



Research article

Interactive Tasks as Pedagogical Innovation in Secondary EFL Education: Insights from Bangladesh

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ABSTRACT

This study explores the effect of interactive activities as a pedagogical innovation in teaching and learning of the English language, especially among secondary-level students. It also addresses how group tasks, role-plays, debates, and collaborative problem-solving activities can play a role in enhancing students' English as a Foreign Language (EFL) proficiency. The study is based on Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and theories of educational innovation. To collect data, two madrasahs and three high schools were purposively selected from Chuadanga District, Bangladesh. Mixed-methods research with a twenty-item survey was conducted on 231 students, and semi-structured interviews were conducted with five English teachers. The findings indicate that interactive activities accelerate student motivation and confidence by developing language skills, especially in speaking, listening, and vocabulary. Teachers like these practices, but they face challenges conducting them in large classes and within an exam-based curriculum. The students are interested in the multimodal and collaborative learning experiences, but infrastructural constraints significantly hinder their active engagement. By presenting interactive activities as pedagogical interventions and educational innovations, the study offers a preview of the transformative effect of interactive activities in the domain of under-resourced classrooms. The research also illuminates discussions on language education innovation that can be used to design curriculum, strengthen teacher education, and develop pedagogy in resource-poor, exam-oriented schooling contexts across Bangladesh.

Introduction

English as a foreign language (EFL) has become pivotal in communication, trade, science, technology, and academia in the contemporary world. English is taught from the elementary to the tertiary level in Bangladesh. Nevertheless, irrespective of its vitality, a great number of students in secondary schools still experience difficulties in achieving English language proficiency. They fail to have a good command over the four basic language skills (speaking, listening, reading, and writing). These difficulties are multifaceted and are caused by the old-fashioned techniques of teaching, including an inadequate number of interactive and communicative activities and opportunities for practicing English outside school. Consequently, students are not fluent and confident enough academically and professionally to communicate effectively. Although interactive activities are widely

discussed and frequently used in ELT, these commonly used techniques are still scarcely found in EFL classrooms in many corners of Bangladesh, including the research sites of this study. Considering this reality, the researchers attempted to explore how interactive activities like role-playing, group discussions, debates, and problem-solving activities could be effective in developing EFL proficiency in a low-resource context. These activities provide scope for real-world uses of language, making students more inclined to use English language practically and engage with it in a purposeful manner (Saeid, 2024).

Interaction with peers is very important in enhancing speaking and listening skills. Debates and group discussions encourage active participation and provide students with chances to exercise their knowledge of English in an environment of cooperation; thus, fluency, vocabulary, and pronunciation are enhanced (Saeid, 2024;

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Zhang et al., 2025). Co-curricular activities also improve interactional competence by offering natural contexts in which language is used, and this improves students' confidence level.

However, in many contexts, poor teacher-student relations are still the major barriers to student engagement. Here, task-based learning (TBLT) and the use of authentic materials can assist in making classrooms more interactive, providing students a decent chance to use the language in a meaningful way (Sun, 2024). Interactive learning done on platforms like ChatGPT guides students in acquiring the necessary skills in communication (Javier & Moorhouse, 2024). Moreover, interactive reading tasks facilitate students' personal motivation, contributing to an effective mastery of languages (Lee et al., 2024).

Classroom Interactional Competence (CIC) techniques such as open-ended questions are essential to create a dynamic classroom atmosphere (Jawhar et al., 2021). TBLT has been demonstrated as one of the efficient approaches to increasing language proficiency. It is characterized by the vitality of communication, cooperation, and active involvement. Students' speaking is often negatively impacted by informative activities like grammar drills and peer correction, so it can be improved by activities that involve structured group roles (Butarbutar & Sauhenda, 2025). These activities provide students with a chance to exercise language in a group environment, and through this enhancement, there is growth in speaking, listening, and language performance. Besides, role-playing activities, interaction on social media, and even singing have been proven to enhance speaking fluency (Zuo, 2024). These quasi-assignments allow the students to learn more and practice the English language in real-life scenarios. Additionally, combining critical discourse analysis and visual interaction in the classroom has been proven to improve students' creative reading, critical thinking skills, and language awareness (Mohammed, 2020). Interactive activities help develop secondary EFL proficiency by ensuring interaction, exchange of information, and the use of language in contexts. These approaches enhance all four language skills through student-centered practices such as task-based learning, peer interaction, and the use of technology in particular contexts.

Traditional grammar-instruction and rote-learning approaches have been found less effective in encouraging communicative competence in secondary-level learners of EFL. As a reaction, more and more mindful consideration has been paid to active, pupil-driven methodologies that can maximize real-life communication and learner activity. Common communicative activities like role-playing, small group discussions, and problem-solving activities present meaningful learning situations to facilitate the development of fluency, confidence, and motivation. This paper investigates the potential of interactive activities to facilitate learning of English among secondary school students in the Chuadanga District in Bangladesh and offers pedagogical suggestions to encourage inclusion and increased effectiveness of learning English as a foreign language (EFL).

The problems experienced in Bangladesh cannot be termed as special; they are in line with the world discourse on developing innovative ways in language teaching and

learning. Increasingly, scholars believe that pedagogical innovations, including task-based learning and interactive instruction, are necessary to turn exam-based, teacher-centered classrooms into learner-centered classrooms that enable the development of communicative competence (Serdyukov, 2017). Innovation in Language Learning and Teaching studies have further revealed how recent research shows that interactive vocabulary tasks redefine students' resources in various cultural settings, reshaping patterns of output and engagement (Zhang et al., 2025). Putting the Bangladeshi experience in this international conversation, the current study makes an international contribution to how pedagogical innovation can be localized and contextually applied in under-resourced, exam-focused systems. It does so not only to strengthen the case for national reform, but also to highlight the transferability of interactive and task-based practices to similar educational contexts across Asia, Africa, and the wider Global South.

Although policy reforms and gradual implementation of communicative styles in Bangladesh are now in progress, secondary-level English classrooms are still examination-oriented, teacher-dominated, and reluctant to accept any innovation. Students still do not have access to real-life interaction. Besides, teachers face problems while applying interactive pedagogy because they have to work with large classes. Moreover, many teachers lack specific training. Communicative language teaching in Bangladesh has been the topic of some studies, but very little empirical study has been conducted on interactive tasks as a pedagogical innovation in under-resourced EFL classrooms. This deficiency is addressed in this research, which aims at examining whether interactive tasks have an opportunity to improve language proficiency and upgrade the learning process of the learners. By so doing, it will not only help to reform the teaching of English in Bangladesh but also bring international discussions on how language education innovation can be localized and applied in resource deprived settings.

This study addresses the following research questions:

- i. How do interactive tasks, such as role-playing, group discussions, and debates, impact the EFL proficiency of secondary-level students?
- ii. What are the challenges faced by teachers in implementing interactive tasks in their classrooms?
- iii. How do students perceive the effectiveness of interactive tasks on their learning of four language skills?
- iv. What measurable improvements in speaking, listening, reading, and writing skills can be ensured through the use of interactive tasks?

This study aims at covering the following objectives:

- i. To investigate the impact of interactive tasks on the four language skills of secondary-level students;
- ii. To assess students' motivation, engagement, and attitudes towards learning English through interactive tasks;

- iii. To examine teachers' perspectives on using interactive tasks in language teaching and identify any challenges they face;
- iv. To evaluate the effectiveness of task-based and communicative approaches in improving language proficiency at secondary level.

Scope of the Study

This research deals with the effect of interactive activities on the enhancement of English language skills at secondary schools in Chuadanga district. It covers a selected number of schools and madrasahs in this district. The paper focuses on classroom dynamics and localized pedagogical knowledge with a perspective of offering feature-specific information. This can help the development of more effective and interactive teaching of EFL within similar contexts of underprivileged secondary schools in Bangladesh.

Significance of the Study

Although interactive tasks in teaching EFL have been common in ELT for decades, in many underprivileged regions of Bangladesh, this is still scarcely found. Therefore, the concerned policy-makers can address the findings mentioned in this study to accommodate and ensure interactive tasks in secondary English classes. This paper focuses on the benefits of interactive homework that strongly upholds the necessity of the inclusion of interactive tasks in EFL teaching. The findings can also contribute to teacher education requirements and curriculum reforms. Findings of this research will also pave the way for emerging research in the literature of task-based language teaching (TBLT) and communicative language teaching (CLT). In the context of exploring interactive tasks with regard to real-life application, the research may provide practical recommendations related to enhancing EFL proficiency at secondary-level schools in Bangladesh.

Literature Review

Overview of English as a Foreign Language (EFL)

English as a Foreign Language (EFL) simply means the study of English in those countries where it is not used on a large scale. As it is a *lingua franca*, several countries have included EFL in their education systems to ensure the demand for international communication is met. The conventional grammar-based methodology has been gradually overtaken by the communicative paradigm that values more intelligibility than native-like accuracy (Yamamoto, 2017). Current tendencies focus on more learner-centered and interactive learning strategies, and such activities are to be technology-enhanced to promote engagement, collaboration, and critical thinking (Ajaka, 2020; EL-Toukhy & Elmansy Ali, 2020). The practices can foster communicative competence, learner autonomy, and inclusivity because they introduce early intervention and individual attention to overcome the inequities (Son, 2018; Shalaby & Badr, 2024). The current literature shows that interactive activities promote collaboration, engage the learners, and lead to communicative competence, and this has taken new dimensions in the age of technology intervention in teaching-learning.

Challenges in EFL Proficiency at the Secondary Level

Secondary-level learners of English as a foreign language (EFL) in Bangladesh still report significant challenges in their basic language skills, especially speaking, writing, and listening. Oral communication is affected by high levels of anxiety, low confidence, and fear of errors (Malik et al., 2025; Rusdin & Purwati, 2023). The limits of lexical variation, syntax, and accuracy present challenges in writing (Nurlatifah & Yusuf, 2022; Akbar et al., 2023). The variability of accents and exposure to limited vocabulary regularly trouble listening comprehension (Apriyanti et al., 2024). Teacher-controlled teaching, absence of suitable textbook content, and overcrowded classrooms bring these burdens (Holbah, 2023; Sharma, 2024). There is also a lack of preparation of learners for higher academic expectations due to gaps in the curriculum (Al-Hammadi & Sidek, 2015). According to scholars, these limitations impose the need to develop an extended system of teacher advancement and task-oriented pedagogies (Isma et al., 2023; Palanisamy & Aziz, 2021).

Interactive Tasks and EFL Learning

Interactive activities (role-plays, pair work, small-group discussions, and problem-solving activities) provide chances of using language in context to aid fluency and comprehension according to the axioms of Task-Based Language Teaching (TBLT) (Baharun et al., 2016). Increased participation rates are also promoted by multimedia tools and technology because they consider the needs of learners (Chai et al., 2018; Vanjinayaki & Gayathri, 2024). Student-centered classrooms have shown that games and debates are more motivating, learner-centered, and develop communicative competence (Valijonova, 2024). Interactive pedagogy promotes not only linguistic but also cognitive and cultural representation, which also aligns with the principles of Communicative Language Teaching (CLT) to attain the purpose of an authentic communicative capacity development within the real world. Such integration enhances and strengthens all four language abilities and creates dynamic and context-responsive environments of EFL.

The extensive literature portrays studies on the effectiveness of interactive pedagogy in ELT. It is important to note that most of the research reflects high-resource urban educational contexts. In fact, these observations and recommendations cannot fully fit low-resource contexts in rural areas of underdeveloped countries (Serdyukov, 2017). This has resulted in an empirical gap in the potential and consequences of interactive approaches implemented in learning classrooms at the secondary level in developing countries, including Bangladesh.

Although it is widely established that interactive tasks can foster student motivation, engagement, and communicative competence, comparatively few have examined their effects on students in rural and resource-poor settings, with overcrowded classrooms, an exam-based curriculum, and a lack of access to digital tools serving as consistent obstacles (Fullan, 2007; Littlewood, 2014). It leaves doubt as to the viability of such pedagogical innovation, whether it can be scaled and sustained in such circumstances.

Furthermore, a majority of these studies have focused on overall linguistic development or on narrow skills, like the development of speaking and listening, rather than on the relation of the interactive tasks to the general balance among language skills, especially writing, in the secondary curriculum. The subtle forms through which interactive practices overlap cultural anticipations, instructor readiness, and institutional obstruction are understudied.

The study attempts to fill these research gaps by examining how interactive tasks can be used to promote secondary-level EFL proficiency in Chuadanga District of Bangladesh. The analysis can be understood within the framework of a rural, resource-constrained, and exam-driven education system; therefore, the study can be generically applied to any other such EFL context with corresponding socio-educational limitations in Asia and globally. In such a way, it contributes to the theoretical foundations of research and the study of CLT, TBLT, and innovation in the educational process as well as to the practical discussion of the expansion of equity and efficiency in studying languages.

Theoretical Framework

This study uses Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) as its methodological underpinnings but puts them into the framework of broader theories of pedagogical innovation and educational change in such a way that interactive activities can be viewed not only as a good teaching practice but also as a reform tool in low-resource EFL settings.

Pedagogical Innovation and Educational Change

To describe educational innovation, it is possible to refer to the introduction of a new or altered practice that leads to the alteration of learning outcomes and responses to the situational requirements (Serdyukov, 2017). The shift to student-based participative teaching methods that promote communicative competence is often seen as an innovation in the field of language teaching, often moving away from teacher-based, grammar-centered teaching. According to the theory of the Diffusion of Innovations (Rogers, 2003), the dissemination of new practices depends on their showing evident benefits, their correspondence to local needs, as well as on their being easy to adopt. In a similar vein, Fullan (2007) contends that in order to execute sustainable educational reform, the innovation of new practices must be accompanied by a supporting infrastructure of flexible curriculum, teacher training, and institutional alignment. In this context, interactive tasks can be viewed as a pedagogical innovation that violates examination-based, rote-oriented pedagogy and encourages collaborative, learner-centered activities.

Communicative Language Teaching (CLT)

CLT appeared in the 1970s and revolutionized grammar-driven pedagogy with the concept of communicative competence, or the ability to use language in contextually meaningful ways (Richards, 2006). Its main features also involve nurturing successful communication, prioritizing student interaction (Littlewood, 2004), and using authentic materials that bridge the gap between the classroom and reality (Nunan, 2004). CLT advocates the use of

interactive activities, including debates, role plays, and group discussions, which positively influence learner motivation, ease anxiety, and develop confidence. Such practices are consistent with the Output Hypothesis developed by Swain (2000) and the sociocultural theory of Vygotsky (1978), who emphasize genuine communicative interaction and peer collaboration. CLT has been found to promote active participation and communicative effectiveness despite the obstacles to a greater degree such as large classes and exam-based curricula.

Task-Based Language Teaching (TBLT)

TBLT is more of a continuation of CLT in the sense that the task is made a unit of instruction and meaningful and goal-oriented tasks that mirror actual communication. The key features include task-oriented learning through discussions, projects and role plays (Ellis, 2003); the inclusion of all four skills, speaking, listening, reading and writing (Willis, 1996); and reflection through an implementation of a task (Bygate, 2001). The factors as autonomy, problem-solving, and collaboration promote the constructs of innovative pedagogy. TBLT also provides true-life communication scenarios to the learners, which reinforce the student-based strategy of proficiency building.

The CLT and TBLT approaches have been ahead of other approaches in the modern learning of language. The peculiarity of CLT is that it prioritizes fluency and the use of conversational language with a focus on natural communication by means of real-life interaction (Shahi, 2022; Zhou, 2017), but TBLT is constructed with the latter in mind, giving priority to purposeful activities such as role-plays and problem-solving (Moore, 2018; Li, 2023). They advocate independence and higher-order thinking (Trihastutie & Fadilah, 2019) and can be construed as changes in pedagogic practice towards flexible and interactive learning (Kayir, 2020). Although there were discussions stating that TBLT can be over-focused on preparing pre-planned discourse, multiple studies prove that the combination of CLT and TBLT is beneficial to the students to develop communicative effectiveness in using a foreign language (Clarke & Hastings, 2023).

This paper unites CLT with TBLT and the notion of innovation, therefore developing interactive tasks as pedagogic strategies and educational innovation. These not only build communicative competence and fluency, but also reduce the fixed habits of exam-centric approaches, lessen student stress, and build collaborative and critical-thinking skills. In this way, they become tools of transformation in resource-limited EFL classrooms. The theoretical framework of this study solely depends on a combined pedagogical concept of Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) that is expected to prioritize pedagogical innovation and educational changes through the integration of learner-centered interactive learning and by decreasing exam-centric rote memorization.

Methodology

Research Design

This research adopted a mixed-methods research design, which combines a quantitative and a qualitative method. Data were collected by purposely selected students and the

teachers of three high schools and two madrasahs. The triangulation of data contributed to the credibility of the research findings with regard to the performance of the students, the views of the teachers, and the management of the classroom. The quantitative strand included structured questionnaires of the students about four themes, and the qualitative data involved teacher interviews. The combination of these approaches provided a detailed image of the success and difficulties in executing interactive EFL pedagogy.

Participants

Teachers

Five English language teachers from the three visited schools and two madrasahs were interviewed using five questions to get their insights into, classroom practice, future expectations, and readiness to implement interactive practice.

Students

A group of selected learners of class six to ten participated in this research survey questionnaire. The sample size is 231 students. During the sampling process, the researchers ensured diversity in age, gender, and academic performance. All the participants participated voluntarily, and all the responses were recorded anonymously.

Data Collection Methods

The data collection process emphasized the convenience of the school authorities. The researchers called the head of the selected institutions and took their official permission for the study. Five English teachers of the selected institutions played a facilitating role, ensuring participation of students, and offered them contextual support. Besides, five English teachers were interviewed as the teacher participants of this study (Appendix 2).

Instruments

Structured Likert-scale questionnaires measured the motivation, attitudes, and perceptions of the chosen students in terms of interactive EFL tasks. The questionnaire was grounded in four broad themes, namely motivation, attitude towards English, acquisition of language skills, and perception of activities employed in the classroom.

Interviews

The five teachers were engaged in semi-structured interviews aimed at obtaining detailed information about their classroom activities, interaction with students, and the difficulty in embracing interactive strategies.

The dataset was checked for completeness and the reliability of the survey instrument was tested before going into the analysis of findings.

Data Validation and Reliability

Case Processing Summary

Table 1: Case Processing Summary

		N	%
Cases	Valid	231	100.0
	Excluded ^a	0	.0
	Total	231	100.0

a. Listwise deletion based on all variables in the procedure.

The students gave a valid response to all the queries of the survey, and none of the responses were left out for analysis as reported in Table 1. This implies that the data were complete and included 100 percent in statistical processes applied. Such completeness adds significance to the statistical process.

Reliability Statistics

Table 2: Reliability Statistics

Cronbach's Alpha	N of Items
.716	20

The alpha was calculated to provide a test of the internal consistency of the survey instrument (Table 2). The 20-item scale was also found to have a reliability of 0.716 that exceeds the established value of 0.70 (Nunnally, 1978; Hair et al., 2019). This indicates that the instrument was sufficiently reliable in the perception of interactive activities by the students.

The case processing result indicates that the dataset did not have missing cases. The Cronbach's alpha score also helps test the instrument, and the outcomes show that attitude towards interactive learning was consistent across the items in the survey questionnaire. These findings show that the quantitative findings are based on a sound and inclusive dataset.

Findings and Analysis

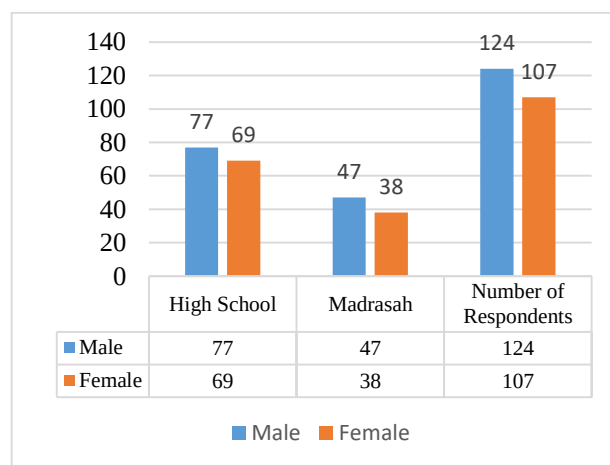


Figure 1: Number of Participants

As illustrated in Figure 1, 231 students at the secondary level participated in the study as they were representatives of various madrasahs and general high schools in Chuadanga District. The sampling of the students was done between class six and ten to ensure that sufficient age and academic level representation was achieved. The sample composition through the variety sampling was premeditated to examine the suitability of the interactive tasks in the context of enhancing the EFL proficiency of the dissimilar learner groups. The heterogeneity of the students in the grades and kinds of schools offers variety in the analysis, and the results might be more generalized. This sample size and the statistical strength of such quantitative data based on surveys also

provide significant grounds to examine the level of student motivation, engagement, and development of English language skills.

Semi-structured interviews were conducted with five English teachers comprising two teachers in madrasahs and three in general secondary schools. The selection of the participants was done purposively to capture the varying experiences and classroom circumstances that can help to give the qualitative outcomes. The respondents suggest that training opportunities and students' participation in interactive activities should be included in the syllabus. The effectiveness of such methods to improve speaking and listening was identified by all teachers despite the low utilization of these methods. Their recommendations provided an urgent indication of the possibilities and challenges associated with the implementation of task-based learning in EFL secondary classrooms.

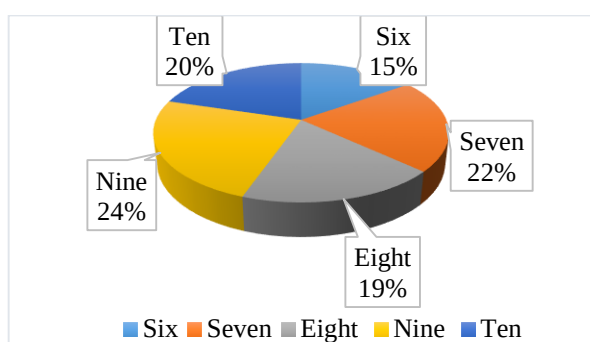


Figure 2: Class Level of the Students

Figure 2 represents the class-wise distribution of the sample size of the selected 231 students, from classes six to ten, both madrasah and general secondary schools. This broad scope provided representation of junior and senior secondary levels and a representation of the varied language competencies and experiences of learning. The inclusion of students of different grade levels also enabled the research to study the effects of the interactive learning tasks on EFL proficiency at the various stages of development. The variety of class levels also enabled further examination of student motivation, engagement, and skill enhancement to provide a larger picture of interactive pedagogy effectiveness in secondary schooling.

Table 3: Descriptive Statistics of Theme 1

Statement	N	Minimum	Maximum	Mean	Std. Deviation
1.1	231	3	5	4.46	.637
1.2	231	2	5	4.53	.624
1.3	231	3	5	4.68	.554
1.4	231	3	5	4.72	.512
1.5	231	3	5	4.78	.499
Valid N	231				

N.B All the statements have been attached in Appendix 1

Table 3 shows descriptive statistics of the perception of the students on their motivation and engagement by means of interactive tasks. All five statements had mean scores of 4.46 to 4.78, and relatively low standard deviations indicated high levels of agreement and consistency in responses. The greatest average (4.78) was registered by students waiting with anticipation for

English lessons with interactive activities, then came the increased engagement (4.72) and ease in speaking (4.68). These results demonstrate a substantial motivational influence and show that interactive techniques have considerable value in terms of raised motivation and engagement in English language learning process.

Table 4: Descriptive Statistics of Theme 2

Statement	N	Minimum	Maximum	Mean	Std. Deviation
2.1	231	3	5	4.82	.486
2.2	231	3	5	4.51	.603
2.3	231	3	5	4.65	.614
2.4	231	3	5	4.44	.607
2.5	231	3	5	4.75	.523
Valid N	231				

N.B All the statements have been attached in Appendix 1

The descriptive statistics of the students' attitudes towards learning English through interactive tasks are presented in Table 4. The mean scores varied between 4.44 and 4.82, which were quite high in terms of agreement levels. The strongest mean (4.82) was obtained with the belief that English is important in future employment (Statement 2.1); second in line were preferences to learn through peer activities (4.75, Statement 2.5), and to enjoy English with peers (4.65, Statement 2.3). These results point to the fact that interactive atmospheres not only increase language engagement, but also construct a positive image of English being socially significant, challenging, and even entertaining to students.

Table 5: Descriptive Statistics of Theme 3

Statement	N	Minimum	Maximum	Mean	Std. Deviation
3.1	231	3	5	4.72	.568
3.2	231	3	5	4.61	.630
3.3	231	3	5	4.60	.644
3.4	231	3	5	4.66	.536
3.5	231	3	5	4.73	.557
Valid N	231				

N.B All the statements have been attached in Appendix 1

Descriptive statistics about students' impressions regarding how interactive tasks improved their language skills are shown in Table 5. The greatest average rating was 4.73 (improved overall understanding of English, Statement 3.5), followed by 4.72 (perceived speaking improvement via group discussions, Statement 3.1), and 4.66 (vocabulary development, Statement 3.4). The mean scores of all items were highly consistent with each other, as they all were greater than 4.60 and less than 4.73. These findings support the view that interactive and student-oriented activities contribute significantly to the improvement of multiple skills, especially in the EFL learning context, particularly reading abilities, speaking fluency, and vocabulary building.

Table 6: Descriptive Statistics of Theme 4

Statement	N	Minimum	Maximum	Mean	Std. Deviation
4.1	231	3	5	4.72	.568
4.2	231	3	5	4.61	.630
4.3	231	3	5	4.60	.644
4.4	231	3	5	4.66	.536
4.5	231	3	5	4.73	.557
Valid N	231				

N.B All the statements have been attached in Appendix 1

Table 6 provides the descriptive analysis of the students' opinions on multimodal interactive practices. The average scores were between 4.60 and 4.73, with general agreement. The improved understanding of interactive tasks (Statement 4.5) got the highest mean (4.73), followed by the gains in speaking through group discussions (4.72, Statement 4.1) and vocabulary development (4.66, Statement 4.4). Such values indicate that multimodal and interactive approaches are always seen as helpful in the language acquisition process by students. The results claim that various sensory-based methodologies of instruction are effective methods of adding to understanding, oral fluency, and extent of the vocabulary when it comes to EFL.

Limited Use, Strong Belief in Tasks	1	1	1	1	1
Student Engagement and Enjoyment	1	1	1	1	1
Types of Task Used	1	1	1	1	1
Time and Syllabus Pressure	1	0	1	0	0
Large Class Management Issues	0	0	0	1	0
Resistance from Traditional Practices	0	1	0	0	1
Need for Training & Materials	1	1	1	1	1
Growth in Speaking & Listening	1	1	1	1	1
Increased Student Confidence	1	0	1	1	1
Limited Writing Progress	0	0	0	0	0
Optimism for Regular Use	1	1	1	1	1
	Madrasah Teacher 1	Madrasah Teacher 2	High School Teacher 1	High School Teacher 2	High School Teacher 3

Figure 3: Thematic Analysis of Semi-Structured Interviews**N.B All the Questions have been attached in Appendix 2**

The thematic analysis of the interviews with the teachers shows that they all believe in the power of interactive tasks in the development of English proficiency, especially speaking and listening. Although this perception is positive, the majority of teachers report making minimal use of such strategies due to systemic obstacles such as syllabus pressure, large class sizes, traditional teaching norms, and a lack of training. Students are more enthusiastic, gain more confidence, and become engaged when interactive techniques, including pair work, role-playing, or debates, are sometimes used.

It is important to note that all five teachers, both in madrasahs and in secondary schools, were optimistic that the frequent application of interactive tasks would be associated with a steep increase in learning. They noticed that when these tasks were used, students were more active and engaged and expressed a desire to speak in English.

However, the growth of writing skills was not that prominent, which can be attributed to the absence of a variety of tasks or time.

The findings suggest the high potential of scaling interactive task-based methods, provided that institutional support is achieved through means of schedule flexibility, training, and practical resources. This might bring about more communicative, student-oriented classrooms that are in tandem with the existing trends in EFL pedagogy.

Discussion**Interaction and Learner Engagement**

This study has confirmed that interactive tasks inspired students a lot because over 80 percent of the learners gave emphasis on engaging in discussion, role-playing, and group debates. This is in agreement with CLT theory of authentic communicative situations (Richards, 2006) and TBLT theory of task-driven interaction (Ellis, 2003). These are similar to empirical findings in other Asian EFL classrooms where group-based tasks also led to learner autonomy and resilience (Syla, 2024). In the case of innovation, improved classroom relationships are a factor of reform pedagogy that is student-centered (Serdyukov, 2017).

Attitudinal Change in the direction of English Learning

Interactive practices lead to a diminution of the presence of an affective boundary and a maximization of positive learner identities in the EFL context (Javier & Moorhouse, 2024). This increased confidence aligns with Swain's (2000) output hypothesis and Vygotsky's (1978) sociocultural theory.

Perceived Language Skill Development

Both students and teachers claimed that their speaking, listening, and vocabulary were developed during the interactive tasks, which TBLT considers integrative skill use (Willis, 1996). The task-based method assists in developing fluency and learning contextual words (Butarbutar & Sauhenda, 2025).

Multimodal Resources and Constraints

The multimodal resources were enjoyed by the students in the classrooms with infrastructural limitations such as the lack of projectors and audiovisual equipment. In spite of the fact that the relevance of multimodal learning as a source of innovation is extensively documented (Li, 2023), the current study identifies the way in which it is systematically suppressed by repressive forces.

Teacher Insights and Systemic Barriers

Teachers confirmed the efficacy of the interactive tasks, but in their case, they complained of the exam-centric curriculum, classroom size, and inadequate training. These infrastructural obstacles are also typical of other South Asian EFL-speaking environments (Sharma, 2024; Sun, 2024). However, they are open to innovation and therefore they are ready to change their teaching pedagogy with the help of policy and training. Change in education, according to Fullan (2007), does not just require bottom-up change of education but also congruity.

In brief, interactive activities may be considered as a novel approach to pedagogy for redesigning the classroom

culture, reducing the affective barriers, and dismantling the traditions of teacher-centered activities. The findings also determine interactive tasks to be not only classroom strategies, but pedagogical innovations with potential to reform resource-limited education systems. Because interactive pedagogy challenges deeply rooted exam-oriented practices and substitutes them with learner-centered collaborative activity.

Conclusion

This paper demonstrates that interactive tasks are likely to promote EFL competence, especially in secondary education under all circumstances of resource constraints. It also complements motivation, develops attitudes, and initiates speed of oral skills. It is demonstrated in the paper that interactive activities are effective tools in the all-encompassing progress of EFL students at the secondary level, developing not only linguistics, but also affective aspects of the learning process. The most positive developments were reported in speaking, listening, and vocabulary acquisition, and less is noted in the writing skill, which demanded a more balanced inclusion of the task-based activities in the four language skills. Despite the fact that learner-centered instructions are underrepresented in the resource-limited environment, the findings indicate that interactive tasks can become highly motivating and confidence-boosting for the learners. However, sustainable reform requires institutional reform, particularly through a change in curriculum revision, long term larger scale teacher development schemes, strategic ICT, and multimodal resource integration.

Recommendations

For the above findings, a number of recommendations have been developed to enhance EFL pedagogy in resource-limited secondary schools. Curriculum change is vital to include interactive and task-based instructional strategies after making them a distinguishable part of English language pedagogy and decreasing the monopoly of examination-based and rote-learning methodologies. Long-term and practice-based teacher training is important so that teachers can acquire skills and feel empowered to develop and deliver interactive activities in large, diverse classroom settings. Simple infrastructure, including ICT, audio-visual, and flexible classroom arrangements, must also be invested in to ensure that the use of multimodal practices will be effective and purposeful. Collaborative learning structures, including peer feedback, pair work, small-group projects, etc., should be promoted as an approach to promote learner autonomy, confidence, and communicative competence. Moreover, more emphasis needs to be put on balanced development of four language skills by extending the interactivity to the domains. Finally, the development of frequent monitoring and feedback plans would enable schools to determine the impact of pedagogical innovations and make their contribution to their long-term sustainability.

Limitations and Future Research

This study is restricted in geographical scope, small teacher sample, reliance on self-reporting, and short-term design limit generalizability. Future research should pursue longitudinal designs, regional comparisons, digital task-based methods, and writing-focused innovations.

Final Remark

Despite the shortcomings, the paper also makes some practical recommendations with respect to the relevance of interactive tasks as a pedagogical innovation in an under-resourced EFL context. The findings are transferable to other parts of Asia and other schooling settings, which have examination-oriented systems of schooling and have limited resources that serve as a constraint to communicative competence. Using the paradigm of CLT and TBLT, this study may be incorporated into the content of the global discussion of the innovative approaches to teaching a foreign language in secondary school. By framing interactive tasks as pedagogical innovations, this study may contribute to international debates on how communicative and task-based reforms can be localized yet remain globally transferable. The findings are therefore relevant not only for improving English teaching in Bangladesh but also for other exam-oriented, under-resourced contexts across Asia, Africa, and the wider Global South. In such settings, interactive pedagogy offers both a methodological tool, capable of transforming traditional classrooms into spaces of active, learner-centered engagement.

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Conflicts of Interest

The authors declare that there are no conflicts of interest.

Availability of Data and Material

The datasets generated and/or analyzed during the current study are available from the corresponding author on reasonable request.

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Appendix 1**Student Likert Scale Questionnaire (5-Point Likert Scale)****Theme 1: Motivation and Engagement**

Serial Number	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.1	I feel motivated to learn English when I participate in interactive tasks (e.g., group discussions, role-playing, debates).	5	4	3	2	1
1.2	I believe that interactive tasks help me understand English better.	5	4	3	2	1
1.3	I find it easier to speak English during interactive activities in class.	5	4	3	2	1
1.4	Interactive tasks make me feel more engaged and interested in learning English.	5	4	3	2	1
1.5	I look forward to English lessons that involve interactive tasks.	5	4	3	2	1

Theme 2: Attitudes Toward Learning English

Serial Number	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.1	I believe that learning English is important for my future career.	5	4	3	2	1
2.2	I feel confident using English in real-life situations after participating in interactive tasks.	5	4	3	2	1
2.3	I enjoy English more when I can interact with my peers using the language.	5	4	3	2	1
2.4	I feel less nervous about speaking English when I participate in interactive tasks.	5	4	3	2	1
2.5	I prefer learning English through activities that allow me to work with my classmates.	5	4	3	2	1

Theme 3: Language Skills Improvement

Serial Number	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.1	I think that group discussion helps me improve my speaking skills in English.	5	4	3	2	1
3.2	Role-playing activities help me practice English in a more meaningful way.	5	4	3	2	1
3.3	I feel that interactive tasks help me improve my listening skills in English.	5	4	3	2	1
3.4	I notice an improvement in my vocabulary after participating in interactive tasks.	5	4	3	2	1
3.5	I am able to understand English better after engaging in interactive tasks.	5	4	3	2	1

Theme 4: Multimodal Interactive Tasks

Serial Number	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.1	English teachers use multiple resources (videos, audio clips, real objects) to teach lessons.	5	4	3	2	1

4.2	Classrooms are equipped with facilities (projectors, audio systems) for multimodal tasks.	5	4	3	2	1
4.3	Teacher makes lesson plan incorporating visual, auditory, and kinesthetic activities.	5	4	3	2	1
4.4	Multimodal tasks are used to support students with diverse learning needs.	5	4	3	2	1
4.5	The school authority encourages teachers to use innovative multimodal interactive tasks in English teaching.	5	4	3	2	1

Appendix 2

Semi-Structured Interview Questions for Teachers

Theme 1: Experiences with Interactive Tasks

1. Can you describe your experiences using interactive tasks (e.g., group discussions, role-playing) in your classroom?
2. How have you observed students' reactions to interactive tasks in comparison to traditional teaching methods?

Theme 2: Challenges in Implementing Interactive Tasks

3. What are the main challenges you face during incorporating interactive tasks into your lessons?
4. How do you overcome difficulties related to classroom management or time constraints while implementing these tasks?

Theme 3: Teacher Perceptions on Student Progress

5. In your opinion, how have interactive tasks contributed to improving students' English proficiency, particularly in speaking, listening, reading, and writing skills?