitative data regarding teachers' perceptions of TBLT. Participants included 20 English teachers from basic and secondary schools in the municipalities of Baucau, Ermera, and Manatuto. Quantitative data were gathered through structured questionnaires, while qualitative data were collected via semi-structured interviews with 13 teachers and three school leaders. The survey examined teachers' familiarity with TBLT, perceived effectiveness, and implementation barriers, while the interviews offered deeper insights into pedagogical practices, awareness, and institutional support. The results reveal both enthusiasm and challenges in adopting TBLT. Most respondents (19 out of 20) reported some familiarity with TBLT, and nearly all (18 out of 20) expressed a strong interest in receiving further training, indicating considerable potential for professional development in this area. Teachers generally perceived positive student engagement with TBLT activities, although some expressed uncertainty regarding its consistent application. Following participation in TBLT training, most teachers demonstrated increased appreciation for the approach and a willingness to apply it in their classrooms. However, several participants noted that the prescribed use of mandatory textbooks limits their ability to implement TBLT effectively.

Keywords: Task-Based Language Teaching (TBLT) Teachers' perceptions Implementation

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