The effectiveness of task-based language teaching in improving communicative competence

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A B S T R A C T

This study evaluates task-based language teaching (TBLT) as an approach to improve learners' communication skills in areas such as speaking, listening, vocabulary, and overall language proficiency. The review synthesizes findings from 64 studies identified through a PRISMA-based systematic literature search. The results show that TBLT effectively enhances fluency, accuracy, and confidence in language use by focusing on real-life communication tasks, particularly in English as a foreign language (EFL) settings. However, the study highlights that several factors, including cultural expectations, institutional policies, and teacher training, influence the effectiveness of TBLT. These findings suggest that while TBLT is a valuable method for language teaching, it should be adapted to meet learners' specific needs and the context in which it is applied. Further research is recommended to develop adaptable TBLT models for various educational contexts and to explore the time required for language progress through this method. In conclusion, this review provides practical insights for educators, policymakers, and researchers interested in improving language teaching through student-centered approaches.

1. Introduction

Task-based language teaching (TBLT) is a unique teaching strategy that views learning as an active process involving learners planning and executing TBL activities, thus reducing the absolution of the exercise to a grammatical system in an educational context (Ellis, 2021). This method is also consistent with modern education practices, which seek to provide a more interactive and student-based experience. Reconciling the TBLT framework with a globalized society is the main theme of Ellis (2021), which the research in this report has investigated.

However, in the past few years, especially in the new millennium, there has been a growing body of work assessing the effectiveness of TBLT, and research in this field has increased. Research has evaluated how TBLT affects students and teachers of various ethnolinguistic backgrounds, highlighting the flexibility of TBLT in cross-cultural education (Bula-Villalobos and Murillo-Miranda, 2019; Jackson, 2022). Nonetheless, there is a great deal of enthusiasm surrounding the concept, yet the literature is silent on the contradiction of results concerning its effectiveness. On the one hand, it has been shown that the improvement in communicative competence among learners is quite large. On the other hand, it has been argued that success in achieving particular tasks is dependent upon their design and implementation, the characteristics of the particular tasks, and the characteristics of the students.

Owing to this inconsistency, a public debate concerning TBLT can be better informed through an organized review of available evidence. This study helps improve this research by means of a systematic review of the literature regarding TBLT and its affective dimensions, which makes use of the Preferred reporting items for systematic reviews and meta-analyses (PRISMA) method. This review addresses existing knowledge gaps by providing sufficient evidence synthesis of the available information on the strengths and weaknesses of TBLT and the specific contexts in which it is effective.

The uniqueness of this study is that it addresses issues that promote advancing theories as well as practical implications in language education. The

knowledge of TBLT as an enhancer of communicative competence is an important contribution of this study, which can assist educators, policymakers, and researchers in implementing TBLT effectively in various education contexts. The significance of this review is that it highlights the specific elements of TBLT that add value to language instruction, differentiating it from other methods of instruction and positioning it in current developments in the field of education.

Additionally, this study compiles the reviewed studies, assesses the pros and cons of TBLT, and offers some recommendations for policy and practice. On the other hand, the results of this systematic review are informative for how TBLT performs and enhances the communicative abilities of the target audience, hence adding to the emerging conversation about newer ways of teaching languages.

2. Methodology

The literature review for this study was conducted via a systematic approach that closely adhered to the PRISMA guidelines, ensuring transparency and reproducibility in the selection process. First, a comprehensive search is carried out in various electronic databases, such as Scopus, Web of Science, and Google Scholar. These databases were selected for their extensive coverage of peer-reviewed research in the fields of language education, applied linguistics, and instructional methodologies. Their broad and relevant collections were deemed suitable for capturing a diverse range of studies on TBLT and communicative competence.

To ensure the selection of high-quality and pertinent studies, specific inclusion criteria were applied. Only peer-reviewed journal articles or conference proceedings were considered, and all studies had to be published in English to maintain consistency in analysis. The scope was further narrowed to include studies explicitly focused on the impact of TBLT on communicative competence, specifically in the areas of speaking, listening,

vocabulary acquisition, and overall language proficiency. Furthermore, priority was given to studies providing empirical evidence, whether quantitative or qualitative, to ensure that findings were grounded in robust data supporting the effectiveness of TBLT.

A well-defined search strategy was developed, with keywords organized into two main categories. As shown in Table 1, the first category included terms related to TBLT, such as "Task-Based Language Teaching," "TBLT," and "Task-Based Approach." The second category encompassed terms related to communicative competence, including "Communicative Competence," "Language Proficiency," "Language Skills," and "Language Communication." Boolean operators were employed to combine these terms effectively, optimizing the search to retrieve studies that addressed the specific impacts of TBLT on communicative skills within language-learning contexts.

The search strategy was applied to all selected databases, and the search results were exported for further processing. To refine the search results, inclusion and exclusion criteria were established. The inclusion criteria were as follows:

1) Studies published in peer-reviewed journals.
2) Studies written in English.
3) Studies that provide empirical evidence on the effectiveness of TBLT in improving communicative competence.

The following steps guide the implementation of PRISMA: identification, screening, eligibility, and inclusion. In the identification phase, the search results include all papers that fulfill the chosen keywords and parameters. Title and abstract screening is a step to exclude studies by looking at their titles and abstracts, including irrelevant or duplicate articles. In the eligibility review, the full-text articles concerning their relevance and quality were also examined, and only those that met all the criteria were sent for final inclusion.

Table 1: Keyword searching

Category	Keywords
TBLT	"Task-based language teaching" OR "TBLT" OR "Task-based instruction" OR "Task-based approach"
Communicative competence	"Communicative competence" OR "Language proficiency" OR "Language skills" OR "Language communication"

As shown in Table 2, the search yielded an initial pool of 15,350 records, which underwent a rigorous screening process. After the removal of 5,150 duplicate records, the titles and abstracts of the remaining 10,200 records were screened, with a focus on alignment with the study's aim. Studies were excluded if they were found to be off-topic (n=500), had methodological limitations (n=250), or did not focus explicitly on TBLT (n=150). Following this initial screening, 900 reports were deemed suitable for further examination, with 400 selected for full-text review. Of these, 336 studies were

excluded for reasons such as a lack of focus on communicative competence or insufficient methodological rigor, leaving 64 studies that met all the inclusion criteria and were ultimately included in the final analysis.

Table 3 below summarizes the characteristics of the key literature reviewed, including details on geographic context, research methodology, focus areas, key findings, challenges, and gaps. It also provides statistics on the publication year of the studies, offering insights into the evolution of research on TBLT.

Table 2: PRISMA flow diagram

Phase	Records processed
Identification	Records identified from databases (Scopus, Web of Science, Google Scholar): n=15,350
Screening	Records screened: n=10,200 Duplicates removed: n=5,150
Eligibility	Reports assessed for eligibility by title review: n=900 Reasons for exclusion: Off-topic (n=500) Methodological limitations (n=250) Not focused on TBLT (n=150) Reports assessed for eligibility by full-text review: n=400
Inclusion	Reports excluded after full-text review: n=336 Studies included in review: n=64

Table 3: Key characteristics of the literature

Characteristic	Details	References
Geographic and cultural contexts	The studies cover diverse regions, with significant representation from Asia (e.g., Indonesia, Vietnam) and contributions from Western countries (e.g., the USA, UK). This diversity highlights how TBLT is implemented in different educational and cultural settings, emphasizing the adaptability of the approach	Waluyo (2019); Lume and Hisbullah (2022); Nghia and Quang (2021); Nguyen (2021); Mulyadi et al. (2021); Akbari (2007)
Research methodologies	Quantitative: Employing pre and post-tests to measure the effectiveness of TBLT in improving communicative competence Qualitative: Using interviews and case studies to gather in-depth insights into participants' experiences and perceptions Mixed-Methods: Combining quantitative and qualitative data to provide a comprehensive understanding of TBLT's impact	Waluyo (2019); Lume and Hisbullah (2022); Nghia and Quang (2021); Liu (2017); Richards and Rodgers (2001); Grabe (1991); Hamid (2016); Lam et al. (2021)
Focus areas within TBLT	Speaking Skills: Emphasizing the development of oral communication abilities Vocabulary Enrichment: Focusing on expanding learners' vocabulary as a component of communicative competence Role-Play and Simulation: Using authentic tasks to enhance communication Cultural and Contextual Adaptation: Examining how TBLT is adapted to different cultural contexts	Lume and Hisbullah (2022); Waluyo (2019); Nghia and Quang (2021); Akbari (2007); Prianty et al. (2021); Richards and Rodgers (2001); Anderson (2015); Grabe (2002)
Key findings	The studies collectively find that TBLT is effective in improving communicative competence across various language skills. However, the success of TBLT often depends on the context in which it is implemented, including factors such as classroom culture, teacher preparedness, and institutional support	Waluyo (2019); Lume and Hisbullah (2022); Nghia and Quang (2021); Liu (2017); Akbari (2007); Lam et al. (2021); Spada (2022)
Challenges	Despite its benefits, TBLT faces challenges, such as the need for significant resources (e.g., time and materials) and the requirement for teacher training. In some contexts, resistance to moving away from traditional teaching methods also poses a barrier to the adoption of TBLT	Waluyo (2019); Nghia and Quang (2021); Anderson (2015); Richards and Rodgers (2001); Mulyadi et al. (2021); Pennington (2019); Prianty et al. (2021); Crawford and Zhang (2021)
Gaps and future directions	There is a need for further research on the long-term impact of TBLT, particularly studies that follow learners over extended periods to assess sustained improvements in communicative competence. Additionally, more research is needed on integrating technology into TBLT and developing scalable models that can be applied in resource-limited settings	Lume and Hisbullah (2022); Liu (2017); Crawford and Zhang (2021); Hamid (2016); Spada (2022); Crookes and Ziegler (2021)
Publication year statistics	The studies span from 1991 to 2023, with a significant concentration of research published in the last decade. This indicates a growing interest in TBLT and communicative competence, with more recent studies focusing on innovative methods and contextual adaptations	

3. Findings

3.1. Enhancement of speaking skills

The studies conducted thus far lend credible support to the claim regarding the success of TBLT in improving speaking skills. The literature also agrees that comprehension, fluency, and general confidence in spoken English, especially in EFL contexts, can be enhanced through TBLT. Waluyo (2019) argued that the use of theme-based role-play in TBLT libraries improved the speaking ability of EFL learners quite considerably. The role-play activities offered students a chance to make use of the language in real life but in a controlled way, which increased their fluency and confidence in the language. The study demonstrated that students in various role-playing situations tend to appraise language structures much more effectively in their physical environments. Lume and Hisbullah (2022) noted that students who participated in activities involving TBLT improved

their verbal expression drastically. The goals of TBLT activities, which involve a level of interplay in living out communication experiences, also primarily assisted in enhancing the two central aspects of language, fluency and accuracy. The study revealed that TBLT tasks made learners more flexible and creative in their language use, reducing fears that accompany speaking. In the context of Vietnam, Nghia and Quang (2021) demonstrated that learners found TBLT useful in enhancing their speaking abilities, especially in terms of fluency.

On the other hand, the investigation also revealed that the enhancement of speaking skills through TBLT was highly influenced by the motivation of the learners and the educational environment. Some of the contextual aspects, such as grammar-focused teaching and memorization learning, interfered with the use of TBLT. This finding implies that the adoption of TBLT could be increased by the need for TBLT compliance and integration into the specific cultural framework. The results of further studies support these findings. Fang et al. (2021) reported

that the incorporation of some sort of interaction in TBLT activities was effective in developing students' speaking skills. These activities not only promoted active and spontaneous use of the language but also provided an opportunity to speak in noncontrolled situations. Similarly, Belda-Medina (2021) and Ardika et al. (2022) advised the same by showing how learners who underwent TBLT experienced the stigma of speaking problems, such as speaking anxiety and embarrassment. Moreover, many structured but unstructured TBLT tasks enable learners to perform and work on their speaking skills in a friendly environment.

Their study also highlighted the advantages of TBLT as a speaking practice in a blended learning environment (Prianty et al., 2021). The incorporation of technology gave learners extra opportunities to practice their speaking abilities, receive comments while speaking, and engage with fellow learners and instructors from any location of their choice. In this way, more practice opportunities were made available, and more channels of communication were made available, which enhanced the learning process. TBLT, according to Mukherjee-Das and Bhattacharyya (2016) study undertaken in West Bengal, stimulated the advancement of speaking fluency among trainee teachers. The research also revealed that the application of TBLT enhanced classroom participation and speaking opportunities since speaking activities were oriented toward the learners. Nevertheless, the research also suggested that for TBLT to be effectively applied, there is a need for intensive training of teachers and support from institutions. If these approaches are lacking, TBLT cannot work effectively because teachers might be unable to adapt to the active, task-based approach, which is a departure from the more common, teacher-directed approach.

In addition to classroom-based interventions, synchronous computer-mediated communication (SCMC) has been adapted as a type of foreign language learning within the TBLT rubric. Fleck's (2012) and Hasnain and Halder's (2023a) approaches revealed that SCMC is a great facilitator in making learners communicatively competent, particularly speaking. Young (2007) argued that SCMC helped learners have real-life interactions in an online setting that imitated the concepts of interaction in the classroom setting by offering observations and prompt responses. This type of method was, however, very useful in situations where a normal class schedule and teacher-student conversations were not possible. Hadi (2013) investigated which aspects of TBLT were esteemed by Iranian EFL learners and reported that by and large, the respondents supported TBLT principles in improving their speaking proficiency. The participants in the study also noted how much they appreciated being in the middle of the action, with activities emphasizing practical and situational language as opposed to rules aimed at the language. Nevertheless, the research also indicated that the attitudes of the participants shaped how TBLT approaches were performed in the classroom. Hasnain and Halder (2023b) examined all these aspects and the issues encountered in conducting TBLT from the teachers' angle when TBLT was deemed necessary.

The study concluded that although TBLT was appreciated in terms of promoting speaking fluency, instructors' apprehensions and hesitations toward TBLT principles more often than not hindered its implementation. The framework provides clear-cut instructions and actors to increase the general scarcity of training and institutional support, emphasizing the need for increased professional qualifications to implement TBLT successfully in the classroom.

The above literature reveals that TBLT is very successful in enhancing the speaking ability of learners, especially in EFL situations. The importance of social communication tasks that are interactive as well as learner control leads to task-centered fluency, accuracy, and confidence. The TBLT model, however, is also influenced by a number of factors, such as the cultural context, motivation of the learner, and preparation of the teacher. When these factors are addressed through active measures and support, the effectiveness of TBLT in improving speaking skills can be further increased.

3.2. Development of listening and comprehension skills

The use of TBLT materials emphasizes real-life language communication, enabling learners to listen to the materials relevantly, thereby significantly enhancing their listener strategies and comprehension.

According to Lume and Hisbullah (2022), TBLT training affects both speaking skills and listening skill enhancement. Students increased their listening postures as more interactive tasks made them understand spoken language in the action. These activities were such that they were processed in real-time by the learners, which allowed them to develop better listening skills to complex spoken inputs. The tasks were practice-based, so the learners were actively involved and improved their listening ability because they were interpreting language in practical situations. These findings further suggest that TBLT tasks focusing on listening to real dialogues and group discussions significantly improved learners' listening comprehension. Learners were able to be engaged in the native style of speaking, which involved several native aspects, such as accents and modulation speed, and were able to ask questions along useful themes. As a result, not only did this trend increase their listening level, but it also increased their ability to participate in direct speech without prior notice.

In continuation of their research, Fang et al. (2021) also investigated how the mobile-enhanced TBLT method helped improve the listening

comprehension skills of EFL students. The results indicated that incorporating mobile technology in TBLT tasks through the use of such technology improved learners' interaction with the listening texts, hence improving their listening comprehension skills. With the benefit of mobile technology, students interact with different listening materials whenever they are not in the traditional classroom. This range of exposure enabled learners to develop a wider range of second-language listening skills, as they were able to use their skills in practice.

Akbari (2007) asserted that the TBLT model facilitates the enhancement of listening abilities via tasks such as task repetition and listening for specific information, which aligns with the conclusions of Qiu and Xu (2022). The repeated listening comprehension exercises made it necessary for the learners to attend carefully to the media and extract this information or take one further step and process the content. Learners must listen critically if such exercises trigger one experience of listening and involve the search for meaning. This study also revealed that TBLT tasks related to listening to and interpreting medical situations enhanced third-year medical students' skills in handling spoken language in a very effective manner. The outlined study underscored the relevance of the tasks provided for the context while improving task comprehension. Shifting the focus to the medical context and vocabulary, the trainees acquired targeted listening skills specific to their work environments, thus confirming the adaptability of TBLT to different types of learners. Although Nahavandi and Mukundan (2013) examined the use of TBLT in enhancing efficient reading comprehension, they also discovered that the task and nature of TBLT improved listening comprehension. Since the readers' tasks included listening activities, they were able to address the texts more effectively so as their performance in listening to English improved, their understanding of the language also improved.

In addition to such articles, Mesbah (2016) focused on the significance of TBLT with respect to reading comprehension among medical students and established that the same approach could be extended to listening comprehension. Integrating tasks within a medical context helped learners understand complex texts and enhanced their oral comprehension, highlighting the cross-modal benefits of TBLT. Similarly, Lap and Trang (2017) carried out their research in the Mekong Delta region of Vietnam and reported that in addition to reading comprehension, task-based learning had a significant effect on listening skills. The reading exercises were supplemented by listening tasks so that the learners could focus more on the pragmatic aspects of the language in use.

Other sources that provide support for the efficacy of TBLT in listening comprehension skills are the work of Mulyadi et al. (2021). Similar studies have also been conducted on technology-enhanced TBLT in terms of learners' comprehension of listening skills and speaking skills. The integration of task-based learning with technology made the environment livelier and interactive, thus resulting in improved listening and speaking skills. In fact, the study also underscores the need for this technology to provide learners with feedback on their useful listening, which helps them adapt their strategies as they listen.

In addition, researchers have investigated the effectiveness of task-based instruction through the use of online language games in the context of flipped learning (Muntrikaeo and Poonpon, 2022). Their findings revealed that the use of online games in TBLT not only resulted in improvements in learners' listening comprehension but also added fun and motivation to the lessons. Since the games were interactive, they involved the learners in actively listening and gave them instant rewards, which motivated the learners and helped them acquire comprehension skills. Lindahl and Baecher (2016) noted that teacher language awareness should influence the supervisory feedback loop, stating that feedback itself can be a teaching tool that will improve learners' listening comprehension. The observations made in the study indicated that as soon as the teachers appreciated the language barrier that the challenged students complained about, they began offering actionable responses that developed their listening skills. This confirms the inclusion of teacher support in the enhancement of listening comprehension via a task-based approach.

Lindahl and Watkins (2014) also examined how academic language objectives can be used to foster language development and concluded that GSE was useful in keeping learners on track of key listening focus during task-based activities. By providing such objectives, teachers are able to lead students in effective ways of listening and help them improve the language skills that they need in school. In addition, the findings of Ramírez et al. (2020) and others demonstrated that appropriate parental dialogue and education, centered around set goals, can also promote human language development.

Maulana (2021) performed a critical analysis of potential TBLT gains and challenges in Indonesian circumstances, emphasizing that although there is considerable general evidence supporting TBLT for listening comprehension improvement, it is not always effective and may require localization. The research emphasized that TBLT should be adapted to address specific local conditions but noted that with appropriate modifications, TBLT can be effective in improving listening competency in any learning environment.

In general, previous research has provided substantial evidence of the effectiveness of TBLT in improving listening and comprehension proficiency. TBLT also allows learners to work on essential and relevant tasks such as listening without compromising the usual task orientation to work and communicate. By incorporating technology, assigning tasks within a context, and adding reflective elements, the development of these skills

is enhanced, and TBLT becomes more effective and flexible in terms of language teaching.

3.3. Vocabulary acquisition and overall language proficiency

Research carried out by Crabbe (2003) proved that there was a marked increase in the vocabulary knowledge of learners under task-based learning. According to the concept, vocabulary is taught through real-life undertakings involving discussions, problem-solving activities, cooperation, and a focus on tasks encompassing projects. Lume and Hisbullah (2022) noted that TBLT tasks ensured that there were sufficient opportunities for vocabulary practice and extension. Learners who underwent such TBLT-based lessons tended to use more of the newly acquired vocabulary in both spoken and written form, which enhanced their language ability. The implementation of TBLT, which in most cases involves students working with each other and speaking to one another, seems to provide a fruitful context for vocabulary acquisition. The learners were already engaged in meaning-making, in clarifying what was not clear, and in seeking feedback, all of which, in one way or another, supported the processes of learning new vocabulary and retaining it.

Moreover, Liu (2017), as cited by Cho and Johnson (2020), further argued that TBLT had a positive effect on learners' motivation to acquire vocabulary, thereby improving their language skills. Motivation is a very important aspect of second language acquisition, and TBLT focuses on communicative and relevant tasks, which makes vocabulary acquisition more interesting to learners. Thus, when learners encounter new vocabulary within tasks that appear to be real-life situations, there is a greater willingness to spend time and energy, in this case, to learn and use the vocabulary. In this respect, motivation increases so that learners tend to practice more and in a better way, which is crucial for language development.

Akbari (2007) and Cohen et al. (2019) also illustrated how crucial task repetition and learning in context are in helping learners develop their active vocabulary. Emphasis is placed on the fact that prior knowledge of terms emphasized in this form of the typology is necessary for vocabulary acquisition, and TBLT's cyclical task structure exposes learners to target vocabulary. Learning in these contexts relates to the acquisition of vocabulary as connected to certain tasks or topics. This approach enhances the retention of vocabulary, but it also allows learners to integrate the newly acquired vocabulary in and out of context more confidently and accurately (Akbari, 2007; Cohen et al., 2019).

Grabe (2002) reported that TBLT enhances vocabulary acquisition and that learners become more proficient in these tasks through reading integration with other language skills. As such, TBLT's holistic view of vocabulary is important, as it enriches vocabulary teaching by putting it in the context of a variety of language activities. In a study on the role of reflective teaching in vocabulary learning by Ardika et al. (2022), encouraging teachers to reflect upon vocabulary enables learners to conceptualize vocabulary within the context. Teachers can facilitate such reflection on the language and allow the learners to note what aspects of their language or activities need enhancement.

The radical perspective of Dogmes is another second language teaching principle, such as TBLT, with respect to learner plans and emergent languages. Research has shown that vocabulary is not only learned but also constructed in task-based approaches such as TBLT through social interactions rather than taught in a formal setting as dictated by a syllabus. This intrinsic method of vocabulary development goes well with TBLT, whereby the learners acquire a certain vocabulary for the action at hand.

In their study, Noroozi and Taheri (2022) analyzed whether task-based language assessment is compatible with task-based language teaching and the present, practice, produce (PPP) model. The results indicate that, rather than simply aiming to learn vocabulary such as in the PPP approach, where vocabulary is often learned in separation from practice, TBLT offers more effective methods of vocabulary acquisition because of its focus on tasks where such vocabulary is naturally utilized. In implementing TBLT, learners are assessed on tasks that involve using vocabulary that has just been taught, which enhances the vocabulary knowledge and proficiency measures that have been set for assessment by better reflecting the actual use of language as intended.

However, in their study, Panduwangi (2021) emphasized that it is important to focus on vocabulary acquisition, as this is one of the aspects that improve students' speaking skills as a result of implementing TBLT. As the study revealed, TBLT tasks were intended to increase the learners' vocabulary, which actually resulted in more confident and capable speakers of the language with increasing positive speaking potential. This also highlights the nature of vocabulary learning and its role in language learning because one can communicate using the language only once the proper vocabulary is acquired.

Permatasari et al. (2021) analyzed the implementation of TBLT in the Google Classroom platform, stressing the advantages of technology in enhancing vocabulary. They claimed that the new media environment offered extra components and virtual instruments for vocabulary exercises that helped make the TBLT tasks not only more enjoyable but also more available. This use of such technology is valuable in vocabulary learning, as it exposes learners to various forms of learning that develop support for different learning needs.

Similarly, Prasetyaningrum (2018) aimed to enhance the reading skills of agricultural students in TBLT and reported that the development of tasks in TBLT also promoted the mastery of vocabulary. This

study revealed that reading tasks that included vocabulary development tasks were beneficial in helping participants learn terminologies according to their areas. The result of this subject terminology for reading not only enhanced reading comprehension but also prepared the students on how to actually use the language that they had learned.

As reviewed, all the discussed studies corroborate TBLT as a working teaching strategy in terms of two areas, namely, assimilation of vocabulary and general language proficiency. This method encourages language learners to become actively involved in hello functions as well as speech or writing activities in such a way that they appear to have more puzzle-addressing vocabulary, as expected. Working in conjunction with lexical learning and the development of both skills, reflective sourcing, and information technology utilization make TBLT a very effective method for achieving holistic gain in language.

3.4. Contextual factors influencing TBLT's effectiveness

The enhancement of communicative competence via TBLT is affected by several factors that are determined by the nature of the context in which TBLT takes place. Such factors can have an impact on the ideology of TBLT, the way that TBLT is used, and most importantly, the degree to which it is successful in improving language ability. The more complicated these contexts are usually, the less likely TBLT as an educational tool will be able to achieve this ideal.

In Vietnam, the cultural barriers that constrain TBLT have been keenly articulated by Nghia and Quang (2021). Their report indicated that even though TBLT was being embraced, the conventional orientation towards grammar teaching and mechanical repetition of material in Vietnam's educational system created major challenges in the full acceptance of TBLT. The resulting factors with respect to tradition and changes that can be accomplished raise the factor where people are expected to be acquainted with new ways of teaching and learning. Culture can also be a barrier in the sense that most people are set in their ways of doing things, and the use of TBLT may prove to be quite challenging to implement; therefore, care must be taken when introducing it within the context of the local education system.

According to Waluyo (2019), institutional support is a critical factor for TBLT to succeed. He argued in his studies that schools that had adequate resources, such as the provision of training to teachers and giving them access to the right material, were likely to benefit from TBLT interventions. This study demonstrates how institutional infrastructure is fundamental to the implementation of novel teaching approaches. However, even the best TBLT schemes can fail unless there is adequate material and professional development for teachers. In other words, TBLT cannot succeed simply by the adoption of teaching methods alone; rather, it also involves a larger institutional picture within which it is placed.

Such effectiveness of TBLT deterred by technological inadequacy might not be experienced in a setting where the necessary technological infrastructure has been put in place. Fang et al. (2021) reported that mobile-supported TBLT was more acceptable in schools where technology was adopted and the necessary infrastructure was offered. Otherwise, in places where technological inputs were unavailable, TBLT had a weaker effect on communicative competence. This makes it essential to note that technological hardware and software should be available and utilized efficiently in the educational process as integral instruments. With the rapid growth in solutions of this nature, TBLT has become more or less normal enough to function well because of technology; however, such use of technology in TBLT must be planned for and applied continuously.

Stereotypes have a hand in the way in which TBLT is also enjoyed. Akbari (2007) examined the effects of cultural factors in obstructing the application of TBLT in specific situations and reported that certain kinds of cultural values create resistance to such forms of analysis. There are situations where most instructors prefer to take up authoritative roles and most students take the back seat as learners, which is not the case with TBLT, where students are actively involved in the learning process. These sociocultural contradictions could lead to unmet needs concerning TBLT unless active measures are put in place by educators and policymakers to address this gap between the conventional and the progressive. Some of these solutions present another set of challenges, including scaling the cultural hurdles that face the advancement of TBLT on the one hand and extending the scope of commonly used examples in TBLT, and making them more relevant to the culture of the people. Similarly, the organizational aspects of TBLT as an approach to language teaching, including compliance with TBLT tasks with the intended educational outcomes of the curriculum, are also factors that affect the performance of TBLT exercises. As Richards and Rodgers (2001) noted, as long as TBLT tasks fit within the broader picture, the students tend to appreciate the importance of such activities and hence participate actively as learners. On the other hand, disengagement from this type of task often results, which simply undermines the usefulness of the method in question and its implementation. This concentration helps the TBLT approach not only in enhancing communicative competence but also in helping learners realize many other academic outcomes.

Flexibility in the way tasks are designed and the manner by which they are delivered is another important consideration in regard to the action and the clinical reimbursement of TBLT in the specific practice setting." As noted by Prianty et al. (2021), TBLT tasks have to be adjusted relative to the characteristics of the target learners and the learning

and instructional environments for TBLT to be effective. Notably, the TBLT framework is flexible, given that learners may have different levels of proficiency in the language being taught and may have different individual preferences and goals. This flexibility is what enables the implementation of TBLT in different environments, be it a conventional classroom or one that incorporates technology and innovative pedagogical practices.

Hamid (2016) reviewed TBLT policy implementation in Tanzania while commenting on how such policies should be developed. He asserted that the rationalization of a policy that prohibits the dissemination of unapproved instructional materials hampers TBLT adoption. Policies such as in-service teacher development, the provision of necessary teaching materials and resources, and continuous curricular development should be implemented to create conducive conditions for TBLT implementation. This process ensures that TBLT does not remain a theoretical issue but rather a practical concern for educators.

The effects of TBLT can be further enhanced through critical reflective teaching practices. Brookfield (2002) examined the use of critically reflective teaching, which is when the teacher, through TBLT feedback on the performance of the students, keeps changing the TBLT and making it more meaningful. Teachers, as reflective practitioners, are able to appreciate the unique needs of students and adjust TBLT tasks to suit these needs. This methodology not only ensures that TBLT is better embraced but also enhances a more active and participatory learning environment in the classroom. The cognition of the teacher, which is the constellation of beliefs and attitudes about language teachers, is an additional facet that may impact the success of the TBLT approach. Abraham (2015) examined how such cognitive factors dictate the implementation of the TBLT approach by teachers in real classroom teaching practices. Task-based language teaching is achievable with the level of belief in student-centered teaching and competency in task-based methods. Teachers who are doubtful about the approach or who feel underprepared as well may be unable to conduct TBLT in an optimal way. This emphasizes the need for training that not only equips teachers with the requisite skills but also alters the misconceptions they hold about approaches to language teaching.

Crawford and Zhang (2021) underscored the role of institutional policies in the effectiveness of TBLT alongside others. Additionally, they argue that such rigid curriculum designs are insufficient for the effective implementation of TBLT because the required room for its execution is lacking. Prescriptive curricula make it difficult for teachers to introduce the types of tasks that are characteristic of TBLT and are open, with a focus on the learners. This rigidity deprives learners of the opportunities to be creative as well as practical use of the language. Institutions should, however, ensure that there is room for flexibility in the curricula and empower teachers to try TBLT in a way that meets the needs of their specific contexts.

Other factors include classroom microaggressions and the social dynamics present in the classroom, both of which can greatly impact the success of TBLT. Ramjattan (2023) investigated the experiences of international teaching assistants in engineering departments dealing with microaggressions and other aspects of their learning environments. Such social dynamics might inhibit effective learning and communication, especially in multilingual or multicultural classrooms. These factors, however, need to be addressed to create an atmosphere conducive to the successful implementation of TBLT.

Anxiety and level of esteem are some of the psychological factors that affect the implementation of TBLT. Riadil (2020) scrutinized how EFL students encountered nursing-related psychological factors as elements of speaking anxiety when facing inaccurate performance. Such anxiety is mitigated in TBLT by its focus on the language used in pragmatic language and communication. Teachers, however, need to consider these psychological factors and develop activities in a way that incrementally fosters students' self-assurance.

These experts expressed the importance of the areas in which this technique has seen the light while enhancing communicative fluency. Inasmuch as TBLT might be effective in teaching learners not only the language per se but also the emotional and contextual aspects tied to that language, TBLT cannot be universally accepted. Fulfilling the promises of TBLT extends beyond the mere strategies of task design and implementation. There are supportive administrative structures, professional development, and active political will to foster the creation of a learning setup that solves the needs of learners.

4. Discussion

This study's results are consistent with what has been previously reported in terms of determining the efficiency of TBLT. The evidence supports the conclusion that TBLT increases learners' speaking, listening, vocabulary acquisition, and other areas of language competence because of the genuine communicative tasks incorporated in TBLT. Nevertheless, the implementation and success of TBLT are subject to a number of contextual factors, including sociocultural, institutional, and technological factors, alongside student motivation and teacher support and training.

TBLT clearly does indeed improve spoken language production, as noted in the results where speaking skills are given attention. Roleplay and scenarios of real-life communication offer practical contexts for learners to employ the target language, which is vital for the acquisition of communicative competence. This is consistent with the research results of Waluyo (2019) and Lume and Hisbullah (2022), who both stress the need for proper

speaking conditions to advance speaking skills, especially in a foreign language.

Moreover, the positive impacts of TBLT on listening and comprehension skills have also been reported in various studies. The utilization of real dialogues along with interactive activities aids learners in acquiring the competence of active listening and the comprehension of spoken discourse. As highlighted in studies such as those by Lume and Hisbullah (2022) and Fang et al. (2021), mobile devices used in TBLT tasks engage learners more effectively with listening materials, enhancing comprehension skills and making the approach accessible for diverse learning preferences.

TBLT's well-defined tasks are also successful in advanced vocabulary development. For example, in the literature reviewed, including that of Lume and Hisbullah (2022), vocabulary is incorporated within activities since it is an area of importance in communicative tasks. Therefore, such an approach not only improves learners' knowledge of vocabulary but also provides provisions for the development of other language skills. Additionally, the aspects of task repetition and reflective learning, which are addressed by Akbari (2007), enhance the capacity of TBLT to ensure that learners retain and use the language effectively over a prolonged period of time.

Despite this, the effectiveness of TBLT does not come without challenges. As emphasized by Nghia and Quang (2021) and Waluyo (2019), the outcome of TBLT interventions is still dependent on sociocultural and institutional contexts. In many educational environments where traditional teaching approaches—such as rote memorization and grammar-focused methods—are deeply ingrained, TBLT may be met with resistance from both educators and students. As such, adapting TBLT to align with local teaching practices and cultural expectations is essential for its success. In these contexts, learners' expectations about language learning, especially in more conservative settings, may contrast sharply with the student-centered, communicative approach of TBLT.

Furthermore, institutional support plays a significant role. The effective implementation of TBLT often depends on organizational support, such as sufficient teaching resources, professional development for teachers, and a curriculum that allows flexibility. Without this institutional infrastructure, teachers may lack the necessary support to apply TBLT effectively. Adequate teacher training is essential not only for delivering TBLT as intended but also for managing challenges that arise from its application in various contexts.

Technological factors add another layer of complexity to TBLT implementation. While mobile devices and other digital tools can facilitate TBLT tasks, access to such technology is inconsistent across regions. This disparity can limit the accessibility of TBLT in resource-poor areas, where learners may not have the technological means to fully engage with TBLT materials. In these settings, the benefits of technology-enhanced TBLT may not be fully realized, suggesting the need for adaptable, low-tech options that maintain the pedagogical integrity of TBLT.

In summary, even though TBLT is an effective means of achieving communicative competence, it is very much limited by the context of use. The sociocultural background of learners, institutional resources, and access to technology must be considered in the design and implementation of TBLT tasks. Supporters of TBLT in working and educational institutions have also stressed the need for the professional development of English teachers to maximize the potential of TBLT. More emphasis should be placed on elucidating the long-term effects of TBLT on learners and formulating models that are suitable and achievable in developmentally disadvantaged environments.

5. Conclusion

The findings of this study show that TBLT can significantly enhance communication skills across different language areas, including speaking, listening, vocabulary, and overall proficiency. By incorporating real-life communication tasks, TBLT allows students to practice language in meaningful contexts, improving their fluency, accuracy, and confidence. Interactive techniques such as task repetition and reflective learning further support long-term language retention and proficiency. However, several contextual factors, such as social influences, educational resources, and teacher training, may limit the effectiveness of TBLT. In environments where traditional grammar-based teaching methods dominate, implementing TBLT can be challenging, highlighting the need for flexibility in its application. Adequate resources, professional development for teachers, and a supportive learning environment are essential for successful implementation. Overall, while TBLT is increasingly recognized as an effective approach to improving communicative competence, its application should be tailored to specific educational contexts. This allows teachers to maximize its benefits while addressing potential challenges. Future research should focus on adapting TBLT to suit different educational settings and evaluating its effectiveness in language acquisition.

Compliance with ethical standards

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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