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From Beliefs to Classroom Practice: Examining the Implementation Gap in Task-Based Language Teaching through Teacher Readiness, Self-Efficacy, and Institutional Support

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Abstract: Task-Based Language Teaching (TBLT) is widely used in English language teaching because it gives students opportunities to use English for meaningful purposes. However, putting TBLT into practice is not always easy. Teachers may support the approach but still use it only sometimes in their classrooms. This difference between what teachers believe and what they do is an important issue in TBLT research.

This paper looks at this issue through a new reading of Alam's (2022) doctoral study on TBLT in the senior secondary schools of Aligarh Muslim University (AMU). The original study included 225 students and 16 English teachers. It also examined the English textbooks used at the senior secondary level. The study found that teachers and students generally saw value in TBLT. At the same time, more than half of the teachers did not use the approach. The study also reported problems related to teacher training, student participation, classroom size, teaching resources, textbooks, and the development of listening and speaking skills.

Based on these findings and earlier research, this paper proposes the BRACP framework, which stands for Belief, Readiness, Agency, Context, and Practice. Teacher self-efficacy is included as a possible link between readiness and practice. The framework suggests that positive beliefs are important, but they are not enough. Teachers also need practical preparation, confidence, freedom to adapt activities, and support from their institutions.

This paper does not present new data. It uses findings from an existing study and offers a new way of understanding them. The

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BRACP framework is therefore a conceptual proposal and has not yet been statistically tested. Future research can test the framework through surveys, interviews, classroom observations, or mixed-method studies.

The main argument is simple. Teachers do not move directly from believing in TBLT to using it in the classroom. Their practice is also shaped by their preparation, confidence, professional choices, and working conditions.

Keywords: Task-Based Language Teaching, teacher beliefs, teacher readiness, self-efficacy, teacher agency, institutional support, implementation gap, English language teaching

1. Introduction

Task-Based Language Teaching (TBLT) is an important approach in English language teaching. It gives students opportunities to use English while completing meaningful activities. These activities may include solving a problem, sharing information, discussing an issue, making a decision, or completing a project.

TBLT developed from the wider movement towards communicative language teaching. Traditional teaching often gives more attention to grammar, translation, memorisation, and controlled exercises. Communicative approaches place more focus on using language for communication. TBLT takes this idea further by making meaningful tasks an important part of classroom learning.

Research on TBLT has covered many areas. These include task design, task difficulty, learner interaction, language development, teacher roles, assessment, and classroom practice. However, using TBLT in a real classroom is not always easy.

Teachers work under different conditions. They have to consider class size, student ability, available materials, curriculum requirements, examinations, time, and their own teaching skills. Because of these differences, TBLT can look different from one classroom to another.

This creates an important problem. A teacher may believe that students need more chances to speak English but still spend most of the lesson explaining grammar. Another teacher

may support group work but avoid it because the class is too large. A teacher may understand TBLT but still feel unsure about designing or managing tasks.

So, positive views about TBLT do not always lead to regular classroom use.

This issue is especially important in English as a Foreign Language (EFL) settings. Teachers in these settings may work with large classes, examination pressure, limited resources, and established teacher-centred practices. These conditions can make it difficult to use a task-based approach regularly.

The Indian context is also important. English has an important place in education, but English classrooms differ in terms of students, teachers, resources, textbooks, curriculum, and assessment. TBLT may therefore need to be adapted to local conditions.

An important source for understanding this issue is Alam's (2022) doctoral study, *Task-Based Language Teaching in the Teaching of English at the AMU Senior Secondary Schools: Issues and Prospects*. The thesis was submitted for the PhD in English Language Teaching at Aligarh Muslim University in 2022.

The study examined TBLT in the senior secondary schools of AMU. It included 225 senior secondary students and 16 English teachers. It used survey data as primary evidence and the prescribed textbooks as secondary material.

The study looked at teachers' and students' views of TBLT, language-skill development, problems in using TBLT, and the role of textbooks.

One finding is especially important for the present paper. Teachers and students generally recognised the value of TBLT, but more than half of the teachers did not use the approach.

The study also reported several problems. These included limited teacher training, student participation problems, crowded classrooms, limited audio-visual resources, textbook limitations, and weak attention to listening and speaking. The thesis also recommended more task-based activities, better listening support, improved classroom resources, and smaller classes.

These findings raise an important question:

Why do teachers who see value in TBLT not always use it regularly?

A simple answer based only on teacher attitude is not enough.

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If teachers already support TBLT, simply telling them that TBLT is useful may not solve the problem. They may need more training. They may need greater confidence. They may need freedom to change activities. They may also need better resources and institutional support.

This paper examines the problem through the BRACP framework.

BRACP stands for:

- Belief
- Readiness
- Agency
- Context
- Practice

The framework looks at what happens between teachers' support for TBLT and their actual classroom use of it.

The first part is Belief. Teachers are more likely to use an approach when they see value in it. But belief alone is not enough.

The second part is Readiness. Teachers need knowledge and practical training to use TBLT.

Self-efficacy is also considered here. It means teachers' confidence in their ability to use TBLT successfully. The original AMU study did not directly measure self-efficacy. Therefore, this paper treats it as a possible factor that needs further study.

The third part is Agency. Teachers make decisions in their classrooms. They may change tasks, group sizes, instructions, or materials to suit their students.

The fourth part is Context. Class size, textbooks, resources, time, curriculum, assessment, and institutional support can make TBLT easier or more difficult to use.

The final part is Practice. This is what teachers actually do in their classrooms.

The main purpose of this paper is to connect these factors and provide a clearer explanation of the implementation gap.

The paper makes three main contributions.

First, it gives a new reading of findings from the AMU study.

Second, it brings together teacher beliefs, readiness, self-efficacy, agency, and context within a single framework.

Third, it suggests questions that future researchers can test with new data.

The paper does not claim that BRACP is already a tested or validated model. It is a conceptual framework.

The main argument is:

Teachers do not move directly from belief to practice. Their movement towards TBLT practice is also shaped by their preparation, confidence, professional choices, and working conditions.

2. Literature Review

2.1 Understanding TBLT

TBLT developed from communicative language teaching. Prabhu (1987) was one of the early scholars associated with task-based teaching. His work showed how students could use language while solving problems and completing activities.

Later researchers developed different views of tasks and task-based teaching (Ellis, 2003; Long, 2015; Nunan, 2004; Willis, 1996).

Although researchers define tasks in different ways, a common idea is that learners use language to reach a meaningful outcome.

This makes a task different from a simple grammar exercise.

For example, students may complete a grammar exercise by filling in the correct verb form. The main purpose is language practice.

In a task, students may need to use English to decide which option is best, find missing information, solve a problem, or plan something.

The difference is important because TBLT is not simply about making students work in groups. The activity should give students a reason to use language.

TBLT can take different forms. There is no single procedure that must be followed in every classroom. Teachers may need to adapt tasks to their students and their teaching conditions.

This flexibility is important for understanding implementation.

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2.2 Teachers and TBLT Implementation

Teachers are central to the implementation of any teaching approach.

They do not simply follow curriculum documents or textbooks. They interpret them and make decisions about what to do in the classroom.

Borg (2006) explains that teachers' beliefs, knowledge, and experiences can influence their classroom decisions.

This is also important in TBLT. Teachers may need to change familiar teaching routines when they use tasks.

Van den Branden (2006) and East (2012) show that teachers may change tasks according to students and classroom conditions. Carless (2004) also found that practical issues such as class size, examinations, and teachers' views of students can affect TBLT implementation.

This suggests that teachers should not simply be described as either supporters or opponents of TBLT.

A teacher may support TBLT but still change a task.

For example, a teacher may use pair work instead of group work because the class is large.

Another teacher may add grammar explanation before or after a task.

These choices do not always mean that the teacher has rejected TBLT.

They may show an attempt to make it work in a particular classroom.

This idea is important for the BRACP framework, especially the idea of teacher agency.

2.3 Teacher Beliefs

Teacher beliefs are an important part of language teaching research.

Beliefs can influence what teachers value and what they choose to do. However, beliefs and classroom practice do not always match.

Dao et al. (2024), in a systematic review, point out that TBLT belief studies have used different definitions and research methods. Their review also shows the need to look more closely at how beliefs relate to actual classroom practice and how context affects this relationship.

Van Loi (2020) also shows that TBLT implementation is affected by both teacher-related and contextual factors.

Teachers' knowledge, beliefs, and language skills may interact with class size, assessment, time, and institutional expectations.

This means that a teacher's attitude should not be treated as the only reason for using or not using TBLT.

A teacher may have positive views but still use TBLT only sometimes.

The AMU study is a good example of this situation.

2.4 Teacher Training and Readiness

Teachers need practical knowledge to use TBLT.

They need to know how to choose or design tasks. They also need to know how to organise students, give instructions, manage interaction, monitor students, and provide feedback.

Hasnain and Halder (2023) reviewed research on teachers' views of TBLT and found repeated concerns about teacher knowledge, experience, and training.

The AMU study also identified teacher training as an important issue.

This suggests that teacher training should go beyond explaining what TBLT means.

Teachers need opportunities to practise.

For example, training can show teachers how to:

- change a textbook exercise into a task;
- organise pair and group work;
- manage different student levels;
- give clear instructions;
- monitor students;
- provide feedback; and
- connect tasks with the syllabus.

This paper uses the term readiness to include these areas.

A teacher who is ready for TBLT should have enough knowledge and practical preparation to use it in real classroom situations.

2.5 Self-Efficacy

Self-efficacy means a person's belief in their ability to perform a particular activity successfully (Bandura, 1997).

It can be important in teaching because teachers sometimes have to try unfamiliar methods.

A teacher may understand TBLT but still feel unsure about managing group work.

Another teacher with similar knowledge may feel more confident and be more willing to try.

Self-efficacy may therefore help explain why some teachers move from knowledge to action while others do not.

However, this point needs to be stated carefully.

The AMU study did not directly measure teacher self-efficacy.

Therefore, this paper does not claim that low self-efficacy caused limited TBLT use in the AMU schools.

Instead, self-efficacy is included as a possible factor that future studies should measure.

2.6 Teacher Agency

Teacher agency means that teachers can make decisions and respond to the needs of their classrooms.

Teachers do not always have to use a teaching activity exactly as it was originally designed.

They may simplify it.

They may change the group size.

They may give extra examples.

They may change the topic.

They may replace the activity completely.

Priestley et al. (2015) explain that teacher agency is influenced by teachers' abilities, experiences, goals, and working environments.

Recent TBLT research also supports this idea. Xie and Derakhshan (2022) found that teachers can use agency to adapt TBLT and learn from their classroom experiences.

This is important because TBLT is unlikely to work in exactly the same way in every classroom.

Teachers need some freedom to make changes.

Agency therefore connects teacher knowledge with classroom decisions.

2.7 Classroom and Institutional Context

Teachers work within institutions.

Their classroom practice can be affected by class size, textbooks, resources, time, curriculum, assessment, and school expectations.

Van Loi (2020) points to several contextual challenges in TBLT, including large classes, mixed-ability students, assessment demands, and limited time.

Carless (2004) also found that practical classroom conditions can affect the implementation of task-based teaching.

Institutional support is important too.

Teachers may be more willing to try TBLT when school leaders support professional development, provide materials, and allow teachers some flexibility.

This means that TBLT implementation is not only a teacher issue.

The environment in which teachers work also matters.

2.8 Textbooks and Materials

Textbooks can have a strong influence on classroom teaching.

When textbooks contain useful tasks, teachers can use or adapt them.

When textbooks contain mostly grammar exercises and controlled activities, teachers have to create more material themselves.

This issue is important in the AMU study.

Alam (2022) found that the prescribed textbooks did not provide enough task-based activities. The study also found limited attention to listening and insufficient opportunities for speaking and real-life activities. The thesis specifically recommends more communicative, real-world activities and more task-based instructions in textbooks.

This can increase teachers' workload.

A teacher with strong TBLT knowledge may adapt the material.

A teacher with less preparation may simply follow the textbook.

So, textbook design can affect classroom practice indirectly.

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2.9 Listening and Speaking

TBLT can give students opportunities to listen and speak while completing meaningful tasks.

However, students need regular opportunities to use these skills.

The AMU study found that students were stronger in reading and writing than in listening and speaking. It also found that listening received limited attention.

This suggests a gap between communication goals and classroom opportunities.

If students are expected to communicate in English, they need chances to listen and speak.

Teachers need suitable tasks and materials.

They also need enough time and support.

Therefore, limited speaking and listening cannot always be explained by teacher attitudes alone.

2.10 Assessment and Examination Pressure

Assessment can strongly influence classroom teaching.

Teachers often focus on what students are expected to do in examinations.

If examinations mainly focus on written grammar, reading, and textbook content, teachers may give less classroom time to speaking and listening.

Carless (2004) and Van Loi (2020) discuss the tension between communicative teaching and assessment or institutional expectations.

This creates a problem for TBLT.

If communication is an important curriculum goal but is not properly represented in assessment, teachers may receive mixed messages.

Assessment does not have to become completely task-based.

However, if communication is a stated learning goal, it should have some place in evaluation.

The AMU thesis also suggests giving some weight to student motivation, participation, and peer interaction in evaluation.

2.11 TBLT in Asian and Indian Settings

TBLT cannot be separated from the context in which it is used.

Littlewood (2007) notes that communicative teaching in East Asian classrooms often develops through a mix of traditional and communicative practices.

Butler (2011) also argues that TBLT needs to take local educational conditions into account.

This is important for India.

Teachers may work with examination pressure, large classes, mixed-ability students, limited resources, and established teacher-centred practices.

Students may also have very different levels of English.

The AMU thesis itself notes differences in students' backgrounds, English exposure, proficiency, and pace of learning.

Therefore, TBLT may need to be adapted rather than copied directly from another educational setting.

This supports the role of context in the BRACP framework.

2.12 Research Gap

The literature has examined many factors related to TBLT implementation.

These include teacher beliefs, training, task design, classroom interaction, teacher agency, assessment, textbooks, and institutional conditions.

However, these factors are often discussed separately.

The main gap addressed by this paper is the need to connect these factors when explaining the difference between teachers' beliefs and their actual classroom practice.

The AMU study is useful because it brings several of these issues together.

Teachers generally recognised the value of TBLT, but many did not use it.

The study also found problems related to training, classroom conditions, resources, textbooks, students, listening, and speaking.

The present paper uses these findings to develop BRACP.

The framework asks five simple questions:

1. Do teachers believe TBLT is useful?
2. Are they prepared to use it?
3. Do they feel confident enough to use it?
4. Can they adapt it to their classrooms?
5. Does their working environment support its use?

These questions provide a broader perspective on the implementation gap.

3. Conceptual Framework: The BRACP Model

3.1 Why BRACP?

The literature shows that TBLT implementation depends on several factors.

Teacher beliefs matter.

Training matters.

Confidence matters.

Teacher choices matter.

Classroom conditions matter.

The BRACP framework brings these factors together.

BRACP stands for:

Belief, Readiness, Agency, Context, and Practice.

Self-efficacy is positioned between readiness and action because confidence can influence whether teachers apply what they know.

The framework is conceptual. It has not yet been tested statistically.

3.2 Belief

Belief refers to what teachers think about TBLT.

Teachers are more likely to use an approach when they see value in it.

However, positive beliefs do not guarantee classroom use.

The AMU study shows this clearly.

Teachers recognised the value of TBLT, but many did not use it regularly.

So:

Belief is a starting point, not the final step.

3.3 Readiness

Readiness refers to whether teachers have the knowledge and training needed to use TBLT.

It includes:

- knowledge of tasks;
- task design;

- classroom management;
- group work;
- feedback;
- assessment; and
- task adaptation.

Training should help teachers use these skills in real classrooms.

3.4 Self-Efficacy

Self-efficacy refers to teachers' confidence in their ability to use TBLT.

A teacher may know how to design a task but still feel unsure about how to use it.

Confidence may increase when teachers have successful experiences.

It may decrease when they repeatedly face problems.

Because the AMU study did not directly measure self-efficacy, this part of the framework requires further testing.

3.5 Agency

Agency means that teachers can make professional decisions.

They can change tasks according to their students and the classroom.

This may include changing the instructions, group size, topic, time, or materials.

The agency helps teachers respond to real classroom problems.

3.6 Context

Context refers to the conditions in which teachers work.

It includes:

- class size;
- students;
- textbooks;
- resources;
- time;
- curriculum;
- assessment; and

- institutional support.

These conditions can make TBLT easier or harder to use.

3.7 Practice

Practice means what teachers actually do.

It includes the use of tasks, student interaction, speaking and listening opportunities, and teacher adaptation.

Practice is where all the other factors come together.

3.8 BRACP Model

Figure 1. Proposed BRACP Framework

BELIEF

↓

READINESS

↓

SELF-EFFICACY

↓

AGENCY

↓

CONTEXT

↓

PRACTICE

↺

Classroom experience can affect future beliefs, confidence, and readiness.

The model is not a fixed step-by-step process.

The factors can affect one another.

For example, a successful lesson may increase a teacher's confidence.

A difficult lesson may prompt the teacher to adjust the task or seek additional training.

4. Re-reading the AMU Study Through BRACP

4.1 The Original Study

Alam's (2022) study examined TBLT in the senior secondary schools of Aligarh Muslim University.

It included 225 students and 16 English teachers.

The study also examined the prescribed textbooks.

The research used both quantitative and qualitative approaches. It collected questionnaire data online during the COVID-19 period and used the prescribed textbooks as secondary material.

The present paper does not treat these findings as new data.

It uses them as the basis for a new conceptual interpretation.

4.2 Belief

The study found that teachers and students generally recognised the value of TBLT.

However, more than half of the teachers did not use it.

This is the main implementation gap.

Teachers did not simply reject TBLT.

The problem was that positive views did not always lead to regular practice.

This supports the first part of BRACP.

4.3 Readiness

The AMU study identified teacher training as an important problem.

It recommended special training in TBLT and in interactive and communicative teaching.

This suggests that teachers needed more practical preparation.

Knowing that TBLT is useful is not the same as knowing how to use it.

Teachers may need help with task design, group work, instructions, feedback, and classroom management.

Readiness may therefore explain part of the gap between belief and practice.

4.4 Self-Efficacy

Self-efficacy was not directly measured in the AMU study.

Therefore, the present paper does not claim that the teachers had low self-efficacy.

Instead, self-efficacy is included as a possible explanation.

A teacher may have the required knowledge but still feel unsure about managing a task.

This possibility should be tested in future research.

4.5 Agency

The study found that some students were reluctant to work in pairs and groups.

This creates a need for teacher decision-making.

Teachers may need to start with pair work.

They may need to shorten tasks.

They may need to give students more support.

These decisions show why teacher agency matters.

4.6 Context

The study identified several problems related to context.

These included crowded classrooms, limited audio-visual resources, student participation problems, and textbook limitations.

Such conditions can make TBLT difficult.

A teacher may have the right knowledge but still struggle to use tasks in a large class.

A teacher may want to provide listening practice but have limited audio resources.

Context can therefore restrict practice even when teacher motivation is strong.

The original study also states that crowded classrooms can make it difficult for teachers to monitor students during tasks.

4.7 Textbooks

The study found that the prescribed textbooks did not provide enough task-based activities.

It also found limited listening activities and insufficient opportunities for speaking and real-life activities.

This matters because teachers often depend on textbooks.

When suitable tasks are missing, teachers have to create additional material.

This requires more time and preparation.

It also requires confidence and knowledge.

Therefore, textbook problems are connected to teacher readiness and agency.

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4.8 Language Skills

The AMU study found that students were stronger in reading and writing than in listening and speaking.

This is important because communication requires regular opportunities to listen and speak.

The limited attention to listening in the textbooks may have contributed to this imbalance.

TBLT can help create more opportunities for oral communication.

However, teachers need suitable materials and classroom support.

4.9 Table 1. AMU Findings and BRACP

AMU finding	BRACP element	Meaning
Teachers saw value in TBLT	Belief	Teachers were generally positive
Many teachers did not use TBLT	Practice	A belief-practice gap existed
Need for better training	Readiness	Teachers needed more preparation
Students were reluctant to work in groups	Context/Agency	Teachers needed ways to manage participation
Large classes	Context	Class size could limit task use
Limited resources	Context	Resources could restrict activities
Textbook limitations	Context	Teachers had fewer ready-made tasks
Weak listening and speaking opportunities	Context/Practice	Communication received limited attention

Note: These BRACP categories are the interpretation proposed in this paper. They were not categories used in the original thesis

5. Discussion

The findings point to a clear problem.

Teachers may support TBLT without using it regularly.

The BRACP framework helps explain why.

5.1 Belief Is Not Enough

Positive beliefs are important.

But they are only the beginning.

The AMU study shows that teachers could value TBLT while still using it only to a limited extent.

This means that teacher attitude should not be treated as the complete explanation.

A teacher may support communication but continue using familiar teaching methods.

5.2 Training Can Help

Teachers need practical training.

They need to know how to use tasks in their own classrooms.

Training should include actual classroom examples.

Teachers should be able to design tasks, try them, discuss problems, and improve them.

A one-time workshop may not be enough.

Ongoing support is likely to be more useful.

This is consistent with the AMU study's recommendation for special TBLT training.

5.3 Confidence Matters

Knowledge does not always create confidence.

Teachers may understand TBLT but still worry about classroom management.

They may be concerned about noise, student participation, time, or losing control.

Practical experience can help build confidence.

Teachers need opportunities to try tasks in small and manageable ways.

Again, this is a proposed explanation, not a direct finding from the AMU study.

5.4 Teachers Need Freedom to Adapt

Teachers cannot always use a task exactly as written.

They may need to change it.

This is not necessarily a problem.

If the main purpose of meaningful communication remains, adaptation can be useful.

Teacher agency is therefore an important part of implementation.

5.5 Context Matters

Teachers work within real classrooms.

Large classes, limited resources, unsuitable textbooks, and examination pressure can affect their work.

This means that teachers should not be blamed for every implementation problem.

The wider system also matters.

The AMU thesis recommends improved classroom resources and smaller class sizes because crowded classrooms can make TBLT more difficult to manage.

5.6 Textbooks Matter

Textbooks can either support or create extra work for teachers.

Useful task-based activities make implementation easier.

If such activities are missing, teachers have to create them.

This can be difficult when teachers already have heavy workloads.

The AMU study, therefore, recommends more task-based textbook activities and better support for listening and communication.

5.7 Speaking and Listening Need More Attention

The AMU study found stronger performance in reading and writing than in speaking and listening.

This suggests that oral communication needs more classroom attention.

TBLT can provide opportunities for this.

Students can discuss, negotiate, ask questions, exchange information, and solve problems.

But teachers need enough time, materials, and support to do this regularly.

The thesis specifically identifies listening as an area needing special attention.

5.8 Assessment Matters

Teachers often prepare students for examinations.

If examinations focus mainly on written English, teachers may give less time to speaking and listening.

This creates a mismatch between curriculum goals and classroom priorities.

Some communication-based assessments may help reduce this problem.

The AMU study also recommends considering motivation, participation, and peer interaction in assessment.

5.9 Implementation Is a Shared Responsibility

TBLT implementation should not be seen as the responsibility of teachers alone.

Teachers matter.

But so do:

- teacher educators;
- school leaders;
- textbook writers;
- curriculum developers;
- assessment bodies; and
- policy makers.

If one part of the system does not support TBLT, implementation can become difficult.

5.10 Main Contribution of BRACP

The main contribution of BRACP is its ability to connect these factors.

Teacher belief matters.

Training matters.

Confidence matters.

Teacher agency matters.

Context matters.

Practice reflects the combined effect of these factors.

The framework, therefore, gives researchers a simple way to study the belief-practice gap.

6. Practical Implications and Recommendations

6.1 For Teachers

Teachers can begin with small changes.

They do not need to redesign every lesson.

A grammar lesson can include a short information-gap activity.

A reading lesson can end with a problem-solving activity.

A writing lesson can begin with a pair discussion.

Small changes can help teachers become more comfortable with TBLT.

Teachers should also feel free to adapt tasks.

6.2 For Teacher Training

Teacher training should focus on practical skills.

Training can cover:

- task design;
- task adaptation;
- pair and group work;
- classroom instructions;
- feedback;
- listening activities;
- speaking activities; and
- task-based assessment.

Teachers should also have opportunities to practise and discuss their experiences.

6.3 For Teacher Confidence

Teachers can build confidence by starting with simple tasks.

Peer observation can also help.

Teachers can observe one another and discuss what worked.

The purpose should be support, not judgment.

6.4 For Schools

Schools can support TBLT by providing:

- suitable teaching materials;
- audio resources;
- professional development;
- preparation time; and
- supportive leadership.

Institutional support can make classroom implementation more realistic.

The AMU study also recommends audio-visual tools and language-learning facilities to support language development.

6.5 For Textbook Writers

Textbooks should contain more meaningful tasks.

These can include:

- information-gap activities;
- discussions;
- role plays;
- problem-solving;
- decision-making;
- listening activities;
- speaking activities; and
- real-life communication.

Tasks should match students' language levels.

6.6 For Assessment

Assessment should pay attention to the skills the curriculum values.

If communication is an important goal, speaking and listening should not be completely ignored.

This does not mean removing written examinations.

It means creating a better balance.

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6.7 Table 2. BRACP-Based Recommendations

Area	Problem	Recommendation
Belief	Teachers may support TBLT but not use it	Give practical examples
Readiness	Limited training	Provide regular practical training
Self-efficacy	Low confidence may be a barrier	Provide guided practice
Agency	Limited freedom to adapt	Encourage professional choices
Context	Large classes and limited resources	Improve institutional support
Materials	Few suitable tasks	Improve textbooks
Assessment	Focus on written work	Include communication where suitable
Practice	TBLT used occasionally	Encourage regular, gradual use

7. Limitations

This paper has several limitations.

First, it does not present new data.

The main empirical evidence comes from Alam's (2022) study.

Second, BRACP has not been statistically tested.

Third, self-efficacy was not directly measured in the AMU study.

Fourth, the main case comes from one institutional setting.

The findings should therefore not automatically be generalised to all Indian EFL classrooms.

Finally, the paper is a conceptual re-analysis.

It cannot establish cause-and-effect relationships between the BRACP elements.

8. Directions for Future Research

Future research should test BRACP with new data.

Researchers could measure:

- teacher beliefs;
- readiness;
- self-efficacy;
- agency;

- institutional support; and
- classroom practice.

They could then examine how these factors are related.

For example:

1. Does readiness predict TBLT practice?
2. Does self-efficacy affect the relationship between readiness and practice?
3. Does teacher agency affect task use?
4. Does institutional support improve implementation?
5. Do these relationships change across different educational settings?

Qualitative research could use teacher interviews and classroom observations.

Mixed-method research could compare:

What teachers believe,

What they report doing,

and

What they actually do.

Future research should also test BRACP in government and private schools, rural and urban settings, and different regions of India.

This would show whether the framework works across different contexts.

9. Conclusion

TBLT can help students use English for meaningful purposes. However, using TBLT in real classrooms is not always easy.

The AMU study provides a useful example.

Teachers and students generally recognised the value of TBLT, but more than half of the teachers did not use it.

The study also found problems related to training, students, resources, textbooks, classroom conditions, and language skills.

This paper uses the BRACP framework to understand these findings.

BRACP stands for **Belief, Readiness, Agency, Context, and Practice**.

The framework suggests that teachers need more than positive attitudes.

They need practical knowledge.

They need confidence.

They need some freedom to adapt teaching.

They also need supportive working conditions.

The main point is therefore simple:

Teachers do not move directly from believing in TBLT to using it in the classroom. Their practice is shaped by their preparation, confidence, professional choices, and working conditions.

This means that TBLT implementation should not be treated as the sole responsibility of teachers.

Teacher educators need to provide practical training.

Schools need to provide support.

Textbooks need to include useful tasks.

Assessment needs to give reasonable attention to communication.

Teachers also need enough freedom to adapt activities to their students.

BRACP is not yet a tested model.

It is a starting point.

Future research should test the framework with new data and examine whether belief, readiness, self-efficacy, agency, and context can explain differences in TBLT practice.

The wider lesson is clear:

If we want teachers to use TBLT, we also need to create the conditions that enable its use.

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