Beyond Traditional Approaches: Exploring Task-Based Language Teaching (TBLT) and its Impact on Bangladeshi University Students' Academic Writing Performance

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ABSTRACT*:* This qualitative case study explores the influence of Task-Based Language Teaching (TBLT) on the writing proficiency of third-year undergraduate students at a university in Bangladesh. Utilizing interviews and focus group discussions involving 10 participants, the research delves into both the experiences and challenges encountered during the implementation of TBLT for enhancing writing skills. In accordance with existing scholarship, the outcomes demonstrate the transformative effects of TBLT on participants' writing abilities, highlighting the collaborative aspects of TBLT tasks and their contribution to authentic language learning experiences. Challenges identified encompass difficulties in task comprehension and time constraints, aligning with broader discussions on task-based methodologies. The study underscores the pivotal role of educators in the successful integration of TBLT and observes a notable shift in participants' writing approaches toward more communicative and purposeful expression. The identified challenges emphasize the significance of context-specific considerations when implementing innovative language teaching methodologies. In conclusion, this study contributes to the ongoing discourse on the efficacy of TBLT in diverse educational settings, emphasizing the necessity for tailored approaches to maximize its effectiveness.

Keywords: *Task-Based Language Teaching (TBLT); Writing skills; Higher education; Language teaching methodologies; Bangladesh*

INTRODUCTION

In the intricate global landscape of education, the mid-20th century witnessed a growing demand for English language proficiency across diverse age groups (Alam et al., 2022; Hamid, 2020; LoBianco et al., 2009). This narrative has led to a symphony of efforts, with substantial investments, dedicated efforts, and the allocation of time converging into a pursuit of linguistic mastery on a global scale. Within this scenario, Bangladesh stands out, resonating with the global wave and experiencing a notable surge in the quest for English proficiency, especially in university education (Hasan et al., 2019; Milon & Ali, 2023). Against this backdrop, the established contours of second language (L2) pedagogies, represented by methods like Grammar-Translation and Audiolingualism, are under scrutiny. Faced with the evolving landscape of language acquisition, there's a call to reevaluate these methods, giving rise to communicative approaches like Task-Based Language Teaching (TBLT) as

transformative educational frameworks (Milon et al., 2023; Widdowson, 1990). At the heart of TBLT lies an innovative instructional paradigm where tasks take center stage as the primary units of learning, orchestrating language acquisition through authentic, meaningful, and engaging interactions (Chen & Kent, 2020). The various aspects of task design, implementation, sequence, and complexity become pivotal determinants shaping the success of TBLT (Butler, 2011; Ellis et al., 2020; Van den Branden, 2016).

While the global education community contemplates the potential of TBLT, its efficacy remains a subject of ongoing scholarly discourse, emphasized by diverse perspectives across various linguistic and cultural contexts (Bao & Du, 2015; Ellis et al., 2020; Leaver & Willis, 2004). In the distinctive context of Bangladesh, where English language learning at the university level unfolds amidst rich cultural and academic diversity, the transition from conventional L2 methods to communicative approaches introduces unique challenges (Alam et al., 2021; Milon, 2016; Mitu, 2019). This transition, pivotal for preparing university students with the communicative competence demanded by the contemporary globalized world, beckons for a comprehensive exploration.

In response to this scholarly imperative, this qualitative study aspires to address existing research gaps, positioning itself as a catalyst for extensive and rigorous exploration into the multifaceted implications of TBLT on the development of writing skills among university students in Bangladesh. This research endeavor is poised to delve into the intricate dynamics of TBLT within the unique socio-cultural and linguistic milieu of Bangladesh. By doing so, the study aims not only to enrich the theoretical discourse surrounding language education practices but also to offer pragmatic guidance for educators and policymakers navigating the terrain of English language instruction at the university level in Bangladesh. Embarking on this intellectual journey, the study endeavors to unravel the specific nuances and complexities of TBLT within the context of higher education in Bangladesh. As the narrative unfolds, the study seeks not only to contribute substantively to the theoretical underpinnings of language education but also to offer actionable insights that can shape instructional practices, enrich educational policy frameworks, and ultimately foster an environment conducive to the holistic development of communicative competence among university students in Bangladesh. In weaving this narrative, the study aspires to create a harmonious melody that resonates within the realm of language education, shaping the future of English language learning at the university level in Bangladesh. Based on the objectives of this study, the two following research questions are formed:

1. How do university students in Bangladesh experience the implementation of Task-Based Language Teaching (TBLT) in the development of their writing skills?

2. What are the nuanced challenges and facilitative factors encountered by university students and educators in the integration of TBLT into the English language curriculum at the university level in Bangladesh?

LITERATURE REVIEW

Theoretical Basis of TBLT

The foundation of Task-Based Language Teaching (TBLT) rests on theoretical underpinnings inherited from Communicative Language Teaching (CLT), sharing common ground with the latter (Moore, 2018). Central to both approaches is the fundamental assumption that effective language learning is

propelled by communication. Long (2015) assert that CLT and TBLT have undergone adjustments rooted in the 'experiential learning theory,' advocating that optimal learning is realized through task-based engagement. Moore (2018) delineates two overarching perspectives emphasizing interaction as the pivotal force within TBLT.

Firstly, the cognitive processing view posits that the manipulation of task rubrics and the conditions of implementation significantly influences learner language production. This perspective delves into how the intricacies of task design and execution impact the cognitive processes involved in language learning (Moore, 2018). Secondly, the sociocultural view perceives the task as a dynamic process, highlighting the interplay between learner agency, contextual factors, interaction, and the collaborative creation of learning opportunities. Within this framework, the task is seen not merely as an isolated activity but as an interactive and socially situated endeavor that shapes language production and the co-creation of meaningful learning experiences (Moore, 2018).

Overall, TBLT inherits and advances the communicative principles of CLT, emphasizing the primacy of communication in language learning. The theoretical foundations of TBLT, deeply rooted in the experiential learning theory, underscore the significance of active engagement through tasks. These tasks, viewed through the cognitive processing and sociocultural lenses, serve as catalysts for language production, interaction, and the collaborative construction of knowledge within a given context.

TBLT and EFL/ESL Education

Within scholarly discourse, Task-Based Language Teaching (TBLT) has garnered recognition for its myriad advantages, as elucidated by Larsen-Freeman and Anderson (2011). In juxtaposition with traditional second language (L2) approaches, TBLT emerges as a more productive pedagogical paradigm, seamlessly integrating both form and interaction within its framework. This simultaneous provision of linguistic structure and interactive engagement contributes to the holistic development of language skills.

Nunan (2004) further extols the virtues of TBLT, emphasizing its efficacy in fostering successful language acquisition. TBLT's strength lies in its unwavering commitment to emphasizing language use in the attainment of authentic objectives, thereby immersing L2 learners in meaningful communicative interactions. Additionally, Nunan underscores the alignment of TBLT with the needs and interests of L2 learners, establishing a symbiotic relationship that activates cognitive learning processes. By embedding real-world tasks into the instructional approach, TBLT not only addresses the immediate language learning objectives but also extends its impact beyond the classroom, prompting learners to apply acquired language skills in diverse practical contexts (Nunan, 1989).

Moreover, the merits of TBLT extend beyond the linguistic realm. The approach has been credited with elevating L2 learners' motivation, providing a platform for repetitive practice without succumbing to monotony. Sasayama (2021), and Willis and Willis (2007) collectively underscore the role of TBLT in elucidating the process of learning itself. TBLT, in its multifaceted nature, encourages risk-taking among learners, fostering an environment where experimentation and exploration are integral components of the language acquisition journey. Ultimately, the culmination of these attributes contributes to an enhanced sense of contentment and engagement among L2 learners. Overall, the advantages attributed to TBLT paint a comprehensive picture of its efficacy in language education. From its ability to seamlessly blend linguistic form and interactive engagement to its alignment with learners' needs and interests, TBLT stands as a pedagogical approach that not only addresses

immediate language learning goals but also catalyzes a transformative and enriching language acquisition experience.

The Place of Writing in English Language Education

The significance of writing within English as a Foreign Language (EFL) classrooms has been accentuated by the evolving landscape of globalization. The increasing interconnectedness of individuals from diverse linguistic and cultural backgrounds, facilitated by modern internet technologies, has propelled written communication to the forefront of linguistic interactions (Naghdipour, 2016). In this context, as observed by Hyland (2006), writing has evolved beyond a mere transcription of language to become intricately tied to communicative purposes and social interactions. However, the paramount importance of writing is juxtaposed with its inherent complexity, rendering it a demanding skill for learners in EFL/ESL contexts (Hyland, 2006; Richards, 1990).

The multifaceted nature of writing necessitates comprehensive training for English language learners, encompassing various dimensions of writing skills. This includes attention to grammar, vocabulary, mechanics, paragraph organization, cohesion, and coherence, as emphasized by Harmer (2007, p. 86). The cultivation of these facets is crucial for learners striving to express themselves effectively in written form. Furthermore, the spectrum of writing activities can be conceptualized along a continuum ranging from 'controlled writing' to 'real writing' (Harmer, 2007). Real writing, in particular, transcends traditional instructional approaches by adopting an authenticity and process-based paradigm. From the perspective of Task-Based Language Teaching (TBLT), authenticity in writing involves the integration of real-world tasks, encouraging learners to emulate genuine experiences to address the problems presented in the task (Ozverir et al., 2017). The process-based approach, as asserted by Hedgcock (2005), engages learners in various stages of editing and reviewing before delivering their final written products. In the context of the current study, the employment of the process-based approach aligns with the principles of TBLT, where the emphasis is not only on the final written output but also on the dynamic and iterative process of writing itself.

Therefore, the significance of writing in EFL classrooms extends beyond its traditional role, becoming a dynamic and socially embedded skill. The demand for effective written communication in a globalized world underscores the need for comprehensive training, and the adoption of TBLT principles, particularly the process-based approach, emerges as a strategic response to cultivate authentic and proficient writing skills among English language learners.

TBLT and L2 Writing

Embarking on an expansive exploration of Task-Based Language Teaching (TBLT) in the domain of writing instruction, a panorama of empirical studies contributes rich insights, shaping the backdrop for the current investigation. Shin and Kim (2014), in a study transcending conventional dichotomies of task types, investigated the effects of both independent and integrated tasks on the writing performance of EFL learners. Their findings unveiled notable improvements in participants' writing skills, manifesting in heightened syntactic complexity, enhanced cohesion, and lexical sophistication. This nuanced understanding underscores the potency of diversifying task types within the TBLT framework.

Diving into a distinct cultural and linguistic context, Zhang (2016) delved into the writing development of Chinese students, intricately examining the interplay between integrated tasks and corrective

feedback. While no significant difference emerged in content and organization scores within the Chinese-reading-English-writing group, a significant correlation surfaced between content and language alignment in the English-reading-English-writing group. This cross-cultural perspective enriches our comprehension of how task integration and feedback mechanisms intersect to shape writing outcomes. The exploration extends to the Southeast Asian context, where McDonough and Crawford (2020) delved into the impact of task familiarity on the writing development of Thai EFL learners. Through the lens of analytic rubrics and linguistic features, their study revealed a compelling correlation between task familiarity and improved writing scores. This underscores the importance of considering learners' familiarity with tasks in optimizing the effectiveness of task-based writing instruction.

In a distinctive examination, Hashemi et al. (2008) scrutinized EFL writing tasks in the specific context of English for Speakers of Other Languages (ESOL) exam preparation courses in Iran. The results highlighted significant differences among groups in terms of the quality of writing procedures, offering insights into the intricate dynamics of task-based writing instruction in standardized exam contexts. Taking a comprehensive stance, Kafipour et al. (2018) delved into the effects of implementing task-based writing instruction on EFL learners. Their study showcased substantial improvements across various dimensions of writing competence, including language use, content, and sentence mechanics. This multifaceted enhancement aligns with the overarching potential of TBLT to stimulate comprehensive and nuanced growth in writing abilities.

Besides, Rahimpour et al. (2011) investigated the influence of task structure on written task performance. The study illuminated the substantial impact of task structure, specifically contrasting tight and loose task structures, on the fluency and complexity of written performances. Although accuracy did not exhibit marked improvement, the study accentuates the influential role of task design in shaping key dimensions of writing proficiency, presenting a valuable perspective applicable across diverse educational contexts. Furthermore, Sotoudehnama and Maleki Jebelli (2014) added a layer of understanding by examining the effectiveness of post-task sentence writing activities in reinforcing noticing effects. Their findings demonstrated that post tasks significantly enhanced the productive knowledge of the study groups, showcasing the potential of supplementary activities to consolidate gains from task-based writing instruction.

While these diverse studies contribute valuable insights, a discernible gap remains in the exploration of TBLT within the higher education landscape of Bangladesh. Recognizing this uncharted territory, the current qualitative study aspires to bridge this gap, delving into the impact of TBLT on the writing skills of Bangladeshi university students. In doing so, the study not only contributes to the broader discourse on task-based writing instruction but also addresses the specific needs and nuances of a unique academic context.

METHODOLOGY

Research Method

In exploring participants' experiences with Task-Based Language Teaching (TBLT) and its impact on writing abilities, a qualitative research approach was deliberately chosen. This methodological decision aligned with the assertion that qualitative methods are well-suited for capturing the intricacies of individuals' subjective experiences (Creswell, 2003). By adopting a qualitative lens, the study aimed to delve deep into individual and collective perspectives, facilitating a nuanced

understanding of the qualitative changes in writing skills engendered by TBLT interventions. This approach was underpinned by the recognition that qualitative research offers a comprehensive and contextualized exploration of phenomena, allowing for rich insights to emerge (Denzin & Lincoln, 2011). The intricate interplay of contextual factors, personal experiences, and sociocultural influences on participants' writing abilities necessitated a qualitative lens to capture the depth and complexity of these phenomena (Creswell, 2003; Leavy, 2022). Thus, the qualitative approach became a methodological scaffold, enabling the study to unravel the multifaceted dynamics of TBLT's influence on the writing skills of Bangladeshi university students.

Research Context and Participants

Within the dynamic academic milieu of a private university in Dhaka, Bangladesh, the study focused on third-year undergraduate students who had completed the writing course in their first or second year. This course was a requirement for the completion of their degree. Ten participants (five male and five female) were deliberately and purposively selected, reflecting a diverse and representative sample. The criteria for participant selection encompassed considerations of linguistic backgrounds, academic majors, and proficiency levels in English writing, allowing for a comprehensive exploration of the impact of TBLT on the nuanced writing skills of Bangladeshi university students. The selection process drew inspiration from Patton's (2014) emphasis on purposive sampling, strategically aligning the choice of participants with the research objectives. By purposively selecting individuals who brought varied perspectives and experiences, the study aimed to enrich the depth and breadth of insights into the effects of TBLT on writing proficiency in the context of Bangladeshi higher education. Moreover, the selection process aligned with Leavy's (2022) approach, recognizing the significance of participant diversity to capture the multifaceted nature of the research phenomenon.

Data Collection Techniques

At the core of data collection, semi-structured interviews and focus group discussions served as the cornerstone, strategically selected to unravel the intricate tapestry of participants' experiences with Task-Based Language Teaching (TBLT) and its influence on their writing abilities.

Individual interviews provided a personalized platform for each participant to delve into their unique journey with TBLT. The interviews took place between April and July 2022, based on the participants' convenience. The duration of each interview was 30 to 40 minutes. This methodological choice aligned with the recognition that individual interviews offer an intimate space for participants to articulate their perceptions, challenges, and observed improvements in writing skills with a depth that might be challenging to capture in other formats (Creswell & Poth, 2016). The one-on-one nature of these interviews fostered a sense of confidentiality and encouraged participants to share their experiences openly and reflectively (Rubin & Rubin, 2011). As Rubin and Rubin (2011) contend, individual interviews are particularly effective in eliciting rich, qualitative data as they allow participants to express their thoughts in their own words, ensuring a more authentic representation of their experiences. Through this method, the study aimed to uncover the nuanced facets of participants' encounters with TBLT, bringing forth a personalized and contextually embedded understanding of the impact on their writing skills.

Complementing the individual interviews, focus group discussions were employed to foster dynamic interactions among participants, unraveling collective perspectives on the effectiveness of TBLT in enhancing writing abilities. The ten participants were divided into two groups, comprising five in each

group. This methodological choice aligned with the premise that focus group discussions capitalize on group dynamics, offering a unique vantage point to explore shared experiences and consensus within the participant cohort (Morgan, 1996). As Morgan (1996) asserts, focus group discussions are particularly effective in capturing the collective wisdom that emerges through interactions, providing insights into shared challenges and successes. The group setting stimulated a diversity of viewpoints, potentially unearthing dimensions of the TBLT experience that might not surface in individual interviews alone. By embracing both individual interviews and focus group discussions, the study sought to cast a wide net, ensuring a comprehensive and multifaceted exploration of participants' encounters with TBLT (Creswell & Poth, 2016).

Data Analysis

The qualitative data collected through semi-structured interviews and focus group discussions were transcribed verbatim and then underwent a thorough thematic analysis, drawing on Braun and Clarke's (2006) well-established method. Commencing with data familiarization, the researcher immersed themselves in the data, generating initial codes, searching for themes, and reviewing, defining, and naming themes, ensuring a systematic exploration. This process, marked by its systematic and flexible framework, enabled the identification and analysis of patterns within the data, ultimately producing a final report that captured nuanced insights into participants' experiences with Task-Based Language Teaching (TBLT) and its impact on writing abilities. This methodological approach not only ensured the extraction of meaningful patterns but also preserved the richness and depth inherent in the qualitative data, contributing nuanced insights to the broader discourse on TBLT and writing skills in the context of Bangladeshi university students (Braun & Clarke, 2006).

Trustworthiness of the Study

To enhance credibility, transferability, and dependability, multiple strategies were employed. Credibility was fortified through the triangulation of data sources, integrating insights from interviews, focus group discussions, and document analysis. This methodological approach fostered convergence and corroboration, fortifying the overall validity of the findings by providing a multifaceted and corroborated understanding of participants' experiences with Task-Based Language Teaching (TBLT) and its impact on writing abilities (Patton, 2014). To address transferability, the study offered a detailed and comprehensive description of the research context, participant characteristics, and the research process. This wealth of information allowed readers to assess the applicability of the study's insights in similar contexts, contributing to the broader relevance and transferability of the findings (Lincoln & Guba, 1985). Dependability was established through the meticulous maintenance of an audit trail, documenting the research process from data collection to analysis. This detailed record ensured transparency and served as a roadmap for future researchers to replicate the study's procedures, fostering the dependability of the findings and reinforcing the methodological integrity of the research (Yin, 2018). Incorporating member checking further enhanced the trustworthiness of the study. Participants were given the opportunity to review and validate the accuracy of their statements and interpretations, adding an additional layer of credibility to the research findings (Creswell & Poth, 2016). This iterative process of member checking contributed to the overall trustworthiness of the study by ensuring that participants' perspectives were accurately represented and validated.

Research Ethics

This study rigorously adhered to ethical guidelines to safeguard the rights, well-being, and confidentiality of participants. In accordance with ethical standards, explicit and informed consent was obtained from all participants, ensuring their voluntary involvement and understanding of the study's purpose, procedures, and potential implications (Creswell & Poth, 2016). Participants were reassured that their identities would remain confidential, and any information shared during the study would be anonymized to protect their privacy. The principles of honesty, integrity, and respect for participants' autonomy were paramount throughout the research process. These principles dictated transparent communication with participants, ensuring that they were fully informed about the nature of the study and any potential risks involved. Participants were explicitly informed of their right to withdraw from the study at any point without facing any consequences, further underscoring the commitment to respecting their autonomy (Patton, 2014). Ethical considerations extended to the dissemination of findings, whereby efforts were made to present results responsibly, avoiding any misrepresentation or misuse of participant data. The study also acknowledged the importance of reciprocity, aiming to contribute positively to both the academic community and the participants involved in the research process (Leavy, 2022). The ethical framework of this study aligned with established guidelines and principles, prioritizing the well-being, rights, and confidentiality of participants throughout the research journey.

FINDINGS

Theme 1: Experiences with TBLT in Developing Writing Skills

In exploring their encounters with Task-Based Language Teaching (TBLT) within the academic landscape of a Bangladeshi university, a balanced cohort of participants, equally composed of five females and five males, illuminated the transformative influence of TBLT on their journey of developing writing skills. Their narratives painted a vivid picture of the positive impact TBLT wielded on their writing proficiency, transcending the conventional boundaries of language instruction. One participant, capturing the collective sentiment, remarked, "TBLT served as a catalyst, reshaping my entire approach to writing. It wasn't merely about memorizing grammatical rules; it instigated a paradigm shift towards practical application in real-life scenarios. Writing, through TBLT, metamorphosed into a more practical, meaningful endeavor."

In resonance with this sentiment, another participant echoed, "The dynamism introduced by TBLT injected life into the learning process. It was no longer a static exercise of rule memorization but a dynamic engagement where language skills found practical application. TBLT not only taught us how to write but also why and when to write in diverse contexts, making the learning experience incredibly enriching and applicable." These articulate expressions from participants underscored the profound impact of TBLT, transcending traditional language pedagogies and imbuing the process of writing with a newfound practicality and significance in their academic journey. The convergence of voices highlighted a shared perception of TBLT as a transformative force, shaping not just their writing skills but fundamentally altering their approach to the written expression of language.

Theme 2: Positive Impact of TBLT Activities

Within the nuanced exploration of their experiences, participants articulated profound instances where Task-Based Language Teaching (TBLT) activities emerged as catalytic agents, significantly enhancing their writing capabilities. The narratives provided a rich array of insights, illuminating the dynamic and transformative influence of TBLT on the participants' journey toward refined and

effective written expression. A recurring motif within these narratives underscored the collaborative nature intrinsic to TBLT tasks. Participants vividly described how these activities created an intellectual crucible, fostering collaboration and constructive peer feedback. One participant, encapsulating this collaborative spirit, elucidated, "TBLT tasks served as a crucible for collaborative exploration. The exchange of ideas and the invaluable feedback from peers became instrumental not only in refining the technical nuances of my writing but, more profoundly, in shaping the very essence of my writing style. TBLT transcended the narrow lens of correctness; it metamorphosed into an art of effective communication through the written medium."

Expanding this thematic melody, another participant articulated, "The beauty of TBLT lies in its communal dimension. It redefined writing from a solitary endeavor into a shared intellectual journey where collective insights illuminated diverse facets of expression. Peer feedback, far from being a mere exercise in error correction, evolved into a dynamic dialogue that sculpted a richer, more nuanced approach to conveying thoughts on paper." The narrative richness extended beyond individual reflections, finding resonance in the collective discourse of the Focus Group Discussion (FGD). A participant within the FGD encapsulated this sentiment, asserting, "The collaborative dimension of TBLT not only elevated our individual writing capacities but, more significantly, enriched our collective understanding of diverse writing styles and perspectives. It became a transformative journey where we collectively evolved as writers, drawing inspiration from each other's strengths and collaboratively refining our inherent weaknesses." These profound testimonies collectively unveil the multifaceted impact of TBLT activities, positioning them not merely as pedagogical tools but as transformative catalysts that foster a collaborative ethos, elevating the art of written communication among the participants in the academic setting.

Theme 3: Challenges in TBLT Implementation

As participants delved into the complexities of Task-Based Language Teaching (TBLT) implementation, their narratives illuminated the nuanced challenges that threaded through the fabric of this pedagogical approach. While the positive aspects garnered due recognition, a candid exploration of the impediments confronted during the TBLT journey provided a holistic perspective. The symphony of voices depicted a landscape where challenges emerged as formidable counterparts to the transformative potential of TBLT. A recurring motif in the participants' reflections was the hurdle posed by difficulties in comprehending TBLT tasks. One participant, articulating this shared sentiment, elucidated, "The inherent complexity of TBLT tasks sometimes presented a cognitive challenge. Understanding the intricacies of the task, deciphering its objectives, and aligning them with effective language use became a cognitive demand that added an extra layer of complexity to the writing process. It necessitated not just understanding but a swift and accurate response to the task demands."

Expanding this thematic narrative, another participant highlighted the intricate dance with time constraints within the TBLT framework. The participant stated, "Time, or the lack thereof, emerged as a significant challenge in the TBLT landscape. The pressure to comprehend, strategize, and execute within a confined timeframe added a layer of stress to the writing process. It demanded not only linguistic proficiency but also swift cognitive processes to synthesize information and respond effectively." The exploration of challenges found an echo in the collective reflections of the Focus Group Discussion (FGD). One participant within the FGD encapsulated this collective sentiment, asserting, "The intricacies of TBLT tasks often required a level of cognitive agility that, in the face of

time constraints, posed a considerable challenge. It was not merely about writing; it was about navigating a complex interplay of linguistic proficiency, task comprehension, and swift execution within a stipulated timeframe." These articulated challenges, woven into the participants' narratives, delineate the intricate landscape of TBLT implementation, acknowledging the hurdles that demand a nuanced understanding and strategic navigation for effective integration into the academic writing domain.

Theme 4: Perceived Role of TBLT in English Language Learning

Within the rich array of participant narratives, a unanimous acknowledgment emerged regarding the pivotal role of Task-Based Language Teaching (TBLT) in shaping meaningful and authentic English language learning experiences. The collective voices resonated with a shared consensus, portraying TBLT as a dynamic and transformative force that imbued language learning with relevance and real-world applicability. A participant, capturing the essence of this collective sentiment, articulated, "TBLT injected a newfound dynamism into the realm of language learning. It transcended the traditional paradigm of memorizing grammar rules, propelling language acquisition into a dynamic space where application took precedence. It wasn't merely about theoretical knowledge; it was about using the language in a manner that felt real and applicable to the intricacies of everyday situations."

This sentiment reverberated through multiple participant reflections, with another participant expressing, "The significance of TBLT lies in its ability to bridge the gap between theory and real-world application. It transformed language learning from a passive accumulation of knowledge to an active engagement where the language was not just learned but lived. TBLT made the language feel tangible and applicable in diverse contexts, making the learning experience more profound and enduring." Expanding this thematic exploration into the collective reflections of the Focus Group Discussion (FGD), a participant encapsulated the overarching perception, stating, "TBLT's role in English language learning is transformative. It doesn't just impart linguistic knowledge; it molds language learning into a dynamic process where learners interact with the language authentically. TBLT goes beyond traditional pedagogies, making language learning an immersive journey that extends beyond the classroom into real-world scenarios." These nuanced reflections collectively illuminate the perceived role of TBLT as a catalyst for dynamic and authentic English language learning experiences, fostering a paradigm shift from theoretical accumulation to practical application within the intricate landscape of language acquisition.

Theme 5: Educators' Role and TBLT Integration

A prominent thematic thread woven into the participants' narratives illuminated the pivotal influence of educators in the successful integration of Task-Based Language Teaching (TBLT) into the curriculum. Participants articulated the significance of teachers who adeptly incorporated TBLT tasks into lessons, thereby underscoring the crucial role of guidance and facilitation in shaping positive experiences with TBLT. One participant, echoing this sentiment, elucidated, "The impact of educators who effectively integrated TBLT into our learning journey cannot be overstated. Their ability to seamlessly weave TBLT tasks into lessons and provide guidance was instrumental in our positive experiences with this pedagogical approach. It transformed the learning landscape from a traditional setting to an interactive and dynamic space where language acquisition thrived."

Expanding this thematic exploration, another participant emphasized the multifaceted role of educators in TBLT integration. The participant stated, "Teachers who embraced TBLT and skillfully

integrated it into our curriculum played a significant role. Beyond the delivery of content, their guidance and facilitation created an environment where TBLT became not just a teaching method but a philosophy of language learning. Their role extended beyond instruction; it became a partnership in our journey of language acquisition." The reflections extended beyond individual perspectives, finding resonance in the collective reflections of the Focus Group Discussion (FGD). A participant within the FGD encapsulated this collective sentiment, stating, "Educators are the architects of our TBLT experiences. Their expertise in integrating TBLT tasks into lessons, coupled with adept guidance, shapes the very fabric of our positive encounters with this pedagogical approach. It's a collaborative effort where educators serve as mentors, steering us through the dynamic landscape of language learning."

Theme 6: Changes in Approach to Writing

Embedded within the rich array of participant narratives is a profound revelation concerning the transformative impact of Task-Based Language Teaching (TBLT) on their approaches to writing. Participants articulated a discernible shift from a singular focus on correctness to a more communicative and purposeful orientation in their writing endeavors. This thematic exploration illuminated a profound metamorphosis in participants' perspectives on the craft of writing, with TBLT acting as a catalyst for this transformative journey. One participant, encapsulating this transformative shift, elucidated, "TBLT emerged as a catalyst that redefined my approach to writing. It prompted a departure from the singular pursuit of correctness, urging me to embrace a more communicative and purposeful stance. The shift was palpable in how I approached the composition of ideas on paper, with a newfound emphasis on clarity and effectiveness in communication."

Another participant reflected on the broader implications of this paradigm shift. The participant stated, "The impact of TBLT on my writing approach was profound. It was no longer just about adhering to grammatical rules; it became a holistic endeavor centered around real communication. TBLT transformed the very essence of my writing, prompting me to prioritize not just correctness but clarity, coherence, and the effective conveyance of ideas." These articulated changes underscore the transformative impact of TBLT on participants' writing approaches, signaling a departure from a singular emphasis on correctness toward a more holistic, communicative, and purposeful orientation in the realm of written expression.

The findings gleaned from the diverse cohort of university students in Bangladesh contribute to a comprehensive comprehension of the multifaceted impact of Task-Based Language Teaching (TBLT) on writing skills within the tertiary education landscape. The authentic voices of the participants lend depth and authenticity to the exploration of TBLT, specifically within the context of English language education. This enrichment serves to broaden the discourse surrounding pedagogical approaches in higher education, illuminating the intricacies and implications of integrating TBLT into the dynamic fabric of tertiary-level language instruction.

DISCUSSION

The findings of this study provide a comprehensive understanding of the impact of Task-Based Language Teaching (TBLT) on the writing skills of university students in Bangladesh. By aligning with existing research, the study sheds light on the multifaceted dynamics involved in implementing TBLT within the Bangladeshi higher education context. The positive impact of TBLT on participants' writing proficiency resonates with the assertions of Larsen-Freeman and Anderson (2011), emphasizing the

concurrent provision of form and interaction in TBLT. The collaborative nature of TBLT tasks facilitating constructive peer feedback echoes the findings of Shin and Kim (2014), underscoring the role of integrated tasks in improving writing performance.

Challenges voiced by participants, such as understanding TBLT tasks and coping with time constraints, align with the broader discourse on the complexities associated with task-based approaches (Butler, 2011). The cognitive demands imposed by TBLT tasks, and the time pressure identified by participants are consistent with the intricate balance required in task-based methodologies, as discussed by Skehan (2021). The perceived role of TBLT in providing authentic and dynamic English language learning experiences corresponds with the foundational principles of communicative language teaching (CLT) and TBLT, as highlighted by Moore (2018). Participants' reflections on the transformative impact of TBLT align with the emphasis on experiential learning and effective task engagement within the TBLT framework.

Moreover, the acknowledgment of the indispensable role of educators in TBLT integration resonates with studies emphasizing the importance of teacher guidance and facilitation in task-based approaches (Willis & Willis, 2007). The changes in participants' approach to writing, shifting from correctness to a more communicative focus, align with the pedagogical shift advocated by Nunan (2004) towards language use in achieving authentic objectives. The challenges identified underscore the contextual nuances that influence TBLT implementation in the Bangladeshi university context, echoing reservations observed in various EFL contexts (Naghdipour, 2016; Rahimi & Rezaee, 2020). This highlights the need for context-specific considerations in implementing innovative pedagogies.

Overall, this study significantly contributes to understanding the impact of TBLT on the writing skills of university students in Bangladesh. By aligning with existing research, the findings enrich the discourse on pedagogical approaches in higher education. Emphasizing the need for context-specific considerations, the study underscores the importance of optimizing the effectiveness of innovative language teaching methodologies within diverse educational landscapes.

RECOMMENDATIONS

Based on the findings of this study, several recommendations emerge to enhance the implementation of Task-Based Language Teaching (TBLT) in the context of developing writing skills for university students in Bangladesh. Firstly, educators should receive specialized training and participate in professional development programs to effectively integrate TBLT tasks into the curriculum, ensuring a comprehensive understanding of task design, implementation, and assessment (Alam et al., 2022; Bryfonski & McKay, 2019). Additionally, there is a need for ongoing support mechanisms, including mentorship and collaborative platforms, to facilitate the exchange of best practices among educators (Alam et al., 2018; Butler, 2011; Mitu, 2020). Furthermore, curriculum designers and policymakers should consider contextualizing TBLT materials to align with the linguistic and cultural nuances of the Bangladeshi educational landscape (Chen & Wang, 2019; Milon et al., 2018). Addressing these recommendations can contribute to a more seamless and impactful integration of TBLT, fostering an enriched learning experience and enhancing writing skills for university students in Bangladesh.

CONCLUSION

In conclusion, this study has explored the impact of Task-Based Language Teaching (TBLT) on the writing skills of university students in Bangladesh. The findings illuminate positive outcomes,

challenges faced, and the pivotal role of educators in TBLT implementation. This study contributes valuable insights to the broader discourse on innovative language teaching methodologies in higher education. However, it is essential to acknowledge the limitations of this study. The small sample size may constrain the generalizability of the findings to a broader population. Future research endeavors should consider expanding the participant pool to ensure a more representative and diverse sample.

Additionally, the study exclusively focused on the perspective of students, and further exploration into educators' experiences and perspectives could provide a more comprehensive understanding of TBLT implementation. Regarding future research directions, a thorough examination of the long-term effects of TBLT on writing skills, spanning multiple academic years, would offer valuable insights into the sustainability of its impact. Furthermore, investigating educators' perspectives, including their challenges and successes in integrating TBLT, could present a more holistic view of its implementation. Exploring variations in TBLT effectiveness across different disciplines and linguistic backgrounds within the university context would also contribute to a deeper understanding of its applicability. Addressing these avenues for future research will contribute to the ongoing enhancement of language teaching methodologies in the higher education landscape of Bangladesh.

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