THE EFFECTS OF TASK-BASED LANGUAGE TEACHING APPROACH IN TEACHING AND LEARNING OF ENGLISH READING AND WRITING SKILLS

By

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A thesis submitted to Brac Institute of Languages in partial fulfillment of the requirements

for the degree of Master of Arts in TESOL

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Declaration

It is hereby declared that:

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

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Approval

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Ethical Statement

I declare that the thesis titled "THE EFFECTS OF TASK-BASED LANGUAGE TEACHING APPROACH IN TEACHING AND LEARNING AT ENGLISH READING AND WRITING SKILLS" is submitted to the BRAC Institute of Languages (BIL), BRAC University, in partial fulfilment of the degree MA in TESOL. I want to add that no part of this dissertation copied or plagiarised from other published or unpublished work of other writers, and all materials borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference in the appropriate place(s). I understand that the program conferred on me may be cancelled/ withdrawn if subsequently it is discovered that this portfolio is not my original work and contains materials copied, plagiarized, or borrowed without proper acknowledgment.

Abstract

Gaining proficiency in English is crucial for every tertiary level student for success in academic and professional life. Reading and writing skills are cognitive skills which are considered to be fundamental for learning any language. It is noticeable at the tertiary level that many students have a lack of proficiency in reading and writing skills. Students are not out rightly comprehending the meaning of text; therefore, students are also suffering in their writing. Moreover, the instructor or the English teacher also finds some problems implementing the TBLT approach in the classroom due to the diversity of the student's backgrounds. The aim of the study was to find out how the TBLT approach develops students' reading and writing skills. Thus, the research implemented a mixed-method approach. Both qualitative and quantitative methods were applied to gather data from five teachers and 30 students from two different private universities in Dhaka. Results revealed that teachers found the TBLT approach effective in developing students' reading and writing skills while students deemed that different tasks helped them to utilize the English language to develop the reading and writing

Keywords: TBLT, English, Reading, Writing, Students ESL, EFL

Key terms:

TBLT: Task-Based Language Teaching

ESL: English as a Second Language

EFL: English as a Foreign Language

Dedication:

First, I would like to thank Allah who made the entire process easy for me. Then, my father and mother, who had been by my side with all their support and inspiration. Their constant faith in me had made me believe in myself and my abilities. This is a humble gesture from me to show my love and gratefulness for them.

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Chapter 1: Introduction

Prologue

English has emerged as a mandatory course and the primary language of instruction for all university students in Bangladesh due to the rising demand for English as a language for communication skills. Study of English is essential for students from class 1 to class 12; However, as Chowdhury and Kamal (2014) point out, despite the compulsory presence of English in the school curriculum, many student's English performances are far from satisfactory, and they carry their poor performance to the tertiary level, especially in their first three semesters. Moreover, it is noticeable that tertiary-level students have poor English reading comprehension; as a result, it also affects their writing. Many students at the tertiary level are still struggling with reading—particularly if they are incorporated with a high vocabulary level. Reading and writing-based tasks seem more promising as they can involve EFL learners an essential activity in their academic life.

On top of that, tertiary-level students make several mistakes in reading and writing. University students are still unable to use the language in real-life contexts fluently. It is true that they know the English grammatical rules and vocabulary, yet they cannot perform efficiently. And many students do not perform well even after finishing their graduation.

1.1 Task-based Language Teaching Approach:

Task-based Language Teaching (TBLT) is an approach applied to teaching a second or a foreign language that was first implemented by Prabu (1987) in his Bangalore project in India. In recent decades, academics and educators have given TBLT significant attention. The deployment of TBLT in the classroom has also become a significant international educational policy project.

Little (2006) asserts that the TBLT approach borrows from the CFER method. In the CEFR, the five language abilities of hearing, reading, spoken interaction, spoken output, and writing are all described using 'can do' expressions. Even though the CEFR does not support any specific teaching strategy, the nature of TBLT is influenced by its guiding principles and action-oriented methodology. The results of a thorough investigation of teachers' responses to the task-based methodology of the CEFR in Canadian classrooms for French as a Second Language provide more evidence for the CEFR (Faze, Taylor, Majhanovich, Brown, & Smith, 2011). It reveals the favorable sentiments instructors have regarding utilizing these activities. Task-based activities boosted instructors' assessments of their student's proficiency with the target language. According to Ellis (2003) and Nunan (2004) (as cited in Bygate, 2015)in research, task-based language teaching is a communicative method of language education in which activities are employed to promote language learning .

1.2: TBLT approach in the English language

TBLT is a language teaching approach, and in this approach, instruction focuses on using language to do meaningful tasks that resemble the types of activities learners need to do in real life. The TBLT is an approach to improving students reading and writing abilities in the English language because it may motivate students to learn the language by allowing them to utilize real-world language in the classroom. The teaching approach engages learners to perform tasks in an authentic language environment (Murad, 2009), using the target language for communication. The activities in task-based language teaching should relate to daily work; in other words, the task is focused on a real-life situation process-oriented teaching approach, where communicative competence is the main objective of language teaching. Natural language carries the same meaning as everyday speech. As a consequence, students can recognize which language to use in which

situation, for example, while ordering airline tickets in class. In this approach, students will learn how to start a conversation or write to purchase a plane ticket in the context of real life. The learner is more motivated to participate in the learning activities because task-based learning places them in an active position. With TBLT, the learner gets more chances to show their creativity and critical thinking via actions. Thus, it is essential to teach contemporary languages (Solares, 2006). To effectively complete the assignment, one is theoretically able to utilize the targeted language to correlate meaning; in doing so, the intended output will also increase linguistic standards. Task-based learning activities push students to establish realistic objectives. The task-based learning also encourages the students might present their views or critique those of others (Skehan,2002). The priority of TBLT is communicating meaning in a manner that the intended message is comprehended despite learners' insufficient language proficiency, even though proper language usage is necessary and anticipated to develop gradually.

In other words, the task is focused on real-life situation procedure teaching method, where communicative competence is the primary purpose of the language instruction. The activities in the task should be related to everyday work. However, according to Koucka's thory, 'communicative competence' refers to the capacity to communicate effectively to achieve a communication objective, not the ability to use the language accurately and appropriately as a native speaker (Koucká, 2007).

However, TBLT attempts to help learners improve their current knowledge as well as gain new linguistic insight throughout the learning process. In light of this, it may be claimed that TBLT includes input-providing and output-prompting activities, with the first target language proficiency-building work being a straightforward input-based activity. Thus, According, Ellis(2003) the benefits of TBLT which focused on cognitive process engagement, real-world

language usage, and meaingful learning (McDonough &Chaikitmongkol, 2007). According to Willis (2007) one of the most important goals of TBLT is to offer students 'the confidence and motivation to try, even if their language resources are inadequate' (p. 2). Below are a few essential components of the TBLT strategy:

1. The students' needs determine the curriculum of the TBLT.

2. For language teaching and learning, communicative tasks are essential.

3. Learners only learn the language when they are using it.

4. The instruction should be explicit so that learners can understand the meaning.

5. Classroom tasks should resemble the real world so that learners may use those languages in real life.

As the students, especially Bangla medium students, have insufficient command of the English language, as a result, when they enroll in university, in the first 3 to 4 semesters, they suffer from their inadequate English language skills. It does not mean that universities are weak in English; it is happening because they did not get a chance to develop their English reading and writing skills in school and college. In school and college, they only memorize a few items, and in the examination, they write down those. They did not get any chance to utilize that knowledge in real life. However, it is also a challenge for the university-level teacher to make the students proficient in English. In this regard, the TBLT approach will also help the university teacher teach the English language to the students.

The problem was caused either by the teacher's or the student's side. Teachers prefer to mix methods in the English language teaching classroom at the tertiary level. Nevertheless, after

finishing the course, most students are not performing well in communicating in English in real life. This paper will investigate the problems teachers face when implementing the TBLT method, why the teacher prefers the TBLT approach, whether students like it, and whether it makes any progress in their reading and writing skills.

1.3: Problem Statement

Reading and writing are the most fundamental skills in learning the English language. In Bangladesh, the medium of university instruction is English, and all the books and materials are written in English. Therefore, it is crucial for any student who reads at the tertiary level to have the skills to read and write. However, it is noticeable that many students suffer in reading as well as writing, especially in advanced texts. Sometimes, many students cannot comprehend the book's meaning. It is happening due to a lack of advanced vocabulary and grammar rules. In Bangladesh, students are taught only a few grammar rules from class 1 to class 12, although they are sufficient for reading, writing, and speaking.

However, most students forget those rules when they attend the tertiary level. Since English is a language, not a subject, it is considered a subject in Bangladesh. Therefore, students from Bengali medium and rural areas have limited scope to practice the language. As a result, they have poor performance in their academic life and professional life. In the TBLT approach, different tasks are mainly assigned to teach the English language. Reading can be a break in this approach to make the students competent in English reading.

Additionally, small writing during the task may help the students develop their writing capacity. Therefore, the TBLT approach helps the students comprehend the text and develop their

writing skills in English. Furthermore, through the TBLT approach, students learn grammar and new vocabulary.

However, at the tertiary level, students from different backgrounds are doing the same course, some come from the Bengali medium, some come from rural areas, and some from English medium backgrounds. Therefore, the classroom has excellent diversity. In this regard, the teacher must focus on all the students equally, and every task is important for them. Developing reading and writing skills among the first three to four-semester students are the main target of tertiary-level teachers because students' entire university courses would do in the English language. As a consequence, to do better in other courses students cannot be helping develop their reading and writing skills in English. In this stage students are adults, and the teacher might face some challenges to correct the error in the language, especially in the writing, and teaching new things. In research from Donnchaidh, Adult brain plasticity, or the ability to form new neural pathways declines (2021). Adult learners face some obstacles during learning new rules in the language or making the same mistake over and over. . A teacher or English instructor cannot teach or engage with adults, in the same manner, they do with students. Therefore, it may be difficult for teachers to help students enhance their reading and writing Therefore, the teacher may face several difficulties in implementing the TBLT approach in the classroom and may make their approach to establish the TBLT approach at the school.

Three private universities were selected where Task-based language teaching is implemented. Due to time constraints, it was not possible to find out more universities that implemented those approaches in the English classroom

1.4 Research Questions

General Question

How does the TBLT approach help the students speed up reading and writing in the English language?

Specific Questions

1) What are the different tasks that teachers apply in the classroom to boost students' reading and writing skills?

2) What problems do teachers face in implementing the TBLT approach in the classroom?

3) What are the students' thoughts about the method? Is it a better method to improve their English reading and writing?

1.5 Objectives of the study

Primary objective:

To investigate how the TBLT approach helps students to speed up the reading text and the writing in the English Language.

Secondary Objectives:

1) To evaluate the different tasks applied by the teachers in the classrooms to boost students' reading and writing skills

2) To find out the problems teachers face in implementing the TBLT approach in the classroom.

3) To understand students' thoughts about the TBLT approach in learning English reading and writing.

1.6 Rationale of the Study:

The research shows how university-level teachers use task-based language teaching to develop students' reading and writing skills. In Bangladesh, many tertiary-level students in their first year struggle with English. T English language is important for students to perform well in other subjects as well as in their careers. Although few studies have been conducted on how to improve student's English language proficiency, a large area remains unexplored. The study explores whether the task-based language teaching approach improves university students' reading and writing skills.

1.7: Significance of the Study

It is envisaged that this study will be significant both for the university teacher and students. Task-based language teaching approach will help develop student English reading and writing skills, especially tertiary-level students. As tertiary-level students already know Basic English, therefore, teachers at the tertiary level may implement the approach and get a good output from students. Furthermore, many students need an environment where they can communicate or can use real-life English conversation which is not possible in their daily life. This paper may give the language teacher and their students, at the tertiary level a clear vision about the reason to implement the TBLT approach in English teaching and learning classrooms to produce results in developing English reading and writing comprehensively and successfully.

Chapter 2: Literature Review

2.1: The importance of learning English in Bangladesh

Regardless of their disciplines, all university students in Bangladesh must take the English foundation course, English composition course, and English communication course. English is the mode of instruction at the university level in Bangladesh. All courses are usually required from the first semester through the third semester or the first year. Since English is an international language, everyone needs to understand and comprehend it. Teaching and studying English aims to prepare students to utilize the language effectively in everyday situations. English is thus an important topic that students are taught from class 1 to class 12, and it is also a subject that is required by the national curriculum. Despite being required in school and college from grades 1 through 12, Chowdhury and Kamal (2014) claim that pupils' success in English is insufficient. Poor academic performance is evident at the university level, particularly in the first three semesters. However, university students struggle with English reading comprehension, which impacts their writing. Many tertiary students still struggle with reading, mainly if the task includes a complex vocabulary. Tasks focusing on reading and writing seem to be more promising since they may include EFL learners in one of their most fundamental but crucial academic activities.

Additionally, tertiary-level students commit several reading and writing errors. They are nevertheless unable to converse successfully in everyday situations. Although they are aware of the syntax and vocabulary of English, they cannot work effectively.

2.2: Reasons for not being proficient in English reading and writing at the tertiary level

Students at the tertiary level, especially in class ENG101, and ENG 102, face difficulties in reading and writing. The most important reason for not being proficient in English reading and writing is memorization of grammar rules, essays, and paragraph emails during school and college. At that level, students only learn sentence structures and only memorize those few structures and apply them in the examinations. Before board or any examination, a student takes a private tutors or go coaching centers. The private tutor or coaching center only teaches those rules of grammar and vocabulary that will come in the main examination. Even schools and colleges also do the same things.

The second reason is that school and college teachers and students consider English a subject not a medium of communication. Most schools and colleges in Bangladesh, regardless of city or rural area, emphasize students memorizing grammar, essay paragraphs, etc. According to the teacher, students do the same thing because of getting A+ in the board examination.

The third reason is to read the exact text again and again. In school and college, students only read the text from the book. The exact text is read several times, and the vocabulary and sentence structure are comparatively easy to University text. At the tertiary level, they are stuck in the reading because at the tertiary level, the teacher provides a variety of reading from different genres. At the tertiary level, when those students read texts from different genres, it is complicated for them to comprehend the text correctly. They take a long time to understand those texts.

Furthermore, in school and college, teachers solve the questions of the reading material. In this way, they do not read extensively, hindering their creative process. They quickly find out that reading fill-in-the-blank, MCQ, or questions answers. On top of that, students only read the

selected text. Therefore, those selected texts become very easy for them. Although most students pass the English examination with good grades, they find it challenging to apply the learned English by writing a new top or reading different genre texts that contain unknown or advanced-level vocabulary and phrases.

The fourth reason is the lack of creative writing. To do well in the board examination students in the college and school memorize paragraphs, essays, emails, and letter word by word from the assigned book. . Students are bound to memorize those items. As a result, most of the writing is prescribed. Therefore, the problem occurs: students do not develop their creative writing, and they do not get a scope to different sentence structures, grammar, or vocabulary in writing. Therefore memorization of writing articles diminishes their writing skills.

However, this does not imply that the lessons learned in high school and college are ineffective; on the contrary, the education students obtain from the institution dramatically assists them in their university work. They are not incompetent in reading and writing at the university level. During their time in high school and college, the fundamentals of reading and writing are established. However, individuals must improve their reading and writing abilities if they wish to succeed in higher-level courses. The formal education provided by schools and colleges to acquire the English Language falls short. Most teachers assert that students lack enthusiasm for learning the English Language. At the beginning of the course, they are eager to learn, but over time, they lose patience (Willis, 1996). However, the student's opinion is that they find the class uninteresting and get frustrated when they receive poor grades. Students may make English language errors in school and college, lacking confidence and often reserved in higher-level English classes.

Will (1996) states that while students seem to comprehend specific grammatical rules and apply them appropriately in the exercises, they are incapable of doing so when writing creatively

or freely. It occurs when students deliberately focus on the form but not when they are attempting to study new material, write, or pay attention to a message. Stephen Krashen distinguished between learning and acquisition. According to Stephen Krashen, 'Acquisition is a subconscious process that happens naturally and leads to fluency. Learning is a conscious process (Will, 1996). As a result, students learn the target grammar rules or writing structure and reproduce those structures in controlled situations when consciously applying the rule in writing. For example, Teaching past perfect tense rules in the classroom, after that a teacher provided exercises regarding past perfect tense. Students would be able to finish the exercise correctly. However, most students apply that same rule incorrectly at the tertiary level. As they only learn that rule.

Lack of in-depth reading comprehension is another factor that contributes to reading abilities not improving. Reading is an excellent method for expanding their vocabulary, acquiring new phrases, and improving their grammar. From the teacher's perspective, students are unwilling to read outside their textbooks. From the students' perspective, they have limited time to read such lengthy texts due to other subjects. Thus, when students approach universities, their reading abilities are not fluent and they also come across numerous unfamiliar terms and phrases. Therefore, task-based language instruction (TBLT) is essential for improving tertiary-level students' reading and writing abilities. Through TBLT, students are exposed to various real-world scenarios and activities, allowing them to improve their reading and writing abilities.

2.3: Task-Based Language Teaching

Task-based language teaching (TBLT) is an approach to second language learning or foreign language learning and Teaching in which the primary focus of instruction is on classroom's tasks. The task is the central focus of classroom activity, and language is the instrument students use to complete it. The task is a language-based activity in which students utilize language to accomplish a goal. It is a student center activity. The activity is based on real-life situations, for example, booking an airline ticket or making a reservation to book a hotel room. Furthermore, the importance of tasks and the prominent role they play in facilitating second language learning or foreign language learning have been taken into consideration in recent task-based language teaching (TBLT) studies (Ellis, 2003; Foster, 2009; Samuda & Bygate, 2008; Van den Branden, Bygate, & Norris, 2009; D. Willis & J. Willis,). Ellis (2003) defines TBLT in the following words:

'TBLT is an approach to teaching a second/foreign language. It seeks to engage learners in interactional authentic language use by having them perform a series of tasks. It aims to enable learners to acquire new linguistic knowledge and (2) to procedural their existing knowledge.'

Task-based language teaching was developed by Prabhu (1987) on the concept that successful learning happens when students are fully engaged in a language task rather than simply learning about the Language. Willis (1996) defined a task as a goal-oriented activity with a clear purpose that involves reaching a result through the creation of a final product that others might appreciate. 'A complete activity that includes language use to attain some non-linguistic outcome while facing a linguistic challenge, with the ultimate goal of enhancing language learning, through

process or product, or both.' According to Madhkhan & Mojtaba Mousavi (2017), TBLT considered three recurrent features: TBLT is following a learner-oriented education, it has particular components such as goal, procedure, and a specific outcome, and it focuses on meaning-driven activities rather than form-focused ones. Giving the students activities to do while they are using the target language, according to Lindsay and Knight (as reported by Vystavlovz 2009), promotes TBLT. Richards & Rogers (2002) believe that the processes of negotiation, adaptation, rephrasing, and experimenting at the core of second language learning are fostered by tasks (Richards & Rogers: 228).

According to Long (as cited in Nunan, 1989, P.5),' a task is a type of work u for oneself or others, freely or for some reward.' According to Nunan (2004:17), task-based language education is the application of grammatical knowledge to communicate meaning, emphasizing the close relationship between meanings and form as well as the reality that grammar exists to allow language users to express various communicative meanings. In contrast to grammar exercises, tasks give learners the freedom to employ a variety of language structures to complete task objectives.

Nunan (1989, P.79) identifies five characteristics of a task-based approach to language learning. They are:

a) The TBLT approach creates an emphasis on learning to communicate through interaction in the target language

b) the introduction of authentic texts (teaching materials) into the learning situation,

c) TBLT is the provision of opportunities for learners to focus on both Language and the learning process itself,

d) TBLT is an enhancement of the learner's personal experience as a significant contributing element to classroom learning,

e) The TBLT approach is an attempt to link classroom language learning with Language learning outside the classroom.

In agreement with Nunan, Willis (1996, p. 28) claims that a task is an action that unavoidably requires Language. Additionally, according to Willis, a task is any activity in which a student communicates in the target language to accomplish a goal.

In the 1980s, task-based learning began for the practical reasons of teaching English as a second language due to the limitations of the other approaches. The Presenting, Practice, and Production (PPP) method, popular in the 1980s, was used to teach English, although its primary emphasis was on presentation skills rather than accurate grammar. As a consequence, only a tiny percentage of students who completed their English courses were proficient enough to communicate with others in English. (Will, 2021). Task-based Language Teaching (TBLT), also known as Task-based language learning or Task-based instruction, was first structured by Dave Willis and Jane Willis (Richards & Rogers, 2001).

Nevertheless, it emerged in the early 1980s (Byram, 2000). N.S popularized the TBLT method. Prabhu, while working on the Bangalore Project, which consisted of a small number of elementary and secondary English classes in India for five years. Prabhu believes that students may learn more effectively when their minds are focused on the task rather than the Language they are using (Prabhu, 1987). Task-based language teaching approaches may enable students to interact in a manner that promotes independent learning if it is conducted effectively. According to Oura (2001), 'Task-Based learning technique consists of some elements. One of those elements

is the setting. Setting refers to the classroom arrangement affecting interaction entailed in the task, such as pair work or group work.'

Task-based Language has essential principles since, following its paradigm and approach, learners are given tasks to complete while using the target language as efficiently as possible (Lindsay & Knight, 2006). In addition, all students, regardless of educational background, are expected to study English since it is the Language of Teaching at the tertiary level. Despite being required in school from primary to secondary level, pupils' English language proficiency is still atrocious, claim Chowdhury and Kamal (2014). Tertiary students need to have pre-intermediate English language proficiency. Another crucial point is that significant variations are particularly apparent in the reading and writing sections. English reading is considerably more straightforward at the high school and college levels than at the university level.

Additionally, the lexicon differs significantly. Due to this, students often make writing errors and fail to understand what is being said. Reading and writing are closely related, and reading is very important to learn English.

Furthermore, reading comprehension is also considered the real core of the reading process. Therefore teaching students to read with good comprehension must be the teacher's highest priority. One must read and comprehend the various reading structures to write more effectively. Most students memorize things in school and college, making it challenging to comprehend the different types of English reading genres. Understanding English reading and being able to recognize various English grammatical structures are prerequisites for producing solid outcomes at the tertiary level. However, it has also been thought that teaching reading and writing is difficult. Reading also has several levels. In this sense, the TBLT method may create different kinds of reading and writing resources based on the student's proficiency with the English Language.

Additionally, this method incorporates many forms of grammar and vocabulary into the work, which will aid students in learning reading abilities more efficiently.

2.4 Reading and Writing intertwine:

Reading and writing are overlapping skills. Although reading is a receptive skill and writing is a productive skill, reading and writing skills effects each other. Students who read extensively, the students become good writers. Through reading, students get input about learning, for example, new vocabulary, grammar rules, and different writing styles; therefore, they can produce creative writing with the reading input. As a result, reading is crucial to writing.

Reading is defined as using written and visual information to understand a text's content or message, according to Morrilton (2007, p. 10). Additionally, reading is fundamentally the process of obtaining information from the written Language, according to Burt et al. (2003, p. 33). Reading is defined by Smith (2004, p. 2) as first making sense of something before interpreting it. Furthermore, according to Silberstein (1994, p. 12), reading is a complicated information processing ability in which the reader engages with the text to (re)create meaningful discourse. It has been determined that reading involves applying thought to the written word to convey meaning or to create a new sense. It can be summed up by saying that reading is a complicated process. It necessitates the organization, analysis, and interpretation of several information sources. Readers should be able to connect a text to their experiences in the actual world, grasp the text's words by relating them to their prior knowledge, and connect the new information in the text to that knowledge. Understanding the written text's content is crucial during the reading process. In other words, reading is all about comprehension (Richards & Renandya, 2010, p.277). Therefore, improving pupils' understanding of a text's core concepts and investigating its structure is crucial for adequate comprehension. Reading comprehension, in essence, is the capacity to derive

meaning from written material. Reading comprehension is the process of building purpose by coordinating several complicated processes, according to O'Shea on Klinger et al. (2007, p. 2).

In contrast, 'writing' is the process of using symbols (letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form. (What Is Writing? | Writing | English Club, n.d.). Understanding a language's fundamental structure is necessary for writing. This includes understanding grammar, punctuation, and sentence structure in English. Additionally, required are vocabulary, accurate spelling, and proper formatting.

According to literacy experts and relevant research, reading and writing skills should be taught together.' Timothy Shanahan (2017) states that nearly 70% of the variation in reading and writing abilities is shared. Since both spelling and single-word reading depend on the same fundamental information, instruction and practice in one area should benefit the other's growth. At the time, students read and write the exact words, students are reinforcing their ability to combine sounds to form words. Additionally, teaching writing skills, such as grammar and spelling lessons, strengthen reading abilities and enhances reading comprehension. When reading and writing skills are taught and practiced together, educators give students more substantive exposure to Language and literacy (Burgess, 2022)

2.5 TBLT in the development of reading and writing skills

In the TBLT approach, communication tasks come first and focus on language form comes later. This task helps students involve the production of Language and links to reading text and writing. A single task would involve both productive and receptive skills. For example, they are reading texts on environmental issues and write their own opinion. Thus, TBLT involves students in both reading and writing skills.

According to NCTE, reading fluency and comprehension improve when students receive writing instructions. NCTE provides many resources that showed that emphasize the reading and writing connection. According to the NCTE policy, 'reading and writing across the curriculum state that discipline-based instruction in reading and writing enhances students' subjects.' not in all subjects…without strategies for reading course materials and opportunities to write thoughtfully about it, students have difficulty mastering the concept. These literacy practices are firmly linked with both thinking and learning.

In this aspect, the TBLT approach plays a profound role. Thus, to make reading more convenient, different types of tasks are essential. Through different types of tasks, learners practice reading, increasing their reading skills. Moreover, these reading skills eventually help the learners to improve their writing skills. The TBLT approach provides students with intending to achieve through different tasks. For example: when a teacher divides groups and gives the exact reading text to a group.

Moreover, the teacher told the group that whoever solved the problem would receive a reward. In this way, every student gets motivated to finish the problem. At that time, the learners do not see the reading text as a learning device. As Will states, 'Unless learners are given a specific purpose for reading, they tend to see the text as a learning device and read one word at a time.' Additionally, through group or pair reading, learners will comprehend the text more easily.

Generally, students start a task, by starting the instruction from their instructor by reading, speaking with each other, and writing (Will, 2007). Moreover, sometimes they listen to some recordings of other people. They may either do the same task or read something related to the theme of the task. Again relating this to their own experience of doing the task. Only after that students' attention is directed toward specific features of language form. Reversely, learners begin

with a holistic experience of the Language in use. They end with a closer look at some of the natural features of that Language. By that point, the learner will have worked with the Language and processed it for meaning, and then the focus turns to the surface forms that have carried the meaning. However, one problem detected in the method is providing a context for grammar teaching (Will, 2007)

The three main phases of the task-based framework are I. pre-task, II. Task cycle, and III. Language focus. Below are specifics:

1. Pre-task: A teacher introduces the subject to the class and instructs the students on what they must do. Ellie (2006) states that the pre-task phase describes the numerous activities teachers and students might engage in before the task begins.

2. The Task Cycle The second phase gives the students a wide range of exposure to the Language in use. It has two components:

   a. Task: While the teacher supervises and provides assistance, the students work simultaneously on a task in pairs, groups, or independently.

   b. Report: This stage, in which the students present their findings to the class and the teacher offers a brief critique of their content, is crucial. Additionally, this stage seeks to provide some pedagogical objectives, such as encouraging feedback and reflection. The student's language skills are improved as a result.

3. Language Focus: This enables the students to carefully consider the language structures in the text and the usage and significance of lexical items they have observed (Willis, 1996, p.75). There are two parts to language focus:

a. Analysis: The teacher highlights sections of the text for the students to analyze at this stage. The teacher can then instruct the students to identify the critical elements of the text. Considering the Language helps deepen the learners' understanding.

b. Practice: The students practice the language skills as instructed by the teacher based on the learner's needs in this phase. The learners' confidence and linguistic curiosity grow as a result of practice.

According to Ellis (2004: 23), Language is mainly considered a tool for communication rather than an object for study or manipulation in task-based language teaching' However, what is the exact meaning of a task? Different scholars define tasks in different ways.

According to Jane Will, 'task' means a goal-oriented activity in which learners use language to achieve an accurate outcome. On the contrary, students may use the target language resources that they have solved a problem, do a puzzle, play a game, or share and compare experiences. Nunan (2004) states, 'A piece of classroom work that involves learners in comprehending, manipulating, producing, or engaging in the target language while their attention is primarily focused on meaning rather than form.' According to Prabhu (1987), it is 'an activity that demands students to arrive at a conclusion from material provided through some process of thought, and that permits teachers to supervise and regulate that process.'

An educational institution mainly makes the reading-writing tasks and instructions, as well as tailors those tasks and instructions according to the level and background of the students.

Skehan (as stated in Yim, Sue) distinguishes between communicatively and structurally orientated tasks. The communicatively oriented method is known as the strong form of TBLT, whereas the structure-oriented approach is known as the weak form of TBLT. The first places

more emphasis on linguistic form, whereas the second, places more emphasis on meaning than form. Some TBLT proponents contend that by giving learners tasks, their attention is linguistically drawn into the context, or that the learners focus on form, and that communication is a top priority for focusing on form.

The task has been widely used to teach second language learning, which is also applicable to teaching a foreign language (English as a Foreign Language). The difference between ESL and EFL is: English as a Foreign Language (EFL) is the practice of studying English in a country where it is not the dominant language, and English as a Second Language (ESL) is the practice of learning English in a country where it is spoken by most of the people in that country. In these two aspects, TBLT plays an important role. As the English language is not widely used in Bangladesh, it is only used inside educational institutions and some offices. Teachers might face problems implementing this approach inside the classroom for reading and writing tasks. Reading skills as well as writing skills are two essential skills for learning any language. The TBLT approach applies different tasks to boost students' skills in reading and writing. Even though there are various benefits in language learning contexts with TBLT, a task alone does not ensure its implementation is successful. The instructor in charge of task performance thoroughly understands how tasks are performed in the classroom. TBLT also suggests more than just giving tasks to learners and evaluating their performance. It is very important for the teacher who is trying to implement TBLT successfully to have sufficient knowledge about the instructional framework.

TBLT approach elevates the reading and writing skills because the teacher provides background information about a topic before the task; in group or pair work, students internalize their experience through discussion and then compare it to the text. Another is to pick out new and obscure terms from the supplied text and figure out what they imply by the words and phrases

around them. After this is finished, the reading itself starts. Therefore students comprehend the text more quickly than solo reading.

Chapter 3: Research Methodology

Research methodology is a systematic way of solving a research problem. Therefore, research methodology is a plan and structure to collect the necessary information for the research. Research methodology, according to Mishra and Alok, research methodology 'is a study of concentrating how research is directed and led purposefully' (ca.2017) This provides the theoretical support for figuring out what technique, set of guidelines, or best practices can be used in a clear-cut scenario (lgwenagu, 2016). Research design, data collecting, and analysis are all covered in this chapter.

3.1: Research Design

To conduct the research, both qualitative and quantitative research methods were used. In this research, discussions were made on how the TBLT approach helps the students to comprehend English reading and improve their writing and how the teachers implemented the approach in the classroom to overcome the challenges. Focus was made on how the students learn grammar, sentence structure, and vocabulary through the approach, and improve their reading and writing

3.2 : Participants

The researcher interviewed five ELT teachers, both male and female, from different universities. Interviews were taken face to face. Due to some restrictions, only one interview was held online. Seven semi-structured questions were set for the interviews of the teachers and also given in the appendix. Responses to the interviews helped the researcher collect information about how different tasks of the TBLT approach were implemented in the classroom, how this approach played its role in their reading and writing skills, and how the teachers overcame issues in implementing the TBLT approach in the classroom. Also, for the quantitative research method, a

survey was done on thirty students. The researcher surveyed only 30 students to get a descriptive view of the students' opinions about how a group or pair work and different types of tasks in the English class helped them to gain the desired level of English proficiency.

University students who completed their first, second and third levels of English language courses or were enrolled in these courses (at the time of data collection) took part in the survey.

3.4: Data Collection Tools

To design the quantitative data, the researchers used Google Forms to collect and analyze the numeric data. After creating the Google form, the researchers shared the link with the students. To collect information about how TBLT helped students read and write, 5 multiple-choice questions and two open-ended questions were given and also given in the appendix. For qualitative data, the researcher interviewed five and observed two classes. Apart from this, for the secondary data, the research looked at different types of books, journals, and articles for getting more information about the topic. This data helped the researchers to understand, how the TBLT approach helped the students to boost their English reading and writing skills.

3.4.1: Interviews of the teachers

The researcher selected five English teachers from two private universities in Bangladesh based on their teaching background to take the interview. There are seven open-ended questions, and the interview was semi-structured. In a semi-structured interview, participants are asked several open-ended questions before being asked follow-up questions to drill down into their answers and the research topic. In qualitative research, semi-structured interviews combine the best parts including both structured and unstructured interviews. Some questions are predetermined, while others are not (H, 2022). Semi-structured method helped the researcher to

find out more information regarding the TBLT approach in the classroom. With the consent of the teachers, the researcher wrote down the answers and recorded the face-to-face interviews with the teachers. All the teachers provided detailed answers.

3.4.2: Survey Questionnaire for Students

For the study, the researcher designed a questionnaire that comprised five multiple-choice questions and two open-ended questions. The researchers faced some issues during the survey. During the survey, most of the students could not understand the issue called Task-Based. Many students thought it was a different topic. It happened because most of the students came from different departments and they were between 1st and 4th semesters. Therefore, the researcher explained to each student about TBLT. It was the main problem the researcher faced during the data collection. Another problem was, after hearing the approach many students were not willing to fill up the survey form because they thought their class teacher applied those kinds of tasks in their English classes. Then, the researcher thanked them with a smile.

In addition, the researchers assured the confidentiality of all the personal data of the participants

3.5: Data Collection Procedure

To maintain the procedure, the researchers collected data from students and teachers after class time. The researcher provided the questionnaire via Google form link among 30 students of tertiary level. The researcher also conducts a face-to-face interview with five teachers.

3.6 : Process of Data Analysis

After collecting the data through interviews with teachers and a questionnaire survey with the students, the researchers analyzed them. The qualitative part includes teachers' interviews. All the participating teachers are from two different private universities in Dhaka, Bangladesh. Five teachers were selected according to convenience for individual semi-structured interviews. Qualitative research data was collected and interpreted from the interviews to get the final results.

The quantitative part of the questionnaire was analyzed statistically; percentages and graphs were made the Google form. Google form generated a program to compare various answers to each question. At first, descriptive analysis was carried out to display the demographic information of students' gender, age, level of qualification, and email address. To analyze the survey result researcher divided the questionnaire into two parts, seven multiple-choice questions and two open-ended questions. The quantitative data was collected through categorical and numeric data. In the result, the part researcher showed the percentage of the responses in graphs according to different categories. In the result part, the researcher also included the perspective of the students about the TBLT approach. The following are the results of the study presented through graphs. The researcher has presented all the information in tables and graphs with necessary explanations and clarifications so that the readers can easily understand.

3.7: Ethical Considerations

While conducting the research, the ethical issues were given the highest priority. The researcher took permission from the teachers for interviews.

3.8: Limitations

Getting permission from the university authorities for teacher interviews took a long time due to bureaucratic procedures. Again many students were not willing to fill-up the questionnaire. As the sample was not so large, the results of the research might not reveal the correct scenario of the TBLT approach.

Chapter 4: Findings

4.1: Finding from Teachers' Interviews

The researcher conducted interviews with two different university English language teachers/ instructors. Among them, three male teachers and two female teachers here, teachers have provided me with responses that are not multiple classifiers in language style and structure because of their hectic schedules and distinctive methods of explanation. They all described to me a variety of real-world teaching scenarios as well as many of the ways they put those ideas into practice in the classrooms. The transcripts from the five interviews are shown below:

4.1.1: Effectiveness of the TBLT approach to develop student's English Reading and Writing skills

Task-based Language teaching is an effective way for students' learning process. However, a teacher should be trained enough about the approach so that they can implement it in the class for students' benefit. If a teacher does not know how to manage this approach, it does not apply to that class. Various tasks should be given to upgrade the English reading and writing skills, although all the tasks primarily depend on the students' reading and grammar proficiency levels. If the student's proficiency level is beginner, then the task should be designed accordingly.

Teachers; opined that it helped to develop language and vocabulary fluency and critical thinking. Analytical reading helped students boost their reading skills. When the teacher gave tasks based on reading to the students, they read the text, and went through the thinking process; at the same time, students also think about the content for writing and tailor the writing text; as they have to convince their teacher and the classmates. As a result, students have to focus on the content. Sometimes, other students also provided their feedback. In this way, every student in the classroom

is allowed to concentrate on the reading, and in this way, the task helps to enhance the reading skills. Furthermore, students also learn many new vocabularies while preparing for the presentation and reading different texts.

For developing writing skills reading and writing should be involved in developing writing skills. Student audio record and take information for their writing assignment. In this way, they learned a new structure of writing.

Moreover, the TBLT approach has been found to be a pretty productive method of teaching students and learning a language that could be especially helpful for two purposes: understanding the language and applying the language by mirroring the tasks. Through this approach, students did lots of tasks regarding language. Also, through these tasks, a teacher could engage them in different tasks, and students did really work through tasks—indirectly leading them to learn the language. Furthermore, they were able to understand the vocabulary related to the context.

The learning objective and outcomes depended on the content, especially if the language teaching context was specific. For example, a teacher program's target was to improve climate knowledge improvement among the students. In that case, most of the reading texts were generally taken from climate change, but when the teacher gave the lesson on climate change, how to incorporate who is from the different groups, say CSE. Here, the teacher's main target was to improve his English reading capacity simultaneously.

4.1.2: Tertiary-level books and materials were appropriate for implementing TBLT

Books and materials were found to be appropriate for TBLT approach; however, the effectiveness of the materials depended on the teachers' experience. An experienced teacher could utilize any kind of material for a task in the TBLT approach.

All the materials were not appropriate for the TBLT tasks. Sometimes teachers needed to modify those materials according to the needs of the students because books that were assigned for the tasks are either not updated or not appropriate for the cultural context. Therefore teachers need to modify those tasks. It is not necessary to completely rely on the task. A teacher has to come up with different concepts of tasks so that students do not lose their concentration.

In some institutions, academic books were not mandatory and they made tasks from authentic materials. Additionally, the teacher provided their tasks, and also blended resources from the books and concepts.

However, teachers also mentioned that most academic books were not appropriate for TBLT tasks. Furthermore, material also differed across universities. Thus, considering students' abilities and backgrounds, teachers made adjustments with their tasks so that they could do the next level course outside.

4.1.3.: Institution protocol to implement TBLT approach

Protocols may limit teacher task design, as in one university there were 11 teachers dealing with 42 sections. When they designed the TBLT activities, 3 to 4 teachers sat together and worked on them. They tried to use a uniform process so that all 42 sections were able to use the same

materials in the tasks. In another university, there were no limitations or protocols to follow to implement the TBLT approach. It was very flexible as long as it helped the students.

Initially, teachers needed to follow institutional rules, but as time went by, teachers gathered experiences and could later apply their own experiences in the different tasks. However, some protocols needed to be followed. There was no such protocol in some institutions. Institutions provided the lesson objectives every week and every class but achievement of those objectives depended on the teachers' ideas and initiatives. Some institutions imposed protocols for designing the tasks, and some institutions only provided the syllabus and teachers were free to design their tasks.

4.1.4: TBLT tasks used in the classroom

Reading and writing passages were given which were context-related as these types of tasks stimulated students' critical thinking. Depending on the context, teachers mixed up different tasks such as group tasks and peer tasks. Each group provided one topic. In the group, they discussed and gave their opinion in writing.

This task also upgraded their skills. For example, some questions were done in the peer or group. After that students used those ideas and they had to come up with their voices. Later writing was integrated. The reading might be synthesizing simmering critical ideas about the passage, so depending on the level—for example, pre-intermediate-level course—reading was a little bit easier than advanced-level students. The activity tasks mostly related to pair and group work. Sometimes, an individual brain-stimulating critical thought process motivated students to move into group work or pair work.

Additionally, writing involved reading and listening. Also students wrote down the main information after listening to audio clips afterwards. Therefore, students needed to listen to the audio clips and take notes and provide answers. It also helped students improve their writing—impromptu writing for the presentation.

Collecting data for written paragraphs and assignments

For collecting data students had to go through different articles or books. This helped them to boost their reading capacity as well as boost writing as they have to paraphrase the information that they had taken from the different sources. Reading tasks could be divided into two categories: pre-reading tasks and post-reading tasks. Pre-reading tasks included skimming, scanning, and sorting out. On the other hand, post-reading task included annotating ideas, and opinions, brainstorming, and blending ideas synthesis with reading. Students had the opportunity to meet new people and overcome their fears. They occasionally mixed from various backgrounds. In this way, students learned the English language.

4.1.5: Task design in the TBLT approach

Sometimes teachers designed their tasks and sometimes they took from different sources. For some teachers, there was no specific choice; they usually took help from gamification-based tasks to interact with the learners. Moreover, teachers worked as teams to design the tasks. Through this process, teachers shared portfolio ideas and also took information from different sources. Also, external experts helped teachers to provide new ideas about the tasks. Sometimes teachers modified tasks according to the student's level of context, or sometimes teachers took help from their colleagues also used their ideas and knowledge.

4.1.6: Issues of implementing the TBLT approach in classroom

Different backgrounds, such as English medium and Bangla medium, caused issues when carrying out certain tasks. While some students might not have any little trouble understanding the instruction, others found it difficult. Students' repeatedly making the same error was another problem. These events occurred as students did not perform these tasks during their lives in high school and college. Another problem was shyness and reluctance to participate in group activities. Additionally, most of the students had been unfamiliar with TBLT exercises at the beginning of their university coursework. Consequently, they became demotivated, shy, or bewildered which led them to underperform. Another issue was to comprehend the instruction; it was a challenging task for students due to their different backgrounds. Additionally, another common issue was, implementing the TBLT approach was sometimes difficult for passive students. However, there occurred one kind of problem: students tend to speak in Bangla whereas teachers needed to stick to speaking in English in order to make the outcome fruitful.

4.1.7: Overcoming TBLT challenges in classroom

Teachers' knowledge about the TBLT approach and subsequently handling students helped the teachers to overcome the implementation issues in the classroom. To engage passive and introvert students in the tasks, teachers had to provide extra attention to them. However, pair work and group work helped to overcome the issue. Teachers opined that a teacher must create a balanced task activity that upgrades every student's level in reading and writing. Above all, a teacher cannot motivate every student before every task. Teachers must provide clear, concise instructions; if needed, teachers have to paraphrase the instruction, write it down on the whiteboard, or use a sign.

Sometimes teachers sought help from other colleagues to solve any issues. However, the most important thing as everyone felt was, teachers should be intelligent enough to handle any situation and solve it within the classroom.

4.2 : Findings from Students' Survey

The researcher collected data from a total of 30 university students. Among these 30 students, the number of, male students was 12, and the number of female students was 18. Five students were from English medium backgrounds up to A levels while the rest were from Bangla medium up to the HSC level. The majority of students were aged between 15 to 25 years. 12 students out of 30 were enrolled in ENG 091 (a non-credit English language proficiency development course), 18 students out of 30 were enrolled in Eng101, 19 students were doing ENG 102, and 13 students doing were in ENG 204. I provided them with a questionnaire with 5 MCQ questions and 2 open-ended questions. The result of my collected survey given below:

1. In the English (English foundation course / English Fundamentals course/ English Composition course)classroom, do you prefer solo reading and writing, or group reading and writing?
30 responses

- I prefer solo reading as it helps me to comprehend the text.
- I prefer group reading and writing in the classroom ; because, in group we can discuss the topic of the text and it helps me to comprehend the text.
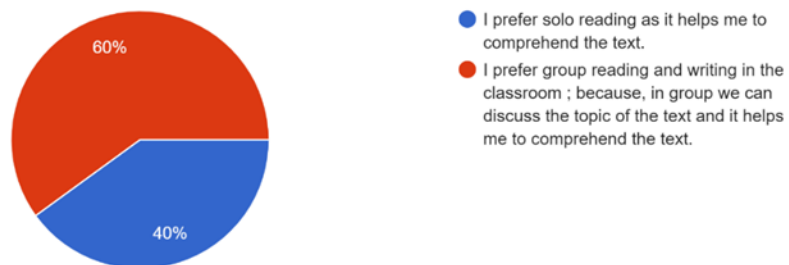
Figure no 1 wanted to know that students' preferences about solo reading or writing and group reading, and solo writing or group reading in the English foundation course/ English

Fundamentals Course/ English Composition Course. According to 60%, students preferred to work in a group; as in group tasks students were able to discuss the text and it helped them to understand the text. On the other hand, 40% of students preferred to work solo because it had helped them to understand the text better than group reading and writing.

2. What do you think, to understand English (Comprehension Class/English Foundation course/English Fundamentals course) in the classr...rovide English grammar rules in the group tasks ?
30 responses

- A. Yes, it will help the students to remember those grammar rules and t…
- B.For learning grammar rules, self learning is better.
- C. Self-learning is boring and most of the rules are not able to apply those r…
- As a learner, I think the teacher Should teach the inductive Grammar so that I…
- How sound one's grammar is largely determined by privileges, culture and i…
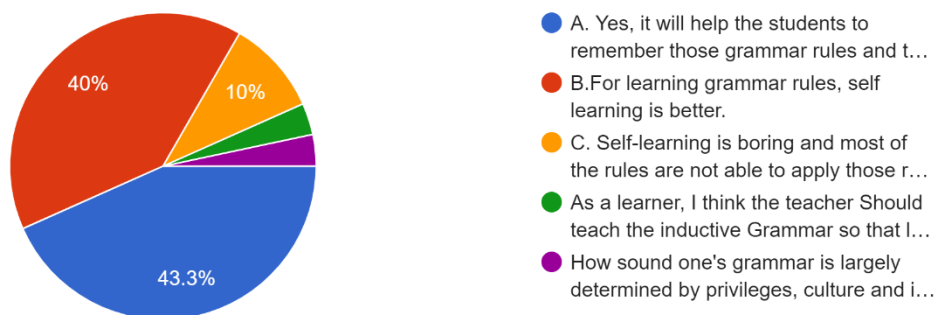
Figure 2 wanted to know that, should teacher provide English Grammar in the classroom to better understand the tasks in the courses. Majority of the students ,nearly 43.3%, said that it helped them to comprehend the grammar rules and their application. According to 40% students, self-learning was better for learning the grammar rules. According to the 10% students, self-learning were boring to learn the grammar rules. And most rules were to apply in the real life communication. On the other hand, Only 3.3%, Students who thought that teacher should teach the inductive Grammar so that learners could easily apply those grammar in their given task; however, deductive method for grammar teaching did not help the students to a great extent. Again

3.3% students said that, grammar was largely determined by privileges, culture and it's linguistics

forms that had not really changed much by doing the courses regardless of learning method

3. What do you think of task-based activities (pair work or group work) help you to learn the
English Language more proficiently?
30 responses
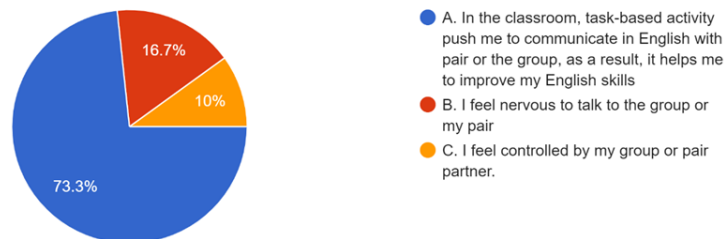
This pie chart (fig. 3) tried to find out if task based activities (pair work or group work)

helped them to learn the English language or not. Majority of the students, nearly 73.3% said that

, task-based activity helped them to communicate in the English with those pair activity or group

activity. In contrast, 16.7% students said that they felt nervous to communicate in the group or in

the pair. And 11% students said that they feel controlled by the group members or pair .

4.In the essay writing class(such as: argumentative essay, term paper) what do you prefer?
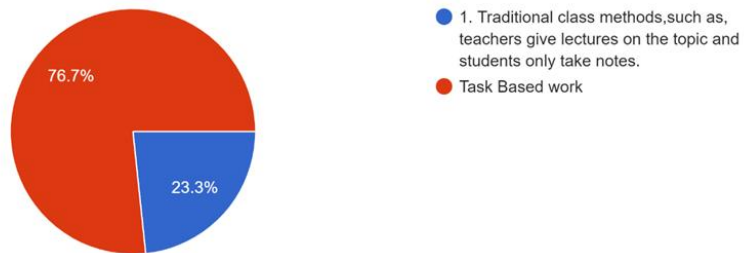
30 responses
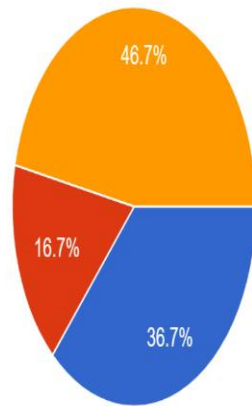
In this pie chart (figure no 4), tried to find out students preference's task in the English class, such as, Argumentative essay or term papers. Majority students, according to 46.7%, preferred that solo task. They preferred solo tasks, as it made them more creative, also it decreased the misunderstanding that might happen in the group work and peer work. According to 36.7, supported group work, as it helped to reduce the course loads. According to 16.7%, students liked to pair work because pair work reduce the work time, and the results easily came which might not possible in the group work.

5. In the English foundation class/ English comprehension class which method would you prefer ?
30 responses

- 1. Traditional class methods,such as, teachers give lectures on the topic and students only take notes.
- Task Based work

76.7%

23.3%

In this pie chart (figure no 5), tried to find out students' preferred teaching method for English courses. Majority students, according to 76.7% ,traditional method that is teacher gave them lectures on the topic and students only took note. On the other hand, according to 23.3% students preferred task based work in the classroom.

6. Do you believe that the tasks for reading and writing are beneficial to learn the English language.Can you elaborate it how the tasks help you to develop your reading and writing skills ?
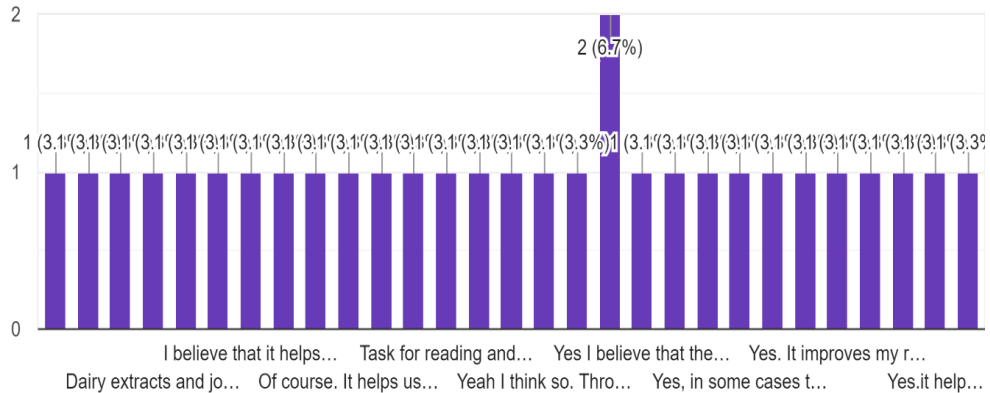
30 responses

Figure 6, was an open-ended question and it tried to find out were task helps the students for learning reading and writing. 30 participant provided their opinion here. It was surprising to see that, all of them believed that, task helped them to learn the English reading and writing better. Furthermore, it had helped them to achieve self-confidence, and developed the capacity of understanding. Task for reading and writing were beneficial, and it helped to become more creative in writing. By reading different story on task ,it helped them to improve the reading skill. Journal reading materials, newspaper clippings, editorial features, excerpts from novels cognize the fellows with their repertoire of varieties of genres and implement garnered knowledge through diversification of diasporas sentence structures including lingua franca enamored creoles and pidgins, colloquial language and stylistic word-stocks. Task also helped developing student's critical thinking and knowledge. According to one students, if there was no task and activity in the learning, than it was difficult to apply critical thoughts into reading and writing. On top of that, it

was impossible building English language proficiency without doing reading and writing based activity. Moreover in some cases, task based teaching were effective, as it helped the introvert learners to make communication with partners. Different types of tasks helped the passive learners to learn from their friends.

7. In pair or group work for writing and reading, what kinds of tasks are given by your teacher?

Figure 7 was an open-ended question. Teachers provided numerous open-ended questions designed to help students recognize the various reading and writing assignments. The teacher provided a variety of activities, which included: group or pair work, reading journals, post-reading discussion among the group, and the presentation. Identify facts from any English magazine, article, newspaper, or tale, and discussed the lesson that had taught in classroom. During group presentations, ideas were generated and briefly discussed. Reading in front of the class was another example. For writing assignments, teachers could use group journals. Some pupils alleged that their teachers assigned them individual writing projects in their English lessons. Other students claimed that their teachers provided them with fill-in-the-blank assignments and creative writing assignments on a variety of topics, including environmental catastrophes, emerging technology, and political crisis. There were also short stories, journals, and article reviews for writing assignments. Students debate the topics in their groups in English and then wrote down their opinions.

Additionally, writing exercises such as summary writing and jigsaw puzzles were available. Open-book tests, conversations, debates, and question-answers based on the text could help the students to develop their reading and writing skills.

To sum up, brainstorming, paragraph writing, spontaneous speech writing, essays, dialogue group conversations about a subject, and choosing a topic for problem-based research were provided for writing

Chapter 5: Analysis of the Finding

From the findings section above, it perceived that the Task-Based Language teaching approach was beneficial for the teacher to develop students reading and writing skills. Through this approach, English language teacher became more supportive than ever before in tertiary-level education. Nevertheless, the teacher still preferred to combine the TBLT approach and their modified technique depending on students' current English level. TBLT is a student-centered approach, students feel more motivated to complete the tasks. The TBLT approach helped both the teacher and students

From the teacher interview, I learned a great number of practicing English reading and writing skills strategies which are highly effective to attract students' attention and facilitating learning. As English is a foreign language and a great number of students still faced problems with English language proficiency, English teachers preferred a friendly and supportive approach to teaching in English. According to the teacher, the TBLT approach was very effective for teaching English reading and writing, as to develop students reading and writing skills the teacher used several tasks. For developing reading skills teachers implement: scamming and scanning to find out important information from the text's in a group or peer discussion, group extensive reading also implemented ; for presentation, debate, and peer or group intensive reading in the class for learning any tasks, matching table, etc. To write an article or project, students had to read either book or online article, blog, journal, or e-book. For developing writing skills teacher implemented

several tasks in the group, peer or solo, for example, writing a bio, essay, or paragraph on a particular topic, for an article or term paper, writing a speech for their presentation or impromptu speech, short and boring questions, and answers and solving grammar tasks, also take note from audio clips. Apart from this, many teachers provided students with scripts for other students to check. In this way, they found out their own writing mistakes and other similar mistakes. The teacher always motivated the students to actively participate in those tasks. The teacher tried to give as much as possible positive feedback after the task completed, but teacher pointed out that students had made mistake because some students were not willing to participate in those tasks or they misunderstood those tasks. From the Warm-up session to the end of the class, most of the activities were preplanned by the teacher in a lesson plan.

However, teachers faced some issues during implementing the TBLT approach in the classroom. The most problem occurs in the instruction, and many students were not willing to solve their mistake. Sometimes these issues resolved with the teacher's capability, sound knowledge about the approach or sometimes teachers took help from other teachers or colleagues.

All the students preferred the TBLT approach or different types of tasks in the English classroom. As most of them were not familiar with the teaching approach, they only understood group work, peer work, or several tasks that their teacher implemented in their classroom. Most of the students preferred group work or peer tasks for the reading; as it helped them to understand the text easily and discussion helped them to upgrade their speaking skills. On the other hand, only a few students preferred solo writing because they felt controlled by their groupmate or peer and could not write independently. However many students preferred group or peer writing as it reduced their pressure and course load. Almost all the students were comfortable with peer learning

and group work in the English foundation, English Composite, English communication class to develop their English Reading and writing skills

The most important part of the Task-Based Language teaching approach was to make the task according to the student's current level. In the classroom different backgrounds of students were present. Considering each level, teachers made a task that was beneficial for both weak and strong students. Moreover, authentic, easy, and relatable content was very important for the task; otherwise, It would difficult for the students to complete the tasks, and they lost their motivation for the tasks.

Chapter 6: Recommendation and Conclusion

6.1: Recommendation

To do well in English reading and writing, exposure is crucial. Students can develop their reading and writing skills through exposure which is similar to developing English speaking skills. Learners can only through trying to make sense of the language they experience. In this regard, exposure plays a vital role. However, in Bangladesh, most of the students cannot communicate in English. Outside the capital, the scenario is more prevalent, even in most areas of the capital people are not willing to communicate in English. Additionally, from school to college students mostly memorize the grammar rules, notes, and writing. Therefore students do not get the chance to get exposure. In this aspect, the Task-Based language teaching approach plays an important role. Inside the classroom, students get good exposure to develop reading skills and writing skills because of different types of tasks.

From the study, it is clear that the current practices of English language classes in Bangladeshi universities are adhering to the Task-Based Language Teaching Approach, which is mentioned in a literature review. Still, the approaches are not adequate to engage all the students in class lessons due to the different backgrounds of the students.

The tertiary-level teacher must consider students' levels of English knowledge and their background, while developing each day's lesson plan and various tasks for reading and writing skills. Each learner has his or her learning pattern. Therefore, the teachers need to give their 100% focus throughout the class to observe each of their student's gradual performance.

Mixed vocabulary with definitions should be provided to address all range students

In the English class, for developing students' reading skills, the teacher only provided the reading texts. Reading text is helpful. Students can read the text but the main problem is they do not understand complex sentence meanings as well as difficult vocabulary. In this regard, teachers should produce sentence structure below the text and the meaning of the difficult vocabulary only in the classroom tasks. Teachers need to find out the majority of student problem in the grammar problem and try to incorporate those items in every writing and reading task, as repetition is very useful to learn any new or problematical grammar structure or phrases.

It is noticeable that for developing writing skills only a few tasks are assigned, for example, paragraphs, different types of essays, and term papers. But tasks are given to develop their sentence structures and grammar.

Teachers should make some tasks that only focus on sentence structures and grammar. Also, teachers should provide different types of tasks, for example, finding out phrases, or large chunks from the text and different sentences of their own. It helps students how the phrases or chunks relate to other units and how to work. In this way, students will learn new sentence structures.

Teachers need to focus on balancing group members. A group should consist of Bangla medium students and English medium students, and also comprises weak and strong students. Additionally, teachers should form new groups. New groups always make students more active than existing groups because a student who always works in the same group the students might feel uncomfortable and not provide his or her full effort to the task. Therefore, from time to time teacher has to form new groups.

Teaching adult learners is a bit more difficult than young learners. As people grow up neuroplasticity being declined. To overcome these issues, teachers can implement role-play activities, and dialogue. These two activities fire up students' neurons with interactive activities that engage them physically and mentally. Additionally, it will also be in their writing, as they prepare their speech and they gather information by reading.

Senior teachers should make some guidelines for different tasks so that new teachers get some guidelines about the tasks and implement them in the classroom.

The teacher needs to motivate all the students. Motivation is very needed for any student to do well in the target language. When a student feels motivated, she/ he does well in the classroom. Success and satisfaction are core factors in sustaining motivation. If students feel they have achieved something, they are more likely to be worthwhile,thro7gh their efforts, they are more likely to participate the next time(Will,2007). In this regard, I would like to recommend that teachers motivate introverted or shy students in front of everyone, as it makes them more confident. As introvert is very sensitive, when someone praises or motivate them they feel very confident and take it seriously

In the English class, It is recommended that the class size should be limited to 15-20 students. It is impossible from the teacher's side to monitor 35-40 students reading and writing skills within 1 hour and 30 minutes. Again the teacher cannot equally monitor all the students and provide feedback. However, in language class teacher feedback is crucial for the students to eliminate mistakes. The lesser the number is, the higher the chance that the teacher can pay attention to every individual student throughout the class.

In our context, the majority of university students study English to get a higher grade or merely to pass the exam. Teachers need to motivate those students to focus more on developing their language skills than passing the exam. Tell the students that if they develop their skills, their grades will automatically go up.

Finally, teachers should never forget that all of their students are members of the EFL learner group, not the ESL learner group or the native one. Many of these students might not have previously encountered the task of making a formal English presentation. The majority of them have never taken classes where the lecture was given entirely in English; instead, it was given partially in Bangla and partially in English. For those students, it can be quite challenging to comprehend a teacher's lecture in a university environment. In this regard, teachers must make sure that their students can comprehend English lectures properly and must persistently inquire as to if someone is having trouble understanding the lecture or any other exposure (audio clip, lecture sheet, notes, books, etc.).

6.2 :Conclusion

Developing reading and writing skills in the English language was very important in Bangladesh. Teachers at the tertiary level incorporate the 'Task-Based Language Teaching' approach to improving students reading and writing. The different task in this approach helps provided exposure to the students of practicing, which was not possible in the real-life context. The task-based approach to teaching languages emphasizes the use of real language to carry out important tasks in the target language. The tasks incorporate a variety of task categories. These activities were created in a way that will assist the learner in developing or learning the target language.

At the tertiary level, students knew the basics of the English language; however, many students has not developed proficiency in English reading and writing skills. A plethora of reasons was playing as a factor for those students who are inept in reading and writing skills. Some of the reasons were, students ineptness were memorization the English grammar, question-answers, reading the materials repeatedly, and lack of English exposure environment. Therefore, to upgrade students reading and writing skills teachers need a specific teaching approach, In this subject, different tasks which were related to real life are beneficial for students.

In the Task-Based Language Teaching approach, the teacher could indulge students in a variety of tasks. The array of real-life tasks helps students to connect their target language in real life, and they knew where to use which words, phrases, and real-life writing. This approach helped teachers, to easily teach different sentence structures, grammar, and writing through the tasks.

However, teachers might face some problems during implementing the tasks in the classroom. The main problem that teachers face was balancing tasks among the students because in the classroom different backgrounds of students were present. Some students came from Bangla medium background, some students came from English backgrounds, and some students came from a rural area (where English is taught rarely). Therefore teachers made a balanced task to target all backgrounds students and upgrade their current situation. Another major issue teacher faced during instruction, some students weak in English language and were not the instruction of the teacher, as a result, they were not able to understand those tasks. Also, time limitations were another problem because every students had not the same capacity is not to understand the task it instruction , therefore, they need more time comprehend the tasks and complete the task compare to those who understood the tasks .

Despite those issues, teachers overcame them with the help of their knowledge of task-based language teaching approach, prudence, wit, ability, and take guidance from colleagues. However, there are numerous approaches to enhance and increase the effectiveness of the tasks. Teachers must create different tasks to develop students reading and writing skills. To encourage students to take part in the tasks, teachers should provide them with more possibilities, and motivate the students.

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Appendix

Part A:

Interview Questions for the Teacher Participants:

Highest Level Education:

Institutions Name: Gender:

1.   Is the TBLT approach, in your opinion, effective for developing English reading and writing skills at tertiary level students?

2.   What kinds of TBLT tasks do you implement in the classroom?

3.   In the TBLT approach, do you design the tasks or do you seek help from different sources?

4.   Are you free to implement any kind of tasks in the classroom, or do you have to follow the institution's protocols?

5.   Do you think tertiary-level books and materials are appropriate for implementing TBLT?

6.   What kind of issues do you come across while implementing those tasks in the classroom?

7.   How do you overcome those issues?

Appendix B:

Survey Questionnaire for the Students:

Name: University Name:

Which courses have you completed or currently doing ? You can tick more than two.

- Eng091

- ENG 101

- ENG102

- Eng 104

Email address: Seme

Email address: Semester:

Gender: Age:

1. In the English (English foundation course / English Fundamentals course/ English Composition course)classroom, do you prefer solo reading and writing, or group reading and writing?

- I prefer solo reading as it helps me to comprehend the text.

- I prefer group reading and writing in the classroom ; because, in group we can discuss the topic of the text and it helps me to comprehend the text.

2. What do you think, to understand English (Comprehension Class/English Foundation course/English Fundamentals course) in the classroom ,should the teacher provide English grammar rules in the group tasks ?

● Yes,it will help the students to remember those grammar rules abd applicatiobs.

● For learning grammar rules, self learning is better.es, it will help the students to remember those grammar rules and their application.

● Self-learning is boring and most of the rules are not able to apply thoin real life writing or communication.

2. What do you think of task-based activities (pair work or group work) help you to learn the English Language more proficiently?

● In the classroom, task-based activity push me to communicate in English with pair or the group, as a result, it helps me to improve my English skills

● I feel nervous to talk to the group or pair partner

● I feel controlled by my group or pair partner.feel nervous to talk to the group or my pair

4. 4.In the essay writing class(such as: argumentative essay, term paper) what do you prefer?

● Group work because it helps to reduce the work loads. Moreover, in the group many ideas have emerged.

● Pair work because pair work also reduce the course load and easily come to conclusion

● Solo work because it makes me more creative.And sometimes misunderstandings are happening in both group work and pair work.

5. In the English foundation class/ English comprehension class which method would you prefer ?

● Traditional class methods,such as, teachers give lectures on the topic and students only take note

● Task Based works.

6. Do you believe that the tasks for reading and writing are beneficial to learn the English language. Can you elaborate it how the tasks help you to develop your reading and writing skills ?

7. In pair or group work for writing and reading, what kinds of tasks are given by your teacher?