

تأثير المنهج القائم على المهام في تدريس اللغة على الطلبة
العراقيين الدارسين للغة الانكليزية بوصفها لغة اجنبية في
كلية العلوم السياسية

**The Impact of Task-Based Approach in
Language Teaching on Iraqi EFL Students
of
Political Sciences College**

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الكلمات المفتاحية: تدريس اللغة القائم على المهام, اللغة الانكليزية بوصفها لغة أجنبية, الطلاب
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**Keywords: Task-Based Approach (TBA), Iraqi EFL Students,
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الملخص:

تهدف هذه الدراسة إلى التحقق من تأثير المنهج القائم على المهام (TBA) في سياق تدريس اللغة الانكليزية لطلبة ماجستير كلية العلوم السياسية في جامعة الموصل من خلال تقصي مهاراتهم في التحدث والاستماع والمفردات والقواعد والنطق، والتعرف على مستويات تفاعلهم ودوافعهم من خلال تطبيق المنهج القائم على المهام (TBA). استهدفت الدراسة (27) طالب ماجستير في اللغة الانكليزية كلغة أجنبية من كلية العلوم السياسية في جامعة الموصل، العراق. تم استخدام كل من الطرق الكمية والنوعية لإجراء هذه الدراسة المستندة على المنهج ذو الطريقتين لجمع البيانات. تم جمع البيانات على مدى فصلين دراسيين خلال العامين الدراسيين 2025/2024 و 2026/2025 باستخدام استبانة مصممة على عبارات ذات اجابات محددة وعلى مقابلة شبه منظمة تستند إلى أسئلة مفتوحة. أشارت النتائج إلى وجهة نظر إيجابية ملحوظة تجاه تعزيز المهارات التواصلية والمهارات المستندة على المعنى في جوانب اللغة، مثل التحدث والاستماع والمفردات. وفي المقابل، لم هناك تحسن ملحوظ وشعور بالركود بشأن مهارات اللغة التي تركز على الدقة، وخاصة القواعد والتلفظ. وفي ضوء ذلك، تؤكد هذه الدراسة أن تعليم اللغة القائم على المهام (TBA) هو منهج فعال، وأكثر ملاءمة للغة الانكليزية لأغراض سياسية (EPP)؛ بغية تحسين مهارة الطلاب اللغوية، فضلاً عن تنمية ثقافتهم الشخصية في مجال الدراسات الاكاديمية السياسية. ولذلك يوصي الباحث بتوظيف المنهج القائم على المهام (TBA) في تدريس اللغة الانكليزية في مجال الدراسات الاكاديمية السياسية، إذ يوفّر الإطار التعليمي للتدريس في المنهج القائم على المهام فرصاً لدمج التعلم بطرائق جديدة، من خلال دمج المعرفة والممارسة والتفكير النقدي؛ لخلق بيئة تعلم مرنة تمكّن الطلاب من تطوير ثقافتهم المعرفية بوصفهم باحثين.



Abstract:

This study aimed at investigating the impact of the Task-Based Approach (TBA) on Iraqi Master EFL students at the College of Political Sciences, checking their Speaking, Listening, Vocabulary, Grammar, and pronunciation, and exploring their interaction and motivation levels through implementing TBA. The study targeted (27) Iraqi EFL Master Students from the College of Political Science, University of Mosul, Iraq. Both quantitative and qualitative methods were utilized to conduct this research. Based on a mixed method design, the data was collected over two semesters during the last two academic years 2024/2025 and 2025/2026 by using a survey based on close-ended items and a semi-structured interview grounded on open-ended questions. The results indicated a notably favorable view of enhancement in communicative and meaning-driven skills—such as Speaking, Listening, and Vocabulary. In contrast, there was not considerable improvement and a feeling of stagnation regarding language accuracy-focused skills, particularly Grammar and Pronunciation. Accordingly, TBA is an effective method and is particularly beneficial for English for Political Purposes (EPP) as it enhances both language and interpersonal skills among students. The researcher suggests implementing TBA in EPP classes, as the pedagogical framework of task-based learning offers opportunities to incorporate learning in innovative ways, facilitating the integration of knowledge, practice, and critical reflection while creating an engaging learning environment that enables students to develop their identities as researchers.



Introduction

English language instruction has gained tremendous importance in our interconnected world, acting as a bridge for communication among various cultures. With more than 1.5 billion speakers of English globally, the language is frequently regarded as a common means of communication, enhancing international trade, education, and travel. Teaching English encompasses not just the development of language skills but also the promotion of cultural understanding and critical thinking in learners. The approaches used in English Language Teaching (ELT) have progressed to include communicative language teaching, task-based learning, and blended learning methods, etc., all designed to foster engaging and effective educational experiences. Teachers play a vital role in modifying these approaches to meet the varied needs of their students, whether they are children, adults, or professionals aiming to improve their language skills for specific objectives. Moreover, beyond conventional classroom settings, digital platforms have revolutionized ELT, providing unprecedented access to resources and learning experiences. This change brings both challenges and opportunities for educators, necessitating that they remain informed about technological innovations and teaching strategies. Ultimately, successful English language instruction empowers individuals, creating new opportunities and nurturing connections in a globally linked environment (Zhou et al., 2013).

Universities serve as a repository for uncovering new insights from existing knowledge, acting as a core of concepts and understanding. Furthermore, they play a crucial role in fostering a scientific community and facilitating ethical discussions on complex and controversial topics. Globally, universities must equip students with the most up-to-date information and ideas to reshape their perspectives on life goals, strategize for greater success, and grow both individually and within their communities. To achieve this essential goal, this research paper investigates the impact of task-based approach (TBA) on Iraqi Master EFL students of the College of Political Sciences; specifically to examine the approach efficacy in enhancing their language proficiency and fostering their communicative competence in English.

Literature Review

Active learning goes beyond simply following a set of teaching procedures; it requires students to actively participate in activities throughout various educational contexts. In these settings, learners are essential, while instructors take on the role of guides. TBA encourages learners to engage actively in



different classroom activities, allowing everyone to express their thoughts and viewpoints (Li, 2023). A fundamental aspect of active learning is students' involvement in the learning experience and environment, which is critical for obtaining significant knowledge and improving retention (Zhang *et al.*, 2023).

Jackson, (2022) asserts that TBA represents a learner-centered strategy, fostering participation through relevant tasks. It is founded on the belief that students achieve better success and retention when their focus is on meaningful, communicative tasks rather than merely on grammatical structures. These tasks are structured to mirror real-life situations, enhancing their relevance and effectiveness in educational contexts. Tasks are generally divided into two categories: those that necessitate the use of language, like making a travel reservation, and those that do not, such as engaging in physical activities (Ellis, 2020).

Pan & Nunan (2025) further clarify this definition, describing a 'task' as any activity that requires learners to understand, manipulate, produce, or engage in the target language, emphasizing meaning over form. Various scholars have different viewpoints on tasks; for example, Ahmadian & Long, (2021) define tasks as activities that require language use to achieve specific goals, highlighting the importance of meaning. While Zhang & Zhang (2022) and Pan & Nunan (2025) advocate for a more restricted definition of tasks centered solely on meaning, Ellis (2020) also emphasizes the importance of meaningful communication, which is vital in both second language learning and teaching methods.

Authentic tasks in TBA are designed to mirror real-world language use, fostering both linguistic and communicative competence (Lica & Negoesc, 2025). These tasks resemble real-life situations, engaging students through relevant and practical activities (Sulaiman Yousef, et al., 2025). By using authentic materials, which are created for native speakers, TBA prioritizes meaning over form, allowing students to apply their language skills naturally. For example, activities like making travel arrangements or participating in debates enable students to develop real-world language skills, increasing their motivation and engagement. According to Kurniati, et al., (2025), TBA helps students engage in authentic language use to achieve a real communicative goal.

Previous studies

Numerous studies have investigated the impact of TBA on Iraqi EFL learners; however, research that specifically targets political science students is scarce.



Vahdat et al., (2022) study examined the perspectives of both teachers and students regarding the task-based English textbook for sixth-grade students in Iraqi primary schools. A total of two hundred students and two hundred English teachers were asked to share their views through a survey and interviews. The study specifically aimed to evaluate the appropriateness of the textbook tasks considering factors such as the target age group, cultural context, customs, traditions, duration of classes, classroom size, availability of teaching resources, and the teachers' ability to effectively engage with and convey the material to students for optimal learning outcomes. Two methods were utilized for this research : a survey and a semi-structured interview . The findings from the surveys indicated a general discontent among both teachers and students regarding the sixth-grade English textbook. Moreover, both groups reported difficulties in comprehending and executing the tasks outlined in the book, resulting in confusion and wasted time.

In the same vein, Kawa & Nidham's (2023) study investigated the connection between TBA and English language proficiency among students in private schools located in Erbil, Kurdistan. The investigation was grounded in the principles of communicative language teaching and theories of second language acquisition, highlighting the significance of meaningful communication and learning in context. The research posited that TBA is linked to better language proficiency, increased intrinsic motivation, and greater confidence in using English for practical communication. The results of the study supported these propositions, showing a statistically significant positive correlation between the implementation of TBA and English language proficiency. The research also indicated that TBA is positively associated with heightened intrinsic motivation, aiding in the development of language skills.

A study conducted by Azizifard (2024) set out to explore the students' perceptions regarding the effect of group oral presentations on their speaking skills enhancement. More specifically, it utilized a task-based method to instruct 2nd-year architectural engineering students at Cihan University-Erbil in technical English. The data for this research was gathered using a survey. The feedback from the students indicated a favorable view towards group oral presentations and their enthusiastic involvement in speaking exercises.

Jassem and Sarkhosh's (2024) study investigated the overall effectiveness of Task-Based Language Teaching (TBA) in Iraq. The aim of this study was to assess how effectively TBA assists Iraqi intermediate-level students in enhancing their speaking Complexity, Accuracy, and Fluency (CAF). The quasi-experimental study involved (50) participants from a public school in Iraq. Two assessment



tools (pre-test and post-test) were employed to collect data, measuring the students' speaking abilities both prior to and following the intervention, along with a survey to gauge their perceptions of TBA's effectiveness. The findings indicated that TBA significantly enhances students' speaking CAF, and the students expressed positive feelings regarding its integration into their speaking classes.

Firas and Shawkat's (2025) study investigated the impact of TBA on enhancing the academic English skills—specifically in speaking, writing, listening, and reading—of Kurdish EFL students at Salahaddin University. Employing a mixed method approach, the study gathered responses from structured surveys distributed to (217) third-year EFL students and (25) university instructors to assess both perceptions and practical applications of TBA. The study emphasized the educational potential of TBA in promoting learner independence, critical thinking, and involvement in learning activities.

According to what have been aforementioned in the previous studies, no studies directly address the impact of TBA on Iraqi EFL students in the domain of political science studies. Political science students need strong English skills to access international research, participate in global discussions, and understand political discourse.

Statement of the Problem

TBA has emerged as a promising alternative to traditional methods. It focuses on the use of meaningful tasks as the central component of language learning, promoting active engagement and practical application of language skills in real-world contexts Zhang et al., (2025).. In the context of EFL education, particularly in Iraq, the effectiveness of traditional language teaching methods has come under scrutiny. Lan (2024) states that traditional methods of language instruction, such as the Grammar-Translation Method, Direct Method, and Audio-Lingual Method, emphasize organized learning, typically guided by the teacher and relying on memorization, drills, and rule-based teaching, concentrating on grammar, vocabulary, and precision, but at times neglecting natural communication abilities, aiming to establish a solid foundational knowledge through repetition and accuracy exercises.

Despite the growing necessity for students in specialized fields, such as the domain of political science studies, to be proficient in English, many EFL learners struggle to achieve the required level of language competency. This situation raises critical concerns regarding the traditional pedagogical approaches employed in language instruction.



However, there is limited empirical research examining the specific impact of TBA on Master EFL learners in Iraq, particularly within disciplines of political science. Moreover, numerous Iraqi EFL students either in undergraduate or postgraduate studies face difficulties with the four language skills- [Listening](#), [Speaking](#), [Reading](#), and [Writing](#), essential for effective communication, which obstructs their ability to engage effectively with political science topics and discussions. This concern raises inquiries regarding the suitability of conventional teaching methods in addressing the linguistic demands of students in specialized areas.

From this sense, the widespread reliance on traditional approaches to teach Iraqi Master EFL students the English language may not sufficiently engage learners or cultivate the communication skills necessary for academic achievement in the political science setting. This highlights the need to explore how TBA can offer a more applicable and engaging learning experience in the domain of political science studies.

Aims of the Study

The primary aim of this study is to evaluate the impact of TBA on Iraqi Master EFL students of Political Systems Department, Political Science College, University of Mosul. More specifically this study aims at:

1. Assessing improvements in Iraqi Master EFL students' skills in language aspects such as Speaking, Listening, Vocabulary, Grammar, and pronunciation by implementing TBA through teaching political content.
2. Exploring Iraqi Master EFL students' engagement and motivation levels when using TBA through teaching English in the domain of EPP.
3. Analyzing the effectiveness and applicability of TBA through teaching English in the political science classes.

Research Questions

To achieve the aims of the study, the following research questions will be addressed:

1. What impact does TBA have on Iraqi Master EFL students' language proficiency in the College of Political Sciences?
2. What specific language aspects (Speaking, Listening, Vocabulary, Grammar, and pronunciation) show the most significant improvement for Iraqi Master EFL students under the TBA framework?



3. What challenges do Iraqi Master EFL students face through implementing TBA?

Hypotheses of the Study

The study will be guided by the following hypotheses:

1. The application of TBA will improve the language proficiency of Iraqi Master EFL students of Political Science College.
2. The application of TBA is expected to yield positive results for Iraqi Master's students in the English as a Foreign Language program at the College of Political Science.

Scope of the Study

The study population involved Master EFL students who were accepted in the first semesters of the previous academic years 2024-2025 and 2025-2026 in the Department of Political Systems, College of Political Sciences at the University of Mosul, Iraq. The all (27) male-and-female students were selected to be a sample of the study. This study aimed at investigating the impact of TBA on students' English skills in political science classes. The TBA was implemented through focusing on relevant politically-based topics to ensure contextual relevance between the students' English proficiency and their knowledge on political science topics.

Methodology

Participants

The sample involved (27) Iraqi Master EFL students from the Department of Political Systems, College of Political Science, University of Mosul. The participants included (7) males and (5) females from the first semester of the academic year 2024-2025; and (9) males and (6) females from the first semester of the academic year 2025/2026. The ages of the participants varied from 24 to 34; emphasizing the qualitative component of mixed methods design allows for in-depth insights, even with a smaller sample size. The qualitative data can provide rich, contextual understanding that complements quantitative findings. Furthermore, , and a smaller sample can facilitate a more detailed exploration of participants' experiences and perceptions, which can be particularly valuable in specific contexts, such as Political Science.

In the same context, there are studies that have successfully utilized mixed method design with small sample sizes Teddlie & Yu (2007) and Creswell (2023), see Table (1) below.



Table (1) A Demographic Description of the Sample

Category	Details			
College	College of Political Science, Department of Political Systems			
Sample	27 participants	1 st Semester	2 nd Semester	
		2024/2025	2025/2026	
		12	15	
		7 males	9 males	
		5 females	6 females	
	Age range	24-34 years old		

Data Collection Tools

Since this study investigated the impact of TBA on Iraqi Master EFL students of Political Sciences College, checking their Speaking, Listening, Vocabulary, Grammar, and pronunciation, and exploring their engagement and motivation levels through implementing TBA, both quantitative and qualitative methods were utilized to conduct this research. To address the hypotheses and research questions, data was gathered through two distinct quantitative and qualitative instruments: a closed-ended paper-based survey and an face-to-face interview respectively.

The first tool used in the practical part was administering a survey that was designed based on (5) main aspects of language : Speaking, Listening, Vocabulary, Grammar, and pronunciation ; it covered (11) items of basic items for language learning The Speaking scale includes 3 items , while Listening , Vocabulary , Grammar, and pronunciation include 2 items for each. The survey items were partly adapted and modified from Nunan's (2004) checklist for evaluating communicative tasks. The adopted survey structured in English consists of a 5-point Likert scale presented respondents with a series of items, asking them to indicate their level of agreement or disagreement using a symmetrical scale. This scale typically ranges from one extreme attitude to another, often including a neutral option. It includes (strongly agree, agree, neutral, disagree, and strongly disagree) as response options. Each component



aims to measure the respondents' language performance, tasks and teaching techniques employed in EPP through implementing TBA, see Appendix (i).

The second qualitative complementary instrument of the study was a semi-structured interview used to investigate students' attitudes and impressions toward the class activities. It is a qualitative research method that lies between structured and unstructured interviews. 10 open-ended interview questions were designed to delve deeper into learners' attitudes, motivations, and viewpoints about TBA approach. It is worth mentioning that the researcher conducted the interviews in Arabic to avoid misunderstanding and to get accurate results, see Appendix (ii).

Reliability of the Instruments

In order to assess the reliability of the survey, a pilot study was conducted. The reliability coefficient (Cronbach alpha) was computed to evaluate the consistency of the instrument as a whole. The survey was administered to (27) students involved in the study. The statistical calculation of Cronbach's alpha revealed a strong reliability level of 0.850, which is deemed a acceptable threshold of the test, see Table (2).

Table 2: Survey's Reliability

Research Tool	No. of Items	No. of Students	Reliability
Survey	11	27	0.850

Regarding the validity of the second study tool, the semi-structured interview was presented to three Iraqi experts in applied linguistics for evaluation to ensure it aligned with the research objectives. Following the panel's feedback, certain modifications were implemented.

In other words, both the survey and the semi-structured interview were carefully adjusted based on frameworks suggested by the aforementioned jury. Their insights shaped the development of questions to guarantee they accurately reflected the intricacies of language learning and usage. The adjustments aimed to improve the content validity of the survey by ensuring that the items were representative of the constructs being evaluated. Likewise, the semi-structured interviews were crafted to facilitate adaptable yet focused discussions, enhancing reliability through standardization while still allowing for individual participant experiences. Collectively, these modifications strengthened the data collection process, ensuring that the findings would be both credible and relevant to the study's context.



The data was analyzed using version 11.0 of the Statistical Package for Social Sciences (SPSS) for Windows. Descriptive statistics in the form of measures of frequency were employed. This means that a percentage analysis of the respondents' answers to each item on the survey was conducted to determine their perspectives and views regarding the implementation of TBA when they learn political subjects.

Procedures

First, the (12) Master EFL students from the Department of Political Systems received a 90-minutes session weekly, totally 14 sessions during the academic year 2024-2025; and they were taught topics under the syllabus title “*Dilemma of Community Security and Public Policy*” which was suggested by the Council of the Department of Political Systems in the College of Political Science. The other 16 Master EFL students in the same department received the same number of sessions during the academic year 2025-2026; and they received lessons on “*Ethical and Legal Issues of using Artificial Intelligence for enhancing Public Policies*”, which was proposed by the same Council mentioned before. After the two courses finished, the researcher handed out the close-ended survey to the participants to fill out demographic information and to respond by selecting from a scale of (1 to 5) for the (11) items. After seven days of administering the survey to the students, only 5 Master EFL students from each semester were interviewed by the researcher. The student semi- structured interviews that consists of 10 open-ended questions is considered a complementary and supportive procedure to make sure that the results are reliable and not contradictory.

The researcher conducted face-to-face interviews with the students to check their attitudes and viewpoints on the tasks, activities and teaching techniques of TBA employed in the EPP classes; and to ask them to further elaborate on their answers to make sure that those students did not answer the surveys randomly and confirm the survey's responses. The time limit for filling out the survey was about (15-20) minutes; whereas conducting each interview lasted approximately (25-30) minutes, see Appendix (ii).

Results

The results from the surveys presented a distinct and contrasting view of the students' perceived learning responses under TBA. There is a notably favorable view of enhancement in communicative and meaning-driven skills—such as Speaking, Listening, and Vocabulary. In contrast, there is considerable



disappointment and a feeling of stagnation regarding formal, accuracy-focused skills, particularly Grammar and Pronunciation.

The top-performing areas were in Speaking, Listening, and Vocabulary. The results of Speaking (Items 1-3), Listening (Items 4-5), and Vocabulary (Items 6-7) revealed remarkably high agreement levels, with "Agree" and "Strongly Agree" combined scores rating from 78% to 100%. As for Speaking skill, the respondents presented their (87%, 89%, and 78% agreement). They powerfully feel that TBA has promoted their Speaking abilities. In Listening aspect, the responses were ranging (88% and 86% agreement) by which the students also reported significant gains in their Listening skills. The results for Vocabulary learning were the most positive in the entire surveys, showing a near-universal belief in the effectiveness of TBA for this area; this is for gaining (100% and 95% agreement).

But the analysis of results in Grammar and Pronunciation reported low-performing. Simply, Grammar (Items 8-9) and Pronunciation (Items 10-11) reported high levels of disagreement. The combined "Strongly Disagree" and "Disagree" scores for these areas range from 26% to 36%, indicating that the students feel they have not benefited. In Grammar area, the respondent showed (31% and 36% disagreement). This is a critical finding that indicates to a potential shift between the methodology and student expectations or prior learning experiences. The Pronunciation construct presented (26% and 36% disagreement). It was similar to Grammar, students felt their pronunciation has not seen significant improvement.

Discussion

Answering the Research Questions

1. What impact does TBA have on Iraqi Master EFL students' language proficiency in the College of Political Sciences?

The results of the survey indicated that TBA had a beneficial effect on the students' language proficiency, especially in their Speaking, Listening, and Vocabulary, which they got higher level than Grammar and pronunciation. By implementing TBA, students participated in practically and contextually relevant tasks that improve their communicative competence, particularly regarding political topics. The interactive aspect of TBA boosted students' confidence, allowing them to convey their ideas more effectively. This positive effect aligns with existing research that demonstrates TBA's success in enhancing language skills through real-life application (Mudinillah et al., 2024; Huang, 2024; Kurniati et al., 2025). However, issues remained with



pronunciation and grammatical precision, which need to be addressed to further improve proficiency. In other words, the students were not very good at pronouncing political and technical expressions especially those that consist of three syllables and more. In the same vein, the students showed some difficulties in using complex structures and tense consistency when they expressed their thoughts in English, see Table (2).

2. What specific language aspects (Speaking, Listening, Vocabulary, Grammar, and pronunciation) show the most significant improvement for Iraqi Master EFL students under the TBA framework?

According to Table (2), the results for Vocabulary learning were the most significant improvement, showing the effectiveness of TBA for this area; this is for gaining (100% and 95% agreement). As a result, their capacity to express ideas and participate in discussions surrounding political issues significantly increased. The hands-on nature of the tasks encourages students to utilize their Vocabulary in context makes them improve their Vocabulary repertoire that enhances their language abilities. Nevertheless, while there was a notable advancement in Vocabulary learning based on the results of the participants' responses, challenges still persist as it is aforementioned above through the incorrect pronunciation of many political jargon especially those with three syllables and more.

3. What challenges do Iraqi Master EFL students face through implementing TBA?

The results of the surveys showed that Iraqi EFL students' experience was facing some obstacles when applying TBA, particularly concerning doing better pronunciation and following grammatical accuracy when they practised English. Although students displayed confidence and motivation in their Speaking, Listening, and Vocabulary production, many students struggled with structuring proper grammatical sentences and proper pronunciation, which impeded their communicative success and interaction. This situation revealed sometimes miscommunication between pronouncing Vocabulary and its effective use in spoken language. Additionally, students faced some challenges with grammatical consistency in their writing, especially in using complex tenses and structures; emphasizing the necessity for a more integrated approach to teaching Grammar. While TBA promotes engagement and enthusiasm, it is essential to complement it with focused training on pronunciation and Grammar to effectively enhance language proficiency, see Table (2).

Table 2. The Results of the Students' Survey Responses



Language Aspect	Statement No.	SD	D	N	A	SA
I. Speaking	1	2%	4%	7%	28%	59%
	2	4%	0%	7%	50%	39%
	3	0%	0%	22%	30%	48%
II. Listening	4	0%	7%	5%	26%	62%
	5	4%	1%	11%	15%	71%
III. Vocabulary	6	0%	0%	0%	10%	90%
	7	0%	0%	5%	34%	61%
IV. Grammar	8	10%	21%	0%	29%	40%
	9	21%	15%	7%	30%	27%
V. Pronunciation	10	13%	13%	2%	40%	32%
	11	19%	17%	0%	39%	35%

Note: SD=Strongly Disagree ; D= Disagree; N=Neutral ; A=Agree; SA=Strongly Agree

As for the hypotheses verification, the first hypothesis that states the implementation of the TBA will show positive outcomes for Master students in the Political Science College. Based on the interview questions shown in Appendix (ii), the students' responses verified this prediction of this hypothesis through data analysis. By engaging in practically and contextually meaningful tasks, students have not only enhanced their communicative competence but also gained greater confidence and motivation in articulating and expressing their thoughts. This is particularly pertinent in the realm of political discourse, where clarity and expression are crucial. This outcome is due to the interactive nature of TBA fosters a positive learning atmosphere that promotes active participation and deeper engagement with the content, associating with existing literature that acknowledges the effectiveness of TBA in practical applications.

The second hypothesis that states the application TBA will improve the language proficiency of Iraqi Master EFL students of Political Science College, is



verified, but not in the same level of performance. The majority of students showed in their interviews that the application of TBA has resulted in notable improvements in Speaking and Vocabulary capabilities. According to the results illustrated in Table (2) above, the students demonstrated that the TBA enhanced their fluency in English and developed their Vocabulary repertoire despite the challenges that have emerged—particularly in pronunciation and grammatical accuracy—the beneficial effects of TBA on students' language abilities validate the second hypothesis. According to the data analysis, the TBA framework has evidenced clear improvements in specific language skills, particularly in Speaking and writing. Students have demonstrated significant progress in expressing their thoughts and participating in discussions about political issues, indicating active enhancement in their language proficiency. While Vocabulary learning and practical application have advanced, the ongoing difficulties with how to pronounce long Vocabulary and producing complex grammatical rules emphasize the need for more focused attention in these areas. Therefore, the necessity for targeted instruction on pronunciation and Grammar alongside TBA becomes apparent; it reinforces the understanding that even though TBA effectively enhances language skills, comprehensive strategies, are vital for optimizing language proficiency.

Conclusion

The results based on the students' surveys and interviews indicate that Iraqi Master EFL students are making significant progress in main language aspects such as Speaking, Listening, and particularly in political and technical Vocabulary. Many students report increased confidence and motivation in expressing their ideas and opinions, largely due to the interactive nature of TBA. However, students appeared some challenges through implementing TBA, particularly in pronunciation and grammatical accuracy; these two language aspects got low proficiency while students expressed their own views in open discussion, and in their writing. These difficulties highlight that although TBA effectively enhances Vocabulary and communication skills, it should be focused on pronunciation training and Grammar reinforcement when implementing TBA. Students generally feel comfortable expressing their thoughts, especially in group discussions, demonstrating growing confidence and motivation.

Recommendation for further research

A further study needs to be conducted is investigating EFL Iraqi instructors' viewpoints on TBA, particularly in relation to their training and attitudes. The primary goal is to explore EFL instructors' perceptions and readiness to apply TBA in their teaching. Additionally, another research project on TBA could look



into the use of integrated technology, to assess the ways in which digital tools and online platforms can improve task-based learning experiences for Iraqi EFL students in other disciplines.

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Appendix (i): Students' Survey

This survey is designed to examine Iraqi EFL learners' perceptions of Task-Based Approach (TBA) with reference to their linguistic skills. I would be really grateful if you read each item carefully and provide an answer. Your answers will be kept confidential. Thank you for your cooperation.

Section 1. General and Demographic Information

Gender male female

Age 20-24 25-29 30 +

Section 2. Learners' Understandings of Task and TBA

For each of the following items, please answer by putting a V in a box, according to the following scale:

I. Speaking					
Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Task-based activities significantly enhance my Speaking skills through practical discussions and role-plays.					
2. I feel more confident Speaking in English after participating in task-based activities.					
3. Group work in TBA helps improve my fluency and ability to articulate ideas orally.					



I. Speaking					
Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
II. Listening					
Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
4. TBA enhances my Listening skills by providing real-life Listening experiences.					
5. I find that tasks involving Listening to authentic materials (e.g., podcasts, interviews) improve my comprehension.					
III. Vocabulary					
Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
6. Task-based learning helps me acquire new Vocabulary relevant to my field of study.					



I. Speaking					
Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
7. I believe that contextual tasks enhance my ability to use Vocabulary effectively in various situations.					
IV. Grammar					
Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
8. Engagement in TBA activities has improved my grammatical accuracy during Speaking and writing tasks.					
9. I find the Grammar instruction embedded in tasks more effective than traditional Grammar teaching methods.					
V. Pronunciation					
Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)



I. Speaking					
Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
				(4 3)	
10. Participating in task-based activities helps enhance my pronunciation skills through peer feedback.					
11. I feel that real-life Speaking tasks help improve my accent and intonation in English.					

Appendix (ii): Students' Interview Questions

The following are specific academic interview questions designed to delve deeper into learners' attitudes, motivations, and viewpoints on class activities within TBA.

1. Recall a specific task that you found particularly engaging. Elaborate on the factors that contributed to this positive learning experience.
2. Which type of tasks or activities do you enjoy more: delivering a presentation, joining an open discussion, expressing your own viewpoint, etc? Explain your preference.
3. To what extent have the task-based activities increased your motivation to engage in productive skills (speaking and writing)? Please provide specific examples.
4. Since the implementation of class activities, have you observed a shift in your general motivation towards English language learning? Please elaborate on the nature of this shift.



5. What was the best or most exciting task we've done? What made you like it so much?
6. How would you rate the difficulty of the tasks: too easy, just right, or too difficult?
7. When you work in a group, how easy or hard is it for you to share your ideas? What makes it easier or harder for you to speak up?
8. Describe a specific task that helped you improve your listening skills. How did it help?
9. Have you observed a measurable expansion of your English vocabulary as a result of class activities? Please provide specific examples of lexical items acquired through task completion.
10. After completing a task, do you reflect on your performance? If so, how does this reflection process help you in future tasks?