Unlocking Fluency: Task-Based Language Teaching (TBLT) in Tertiary Speaking Classes - Insights from Bangladeshi Teachers and Students

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ABSTRACT*:* This research delves into the perceptions of teachers and students regarding the implementation of task-based language teaching (TBLT) in tertiary education, with a specific focus on the teaching of speaking skills in a private university setting in Bangladesh. Employing qualitative analysis, this study engages with ten students and two English instructors through semi-structured interviews and classroom observations to understand their viewpoints on TBLT practices and the methods employed by instructors. The findings reveal a positive reception of task-based language teaching, particularly in the context of speaking classes, where it is perceived to enhance the overall learning environment. Both teachers and students express a favorable view of TBLT, emphasizing its effectiveness in promoting language acquisition. The study suggests that the successful implementation of TBLT in speaking classes is contingent upon the instructor's comprehensive understanding of task-based language instruction, influencing their application of expertise within the classroom setting. This research contributes valuable insights into the dynamics of TBLT in tertiary education in Bangladesh, shedding light on its impact on speaking instruction. The results underscore the significance of instructors' proficiency in task-based language instruction, emphasizing its potential to positively shape the language learning experience at the tertiary level.

Keywords: *TBLT; Oral proficiency; Student engagement; Pedagogical techniques; Tertiary education in Bangladesh.*

Introduction

Bangladesh, positioned as a lower-middle-income country, grapples with the intricate dynamics of English language acquisition, evolving into a psychosomatic affair with far-reaching implications for individuals navigating diverse facets of life (Alam et al., 2021). Within this linguistic landscape, English assumes the status of a Foreign Language (EFL), intricately woven into the fabric of daily existence to address various societal and professional requirements (Milon & Ali, 2023). In the pursuit of linguistic mastery, the fundamental quartet of language skills—reading, listening, speaking, and writing—stands as the cornerstone, each skill holding unique challenges and significance (Hasan et al., 2019). However, it is the acquisition of speaking skills that emerges as both the most formidable challenge and the most

critical proficiency for EFL students (Alam, 2023; Zhang & Liu, 2018; Prianty et al., 2022). The challenges associated with acquiring speaking skills in the EFL context are multifaceted. As highlighted by Febriyanti (2011), students often grapple with a trifecta of hurdles: limited exposure, a deficit in confidence, and a lack of intrinsic motivation. These challenges create a formidable barrier to the development of effective verbal communication, hindering language learners from expressing themselves with fluency and precision. Furthermore, Bashir, Azeem, and Dogar (2011) underscore the temporal intricacies involved in preparing for speech, suggesting that students require additional time to articulate their thoughts effectively. The nuanced nature of speaking, as an inherently challenging skill, becomes evident through the lens of Harmer (2007), who identifies prevalent anxiety and reluctance among students when tasked with presenting their ideas before an audience.

In response to these challenges, Task-Based Language Teaching (TBLT) emerges as a pedagogical panacea, recognized for its efficacy in addressing the intricate issues associated with language acquisition. TBLT, as posited by Ellis et al. (2020), stands out for its ability to harmonize meaning and form, providing a platform for learners to showcase their innate talents and engage meaningfully with the language. Its significance lies in bridging the gaps left by conventional structural techniques, which often prioritize purposeful learning, objectify language, and uphold systemic education. Central to the effectiveness of TBLT is its commitment to communicative language teaching and learning, underscoring the importance of tasks that resonate with students' everyday experiences to enhance comprehension of the target language (Alam et al., 2018b; Ellis, 2003). The tasks assigned within a TBLT framework, as emphasized by Jeon and Hahn (2006), transcend mere instructional tools; they become conduits for providing students with authentic opportunities for language use within the classroom setting. This approach becomes particularly relevant in regions like Asia, where EFL students may not encounter English in their daily lives. Jeon and Hahn (2006) argue that task-based language education seeks to bridge this gap by creating genuine opportunities for students to engage with the language within the confines of the classroom.

The conceptualization of TBLT as an instructional strategy has evolved over time, with Prabhu's seminal study in 1987 marking a turning point in the discourse surrounding the role of tasks in language teaching (Jeon & Hahn, 2006). The ensuing two decades witnessed a pronounced shift in the goals of TBLT, as articulated by Jeon and Hahn (2006), emphasizing an enhancement of students' target language proficiency within their native linguistic milieu. Tasks, within this paradigm, assumed a dual role—catalyzing intended educational outcomes and serving as invaluable tools for collecting pertinent information from participants. The foundational premise of Task-Based Language Teaching (TBLT), as espoused by Prabhu (1987), is grounded in the use of meaningful and purposeful activities to enhance language comprehension. This instructional strategy seeks to transcend the limitations posed by conventional approaches such as presenting, performance, and exercise, as outlined by Ellis (2003). The strategic integration of tasks into the language learning process becomes imperative, offering a dynamic and engaging approach that aligns with students' experiential realities.

Within the paradigm of Task-Based Language Teaching (TBLT), the task is unequivocally recognized as the linchpin of the instructional process (Willis & Willis, 2007). The three pivotal stages—pre-test, during-test, and post-test—illuminate the trajectory of a task-based course, offering a structured framework for educators to navigate the intricacies of language instruction. The pre-task phase, a critical precursor, assumes significance as it lays the groundwork for task implementation and serves as a motivational catalyst for students. Subsequently, the during-task phase becomes instrumental in

refining students' core cognitive processes, fostering a deeper engagement with fundamental concepts. The post-task phase, characterized by reflective analysis, augments the learning experience by providing students with an opportunity to assess and contemplate their performance. The global evolution of Task-Based Language Teaching (TBLT) is evident, marked by its growing recognition as an effective and efficient pedagogical method, as underscored by Chen and Wang's study in 2019. TBLT's impact extends beyond linguistic proficiency, resonating deeply with students on multifaceted levels. Initially, the implementation of TBLT cultivates students' intrinsic motivation, promoting a sense of self-improvement and autonomy in the learning process. Secondarily, TBLT serves as a vehicle for honing students' organizational and critical thinking abilities, instigating a cognitive transformation that extends beyond linguistic realms. Thirdly, the student-centered approach inherent in TBLT not only amplifies students' participation in language acquisition but also fortifies interpersonal relationships through collaborative learning experiences. The practical applicability of TBLT to students' daily lives renders it a favorable and well-received instructional strategy, as evidenced by the positive sentiments expressed by a majority of research participants.

In corroborating the positive outcomes of TBLT, experimental studies by Dost, Bohloulzadeh, and Pazhakh (2017) underscore the enhanced performance of students on specific tasks within the experimental group, accompanied by a notable increase in motivation. This suggests a direct correlation between task-based language instruction and heightened grammatical proficiency. Setayesh and Marzban's (2017) investigation into English for Specific Purposes (ESP) students further reinforces the impact of TBLT, with the experimental group outperforming the control group in reading achievements. The study illuminates the far-reaching influence of task-based language instruction on students' reading abilities. Despite the global recognition and efficacy of TBLT, a noteworthy gap persists in the literature—a dearth of information regarding teachers' perspectives on task-based language instruction, particularly in the context of teaching speaking. Kumaravadivelu (2012) underscores the paramount importance of exploring teachers' perspectives, emphasizing their manifestation in instructional strategies. Similarly, Farrell (2013) contends that teachers' perceptions and behaviors are inherently congruent with the application of their knowledge in teaching and learning activities.

To address this notable gap, the present study turns its focus to the tertiary education landscape of Bangladeshi private universities, delving into the perceptions and practices of both instructors and students concerning task-based language teaching, specifically within the domain of speaking instruction. The choice of a Bangladeshi private university as the study's context adds a layer of uniqueness, considering the scarcity of research on task-based language instruction in Bangladesh (Banna et al., 2023). Within this demanding educational environment, where English classes assume a pivotal role, exploring the perspectives and utilization of task-based language instruction by teachers becomes particularly intriguing. The formulation of two research questions encapsulates the study's objectives. Firstly, the study seeks to unravel the perceptions of Bangladeshi university teachers and students regarding the teaching of speaking within the TBLT framework. Secondly, it aims to delve into the strategies employed by teachers to motivate learners in enhancing their speaking skills through the application of TBLT. These research questions serve as the guiding compass for an in-depth exploration into the nuanced dynamics of task-based language instruction within the tertiary education setting of a Bangladeshi private university. As the study unfolds, it aspires to contribute valuable insights into the complex interplay of pedagogical strategies, student engagement, and linguistic proficiency within the unique contours of the Bangladeshi educational landscape.

Research Methodology

Research Context and Participants

This study aimed to delve into the perceptions and practices of task-based language teaching (TBLT) at the tertiary level of education in Bangladesh, specifically focusing on the teaching of speaking skills. The investigation took place in a private university in Bangladesh, a context marked by the unique challenges and demands characteristic of tertiary education within the country. The participants in this study comprised two English teachers and ten students from the aforementioned private university in Bangladesh. Both teachers, with approximately fifteen years of experience teaching English at the university level, were male. The study focused on the First-year students who were exposed to TBLT every six months within the semester system prevailing at the tertiary level in Bangladesh. Among the students, purposive sampling was employed, selecting ten participants for semi-structured interviews, ensuring a diverse representation from the class consisting of five female and five male students.

Data Collection Method

The study employed a qualitative research approach to comprehensively explore the views and practices associated with TBLT in the context of teaching speaking skills. Two primary data collection methods were utilized: classroom observations and semi-structured interviews. These methods provided a rich and in-depth understanding of both teachers' and students' perspectives. To capture the nuanced perceptions of both teachers and students, semi-structured interviews were conducted. Ten students and two teachers were purposively selected for interviews, allowing for a comprehensive exploration of their thoughts on TBLT. The interviews sought to uncover insights into the participants' understanding, experiences, and opinions regarding the use of TBLT in teaching speaking. The study also used classroom observations. The researchers observed the application of TBLT in a classroom. This observation aimed to assess the teachers' implementation of task-based language teaching, focusing on the actual activities and interactions within the class.

Data Analysis Method

For data analysis, Miles, Huberman, and Saldana's (2014) Interactive model was employed. The analysis proceeded through systematic phases, including data condensation, data display, and conclusion/verification. These steps were carefully executed to ensure a thorough and insightful analysis of the collected data. The researchers cross-referenced and verified information from both classroom observations and interviews to enhance the credibility of the findings. Unnecessary data were omitted to maintain focus on addressing the research questions effectively.

Ethical Issues

The study adhered to ethical considerations to ensure the well-being and confidentiality of the participants. Informed consent was obtained from all participants, including teachers and students, before the commencement of data collection. Participants were assured that their identities would remain confidential, and they had the autonomy to withdraw from the study at any point. The researchers maintained transparency in the data analysis process and ensured that the obtained information would only be used for scholarly purposes. The ethical guidelines set forth by relevant institutional review boards were strictly followed throughout the research process.

Findings and Discussion

The aim of this study is to examine the perspectives of teachers and students on task-based language instruction in the context of teaching speaking at the tertiary level of education in Bangladesh. Additionally, the study investigates the methodologies employed by instructors in teaching speaking through task-based language instruction. The interpretations of the research findings and their implications are discussed in the subsequent research section.

Teachers' and Students' Perspectives on Task-based Language Teaching in Spoken Classes

The initial focus of this study was to investigate the perceptions of instructors and students regarding task-based language education in the context of spoken instruction. Upon the teacher's request for students to engage in discussions on the given subject, observational data indicated active participation as students expressed their opinions. Notably, more proficient students assisted their peers, fostering collaborative efforts. The teacher asserted that the insights from the interviews substantiate these observations.

As of right now, the learners appear engaged in the task-based language learning process. Because once I give them a few themes, they select one and attempt to formulate their own claims. They can then mix their statements with those of their friends. (Teacher 1)

The teacher stated that through the implementation of task-based language teaching, students actively engage in conversations, as indicated by the interview data presented above. These findings align with the research conducted by Chen and Wang (2019), demonstrating that students exhibit increased engagement in language learning through Task-Based Language Teaching (TBLT), leading to enhanced participation in the classroom. The collaborative nature of TBLT further augments student interactions. According to Jones (2007), every student within a group has the opportunity to articulate their opinions and share their experiences openly. One student expressed:

I find it easier to communicate in English because I'm accustomed to having conversations with friends in the classroom. I also don't feel guilty if I speak incorrectly. (Student 1)

Students can alleviate their apprehension by engaging with their peers in the classroom, fostering a greater willingness to learn, as suggested by Chua (2019), Milon (2016), Alam et al. (2018a), and Alam et al. (2022a). Task-based language instruction promotes heightened participation in class discussions among students, encouraging more active engagement with their peers, as noted by Simion and Genova (2019), Alam et al. (2022a), and Milon and Ali (2023). Ganta (2015) highlights that this instructional approach stimulates collaborative efforts among students to complete tasks, involving error correction and mutual support.

The implementation of task-based language instruction not only facilitates interactions among students, reducing anxiety (Ganta, 2015; Prianty et al., 2022) but also, according to Pietri (2015), cultivates English language learning and stimulates creativity. This collaborative interaction prompts students to apply and enhance their English language skills within the classroom setting. This aligns with Bhandari's (2020) discovery that students prefer conversing in the target language with their peers rather than with their teacher, fostering a sense of comfort and liberation in expressing ideas with their friends. Moreover, another instructor emphasized the need to serve as a motivator to encourage student participation when employing Task-Based Language Teaching (TBLT) for spoken

instruction. Additionally, he identified several techniques to facilitate student engagement in verbal communication.

I should inspire learners as a teacher. I exert considerable effort to motivate students to engage in discussions. Even when learners are hesitant to speak, I strive to find effective strategies to facilitate their expression of thoughts and opinions. (Teacher 2)

According to classroom observations, the teacher's role in task-based language instruction, specifically in teaching speaking, can be characterized as that of a motivator. The teacher consistently fosters an environment where students feel encouraged to express themselves without fear. Drawing on Branden's (2006) perspective, encouraging learners to engage in meaningful learning cultivates enthusiasm for their work and establishes positive reinforcement. In interviews with the researchers, students affirmed this approach by stating,

The teachers consistently provide advice, encouraging students not to be afraid to speak. They offer guidance on the subject of dialogue and provide assistance by offering word examples. (Student 2)

I engage in conversations with friends in class, which aids me in speaking English more easily. Additionally, I do not feel guilty if I make mistakes in my speech. (Student 3)

It is evident from the aforementioned data that the majority of students harbor a strong inclination to study English. The students perceive that acquiring proficiency in English will not only benefit them in their future lives but also contribute to reshaping the nation's image (Alam et al., 2022b). Participants in this study expressed a desire to enhance their English proficiency, recognizing its essentiality for future communication. This student-centric perspective on the utilization of task-based language instruction is commendable.

According to Fauziati (2014), educators who integrate classroom activities into assignments can effectively enhance student motivation. Student performance is contingent on motivation (Dai & Stenberg, 2004), and lack of motivation results in diminished interest in learning (Milon et al., 2018a, 2018b). Dornyei (2001) posits that completing tasks can inspire students to comprehend their significance, broaden their task-related knowledge, and devise innovative approaches for task completion. As asserted by Harris and Duibhir (2011), providing students with task-based activities that facilitate communication fosters a conducive learning environment. Students exhibit increased motivation to study English when exposed to task-based language instruction (Simion & Genova, 2019).

The instructor employs a variety of techniques to facilitate student participation in class discussions. In line with Ganta's (2015) perspective, teachers must exhibit imagination and creativity to develop engaging activities that capture students' interests. Observational results indicate that the teacher consistently selects compelling subjects connected to routine tasks for discussion. The teacher believes that delving into engaging subjects encourages students to participate more actively in discussions. Drawing from interviews, the teacher stated:"

I initiate verbal communication by contacting students and endeavor to cultivate interpersonal connections with their peers, with the explicit goal of encouraging active participation in conversation. This approach is employed with the intention of fostering a communicative environment. (Teacher 1)

We actively seek compelling topics that resonate with contemporary aspects of our daily lives, akin to the assignments I delegate at the university concerning Smart Bangladesh, online gaming, or issues related to bullying. These captivating subjects serve as focal points for class discussions. It is imperative to avoid choosing antiquated or uninteresting topics, as they fail to capture students' interest and hinder in-depth exploration. (Teacher 2)

When the teacher selects compelling subjects for discussion, there is a noticeable increase in student engagement. This finding aligns with the research conducted by Bhandari (2020). Educators believe that tasks intertwined with students' real-life experiences are particularly meaningful. Assigning such pertinent activities can enhance students' communication abilities. Moreover, students reported that teachers employed engaging techniques for teaching speaking. As highlighted by Mechraoui, Mechraoui, and Quadri (2014), assigning homework contributes to added interest and excitement in classroom instruction. Hadi (2013) asserts that tasks bring diversity to teaching techniques, rendering the class more fruitful and supportive.

Instructors' Approaches to Employing Task-Based Language Instruction in the Teaching of Speaking

The methodologies employed by instructors for the application of task-based language teaching in speaking instruction constitute the second research issue. Drawing from observational data, it is evident that the instructor considered the three stages of task-based language education outlined by Ellis (2003) during its implementation in the classroom for teaching speaking. The table below offers a summary of the implementation outcomes in the classroom.

Table 1: *The findings of classroom effectuation*

Segment	Actions	
Pre-task	i.	Reviewing the former lesson
	ii.	Providing some propositions
	iii.	Using brainstorm
	iv.	Providing right topic based on learners' interest
	v.	Giving direction apparently
	vi.	Giving example as well as same task associated with the principal task
During (In) task	i.	Asking learners for discussion and collaboration with other learners
	ii.	Paying deep attention to learners' conversation
	iii.	Assisting and motivating learners to speak
Post-task	i.	Asking learners to assess their respective performance
	ii.	Providing feedback
	iii.	Repeating the task
	iv.	Concluding the lesson

Based on the interview data, the researchers found that students perceived the teacher's speaking instruction as sufficiently clear and concise, aligning with the instructor's approach. In order to encourage student participation in speaking, the teacher consistently introduces engaging topics relevant to their daily lives. According to the teacher,

TBLT proves to be a successful teaching strategy when the subject is engaging and familiar to students. For instance, I assign tasks in the classroom related to topics such as smoking, playing online games, and bullying. We actively seek intriguing issues associated with everyday activities in contemporary settings to discuss with students. It is crucial to avoid selecting outdated or dull topics as they fail to capture students' interest for further investigation. (Teacher 1)

In selecting assignments, teachers must initially assess the requirements, talents, and interests of their students (Richards & Rodgers, 2002). The chosen assignments should align best with students' interests and needs. It is crucial for students to comprehend the purpose and rationale behind the tasks, emphasizing their relevance (Larsen-Freeman & Anderson, 2011), ensuring students recognize the real-world applications of the assigned tasks. Additionally, Bhandari (2020) noted that language lessons become more organic and engaging when instructors tailor assignments based on students' age, level, and interests.

Implementation of the phases of task-based language education by the instructor is highly beneficial. Before delving into the primary work of the teaching and learning process, the teacher introduces the lesson's topic to the class, fostering a shared understanding (Fauziati, 2014). According to Jafarigohar and Khanjani (2015), the instructor assigns tasks that align with the primary task. Erten and Altay (2009) suggest that brainstorming is a valuable strategy for enhancing students' focus on the primary activity. Allowing students to generate ideas is assumed to aid in their memory retention of the lesson, which can be applied to the task at hand. The results indicate that the teacher consistently reviews the previous session and introduces the material that students will cover in the current meeting. Following Fauziati's (2014) approach, the instructor initiates the class by activating students' schemata before proceeding with the primary task.

Each time, the instructor reviewed the preceding lesson and provided students with an overview of the material they would cover in the current session. This practice aligns with Prabhu's (1987) recommendation that teachers facilitate a question-and-answer period at the beginning of each class, encouraging learners to speculate on the upcoming assignment (Dornyei, 2001). Furthermore, the activity was structured as a learning process with the teacher, aligning with Prabhu's (1987) emphasis on supporting communicative teaching. It required students to engage in an activity akin to the primary task.

Subsequently, through data observation, researchers noted that the teacher introduced new terminology relevant to the subject matter to the students. Providing students with background knowledge helps alleviate language and cognitive challenges (Ellis, 2010), and tools like mind mapping and brainstorming are instrumental in achieving this (Willis & Willis, 2007). When students are familiar with the words they will use, they can better articulate their ideas (Mitu, 2020). Newton's (2001) recommended exercises were implemented in the classroom, wherein students were asked to speculate on the meanings of vocabulary words that would be used in the task and predict their usage. This practice, according to Newton, aids in students' vocabulary development. Giving instructions is deemed one of the most effective ways of teaching and learning (Ur, 2009). In the speaking class, task instructions were conveyed in both oral and written forms. Based on observational data, the teacher delivered the instructions on the task more than three times."

The instructions are clearly provided by the teacher and are also written on the chalkboard. Subsequently, we were instructed to engage in discussions with our peers. Indeed, the teacher facilitates and oversees our class discussions. (Student 4))

He listens to our conversation and provides instructions frequently. (Student 5)

At the beginning of the speaking lesson, the teachers provided instructions to the pupils before they began working on the task. Later on, while the learners were working on the activity, the teachers gave additional directions in the middle of the class. The interview results supported the students' agreement that the teacher should repeat the instructions. Ur (2009) asserts that pupils should receive instructions more than once.

In the classroom, the teachers also presented written instructions. They typically wrote the directions on the whiteboard before class began. According to their opinions, when instructions are written on the whiteboard, it shouldn't be necessary to repeat them. The students believed that written instructions, when clear and understandable, can help them grasp the task more effectively. The written form included directions and topics, as per the observation data. According to Light, Cox, and Calkins (2009), putting ideas, concepts, difficulties, and references in writing can provide students with additional tools to enhance their learning and improve their comprehension. When the teachers provided the pupils with task instructions, they explained the assignment and requested them to complete it immediately. They also offered examples. According to information from the interview, one of the pupils said,

The speaking topic is always explained by the teacher one at a time. The teacher also provides an example before instructing us to engage in discussion. (Student 5)

The instructors believed that by providing examples, students would have a better understanding of the subject. David (2009) supports this assertion, stating that when teachers provide examples, students retain and comprehend the material more effectively. The students also state that the teachers encourage them to engage in discussions with their peers and express their opinions.

Teachers offer chances for discussion with friends. (Student 8)

It was requested that we talk. (Student 10)

We engage in conversation activities with our peers. (Student 6)

This finding aligns with Willis and Willis (2007), who assert that task-based learning succeeds when teachers have the confidence to trust in their students and offer them numerous opportunities to use the language independently, facilitating a deeper understanding of what they need to learn. Following form-focused exercises to aid language development, the teachers assign a recurring activity that enables students to apply the previously acquired language from the initial stages. Nunan (2003, p. 9) lends further support to this assertion, contending that a communicative task necessitates learners to comprehend, manipulate, produce, or engage in the target language, with a primary focus on meaning rather than form.

Policy Recommendations

In light of the study's findings, several recommendations emerge to enhance the implementation of task-based language teaching (TBLT) for speaking instruction at the tertiary level in Bangladesh. Firstly,

there is a need for a concerted effort to improve and integrate TBLT into the curriculum, involving comprehensive training for instructors to ensure consistent and effective application. Continuous professional development opportunities for teachers are crucial, providing a platform to share best practices, address challenges, and explore innovative teaching methods. The study emphasizes the importance of selecting real-life and relevant topics to increase student engagement, suggesting a continued focus on authentic materials. Collaborative learning, identified as a positive factor, should be encouraged, fostering a sense of community and shared learning experiences. Motivational techniques employed by teachers, including positive reinforcement and a supportive environment, should be diversified (Mitu, 2019). It is essential to align assignments with students' interests, ensuring the meaningfulness of language tasks. Clear and concise instruction, both oral and written, should be consistently provided, and efforts to create a student-centric learning environment should be prioritized. These recommendations collectively aim to optimize the benefits of TBLT, contributing to a dynamic and effective language learning environment in Bangladeshi tertiary education.

Conclusion

The findings of this study illuminate crucial aspects of task-based language teaching (TBLT) concerning the teaching of speaking skills in tertiary education within Bangladesh. The research has elucidated the positive reception and active engagement of students in the TBLT approach, showcasing its effectiveness in promoting collaborative learning environments and fostering increased student participation in spoken language instruction. Nevertheless, it is imperative to acknowledge the limitations inherent in the study. One notable constraint is the confined scope of the research, both in terms of the specific educational institutions targeted and the geographical boundaries within Bangladesh. This restricts the broader applicability of the results to a more diverse educational landscape. Additionally, the study's reliance on self-reported data and observational methods introduces potential subjectivity, necessitating a cautious interpretation of the findings.

As avenues for future research, there is a pressing need to expand the study's demographic reach, encompassing a more diverse participant pool that reflects varied educational contexts and regional disparities within Bangladesh. Longitudinal investigations could delve into the sustained impact of TBLT on students' language proficiency over time. Furthermore, exploring the perspectives of instructors who have not yet incorporated TBLT into their teaching methodologies would provide a more comprehensive understanding of the challenges and potential barriers associated with its implementation. To enrich the research landscape, an in-depth exploration of the socio-cultural influences on language learning within the Bangladeshi context would provide nuanced insights into the dynamics at play. Such an approach could shed light on how cultural factors shape the reception and efficacy of TBLT in tertiary education. Overall, while recognizing the positive implications of TBLT for speaking instruction, this study serves as a foundation for further research endeavors aimed at addressing its limitations and delving into unexplored facets. Through such endeavors, a more nuanced understanding of the efficacy and challenges associated with TBLT in the Bangladeshi tertiary education landscape can be attained, contributing to the ongoing discourse on language pedagogy and instructional methodologies.

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