

An Examination of Practices and Perspectives of Task-Based Language Teaching (TBLT) in Tertiary Literary Classes: Insights from Bangladesh

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Abstract: This qualitative study investigates the integration of task-based language teaching (TBLT) within literary classes at a private university in Bangladesh, examining perspectives from eight students and four English instructors. Through semi-structured interviews and classroom observations, the research explores TBLT practices and instructional strategies, focusing on its reception and effectiveness. Findings reveal a generally positive reception of TBLT, with participants acknowledging its structured format characterized by clear endpoints guiding students towards conclusive outcomes. However, concerns are raised regarding the potential diversion from critical aspects of literary study. Despite this, both educators and learners express optimism about TBLT, emphasizing its efficacy in facilitating language acquisition within the context of literary education. Importantly, the study underscores the necessity of instructors' comprehensive understanding of TBLT for successful integration within literary classes, highlighting the crucial link between pedagogical proficiency and effective classroom implementation. This research provides unique insights into TBLT dynamics within Bangladesh's tertiary-level literary education, emphasizing the transformative potential of teachers' expertise in enhancing the language learning experience and offering valuable implications for pedagogical practice.

Keywords: *Literary Class; TBLT; Tertiary Education in Bangladesh; Teaching pedagogy; Student motivation.*

Introduction

Historically, literature has been a cornerstone of language education, particularly from the 18th to the mid-19th centuries, serving diverse educational and cultural objectives (Bagherkazemi & Alemei, 2010; Milon et al., 2017; Milon, 2020). During this period, educational policies emphasized the interpretation of specific texts and the evaluation of literary works through both written and oral means. Spack (1985) characterizes literature as a tool for acquiring classical rhetoric knowledge, enhancing learners' fundamental abilities such as exploration and communication. In Bangladesh, the primary aim of teaching English as a Foreign Language (EFL) across all educational levels is to bolster students' communicative competence, encompassing skills in listening, speaking, reading, and writing

(Mitu, 2020). However, literature's prominence has waned over time, with EFL now regarded as the predominant method for instructing these core language skills.

In the Bangladeshi context, the task-based approach, which integrates activities and drills, is frequently utilized in EFL training (Sharmin, 2023). However, its adoption in teaching literature remains limited. Literature is often perceived as a distinct discipline, diverging from the prevailing notion in English Language Teaching (ELT) that it is intricate and lacks educational value (Alam & Mitu, 2018; Rana et al., 2024). This radical perspective can be seen as a drawback of the English language education system, potentially impeding the cultivation of critical thinking abilities. Nunan (2003) argues that the effectiveness of using tasks in a communicative approach hinges on the conveyed meaning rather than the utilized structure. The study identifies two influencing factors in Bangladeshi EFL teachers' utilization of ordinary events to create meaning: a reluctance to engage with complex literature and a lack of enthusiasm in selecting suitable works adapted to the local context. Despite the task-based approach's common use in developing fundamental language competencies, it is not widely applied in language courses for teaching literature, despite its potential to enhance analytical thinking skills and contribute to the overarching goal of English Language Teaching (ELT).

Bangladesh, categorized as a lower-middle-income nation, grapples with the intricate process of English language acquisition, which profoundly impacts individuals across various life domains (Alam et al., 2021; Banna et al., 2023). English is designated as a foreign language (EFL) within this linguistic milieu and is deeply ingrained in everyday life to fulfill diverse societal and professional needs (Milon & Ali, 2023). Developing linguistic proficiency necessitates mastery of four crucial language skills: reading, listening, speaking, and writing, each presenting unique challenges and holding paramount importance in language acquisition (Hasan et al., 2019; Milon et al., 2023). However, implementing Task-Based Language Teaching (TBLT) in literary classes presents a significant and formidable obstacle in Bangladesh's tertiary education landscape. The complexities of the EFL environment encompass multifaceted challenges, as identified by McKay (1982): a dearth of experience, self-assurance, and motivation among students, which impede the development of proficient oral communication and hinder language learners' ability to express their thoughts fluently and accurately.

Task-Based Language Teaching (TBLT) emerges as a pedagogical approach deemed highly effective in addressing the intricate challenges associated with language learning, offering a potential solution to the hurdles encountered in language acquisition. The TBLT framework, as advocated by Ellis et al. (2020), is renowned for its ability to seamlessly integrate meaning and form, providing learners with opportunities to demonstrate their inherent abilities and actively engage with the language. This approach is characterized by its emphasis on purposeful learning, treating language as an object of study, and supporting systemic education, thereby bridging gaps often present in traditional structural procedures. The effectiveness of TBLT hinges on its commitment to communicative language teaching and learning, accentuating the importance of tasks that resonate with students' daily experiences to enhance their comprehension of the target language (Alam et al., 2018b; Ellis, 2003). According to Jeon and Hahn (2006), tasks within a TBLT framework serve not only as instructional tools but also as conduits for affording students' genuine opportunities to utilize language in the classroom. This method holds relevance in regions like Asia, where English as a Foreign Language (EFL) students may lack regular exposure to the language in their everyday lives. Task-based language instruction aims to address this gap by providing authentic contexts for students to interact with the language within the classroom setting (Jeon & Hahn, 2006).

The evolution of Task-Based Language Teaching (TBLT) as a pedagogical method has been significant over time, with Prabhu's seminal research in 1987 marking a pivotal moment in highlighting the importance of tasks in language instruction (Jeon & Hahn, 2006). Subsequently, over the following two decades, there was a noticeable shift in TBLT's objectives, focusing on enhancing students' proficiency in their target language within their own linguistic context (Jeon & Hahn, 2006). Tasks within this framework serve a dual purpose: stimulating desired educational outcomes and serving as effective tools for gathering relevant information from participants. The core principle of TBLT, as articulated by Prabhu (1987), revolves around the use of meaningful and purposeful activities to foster language comprehension. This instructional approach aims to overcome the limitations of traditional methods such as lectures, demonstrations, and repetitive practice, as outlined by Ellis (2003). Strategically incorporating tasks into the language learning process is essential to provide a dynamic and engaging approach aligned with students' real-life experiences.

In the context of TBLT, the task is widely recognized as the central component of the instructional process (Willis & Willis, 2007). The three key phases - pre-task, during-task, and post-task - offer a structured framework for implementing a task-based course, enabling educators to effectively navigate the complexities of language training. The pre-task phase, serving as a crucial preliminary stage, establishes the groundwork for task execution and serves as a motivational catalyst for learners. Consequently, engagement throughout the activity becomes vital in enhancing students' cognitive processes and fostering deeper involvement with essential topics. The post-task phase, characterized by reflective analysis, enhances the learning experience by affording students the opportunity to evaluate and reflect on their performance. The global advancement of Task-Based Language Teaching (TBLT) is evident, underscored by its growing recognition as an effective and streamlined pedagogical approach (Chen & Wang, 2019). The impact of TBLT extends beyond merely improving language skills, resonating with students on multiple levels. Initially, TBLT encourages students' intrinsic motivation to learn, fostering a sense of personal growth and independence in their learning journey. Additionally, TBLT serves as a platform to refine students' organizational and critical thinking skills, facilitating cognitive development across domains beyond language-related contexts. Moreover, the student-centered nature of TBLT not only enhances students' engagement in language acquisition but also fosters interpersonal connections through collaborative learning experiences. The practical applicability of TBLT in students' daily lives solidifies its status as a popular and well-received teaching approach, as evidenced by the positive feedback from research participants.

Milon et al. (2023) conducted experimental studies that corroborate the beneficial impacts of Task-Based Language Teaching (TBLT). Their findings revealed enhanced task performance and increased motivation among students in the experimental group, indicating a direct correlation between task-based language instruction and heightened grammatical proficiency. Setayesh and Marzban (2017) similarly contributed to this discourse by demonstrating the superiority of task-based language education in improving reading skills among English for Specific Purposes (ESP) students. However, despite its global recognition and efficacy, there exists a noticeable gap in literature addressing the perspectives of educators and learners on task-based language teaching, particularly in literary classes. Milon et al. (2023) underscore the significance of exploring instructors' viewpoints and instructional practices to address this gap. Additionally, Farrell (2013) highlights the alignment between instructors' attitudes and their teaching practices.

To bridge this gap, the current study investigates the tertiary education landscape of private universities in Bangladesh, focusing on the perspectives and actions of both educators and students regarding task-based language teaching in literary contexts. This research is situated within the distinctive backdrop of a private institution in Bangladesh, where limited research exists on task-based language training (Milon et al., 2023). Given the pivotal role of English literature courses in this rigorous academic setting, there is particular interest in examining how instructors employ and navigate task-based language instruction. The study is framed by two overarching research questions:

- a. What are the perceptions of Bangladeshi university instructors and students regarding the TBLT framework in literary classes?
- b. What strategies do instructors employ to motivate learners for the application of TBLT in literary classes?

These research questions serve as the guiding framework for a comprehensive exploration of the intricate dynamics of task-based language instruction within the tertiary education context of a private university in Bangladesh. The study endeavors to offer substantial insights into the complex interplay between teaching methodologies, student engagement, and language proficiency within the unique educational landscape of Bangladesh.

Research Methodology

Research Context and Participants

This study endeavors to explore the application and perceptions of task-based language teaching (TBLT) within the context of literary education at the tertiary level in Bangladesh. The research was carried out at a privately-owned university in Bangladesh, chosen to shed light on the unique challenges faced by private institutions in teaching English as a foreign language compared to their public counterparts. Private universities often lack a stringent admission process, potentially leading to students with lower academic performance gaining admission. This differs from public universities, which typically enforce stricter admission criteria. Additionally, interviews revealed a perception among educators that students in private institutions may exhibit less seriousness towards personal development compared to those in public universities. Data collection involved periodic interviews with participants, including four English teachers and eight students from the selected private university. The teachers, comprising two males and two females, boasted an average of fourteen years of teaching experience at the university level and demonstrated a comprehensive understanding of literature and linguistics courses. Their identities were kept confidential to maintain professional integrity. The study focused on final-year Master of Arts (MA) students who underwent regular exposure to TBLT every six months within the semester system. Purposive sampling was employed to select eight participants, ensuring a balanced representation of gender with four male and four female students.

Data Collection Method

The research adopted a qualitative approach to thoroughly explore the perspectives and practices associated with Task-Based Language Teaching (TBLT) within a literature class in the domain of English language education. Two primary methods were employed for data collection: classroom observations and semi-structured interviews. These methodologies facilitated a comprehensive

understanding of the viewpoints held by both educators and students. Semi-structured interviews were conducted to delve into the nuanced perspectives of both teachers and students. A deliberate selection of eight students and four teachers ensured a thorough exploration of their insights regarding the integration of TBLT in the literature class. The interviews aimed to elucidate participants' understanding, experiences, and viewpoints concerning the application of TBLT in English instruction within a literary context. Furthermore, classroom observations were conducted to witness the implementation of TBLT by teachers in a real classroom setting. This observation aimed to assess the teachers' execution of task-based language education, focusing on the tangible activities and interactions occurring during instruction. The data collection process spanned a total of 6 weeks, encompassing both interview sessions and classroom observations. This comprehensive approach allowed for a rich exploration of the implementation and perceptions of TBLT in the literature class.

Data Triangulation and Trustworthiness

Data validity is essential in qualitative research. A solitary factor may not always establish the credibility of a study; hence, "multiple interpretations of reality" (Merriam, 1998, p. 22) are employed to guarantee the validity of qualitative research. Therefore, the validity of a qualitative study is guaranteed by employing the triangulation method to gather data (Denzin & Lincoln, 2005; Stake, 2005). This approach enables researchers to examine the phenomenon from various angles (Baxter & Jack, 2008; Stake, 2005) to acquire a comprehensive understanding of the subject under investigation (Denzin & Lincoln, 2005). In order to establish the credibility of the present study, the researchers employed various methods including interviews, classroom observations, peer debriefing, and member verification of the interview transcriptions. These techniques are recognized as forms of triangulation in qualitative research. Following the interview, the audio-recorded data was promptly transcribed and verified by the student participants to confirm the data's credibility. In a qualitative study, it is imperative to ensure trustworthiness at every level of data collection (Mirhosseini, 2020). Validation can be achieved by implementing procedures such as triangulation, member checking, maintaining field notes, audio recording, and peer assessment of the acquired data (Creswell & Poth, 2016; Marshall & Rossman, 2014). The researcher's honesty is crucial for establishing a high level of credibility in qualitative studies, as the researcher serves as the primary instrument. Hence, to guarantee reliability, the present study adhered to all the prescribed protocols outlined by the experts.

Findings and Discussion

This study seeks to scrutinize the perspectives of both instructors and students regarding task-based language teaching within the realm of teaching literature at the tertiary level of education in Bangladesh. Additionally, the research delves into the methodologies employed by educators in utilizing task-based language training for teaching literature. The subsequent section of the study entails the analysis of the research findings and their implications.

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

The principal aim of this study was to investigate the viewpoints of both instructors and students regarding task-based language teaching in a literary class environment. Upon the teacher's request for students to engage in a debate on the given topic, observational data revealed active participation from the students as they articulated their perspectives. Notably, proficient students offered

assistance to their peers, fostering collaborative efforts. The teacher asserted that the insights gleaned from the interviews corroborate these observations.

Presently, the learners are actively engaged in the task-based language learning process. Upon receiving various topics from me, they select one and endeavor to formulate their own assertions. Subsequently, they demonstrate the capability to integrate their own statements with those articulated by their peers.

(Teacher 1, 2023, Interview)

According to the teacher, the use of task-based language education in the literature class encourages students to actively participate in critical thinking, as evidenced by the interview data provided. The results align with the findings of Van (2009), which indicate that students exhibit higher levels of engagement in language acquisition when employing Task-Based Language Teaching (TBLT), leading to improved classroom participation. The collaborative aspect of Task-Based Language Teaching (TBLT) further enhances student interactions. Incorporating literature into language instruction can serve as a basis for authentic exploration of the target language and culture (Gajdusek, 1988; McKay, 1982). As noted by Jones (2007), each student in a group has the opportunity to express their viewpoints and openly discuss their experiences. One student expressed:

Due to my regular interactions with peers in the school, I have developed a greater proficiency in articulating my own emotions. I do not experience any sense of shame when I speak inaccurately.

(Student 1, 2023, Interview)

The excerpt illuminates how Task-Based Language Teaching (TBLT) in literary classes enhances students' emotional intelligence. This finding resonates with Ladousse-Porter's (2001) argument that literature cultivates emotional intelligence, fostering self-awareness, self-motivation, empathy, and social skills among learners. Actively engaging in discussions with peers within the literature classroom helps students alleviate anxiety, thereby igniting a deeper motivation to learn, as suggested by McKay (1982), Milon (2016), Alam et al. (2018a), and Alam et al. (2022a). Furthermore, the implementation of task-based language education in literary classes spurs greater participation in classroom discussions, facilitating dynamic interactions among classmates, as observed by Gajdusek (1988) and McKay (1982). Supporting this notion, Alam et al. (2022a) and Milon and Ali (2023) underscore the importance of collaborative learning environments. According to Bagherkazemi & Alemi (2010), this pedagogical approach encourages students to collaborate on assignments, enabling them to correct errors and offer assistance to one another.

The integration of task-based language education in literary classrooms not only cultivates student relationships, reduces anxiety, and nurtures English language proficiency but also sparks creativity (Khatib et al., 2011). This collaborative engagement prompts students to utilize and refine their English language skills within the literary classroom context. These findings echo the research conducted by Milon et al. (2023), indicating that students exhibit a greater sense of ease and freedom when conversing in the target language with peers rather than with their instructor, thereby encouraging them to openly express their thoughts among friends. Moreover, an educator emphasized the pivotal role of serving as a catalyst to stimulate student engagement when implementing Task-Based Language Teaching (TBLT) in a literature class. Additionally, he identified various strategies aimed at enhancing student participation in Task-Based Language Teaching (TBLT).

As an educator, my primary responsibility is to inspire and empower learners. I am dedicated to fostering a classroom environment where students are actively engaged in the process of creating presentations. Even in the face of initial hesitancy from learners, I am committed to exploring effective techniques to support them in articulating their thoughts and opinions.

(Teacher 2, 2023, Interview)

In a literary class employing task-based language education, the teacher's role can be likened to that of a motivator, as evidenced by classroom observations. Continuously fostering an environment where students feel empowered to express themselves freely and without inhibition is paramount. As suggested by McKay (1982), nurturing meaningful learning experiences in students generates enthusiasm for their studies and yields positive outcomes. This approach was corroborated by students during discussions with the researchers, as one student expressed:

The instructors consistently provide support, encouraging students to approach presentations confidently. They offer insights into the topics under discussion and assist by providing illustrative examples. Engaging in collaborative presentations with peers enriches my spoken English fluency. Additionally, I do not feel any sense of guilt when I encounter errors in my verbal communication.

(Student 2, 2023, Interview)

The data provided unequivocally indicates that the majority of students exhibit a strong inclination towards English language studies. They perceive proficiency in English not only as advantageous for their future prospects but also as a factor in elevating the country's reputation (Alam et al., 2022b). Survey respondents express a keen desire to enhance their English proficiency, recognizing its pivotal role in future communications. The emphasis placed on students in the implementation of task-based language instruction is commendable.

Fauziati (2014) recommends that educators can enhance student enthusiasm by incorporating literary classroom activities into assignments. Student academic achievement correlates with their motivation levels (Spack, 1985), and diminished motivation results in decreased interest in the learning process (Milon et al., 2018a, 2018b). Dornyei (2001) contends that engaging in activities can motivate students by helping them understand their significance, expanding their task-relevant knowledge, and devising creative strategies to accomplish tasks successfully. Maley (1989) asserts that providing students with task-based activities that promote communication fosters an optimal learning environment. Ghosn (2002) notes that students exhibit heightened motivation to study English when exposed to task-based language training in their literature class.

The instructor employs a variety of strategies to encourage and facilitate student participation in class discussions. Consistent with Tung & Chang's (2009) perspective, teachers must exhibit imagination and creativity to devise captivating activities that capture students' attention and interest. Observational findings indicate that the teacher consistently selects engaging topics related to everyday activities for discussion. The teacher firmly believes that exploring compelling topics fosters a higher level of student engagement in class discussions. In interviews, the teacher conveyed:

I initiate verbal communication by actively engaging with students and endeavor to foster interpersonal connections among their peers, aiming to stimulate active participation in dialogue. This approach is employed to nurture an environment conducive to communication within the literary class.

(Teacher 3, 2023, Interview)

We intentionally seek out captivating topics that resonate with contemporary aspects of daily life, such as the assignments I design at the university focusing on Nazrul as a revolutionary poet or themes related to gender inequality. These compelling subjects serve as focal points for classroom discussions. It is imperative to avoid outdated or uninteresting topics as they fail to capture students' attention and hinder in-depth exploration.

(Teacher 4, 2023, Interview)

When instructors select compelling topics for discussion, there is a noticeable increase in student engagement. This finding aligns with the research conducted by Milon (2020). Educators emphasize the importance of assignments that closely align with students' real-life experiences. Providing relevant tasks has been shown to enhance students' communication skills. Additionally, students noted that instructors employed engaging strategies in their literature classes for Task-Based Language Teaching (TBLT). According to Ladousse-Porter (2001) and Sharmin (2023), assigning homework enhances classroom engagement and enthusiasm. Hadi (2013) contends that integrating a variety of tasks into teaching methods improves the effectiveness and supportiveness of the classroom environment.

Instructors' Approaches to Employing Task-Based Language Instruction in Literary Class

The second research topic focuses on the strategies employed by instructors to integrate task-based language training into literary classes. Observational data revealed that the teacher meticulously followed the three stages of task-based language instruction outlined by Khatib et al. (2011) while teaching speaking skills in the classroom. The following table succinctly summarizes the outcomes attained through this implementation in the classroom.

Table 1

The Findings of Classroom Effectuation Adapted from Milon et al. (2023, p. 224)

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, researchers found that students perceived the teacher's instructions for tasks to be sufficiently clear and concise, aligning with the instructor's approach. To cultivate student engagement in Task-Based Language Teaching (TBLT), the teacher consistently introduces captivating topics that resonate with their daily experiences. According to the instructor,

The efficacy of Task-Based Language Teaching (TBLT) in literature classrooms has been demonstrated, especially when the subject matter is intriguing and familiar to students. For instance, assignments in class often revolve around topics such as Nazrul as a revolutionary poet or issues concerning gender disparity. We actively seek out captivating subjects relevant to contemporary daily life to stimulate discussions with students. It is essential to avoid outdated or uninspiring themes, as they fail to capture students' interest and hinder thorough exploration.

(Teacher 1, 2023, Interview)

When designing course materials and assignments, teachers should carefully consider the criteria, abilities, and preferences of their students (Richards & Rodgers, 2002; Milon et al., 2023). Tasks selected should align closely with students' interests and needs. It is imperative that students grasp the objectives and rationale behind the assignments, emphasizing their significance (Larsen-Freeman & Anderson, 2011), to ensure their recognition of the practical implications of the assigned tasks. Additionally, Milon (2020) observed that adapting assignments to students' age, proficiency, and interests makes literary classes more engaging and relatable.

The teacher's approach to implementing the phases of task-based language teaching proves beneficial. Before delving into the main activities of the teaching and learning process, the teacher familiarizes the class with the lesson's subject matter, fostering collective comprehension (Fauziati, 2014). As noted by Jafarigohar and Khanjani (2015), tasks delegated align with the main task. Brainstorming, as suggested by Erten and Altay (2009), is an effective method for enhancing students' focus on the main task. Encouraging students' idea generation is believed to improve their retention of lesson content, which can then be applied to current activities. The findings indicate that the teacher consistently revisits the previous session and introduces the material students will learn in the current session. In line with Fauziati's (2014) approach, the teacher initiates the session by activating students' prior knowledge before proceeding to the main activity.

During each class session, the instructor would review the previous lesson and provide students with an overview of the content to be covered in the current session. According to Prabhu (1987), it is recommended that teachers initiate a question-and-answer session at the beginning of each class, where learners are encouraged to speculate about the upcoming work (Dornyei, 2001). Moreover, the activity was structured as an educational process involving the teacher, aligning with Prabhu's (1987) emphasis on promoting communicative teaching. Students were required to engage in an activity similar to the main task.

Subsequently, researchers observed the teacher introducing new vocabulary related to the topic to the students. Equipping students with prior knowledge helps alleviate language and cognitive difficulties (Ellis, 2003), and techniques such as mind mapping and brainstorming play a pivotal role in this process (Willis & Willis, 2007). When students have a solid grasp of the language they will be using, they can express their ideas more effectively (Gajdusek, 1988). The exercises recommended by Newton (2001) were incorporated into the classroom, where students were prompted to speculate on the meanings of vocabulary words to be utilized in the task and make predictions about their usage. According to Newton, this activity facilitates the expansion of students' vocabulary. Providing instructions is considered one of the most effective methods of teaching and learning (Ur, 2009). The directions for assignments in the literary class were conveyed through both oral and written means. The teacher reiterated the task instructions on multiple occasions, as evidenced by observational data.

The teacher has offered explicit directions, which are also displayed on the whiteboard. Afterwards, we were directed to participate in conversations with our classmates. Undoubtedly, the teacher plays a role in guiding and supervising our class conversations.

(Student 3, 2023, Interview)

He regularly monitors our activities and provides ongoing guidance.

(Student 4, 2023, Interview)

At the beginning of the speaking class, instructors provided students with instructions before they began their assignment. Throughout the session, while students were engaged in the activity, teachers offered additional guidance. The interview findings confirmed students' agreement that repeated instruction from the teacher was beneficial, in line with Ur's (2009) recommendation of delivering instructions multiple times.

Written instructions were also given by teachers in the classroom. Typically, instructions were written on the whiteboard before the start of class. According to student perspectives, reiterating instructions displayed on the whiteboard may be unnecessary. Students believe that clear and understandable written instructions can assist them in comprehending assignments more effectively. Observational data indicated that written instructions included directives and topics. According to Light et al. (2009), providing information, concepts, challenges, and references in writing can provide students with additional resources to enhance their learning and comprehension. During literary class, when teachers presented assignments to students, they explained the task and requested immediate execution, often providing examples. In an interview, one student remarked,

The teacher consistently introduces presentation topics one by one, providing a thorough explanation. Additionally, before students engage in their presentations, the teacher offers an example as a model to follow.

(Student 5, 2023, Interview)

The instructors strongly believed that providing examples would enhance students' understanding of the subject matter. This belief is supported by Milon et al. (2023), who argue that when educators offer illustrations, learners are more likely to grasp and comprehend the content more effectively. Furthermore, students emphasized that teachers actively encourage their participation in discussions with peers and the expression of their viewpoints.

Teachers facilitate opportunities for students to engage in discussions with their classmates.

(Student 6, 2023, Interview)

We were asked to have a conversation.

(Student 7, 2023, Interview)

We engage in dialogue exercises with our peers.

(Student 8, 2023, Interview)

This finding aligns with McKay's (1982) argument that successful task-based learning in literature classes relies on teachers' confidence in their students, granting them multiple opportunities for autonomous language use, thereby fostering a deeper understanding of their learning needs. Following form-focused exercises aimed at enhancing language development, teachers assign repetitive tasks that allow students to apply the language learned in previous stages. Further support for this perspective comes from Nunan (2003), who asserts that communicative tasks necessitate learners to comprehend, modify, produce, or engage in the target language, prioritizing meaning over structure.

Policy Implications

Based on the findings of the study, several recommendations emerge to enhance the implementation of task-based language teaching (TBLT) in literary classes at the tertiary level in Bangladesh. Firstly, there should be a concerted effort to integrate TBLT into the curriculum, supported by comprehensive training programs for instructors to ensure consistent and effective implementation. Ongoing professional development opportunities are crucial for teachers to exchange best practices, address challenges, and explore innovative teaching methodologies. Additionally, the study underscores the importance of selecting relevant and engaging topics to foster student engagement, advocating for a sustained emphasis on authentic materials. Encouraging collaborative learning is essential for building a sense of community and facilitating shared learning experiences, recognized as beneficial aspects. Teachers should diversify motivational strategies, including positive reinforcement and fostering a supportive classroom atmosphere (Mitu, 2019; Milon et al., 2023). Aligning assignments and presentations with students' interests is pivotal for meaningful language activities. Furthermore, providing clear and concise instructions, both verbally and in writing, should be prioritized, alongside efforts to create a student-centered learning environment. These recommendations aim to optimize the benefits of TBLT in literature classrooms, enhancing the dynamic and effective language learning environment in higher education institutions in Bangladesh.

Conclusion

This study sheds light on critical aspects of task-based language teaching (TBLT) concerning literary classes in tertiary education within Bangladesh. The contrast between literature teaching in a traditional, teacher-centered classroom and the TBLT approach is substantial. Nonetheless, the research illuminates the positive reception and active engagement of students in TBLT, underscoring its efficacy in fostering collaborative learning environments. However, it is imperative to acknowledge the inherent limitations of the study. A significant constraint is its narrow focus, encompassing only specific educational institutions within the geographical confines of Bangladesh. Consequently, the

generalizability of the findings to a broader array of educational contexts is limited. Furthermore, the reliance on self-reported data and observational methods introduces the potential for subjectivity, necessitating a cautious interpretation of the results.

Future research endeavors should prioritize broadening the demographic scope of the study by incorporating a more diverse participant pool that accurately reflects various educational contexts and regional disparities within Bangladesh. Longitudinal studies could investigate the enduring impacts of TBLT in literary classes on students' language proficiency over time. Additionally, exploring the perspectives of educators who have yet to integrate TBLT into their instructional practices for literature courses would provide a more comprehensive understanding of the challenges and potential barriers associated with its adoption. A comprehensive exploration of the socio-cultural factors influencing language acquisition in the Bangladeshi context would enrich our comprehension of the intricate dynamics at play. Such an inquiry could shed light on how cultural influences shape the reception and effectiveness of TBLT in higher-level literary classrooms.

Overall, while this study acknowledges the positive outcomes of TBLT in literature classrooms, it also underscores the necessity for further research to transcend its limitations and explore novel facets of this instructional approach. By undertaking these endeavors, we can attain a more nuanced understanding of the efficacy and challenges associated with TBLT within Bangladesh's higher education system. This, in turn, will contribute significantly to the ongoing discourse on language teaching methodologies and instructional strategies.

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Appendix A

Interview Protocol/Questions:

Interview Questions for English Language and Literature Teachers:

1. Could you please provide insight into your academic background and what motivated you to pursue a career as an English Language and Literature teacher?
2. Which courses did you undertake during your undergraduate and master's studies?
3. What is your perspective on the utilization of Task-Based Language Teaching (TBLT) in literary classes?
4. Have you encountered any challenges in implementing TBLT in literary classes?
5. What strategies do you employ to inspire and motivate your students in using TBLT in literary classes?

Interview Questions for Students:

1. Can you share details about your academic background and what led you to pursue the study of English Language and Literature?
2. Which courses have you taken during your undergraduate and master's studies?
3. How do you perceive the effectiveness of Task-Based Language Teaching (TBLT) in literary classes?
4. Have you faced any difficulties while engaging with TBLT in literary classes?

Appendix B

Observation Protocol

Name of Institution	Name of Teacher	Date	Time
Part A: Literary Class and Task Based Language Teaching (TBLT)			
Target Information		Purpose of Information	
What are the challenges faced by the teachers in implementing TBLT in literary classes? Which strategies do the teachers use to motivate the learners to use TBLT in literary classes?		To explore the challenges faced by students and the techniques used by the teachers to motivate the learners for using TBLT in literary classes.	
Part B: Classroom Observation Focus Areas			
Descriptive Notes		Comments/Reflective Notes	
Classroom layout and resources:			
Classroom environment:			
Teacher- student interaction:			
Student-teacher interaction:			
Teaching Materials: (Textbook/other materials)			
Lesson and topic(s):			
Teaching Techniques and methods:			
Language Proficiency and cultural competence:			
Professional demeanor:			
Overall reflections:			



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