

Task Based Language Teaching in TESOL

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Chapter 1: Introduction

1.1 Background of the study

Task-Based Language Teaching (TBLT) is one approach that has received a lot of attention and implementation in second language acquisition classrooms, but mostly in TESOL contexts (Izadpanah, 2010). TBLT focuses on the use of language in particular contexts, the learners are therefore required to perform realistic activities. This approach is different from the conventional language teaching methods, where there is more focus on the mechanical aspects of language, that is, the grammatical structures and the words and phrases, most of which are without adequate regard to their use in communication (Ellis, 2003). TBLT is relevant to TESOL because it can promote communicative competence one of the goals of language learning that entails the knowledge of rules of language and how to appropriately use language in specific contexts.

It has been seen in the UK that there has been a growing need for better English language teachers due to the rising population diversity. The current enrolment statistic of students in UK schools shows that about 19% of them are learners classified as having EAL; therefore the discussion of efficient TESOL strategies (Department for Education, 2024). The notion of communicative competence hence holds a lot of value in the UK, particularly due to the fact that mastery of the English language is highly valued in the academic arena as well as in society (Khan & Ahmad, 2023). Studies show that students with TBLT activities outperform students taught conventionally, whereby conventional teaching places more emphasis on the form at the detriment of function (Willis and Willis, 2013). Nonetheless, research and development in TBLT have been predominantly EFL-based with a relatively scant TESOL slant. This is important since the TESOL learners in different settings, such as the UK, are likely to use English outside the classroom more than their EFL counterparts, thus affecting the effectiveness and implementation of TBLT (East, 2017).

As a result of these challenges, there has been a rising trend in the adoption of TBLT in UK education centres, especially with reference to the communicative demands of EAL learners. For example, new practices of learning in UK schools and in the language programs have started including TBLT to effectively prepare learners to use the language in their daily communication; therefore, the present study is timely (Collen, 2022).

1.2 Problem Statement

While great effort has been devoted to the investigation of Task-Based Language Teaching (TBLT), there is a dearth of secondary studies focusing on the area of TESOL, especially British context. The majority of the existing research is done in EFL settings, and where the learning environment is quite different to that of TESOL settings. This is the reason why a review of literature and analysis of the existing research is necessary to understand how often TBLT influences communicative competence in contexts of TESOL, where the learners more often encounter the English language outside the classroom.

In line with this, the purpose of this study is to conduct a secondary research review of TBLT to determine the development of communicative competence of ELLs within TESOL in the UK. This research will seek to collect and integrate findings from prior research so as to offer important recommendations concerning its usefulness and applicability in the UK TESOL context.

1.3. Aims and Objectives

1.3.1 Aim

This study seeks the following primary aim.

The aim of this research study is therefore to undertake a secondary analysis of the literature in order to examine the place and the impact of TBLT on the acquisition of communicative profit in titled classroom contexts in the TEFL settings within the UK.

1.3.2 Objectives

There are three specific objectives of the study:

To investigate the potential of assigning TBLT activities in the development of learners' communicative skills;

To compare the effectiveness of TBLT with traditional approaches to language teaching in TESOL settings, these include Grammar-Translation, which largely involves the use of translation, translation, and other mechanical techniques and Audio Lingual, which relies on drill methods when teaching language.

To understand the experience of students and teachers in connection with the contribution of TBLT to the development of communicative competence.

1.4 Research Questions

This study is guided by the following research questions:

RQ1: How do TBLT activities, including those involving collaboration, negotiation, and problem-solving, contribute to the development of communicative competence among English language learners in TESOL settings?

RQ2: How does the impact of TBLT on communicative competence in second language learning differ from the effects of earlier language teaching methods in TESOL settings in the United Kingdom?

RQ3: How do students and teachers perceive the role of TBLT in teaching and learning communication within the TESOL context, based on the findings of identified studies?

These questions will guide the research in an attempt to identify the detailed impact of TBLT customized to the UK TESOL classroom environment after the critical evaluation of relevant research articles.

1.5 Scope of the Study

This research is set in the context of TESOL, particularly in the United Kingdom, where many of the learners can possibly be exposed to English beyond classroom lessons, unlike what is found in most EFL situations. The research will accordingly embark on the secondary research, specifically focusing on the studies done within the last five years, to identify how effective the TBLT is in imposing communicative competence. The research work will involve an analysis of different TBLT activities possible in TESOL classroom settings, and how they stand in relation to conventional strategies of instruction. The study will only be concerned with secondary research, therefore, no primary data will be collected. The implications will be of interest to teachers and managers as well as policymakers who will want to improve the delivery of language in UK TESOL settings.

1.6 Structure of the Dissertation

The following is a breakdown of chapters within the dissertation:

Chapter 1: Introduction

Chapter 1 outlines the background to the study, the research problem, the study's purpose and objectives and questions. This initially discusses the rationale of the study and comprises a brief description of the content and organization of the dissertation.

Chapter 2: Literature Review

In conducting the literature review, specific questions and themes are discussed that are directed towards the research questions at hand. In this chapter, some of the studies on TBLT and Communicative competence that have been carried out in TESOL contexts are discussed with a view to underlining the major findings of the research. This review is structured according to the various parts of TBLT that are variously assessed in relation to more conventional teaching practices and as seen from the viewpoints of the students and the teachers. In the chapter, the researcher also notes the gaps in the existing literature and lays down the theoretical framework of the research.

Chapter 3: Methodology

Described in this chapter is the methodological approach adopted in this research; it is based on a secondary analysis of extant research. It discusses the way of carrying out the literature review: criteria for study inclusion and the process of synthesizing the literature. The methodology also entails a description of how thematic analysis will be used in the identification of themes and patterns extensively contained in the reviewed literature. Ethical considerations about the use of secondary data are also discussed.

Chapter 4: Findings and analysis

In this chapter, the written literature findings are stated and discussed through thematic analysis drawn from the studies reviewed. The chapter uses the research questions as the structure of the chapter, and for each research question, themes that emerged from the literature are presented. In the following analysis, the features of TBLT in TESOL, changes with conventional teaching approaches and the views of students and teachers are addressed.

Chapter 5: Conclusion

The last chapter aims to restate the various findings made, suggest their implications for the current practice of TESOL in the UK and make recommendations to the teachers and policy makers. Finally, it also outlines directions for future research on the basis of the perceived gaps in the past research.

Chapter 2: Literature Review

This literature review aims to critically summarise current research on Task-Based Language Teaching (TBLT) and its effects on communicative competence in TESOL contexts, especially in the UK. To achieve the research questions of the review, prior studies on the effectiveness of TBLT will be integrated with the ones that compare TBLT with conventional language education, as well as the

works which focus on the students' and teachers' perceptions of this approach. By doing a systematic literature review, the review will also define the gaps in the current research within which the study locates the secondary analysis conducted in this dissertation (Ellis, 2021; Skehan, 2018).

The main issues discussed in this chapter are TBLT as a concept, the theoretical foundation for TBLT as well as aspects of communicative competence. The chapter will also review how TBLT has been practiced in TESOL contexts, whether it has produced better results than traditional approaches and what stakeholders: learners, teachers and instructional designers; involved in the process of language acquisition think about TBLT (Willis and Willis, 2013; East, 2017). Such a constructed thematic structure guarantees coverage of all the aspects of TBLT's implementation in TESOL education.

2.1 Task-Based Language Teaching

2.1.1 Definition and Historical Development

TBLT emerged in the last quarter of the 20th century as an adjunct of the communicative approach to language teaching. Arising from the proclivity of the conventional FA approach to the formal features of language, TBLT focused on the use of language to accomplish certain deeds. It was closely linked with the first efforts in the communicative language teaching approach or CLT and with the research of Allen and Prabhu (1988) who conducted an ambitious project in India which involved the use of tasks as the means for language acquisition. According to Jung (2016) over time TBLT adopted features stemming from cognitive and educational psychology to point out how tasks foster language use and learning in classroom environments.

2.1.2 Key Principles of TBLT

Fundamentally, TBLT is rooted in the assumption that learning occurs optimally when learners are participating in meaningful activities which demand the use of the targeted language. This process is quite different from the conventional methods used in the teaching of languages that emphasize more on the grammatical points of view than on the communicative approach.

Key principles of TBLT (Vandommele et al., 2018) include:

Focus on Meaning: The first aim is of interpersonal communication, where the intent of the message is to enable learners to express and interpret meanings using the language with less regard to form.

Task as a Unit of Analysis: It takes the form of a task, which is a meaningful piece of language focusing on the notion of the task as the building block of lessons and activities.

Authenticity: Activities should encompass authentic Language Use, for a purpose such as to solve, to decide, or to inform.

Learner-Centeredness: In the kind of learning that the learners are being exposed too, it is presupposed that the learners play an active role in the learning process where language is used to the accomplishment of certain goals (Skehan, 2018).

2.1.3 TBLT in TESOL Settings

In TESOL contexts in particular, TBLT has been gradually chosen as the approach best matched to the diverse L2 learners' profiles. For example, in many TESOL classes in the UK, the learners come from diverse linguistic and cultural thus by focusing on enactment of real-life communication, TBLT proves helpful. Thus, doing the task that reflects real-life communication contexts in a target language, TBLT not only enhances the linguistic aspect of the learner but also cultivates the cultural and pragmatic knowledge for effective communication in the target language community (East, 2017).

Several studies have indicated that TBLT can be especially helpful in the TESOL context in that students are given an excellent chance to use English in a context which is clearly meaningful to them. For example, learners may be asked to plan a journey, conduct a poll or discuss a topical issue they need to do in English in an integrated manner. Other research has also shown that TBLT results in increased involvement and interest from TESOL learners because they are able to identify the means of their learning content to practical use (Bryfonski, 2020).

2.2 Communicative competency in language learning

2.2.1 Theoretical foundation

The term communicative competence, by Dell Hymes in the year 1966, contributed to the teaching of language by arguing that language use goes beyond mastery of structures for the use of language in various contexts. Hymes' framework identified four key components of communicative competence: and these are linguistic or grammatical competence, discourse competence, strategic competence and sociolinguistic competence.

Grammatical Competence means understanding of linguistic items, including vocabulary or lexicon, syntax and phonology which are basic in language capability.

Discourse Competence refers to the ability of an individual to use the language to produce separate texts or even discourses, not only individual sentences.

Strategic Competence is the ability to manage the communication breakdown, for example, through gestures, paraphrase or a request for a referent when there is a breakdown.

Sociolinguistic Competence refers to the manner in which language is used depending on the cultures, relations and circumstances of the situational context (CANALE and Swain, 1980; Geeslin

and Long, 2014).

All these components collectively help the learners not only to construct and interpret correct sentences and for correct language usage but also for using the language accurately and appropriately in real-life contexts (Shiri, 2015).

2.2.2 Importance of Communicative Competence in TESOL

Another type of language competence that is of special importance in TESOL is communicative competence since the learners require English in different social and academic situations. While EFL learners may use English only in certain restricted areas of society, TESOL learners may use English in their day-to-day activities, so that communicative competence becomes imperative to help the learners evolve into functional members of the communities that use English.

In TESOL classrooms, teachers place emphasis on communicative competence, which helps the learners to be communicatively competent in various social situations, manage their interpersonal relationships effectively, and gain mastery of language to convey or understand the aforesaid in the appropriate situations. This is especially relevant in Diversity classrooms where some students may be from cultural backgrounds different from that of other students, or where their proficiency in the English Language may be lacking (Cheriet_henen, 2023). Drawing from the above-discussed concepts of communicative competence, TESOL teachers enable their learners to become effective communicators, able to use the English language in various contexts as they go about their daily endeavours (OnTESLO, 2020).

2.2.3 Challenges in developing communicative competency

A number of issues rise out of all the presented areas, to contribute towards the development of communicative competence.

Several concerns come from the presented areas that enhance the development of communicative competence. However, the concept of teaching communicative competence in a TESOL context comes with some challenges. The first one is the learners' diversity which could be in terms of language barriers, and they hail from different cultures, which makes it a big challenge for the teachers to attend to the learners' individual differences. These conditions dictate that teachers must give appropriate support to students to enhance the paradigm of comfort when learning the language.

The conflict of interest between getting precisely accurate and fluent production. Although students must learn grammar and get corrected when they are wrong, it is dangerous to overemphasize purely accurate usage, as this limits the students' opportunity for practice in meaning making. If carried to extremes, Nevertheless, it might lead to several major problems, such as the premature neglect of

important grammatical structures which are vital for communication in certain situations and contexts (Canale and Swain, 1980).

Cultural and sociolinguistic factors are also a concern because it can be difficult for learners to understand the customs of English-speaking societies. In sociolinguistic competence, it is imperative that the learners embrace the cultural aspects of the target language, which may not be the case in most cases. This is especially so in TESOL situations where learners might have low contact with the natural language as used in real-life scenarios/interactions (Geeslin & Long, 2014).

Due to a fixed number of periods available in the classroom, besides timetables to cover the syllabus, the practice of communication skills does not take place. TESOL teachers have a major task of creating authentic communicative activities that are not as limited as the language activities illustrated in the textbook, which is important for learning communicative, pragmatic, and sociolinguistic features of language (TESOL International Association, 2015).

2.3 Impact of TBLT on communicative competency

2.3.1 Introduction to the theme

Task-Based Language Teaching (TBLT) has emerged as one of the most popular approaches to fostering Communicative Language Ability since proponents of this approach have postulated it as the preferred way of learning foreign languages where meaning is attached to language rather than form. TBLT involves learners in tasks, which make them use language as real people do and therefore plays a very vital role in developing linguistic, sociolinguistic, strategic and discursal competencies.

2.3.2 Previous Research in TBLT and Communicative Competence

Accordingly, research studies conducted over the last few years have shown that TBLT enhances communicative competence in particular. Scholars such as Ellis (2018) also pointed out that based on the task-based approach implemented in TBLT, practice of the different language skills always occurs within meaningful contexts, which results in the enhancement of all the aspects of communicative competence. This approach frees learners' practice from the burden of seeking a way to express meaning while also developing their fluency and accuracy.

The recent research data from Bygate, Norris, and Branden (2015) also contributes to an argument for the advantages of TBLT that Ellis mentions. From their research, they found that there are significant changes in the TBLT activities of learners in terms of strategic and discourse competencies. This learning effect is especially apparent when learners must repair communication problems and figure out meaning from contextual cues—encounters that define functioning in daily life. Learner-internal competencies resulting from TBLT prepare learners to deal with the actual use of language beyond the learning environment. Collectively, these studies affirm a view that TBLT

promotes the skills for practical communication that are required in everyday life.

2.3.3 TBLT activities and Contributions

The activities used in TBLT entail the following elements of communicative competence that are developed wholly or in part by each activity chosen: Recall, for example, problem-solving activities where the learners are expected to solve certain problems in groups. It makes them exploit language on a strategic level, and so the exacting of language goal orientation is a further boost to strategic competence. The following tasks also enhance writing, accuracy, and complexity as well as discourse competence since learners have to develop well-structured and coherent persuasive arguments (Skehan, 1998).

Another major component of TBLT is information-gap tasks, whereby a learner has to relay some information missing in the other's possession. These tasks are particularly suitable for fostering both the linguistic and sociolinguistic competence because the tasks require accurate use of language and appreciation of cultural and social aspects of the communication process (Willis and Willis, 2013). Also, to perform decision-making tasks that require discussions before arriving at the conclusion, learners' language complexity and coherence in communication are developed.

2.3.4 Indirect Influences: Motivation

In addition to enhancing directly the learning of communication skills, TBLT also enhances learning in ways that are slightly more indirect, such as through motivating learners, maintaining learner interest and building learner confidence. Engagement is important in language learning and it is in this light that TBLT has practical and meaningful aspects for language learning. Zoltán Dörnyei and Ushioda (2021) provided that a learner will be willing to engage in a task when the learner sees value in it for the life and work of the learner.

And it is in the TBLT setting that engagement is higher because in order to complete laid down tasks, one needs to involve him or herself as well as others. The increased amount of contact patterns the learners have makes the use of the target language more meaningful and regular as a result contributing to the development of communicative competence (Robinson, 2001). To the same extent, the social aspect of TBLT tasks assists in the development of learner confidence as learners pass through the various tasks. In a group, when students engage in accomplishing the tasks, they become more confident in their actual language use, and thus are likely to venture into more risky interactions, which is critical in the process of attaining communicative competence (Henry, Thorsen and MacIntyre, 2021).

2.4 Comparative effectiveness of TBLT and Conventional Teaching Methods

2.4.1 Overview of Conventional Teaching Method

The Grammar Translation Method and the Audiolingual Approach are both teaching methods that dominated earlier styles of language instruction. These methods typically involve the teaching of grammatical patterns and a comparatively limited set of lexical items, which may be mechanically drilled into students' consciousness. For example, the Grammar-Translation Method includes translation of sentences between the target language and the learner's first language while placing significant emphasis on writing and correct grammar. Still, the Audiolingual Approach relies on the ideas of pattern practice and imitation in order to facilitate the use of grammatical patterns, believing in positive conditioning and the immediate and unthinking use of language forms.

However, these methods have been criticized for not paying adequate attention to communicative competence or the efficient use of language in context. This often means that they detach the language forms from their functions which results in learners who can be grammatically correct but literally handicapped with fluency and/or use of language. For this reason, learners are left unwell-equipped to deal with the anytime, anyplace, anyplace ad hoc demands of real-life communications (Natsir and Sanjaya, 2014).

2.4.2 Comparison with TBLT

In contrast to the above-mentioned and prominent traditional instructions of language teaching, Task-Based Language Teaching (TBLT) is based purely on the communication aptitude of language learning. TBLT is based on the principle of processing, which emphasises that language is best learnt when the learners are actively engaged in meaningful tasks involving language forms. This approach focuses on the accumulation of tasks that mirror real-life exercises, for example, problem solving or the dispatch of information that students have to perform in using the target language.

Studies which were done to compare TBLT to other approaches have indicated that TBLT is more effective inculcating communicative competence. Yede, (2020) observes that students involved in TBLT exhibited significantly higher learning gains in terms of fluency and flexibility of language use as compared to peers whose learning was conventional. The study made it clear that due to the symbiotic emphasis that is placed on meaningful communication in TBLT, there is more learner participation, which in turn fosters learning retention and use.

Further, a meta-analysis conducted by Lume and Hisbullah (2022) also substantiates these observations, which indicates that not only does TBLT benefit communicative competence but also boosts the learners' self-confidence in the use of the language. This is so since TBLT tasks imitate

real-life situations and take the learners through different situations, thereby allowing them to feel at ease when it comes to the use of language in a creative manner. This is in contrast to the more structured approaches that required Student and Teacher cooperation in language drills, where flexibility of language use is rarely included in the pattern of language usage.

2.4.3 Impact on Language Proficiency

Apart from the aspect of communicative competence, TBLT enhances other areas of language acquisition, including the topical, fluency, accuracy and natural language use. Classic approaches make students memorize the rules of language use, but it is done with the focus being on accuracy and far less on the natural use of language. Despite the fact that learners are literate and exhibit fluency in writing, they tend to make slow and unintegrated spoken responses while they internally compute the rules before speaking.

TBLT, on the other hand, permits the learners to attend to the meaning as opposed to the form, a factor that appears in the increased fluency. According to previous research, it is seen that learners are more fluent and expressive in TBLT than in other methods, even through the accuracy of the speech may not be very good. It is due to the reason that TBLT promote communication over accuracy, and learners use the language more fluently and meaningfully (Chua and Lin, 2020).

Besides, as opposed to traditional approaches, TBLT's focus on real-life tasks enhances the learner's capacity to apply language correctly in detail. Whereas traditional approaches may simply 'drill' the accurate application of a grammatical structure, TBLT affords the chance to use that structure for meaningful communication – hence enhancing the chances that it will be installed as a permanent resource requiring correct usage. This was underscored by Wen, Ying and Azlan, (2018) study on the comparative performance of TBLT and traditionally taught learners in the fluency and accuracy of the communicative tasks, where the TBLT learners exhibited better balanced proficiency.

2.5 Learner motivation, engagement and confidence in TBLT

2.5.1 Motivation in TBLT

TBLT has been commonly associated with motivation to learn since it provides learners with meaningful approaches to learning. Studying the impact of TBLT, it has been found that motivation is gained because the tasks are designed in such a way that the learners can easily relate to their life outside class or work. This relevance increases internal motivation because the learner perceives the reason for engaging in what he or she is learning at first sight (Sun, 2023). Moreover, unlike other traditional methods that focus more on the transmission of language patterns, TBLT demands higher levels of learners' participation in order to accomplish the communicative aims set for them.

According to the literature, motivation in TBLT is also promoted by the learners' autonomous process that the approach allows. TBLT makes students experience control or ownership of knowledge, and they are able to work intimately and autonomously on tasks that interest them or in a manner that is effective for them. This has been related to motivation because the learners feel that they are in a better position to make decisions on the kind of language acquisition they want (Shaofeng Li, 2024).

2.5.2 Engagement through Task-Based Learning

Interaction is one of the key components of the learning process, and in the field of TESOL and applied linguistics, TBLT was found to facilitate engagement of the learners. Various studies indicate that, due to the fact that TBLT tasks are usually of an integrative type involving collaboration, negotiation, and communication to accomplish the tasks, the level of motivation is automatically high. According to Namkung and Kim (2024), it is not uncommon to observe learners to be more cognitively and emotionally involved in tasks that are associated with TBLT because these tasks demand learners to apply what they learned in relevant and meaningful ways.

In addition and most importantly, TBLT tasks should be set at a level of difficulty that they are slightly difficult, but within reach of the learners, and this puts the learners in a flow, where they are fully absorbed by the task at hand (Namkung and Kim, 2024). This balance of difficulty and possible achievement is perfect: on one hand, it does not get boring for the learner; on the other, it does not overwhelm the learner. This is backed up by the participation in TBLT by the kind of social interaction that most tasks entail, which assists in language practice but also in the fostering of camaraderie among students (Hiver et al., 2021).

2.5.3 Building Learner Confidence

Learner confidence also finds favourable grounds in TBLT on account of language communication. TBLT arrange the tasks in a way that each task is higher in difficulty than the previous task and this enables the learners to develop the language skills gradually. In this way, as learners successfully complete many such tasks in the language, their self-efficacy in terms of being able to use the language skilfully increases. This confidence is important in maintaining with what is expected of learners in TESOL, where learners are required to use English in certain contexts other than the classroom.

Hiver et al. (2021) a study that learners who engage themselves in TBLT sessions learn to be more confident in the language they are learning. This, in my view, stems from the use of language in tasks that involve role-plays or problem-solving exercises that give learners instant feedback on the extent of their effectiveness in the use of the language. Thus, through the process of practicing and increasing success in these tasks, they are more ready to take the risk and use the language in the required manner, which is another aspect of achieving communicative competence.

2.6 Findings from TESLO setting: Case studies and practical implementations

2.6.1 Case studies from TESLO

Task-based approach to language teaching has been a common feature in TESOL in the United Kingdom and there are many successful case studies on how TBLT has been implemented. One of the significant studies focused on the applicability of TBLT in a multilingual multicultural TESOL classroom setting using an actual pulsed setting in London with students from different linguistic backgrounds practicing language tasks. According to the results of the study, TBLT helped a great deal in enhancing the students' communicative proficiency or more specifically, their communicative achievement and performance in meaning negotiation and in interacting in realistic contexts. The tasks, which included functions like planning events, interviewing people, conflict solving, contributing to discussions, and so on, helped the students to use the language in a context that is close to the authentic life in an English-speaking environment (Bygate, 2020).

Another study was carried out by Chen (2023) with learners on a pre-sessional English course in a University in Scotland, where TBLT was applied. Of the students engaged in TBLT activities, there was significant improvement in students' spoken and written English as compared to those students taught under more conventional methodology. In the study, TBLT was shown to foster students' co-operative and problem-solving skills besides language acquisition and these skills are deemed important in the learners' achievement (East, 2015).

2.6.2 Teacher Perspectives on TBLT

Teachers' beliefs about TBLT are important in its practical enactment and difficulties faced in the classroom, especially for TESOL teachers. Analysis of perceptions concerning TBLT among twenty selected English language teachers in various UK Institutions shows that perception of TBLT is divided. Although a lot of teachers pointed out to advantages of using TBLT as the approach, which increases students' engagement level and makes them active participants in the learning process, some teachers cited concerns regarding the practicality of integrating TBLT into the framework of the specific curriculum and testing and assessment regime.

Some concerns expressed by the teachers were that, as the implementation of TBLT results in better meaningful and interactive language use by the teachers, more preparation time and adequate understanding of the kind of tasks that are used is required (East, 2015). Other concerns raised by the educators were that the corrective feedback can be cumbersome when teaching large groups because everyone cannot be attended to individually. However, those who claimed to have incorporated TBLT into their teaching pointed out that the approach improved students' motivation and participation, as well as classroom communication and interaction (Bygate, 2020).

2.6.3 Practical Applications of TBLT

As applied to TESOL contexts, TBLT in practice has been pragmatic and creative. Some of the classroom activities that have been implemented in TESOL classrooms that have yielded positive results include role plays, solving problem tasks and those involving projects. For example, role-plays have been popular in teaching, often involving job interviews, medical consultations, or interactions with other people, so that students can practice language in fictitious situations and then can easily apply it to real-life situations.

There are enactive or manipulative tasks which we have used to achieve purposeful communication in context with our students, business-like problem-solving tasks like planning an event in the local community or a survey. These tasks entail students' use of language to interact, arrive at consensus and therefore the learning outcomes foster students' language and language use abilities. Of these, project-based learning that involves students working on an assignment for a number of weeks has been highly effective in realizing the kind of deep learning and language use propounded in the Common Core State Standards. Sometimes, collectively or individually, students are given project assignments that are presented or written at the end of the project (Projects), thus affording them the chance to synthesise their language skills and show improvement (Stoynoff, 2004).

TBLT has received a considerable amount of attention from researchers because it fosters meaningful language use and improves communicative ability across various TESOL contexts. The identified EBLTA shortcomings do not appear to be as extensive as the deficiencies found in TBLT research, especially in relation to long-term outcomes of implementing this learning-teaching approach for developing students' communication abilities. There is a wealth of research identifying the short-term impact of TBLT within individual courses or terms; however, there is a paucity of empirical research on the long-term influence of the approach.

Notably, there is still inadequate research investigating the long-term impact of TBLT, especially in the long term after the educational interventions, in different educational contexts, and for different learners. To ascertain the extent of the gains acquired through TBLT it would be fascinating to know if those improvements in communicative competence are enduring. This calls for more long-term follow-up studies that revisit the learners and redeem demonstrate their competencies after years of TBLT programs, accompanied by an evaluation of whether these competencies are still intact or not, as well as whether the learners are still able to apply the competencies they once possessed in the new linguistic and cultural contexts.

There is a lack of research on the implementation of TBLT in contexts that have not been explored much in TESOL or multicultural settings, for instance, rural schools, refugee education or areas where TESOL programs are still emerging. For these combined settings, future research should consider identifying other ways and possible adjustments to the TBLT approach to recognize the best strategic change to the task design and its execution given emerging local contexts. This would be a valuable effort as it would offer comprehensive guidance for implementing TBLT in contexts quite distinct from

those in which the approach has hitherto been researched.

There are several research gaps in TBLT that are worth mentioning; the use and roles of digital tools and technology in TBLT are another serious omission. While digital technology is now finding its way into learning spaces, it is crucial to understand some of the effects on TBLT. Further research should thus address how or if the technologies existing in the digital era can support or even complicate TBLT. Some of the research topics of interest include the modality of tasks and the approaches for organizing task assignments, the effect on learner motivation and engagement, and the mediational aspect of technology on the enhancement or degradation of interactional and interpersonal skills.

This literature review also points out that, although extensive theoretical and empirical grounding exists regarding how TBLT fosters the development of communicative proficiency by means of engaging with authentic tasks, much discussion remains, particularly regarding long-term outcomes and varying contexts of application. These findings are vital for setting up future TBLT research, particularly on how TBLT can be mainstreamed and contextualized in various educational terrains and cultures.

The next chapter shall then extend from these findings, presenting the method that has been used in this research to fill gaps that have been noted. It will describe the type of data that has been collected, and the procedures that have been followed for carrying out research studies on the extended effects of TBLT and TESOL contexts. This research would contribute to these understandings and improve TBLT strategies as well as continue to make improvements to the TBLT practice as a dynamic and applicable approach to language teaching.

Chapter 3: Research Methodology

3.1 Research Method

The utilization of a qualitative method is ideal in research concerning the effects of TBLT on communicative competence in TESOL contexts as it depicts the overall experience of the learners and teachers fairly and accurately. Compared to the quantitative approach that focuses on numbers and statistics, qualitative research enables the investigation of processes and effects connected to TBLT in detail. This is so because such aspects of TBLT pertain to the nature and development of communicative competence, which are behaviors, interactions, and perceptions that can, to some extent, only be described qualitatively.

Consequently, the use of qualitative research methods fits well with the research objectives of the present study since it aims to examine the complex nature of LLL in classroom practice. Also, through interviews, observations and case studies, qualitative research offered clear, contextualised pictures of how TBLT was actually being enacted and felt in TESOL contexts. This enables the researcher to capture that aspect of inconsistency in teaching practices, according to GUILLOTEAUX and DÖRNYEI,

(2008) student interactions as well as the range of achievements which cannot be manifested in the quantitative studies alone.

In addition, the qualitative research approach is more useful in explaining the socio-cultural and contextual factors in the learning of languages. The use of a qualitative approach in the studied dynamics helps the researcher in explaining the impact of such dynamics in the development of communicative competence, hence useful in providing reliability that is so crucial in enhancing TBLT in specific TESOL settings (Richards, 2003).

3.1.1 Exploring Through Secondary Analysis

The employment of the secondary analysis in this study is necessary since the current study aims at extending prior research in TBLT while focusing on research questions. Secondary analysis concerns the use of data which were obtained for other study objectives and therefore enables the analysts to discover new information without undertaking the time and cost of primary research. Fundamentally, this approach is highly useful whenever one is conducting research on focused areas such as TBLT, as in the present study, since a wealth of research papers have previously been published on this topic.

Secondary data analysis is particularly suitable for research questions that are concerned with TBLT in a range of contexts for TESOL. This study can use data that have been collected in past studies to detect relationships that were not of interest in the initial probe. This approach also enables the researcher to look at the effects of TBLT in other areas with other learners; thus, increasing the external validity of the results (Heaton, 2004).

In addition, secondary analysis offers a cheaper and faster method of sample analyses of the effects of TBLT on the development of communicative competence in contexts that may not have been explored as often as others. Through it, the researcher is able to use the large amount of secondary data to answer new research questions, confirm previous findings and establish research gaps within a certain area that might require further research (Hinds, Vogel and Clarke-Steffen, 1997).

3.2 Research Methodology

3.2.1 Case Study Analysis

The reason for the choice of a case study research design in the current research is that it allows one to go in-depth regarding understanding implementations and outcomes of Task-Based Language Teaching in different TESOL contexts. A case study offers the opportunity for an in-depth look at the complications and subtleties accompanying TBLT, capturing the real-world application of this pedagogical approach. This is very important in the TESOL field because the effectiveness of a teaching method varies in relation to contextual factors, including learner demographics, classroom environments, and cultural considerations (Yin, 2018).

The case study methodology is, therefore, well-suited to meet the research objectives of the current study, which explores how TBLT impinges on communicative competence among learners in different TESOL settings.

The research will focus on specific instances of TBLT implementation in contexts in which the factors that contribute to either its success or challenge an approach can be further analyzed. Since it is based on case studies, the researcher will not only look at the outcomes but processes and interactions taking place during the implementation of TBLT, thus getting a holistic understanding of what really contributes to the impact of TBLT on language learning. Stake, 1995. Concerning TBLT, the case studies turn out to be most relevant because they provide a way for exploring the adaptability of the method in different educational settings.

3.2.2 Selection of Case Study

Cases were selected for this study based on criteria that were intended to ensure an in-depth investigation of the impact of TBLT in a variety of TESOL settings. The criterion includes the varying TESOL contexts, varied educational levels, primary, secondary, and tertiary, as well as varied geographical locations and cultural settings. This diversity is central to understanding how TBLT is adapted for different learning environments, and how those adaptations may well affect its effectiveness in developing communicative competence. A broad scope of contexts in this study will capture the flexibility and responsiveness that TBLT harnesses for responding to the unique challenges and opportunities presented by each setting.

Another important criterion was that the cases would have to be chosen so that there is variation within the learner demographics, such as age, proficiency in their language use, and economic background. With the selection of the cases representing a broad spectrum of learner characteristics, the study can be placed in a much better position to explore how TBLT will meet the needs of a wide variety of learners in TESOL classrooms.

Selected case studies will closely match the research questions and have been selected on the criterion that they can give concrete instances of TBLT implementation in various settings. These cases were chosen not only because they suited the study's goals but also because of the potential contribution they might make to the general discourse on TBLT within TESOL. The study looks forward to an analysis of these cases by developing patterns, challenges, and best practices in the application of TBLT for the overall enhancement of language teaching to provide guidelines for educators and policymakers to further this methodology (Flyvbjerg, 2006).

Type	Description	Link
Primary Articles		
Article 1	TBLT and Multimodal Interaction	https://www.mdpi.com/2227-7102/11/11/723

Article 2	TBLT Impact on Communicative Competence	https://onlinelibrary.wiley.com/doi/abs/10.1111/lang.12138
Article 3	Learner Engagement in TBLT	https://journals.sagepub.com/doi/abs/10.1177/13621688211044238
Article 4	TBLT in Elementary Schools	https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1473-4192.2011.00284.x
Article 5	CLT in TESOL	https://files.eric.ed.gov/fulltext/EJ1380996.pdf
Article 6	Pedagogical Implications of TBLT	https://www.researchgate.net/publication/315846671_Task-Based_Teaching_and_Learning_Pedagogical_Implications
Article 7	TBLT and Communicative Competence in TESOL	https://journals.library.columbia.edu/index.php/SALT/article/view/12086
Article 8	TBLT Impact on Academic Writing	https://icrrd.com/public/media/07012024132237-Task-Based-Language-Teaching.pdf
Article 9	Teacher Perspectives on TBLT	https://www.tandfonline.com/doi/full/10.1080/13540602.2023.2191182#abstract
Article 10	Principles of TBLT	https://academic.oup.com/eltj/article-abstract/77/4/518/7338805?redirectedFrom=fulltext
Secondary Articles		
Article 11	Task-Based Interaction	https://www.researchgate.net/publication/249252427_Task-based_interaction
Article 12	Task-Based vs. Task-Supported Instruction	https://www.cambridge.org/core/journals/annual-review-of-applied-linguistics/article/abs/taskbased-versus-tasksupported-language-instruction-an-experimental-study/ED9E4C94BAC5B71584F503C88878CDB
Article 13	Challenges in TBLT Implementation	https://ijor.co.uk/ijor/article/view/5485
Article 14	Theoretical Perspectives on TBLT	https://api.pageplace.de/preview/DT0400.9780511500503_A25047392/preview-9780511500503_A25047392.pdf
Article 15	Trends in TESOL and TBLT	https://sfleducation.springeropen.com/articles/10.1186/s40862-022-00160-7

3.3 Data Collection Methods

3.3.1 Identification of Data Sources

The sources of information for this study were both primary and secondary in nature which were compiled from various techniques to give an extensive view of Task-Based Language Teaching (TBLT) in TESOL contexts. The peer-reviewed journal articles, case studies and research papers were the primary sources of data collection since they contained empirical evidence on TBLT implementation and the results obtained. These sources were retrieved using academic databases such as JSTOR, SpringerLink, Google Scholar, and other sources after using keywords such as TBLT, TESOL, Communicative Competence, and Language Acquisition Among the criteria that were adopted while selecting these articles include the last decade since most of the current research comes from this period (Martyn-St James, 2021).

Aside from primary sources, secondary sources were also employed with the aim of adding a broader theoretical framework, as well as in the process of analysing primary data. These secondary sources comprise research articles, theories and books that explain TBLT in language education and the principles that underpin it. The criteria of secondary sources were based on their relevance to the research questions and on their contribution to the theoretical framework of the study. Studies were selected according to the number of citations, authors' reputation, and the connection of the studies to TESOL. The use of both primary and secondary sources enabled a good integration of qualitative data gathered from the research study with qualitative data from previous theory and research.

3.3.2 Data Collection Process

The identified process of flow of secondary data was also systematic to improve the chances of data collection that was both inclusive and pertinent. The first search technique involved the use of academic search engines, database search, and restricted periodicals, using peer-reviewed journals and academic papers. To refine the studies, keywords and the Boolean operators were used in the identification process to help filter and ensure that only the most relevant studies are included (Ridley, 2013). For example, phrases such as "TBLT" AND "TESOL" AND "communicative competence" were used to filter out of a plethora of literature by focusing on the articles that constructed the answers to the research questions.

More specifically, the identified peer-reviewed publications were then screened in order to explicate them with regard to the current objectives of the research. Preliminary screening was done on the basis of abstracts and conclusions of the articles chosen and further analysis was done after reading the full texts of the articles. Copious numbers of studies were identified based on their quality, the TESOL context and the extent of qualitative analysis presented (Yin, 2018). It helped to maintain density, and only the data which were in any way relevant to the research questions were used, which also ensured the necessary depth of analysis for the case study.

This data was then collated and archived with a qualitative data analysis tool like NVivo or ATLAS. These tools were utilized in the coding of data permitting correspondence to the themes and categories developed in the course of literature depiction. The coding included labelling parts of the text which were indicative of certain research questions or topics of interest, as was the case with the implementation of TBLT, challenges encountered in the TESOL context, and the effects in terms of communicative competency (Lungu, 2022). This systematic organization of data helped in analysis by making it easier to get hold of the right information when the need arose and also helped in reducing bias by making sure that all angles of the data under analysis were given some attention in the study.

3.4 Data Analysis Techniques

3.4.1 Thematic Analysis

Thematic analysis was the most dominant approach during the coding of the study and the subsequent identification of themes within the dataset. This approach is particularly appropriate for use in qualitative data analysis, particularly in exploring phenomena such as TBLT in TESOL settings. It started with familiarization, whereby all the information that is relevant was scanned to get a feel of it. Emphasis was made on a number of patterns and themes identified based on which the subsequent analysis was conducted (Braun and Clarke, 2006).

The coding was then systematic, where key sections of the text were coded so that they could be compared against the research questions. There were discernible codes which included the “learner engagement” or the “teacher adaptation” this was useful in grouping the data into sensible categories. This step made sure that the analysis is done systematically and not wandering all over the place (Lungu, 2022).

After the coding had been done, related codes were collapsed into broader themes. For instance, ideas like ‘improving communicative competence’ were gleaned from the data and were distilled into the contour of TBLT’s common face, in diverse TESOL environments. These themes were then discussed, reanalysed and developed into a strong, integrated storyline that responded to the designated research objectives which are consistent with Nowell et al. (2017).

3.4.2 Comparative Analysis

Besides thematic analysis qualitative cross-case analysis was used in order to compare the findings from the selected cases. It was important for determining how TBLT was utilized in provocative TESOL contexts, such as in different educational levels, and cultures (Ragin, 2014).

Each case was first addressed as a single case, and all the results were recorded systematically. These were then compared to look for cases where these characteristics were consistent or different between those two contexts, in a manner that might reflect, for instance, differences in task difficulty or learner involvement. Such cross-case comparisons allowed for illustrating how TBLT could be delivered to address different forms of learning needs and recognised both effective practices and difficulties involved in the process (Yin, 2018).

Thus, with the help of thematic and comparative approaches, the study was provided with a more profound and comprehensive understanding of the role of TBLT in enhancing communicative competence in the TESOL classroom. These approaches were helpful in the examination of the data point so that no possibility of any influencing factor was overlooked. The results of the study support the application of TBLT (Flyvbjerg, 2006).

3.5 Ethical Considerations

3.5.1 Ethical Considerations in Secondary Data

Ethical considerations when employing secondary data include issues to do with consent, privacy, as well as the originality of the data that has been collected. Secondary data is determined by reusing data that other scholars have collected, and this data can have been collected for a variety of purposes that are not relevant to the current study. Authorising ethical concerns include but are not limited to questions for instance, whether the original participants agreed to allow their data to be utilised in further research other than the original research. Generally, when collecting data, the participants should be told the other possible ways through which the information collected from them would be used in future, such as secondary analysis. This information should be disclosed at the point of entry to the study to the participants to be fully aware of how their data could be used (Hammersley, 2010).

In this study, the use of secondary data is justifiable because the sources of the data were derived from publicly available, peer-reviewed studies, which normally have informed consent from participants concerning their data to be used in the study. Furthermore, the data collected did not cover any identifiable characteristics of the participants, thereby reducing the potential to infringe on participant rights to privacy. Irrespective of identifying issues of emic research in relation to the study, the original researchers are presumed to have been trained in the research best practices and guidelines, notifying the ethical collection and reporting of the data as identified in the current study (Irwin, 2013).

3.5.2 Confidentiality and Anonymity

Anonymity and confidentiality of the participants are one of the most basic ethical standards of the research, especially in the case of secondary data. Despite conducting this study on the basis of secondary data, there is a need to protect the identity of the participants. This is made possible by the fact that personalizing attributes are obscured or eliminated by the original researcher before the data is released for further analysis (van den Hoonaard, 2003).

To maintain ethical practice in this research, the data used in the analysis are only those which do not have any possibility of identifying any of the participants. The secondary sources employed in this research in generally provide information without identifiable information about the people involved. Further, any information that has the likelihood of identifying the participants was omitted, or treated in a way that would inhibit recognition of specific participants. Thus, the following protocols are observed: Ensuring that the ethical principle of confidentiality, and anonymity is upheld in the conduct of the research (Smith, 2008, p.3).

This research approach, design, data collection and analysis techniques have laid the methodological

framework and having realized their efficiency and effectiveness, the study is hereby ready to proceed to the findings and results section. The outcomes of the thematic and comparative analyses will be discussed in the next chapter. In the last chapter, conclusions and recommendations will be made based on the findings of the thematic and comparative analyses to provide information on the efficiency and reliability of Task-Based Language Teaching (TBLT) in different TESOL contexts. An answer to each of the research questions will be presented at this juncture, establishing how these findings depict the TBLT experience and the overall implications of TBLT for language education. This will create a background for a significant analysis of the outcomes, which will be made in view of the literature as well as educational approaches.

Chapter 4: Analysis and discussion

4.0. Chapter Overview

This chapter synthesizes information arising from the study of TBLT, paying attention to trends and results. This includes comparing TBLT with conventional approaches, understanding implications from result analysis arising from works in the field, and analyzing the real-life experiences of learners and instructors, as a basis for the following recommendation.

4.1. Analysis

1) Research By Nam (2023): Some of the thematic findings that emerged from Hyunjeong Nam's work include the following: The findings from Hyunjeong Nam's research provide deep insights into the practice of [CLT and TBLT](#). With regard to this, it underlines the significance of teacher competency, pointing out that professional development, preparedness, and expertise are crucial if teachers are to integrate TBLT appropriately. In the same way, the study provides a blow to identified non-teacher related factors, including class size, educational policies, and infrastructural constraints as factors hindering the use of communicative methods. Moreover, the analysis looks at the teacherly apprehension where teachers fear change and prefer to stick to the tried and tested methods of imparting education. Finally, it focuses on the perceptions of teachers and CLT, pointing out that while there are teachers and students who embrace it, there are also those who never get the support and necessary material. Combined, these themes provide a comprehensive picture of the factors that affect the adoption of TBLT and call for directed action in the areas of teacher education and the change of perceptions to encourage a more communicative competence-oriented educational culture.

2) Research by Suzuki and DeKeyers (2023): The discussion of Suzuki and DeKeyers' work can offer deep reflections on the identification of implicit processes in the context of language learning. The study questions the Effectiveness of Elicited Imitation (EI), for it has suggested that it does not really tap into the measure of implicit knowledge as the measure it is purported to be, but indexes automatized explicit knowledge. On the other hand, Word Monitoring as a Diagnostic Tool is well

known for the fact that it yields more precise estimations of the level of learned ignorance, and is particularly important whenever quick identification of errors is imperative. This work, titled, *The Interplay Between Explicit and Implicit Knowledge* develops the concept of the way different tasks deploy cognitive resources and focuses on the details of how language learning occurs. Last is the *Influence of Learner Background*, which covers how the backgrounds and experiences of the students can affect the language acquisition process. Altogether, these themes highlight a complex interplay between task kinds, learner attitudes, as well as basic mental schemes in language learning, which provides valuable insights into the improvement of TBLT approaches in the context of TESOL.

3) Research by Belda-Medina (2021): Jose Belda-Medina's study stresses the importance of TBLT in the framework of Scmcs for the development of multimodal interaction and communicative fluency. The research outcomes show that the use of visual and textual communication aids like infographics and real-time discussion forums enhances communicative competency as well as evokes student participation in the process, which is crucial as per the current trends in TESOL. Besides, the students' positive perception has also emphasized that TBLT has enabled the promotion of a vibrant learning context characterized by feedback mechanisms and tasks. However, the study also reveals certain difficulties, including the need for higher digital competence, as well as certain technological limitations, which indicate that, for TBLT to be used optimally for improving the learning of language, an effective digital training model must be developed.

4) Research by East (2017): *Introducing and analysing Task-Based Language Teaching (TBLT)*, Martin East relates the theoretical soundness of this approach, supported by the empirical evidence, to claims that are made about it being a progressive approach of language teaching beyond the scope of traditional communicative approaches. Nonetheless, there are certain challenges that are associated with the practical applicability of TBLT, and these are teachers' Theodore, confusion and ecological adoption of TBLT with other practices. The future of TBLT therefore lies in specific research studies and in the improvement of the teacher education programs to increase the knowledge base of teachers about TBLT, and when effectively implemented into classroom practice, TBLT's potential in raising the standards of language learning would be fully tapped.

5) Research by Jabri, S., & Fadhlaoui (2023): In line with the study objectives, the findings show that TBLT holds great promise for developing the functional use of L2 among Tunisian pre-service teachers. Going through the research in detail, we realize that the successful outcomes in TBLT shed light not only on a marked improvement in the learners' communicative skills together with their confidence levels but also on some positive feedback from the learners and tutors. The study shows that through the integration of TBLT, the Language Learning process becomes more fun, effective, and practical, though the practicality of TBLT is whereby some of the challenges inherent in its use, including scarcities in resources and unequal distribution of student ability. It is therefore imperative to work towards mitigating these issues to improve the effectiveness of TBLT. The findings further imply a need for institutional support and resource provisioning to capitalize on the pedagogic potential of TBLT. This work contributes to the existing literature by showing how TBLT can be implemented, including the challenges faced in a Tunisian context, which can be valuable for

educators across the world when it comes to adopting TBLT for enhancing the learning of language lessons.

6) Research by Sharmin, (2023): In this study, Mehbuba Sharmin presents a contextual understanding of Task-Based Language Teaching and the application strategies and effects on enhancing academic writing of university students in Bangladesh. Although generalizing the findings, the research illuminates that the approach of TBLT based on the completion of realistic, team-oriented assignments helps to improve writing skills substantially, following the trends of the contemporary context of education. Students' positive responses reaffirmed the usefulness of the activity but also highlighted potential difficulties with comprehending the tasks and limited time to accomplish them. The outcomes presented in the paper support calls for pragmatic TBLT implementations within language education contexts, pointing to the value of approaches which can attend to learner differences while circumventing practical challenges. This research contributes to the existing literature on language teaching approaches and provides helpful information for scholars and practitioners who wish to enhance TBLT in tertiary learning environments.

7) Research by Li (2023): This paper by Li Li offers an investigation of the significance of CT in the EFL context, painting a vivid picture of how the Chinese EFL teachers undertake the notion of CT and incorporate it in their classroom practices. Teachers regard analysis, evaluation, and inference as essential since they contribute to the enhancement of academic and innovation competencies among students. The strategies that were identified include the following interactional activities that promote student involvement: problem-solving discourse and construction of arguments to support specific concepts being taught within the course of CT. However, the design of existing curricula and a lack of adequate pedagogical support are the main barriers to the adaptation of CT in learning contexts, as shown in this study. These results are significant for the advancement of following TESOL strategies and instructors' preparation, concentrating on curricular changes that allow the advancement of intricate thinking abilities. Overall, it implies that effective integration of CT into language education will help the educators to improve students' analytical and evaluative abilities within the context of global education experience. Thus, this research into the conceptions and practices of CT by teachers provides insights into the challenges that teachers face and the multiple layers of context when endeavoring to adopt new educational technologies in contextually and structurally diverse classrooms.

8) Research by Bui and Tai, (2022): The present research investigates the implementation of translanguaging in TBLT to promote functional adequacy in [multilingual classrooms](#) of the Greater Bay Area. Consequently, the research makes a strong argument for how TBLT can benefit from adopting a translanguaging approach in that learners are able to mobilize and deploy the full range of their language resources when performing meaningful and realistic tasks. This approach not only helps to develop the students' pure language and academic skills regarding the second language but also takes into consideration the social practices shared in multilingual contexts. However, the use of such progressive educational practices is not without its challenges, mainly due to the resistance from traditionalists who do not embrace standard language attitudes to language in education, as well as

unidimensional and uniform language ideologies. These challenges are especially evident in areas like the Greater Bay Area where there is a multiplicity of languages and dialects, and this offers both a strength and a weakness to policy and practice in education. The article thus calls for a reconsideration of many language education policies considering translanguaging, positing that the kinds of pedagogical shifts it proposes would result in more equitable and effective language instruction that more maps the learner to the globalized linguistic reality. Infusing the best of TBLT and translanguaging, one can enhance and optimize task performance and go beyond mere accuracy in language use to functional language use in communication while making language education more meaningful, purposeful, real and inclusive.

9) Research by Branden (2006): “Task-Based Language Education: Done in collaboration with Kris Van den Branden, the ‘From Theory to Practice’ volume captures the essence as well as the full spectrum of Task-Based Language Education (TBLE). This edited volume provides a comprehensive analysis of the theoretical framework of TBLE with emphasis on its effectiveness in enhancing active learning compared to more traditional approaches. It offers an extensive collection of real-life examples, enriched with real-life case studies that show the use of TBLE in different educational contexts and cultural environments. These successful scenarios are evidence-based and offer observations of effort and approaches related to the implementation of TBLE into curricula, illustrating the flexibility of the teachers to make necessary changes to increase effectiveness. The book also reflects on the research findings and self-observations of teachers to discuss the effectiveness of TBLE in improving learner performance and shaping proficiency in language. Therefore, the volume presents several clear benefits which may be drawn from adopting TBLE, including enhanced language development and increased learner motivation, although it is equally clear that the full benefits of this approach can only be achieved through sensitive and ongoing development and assessment of the strategy. Not only does this work help to advance scholastic conversation, but it also offers direct guidance to educators who would like to incorporate TBLE into their classrooms to improve the quality and ultimately achieve the desired educational outcomes in language learning contexts.

10) Research by Li et al. (2016): Li, S., Ellis, R., & Zhu, Y. investigates a comprehensive comparison between TBLT and TSLT to develop the use of English passive construction among Chinese middle school learners. The study is careful to compare TBLT in which learners acquire knowledge by performing the tasks as they are required, without direct prior instruction to TSLT, which incorporates direct pre-task instruction and feedback. Findings suggest that although both enhance grammatical development of learners, TSLT and especially TSLT with feedback can enhance EGS significantly beyond TBLT. The study highlights the positive outcomes of implementing reflective intervention with learners in a task-based context to argue the effectiveness of directing instruction and feedback in the development of general language proficiency. These findings therefore confirm the effectiveness of the task-supported approach in language pedagogy but supporting that this requires both the provision of tasks and direct instructions. This positive and complex approach is important for educators and curriculum planners who seek to contextualize the methods of language teaching education to achieve enhanced instructional processes of language learning to improve the effectiveness of teaching to meet individual differences and various educational objectives.

11) Research by Seedhouse (1999): The article by Paul Seedhouse under the title ‘Task-based interaction’ discusses the influence of tasks on the interaction which takes place in language classrooms, advocating for the completion of communicative tasks instead of direct focus on linguistic forms. More specifically, this research focuses on identifying the turn-taking patterns that arise in task-based contexts where the primary teaching and learning goals are primarily focused on the provision of techniques and strategies that will allow learners to manage interactions independently within the contexts of pre-specified tasks. While this approach engulfs a lot of interest and self-motivation, which in turn increases practical communicative competencies among students, it also poses some educational disadvantages. The focus on accomplishing the tasks may limit the amount of time spent on viewing different structures of language, which may hinder the mastery of language. According to Seedhouse, there are various pros in using task-based interactions for the classroom, but it is also important to combine them with other methods that also address the linguistic aspects of language for a more well-rounded language learning. His argument strengthens this view pointing to the advantages as well as the constraints of task-based learning, thus suggesting that teachers should adopt a more syncretic view of language acquisition that integrates a task-based approach with a more formal kind of grammar instruction. This perspective not only has a theoretical significance of the development of task-based language teaching but also has empirical significance for the teachers who want to apply the effective practices of language teaching in different contexts to enhance their learners’ learning.

Article type	Article	Focus	Findings/Arguments	Relevance to dissertation	Suitability notes
Research Article	Challenges and Constraints of Implementing Communicative Language Teaching: Teacher-Related vs. Non-Teacher-Related Factors	Examines factors impacting Communicative Language Teaching (CLT) implementation, relevant to TBLT.	Teacher Competence: Critical for successful CLT implementation. Non-Teacher-Related Factors: Not significant obstacles to CLT. Resistance to Change: Persistence of traditional methods despite CLT’s proven benefits.	Addresses TBLT’s potential and challenges in communicative skill development. Empirical support for TBLT’s effectiveness over traditional methods.	Empirical backing, relevant discussions on implementation factors. Focuses more on CLT; careful distinction needed when discussing TBLT. Useful for advocating for enhanced teacher training and development in TBLT practices.

Research Study	Comparing Elicited Imitation and Word Monitoring as Measures of Implicit Knowledge	The study investigates the validity of Elicited Imitation (EI) and word monitoring tasks as measures of implicit language knowledge.	Elicited Imitation's Limitations: EI might also reflect automatized explicit knowledge, not just implicit. Word Monitoring Efficiency: Closely associated with implicit knowledge, especially in immediate language use. Cognitive Processes: Highlights differing cognitive engagements by EI and word monitoring tasks.	Expands the awareness of language acquisition instruments for TBLT, paying special attention to the practical knowledge necessary for communicative competence.	Strengths: Offers empirical insights into methodological effectiveness. Limitations: Focuses narrowly on EI and word monitoring, possibly limiting broader applicability. Application: Valuable for refining TBLT activities to develop implicit language skills, supporting TESOL methodologies.
Research Article	Enhancing Multimodal Interaction and Communicative Competence through Task-Based Language Teaching (TBLT) in Synchronous Computer-Mediated Communication (SCMC)	Investigate how TBLT can be enhanced using synchronous computer-mediated communication to improve multimodal interaction and communicative competence.	Multimodal Tools: Illustrates that digital tools such as infographics and real-time platforms enhance communicative skills. Engagement and Interaction: Described sustained and improved levels of students' engagement due to the undertaking of real-time tasks. Student Perception: The study on TBLT in SCMC received positive feedback from students, albeit with issues with technology too.	It directly aligns with exploring TBLT's role in developing communicative competence and compares it with traditional teaching methods.	Strengths: Provides empirical evidence on the effectiveness of TBLT in digital environments. Limitations: Notes challenges in technological adoption, which might limit generalizability. Application: Useful for shaping discussions on integrating digital tools in TBLT for enhancing language education.

Research Study	Task-Based Teaching and Learning: Pedagogical Implications	The article explores the theoretical and practical aspects of Task-Based Language Teaching (TBLT) and its implications in language learning environments.	Theoretical Foundations: Outlines TBLT's development and its effectiveness beyond traditional communicative approaches. Practical Challenges: Highlights issues like teacher uncertainty and eclectic TBLT adoption in classrooms. Future Directions: Calls for more research and improved teacher education to optimize TBLT integration.	Directly pertinent to evaluating TBLT's effectiveness and its comparison with traditional methods in TESOL settings.	Strengths: Provides a comprehensive overview of TBLT's development and empirical backing. Limitations: Acknowledges the practical challenges and teacher reservations. Application: Essential for understanding both theoretical underpinnings and practical applications of TBLT, informing pedagogical strategies.
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Research Study	The Role of Task-Based Language Teaching in Fostering Tunisian Pre-service Primary School Teachers' Functional Competence	This study investigates the effectiveness of TBLT in enhancing the functional competence of Tunisian pre-service primary school teachers.	Enhanced Competence: Demonstrates significant improvements in teachers' functional competence through TBLT. Positive Perceptions: Both teachers and students have favorable views on the effectiveness of TBLT in language instruction. Practical Challenges: Identifies issues such as varying levels of English proficiency among students and the need for improved resources.	Directly relates to evaluating the practical applications of TBLT in improving communicative skills in educational settings.	Strengths: Offers valuable insights into the practical application of TBLT and its impact on teacher training. Limitations: Limited by the specific educational and cultural context of Tunisia, which might affect generalizability. Application: Useful for discussing how TBLT can be adapted across different cultural contexts in language education.
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Research Article	Beyond Traditional Approaches: Exploring Task-Based Language Teaching (TBLT) and its Impact on Bangladeshi University Students' Academic Writing Performance	Investigates the influence of TBLT on the academic writing skills of Bangladeshi university students, utilizing qualitative methods like interviews and focus group discussions.	Enhanced Writing Skills: TBLT boosts students' writing through collaborative and real-world tasks. Positive Student Experiences: Students report improved writing skills and satisfaction with TBLT. Implementation Challenges: Identifies issues with task comprehension and session timing in TBLT.	Pertinent to evaluating TBLT's practical applications in enhancing academic writing skills in higher education settings.	Strengths: Offers insights into effective TBLT applications and their direct benefits on academic writing. Limitations: Some challenges, like task comprehension, could affect the broader applicability of findings. Application: Useful for shaping TBLT strategies in similar educational contexts, considering specific student needs and constraints.
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Research Study	Critical thinking from the ground up: teachers' conceptions and practice in EFL classrooms	The study explores how English language teachers in China conceptualize and implement critical thinking (CT) in their classrooms.	Teacher Conceptions: Identifies critical thinking as key to academic and professional success, emphasizing analysis, evaluation, and inference. Implementation Strategies: Outlines methods for integrating critical thinking through interactive strategies and discourse. Challenges in Practice: Highlights curriculum constraints and limited support as major barriers to critical thinking integration.	Offers insights into practical and conceptual approaches to CT in language teaching, relevant for discussing TBLT and CT integration in TESOL	Strengths: Provides empirical evidence on CT concepts among teachers and its classroom applications. Limitations: Context-specific findings may not generalize across different educational or cultural settings. Application: Useful for framing discussions on CT in language education and teacher training programs.
Research Article	Revisiting functional adequacy and task-based language teaching in the GBA: insights from translanguaging	Examines the integration of translanguaging into TBLT to enhance functional adequacy in language tasks within the Greater Bay Area's multilingual context.	Functional Adequacy: TBLT enhanced by translanguaging leads to improved real-world language task performance. Translanguaging Benefits: Offers a flexible, inclusive approach that respects and utilizes learners' full linguistic repertoires. Implementation Challenges: Identifies resistance due to traditional views on language learning and standard language ideologies.	Directly relevant for discussing innovative pedagogical strategies in TBLT and multilingual settings.	Strengths: Provides empirical support for translanguaging within TBLT. Limitations: Challenges with traditional educational attitudes may limit applicability. Application: Useful for educators looking to implement more inclusive and effective language teaching strategies.

Edited Volume	Task-Based Language Education: From Theory to Practice	The book explores the theoretical foundations, practical implementations, and various educational outcomes of Task-Based Language Education (TBLE).	Theoretical Insights: Discusses the conceptual underpinnings of TBLE, emphasizing its advantages over traditional teaching methods. Practical Implementations: Shares case studies and examples of TBLE in diverse educational settings. Educational Outcomes: Evaluates the effectiveness of TBLE through empirical studies and teacher feedback.	Provides a comprehensive examination of TBLE that aligns with exploring advanced teaching methodologies in TESOL.	Strengths: Offers both theoretical and empirical perspectives, making it a valuable resource for understanding and implementing TBLE. Limitations: The diverse range of case studies may vary in applicability depending on specific educational contexts. Application: Ideal for educators looking to integrate TBLE into their curriculum and for researchers studying its impacts.
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Research Study	Task-Based Versus Task-Supported Language Instruction: An Experimental Study	This study compares task-based (TBLT) and task-supported language instruction (TSLT) in teaching the English passive construction.	TBLT and TSLT Effectiveness: TSLT outperforms TBLT, particularly when combined with explicit instruction, improving grammaticality judgments. Feedback and Instruction Role: Feedback with explicit instruction enhances TSLT outcomes. Knowledge Impact: TSLT boosts explicit knowledge effectively with feedback.	Relevant for evaluating the effectiveness of task-based methodologies in language teaching, especially in enhancing grammatical competencies.	Strengths: Offers a clear comparison of TBLT and TSLT, backed by empirical data. Limitations: Focuses on a specific grammatical structure which may not generalize to all language teaching contexts. Application: Ideal for language curriculum development that aims to incorporate effective task-based approaches.
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Research Article	Task-based interaction	Explores the characteristics and pedagogical implications of task-based interaction in language classrooms.	Nature of Task-based Interaction: Task-based activities shape classroom interactions, focusing on task completion over form. Turn-taking and Interaction: Tasks enforce a structured turn-taking system, enhancing interaction efficiency. Pedagogical Implications: Highlights task-based interaction's role in boosting communicative skills, but notes limitations in broad language development.	Provides insights into the mechanics and effects of task-based teaching, relevant for evaluating task-based methodologies in language instruction.	Strengths: Detailed analysis of task-based interactions with empirical evidence from classroom settings. Limitations: Focuses mainly on specific task types, possibly limiting broader applicability. Application: Valuable for educators implementing task-based learning, informing adjustments to enhance language teaching.
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Chapter 5: Conclusion and Recommendations

5.0. Chapter Overview

In this chapter, the main research evidence on TBLT effectiveness is provided, along with final suggestions for educators and policymakers. They stress improving teacher education, curriculum, and use of IT to support effective TBLT and discuss directions for additional study.

5.1. Conclusion

The rationale for this dissertation was to establish how TBLT can be an effective approach in developing communicative ability among ELLs within TESOL contexts with an emphasis on the UK context. This work outlined TBLT's theoretical framework, practical application and comparative sample analysis with general language teaching approaches, and the students' and teachers' experience in implementing TBLT. Thematic analysis carried out in this study provides the following insights regarding TBLT in the TESOL context:

First, it has been demonstrated that TBLT results in considerable increases in learners'

communicative abilities because practice is grounded in meaningful, real-life tasks which require language use. This is in line with the concept of communicative competence, which is wider than accurate mastery of grammatical rules only while using the language. In the current studies discussed, TBLT is shown to promote not only linguistic but also strategic, discourse, and sociolinguistic learning, which are essential for meaningful communication in social environments. Also, the comparison of TBLT to traditional language teaching methods reveals that TBLT is far more effective in enhancing learners' language fluency, flexibility, and confidence.

Unlike the conventional techniques that are predominantly aimed at memorization and practicing of grammar point exercises, TBLT allows the learners to use the language actively in an authentic manner. It not only helps them develop their language skills but also increases their interest in learning as they can appreciate the real-life application of their learning. The study also explored the views that students and teachers had about TBLT; here, the results reported a positive attitude toward this technique. Students expressed greater interest in learning through TBLT, and its effectiveness in enhancing communicative skills is rooted in the interactive and team-oriented mechanisms of the task. As for teachers, while acknowledging the detrimental impact of TBLT in learning and teaching processes, they also pointed out some challenges, which included the time required for preparation and the question of how to accommodate TBLT approaches within curriculum frameworks already in place.

The study also highlighted some drawbacks and difficulties inherent in TBLT. Thus, it is not without its challenges when it is applied in the TESOL context, especially in dealing with task complexity, timing and resources. Furthermore, there is a constraint in the form of some educators who are used to conventional teaching and learning methods and may not easily make the transition to TBLT. Based on the analysis, the current work highlights the fact that TBLT is highly effective if tasks have been properly developed and implemented, and support and resources are appropriately available. Nevertheless, the outcomes of this dissertation underscore the importance of encouraging the proper use of TBLT in TESOL settings. Hypotheses of TBLT in fostering communicative competence are obvious, but if appropriate approaches and facilitation are implemented, the drawbacks can be controlled. This research suggests that TBLT should be more fully incorporated into language curricula and that everyone involved should be supported in terms of training and resources required to do so. In addition, this dissertation adds to the literature on TBLT by providing evidence that it is beneficial in developing communicative competence in the TESOL context.

TBLT was found to be more effective and meaningful compared to the traditional approach of language teaching and learning as well as equipped to equip the learners as and when they are confronted with real-world communicative events. While there is a dynamic nature addressed by TESOL to cater for the students' needs, TBLT offers a platform that is more convenient and efficient in the enhancement of better language skills. Further research should then be directed towards analyzing the effects of the TBLT on the development of communicative incompetence in L2 over time, especially in other but unknown versions of TESOL settings such as rural schools and education programs for refugees. At the same time, the possibilities of using digital tools and technologies

supported by TBLT reveal a promising area of research as the integration of these tools helps to improve the efficiency and accessibility of the task-based learning approach.

5.2 Recommendations

Based on the findings and thematic analysis outlined in this dissertation, there are several conclusions to be made that could serve to further improve the application and utility of TBLT in TESOL settings. These are recommendations to help educators, curriculum developers and policymakers to mitigate the challenges and to ensure that TBLT can enhance communicative competence among ELLs.

Improving Teacher Education and Staff Professional Development: There are some obstacles that were revealed during the use of TBLT, including the lack of sufficient teacher training. Because teachers are integral to the process of implementing TBLT, it is paramount that they possess comprehensive knowledge of the subject matter and practices. Based on the findings of this study, it is suggested that TESOL programs include comprehensive TBLT training for both pre- and in-service teachers. These modules should also encompass the theoretical background of TBLT, the practical approaches to the tasks' creation and implementation, as well as TBLT combined with conventional techniques. Also, continuing professional development should be made available to enable the teachers to sharpen their craftsmanship and equip them with the current information on the advancements in TBLT.

Curriculum Integration and Flexibility: If TBLT is to be useful it must be integrated into other aspects of the language curriculum smoothly. This must be accompanied by curriculum flexibility to accommodate meaningful tasks that fit the learning-teaching objectives of the course. When developing curriculum, curriculum developers should engage the educators so that they can be able to come up with a curriculum framework that would allow the use of TBLT while recognising the set-down curriculum and learning attainment goals. This may lead to changes in current curricula and practices to spend more time on task-related activities and decrease the focus on memorization and grammar exercises. Ease of implementation means the ability of the curriculum to be flexible to enable the educators to fit the task in the learners' contexts.

Resource Allocation and Support: TBLT needs enough resources in terms of teaching aids, technology, and time utilized in the preparation and realization of the tasks. Policy makers and leaders in educational institutions should provide teachers with adequate instruments and resources to facilitate the purposeful use of TBLT. This includes offering rich task-based content, allowing students to use technologies which support task-based learning, and enough class-time to accomplish task-based learning. Institutions should budget for the elaboration of specific task-based materials that correspond to the cultural and linguistic backgrounds of the learners.

Technology and TBLT: Technology plays an important role in improving the application of TBLT by bringing creativity in designing and presenting the tasks. To enhance the interactive nature of TBLT

tasks, it is advised that teachers adopt the use of digital resources and applications. Pods, social learning environments, language learning applications, and virtual settings can create situations where the learner can practice language conventions and skills. Also, there are chances to give students more effective feedback and monitor their progress to adapt the process of education to their peculiarities. Educational institutions should make appropriate investments in technology and human capital for greater adoption of technology in TBLT.

Encouraging a Task-Based Learning Culture: TBLT should be understood and supported not only by teachers but also by learners and the educational community in general. Education administrators are advised to enhance students' practice of using tasks as a learning tool, through their advocacy for a culture of task-based learning. This could be possible through awareness creation using short messages in social media, Dramas, road shows and through the use of pamphlets, especially during teachers' workshops and seminars to showcase the benefits of adopting TBLT. Influencing the culture of task-based learning also entails moving away from a teacher-centered approach to learning to a more student-centered approach to learning, whereby the students are obliged to work on a task and are encouraged to take full responsibility for their language learning.

Meeting Learner Needs and Differences: Studies have shown that TBLT is very useful in so far as the tasks used are in line with the learning needs as well as the abilities of the learners. Before engaging their students in a task, educators are advised to ensure that those tasks will be suitable for all students, regardless of their individual characteristics and backgrounds. Each task that must be conducted in the classroom for learning should be targeted at an appropriate level of difficulty for all students, using differentiation for support for learners who require it and providing challenges for more able ones. There is a need to ensure that the activities incorporated into the lesson reflect cultural relevance to the learners since this leads to their increased engagement in the learning of the language.

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