

**EXPLORING STUDENTS' PERCEPTIONS OF TASK-BASED LANGUAGE
TEACHING IN LARGE ESL CLASSROOMS AND ITS INFLUENCE ON
COMMUNICATIVE CONFIDENCE**

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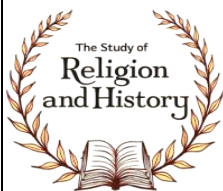
Abstract

The transition from traditional form-focused instruction to communicative language teaching has significantly reshaped English language pedagogy. Within this shift, Task-Based Language Teaching (TBLT) has emerged as an important instructional approach that promotes meaningful interaction through real-life communicative tasks. Despite its growing importance, the implementation of communicative approaches in large ESL classrooms remains difficult because overcrowded settings often limit learner participation and reduce communicative confidence. This study explores students' perceptions of Task-Based Language Teaching and investigates its impact on communicative confidence among learners in large ESL classrooms. A quantitative cross-sectional survey design was adopted for the research. The study population comprised 100 ADP students enrolled at Government Graduate College (W), Fort Abbas, from which 35 participants were selected through convenience sampling. Data were gathered using a structured Likert-scale questionnaire designed to examine attitudes toward task-based learning and levels of communicative confidence. The collected data were analyzed in SPSS through descriptive statistics, correlation, and regression analysis. The findings indicated that students held positive perceptions of task-based learning activities. Interactive and collaborative tasks were found to encourage greater classroom participation, lower speaking anxiety, and strengthen learners' willingness to communicate in English. The study concludes that TBLT is an effective pedagogical approach for enhancing communicative confidence in large ESL classrooms and highlights the importance of incorporating interaction-oriented methodologies into higher education ESL instruction.

Keywords: Task Based Language Teaching, Communicative Confidence, ESL Learning, Student Perceptions, Large Classrooms

1. Introduction

English language education has progressively evolved from structural mastery toward communicative functionality. Earlier pedagogical models such as Grammar Translation Method and Audio-Lingual Method emphasized accuracy, memorization, and teacher authority. While these approaches improved grammatical knowledge, they often failed to



prepare learners for authentic communication. Modern language pedagogy prioritizes communicative competence the ability to use language appropriately across social and academic contexts. Learners today must negotiate meaning, express opinions, and participate confidently in interactional exchanges. Task-Based Language Teaching represents a pedagogical response to these communicative demands. Rather than treating language as an abstract system, TBLT situates learning within purposeful tasks that replicate real-world communication. Students engage in problem solving, role plays, information-gap activities, and collaborative projects that require meaningful language use.

Despite theoretical support, implementing communicative teaching becomes complex in large classrooms common within Pakistani public-sector institutions. High student numbers produce several pedagogical constraints:

- limited speaking opportunities
- teacher-centered instruction
- reduced individualized feedback
- increased communication anxiety

Consequently, students often develop passive learning identities. They understand grammatical structures yet hesitate to speak English publicly. Communicative confidence refers to learners' psychological readiness to engage in communication without excessive fear or hesitation. Confidence influences willingness to communicate, risk-taking behavior, and participation frequency. Research suggests that confidence is not solely linguistic but also affective, shaped by classroom interaction patterns and teaching methodology.

1.1 Theoretical Framework

The study is grounded in interactionist perspectives of second language acquisition, which propose that language learning occurs through social interaction and negotiation of meaning. Tasks promote learner engagement, collaborative problem solving, and authentic communication all contributing to confidence development. International studies demonstrate that TBLT enhances fluency, motivation, and learner autonomy. Universities worldwide increasingly adopt task-based curricula to support communicative competence. In Pakistan, English functions as an academic and professional lingua franca. However, many students in traditional classrooms lack communicative confidence despite years of English instruction. Large classroom environments further intensify this challenge.

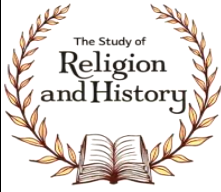
Existing research predominantly examines linguistic outcomes of TBLT rather than psychological outcomes such as communicative confidence, particularly within large female public college settings. This study addresses that gap by linking pedagogy, perception, and learner psychology.

1.2 Research Objectives

- 1) To investigate students' perceptions regarding Task-Based Language Teaching (TBLT).
- 2) To examine the influence of Task-Based Language Teaching (TBLT) on students' communicative confidence.
- 3) To identify which task types most effectively enhance students' communicative confidence

1.3 Research Questions

- 1) What perceptions do students hold regarding task-based language teaching among ESL learners?
- 2) How does TBLT influence communicative confidence among ESL learners?



3) Which task types most effectively enhance confidence among ESL learners?

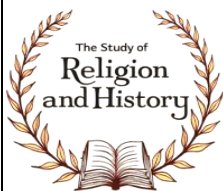
2. Literature Review

2.1 Review of the imperical Studies

Hismanoglu & Hismanoglu (2011) provide a comprehensive background on TBLT, positioning it as a powerful approach for maximizing language learning by fostering real language use through process-focused syllabi. They emphasize that TBLT aligns with a learner-centered philosophy and centers on content-oriented meaningful activities rather than isolated linguistic forms. The authors highlight three major characteristics relevant to classroom practice: TBLT is comprised of specific goals and outcomes, it supports content-oriented activities, and it facilitates a developmental process where learners master the target language more effectively when exposed to meaningful tasks. However, they also acknowledge significant challenges, such as the high level of teacher creativity required, the potential for student resistance, and the risk of learners prioritizing fluency over accuracy. In his seminal work, David Nunan (2004) defines the pedagogical task as a core element in syllabus design and classroom instruction, distinguishing between "real-world" target tasks and those designed specifically for the classroom. Nunan argues that TBLT strengthens principles such as needs-based content selection, authentic interaction, and the linking of classroom learning to outside language use. He sets TBLT within a broader framework of experiential learning, asserting that intellectual growth occurs when learners engage in and reflect on sequences of tasks, effectively "learning by doing". His model emphasizes the shift from synthetic syllabi, which teach language parts step-by-step, to analytic syllabi, which present holistic "chunks" of language for learners to process.

Mao (2012) explores the application of TBLT specifically within the English reading classroom in China, advocating for a shift away from traditional, teacher-centered methods that focus primarily on grammatical rules. Mao defines the reading task as an activity that involves learners in comprehending, manipulating, and producing language with a clear communicative goal. The research highlights that TBLT makes reading an active process, utilizing stages—pre-reading, while-reading, and post-reading to activate background knowledge and train specific skills like scanning and skimming. Mao concludes that while traditional methods can be "deadly dull," the task-based classroom is stimulating and motivating, allowing learners to internalize linguistic competence through the authentic use of real-life situations. Bhandari (2020) examines TBLT as a current EFL approach in Nepal, noting that while teachers hold positive attitudes toward the method, they often lack awareness of specific implementation techniques. Bhandari underscores that TBLT moves beyond teacher-centered drills to place the learner at the center of planning, teaching, and evaluation. The study identifies the teacher's role as an advisor and facilitator who must select tasks based on student age and interest. Key findings suggest that TBLT is particularly effective in small classes where teachers can monitor activities frequently, and that modern implementation requires instructors to integrate Information and Communication Technologies (ICTs) effectively.

Lin Li (2023) provides an overview of TBLT as an evolution of Communicative Language Teaching (CLT), emphasizing the "doing things with language" philosophy. Li discusses three modes of TBLT: structure-based, which focuses on electronic language forms; communicative-driven, which stresses authenticity; and the intermediate position, which balances naturalness with the practice of language forms to increase interlanguage development. The author notes that TBLT encourages active participation and cooperation, helping students adjust their

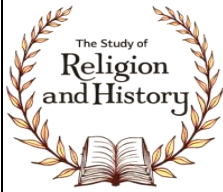


strategies to advance real-world language application. Despite its advantages in promoting independent thinking, Li cautions that teachers in China must not blindly imitate Western models but should instead adapt the essence of TBLT to fit their unique local environments. Douglas & Kim (2014) investigate the prevalence and perception of TBLT within the Canadian English for Academic Purposes (EAP) context, finding that 86% of instructors surveyed viewed the approach as suitable for EAP. The study identifies presentations, essays, and interviews as the most common successful tasks employed, noting their practicality in preparing students for future university-level academic requirements. Benefits reported by practitioners include increased learner-centeredness and effectiveness in skill retention. Conversely, the study highlights major drawbacks such as mismatched student expectations, excessive preparation time for instructors, and a general ambiguity regarding what constitutes a "task" in a specialized academic setting.

Rod Ellis discusses the specific methodology and lesson design of task-based instruction, arguing for a structured framework consisting of pre-task, during-task, and post-task phases. Ellis highlights the importance of strategic planning in the pre-task phase, which allows students to consider the forms they will need to execute a task, thereby increasing the complexity and accuracy of their output. He also explores the distinction between "focus on form" (addressing linguistic elements as they arise incidentally during communication) and "focus on forms" (pre-planned grammar study), noting that TBLT is flexible enough to accommodate both. Ultimately, Ellis asserts that teachers must ensure an appropriate level of task difficulty and encourage students to take linguistic risks to "stretch" their interlanguage resources. Lin (2020) analyzes the relationship between TBLT and CLT, characterizing TBLT as a refined realization of CLT at the level of syllabus design. Lin argues that while both approaches share the goal of communicative competence, TBLT provides a more diverse environment for interaction and addresses some of the theoretical shortcomings of traditional CLT. The research notes that TBLT is particularly effective for adult learners due to their strong motivation and ability to handle the complex instructions required for a "task-cycle". However, Lin points out practical barriers in the Chinese context, such as large class sizes that make monitoring difficult and the tendency for students to revert to their native language during peer discussions.

Xiang and Li (2021) explore the complex dynamics of adapting TBLT within the Chinese educational landscape, contrasting its communicative goals with traditional, exam-oriented pedagogy. They define a "task" as a meaning-centered work plan that integrates all four language skills while mirroring real-world communication to foster cognitive development. The authors identify significant advantages, including increased student motivation and the provision of authentic language input that allows for implicit correction without interrupting conversation flow. However, the study also highlights critical drawbacks such as "language minimization," where students may prioritize fluency over accuracy using non-verbal cues, and the difficulty of assessment in a system dominated by the Gaokao (college entrance exam). Ultimately, Ji and Li argue for a hybridized approach, suggesting that teachers must creatively combine TBLT with conventional techniques like Present-Practice-Produce (PPP) to satisfy both communicative needs and institutional requirements.

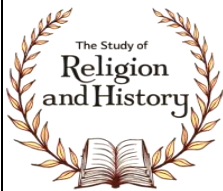
Akam et.al. (2025) investigate the efficacy of TBLT through a quantitative study of EFL students in Iraqi Kurdistan, providing empirical evidence of its positive impact on learner perceptions and proficiency. Their research underscores a paradigm shift away from the "structural approach" toward a learner-centered model where language is treated as a medium



of communication rather than a static subject of study,. The study reveals that a vast majority of students (over 88%) enjoy TBLT classes, reporting a profound sense of confidence in verbal expression and a preference for tasks that reflect real-life situations. Key findings indicate significant perceived improvements in the "CAF" (Complexity, Accuracy, and Fluency) triad, with specific gains noted in vocabulary, pronunciation, and grammar. The authors conclude that TBLT's success in this context is driven by its ability to increase student talking time and engage learners through relevant, meaningful tasks that sustain high levels of interaction

Table 1. Comparative Literature Review of TBLT Research

Author(s) & Year	Research Context	Theoretical Basis	Key Benefits	Major Challenges
Ji & Li (2021)	Chinese Context: High school English and communicative competence,.	A work plan focusing on meaning-making and the use of all four language skills.	Provides sufficient input; increases motivation and confidence through authentic contexts.	Conflicts with exam-oriented (Gaokao) culture; risk of "language minimization",.
Hismanoglu & Hismanoglu (2011)	General EFL: Background, teacher roles, and implementation effective strategies.	A goal-oriented activity where learners achieve a real outcome.	Promotes learner-centered classrooms and bridges the gap between class and real life,.	Requires high teacher creativity; risk of fossilization; L1 interference in groups,.
Nunan (2004)	Syllabus Design: Theoretical framework for pedagogical application.	Distinguishes between "real-world" target tasks and pedagogical classroom tasks.	Strengthens experiential learning ("learning by doing") and needs-based content,.	Potential for "old wine in new bottles" where traditional practice persists.
Mao (2012)	Chinese Reading: Active reading processes and task design.	Reading as an active process of comprehending, manipulating, and interacting.	Stimulates learners; activates background knowledge through three-phase lessons,.	Mismatch with traditional teacher-centered norms in China,.
Bhandari (2020)	Nepal EFL: Secondary school teacher perceptions and roles.	Purposeful work developed from real-life experiences.	Removes hesitation and fear; enhances collaborative learning and responsibility,.	Lack of implementation awareness; difficulty in large classes,.
Lin Li (2023)	China Overview: Evolution from	A development of CLT	Integrates social contexts;	High pressure on teachers to change



	CLT and future prospects.	emphasizing "doing things with language".	promotes independent exploration and active participation.	patterns; difficulty in objective implementation.
Mohamedamin & Seyyed (2025)	Iraqi Kurdistan: EFL student perceptions and proficiency gains.	A communicative approach involving meaningful and purposeful tasks.	Dramatic improvement in Complexity, Accuracy, and Fluency (CAF); high student enjoyment,.	Some students perceived talking time as excessive,.
Douglas & Kim (2014)	Canadian EAP: Instructor perceptions and prevalence in academic programs.	Focuses on interaction and negotiating meaning to reach a final goal,.	High practicality and effectiveness; specifically prepares students for university,.	Mismatched student expectations; excessive preparation time for instructors,.,.
Rod Ellis	Methodology: Lesson design framework and general principles.	A structured sequence of pre-task, during-task, and post-task phases.	Strategic planning increases complexity/fluency; allows for "focus on form",.,.	Risk of subverting "taskness" if linguistic priming is too heavy.
Yiqing Lin (2020)	Adult Learners: Comparison between CLT and TBLT methods.	Refinement of CLT that uses cognitive processes to learn.	Offers authentic language opportunities; highly effective for motivated adults	L1 interference during peer discussion; difficulty managing large, noisy groups

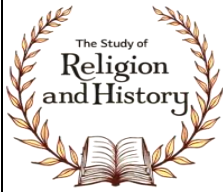
2.2 Task-Based Language Teaching

TBLT conceptualizes language learning as action-oriented performance. Ellis and Nunan emphasize that tasks require learners to focus primarily on meaning rather than linguistic form. Through task completion, learners activate cognitive, social, and linguistic resources simultaneously.

Research identifies three stages in TBLT:

- Pre-task preparation
- Task performance
- Post-task reflection

These stages scaffold learning while maintaining communicative authenticity. Interactionist theory suggests language acquisition emerges from meaningful exchanges between learners. Pair and group tasks provide opportunities for negotiation of meaning, corrective feedback, and collaborative learning. Communicative confidence derives from self-efficacy theory,



proposing that repeated successful experiences strengthen learners' belief in their abilities. Classroom environments that allow experimentation without fear of punishment promote confidence. Large ESL classrooms traditionally limit communication. However, structured task cycles redistribute interactional responsibility from teacher to learners, transforming classroom ecology into cooperative learning spaces. Learner perception strongly influences motivation and engagement. Positive attitudes toward instructional methods correlate with increased participation and improved learning outcomes.

2.3 Research Gap

Despite the growing popularity of Task-Based Language Teaching in English language education, insufficient research has examined its role in developing communicative confidence within large ESL classrooms, especially in Pakistani higher education institutions. Existing studies mainly concentrate on individual aspects such as classroom interaction, learner attitudes, or language performance rather than investigating these factors together in one framework. In addition, the influence of overcrowded classroom environments on students' willingness and confidence to communicate in English has received limited scholarly attention. As a result, there remains a need for research that connects learners' perceptions of task-based learning with communicative confidence in large classroom settings. This study attempts to fill that gap by examining these interconnected variables through an empirical investigation conducted in the Pakistani ESL context.

3. Methodology

3.1 Research Design

The study employed a quantitative cross-sectional survey design to explore the association between Task-Based Language Teaching (TBLT) and students' communicative confidence. A quantitative method was selected because it allowed numerical data to be collected and analyzed objectively through statistical procedures. The cross-sectional nature of the research meant that information was gathered from participants at one specific time rather than across multiple stages. This design was considered suitable for examining students' perceptions and confidence levels within their existing classroom environment without manipulating instructional conditions. The survey approach enabled systematic data collection from a group of learners studying under similar academic circumstances.

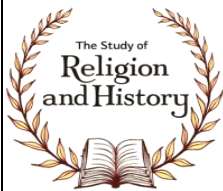
3.2 Population and Sampling

The target population included 100 students enrolled in the Associate Degree Program (ADP) at Government Graduate College (W), Fort Abbas where English was taught as a second language. From this population, 35 students were selected as the research sample. A convenience sampling technique was applied because participants were chosen based on accessibility and availability during scheduled classes. Although non-probability technique, this method allowed practical data collection within institutional and time limitations. All participants were female students aged between 18 and 22 years. They studied English in a large ESL classroom setting, characterized by group interaction, collaborative learning activities, and communicative language practice.

3.3 Instruments

Data were gathered through a self-administered structured questionnaire designed specifically for this study. The instrument consisted of three sections:

Part I: Demographic Information



This section collected background details such as participants' age, academic level, and prior experience with learning English. These variables provided contextual understanding of the respondents.

Part II: TBLT Perception Scale

Items in this section measured students' views regarding task-based instructional practices. Statements addressed the effectiveness of group discussions in supporting learning, the role of classroom tasks in encouraging participation, and the contribution of collaborative activities to improved comprehension.

Part III: Communicative Confidence Scale

This section evaluated learners' confidence in using English communicatively. The items focused on confidence while speaking English, reduction of anxiety or fear of making mistakes, and willingness to engage in classroom interaction. Responses were recorded on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Instrument reliability was examined using Cronbach's Alpha, which assessed internal consistency among questionnaire items. Content validity was ensured through evaluation by subject specialists who reviewed the instrument for clarity, relevance, and alignment with the research objectives.

3.4 Research Procedure

Before the commencement of data collection, formal permission was secured from the administration of the college to ensure that the study complied with institutional requirements and academic protocols. After obtaining approval, participants were approached and provided with a clear explanation of the purpose of the research, including its academic objectives and significance. They were also informed that their participation was entirely voluntary and that they had the right to withdraw at any stage without any consequences.

The questionnaires were administered during regular classroom hours to maximize accessibility and encourage a higher response rate, while also minimizing any disruption to ongoing academic activities. Prior to distribution, detailed instructions were given to the respondents, and any queries regarding the questionnaire items were addressed to ensure clarity and reduce the possibility of misunderstanding. This helped in obtaining more reliable and valid responses from the participants. Throughout the entire research process, strict ethical considerations were observed. Participants were assured of complete confidentiality and anonymity, and they were informed that the data collected would be used strictly for academic purposes only. No personal identifiers were recorded, and responses were handled with care to maintain privacy. After the completion of data collection, all responses were systematically organized, coded, and entered into statistical software for further analysis, ensuring accuracy and consistency in the dataset.

3.5 Data Analysis Technique

The data obtained from the questionnaires were processed and analyzed using SPSS software to ensure accurate and systematic interpretation. Both descriptive and inferential statistical methods were employed to examine the collected responses in relation to the study objectives. Initially, descriptive statistics, including mean values and standard deviations, were computed to provide an overall summary of students' perceptions regarding Task-Based Language Teaching as well as their levels of communicative confidence. These measures helped in identifying general trends and response patterns within the dataset. Following this, Pearson correlation analysis was applied to explore the relationship between task-based instructional practices and learners' communicative confidence. This test helped in determining the direction and strength of association between the two variables.

In addition, regression analysis was conducted to assess the extent to which Task-Based Language Teaching could predict students' communicative confidence. This allowed for a deeper understanding of the impact of task-based instruction on learners' confidence in using English for communication. Overall, these statistical techniques provided a structured framework for analyzing the data and facilitated the development of clear, evidence-based conclusions aligned with the research objectives.

4. Results and Discussions

The descriptive analysis showed that students generally responded positively toward the use of Task Based Language Teaching in large ESL classrooms. Most participants agreed that task-oriented activities made English lessons more engaging and encouraged active involvement in classroom communication. Compared to conventional lecture-based instruction, learners felt more comfortable and interested when participating in pair work, group discussions, and collaborative problem-solving tasks. These activities created greater opportunities for interaction and practical language use within the classroom environment. The correlation results indicated a meaningful positive association between participation in task-based activities and students' communicative confidence. Learners who were more frequently involved in collaborative tasks demonstrated a stronger willingness to speak in English and interact with their peers. The findings also suggested that task-focused activities helped lower speaking anxiety because students concentrated more on completing the activity successfully rather than avoiding grammatical mistakes. In addition, regular participation in communicative tasks contributed to more frequent classroom interaction and improved learner involvement. Moreover, the regression analysis revealed that Task-Based Language Teaching significantly influenced communicative confidence among ESL learners. The results suggest that increased exposure to interactive and communicative classroom tasks positively contributes to students' confidence in expressing themselves in English. Overall, the findings highlight the effectiveness of task-based instruction in promoting participation, reducing communication anxiety, and strengthening communicative confidence in large ESL classrooms.

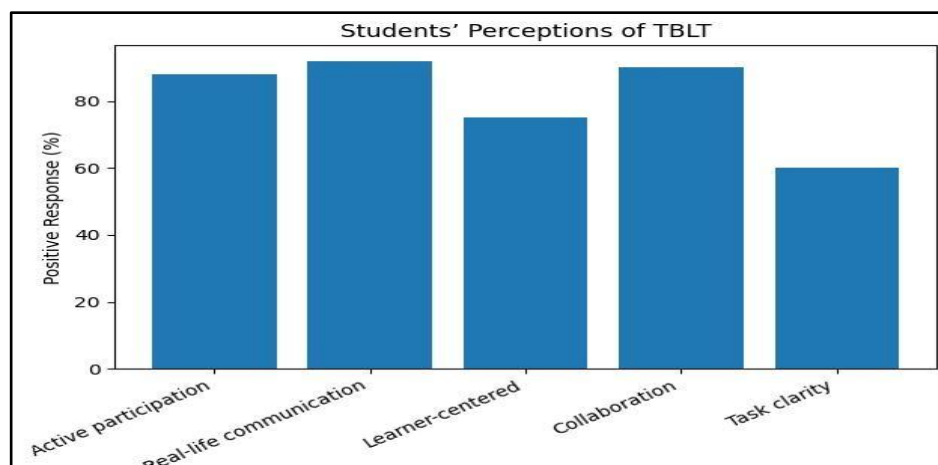


Table 2. Students 'Perceptions of TBLT

Statement	5(%)	4(%)	3(%)	2(%)	1(%)	Mean

TBLT increases my classroom participation	40	38	12	7	3	4.03
Tasks reflect real-life communication	45	35	10	7	3	4.12
I feel more engaged in TBLT lessons	42	36	14	6	2	4.10
Group work helps me learn better	48	32	14	6	4	4.14
Instructions are always clear	25	30	20	15	10	3.45

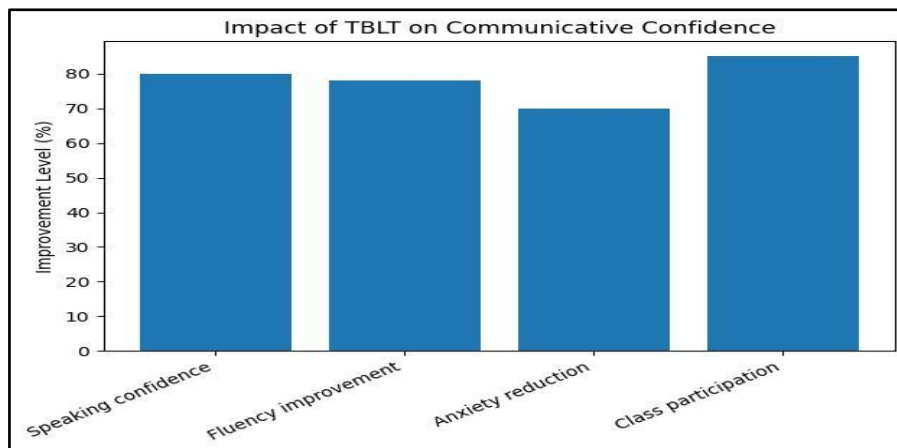


Table 3. Impact of TBLT on Communicative Confidence

Statement	5(%)	4(%)	3(%)	2(%)	1(%)	Mean
I feel confident speaking English in class	38	37	15	7	3	4.00
TBLT improves my fluency	35	40	15	7	3	3.97
I am less afraid of making mistakes	32	38	18	8	4	3.86
I participate more in discussions	40	35	15	7	3	4.02

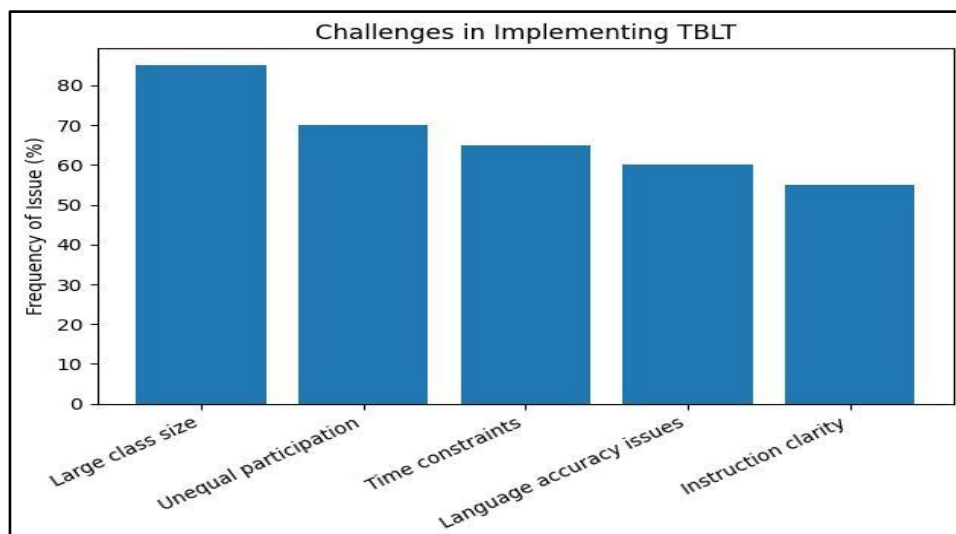
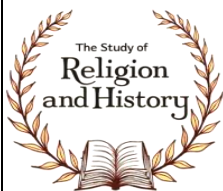


Table 4. Challenges in Implementing TBLT



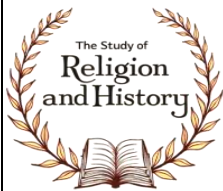
Statement	5(%)	4(%)	3(%)	2(%)	1(%)	Mean
Large class size affects learning	50	30	10	7	3	4.16
Some students dominate group work	35	33	18	9	5	3.84
Time is not sufficient for tasks	35	30	20	10	5	3.75
Focus on fluency reduces accuracy	25	30	25	12	8	3.52

The findings of the study align with interactionist learning theory, which posits that language acquisition is best achieved through meaningful interaction and active participation rather than passive learning. The use of Task-Based Language Teaching fostered a more collaborative and supportive classroom atmosphere, enabling students to engage in communication with greater ease and reducing affective barriers such as fear, hesitation, and speaking anxiety. Even in large classroom settings, which are often considered less conducive to interaction, the introduction of well-structured task-based activities transformed the learning space into a more participatory and engaging environment. Continuous exposure to communicative tasks allowed learners to gradually build confidence through successful interaction experiences, which strengthened their willingness to use English in real-time situations. The study also emphasizes that communicative competence is shaped not only by grammatical or linguistic knowledge but also by learners' psychological readiness and emotional comfort, both of which are influenced by teaching methodology and classroom dynamics.

Integration of task-based cycles into the ESL curriculum can improve learner participation and engagement. Encouraging peer interaction and group-based activities can enhance communication opportunities. Assessment systems should prioritize communicative ability and task performance over strict grammatical accuracy. Lastly, teachers should be provided with targeted training to effectively design and implement Task-Based Language Teaching strategies in large classrooms.

6. Conclusion

The study concludes that Task-Based Language Teaching (TBLT) is an effective pedagogical strategy for fostering communicative confidence, particularly within the challenging environment of large ESL classrooms. The findings indicate that TBLT significantly enhances learner confidence by promoting meaningful interaction, collaborative learning, and the application of authentic language. By utilizing these methods, the classroom environment is transformed from a teacher-centered space into an interactive learning community where students gain confidence through repeated communicative success. This approach successfully transitions learners from being passive recipients of knowledge into active communicators, addressing both the linguistic and psychological dimensions of language learning. Furthermore, the research highlights that communicative competence is not solely a matter of linguistic skill but is also an affective readiness deeply influenced by the classroom's pedagogical structure. The study provides evidence that communicative confidence can be cultivated even in resource-constrained settings by shifting the interactional responsibility from the teacher to the learners. Ultimately, the research emphasizes the necessity of integrating interaction-based methodologies into higher education ESL instruction to overcome the traditional constraints of high student numbers. Despite the positive outcomes, the authors acknowledge limitations such as a small sample size and recommend that future research explore longitudinal effects and involve multiple institutions.



7. Recommendations

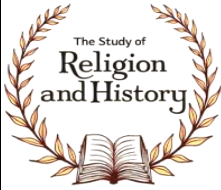
Based on the results, the sources offer several practical and research-oriented recommendations:

For educators, researchers and institutions:

1. Task cycles should be fully integrated into the standard ESL curriculum rather than used as occasional activities.
2. Evaluation methods should shift away from traditional testing toward communication-based evaluation.
3. There is a need for specialized teacher training to help instructors implement TBLT effectively, especially in clarifying task instructions (which received a lower mean of 3.45 in the survey).
4. Teachers should actively promote peer collaboration to help manage large classroom dynamics.
5. Researchers should conduct similar studies across multiple institutions to see if findings are consistent.
6. Future studies should employ mixed-method designs to capture more qualitative depth.
7. There is a recommendation to examine the longitudinal effects of task-based instruction to see how confidence develops over a longer period.

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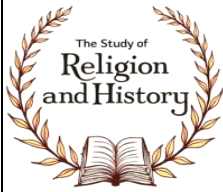
Research Questionnaire

TBLT & Communicative Confidence (5-Point Scale)

Rate each statement using the following scale :

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Section	No.	Research Statement	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
Section 1: Classroom Experience	1	We often perform classroom tasks that resemble real-world situations (e.g., ordering food, solving a problem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Goal: Measure TBLT Engagement)	2	I spend more time talking to my classmates than listening to the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	Instructions focus on "completing the goal" rather than "using perfect grammar."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	I am given enough time to plan what I want to say before a task begins.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2: Communicative Confidence	5	I feel less nervous speaking English when focused on finishing a specific task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Goal: Measure Psychological Impact)	6	I am comfortable speaking English in small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	Making a grammar mistake does not stop me from trying to finish an activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	8	I feel a sense of achievement after successfully completing a group task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9	I feel anxious when I have to speak English in front of the whole class. (Reverse Scored)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No.	Statement	Grading				
		1	2	3	4	5
1	Task-based activities help me use English more naturally in classroom communication.					
2	I feel more motivated to participate when classroom tasks involve pair or group work.					
3	I can express my ideas more confidently during task-based activities					
4	Large classroom size sometimes makes it difficult for me to actively participate in tasks.					
5	I enjoy English lessons more when they include interactive tasks and problem-solving activities.					
6	Task-based learning encourages me to communicate even if my vocabulary is limited.					
7	I feel more confident speaking English after participating in collaborative classroom tasks.					
8	My teacher encourages equal participation from all students during task-based activities.					
9	I am more willing to communicate in English during task-based lessons than during traditional lectures.					
10	Task-based classroom activities improve my ability to interact confidently in real-life situations.					

Section 3: Qualitative Feedback

Please provide a brief answer to the following:

- 1. What do you like most about working on tasks or projects in class?**

- 2. What is the biggest challenge you face when trying to communicate in English?**
