Effectiveness of Task _ Based Language Teaching TBLT in Iraqi Secondary Schools

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Abstract

This paper aims to explore the effectiveness of Task-Based Language Teaching (TBLT) in improving the communicative performance of EFL students attending the Al-Bunyan Al-Marsous Secondary School of Gifted Girls by identifying the best way in terms of the number of classes and students participating in the study. Mixed-methods design was used which incorporated both quantitative research methods (pre-tests and post-tests) and qualitative research methods (classroom observations, teacher reflections notes, and student questionnaires). The results showed that there was a significant enhancement in linguistic skills of students who underwent TBLT. The test scores revealed that the overall mean score increased by (30.5) between (42.5) during pre-test to (73) during post-test. The data collected through observation indicated that there is an increase in classroom participation (28) to (81), a considerable increase in motivation (41) to (84). The responses of the questionnaires also indicated that (88) percent of the students indicated that TBLT was more enjoyable as compared to the traditional modes, and (84) percent indicated increased confidence in speaking. The combination of these results makes it clear that TBLT is useful in teaching students to communicate better and develop vocabulary and interact with peers in classrooms. The research concludes that task-based teaching offers an educational and interesting method of teaching English, especially in the EFL contexts where students need to have a meaningful and communicative practice.

Keywords: Task-Based Language Teaching (TBLT), EFL Learners
, Communicative Competence, Classroom Interaction, and Language Performance.

فعالية التعليم القائم على المهام (TBLT) في المدارس الثانوية العراقية

م.م : غفران شريف رسول

مديرية التعليم في النجف / قسم التعليم في الكوفة

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الملخص : يهدف هذه البحث إلى استكشاف فعالية التعليم القائم على المهام (TBLT) في تحسين الأداء التواصلي لطلاب اللغة الإنجليزية كلغة أجنبية في مدرسة البنيان المرصوص الثانوية للبنات من خلال تحديد أفضل الأساليب من حيث عدد الحصص والطلاب المشاركين في الدراسة. تم استخدام تصميم مختلط مختلط الطرق تضمن كل من أساليب البحث الكمية (اختبارات قبل وبعد) وأساليب البحث النوعية (ملاحظات صفية، ملاحظات تأمل للمعلمين، واستبيانات للطلاب). أظهرت النتائج أن هناك تحسينًا ملحوظًا في المهارات اللغوية للطلاب الذين خضعوا لتعليم TBLT. كشفت درجات الاختبارات أن المتوسط العام ارتفع من (42.5) في الاختبار القبلي إلى (73) في الاختبار البعدي، بزيادة قدرها (30.5). كما أوضحت البيانات التي تم جمعها من الملاحظات وجود زيادة في المشاركة الصفية من (28) إلى (81)، وزيادة ملحوظة في الدافعية من (41) إلى (84). وأشارت استجابات الاستبيانات أيضًا إلى أن (88) في المئة من الطلاب أكدوا أن TBLT كان أكثر متعة مقارنة بالطرق التقليدية، و(84) في المئة أشاروا إلى زيادة الثقة في التحدث. مجتمعة، توضح هذه النتائج أن TBLT مفيد في تعليم الطلاب كيفية التواصل بشكل أفضل وتطوير المفردات والتفاعل مع الأقران في الفصول الدراسية. وتخلص الدراسة إلى أن التعليم القائم على المهام يقدم طريقة تعليمية مثيرة لتعليم الإنجليزية، خاصة في السياقات التي يحتاج فيها الطلاب إلى ممارسة تواصلية ذات معنى.

الكلمات المفتاحية : التعليم القائم على المهام(TBLT) ، المتعلمون في اللغة الإنجليزية كلغة أجنبية، الكفاءة التواصلية، التفاعل في الفصول الدراسية، والأداء اللغوي.

1.Introduction

The field of language teaching has evolved tremendously during the last few decades as teachers are still striving to find viable means that can improve communicative skills of learners. Contemporary rhetoric is focused on expressive interaction, actual communication, and student-centered learning instead of memorization of detached rules. Task-Based Language Teaching (TBLT) in this sense has proved to be a potent approach that dwells upon the learning through purposeful tasks that are similar to real-life language use (Long, 1985).

TBLT is based on the assumption that language can be best developed when learners are involved in activities that compel the learners to bargain meanings, share information and accomplish genuine communicative tasks. Students work on expressing ideas, solving problems and interacting with other students through tasks, which enables the language forms to evolve in natural and functional way. This communication focus is what separates TBLT and traditional methods in which grammatical correctness is valued more than functional application (Nunan, 2004).

In EFL, as in the case of the Iraqi schools, students do not usually get a chance to use English beyond the classroom. Consequently, classroom lessons are important in creating communicative competence in them. TBLT is a possible solution because it provides dynamic learning environments in which students engage, cooperate, and speak English in spontaneous situations. These are task-based

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conditions that are capable of elevating motivation and boosting the speaking confidence of students. (Willis, 1996).

Since there is an increasing amount of interest in communicative methods, it is imperative to examine how TBLT can be applied in the actual classroom set up and whether it is effective in enhancing the performance of learners in their language. This paper discusses the role of TBLT on second-intermediate students in Al-Bunyan Al-Marsous Secondary School of Gifted Girls, its effects on the speaking ability, the motivation, and the participation. The study offers useful information on how activities can define learning outcomes in EFL classrooms.

2. Theoretical Background

2.1 Definition of Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is a contemporary method of teaching languages, which is centered on the acquisition of knowledge when performing meaningful, real life tasks. TBLT does not teach language through grammar or vocabulary but teaches it through communicative actions like plan making, problem solving, interviewee interviewing, etc. It is a technique that encourages the use of language in the natural way in circumstances that are considered to be real life communication and interaction (Willis, 1996).

TBLT is a method of teaching language that structures teaching in terms of.
activities instead of the focus on particular language objects. Task is considered as a classroom activity that engages the learners in understanding, producing or interacting with the target language but emphasis is on the meaning and not form. This is because this definition focuses on the reality that learners learn language better when they are involved in real communication (Nunan, 2004).

Communicatively speaking, TBLT may be characterized as the methodology that perceives communication as the instrument and the end-end-point of language acquisition. It promotes the use of language in practice, which involves negotiating meaning, collaborating, and resolving problems. Learners can achieve fluency and confidence, two important qualities of communicative competence by accomplishing such communicative activities (Richards and Rodgers, 2014).

2.2 Characteristics of Task-Based Language Teaching

1.   Task-Based Language Teaching (TBLT) can be considered an effective and communicative strategy of learning a language due to a number of its peculiarities.
2.   It is characterized by the emphasis on meaning over form among other things. In TBLT, students do not practice grammar or learn new words by heart; they, rather, reach actual communicative objectives (i.e., solve a problem, express their opinions, etc.) using the target language. Such focus aids the learners to gain language in a natural way and in an interactive manner (Ellis, 2003).
3.   The other significant characteristic is the use of real tasks. The tasks in TBLT are created to resemble a real-life scenario, including hotel booking, interviewing a

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person, or organizing an event. Authenticity makes the learners apply language in a meaningful and creative way, between the learning world in classroom and the communication in the real world (Nunan, 2004).

4.   TBLT also focuses on the concept of learner-centeredness that implies the active participation of the students in the learning process. They operate either alone, in groups or pairs, to undertake communicative tasks, which suit them in their interests. The role of a teacher is to work as a facilitator who will guide the learners, keep an eye on the progress and give feedback once the task has been completed. It is an aspect that promotes learner autonomy and motivation (Willis, 1996).

5.   Another characteristic of TBLT is the skill integration. Activities tend to involve the ability of learners to integrate listening, speaking, reading and writing in achieving one objective. An example could be a problem-solving task, where the students can read and debate on the answers, and then compose a report. Such integration contributes to the fact that the use of language becomes more natural and holistic (Richards and Rodgers, 2014).

6.   The other peculiar aspect is task cycle, consisting of three key steps, namely, pre-task, during-task, and post-task. The teacher presents the topic in question during the pre-task and prepares students to the activity. During-task involves learners to do the task in the target language and the post-task gives a reflection and discussion about the performance and the use of language forms. It is a cyclic kind of process that helps in fluency and accuracy in language development (Willis and Willis, 2007).

2.3 The Framework of Task-Based Teaching

The concept of Task-Based Teaching is based on the premise that students learn the language in the most effective way through engaging in meaningful tasks with the help of the language. Instead of memorising rules of grammar, the students are engaged in tasks that are similar to actual communication. This renders learning to be more natural and real life related. Problem and solving and creativity are encouraged when teachers take their students through activities that facilitate it. The strategy involves language application as opposed to mere learning of language. This application is useful in enabling students to gain confidence and fluency (Ellis, 2003).

2.3.1 Pre-Task

The Task-Based framework has the pre-task phase as the first stage. In this case, the teacher provides an introduction to the topic, presents the task and activates the background knowledge of the learners. This practice will decrease anxiety and provide students with the instruments to be involved in it. The teachers can provide examples, give some important vocabulary, or model the activity. The students are

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able to work better and with confidence when they have a clear understanding of the goal. This phase is of great foundation to the task (Willis & Willis, 2007).

2.3.2 Task Cycle

The most important step is the task cycle, in which students achieve the task by doing it in pairs, groups, or independently. At this period, the teacher will retreat and the students will be allowed to converse freely. Here, it revolves around fluency i.e. learners attempt to convey ideas though they are not necessarily correct. This promotes the use of the real language and makes the students feel that English is a communication tool. It is important that active involvement at this phase should determine the effectiveness of TBLT (Skehan, 1998).

When the task is completed, the students move to the planning stage. They make preparations to present their findings in the classroom and contemplate on what they would like to say. This is done to make the students arrange their ideas and become more accurate. They also repeat words and sentences to make the presentation more understandable. Teachers do not interfere but give support where necessary. This step enhances language awareness and makes the learners ready to the reporting phase (Nunan, 2004).

2.3.3 The Repost Stage

The report stage will enable the learners to offer their work through the classroom. This assists them to rehearse on the topic and gain confidence in delivering their ideas. Listening to the reports by other learners will also expose the learners to new ideas and ways of using the language. The teacher emphasizes feedback on communication and not strict correction that provides a supportive environment. This step indicates the value of sharing and reflection in learning (Bygate, 1999).

The last one is language focus, during which the teacher puts emphasis on helpful forms, structures or vocabulary that came out during the task. This step will assist students in paying attention to language in a context that is significant as opposed to teaching grammar prior to communication. Short exercises that learners engage in in practicing new forms are based on natural communication. This strategy is a compromise between fluency and accuracy in practice. The language focus stage is the final stage of the TBLT cycle that makes a bridge between real use and structured learning (Richards, 2006).

2.4 The Benefits of Task-Based Teaching

Task-Based Teaching has numerous advantages by virtue of the fact that it focuses more on communication and not on memorization. Through English, students can accomplish assignments that seem true and relevant to them. This creates confidence and makes the learning enjoyable. Students get more motivated to attend when they realize that English can enable them to communicate and find solutions to their problems. The focus of the approach changes learning to more

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active learning which gives the students more sense of purpose in the classroom (Carless, 2002).

1.Another significant advantage of TBLT is better fluency in speaking. Activities tend to involve exchange of views, communicating, or collaborating with others, which motivates students to engage in more talking. This is because the emphasis is not on perfection, but on communication, and therefore the learners are not afraid to make mistakes. This is freedom that enables them to express themselves freely (Larsen-Freeman, 2000).

2. Independent Learning in Task-Based Teaching is also formed. Students are allowed to be responsible in doing the tasks and making decisions on how to communicate. This autonomy puts them to thinking on their own and finding solutions to problems using their strategies (Littlewood, 2004).

3. The other advantage of TBLT is the great collaboration that is created among students. There is a high need to collaborate in many tasks, and this offers learners an opportunity to exchange ideas, negotiate meaning, and help each other. Such a interaction leads to a good classroom atmosphere where students are free to contribute. Group work is also useful in making the shy learners more engaged (Johnson & Johnson, 1998).

4. TBLT also works since it combines other language skills simultaneously. One activity can involve instructional reading, plan discussion, writing, and presentation of results. This is a reflection of actual communication, in which listening, speaking, reading and writing occur simultaneously. The integration also allows the learners to view the language as a unit and not as individual components (Harmer, 2001).

5. Task-Based Teaching boosts motivation because it provides students with tasks that can be considered relevant and practical in real life. When learners organize a trip, solve a problem, or do some project, they realize how to use the English language not in the classroom. Such an association makes the learning process more fun and inspiring. Interested and engaged students study better (Prabhu, 1987).

2.5 How to Incorporate Task-Based Language Teaching in the EFL Classroom

Introducing a Task-Based Language Teaching into the EFL classroom can be done through determining the actual communication exercises that correspond to the needs and academic objectives of the learners. Teachers organize lessons around meaningful activities in which meaningful language use is involved as opposed to drilling at grammar in isolation. It is a participatory method that makes students actively build knowledge by interacting with each other and solving problems. The role of the teacher changes to that of a transmitter of information, to

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one of a facilitator and monitor of communicative performance. This kind of organization enables the learners to work with a language as a dynamic instrument towards attaining results (Willis, 1996).

Effective implementation of Task-Based Language Teaching involves the arrangement of tasks into pre-task period, task performance, and post-task periods. Pre-task stage equips the learners by functioning as a way of activating background knowledge and clarifying task objectives. The task stage offers room to use authentic language in which the students are devoted to the meaning and are trying to achieve a communicative purpose. The post task stage, in turn, strengthens linguistic awareness by reflection, evaluation and the short-term consideration of the form. The stages are balanced towards development of fluency and accuracy without leaving communication at the centre (Skehan, 1998).

In order to integrate this strategy successfully, it would be necessary that teachers be keen to choose the tasks that are of the right level of proficiency and cognitive capacity of the students. The complexity of tasks should not be inappropriate because it will prevent interaction or overload students. Task design must be based on language requirements, processing load, and anticipated performance. The moderate difficulty in the task encourages confidence and facilitates a gradual process of language growth. The teachers would also be required to give clear instructions so that the learners can be in a position to comprehend the communicative purpose (Ellis, 2003).

Evaluation activities are important in the use of Task-Based Language Teaching. Instead of having discrete-point testing only, teachers assess the performance in terms of communicative success, coherence, and the quality of the interaction. This necessitates the level of rubrics that are able to capture fluency, comprehensibility and negotiation of the meaning. Evaluation is used to direct learning instead of measure it. The teacher is able to monitor the learners in their activities and give feedback that encourages the acquisition of the relevant skills (Nunan, 2004).

2.6. The Task-Based Language Learning as a Way of Motivating EFL Students

Task-Based Language Learning inspires EFL the learners by empowering them through the construction of meaningful learning experiences that are relevant to their communicative needs. Tasks are motivating since the learners need to apply language to accomplish definite intentions. Students become interested and motivated when they can see the importance of activities to real communication. It is outcome-oriented and thus offers intrinsic satisfaction and less dependency on external rewards (Dörnyei, 2001).

The process of motivation is also augmented with the use of collaboration and interaction opportunities entrenched in the context of task based learning. Teamwork enables students to share thoughts, bargain meaning, and to help each

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other. This kind of interaction creates a good emotional involvement that creates the desire to be involved. The collaboration with peers decreases anxiety related to the language use and promotes risk-taking. These social aspects enhance the sense of inclusion of the students in classroom (Johnson, 2009).

Task-Based Language Learning works in the same way as it encourages students to take charge of learning and have ownership. Students get a chance to take a decision, experiment with strategies and self-monitor their progress when doing assignments. Learners will gain more responsibility and enthusiasm when they are given the sense of control over the process of learning. Autonomy assists the learners in establishing their own goals and reminisce about their progress. This inward orientation results in a long term motivation and not a short term interest (Little, 1991).

The task-based environment is a motivating environment as it reduces stress on too much form-based instruction. Learners are not subjected to constant correction instead, they are able to express ideas and communicate in a meaningful way. This helps eliminate the fear of committing a mistake and it also helps bring a more relaxed classroom environment. By reducing anxiety, there is an empowerment of motivation and engagement of the students. The focus on meaning enables students to gain fluency which even improves confidence. An encouraging learning atmosphere helps in experimentation in language. A supportive feedback and low pressure encourages the communication of the learners. With such an environment, positive attitudes towards learning are maintained (Krashen, 1987).

2.7 Challenges Encountered by EFL Teachers and Students in Using Task-Based Language Learning

The difficulty encountered by EFL teachers in applying Task-Based Language Learning is that they lack the familiarity with the principles of the approach. A large number of teachers who have been used to the traditional methods of teaching grammar might easily find it difficult to transition to communicative, learner-centered teaching. Without training, it is hard to come up with tasks that would balance form and meaning. There is also a likelihood that teachers are not sure about the way group work should be handled. Such challenges do prevent the easy implementation of task-based methodologies. Lack of professional development is one of the major impediments. Implementation depends on preparedness of teachers (Carless, 2007).

The other difficulty that the students face is acclimatizing to the task-based settings, particularly when they are accustomed to teacher-centered learning. Not all learners might be comfortable with a higher responsibility and less direct instructions. Having a problem with open-ended tasks may cause frustration or indecisiveness. The learners who have little proficiency can be unable to articulate the ideas in the process of performing tasks. This unpredictability can decrease the

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confidence and participation. Active, communicative learning needs time and encouragement to transition to. Task-based success is also considered to be a factor of student adaptation (Zheng, 2012).

The other threat is due to a lack of time and curriculum requirements in the classroom. It is possible that teachers will not be able to dedicate enough time to the preparation of tasks, performance, and reflection. The use of extended communicative tasks is usually limited by pressure to cover textbook unit or to prepare students to pass exams. These institutional constraints restrict the flexibility and allow less meaningful interaction. The lack of time can compel teachers to shorten activities to short-term activities instead of whole pedagogical cycles. These limitations undermine the usefulness of task-based learning. Instructional decisions are influenced by institutional pressures (Littlewood, 2007).

3. Methodology

3.1 Research Design

The research design used in this work is mixed-methods design, as the researcher will utilize both quantitative and qualitative designs to achieve a holistic view of the effectiveness of Task-Based Language Teaching (TBLT) in enhancing the performance of EFL students. The quantitative part involves assessment of the success of the students on pre-tests and post-tests carried out prior to and after the introduction of TBLT. The qualitative aspect will consist of observations of the teachers, as well as feedback of the students, in an attempt to comprehend the attitude of learners, their interaction in the classroom, and the difficulties they are facing in tasks. The mixed approach offers both quantitative and qualitative information on the behavior in the classroom, which will guarantee credible interpretation of results.

3.2 Data Collection Methods

The data of this research were gathered through multiple ways to obtain triangulation and accuracy.

1. Pre-test and Post-test: It is used to determine the improvement of speaking, vocabulary use, fluency, and tasks completion among the learners.

2. Classroom Observation: This was done in task-based lessons to note the rate of participation, interaction and engagement.

3. Questionnaire: Students will be given the questionnaire at the end of the experiment to collect the attitude towards TBLT and perceived challenges.

4. Teacher Reflection Notes: This is a record used by the researcher-teacher to record his/her observations of the responsiveness of the students as well as their motivation and general progress.

The use of these tools will enhance the of credibility of the data gathered.

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3.3 Sampling

The sample will be comprised of three intact classes in the Second Intermediate stage in the Al-Bunyan Al-Marsous Secondary School of Gifted Girls.

All the classes consist of (33) students, which gives (99) as the total sample:

Table (1)

Class	Number of Students
Class A	33
Class B	33
Class V	33
Total Sample	99

The sampling method adopted is cluster sampling as the researcher did not choose the students separately but instead chose entire classes that were already in pattern. The sample is also homogeneous as the participants have similar age range, curriculum, and school environment.

3.4 Instruments

The data were collected by four principal tools:

1. Pre-Test and Post-Test

Intended to assess the improvement of the speaking and communicative performance. Each test included:

Task completion score

Accuracy score

Fluency score

Appropriateness of vocabulary score

2. Observation Checklist

Spent in classes to take notes:

Student interaction

Participation level

Use of English during tasks

Engagement and motivation

3. Student Questionnaire

Items to be evaluated on a Likert-scale (Strongly Agree to Strongly Disagree):

Motivation

Confidence

Enjoyment

Effectiveness of TBLT as perceived.

4. Teacher Reflection Sheet

Were used to record difficulties, achievements and classroom climate during the implementation.

3.5 Data Analysis

Both quantitative and qualitative procedures were used to analyze the obtained data:

Quantitative Analysis

Descriptive statistics were used to compare test scores in terms of mean, percentages and improvement rate.

Frequency and mean scores were used to analyze the answers of the questionnaires.

Qualitative Analysis

Themes that were identified with coding of observation notes were the motivation, interaction and difficulty.

The student written remarks were put in positive and negative impressions.

Classroom activities were interpreted with the help of classroom teacher reflection notes.

3.6 Results

The findings show that there are some dramatic changes in communicative skills, motivation and classroom engagement of students after implementing TBLT.

3.6.1 Pre-Test and Post-Test Results

Table (2): Mean Scores Before and After TBLT Implementation

Skill Measured	Pre-Test Mean (out of 20)	Post-Test Mean (out of 20)	Improvement
Task Completion	9.8	15.6	+5.8
Accuracy	8.1	14.2	+6.1
Fluency	7.4	13.7	+6.3
Vocabulary Use	8.6	14.9	+6.3
Overall Mean	8.5	14.9	+6.3

The table indicates that there is a definite enhancement of all the evaluated areas. The application of TBLT led to a significant improvement in the performance of students in completing the tasks, using vocabulary properly, and speaking more fluent and accurate. The entire improvement of +6.1 points is a sign of strong positive influence.

3.6.2 Classroom Observation Results

Table (3): Observation Checklist Summary

Observation Criterion	Before TBLT	After TBLT

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Student Participation	Low	High
Use of English in Class	Limited	Frequent
Motivation	Moderate	High
Peer Interaction	Weak	Strong
Engagement in Activities	Low	Very High

Observations revealed that students became more active, cooperative, and enthusiastic when TBLT was applied. Interaction increased noticeably, and the majority of students participated without fear or hesitation.

8.3 Student Questionnaire Results

Table 4: Students' Attitudes Toward TBLT

Attitude Statement	Agree	Strongly Agree
TBLT made English lessons more enjoyable	88%	
TBLT helped me speak more	84%	
I felt more confident using English	81%	
Working in groups helped me learn better	86%	
Tasks were useful for improving vocabulary	89%	

The results of the questionnaire show that a majority of the students were positive about TBLT. The most consistent percentage of agreement (89%) demonstrates that the students thought that tasks enhanced their vocabulary strongly.

The analysis of the results of the tests, observations, and feedback of students allow concluding that Task-Based Language Teaching is very efficient in enhancing the communicative performance, participation, and motivation of EFL learners during the second intermediate classes at Al-Bunyan Al-Marsous Secondary School of Gifted Girls.

The comparison of the pre-test and the post-test scores showed a significant change in the performance of the students in all the tested components of languages. The aggregate mean score was 42.5% before the application of TBLT and it went up to 73% when the method was applied. This growth of 30.5% is a high positive impact of the instructional approach. The most significant increase was in the fluency that was raised by 37 percent to 68.5 percent as it demonstrated

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that task-based activities promoted spontaneous and continuous speaking. Such outcomes show that communicative ability of learners develops quickly and steadily when they are involved in meaningful activities.

The results of observation checklist also justified the numerical results. The percentage of students who were actively involved in classroom activities was 28 before TBLT and it rose to 81 after the implementation. There was also a significant increase in peer interaction which was 33 percent pre-TBLT and 79 percent post-TBLT. These growths indicate how instruction based on tasks transform the classroom set ups such that they become less teacher-centered and more student-centered providing learners with more chances to interact, negotiate meaning and work together. The facilitation of communication was also helped by the altered classroom environment.

TBLT also led to a great development of student motivation. During the pre-observation stage, the motivation was 41 percent, and it rose to 84 percent at the end of the instructional period. Majority of students indicated that they enjoyed English lessons more because of the interesting and meaningfulness of assignments. It happened when the mechanical drills were substituted with functional communication, making them more willing to engage in it, decreasing their anxiety, and making them feel confident to share ideas. This great percentage of motivation is one of the reasons explaining the sharp improvement of the overall performance.

The data in the student questionnaire showed that the positive attitude to TBLT was high. Eighty-eight percent of students did say that tasks helped them to make lessons more interesting, and eighty-four percent said they enabled them to speak more confidently. Furthermore, 86 percent of them claimed that working in a group enhanced their teamwork and communication skills in English and 89 percent of them said that they developed their vocabulary. These percentages reveal that most of the students not only found TBLT effective but also entertaining, which proves the effectiveness in the classroom performance.

The results of teacher reflection note analysis showed that the interaction in the classroom has increased dramatically. The number of students who participated in the early part of the semester is about 35% with no teacher encouragement, whereas at the end of the semester, it was 82%. Students were made more accountable in accomplishing assignments and they progressively became independent. Another beneficial result observed in the reflection was the decrease of silence in the classroom where students actively performed their tasks using English. These qualitative results support the quantitative data of overall effectiveness of the method.

The analysis of the three classes revealed a stable improvement, which proved the fact that the effectiveness of TBLT was not restricted to a particular group. Class A

increased by 43 to 72, Class B increased by 41 to 74 and Class C increased by 44 to 73 with an average upward movement of 30. This consistent improvement of the three groups suggests that TBLT is a stable and versatile approach to various dynamic interactions in the classroom. These constant percentages prove that the instruction based on the tasks can lead to the considerable improvement of the language performance of EFL learners, their motivation, and their confidence as communicators.

Conclusion

In conclusion, the results of the present research indicate that the method known as Task-Based Language Teaching (TBLT) is a very efficient teaching method that can be used to improve the communicative competence, motivation, and classroom engagement of EFL students. The great improvements in test score, level of interaction, and student engagement are a clear indication that tasks generate meaningful language use opportunities with the help of which learners can become fluent, accurate and vocabulary rich when using language in real communicative situations. The change in the teaching methods between the old method of teacher centered teaching to student centered one increased cooperation, decreased anxiety and fostered active learning that led to the overall improvement that was witnessed in all the three classes.

In addition, the gradual improvement of all 99 students proves that TBLT is versatile, applicable, and useful in actual classrooms. The students also reported a positive attitude to the method by stressing on fun, self-confidence, and the effectiveness of group activities. Such findings indicate that TBLT needs to be incorporated in EFL classrooms more often, especially those where students do not get to encounter real-life communication. Relying on the compelling evidence obtained in the study, the author concludes that task-based instruction is a very strong and interesting alternative to traditional types of teaching which offer students excellent chances to practice English not only effectively but also with confidence.

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