| RESEARCH ARTICLE

Exploring the Role of Task-Based Language Teaching in Enhancing Communicative Competence

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| ABSTRACT

This study explores the effectiveness of Task-Based Language Teaching (TBLT) in enhancing learners' communicative competence, particularly in developing fluency, accuracy, and interaction skills. Through a comprehensive review of existing literature, the study identifies key components of TBLT, such as task design, the task cycle, and feedback processes, which contribute to its effectiveness. The research also addresses the challenges faced by educators in implementing TBLT, including task design complexity, resource limitations, and the need for specialized teacher training. The study highlights the positive impact of TBLT on learners' communicative abilities, while also emphasizing the importance of contextual adaptation to overcome implementation barriers. The findings suggest that, despite its challenges, TBLT offers significant benefits for language learning, making it a valuable approach for developing communicative competence in diverse educational settings. Future research is recommended to further explore the long-term effects of TBLT and its application in resource-limited contexts.

1. Introduction
1.1 Background of the Study

Task-Based Language Teaching (TBLT) has become a popular model in the area of language education because it involves learners in meaningful tasks with the intention of enabling them to use language for authentic purposes. From the current strategies of teaching, TBLT differs in the way that it enhances the use of the language with practical situations instead of focusing on procedural lessons like grammar and memorization. This shift from form focused instruction to communication-oriented learning can be justified on the ground of modern theories of education that have as their central tenet's interaction, negotiation of meaning, and contextualized practice in language acquisition (Waluyo, 2019). TBLT is based on the communicative approach of teaching which aims at enabling the learner to use the language appropriately and competently for communication. As TBLT organises lessons around tasks and implements strategies that probe learners to function as professionals, it provides a relevant and learner-autonomous method to language learning. It has been reported that that this method promotes not only bilingual competencies but also cognitive perspectives, analytical ability, creativity, and teamwork which are universally valued in school and workplace (Nghia & Quang, 2021).

1.2 Statement of the Problem

This necessitates the evolution of more teaching methodologies despite the fact that there is still a major deficit in the emergence of communicative competency among the learning practitioners. There are disadvantages with the use of the Grammar-Translation

and Audio-Lingual approaches since students do not acquire relevant skills for use in day-to-day interactions. Consequently, it seems that most learners develop problems in usage of language in real life situations, which in turn prevents them from being competent and confident communicators. This gap is most acute in situations where language education is tightly associated with the acquisition of various forms of language rather than with the application of linguistic means. Students have worse practical skills in applying the knowledge they've received and there is a gap between knowledge gained during the learning process and their practical use in communication (Cutrone & Beh, 2018). To fill this gap, there is a need to change from the traditional teaching techniques to other techniques that foster the development of communicative competence and enable learners to practice language in authentic settings.

1.3 Purpose of the Study

Thus, the goal of this study is to establish the effectiveness of Task Based Language Teaching in the development of communicative competence of the learners. In particular, the scope of the study is to identify how TBLT helps to enhance skills such as fluency, accuracy, and interaction arising from the completion of authentic, scaffolded tasks. Therefore, as the research analyzes the utilisation of TBLT in different learning environments so as to identify its efficiency when employed in enhancing learning outcomes for language acquisition, the research aims at offering a wealth of information about how the approach may be adopted in order to promote the learning of languages effectively.

1.4 Research Questions

This study addresses the following research questions:

1. What impact does Task-Based Language Teaching have on the development of communicative competence among language learners?

2. Which elements of TBLT are most effective in enhancing specific communicative skills such as fluency, accuracy, and interaction?

3. What barriers do educators encounter when integrating TBLT in language teaching, and how can these challenges be addressed?

1.5 Aim and Objectives

Aim: The purpose of this research is to assess the effectiveness of Task-Based Language Teaching for developing communicative ability and to also assess possible challenges and feasible solutions in the course of implementing this method.

1.6 Objectives:

1. To examine the influence of Task-Based Language Teaching on learners' communicative competence in language learning contexts.

2. To identify the key components of TBLT that effectively enhance communicative skills among learners.

3. To explore the challenges faced by educators in implementing TBLT and suggest strategies for overcoming these obstacles.

1.7 Significance of the Study

This study is important since it brings out the crucial contribution of Task-Based Language Teaching in the enhancement of communicative competence among language learners. Given the fact that more emphasis is placed on the need to communicate effectively in the global world hence the need to master the appropriate language, course content and teaching methods, this study could help in designing language teaching. In view of this it is the intention of this study to advocate for the use of TBLT in an educational context where attempts at utilizing conventional methods have not yielded the required communicative results. Moreover, it can help educators understand the nature and ways of identifying and developing linguistically complex tasks that are functional and relevant for learners' needs and, thus, enhance implementation of relevant and interesting educational tasks. Matching with the above findings, this research also focuses on the issues regarding the implementation of TBLT and provides some recommendations for the educations and policymakers to improve the quality of language instructing.

1.8 Scope and Limitations

This research will however avoid conducting any kind of new research or survey and will therefore limit the analysis of the findings that have already been documented in literature on Task-Based Language Teaching and the extent of its effect on communicative

competence. The research is centred on examining the theoretical and applied aspects of TBLT in numerous learning environments, especially where EFL and ESL are taught. However, one major strength that must be noted is that this study is based on compilation of secondary data only, thus some scenarios in the classroom or experiences of the learners may not have been well captured. Furthermore, the study lacks quantitative data, including class observations and other investigatory measures to get an overview of the impact of TBLT. Nonetheless, the present paper presents a systematic analysis of the literature and prepares the ground for other research endeavours that might investigate how TBLT, in practice, can be implemented in different contexts of education.

2. Literature Review

The present chapter provides the state-of-the-art analysis of the literature regarding the Task-Based Language Teaching (TBLT) and effects of the TBLT on communicative competence, highlighting the components of TBLT, issues and challenges associated with the implementation of TBLT and theoretical framework of TBLT. The discussed section is concluded by the analysis of the shortcomings and voids in the current literature.

2.1 Impact of Task-Based Language Teaching on Communicative Competence

Task-Based Language Teaching (TBLT) is one of the most accepted and hailed methodologies in teaching languages with more accentuation on the practical application of the language as a medium of communication. TBLT can be compared and contrasted with traditional approaches where comprehension and use of grammar and vocabulary takes a central stage neglecting the actual communication. In incorporating language use in lessons by presenting them in the form of tasks imitating actual life circumstances, TBLT encourages active use of language by learners improving their language communicative aspect (Waluyo, 2019). Studies have shown and confirmed that indeed TBLT makes a positive impact on the learners' comprehensible output, accuracy, and interaction. For instance, Nghia and Quang (2021) investigate the impact of TBLT in the context of Vietnamese learners and asked teachers to provide examples of how activities implemented throughout the TBLT integrated real-life tasks, the role-play, and problem-solving into the class and whether it contributed to learner's increased confidence and fluency in using English. TBLT makes the students engage with each other, carrying out meaningful negotiations which are essential in the development of communicative competence. Cutrone and Beh (2018) used Japanese EFL learners and pointed out that the TBLT had a positive effect on the students' willingness to communicate. In this way, performing the tasks which provided only real motivation to interact, learners tuned into communicative mode and exercised the language, thus fostering communicative competence in the process. These findings speak to the motivational perspective of TBLT, which enhances learners' language proficiency while at the same time enhancing their confidence in the use of language.

Conceptual Framework of TBLT's Impact on Communicative Competence
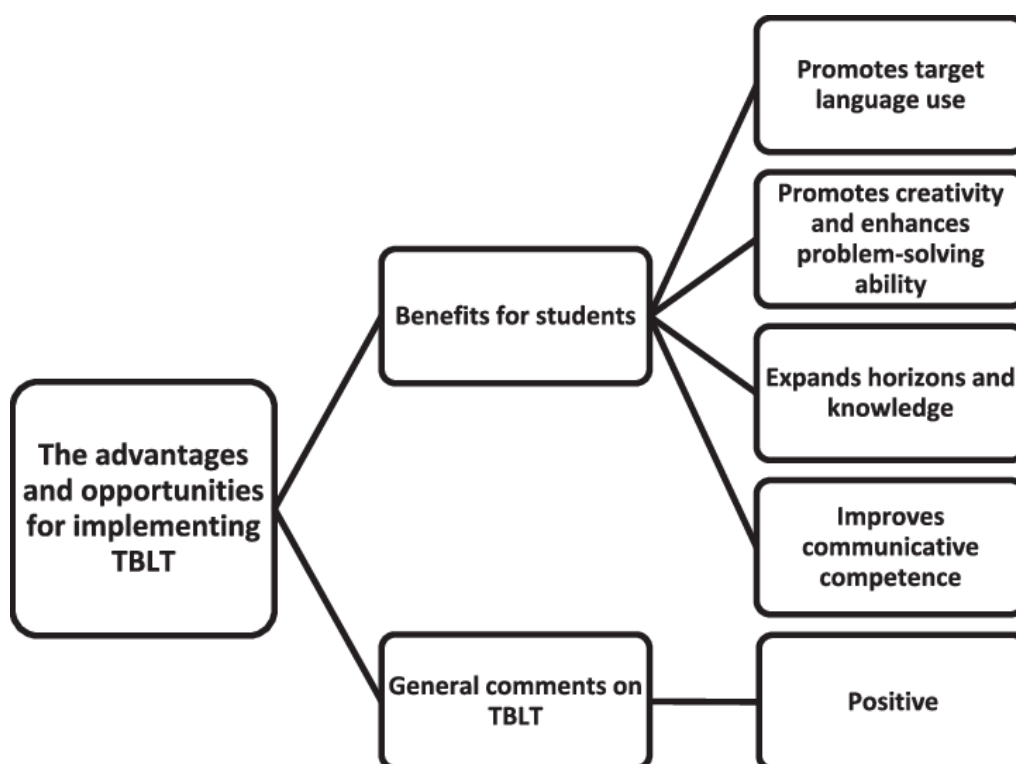
In addition, Belda-Medina (2021) explains that through task-based activities the learner is enabled to apply the regulatory imported Language Pragmatics which are a key sub-semiotic of communicative competence that include turn taking and control of interactions. Such an approach to language acquisition guarantees that the ESOL students are not only learning the patterns of the English language but also how best to apply those patterns in different social contexts. However, TBLT, like any other teaching method, is not without weakness, especially in its application in classes where direct teaching is the order of the day. Teachers that have taught for many years, perhaps using teacher centered pedagogy may find it very difficult to embrace the TBLT which comes with more of a facilitative role than an instructing one. This particular challenge has laid emphasis on the importance of adequate teacher training and professional development in order to provide sustainable espousal of the approach and technique of TBLT.

2.2 Key Components of TBLT and Their Effectiveness

The effectiveness of TBLT lies in its core components: The next areas included were task design, the task cycle as well as the feedback processes that were involved. All of them have their significance for creating opportunities of carrying out the language learning process through activities and self-reflections.

Task Design: Task was the center of TBLT; tasks have to be authentic, motivating and reflect real-life language use. Tasks are typically categorized into three phases: Before the activity, during the activity and after the activity is done. The pre-task phase covers activities that make up the learner's preparation stage and include the following: Introducing the topic and activating the prior knowledge of the learners; Context building. The main task is the essence of the activity where learners communicate to facilitate the achievement of the task goals. Last of all, the post –task phase assists in the generation of feedback, and additional practice (Shashikala, 2018).

This type of work is exemplified in Liu et al. (2021) where the focus is made on the place of task authenticity in TBLT. The realism of assignments, the structure of which closely resembles actual communicative situations, by means of simulations or acting, is more effective in the formation of real communicative abilities because it gives the learners the ability to use the knowledge gained not only in the classroom but in practical real-world situations. These realistic activities are akin to those that are performed in real-life situations, thus coming as close as possible to the real world thus making language exercise meaningful.

Feedback:

The last key ingredient of TBLT that is worth mentioning is feedback. Constructive feedback immediately assists learners to identify their mistakes, correct linguistic errors as well as enhance the performance. Alshenqeeti (2019) noted that feedback during task performance helps the learner to learn how to self-manage and modify their communication processes appropriately in order to use language more appropriately. Not only do learners receive comments on grammatical errors but they are also helped to consider finer points of the way they communicate how to modulate a tone, to state something more clearly or to use different words.

 However, the realisation of TBLT could present some difficulties. The design of such tasks involves a lot of work because there is a need to develop tasks that will be both educational and interesting. Additionally, giving feedback that is steady requires the teacher to be very knowledgeable and time-bound, which might prove hard in large classrooms or where there are limited resources available (Xu & Fan, 2022). It is crucial for dealing with the aforementioned challenges if the benefits of TBLT are to be optimally realized in different educational settings. For more information, Table 1 shows key components of TBLT and their functions.

Table 1: Key Components of TBLT and Their Functions

Component	Function	Impact on Learning
Pre-Task	Activates prior knowledge and introduces the context	Enhances learner readiness and engagement
Main Task	Engages learners in the communicative activity	Promotes language use in real-world contexts
Post-Task	Allows reflection and feedback	Reinforces learning and addresses errors

2.3 Challenges in Implementing TBLT in Language Teaching

While Task-Based Language Teaching is such an excellent approach in teaching languages, its adoption in languages teaching is limited in some ways due to some challenges it presents. The most challenging task is the ability to design formative tasks that will prove appropriate for various learners in classrooms. In this view, it can be argued that appropriate TBLT tasks should take into account the learner's language proficiency, learner interest and the intended use of the language. This is always a highly involving factor among teachers as they are forced to ensure that the tasks that are assigned to learners are both challenging and interesting

(Chen Wang, 2019). Another challenge that can be faced in interaction during TBLT activities is classroom management, particularly, when the number of students is large or the class is heterogeneous, and the teacher has few opportunities to devote individual attention to each learner. Learners should move from an instructor presented as someone who provides a prescribed way of performing a particular course to an expert who assists the learners in navigating the tasks process. The shift to TBLT calls for teachers' professional development and training which may not always be offered (Hasnain & Halder, 2023). However, teachers have to integrate TBLT in the existing frameworks, which tend to be limiting. Time, personnel, and other resources are also students' main concerns in implementing TBLT. However, in low resourced schools, the issue of lack of realia, poor access to technology and space affects the implementation of task-based approach. For example, Bhandari (2020) goes further in arguing that when the teachers lack the support tools like multimedia aids or real-life materials, then TBLT tasks may lose their reality and effectiveness. Large class sizes also become a challenging tool in practicing TBLT since it will be challenging for the teacher to track student progress, offer individual feedback, and manage groups well. This issue is most felt in the large class sizes that are common in public education systems where the class sizes are normally large making it difficult to employ models that encourage interactivity and feedback in the teaching process (Hima et al., 2021). All these challenges may be complex, yet they are manageable. Possible recommendations include lower group sizes, adequate teacher training, and proper provision of resources to help enrich the uptake of TBLT. Future research should therefore centre on how these barriers can be overcome so as to enhance the utility of TBLT in various educational contexts.

2.4 Theoretical Framework

As a classroom approach, TBLC draws from a number of theories based on the belief in the centre of interaction and authentic communication in language development. Among the main theories of TBLT, one of them is the Interaction Hypothesis that states that language learning process proceeds through interaction, particularly when people are working to find meaning of what is being said by another interlocutor. Learners, in the light of this hypothesis, are more likely to learn language best when they participate in meaningful interactions as which involve in comprehending meaning and form of language input and in creating meaning as well as form of language output. TBLT is in agreement with the theory that the design of the lesson fosters interaction by means of providing practice. The practical application of TBLT is based on other theories as well including Vygotsky's Sociocultural Theory. This theory provides emphasis in social interaction, use of support or scaffolding and collaborative learning. TBLT adopts all these elements through the involvement of learners in activity that demands collaboration, use of discussion and problem solving that leads to language development (Vygotsky, 1978). TBLT provides teachers and peers' scaffolding that takes learners to achieve higher levels of performance than they are capable of attaining on their own. TBLT is also supported by the cognitive processing theory which reveals that the acquisition of the second language is boosted by the mere fact that the learner is actively involved in the processing of input and output. TBLT entails learner thinking and decision making as well as language utilization for meaningful tasks, this results in enhanced learning and memory of the second language (Skehan 1998). This utilization in cognition and interaction promotes learners not only language acquisition but also language utilization competence.

2.5 Literature Gap

As evident from the previous literature, Task-Based Language Teaching has received much attention in the studies however the following research areas are still void of considerable literature: Despite that the aforesaid studies mainly aimed at reporting the effectiveness and benefits of TBLT in learning process, inadequate attention is paid to the pragmatic difficulties teachers are confronted with, including lack of resources, large class size and the necessity of the specific training (Shashikala, 2018). Furthermore, most rescarch focuses on TBLT software in general second language acquisition classroom scenarios, not that of professional or vocational subject. This gap calls for more studies exploring the ways in which TBLT can be implemented and used in various subject fields and with reference to learners' requirements to have a richer understanding of its prospects. Another weakness, which is closely related to the above-mentioned, is the lack of longitudinal investigations that evaluate the BMI's of TBLT concerning the acquisition of communicative competence. The positive effects of TBLT are reported most often on the short-term basis, however, long-term impact of TBLT on language development and communicative abilities remains rather unspecified. Filling these gaps will help to extend knowledge of how TBLT may be improved or altered for language learning needs of learners across the world.

3. Research Methodology

The following is a list of the research methodology adopted in conducting this study; This study is secondary qualitative research. The strategy entails review of literature, studies, literature and data on Task Based Language Teaching (TBLT) and its effectiveness in creating communicative competence. Basically, the methodology will entail synthesizing and evaluating previous work in order to offer a complete overview of the implications of TBLT in language learning. The parts of the method are research method, source of data, techniques of data analysis, issues of ethics, and the strengths and limitations.

3.1 Research Design

The methodology used in this study is review and analysis of literature on TBLT and it falls under the type of research known as secondary qualitative analysis. This approach can be used given the nature of the research questions; development of communicative competence, description of the components of TBLT, and the issues in its implementation. There are a number of strengths associated with the conduct of secondary qualitative research which includes the present study embraced secondary research by utilising qualitative analysis from empirical papers from scholarly journals, books, and conference papers. This is well illustrated by the design especially since generating trends, patterns and even gaps in the literature is key to understanding the current state of research in TBLT. It enhances the opportunity of the researcher to collect different information on the matter by giving them a broader perspective. This approach of using existing studies also helps in critical evaluation of multiple points of views and escalates the reliability and credibility of the result (Shashikala, 2018).

3.2 Data Collection Methods

Information utilised in this research was obtained through the analysis of secondary research information sources. Google Scholar, JSTOR, Scopus and Web of Science were the primary databases which help in getting a wide range of literature search possible. The keywords adopted in the search process include 'Task-Based Language Teaching,' 'communicative competence,' language learning,' 'TBLT challenges. Data collection sources and search terms are illustrated in Table 2.

Table 2: Data Collection Sources and Search Terms

Database	Search Terms	Purpose
Google Scholar	Task-Based Language Teaching, TBLT impact	Broad search for relevant academic articles
JSTOR	Communicative Competence, TBLT effectiveness	Access historical and contemporary studies
Scopus	TBLT challenges, language teaching	Identify high-impact research
Web of Science	Task-based approach, secondary research	Comprehensive literature exploration

To draw the selection of the studies, the inclusion criteria were as follows: The study only included articles published in academic journals, book chapters, and conference papers in English during the period of 2010 to 2024 and considered only the scholarly peer-reviewed ones. These were the more studies that were selected for review if focused on TBLT and learners' communicative competence in different educational contexts. Such sources were excluded from the analysis because they were not peer-reviewed, the research findings concerned other approaches to TEL, and the articles' purposes were not primarily connected with using communicative goals and outcomes.

3.3 Data Analysis Procedures

In the data analysis process, the researcher employed the thematic analysis approach since it is ideal in identifying the themes or patterns in the collected data. Thematic analysis is therefore a convenient and rigorous process that enables the analysis of the data that illustrates TBLT impact on communiative competence as well as factors that determine effectiveness of TBLT. The first step toward the analysis of the selected literature was to read through them in order to get an idea of the findings and methods employed in each. This first skim-out allowed to define key reflective areas common to many articles, including TBLT and second language writing fluency, the notion of task realism, and issues related to task creation and feedback. These themes were then quantised and sorted for the purpose of the study and its research questions and objectives into relevant categories. Table 3 explains the key themes identified in the literature.

Table 3: Key Themes Identified in the Literature

Theme	Description	Examples from Literature
Impact on Communicative Skills	Examines how TBLT enhances fluency, accuracy, and interaction	Nghia & Quang (2021), Cutrone & Beh (2018)
Task Design and Authenticity	Focuses on the role of task design in TBLT effectiveness	Shashikala (2018), Liu et al. (2021)
Implementation Challenges	Highlights barriers to TBLT implementation, including teacher training and resources	Hasnain & Halder (2023), Xu & Fan (2022)

After applying the coding system in categorising the data, for each of the themes identified, the relationships between the communication, organisation and delivery of TBLT to the learners was also looked at. For instance, the analysis examined a direct

relationship between task authenticity and communicative competence as well as the effects of feedback mechanisms on language outcomes. The accumulation of all these points offered an understanding of what TBLT research is at the current stage of its development, with regard to the general trends and local discordance.

3.4 Ethical Considerations

As the study was of a secondary nature, ethical issues at stake were mostly related to the credibility of the data collected. The study complied with the ethical considerations in the following ways: first, the study gave credit to all the works used by citing them appropriately; second, the study did not engage in any form of plagiarisms; third, the study assessed the reliability of the literatures reviewed critically. The collection of the data was done through a process of literature review of academic material that was available to the public and thus no information was used without prior consent. Also, the approach used in the analysis was considered objective, and considerable efforts were made so as to avoid any inaccurate representation of the intensions of the original authors. This approach made sure that through the process of integration and analysis of the articles, the synthesised research has not deviated very much from the original studies, and hence capturing the true state of literature and its related research.

3.5 Limitations

Although secondary qualitative research is helpful, it has a number of drawbacks that are inherent in the approach. The study utilises only secondary data and so the conclusions derived are a function of the quality and breadth of the reviewed studies. The lack of primary data collection that entails interviews and observations hampers the investigation of current trends relating to dynamics in TBLT classrooms and the learner's experience, therefore. Also, the literature available may also reflect publication bias, due to the fact that studies that contain positive evidence are more likely to be published than those displaying negative and / or zero findings (Alshenqeeti, 2019). The social desirability of TBLT means that such a bias could impact an overall evaluation of the efficiency of the intervention hence lending a voice to patients as well as applying methods that capture different dimensions of the problem in future research. One limitation is the use of English language articles whereby suitable research in other languages may not be captured particularly in Asian countries where TBLT is most widely practiced. This may reduce the transferability of the results to other societies or nations across the globe. However, from the above-mentioned limitations, it can be argued that the secondary qualitative approach is a rich source of synthesis of literature that gives valuable insights of existing research on TBLT to improve the communicative competence of learners. Consequently, the findings of this study can be used as the basis for more empirical research, which can contribute to the fine-tuning and development of TBLT in various educational contexts. For more details, see (Table 4) that illustrates the inclusion and exclusion criteria for literature review.

Table 4: Inclusion and Exclusion Criteria for Literature Review

Criteria	Inclusion	Exclusion
Publication Type	Peer-reviewed journal articles, book chapters, and conference papers	Non-peer-reviewed articles, opinion pieces, and editorials
Language	Studies published in English	Studies published in languages other than English
Publication Date	Studies published between 2010 and 2024	Studies published before 2010
Focus of Study	Research specifically addressing Task-Based Language Teaching (TBLT) and its impact on communicative competence	Studies focusing on other teaching methods without clear relevance to TBLT
Study Context	Studies conducted in EFL (English as a Foreign Language) and ESL (English as a Second Language) contexts	Studies unrelated to language learning or non-communicative aspects
Research Quality	Methodologically sound studies with clear objectives and results	Studies with unclear methods, biased perspectives, or inconclusive findings

4. Data Analysis/Discussions

This section provides the synthesis of the secondary qualitative research based on the literature concerning TBLT and communicative competence. The conversation will relate the above findings to the research questions, present a comparison with prior studies, and uncover possible application in teaching language.

4.1 Presentation of Findings

A synthesis of the reviewed literature produced the following conclusions and findings on the effectiveness of TBLT in the development of communicative competence. The findings are organized into themes that reflect the main areas of impact: the

improvement in communicative abilities, the place of task creation and the difficulties encountered in the TBLT. Table 5 explains the summary of key findings from literature.

Table 5:Summary of Key Findings from Literature

Finding	Description	Sources
Enhancement of Communicative Skills	TBLT improves fluency, accuracy, and interaction.	Nghia & Quang (2021); Cutrone & Beh (2018)
Importance of Task Design	Authentic, contextually relevant tasks enhance learning outcomes.	Liu et al. (2021); Shashikala (2018)
Implementation Challenges	Barriers include task design complexity, lack of resources, and feedback management.	Xu & Fan (2022); Hasnain & Halder (2023)

Enhancement of Communicative Skills: In this study the results showed that TBLT has significant positive effects on learners' communicative competence which includes fluency, interaction and accuracy. Nghia and Quang (2021) and Cutrone and Beh (2018) pointed out that when learners are in task-based activities, the confidence and competence with which they used English to communicate were higher. Such tasks, which sometimes include role-plays, simulations and collaborative problem solving, offer the learner an actualistic way of using the foreign language in situations which are realistic in nature. The improvements in the communicative focus of TBLT are also expressed in the matter of the active involvement of learners. Waluyo (2019), for instance, established that students who received instructions in TBLT tended to be more willing to engage in discussions, make questions and share ideas as contrasted to other students who received instruction in traditional setting. This enhancement of willingness to communicate is important for communicative competence since it fosters the articulation of the language in real contexts to negotitate meanings and interact with others.

Role of Task Design: The design of task is one of the elements that are central to the possibility of TBLT to work. The analysis indicated that the use of contextually relevant, authentic and need-based tasks was the most effective in the development of learner's communicative abilities. According to Liu et al. (2021), the concepts of task authenticity should be highlighted since the tasks that involve activities mirroring real communication processes enable learners to transfer their language experience gained in class to practical life contexts. Similarly, Shashikala (2018) pointed out that discussion in the form of role play and group discussion were especially beneficial in enhancing interaction as well as collaborative learning.

Challenges in Implementing TBLT: I must say, however, that there are a number of challenges that TBLT faces in implementation. The literature shows that how and what teachers teach is an issue in designing tasks that would be both motivating and content valid continue to give feedback during the execution of the tasks may be time consuming (Xu & Fan, 2022). Hasnain and Halder (2023) have also pointed out that many educational settings are characterised by shortage of resources, increased class sizes, and inadequate training for teachers which add to the challenges of implementation of TBLT. These challenges can act as a hindrance to the achievement of TBLT especially in classes which are less equipped or are generally arranged in the traditional manner.

4.2 Interpretation of Results

Taking into account the findings from the literature, it can be noted that there is a clear emphasis of the importance of Task-Based Language Teaching (TBLT) in developing the communicative language skills of learners. TBLT focuses on actual communication and task completion, and that is in line with the concept of communicative language teaching that promotes practical use of language over memorization. This way, TBLT enables the learners to practice his or her communicative skills in a meaningful context making language learning relevant and beneficial (Waluyo, 2019). Perhaps, one of the most important findings of TBLT revealed by the literature is learner motivation. It demonstrates how TBLT differs from conventional teaching approaches whereby most language tuition activities include sentences structures and rehearsals drills. Such an approach provides engagement and use of multiple language skills in learning which makes learners more willing to communicate, rather than listening and noting down what is taught (Cutrone & Beh, 2018).

According to the study done by Cutrone and Beh (2018) students who took part in TBLT, reported higher self-confidence and proactivity of English used both in and out of classroom. The identification of the task-based approach was useful in minimising language anxiety, an inhibitor to the engagement of the learner in language learning because it created a safe environment for practice. This willingness to communicate is important to language learning as it prompts the students to produce language and to listen to the feedback given as well as interact with other learners. Other areas of concern pinpointed by the literature, therefore, include the use of authentic and designed tasks to optimise TBLT. Because authentic tasks reflect situations which learners are likely to encounter in real-life interactions, not only is learning made more relevant, but the portability of the language skills is also

brought into a sharper focus. For example, Liu et al. (2021) established that Mnemonic Instructions elaborated with simulations, role-plays and problems solving activities most effective in filling gap of transfer between classroom learning and use of language. These tasks allow learners to participate in diverse forms of talk and problem solving with regards to how meaning is achieved, how a conversation is structured, and how language is used. Figure 1 illustrates the impact of authentic tasks on communicative competence.

Figure 1: Impact of Authentic Tasks on Communicative Competence
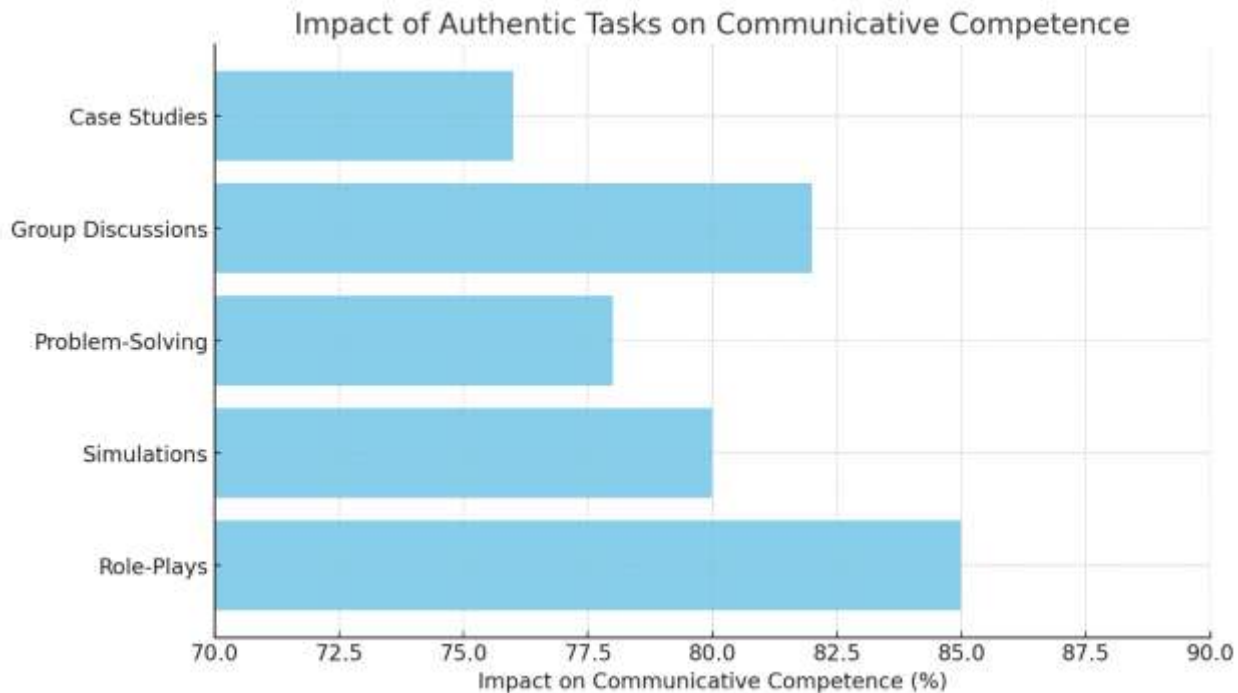
Another strong aspect of TBLT lies in its potential of serving as the link between language as learnt in class and language as used in practice. By encouraging learners to perform tasks that emulate actual communication scenarios, TBLT assists learners to deal with any communication type more efficiently. This is especially true in the contemporary interconnected world where the language learners are expected to apply the obtained knowledge of language in multiple domains of social, academic and working life (Nghia & Quang, 2021). TBLT is found to foster both linguistic and pragmatic knowledge since it emphasizes real-life use of language and thus learners can both talk and write appropriately in diverse situations. Nevertheless, the study also shows that there are several constraints that may act as barriers to the effective use of TBLT. Based on literature review, the following were pointed out as the main challenges: lack of resources, big class sizes, and the requirement of teacher training for teaching talented students. For instance, creating real-world activities is a time-consuming and labour-intensive process that demands a great deal of initiative from teachers coupled with resources. Another important factor that determines TBLT is the need for specialised training. Teachers should be ready to acquire skills and knowledge on how to come up with a number of interesting tasks and ways of learning as well as timely feedback. The nature of the workplace can be described through works including Hasnain and Halder (2023) where they explain how lack of training affects the teacher negativities that mark effectively completed tasks and less student attentiveness. Failure to provide sufficient support could mean that the educators themselves could be overwhelmed with the process of effectively executing TBLT as well as making sure that students are attaining satisfactory results that are in line with the common goal of teaching and learning. Further, availability of resources is a very important factor that limits the applicability of TBLT in some educational contexts. In low-resource schools, which do not have adequate and up-to-date teaching and learning resources, it becomes challenging to design the real, stimulating ITS- technology based instructional environment that is the heart of TBLT (Bhandari, 2020). Growth in the number of students also makes it even harder in terms of task accomplishment since the teacher is unable to closely supervise the students or give feedback to individual students during the task-based undertakings. Such issues indicate the importance of the effective model of TBLT implementation, which is sensitive to context and other conditions prevailing in the learning-teaching process. For example, teachers may be required to make revisions to assignments to ensure that they fall with certain existing frameworks or devise new strategies of providing feedback which may include peer reviews or maybe online platforms. The study indicates that TBLT should be implemented in a way that is adaptable and meets the unfixed needs of the learners through educators being prepared to change their ways of teaching based on the learners' abilities.

4.3 Comparison with Existing Literature

The findings of this study tally with current research on TBLT, where communicative competence improvement is by far one of the most often described advantages of the approach. TBLT has been documented to enhance active learning, learners' participation and effective communication in previous studies. For example, the study resonates with the studies by Waluyo (2019) who established that TBLT improves students' interaction and participation in compared to traditional teaching approaches. Yet, there are also many contradictions in the studies concerning TBLT's effects on certain aspects of the second language communicative competency. As with any teaching method, some of the works – for example, Nghia and Quang (2021) show that TBLT boosts fluency and interaction; while others point at issues that may arise with the level of difficulty and feedback. Alshenqeeti (2019) also stated that the effectiveness of TBLT in improving learner's communicative competence depends on the quality of the task design, this apart from the capacity of the teacher to provide feedback that is timely and constructive. Moreover, the literature shows different opinions regarding the applicability of TBLT: more precisely, TBLT can be effective also in contexts with limited resources. In the large unfunded classrooms, application of TBLT has been a challenge although it has been effective in well-endowed schools. This implies that as much as TBLT has been shown to provide major teaching/Instructional advantages then the application of TBLT is not guaranteed to be effective in delivering the expected results since its implementation has to be contextualized based on the existing circumstances in a country or region.

4.4 Implications for Language Teaching

Therefore, in view of the above findings, this paper can be useful to teachers and curriculum implementers in the area of languages with the aim of promoting effective and efficient learner communicative abilities. All in all, the available data indicate the potential of TBLT as an effective means of language instruction if used with adequate consideration for a number of essential requirements and recommendations.

Implications for Educators: Teachers should embrace the use of TBLT in their classrooms as a way of enhancing communicative practices in their students. The nature of the tasks ensures that the learners use language for meaningful purposes thus facilitating both the acquisition of language form and language use. But, again, as it has been mentioned, such an implementation comes with a need to plan, and it implies learning facilitators' ability to work through the tasks with learners by trying to fit the tasks into the learners. Teachers are recommended to be equipped with knowledge of TBLT methodologies to enable them to set tasks and equally to cope with the dynamism of the task-based tasks.

Implications for Curriculum Designers: The implications of the present study are therefore significant for curriculum designers were contextually realistic tasks form part of vocabulary curricula. It is essential to develop curricula that do not focus primarily on memorization as this will assist the learners to fit in the communicative competence needed when interacting with society. Further, curriculum designers should take into consideration the main issues outlined in the literature including the issue of feedback and resources and integrate these challenges in the process of curriculum development (Liu et al., 2021).

Implications for Policy Makers: There is the need for policymakers to promote the use of TBLT by offering funding, staff development as well as other resources. Since the implementation of TBLT comes with a list of challenges especially where there are limited resources, the following polices could work; provision of funds for learning resources, provision of equipment in the teaching learning process especially for task-based learning and policy that seeks to ensure that class size is reduced to enhance feedback.

Thus, in the context of the present analysis, it can convincingly be stated that TBLT is a valid approach with regard to the development of the communicative competence of learners. All in all, the specifics of TBLT are valuable and despite difficulties encountered especially with the implementation of the method, the advantages still outweigh the disadvantages. With these challenges in mind, it is possible to specify the methods of related support and training for educators and creators of curricula so that, relying on TBLT, they will be able to achieve a higher result in language instruction and foster students' successful communication across various settings.

5. Conclusion

5.1 Summary of Key Findings

Specifically, this study aimed at establishing the benefits of using TBLT in developing communicative competence among language learners, the value of the approach, the important features in the design of tasks and the difficulties learners experience in the process of applying this approach. The review of the literature was reiterated to show that TBLT boosted speaking fluency, interaction and accuracy by placing the learner in natural use of the language. The research work done by Nghia and Quang (2021), Cutrone and Beh (2018), has seen that the students who are engaged in task-based activities are more self-confident and effective

in using the language as the tasks are real-life based. The study also revealed that the aspect of task design was also relevant in TBLT. Tasks that are natural and realistic within a given context were identified to be especially communicative since the students get to practice communicative skills on actual situations (Liu et al., 2021). In any case, implementation of TBLT requires carefully selected and designed tasks that are meaningful and can facilitate the learning process properly; it depends on the context and learners' needs for particular tasks. TBLT has numerous advantages, yet its application is not free from difficulties: task design is intricate; numerous resource constraints exist; constant feedback is required. According to Xu and Fan (2022) pointed out that the problem of teacher education is to achieve the dual goals of task-based teaching and other practical requirements of classroom. Also, poor and inadequate training or support for specialised teacher education was established to be an important factor determining the effective implementation of TBLT especially in developing contexts (Hasnain & Halder, 2023). These challenges highlight the fact that the more contextual factors are well considered the better the chances of TBLT across different learning environments.

5.2 Contributions to the Field

This paper makes a useful research contribution to language teaching by presenting a qualitative synthesis of how TBLT influences communicative competence, while at the same time outlining its vital application to teachers, and curriculum developers. Thus, summarizing the findings of different studies, the research strengthens the importance of stressing TBLT as a progressive and efficient approach to the fulfillment of the principles of a communicative language teaching that, in turn, rejects the memorizing approach, widespread in traditional education. By focusing on the intentional structure of the tasks as a means to encourage the transition from classroom language to real language use, the study provides a logical argument of why TBLT should be included into language curricula. In addition, this study contributes to the body of knowledge by finding out the major difficulties experienced with implementing TBLT while offering a roadmap on how to tackle them. Thus, it is possible to note that the analysis made of the implementation challenges, which include such aspects as the task complexity and feedback management, can be helpful for educators who try to implement TBLT in practice. In this way, the emphasis on the specific facets of TBLT implementation aids in connection between theory and practice, and, thus, the results of the study are highly valuable for teachers as well as curriculum developers. The present research also extends the knowledge of communicative competence since it explains how task-based practices support other relevant skills apart from grammatical correctness. These goal postures correlate with the Communicative Language Teaching that acts as the backbone of the task-based learning and makes 'interaction' as one of its central tenets, where the students are equipped to fit in socially and professionally complex scenarios without much difficulty.

5.3 Recommendations for Future Research

Thus, there are several directions for the further development of the work which will expand and complement the results obtained in this study: There are, however, some areas that may be investigated in further studies regarding TBLT; one of which is the broader empirical influence of TBLT on the learner's communicative competence specifically the extent and permanency of the impact. : Longitudinal studies would offer other insights of TBLT on development of the learners' communicative competence within a given period in different practical contexts. Further, there is more work to be done in studying the effect of TBLT for different learner characteristics such as age, proficiency level and culture. Knowledge of how TBLT impacts learners varies according to the group implies that if the educators design their tasks and employ their instructional methods to fit the learners' needs, they will achieve improved results. For instance, an understanding of how the young learner's approach TBLT as compared to the adult learners could offer clues on how best to engage the young learners in the tasks. Future studies should also extend to the applicability of TBLT in contexts where resources are scarce, especially large classes where personal feedback is often very limited. Research that investigates how TBLT can be applied in a range of contexts such as schools that lack adequate resources or schools that are located in the rural areas would be of immense value. It could examine other relevant feedback systems like peer feedback or use of Information and Communication Technology that might be relevant when implementing TBLT in the conditions of the shortage of available traditional resources (Bhandari, 2020). Also lacking are experimental investigations that evaluate the effectiveness of teachers training in the successful application of TBLT. Researching the details of the knowledge and competencies required by teachers in order to design and implement task-based learning adequately would help in developing practical recommendations for educators' preparation. It may be noted that similar research could help in establishing specific training programs that enable teachers with the appropriate strategies to deal with the learning difficulties studied in this paper (Hasnain & Halder, 2023). even though TBLT holds a lot of potential as a key to the development of learners' communicative competence, the line of research needs to be expanded to tackle the difficulties and fine-tune the effectiveness of the approach in a wide range of learning settings. In the future, future research can support the development of TBLT and enable more fruitful use of task-based approach for learners of different levels.

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