

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

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## Abstract

This study explores the impact of Task-Based Language Teaching (TBLT) within Uganda's Competence-Based Lower Secondary School Curriculum and its influence on second language acquisition. TBLT emphasizes real-world communication tasks over traditional grammar-focused methods, aligning with learner-centered and competency-based pedagogical goals. The research investigates how key learner factors, motivation, engagement, self-efficacy, and cultural background, influence the success of TBLT implementation in diverse Ugandan classrooms. A mixed-methods approach was adopted, combining survey questionnaires, interviews, focus groups, and classroom observations to obtain comprehensive insights from both students and teachers. The study further analyzes how Uganda's socio-economic and linguistic diversity, including the prevalence of multilingual learners, affects language development outcomes and teacher preparedness. Particular attention is given to the challenges and opportunities teachers face in adapting TBLT strategies to suit varied learner profiles. Findings from both the quantitative and qualitative data strands are integrated to provide a nuanced understanding of how contextual and learner variables interact with pedagogical practice. The study contributes to the growing body of literature on communicative language teaching and provides practical implications for educators, curriculum developers, and policymakers seeking to improve language instruction in multilingual, resource-constrained settings.

**Keywords:** Attitudes, Engagement, Inclusivity, Motivation, Perceptions



## 1. Introduction

Language acquisition is a fundamental component of education, particularly in multilingual and multicultural societies such as Uganda. The recent introduction of the Competence-Based Lower Secondary School Curriculum calls for a pedagogical shift from traditional, teacher-centered methods to learner-centered approaches that prioritize practical language use and communication. Among these approaches, Task-Based Language Teaching (TBLT) has emerged as a compelling alternative, especially for foreign language instruction in languages such as French, German, Chinese, and Arabic. TBLT emphasizes meaningful interaction and real-world communicative tasks, enabling learners to acquire language skills by engaging in tasks reflective of authentic situations, in contrast to traditional methods focused on grammar drills and rote memorization.

This study contributes to the growing body of literature on language education in multilingual, low-resource educational contexts, with a specific focus on the teaching and acquisition of foreign languages (French, German, Chinese, Arabic) under Uganda's reformed curriculum. While Uganda's shift toward competence-based education aligns with international best practices, its implementation in linguistically diverse and resource-constrained environments presents unique pedagogical, cultural, and institutional challenges. As such, this research seeks to understand how TBLT can be adapted to the realities of the Ugandan classroom, where foreign language learners come from varied linguistic, socio-economic, and educational backgrounds.

Despite the documented advantages of TBLT in promoting communicative competence and learner autonomy, its effectiveness in Uganda's foreign language classrooms remains underexplored, particularly in relation to key learner-centered factors such as motivation, engagement, self-efficacy, and cultural influences. These factors are especially significant in the acquisition of foreign languages, which often require additional cognitive and affective investment due to the linguistic distance from learners' mother tongues. Furthermore, the successful implementation of TBLT depends not only on learners' readiness but also on teachers' attitudes, pedagogical training, and access to teaching resources, aspects that vary considerably across Uganda's school systems.

Uganda's foreign language education landscape provides a rich context for investigating TBLT, given the simultaneous push for language proficiency and the introduction of globally relevant languages like Chinese and Arabic, alongside historically significant languages such as French and German. However, obstacles such as limited instructional materials, uneven teacher training, and socio-cultural perceptions of foreign languages may constrain the full realization of TBLT's potential. Understanding how learner characteristics and contextual dynamics interact with task-based instruction is therefore crucial to informing curriculum implementation,

improving learning outcomes, and fostering inclusive and sustainable foreign language education.

### **1.1. Purpose of the Study**

This study aims to examine the impact of Task-Based Language Teaching (TBLT) within Uganda's Competence-Based Lower Secondary School Curriculum and its effectiveness in promoting language acquisition. Specifically, it investigates how learner factors including motivation, engagement, self-efficacy, and cultural influences affect language learning outcomes. Additionally, it explores the socio-economic and linguistic diversity of Ugandan learners and how these elements influence the application of TBLT. A central objective is to analyze teachers' perceptions, attitudes, and professional development needs in implementing TBLT strategies. This research seeks to bridge the gap between theoretical models and classroom realities, offering practical recommendations for educators, policymakers, and other stakeholders to improve language instruction and support inclusive education.

This study thus examines the role of learner-related factors in the implementation of TBLT in Uganda's foreign language classrooms, focusing on French, German, Chinese, and Arabic. It aims to bridge the gap between theoretical frameworks of task-based instruction and the practical realities faced by learners and teachers. In doing so, the research offers insights that can inform policy decisions, enhance teacher preparation programs, and contribute to a more contextually responsive and equitable model of foreign language instruction in Uganda's lower secondary schools.

### **1.2. Problem Statement**

The implementation of Task-Based Language Teaching (TBLT) within Uganda's Competence-Based Lower Secondary School Curriculum presents both promise and complexity, particularly in the context of foreign language acquisition, namely, French, German, Chinese, and Arabic. While TBLT is globally recognized for enhancing communicative competence and learner autonomy, its practical application in Uganda is confronted by a range of systemic and learner-centered challenges. These include limited teacher training in TBLT methodologies, insufficient instructional materials, and a lack of contextualized resources tailored to foreign language instruction.

Moreover, the success of TBLT is highly contingent on learner factors such as motivation, engagement, self-efficacy, and cultural orientation toward language learning. In Uganda's diverse and multilingual education system, students' backgrounds vary significantly in terms of socio-economic status, prior language exposure, and cultural perceptions of the target languages. These factors can significantly influence participation, task performance, and long-term language acquisition. Yet, there is limited empirical research that explores how these

learner characteristics interact with task-based methodologies in the Ugandan foreign language classroom.

Furthermore, while Uganda's curricular reforms advocate for student-centered pedagogies, teachers' perceptions, pedagogical readiness, and contextual constraints, such as large class sizes and limited access to authentic language input, may impede the fidelity of TBLT implementation. Without clear evidence on how TBLT functions in actual classroom settings for different foreign languages, there is a risk that well-intentioned reforms may fall short of their intended impact.

Thus, there is a critical need to explore how learner characteristics and contextual realities influence the adoption and effectiveness of TBLT in Uganda's lower secondary schools, particularly in the instruction of French, German, Chinese, and Arabic.

### **1.3. Research Objectives**

- i. To examine the influence of learner-related factors, motivation, engagement, self-efficacy, and cultural background on the effectiveness of Task-Based Language Teaching (TBLT) in the instruction of French, German, Chinese, and Arabic in Uganda's competence-based curriculum.
- ii. To analyze how socio-economic and linguistic diversity among learners affects the implementation and learning outcomes of TBLT in foreign language classrooms.
- iii. To investigate secondary school teachers' perceptions, attitudes, and professional development needs related to the implementation of TBLT in the teaching of foreign languages.
- iv. To assess the alignment between theoretical frameworks of TBLT and their practical application in Uganda's foreign language classrooms.
- v. To generate evidence-based recommendations for policymakers, educators, and curriculum developers to enhance inclusive, learner-centered foreign language instruction using TBLT.

### **1.4. Research Questions**

- i. How does Task-Based Language Teaching (TBLT) influence learners' acquisition of foreign languages (French, German, Chinese, and Arabic) within Uganda's Competence-Based Lower Secondary School Curriculum?
- ii. In what ways do learner-specific factors such as motivation, engagement, self-efficacy, and cultural orientation affect the success of TBLT in foreign language classrooms?
- iii. How do socio-economic status and linguistic diversity shape students' participation and performance in TBLT-based foreign language learning environments?

- iv. What are teachers' perceptions, attitudes, and professional development needs regarding the adoption and integration of TBLT in the teaching of French, German, Chinese, and Arabic?
- v. What systemic and contextual challenges and opportunities affect the implementation of TBLT in Uganda's foreign language education policy and practice?

### **1.5. Significance of the Study**

This study holds both theoretical and practical significance in the field of foreign language education in multilingual, resource-constrained settings such as Uganda.

#### **1.5.1. Theoretical Significance**

The study contributes to the growing body of literature on Task-Based Language Teaching (TBLT) by exploring its applicability and effectiveness in teaching foreign languages French, German, Chinese, and Arabic within a Competence-Based Curriculum in a developing country context.

It provides empirical insights into how learner-centered approaches interact with contextual variables such as cultural values, learner self-efficacy, and socio-economic background, extending the application of constructivist and sociocultural theories of language learning.

It addresses a notable gap in the literature concerning the implementation of TBLT in foreign language classrooms in Sub-Saharan Africa, particularly in multilingual education systems.

#### **1.5.2. Practical Significance**

The findings will help language teachers in Uganda adapt TBLT strategies to better address the diverse needs of learners studying foreign languages, enhancing learner engagement, proficiency, and confidence.

Teacher training institutions can draw on the research to inform professional development programs tailored to the practical and pedagogical demands of implementing TBLT in French, German, Chinese, and Arabic.

The study provides curriculum developers and policymakers with evidence to refine Uganda's Competence-Based Curriculum, ensuring that foreign language instruction is more inclusive, interactive, and responsive to learner diversity.

Development partners, NGOs, and education stakeholders will benefit from actionable recommendations aimed at improving equity and access to quality foreign language education in under-resourced and culturally diverse school settings.

#### **1.5.3. Delimitations of the Study**

This study is intentionally scoped to maintain feasibility, focus, and contextual relevance:

It focuses on foreign language instruction, specifically French, German, Chinese, and Arabic, within Uganda's Competence-Based Lower Secondary School Curriculum (Senior 1–3).

The research prioritizes English-medium secondary schools that offer at least one of the target foreign languages as part of their curriculum.

Data will be collected from students and teachers, excluding other education stakeholders such as parents or school administrators, though their roles are acknowledged.

The study will focus on selected districts and schools, chosen through purposive and stratified sampling. Although findings may not be generalizable to the entire nation, they will offer rich contextual insights and practical relevance.

The study centers on learner and classroom-level factors, rather than broader systemic policy implementation processes.

#### **1.5.4. Expected Outcomes**

The study anticipates generating valuable findings that will inform both academic discourse and educational practice related to TBLT and foreign language instruction in Uganda:

A clearer understanding of how TBLT is implemented in Ugandan lower secondary schools teaching French, German, Chinese, and Arabic, including key success factors, challenges, and context-driven adaptations.

Empirical insights into how learner factors including motivation, engagement, self-efficacy, and cultural background interact with TBLT to influence language acquisition outcomes in foreign language contexts.

Detailed documentation of teachers' experiences, including their attitudes, challenges, and training needs, in integrating TBLT into the teaching of foreign languages.

Actionable recommendations for enhancing the effectiveness, inclusivity, and sustainability of TBLT practices in foreign language classrooms across Uganda.

Contributions to the ongoing curricular reform agenda, providing evidence to guide future improvements in language education policy, teacher preparation, and pedagogical innovation in Uganda and similar multilingual contexts.

#### **1.5.5. Ethical Considerations**

The research will adhere to the highest ethical standards to ensure the protection of participants and the integrity of the study:

**Informed Consent:** All participants, including students (with guardian consent for minors) and teachers, will receive clear, written explanations of the study's objectives, procedures, potential risks, and benefits. Participation will be voluntary, and informed consent will be obtained before data collection.

**Confidentiality:** The identities of participants (students, teachers, and schools) will be kept confidential. All personal and institutional information will be anonymized in the study reports and publications. Data will be stored securely and accessible only to the research team.

**Voluntary Participation:** Participants will be informed that their involvement in the study is entirely voluntary. They will have the option to withdraw from the study at any point without facing any penalty or negative consequences.

**Data Security:** All data collected, whether digital or physical, will be stored securely to ensure that participant information remains protected. Only authorized members of the research team will have access to the data.

## **2. Materials and Methods**

### **2.1. Research Design**

This study employed a convergent parallel mixed-methods research design (Creswell & Plano Clark, 2011), in which quantitative and qualitative data were collected simultaneously, analyzed independently, and merged during interpretation. This approach was selected to capture the multifaceted nature of Task-Based Language Teaching (TBLT) within Uganda's Competence-Based Lower Secondary School Curriculum. Mixed-methods research offers the advantage of triangulation, thereby improving the validity, reliability, and comprehensiveness of findings (Johnson et al., 2007).

Nonetheless, the design also presents challenges related to data integration and the potential for misalignment in interpretation if not carefully coordinated. Particular attention was paid to maintaining consistency in research questions across both strands to ensure methodological coherence.

### **2.2. Study Population and Sampling**

The study targeted language teachers and students in Senior 1 to Senior 3 (approximately 13–16 years old) across selected Ugandan lower secondary schools that had adopted the Competence-Based Curriculum. These schools were chosen based on their documented engagement with TBLT methodologies in foreign language instruction.

A combination of purposive and stratified random sampling was employed. Purposive sampling enabled the selection of schools known to implement TBLT, while stratified random sampling ensured representation across rural and urban contexts, as well as public and private institutions. The sample comprised approximately 200–300 students and 20–30 language teachers.

While purposive sampling increased relevance to the research questions, it may have introduced selection bias by excluding schools with limited or no TBLT exposure. Consequently, findings should be interpreted with consideration of this potential limitation in generalizability.

### **2.3. Data Collection Methods**

A multi-modal approach was used to gather data from a variety of sources to deepen the understanding of TBLT implementation:

### **2.4. Quantitative Data**

Survey questionnaires were administered to both students and teachers:

The student questionnaire explored variables such as motivation, engagement, self-efficacy, and perceptions of TBLT.

The teacher questionnaire focused on TBLT practices, instructional attitudes, and experiences with professional development.

Standardized instruments provided structured and efficient means of collecting data across a large sample. However, the reliance on self-reported data introduces a risk of social desirability bias (Podsakoff et al., 2003), which may affect the authenticity of the responses.

### **2.5. Qualitative Data**

Three qualitative methods were utilized:

Semi-structured interviews with teachers elicited rich data on experiences, challenges, pedagogical strategies, and institutional support for TBLT.

Focus group discussions (FGDs) with students (6–8 participants per group) were used to understand their emotional and cognitive engagement, classroom experiences, and the influence of cultural or linguistic background on language learning.

Classroom observations, guided by a checklist adapted from the TBLT Implementation Framework (Willis & Willis, 2007), documented real-time instructional practices, including task structuring, student interaction, and teacher scaffolding.

The triangulation of these methods enhanced the credibility and trustworthiness of the findings (Lincoln & Guba, 1985). Nevertheless, classroom observations may have been subject to the observer effect, where teachers and students alter their behavior due to the presence of a researcher.

Demographic data were also gathered to examine socio-economic and linguistic diversity, which provided critical context for interpreting variations in learner engagement and performance.

## **2.5.1 Data Analysis Procedures**

### **2.5.1.1. Quantitative Analysis**

Descriptive statistics (means, standard deviations, and frequencies) were used to summarize student and teacher responses. This approach enabled a broad understanding of learner factors but was limited in its capacity to explore causal relationships or statistically significant group differences.

### **2.5.1.2. Qualitative Analysis**

Qualitative data from interviews and FGDs were analyzed using thematic analysis (Braun & Clarke, 2006). The analysis followed a six-phase process: familiarization, coding, theme development, review, definition, and write-up. Coding was both inductive and deductive, allowing for the integration of both theory-driven and emergent categories. Cross-checking between researchers minimized subjective interpretation.

Following the independent analyses, the results of both the quantitative and qualitative strands were integrated during interpretation, resulting in a comprehensive account of how learner and teacher factors influence TBLT implementation and outcomes.

### **2.5.1.3. Methodological Justification**

The study employed a convergent mixed-methods framework to ensure a comprehensive and cohesive analysis of Task-Based Language Teaching (TBLT). This approach was designed to enhance interpretability, credibility, and depth, aligning with established methodologies in mixed-methods research (Mertens & Hesse-Biber, 2012).

#### *1. Triangulation for Validation*

To strengthen the findings, the study utilized triangulation, ensuring that insights from multiple sources were cross-verified to validate patterns and provide richer context (Turner et al., 2015):

- Survey data on student engagement and motivation were compared with narratives from focus group discussions (FGDs), enabling an exploration of alignment or discrepancies in reported experiences.
- Teacher questionnaire responses about instructional strategies were examined alongside interview insights, ensuring consistency while identifying gaps between self-reported practices and actual classroom implementation.

#### *2. Joint Interpretation of Findings*

Rather than analysing quantitative and qualitative data in isolation, the study followed an

interpretive integration approach, allowing for meaningful synthesis during the discussion phase (Paré, 2025):

- Descriptive statistics provided broad trends regarding learner engagement and self-efficacy. These numerical findings were contextualized using teacher interviews, helping explain why certain patterns emerged in practice.
- Qualitative themes refined the interpretation of statistical outcomes, allowing a deeper understanding of how instructional attitudes, institutional support, and pedagogical challenges influenced the implementation of TBLT.

### *3. Narrative and Statistical Integration*

To illustrate how findings complemented each other, both qualitative and quantitative strands were merged systematically:

- While survey responses indicated high student engagement, insights from FGDs revealed challenges related to task complexity and learner autonomy, emphasizing the need for stronger scaffolding strategies in TBLT.
- Trends in teacher motivation, as reflected in statistical analysis, were contrasted with qualitative perspectives on professional development gaps, explaining disparities in instructional confidence and actual application of TBLT in classrooms.

This holistic approach aligns with best practices in mixed-methods research, ensuring that the study not only quantifies trends but also explores their underlying causes (Mertens & Hesse-Biber, 2012). The cross-referencing of structured statistical data with rich qualitative narratives strengthens construct validity and provides a nuanced exploration of TBLT's effectiveness. The triangulation and integration of diverse data sources enhance the trustworthiness and interpretive strength of the study (Lincoln & Guba, 1985).

## **3. Literature Review**

The present study on the impact of Task-Based Language Teaching (TBLT) within Uganda's Competence-Based Lower Secondary School Curriculum is grounded in several interrelated theoretical perspectives. These frameworks provide the conceptual foundation for analysing how learner factors motivation, engagement, self-efficacy, and cultural context influence language acquisition, alongside the role of teachers in implementing TBLT effectively.

### **3.1. Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT)**

TBLT is deeply rooted in Communicative Language Teaching (CLT), which views language as a tool for meaningful communication. CLT posits that language learning is most effective when learners engage in authentic interactions that mirror real-life usage (Richards, 2006). TBLT extends CLT by making communicative tasks the central units of instruction and learning. Ellis

(2003) asserts that TBLT tasks should have a clear communicative outcome, involve real-world language use, and engage learners in interactive exchanges that build fluency.

This theoretical foundation aligns with Uganda's Competence-Based Curriculum, which emphasizes functional language use and cultivates core competencies such as collaboration, critical thinking, and creativity. By focusing on authentic tasks, TBLT promotes fluent communication, enhances the negotiation of meaning, and facilitates contextualized language application, making learning more dynamic and relevant.

### **3.2. Sociocultural Theory (Vygotsky, 1978)**

Vygotsky's Sociocultural Theory underscores the social and interactive nature of language learning. This theory posits that knowledge is constructed through interaction with more knowledgeable others, such as teachers, peers, and cultural tools. Central to this framework is the Zone of Proximal Development (ZPD), which highlights learners' ability to perform tasks with guidance and scaffolding before achieving independent competence.

In the context of TBLT, tasks are intentionally slightly beyond learners' current abilities, creating opportunities for scaffolded support from teachers and peers. This theory is particularly relevant for multilingual and multicultural classrooms in Uganda, where learners bring diverse linguistic repertoires and cultural identities into the learning space. The social mediation of learning, emphasized by Vygotsky, reinforces the interactive and collaborative essence of TBLT-based instruction.

### **3.3. Self-Determination Theory (Deci & Ryan, 1985)**

The study draws on Self-Determination Theory (SDT) to examine motivation and engagement, which distinguishes between intrinsic and extrinsic motivation. SDT posits that learners are more motivated when their psychological needs for autonomy, competence, and relatedness are met (Deci & Ryan, 2000).

TBLT aligns with SDT principles by empowering students to make choices, solve real-world problems, and engage in collaborative learning experiences. In Ugandan classrooms, where learners often face linguistic, socio-economic, and educational challenges, understanding motivation factors in TBLT implementation is critical. SDT offers a valuable framework for assessing how task design, teacher support, and peer interaction influence learner engagement and sustained participation in language acquisition.

### **3.4. Bandura's Theory of Self-Efficacy (1997)**

Bandura's Self-Efficacy Theory provides insights into learners' beliefs in their ability to perform language tasks successfully. Self-efficacy plays a crucial role in decision-making,

perseverance, and adaptability when facing academic challenges. In TBLT environments, where learners are encouraged to engage in communicative tasks, higher self-efficacy leads to greater confidence and better language outcomes.

Bandura (1997) identifies four sources of self-efficacy:

1. Mastery experiences (direct task success)
2. Vicarious experiences (peer modelling)
3. Verbal persuasion (teacher encouragement)
4. Physiological states (emotional and cognitive perceptions)

The present study explores how TBLT practices, particularly task success, peer interaction, and teacher feedback, enhance learners' self-efficacy, ultimately strengthening their capacity for effective communication.

### **3.5. Critical Pedagogy and Culturally Responsive Teaching (Freire, 1970; Gay, 2000)**

Given Uganda's socio-linguistic diversity, the study also integrates Critical Pedagogy and Culturally Responsive Teaching (CRT) to address inclusivity, equity, and cultural relevance in language instruction. Freire (1970) advocates for an empowering education, rooted in learners' lived experiences. Similarly, Gay (2000) emphasizes the need for culturally responsive teaching, where educators acknowledge students' cultural backgrounds as assets and integrate them into curriculum design and classroom interactions.

### **3.6. Synthesis of Theoretical Frameworks**

These five theoretical perspectives, CLT/TBLT, Sociocultural Theory, Self-Determination Theory, Self-Efficacy Theory, and Critical Pedagogy, collectively frame the study's approach to Task-Based Language Teaching within Uganda's Competence-Based Curriculum.

By integrating these theories, the study provides a robust foundation for:

- Examining learner motivation, engagement, and self-efficacy
- Assessing teacher implementation strategies in TBLT
- Understanding socio-cultural dynamics in language acquisition
- Developing strategies for enhancing equity and inclusivity

This synthesis ensures a holistic and well-contextualized exploration of TBLT's impact, while contributing to broader conversations on learner-centered pedagogies, motivation frameworks, and culturally responsive education in resource-constrained settings.

#### **3.6.1. Task-Based Language Teaching (TBLT) in Competence-Based Curricula**

Task-Based Language Teaching (TBLT) is a pedagogical approach that prioritizes meaningful, real-life tasks to facilitate authentic language use and communication (Ellis, 2003). Unlike

traditional methods that focus on isolated grammar drills, TBLT engages learners in purposeful tasks that simulate real-world interactions, making it well-suited to Competence-Based Curricula (CBC) (Nunan, 2004; Willis & Willis, 2007).

Within CBC, TBLT fosters the development of transferable skills such as problem-solving, collaboration, and communication, ensuring that language learning aligns with broader educational and professional objectives. Long (2015) emphasizes that TBLT's effectiveness depends not only on task design but also on the socio-cultural context, including curriculum alignment, classroom realities, and learners' needs. For Uganda's recently adopted CBC, this integration presents both opportunities and challenges, given the linguistic diversity of learners and the varying preparedness of teachers to implement task-based methodologies effectively.

### **3.6.2. Learner Factors in Language Acquisition**

TBLT and other learner-centered approaches necessitate a closer examination of factors influencing language acquisition, particularly motivation, self-efficacy, engagement, and sociocultural identity. Motivation is a critical determinant of engagement and persistence in language learning. Dörnyei (2009) describes motivation as dynamic, influenced by both internal drives and external conditions. High motivation correlates with greater willingness to communicate, increased task participation, and improved language proficiency (Gardner, 1985). Closely related to motivation is self-efficacy, or learners' beliefs in their ability to succeed. Bandura (1997) posits that students with high self-efficacy are more likely to persist through challenges and take ownership of their learning, an essential attribute in TBLT, which emphasizes learner autonomy and problem-solving. Engagement, both behavioral and cognitive, further influences learning outcomes. Studies indicate that learners who actively participate and perceive tasks as meaningful are more likely to retain and apply new language structures (Fredricks et al., 2004). In Uganda's multilingual classrooms, cultural identity and linguistic background play a significant role in shaping attitudes toward language learning. Students may experience barriers when instructional practices fail to reflect their sociolinguistic realities (Cummins, 2000; Trudell, 2012).

### **3.6.3. Inclusivity and Equity in Language Learning**

Uganda's multilingual and multicultural landscape presents both challenges and opportunities for TBLT implementation. With over 40 local languages and English as the official language of instruction, ensuring inclusive language learning requires intentional strategies to bridge linguistic and socio-economic gaps. Trudell (2012) argues that language policies must incorporate learners' home languages to enhance meaningful engagement and identity affirmation. Equity concerns also extend to access disparities, particularly in learning resources, teacher qualifications, and exposure to English (UNESCO, 2018). Marginalized learners may lack textbooks, well-trained instructors, or conducive learning environments, hindering the

equity goals of CBC and TBLT. Heugh (2009) underscores the necessity of contextually adapted language strategies that recognize and utilize learners' linguistic backgrounds as assets rather than obstacles.

#### **3.6.4. Teacher Perceptions, Attitudes, and Professional Development**

Teachers play a pivotal role in the effective implementation of TBLT, as their perceptions, attitudes, and experiences shape classroom pedagogical decisions (Richards & Rodgers, 2014). Educators who understand and value TBLT principles are more likely to support learner autonomy and engagement. However, in low-resource settings, such as Uganda, challenges persist. Studies indicate that teachers frequently encounter insufficient training, inadequate instructional materials, and competing curriculum demands (Littlewood, 2012; Butler, 2011). Some educators revert to traditional grammar-translation methods, influenced by exam-focused assessment pressures and familiarity with conventional approaches. Professional development is an essential enabler of TBLT success. Carless (2007) suggests that effective training programs should equip teachers with practical skills in task design, task assessment, and scaffolding techniques. Continuous mentorship, peer collaboration, and reflective practice have been shown to increase teacher confidence in integrating TBLT into diverse classrooms.

#### **3.6.5. Bridging Theory and Practice in TBLT**

A significant challenge in TBLT adoption is the gap between theory and classroom realities. While literature widely supports the pedagogical benefits of TBLT, practical execution is often constrained by systemic challenges, such as large class sizes, rigid assessment systems, and teacher workload (East, 2017).

Ellis (2018) calls for adaptive pedagogical models that retain TBLT's core principles while ensuring flexibility for diverse educational contexts. In Uganda, successful integration of TBLT with CBC will require systemic reforms, including:

- Curriculum alignment to embed task-based methodologies within assessment frameworks
- Teacher retooling initiatives to build capacity in task creation and instructional strategies
- Development of culturally relevant instructional materials to enhance learner engagement

By examining both teacher and learner experiences, this study aims to contribute practical insights for evidence-based policy recommendations and classroom innovations in Uganda's evolving educational landscape.

## **4. Results**

The findings from the survey offer compelling insights into the impact of Task-Based Language Teaching (TBLT) on language acquisition within Uganda's Competency-Based Lower Secondary School Curriculum, highlighting critical observations and implications derived from the diverse perspectives of educators across different demographics and professional experiences.

### **4.1. Advancing Task-Based Language Teaching (TBLT) in Uganda: Practical Implications for Strengthened Implementation**

Task-Based Language Teaching (TBLT) has emerged as a powerful and contextually relevant approach to fostering language acquisition within Uganda's Competency-Based Lower Secondary School Curriculum. Drawing on findings from this study, it is evident that the effective implementation of TBLT is shaped by factors such as teaching experience, institutional disparities, learner motivation, evolving pedagogical practices, and policy alignment. To maximize its impact, there is an urgent need for strategic, context-sensitive interventions that holistically address these systemic and practical challenges, ensuring that educators, learners, and institutions are adequately prepared and supported to embrace task-based instruction.

#### **4.1.1 Capacity Building for Educators: Supporting Experience and Gender-Informed Pedagogy**

The successful implementation of Task-Based Language Teaching (TBLT) in Uganda's Competency-Based Curriculum is closely tied to educators' professional experience and gender-informed pedagogical orientations. Findings reveal that experienced teachers, particularly those over the age of 30, demonstrate greater confidence and adaptability in using task-based instruction, while early-career educators, though innovative and enthusiastic, often face challenges that call for structured capacity building and mentorship. Additionally, female teachers emerged as more inclined toward learner-centered methodologies, especially in fostering student motivation and engagement, underscoring the importance of integrating gender-responsive strategies into professional development.

To address these nuanced needs, a differentiated training approach is essential: early-career educators should receive foundational instruction in task-based pedagogy and classroom management, while seasoned professionals can benefit from advanced modules in curriculum leadership and peer mentoring. Mentorship programs should pair novice teachers with TBLT-experienced mentors to encourage reflective practice and experiential learning. Furthermore, professional development must embrace inclusive frameworks that recognize and harness the diverse pedagogical strengths associated with gender identity.

**Policy Recommendation:** The Ministry of Education should institutionalize TBLT-focused Continuous Professional Development (CPD) pathways within the national teacher licensing framework, ensuring sustainable and equitable instructional excellence across Uganda's teaching force.

#### 4.2. Equitable Resource Allocation: Addressing Institutional Disparities

The implementation of Task-Based Language Teaching (TBLT) in Uganda's Competency-Based Curriculum is significantly hindered by stark disparities in institutional resources. While international schools benefit from modern teaching materials, advanced digital tools, and greater administrative autonomy, government and many private schools remain constrained by overcrowded classrooms, outdated infrastructure, limited access to technology, and inconsistent policy support. These challenges not only impede the full adoption of TBLT but also risk reinforcing inequities, whereby well-resourced institutions thrive under innovative pedagogy while underfunded schools revert to traditional, grammar-based approaches.

To create a level playing field, resource-sharing partnerships between international and public institutions must be fostered, enabling schools to share best practices, task-based instructional materials, and capacity-building opportunities. The development of low-cost, scalable teaching aids such as community-driven content and printable resources can further democratize access. In addition, peer-learning clusters should be formalized to facilitate professional exchange across institutional boundaries.

**Policy Recommendation:** The Ministry of Education should establish Public-Private Partnership (PPP) frameworks that provide under-resourced schools with ICT tools, curriculum supplements, and targeted funding for infrastructure upgrades. Increased investment in digital connectivity, teacher development, and classroom environments, particularly in rural and underserved areas, is essential to ensure that the transformative benefits of TBLT are equitably realized across all segments of Uganda's education system.

#### 4.3. Reinforcing TBLT's Role in Language Learning

The study confirms strong teacher support for Task-Based Language Teaching (TBLT) as an effective pedagogy for enhancing language learning, particularly through promoting student engagement, contextualized communication, and collaborative problem-solving, core tenets of Uganda's Competency-Based Curriculum. Despite this enthusiasm, widespread implementation remains constrained by two key barriers: inadequate teacher training and a lack of alignment between TBLT methodologies and the current national examination framework. These obstacles hinder full adoption, particularly in schools where educators lack structured exposure to task-based instruction or struggle to reconcile its principles with summative assessment demands.

To address these challenges, classroom instruction should be deliberately aligned with assessment structures by integrating task-based components into internal evaluations. Equipping teachers with sample TBLT lesson plans and formative assessment tools will provide the practical scaffolding needed to deliver curriculum-aligned, learner-centered instruction.

**Policy Recommendation:** National curriculum developers must revise the existing assessment frameworks to incorporate communicative competencies and collaborative task performance as part of official grading criteria. Such alignment will legitimize TBLT pedagogies within formal education policy, bolster teacher confidence, and promote the method's sustainable adoption across Uganda's language education system.

#### 4.4. Enhancing Cultural Adaptability and Motivation in Learning

Motivation and cultural adaptability are pivotal to the success of Task-Based Language Teaching (TBLT) within Uganda's Competency-Based Curriculum. The study reveals that interactive, task-based environments effectively stimulate learner engagement, promote autonomy, and reinforce long-term retention of language skills. Yet, cultural and linguistic factors present nuanced challenges. While Uganda's multilingual landscape enriches learning by broadening linguistic exposure, it also introduces barriers such as pronunciation difficulties, accent-related misunderstandings, and group work reluctance, often influenced by socio-cultural norms that discourage expressive participation.

To bridge these gaps, culturally responsive pedagogies must be embedded into TBLT practice. Schools should implement peer support systems like "language buddies" to build learners' confidence in group settings and pronunciation tasks. Embedding local narratives and culturally relevant content into classroom activities enhances relatability, making learning more accessible and contextually meaningful.

**Policy Recommendation:** Teacher training curricula should include socio-linguistic sensitivity modules, equipping educators with the skills to recognize and navigate cultural variations in learner expression and participation. Such interventions are essential for cultivating inclusive, motivating classrooms where all learners can confidently engage in task-based instruction.

#### 4.5. Systemic Reform: Overcoming Operational Barriers to TBLT Adoption

Despite Task-Based Language Teaching's potential to transform language instruction, its widespread adoption in Uganda's public education sector is impeded by entrenched systemic challenges. These include overcrowded classrooms, some accommodating over 100 students per stream, rigid curriculum schedules that leave little room for instructional creativity, and limited access to digital technologies necessary for implementing interactive, task-based

lessons. Such barriers severely restrict teachers' ability to engage students meaningfully and adapt lessons to local needs, reinforcing reliance on traditional, teacher-centered models.

Addressing these limitations demands both practical classroom strategies and bold policy shifts. In the short term, educators can adopt rotational task models, such as group-based activity stations, which enhance interaction and enable manageable learner monitoring even in large classes. Additionally, introducing offline-compatible digital tools and interactive print materials can bridge the digital divide, allowing teachers to embed TBLT principles despite infrastructural constraints.

**Policy Recommendation:** To enable long-term transformation, the Ministry of Education should pilot "TBLT-Ready Schools" equipped with flexible timetables, moderate class sizes, and reliable digital infrastructure. These institutions would serve as innovation hubs and scalable models for nationwide reform. Without such targeted investment, the promise of TBLT will remain accessible only to privileged school systems, leaving a majority of learners without the benefits of this progressive, learner-centered approach.

#### 4.6. Transforming Teaching Practices Through TBLT

Task-Based Language Teaching (TBLT) is catalysing a pedagogical shift from passive, teacher-centered instruction to dynamic, learner-focused environments characterized by role plays, simulations, and real-world problem-solving. This transition strongly aligns with the goals of Uganda's Competency-Based Curriculum by fostering critical thinking, creativity, and learner autonomy. Educators have reported that TBLT not only enhances student engagement but also deepens conceptual understanding through active participation.

To sustain this transformation and ensure widespread adoption, it is imperative to scale up teacher training programs that integrate interactive learning models into broader curriculum frameworks. Establishing teacher resource banks containing curated, syllabus-aligned task-based activities can provide practical tools for classroom implementation. In addition, promoting collaborative lesson planning among language educators will encourage the exchange of strategies and strengthen instructional coherence across schools. For contexts with limited access to digital infrastructure, the promotion of adaptable, low-tech task-based resources will expand TBLT's reach without compromising innovation.

**Policy Recommendation:** The Ministry of Education should institutionalize Professional Learning Communities (PLCs) focused on language pedagogy. These PLCs would serve as platforms for peer learning, continuous professional development, and sustained innovation, anchoring TBLT practices as a central pillar of transformative language education in Uganda.

#### 4.7. The Case for TBLT Over Traditional Methods

Educators widely endorse Task-Based Language Teaching (TBLT) as a superior alternative to conventional grammar-focused instruction, applauding its emphasis on authentic communication, real-world problem-solving, and learner autonomy, core competencies aligned with 21st-century education goals. However, despite its clear pedagogical advantages, systemic and instructional barriers continue to impede full-scale adoption. These include limited professional development opportunities, ambiguous implementation guidelines, rigid curriculum pacing pressures, and a misalignment between national examinations and TBLT classroom practices.

To ensure the sustainability and effectiveness of TBLT, a multifaceted support system must be introduced. Practically, schools should provide "ready-to-teach" weekly lesson blueprints and mobile-accessible micro-training modules that offer just-in-time support on designing tasks and providing learner feedback. These tools can significantly reduce planning burdens while enhancing instructional quality. Concurrently, robust mentorship structures should be expanded to offer continuous professional guidance, particularly for early-career educators transitioning away from traditional methodologies.

**Policy Recommendation:** The Ministry of Education should mandate the inclusion of task-based units within official language syllabi and institutionalize ongoing TBLT certification for language educators. Additionally, national assessment frameworks must evolve to include authentic, communicative competencies that mirror TBLT practices, thereby closing the gap between pedagogy and evaluation and reinforcing the legitimacy of task-based approaches in Uganda's education system.

#### Conclusion

Task-Based Language Teaching (TBLT) is gaining significant traction in Uganda as a transformative pedagogy that promotes authentic communication, collaboration, and learner autonomy. However, for its adoption to be both scalable and sustainable, deliberate and targeted interventions are essential. This study underscores the need to translate research into practice by addressing educator training gaps, institutional disparities, and systemic barriers that hinder full implementation, particularly in under-resourced public schools.

Ensuring long-term success requires investing in inclusive pedagogies, structured professional development, and robust infrastructure. Equally important is the alignment of national assessment frameworks with TBLT principles, ensuring that what is taught reflects how learning is evaluated. Empowering educators with practical tools, ongoing mentorship, and policy-backed support will enable classrooms across the country to transition toward dynamic, learner-centered environments that equip students with the communication and problem-solving skills demanded in the 21st century.

## 5. Discussion

This study investigates the effectiveness of Task-Based Language Teaching (TBLT) within Uganda's Competency-Based Lower Secondary School Curriculum, focusing on how it influences language learning through motivation, engagement, self-efficacy, and cultural factors. Drawing on data from teachers and learners, several core themes emerged that highlight both the promise and practical limitations of TBLT in the Ugandan context.

### 5.1. TBLT as a Learner-Centered and Practical Approach

Teachers and learners consistently described effective language learning as learner-centered, interactive, and rooted in real-life relevance, qualities that are inherent to TBLT. The method promotes active learning through role-plays, problem-solving, and collaborative tasks, making it distinct from traditional teacher-centered approaches. Its alignment with the Competency-Based Curriculum (CBC) underscores its potential to develop communication skills, critical thinking, and learner autonomy.

However, the shift from theory to practice faces systemic constraints. The implementation of such a dynamic method demands not only teacher willingness but also adequate resources, time, and curriculum flexibility. To strengthen practical applications, structured teacher training programs should be introduced to equip educators with task-based instructional strategies, ensuring effective integration into classrooms. Additionally, national assessment frameworks should be redesigned to incorporate task-based evaluation metrics, reinforcing TBLT's credibility within Uganda's education policies.

### 5.2. Motivation, Engagement, and Self-Efficacy as Catalysts for Success

A dominant finding is that TBLT significantly enhances learner motivation and engagement. By involving learners in meaningful, real-world activities, it increases self-efficacy and nurtures a sense of ownership over the learning process. Tasks like group discussions, oral presentations, and listening exercises are particularly effective in boosting learners' confidence and promoting active participation.

Nevertheless, these benefits are not universal. Some learners, especially those who are shy, come from conservative cultural backgrounds, or have limited language exposure, may face participation barriers. To address these challenges, culturally adaptive pedagogies should be introduced, ensuring that interactive learning environments accommodate diverse learner needs. Schools should also implement language support modules to help students navigate accent diversity, enhancing oral fluency and classroom confidence.

### 5.3. Peer Interaction: Opportunities and Challenges

Peer collaboration is both a strength and a potential pitfall. While group tasks promote cooperation, communication, and peer learning, imbalances such as the dominance of faster learners and uneven participation can hinder equitable learning.

To maximize the benefits of peer interaction, teachers need structured strategies to balance group dynamics, ensuring that all learners benefit equally. Differentiated instruction techniques, such as peer mentoring and scaffolded learning, can help bridge participation gaps and create inclusive learning environments.

### 5.4. Systemic Barriers: Resources, Class Size, and Time Constraints

TBLT's success is highly dependent on contextual factors, including:

- **Resource Constraints:** Many rural and underserved schools lack access to textbooks, technology, and learning materials, creating a digital and material divide that threatens the equitable rollout of TBLT.
- **Large Class Sizes:** Managing participatory tasks in overcrowded classrooms (often exceeding 100 learners) is a consistent challenge.
- **Time Pressures:** The method demands significant preparation and class time, which clashes with rigid syllabi and exam-oriented teaching practices.

Without structural reforms and support, these factors severely limit the scope and depth of TBLT's implementation. To bridge these gaps, resource-sharing partnerships between international and government schools should be strengthened, ensuring that teachers in less privileged environments have access to essential teaching materials. Additionally, government investment in infrastructure improvements—including classroom upgrades, digital connectivity, and continuous teacher training grants—is crucial to creating a sustainable foundation for TBLT integration nationwide.

### 5.5. Cultural and Socio-Economic Influences

Cultural norms shape learner engagement with TBLT tasks. In some communities, interactive activities such as public speaking or role-play may conflict with traditional expectations of learner behaviour, especially for girls or introverted learners. Socio-economic disparities further exacerbate these issues by limiting access to supportive learning environments.

To enhance cultural adaptability, schools should introduce culturally responsive teaching strategies that respect socio-linguistic variations while ensuring inclusive classroom practices. Additionally, teacher mentorship programs should be expanded to provide continuous professional guidance, helping educators refine task-based methodologies and overcome classroom challenges.

## 5.6. Teacher Training and Policy Support

Teachers highlighted the need for ongoing professional development, particularly in:

- Designing and facilitating TBLT tasks
- Managing large, diverse classrooms
- Utilizing ICT and multimedia resources
- Addressing cultural and learner-specific challenges

Additionally, policy-level reforms are essential. These include:

- Allocating sufficient classroom time for task-based learning
- Providing teaching materials and digital resources
- Offering teacher incentives to encourage TBLT adoption
- Ensuring schools are resourced according to need

To secure TBLT's sustainability, national education policies must integrate task-based assessment metrics, ensuring that evaluation frameworks align with modern pedagogical practices. Furthermore, structured mentorship programs should be introduced to equip early-career educators with practical strategies for task-based instruction, ensuring they receive interactive learning experiences and structured capacity-building programs.

## Conclusion

While TBLT adoption in Uganda is progressing, targeted interventions are necessary to scale implementation effectively. By addressing educator training needs, institutional disparities, learner motivation, and systemic reform, Uganda can fully integrate task-based learning into its curriculum, equipping students with stronger communication and problem-solving skills.

Investing in inclusive pedagogy, structured training, and infrastructure improvements will ensure long-term success and help transition classrooms toward dynamic, student-centered learning environments.

## 5.7. Recommendations for Strengthening Task-Based Language Teaching (TBLT) Implementation in Uganda

### 5.7.1. Enhancing Teacher Training and Professional Development

To ensure effective implementation of TBLT, it is essential to prioritize structured professional development programs tailored to the needs of educators at different career stages. Early-career educators often face challenges in adapting to task-based methodologies, and experienced educators may require continuous exposure to best practices to refine their approaches. Therefore, structured TBLT workshops should be developed, providing hands-on training, mentorship, and instructional modelling to equip educators with practical strategies for integrating task-based instruction into classroom settings.

Additionally, findings indicate gender-based differences in perceptions of TBLT, with female educators exhibiting greater enthusiasm for learner-centered instruction. This underscores the need for gender-responsive training modules that explore diverse teaching philosophies, facilitating inclusive and equitable instructional practices across various educational contexts.

### **5.7.2. Addressing Institutional Disparities in Resource Allocation**

Disparities in institutional settings significantly influence educators' ability to implement TBLT effectively. Educators in international schools benefit from modern teaching materials, digital resources, and administrative flexibility, while those in government and private schools face severe infrastructural constraints. To bridge this gap, collaborative resource-sharing partnerships should be established, ensuring equitable access to TBLT-supportive materials and technology across institutions.

Furthermore, the government must invest in infrastructure improvements, including digital connectivity, classroom expansions, and increased access to teacher training grants. These reforms will enable educators in under-resourced schools to apply task-based instruction effectively, reducing disparities and ensuring broad accessibility to innovative teaching methods.

### **5.7.3. Strengthening TBLT's Role in Language Assessment and Curriculum Alignment**

Despite strong educator support for TBLT, some respondents expressed hesitancy due to misalignment between task-based methodologies and national assessments. Many institutions remain attached to traditional evaluation models, discouraging full adoption of interactive, task-driven learning activities. To ensure consistency in implementation, national assessment frameworks must be redesigned to integrate task-based evaluation metrics, aligning classroom activities with competency-based grading systems. Expanding nationwide capacity-building programs, particularly targeting under-resourced districts, will also reinforce TBLT's credibility and encourage wider adoption. Structured policy interventions should focus on creating comprehensive assessment models that accurately measure student progress within task-based instructional settings.

### **5.7.4. Embedding Culturally Adaptive Pedagogies and Inclusive Learning Practices**

Uganda's multilingual and culturally diverse educational landscape presents unique challenges and opportunities for TBLT integration. While linguistic diversity is regarded as an asset for cross-cultural engagement, educators also highlighted cultural expectations and pronunciation barriers as obstacles to interactive learning participation. Embedding culturally adaptive pedagogies within TBLT implementation is crucial to fostering inclusivity and ensuring that socio-linguistic variations do not hinder classroom engagement. Additionally, the introduction of language support modules designed to assist students in navigating accent diversity will help build oral fluency, enhancing their confidence in task-based communicative settings. Schools

must actively promote equity-centered instruction, ensuring that students from varying linguistic backgrounds receive adequate support and opportunities for meaningful engagement.

#### **5.7.5. Mitigating Systemic Barriers to Effective TBLT Implementation**

Several systemic barriers, such as large class sizes, rigid curriculum schedules, and restricted digital access, continue to hinder TBLT adoption in government-funded schools. Without targeted policy reforms, educators will struggle to deliver interactive, task-based instruction under challenging classroom conditions. Government agencies and education stakeholders must prioritize infrastructure investments, addressing crowded learning environments by reducing student-teacher ratios and enhancing access to digital learning tools. Additionally, curriculum flexibility frameworks should be redesigned to accommodate interactive, task-based methodologies, ensuring that educators have sufficient time to incorporate student-centered learning activities into their schedules.

#### **5.7.6. Expanding Teacher Mentorship and Peer Collaboration Networks**

Despite increased preference for TBLT over traditional methods, some educators cited insufficient training support and unclear implementation guidelines as obstacles to full adoption. Establishing structured teacher mentorship initiatives, wherein experienced educators provide ongoing guidance to early-career teachers, will strengthen capacity-building efforts and accelerate TBLT integration. Moreover, expanding peer collaboration networks, where educators across institutions share best practices, classroom strategies, and success stories, will enhance knowledge exchange and foster a community of innovation in language instruction. These initiatives will increase educator confidence, ensuring that TBLT methodologies are effectively scaled and sustained within Uganda's education system.

#### **5.7.7. Securing TBLT's Future Through Systemic Education Reforms**

Sustained integration of TBLT within Uganda's Competence-Based Curriculum requires long-term systemic reform that aligns task-based methodologies with national education priorities. Policymakers must establish clear frameworks supporting curriculum alignment, teacher training, and equitable resource distribution to guarantee widespread adoption of interactive, student-centered language instruction.

Furthermore, embedding task-based assessment models within national education policies will reinforce TBLT's credibility, ensuring alignment between instructional techniques and grading standards. These reforms will facilitate smoother adoption, allowing educators and students alike to reap the full benefits of task-based learning approaches.

### **Conclusion**

Task-Based Language Teaching (TBLT) holds immense potential for transforming language education within Uganda's Competence-Based Curriculum, fostering learner motivation,

enhancing self-efficacy, and promoting real-world language use. Its interactive, learner-driven approach aligns with modern educational principles and addresses the demands of a dynamic, skill-oriented workforce. However, the sustainable implementation of TBLT depends on the systematic resolution of key challenges, including resource limitations, oversized classrooms, cultural barriers, and insufficient teacher training. To fully integrate TBLT methodologies, Uganda must invest in structured teacher development, equitable resource allocation, assessment reforms, and systemic policy interventions.

As the education system evolves, multi-stakeholder collaboration, involving government agencies, educators, curriculum developers, and institutional leaders, will be instrumental in securing the success of TBLT. By advancing inclusive pedagogy, strengthening instructional flexibility, and expanding professional development, Uganda can establish a robust framework for task-based language instruction, ensuring effective, equitable, and competency-driven education that prepares students for 21st-century challenges and opportunities.

## **6. Limitations of the Study**

While the study aims to provide valuable insights, it is important to acknowledge certain limitations that may affect the scope and generalizability of its findings:

**Contextual Constraints:** The research will be conducted in selected lower secondary schools across specific districts in Uganda, and thus the findings may not fully represent the diverse educational contexts in rural or hard-to-reach areas. The focus on urban and peri-urban schools could limit the applicability of the results to more remote or less-resourced regions.

**Time and Resource Limitations:** Due to limited resources and the cross-sectional nature of the study, it will not be possible to track the long-term effects of TBLT implementation or to conduct a longitudinal analysis of its impact on language acquisition outcomes. The study will provide a snapshot of the current state of TBLT in the foreign language classrooms but not measure its sustained impact over time.

**Reliance on Self-Reported Data:** Data will be collected through surveys, interviews, and focus group discussions, which are based on self-reports from students and teachers. This may introduce social desirability bias, particularly in assessing teacher attitudes or student engagement. Efforts will be made to mitigate these biases by ensuring confidentiality and encouraging honest responses.

**Diversity of Learners:** Uganda's linguistic and cultural diversity is a significant challenge in understanding the full range of factors that influence language learning. Although the study will attempt to capture the diversity of learners' backgrounds (e.g., socio-economic, linguistic), it may not be able to account for every unique learner profile. Additionally, learners' prior

exposure to foreign languages such as French, German, Chinese, or Arabic may vary widely, influencing their learning experiences in ways that are difficult to fully capture in one study.

Language of Instruction: The study will focus on English as the primary medium of instruction in the foreign language classrooms, reflecting the reality of most secondary schools in Uganda. However, schools that use local languages or bilingual approaches may not be adequately represented in this research. Further studies in these settings may be necessary to understand how TBLT functions in such classrooms.

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