

# Exploring EFL Instructors' Perceptions of Task-Based Language Teaching

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**Abstract:** Task-Based Language Teaching has been a major area of interest in foreign language teaching since the 1990s. Much research into traditional teacher-centred methods has been conducted in the literature. However, teachers' perceptions of Task-Based Language Teaching are absent from the analysis. The aim of this research is to explore English language teachers' perceptions of Task-Based Language Teaching, reasons for choosing to implement and reasons for avoiding implementing Task-Based Language Teaching in the language classroom. To achieve these objectives, a questionnaire in which 102 English language teachers teaching at secondary schools, high schools and universities in İstanbul participated was conducted and the data collected were analysed, using SPSS 25. Results show that many teachers are familiar with the principles of this current method and they choose to implement this method as it is a fluency-first, communicative, interactive, meaning-focused method based on integrating language skills. On the other hand, some instructors avoid implementing this method as it can cause some problems with organising classroom into different patterns of interaction and managing large classrooms. Task-Based Language Teaching, which gives learners opportunities to be fluent in four language skills, is a learner-centred current alternative to traditional teaching methods and therefore, it should be widely adopted and implemented in language classrooms to produce better learning outcomes.

**Keywords:** TBLT, Task, EFL Teacher, EFL.

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## I. INTRODUCTION

Task-Based Language Teaching (TBLT), a fluency-first method, has been a key area of interest since the 1990s. TBLT is growing in popularity because it gives students a chance to produce language, communicate meaning and achieve a goal rather than focus on a language item. The main gap to fill in the literature is that although much has been written about traditional approaches to language teaching, research which focuses on the effectiveness, efficiency and popularity of Task-Based Language Teaching is limited. This is a significant gap given the influence that TBLT has on how English language instructors teach and how they feel about it as a method.

TBLT emerged as a reaction to traditional methods and approaches to language teaching. Traditional approaches to language teaching and learning heavily depend on language-based learning involving restricted input or controlled practice, i.e., form-focused learning. Learners focus on form rather than meaning. Learners only do written practice which aims at developing accuracy. Students can make sentences in a controlled way, doing mechanical practice, e.g., gap-filling.

These old-fashioned approaches to language learning are not learner-centred and fluency-first. Learner needs are not considered to be important. For example, Grammar-Translation Method (GTM), Audio-Lingual Method (ALM) and Presentation-Practice-Production (PPP) cannot meet learner needs, interests, goals and preferences for learning because they are grammar-first methods. These methods still dominate language learning across the world. They focus on language-focused learning or deliberate study of grammar, so there is no free practice, such as meaningful, interactive or communicative practice. They are all teacher-centred methods because teachers have control over the learning process.

Traditional methods have never taken learners' needs into account. The syllabus is organised around grammar, vocabulary and pronunciation and therefore, this type of grammatical or structural syllabus has failed to meet learner needs. Teachers usually introduce and practise grammar through a well-known cycle of PPP. Many teachers still present and practise grammar, following this cycle. However, they fail to meet learners' communicative needs.

In contrast with traditional view of teaching and learning languages, TBLT approaches language teaching and learning very differently. According to this view of language teaching, learners learn languages best when they complete tasks. Through tasks they get across a message and interact with one another as TBLT views language as a meaning –focused and interactive process. Real and meaningful communication takes place in a natural and stress-free environment, so learners can acquire a second language (L2) like their first language (L1) if communication is the primary goal.

TBLT approaches language learning differently because it places learners in the centre. Firstly, language learning is seen as an interactive process, so they study in pairs or groups to achieve tasks. Learners need to use and produce language through interaction. Language is also a meaning-focused process. Meaningful tasks can give them opportunities to use language. They usually get across a message because language learning is message-oriented. In other words, they communicate or negotiate meaning. Finally, through TBLT the teacher facilitates real or meaningful communication, which helps them use language in a natural environment.

TBLT can meet learners' needs in a well-designed course in terms of four aspects. To begin with, learners get exposed to language through listening and reading, i.e. meaning-focused input. Secondly, they use or produce language through speaking and writing, i.e. meaning-focused output. Thirdly, language-based learning is essential for a successful language course. Learners need to develop sub-skills like grammar, vocabulary and pronunciation. Finally, fluency development is considered to be very important to successful language learning. Learners need to be fluent in four language skills: listening, speaking, reading and writing. There is a tendency to integrate language skills rather than teaching skills separately. The integration of language skills is important to TBLT because they all reinforce one another.

Task-based or activity-based teaching has been popular with many teachers who tend to become perfect teachers rather than poor teachers. Tasks are designed to engage learners in TBLT classrooms with the meaningful use of target language, which may be real-world situations or project-based assignments (Willis & Willis, 2007). Learners are required to use their own repertoire while they are engaged in task-based activities. Tasks play a central role in the language learning process and hence, they facilitate language acquisition (Bygate et al., 2009). When students complete a task, they can communicate or negotiate meaning, express themselves. Teachers need to design activities or tasks so that learners can use language to communicate. The tasks classified as real-life and pedagogical will facilitate them to use language outside of the classroom as language learning is seen as a highly interactive and communicative process.

This study will explore EFL instructors' perceptions of Task-Based Language Teaching. How do they view TBLT? Is TBLT an appropriate method for them to follow? This research will identify their attitudes towards activity or task-based teaching. Do they implement or avoid the principles of TBLT in the language classroom? Those who practise TBLT in language classroom will be considered to be open to innovations and changes in the field while others who avoid the principles of TBLT still follow traditional ways of teaching languages. This research will probably allow practising instructors to evaluate their own teaching style and have a starting point for self-evaluation.

This research will also contribute to educators, instructors, experts and researchers in the field as the findings of this research will require especially instructors to inquire their teaching style. There is not much research based on the relationship between TBLT and traditional approaches to language learning and teaching in the field. Therefore, the present study will be useful for researchers to see whether instructors are open to innovations or changes in the curriculum or not. Do they still follow a traditional method or a fluency-first method or learner-centred method? The results of the study will help to find how well the EFL teachers understand TBLT and what their views are about using this methodology in their classrooms.

### 1.1 Background of the Study

Task-Based Language Teaching has its origins in Communicative Language Teaching (CLT). TBLT has been adopted by educators for a number of reasons. Some have chosen it because it can develop learners' ability to express meaning whereas others want to make language in the classroom truly communicative rather than pseudo-communication that results from classroom activities which are not directly connected with real-life situations. A good example of this is

Prabhu, who was a teacher and researcher in India, developed TBLT in the mid 1980s. Prabhu (1987) thinks that a task is a way to tap learners into learners' natural mechanisms for second language acquisition and is not concerned with real-life communication.

TBLT has been expanded by Willis to see its impact on learning a language. According to Willis (1996), TBLT is a more consistent and advanced way of teaching a language in which the tasks are implemented to get better language output. Momentous tasks both facilitate and foster learning in the education process. The term 'task' took the place of 'communicative activity' in the 1980s as mentioned by Skehan (2003). In an article written by Mahdavi-rad (2017), it is expressed that several researchers and English language teachers have advocated a shift to task-based language lessons in recent years (e.g., Skehan, 1998 a & b; Bygate, Skehan & Swain, 2001; Ellis, 2003).

Recent task-based education research (Ellis, 2003; Nunan, 2004; Robinson, 2001a, 2005, Robinson & Gilabert, 2007; to mention a few) has demonstrated the usefulness and feasibility of using tasks in second language teaching, learning and the performance of learners. Teachers' opinions of task-based language teaching in a Korean EFL scenario were investigated by Jeon and Hahn (2006). The teachers believed that this was especially true in an Asian EFL setting when learners' access to language on a daily basis was limited. Within the context of task-based language teaching, it appears that many opportunities for learners to be engaged to real language use in the classroom are necessary. Willis (2007, 2) argues that one of the most valuable aims of TBLT is to give learners "the confidence and willingness to have a go, even if their language resources are limited." Sparks (2010) has carried out a study that presents the discussion on the groups of teachers who have used the syllabus and highlighted the primary features of the course which instructors find challenging. According to teachers, there are obstacles to the adoption of a task-based syllabus. Teachers with limited competency have difficulty adopting TBLT, and they are frequently unsatisfied with the program's materials. TBLT as a method is challenging for some teachers since the nature of the teacher's function has changed to that of facilitator, and time allocations in the classroom and preparation time have an impact on teacher attitudes towards TBLT. With the use of task, the learners are faced with the target language, which enables them to communicate and learn the language by performing tasks in real-life situations (Dogan, 2012). Afonso (2016) has discovered that TBLT is thought to be beneficial in increasing learning experiences, and that the task cycle is beneficial in getting students to read the literary reading material. Bashori (2017) and East (2017) have looked at task-based teaching execution and they have discovered that both teachers and students are more inclined to favour TBLT principles.

TBLT emerged because of dissatisfaction with using the old teaching methodologies in which the language was being taught explicitly with the focus on grammar and vocabulary by the language teachers and applied linguists. By using traditional teaching methods, learners were supposed to create error-free language output at an early stage. The learners were familiar with the rules, but they were unable to use those rules in context. With the use of Communicative Language Teaching (CLT) in the 1970s, language teaching was shifted to use communication in a social context.

TBLT is a language teaching approach in which the focus is on meaningful tasks by using the target language and the learners are engaged in real life situations to get better language output. The learners use their limited language knowledge to complete the given tasks.

Another relevant research is done by Jeon and Hahn (2006), who have analysed the EFL teachers' perspectives in the context of secondary schools in Korea. The findings have showed that the participants have enough knowledge of TBLT to use in the classes; however, they complain about the negative aspects of TBLT with respect to classroom practice. According to Nahavandi and Mukundan (2012), the teachers' knowledge of TBLT is not adequate enough to implement in the foreign language classrooms and as a result, they prefer to follow PPP, which a traditional grammar teaching method. By using a qualitative method, the researchers have observed two English instructors teach General English to class A with 48 students and Class B with 45 students to identify the teacher/learner interaction and the teachers' perceptions of TBLT.

One of the few studies on TBLT has been conducted by Amini, Largani & Hedayat (2019) in which they research the implementation and avoidance of TBLT in the classrooms. They have seen that high school instructors follow the principles of TBLT. Whereas the main reason for the implementation of TBLT in the classrooms is that it combines all the four language skills, the reason for avoiding this method in the classrooms is due to big classroom size and less knowledge or unfamiliarity with TBLT of the learners.

Pohan, Candra and Suhardi (2019) have conducted a study in which the focus is on the foreign language teachers' perceptions of using pedagogical tasks in the language classroom. As a result of the data collected, foreign language teachers seem to have sufficient knowledge of tasks, become familiar with Task-Based Language Teaching and have good reasons for using or not using tasks in language classroom. This study aims to address the following research questions:

1. How well do EFL teachers understand basic TBLT concepts?
2. What are the teachers' views of Task-Based Language Teaching?
3. For what practical reasons do teachers choose to implement TBLT?
4. For what reasons do teachers avoid implementing TBLT?

## II. LITERATURE REVIEW

A key development in language teaching is the emergence of Communicative Language Teaching (CLT). CLT is based on the idea that learning a foreign language successfully comes through having to communicate real meaning and stresses the need for meaningful communication. It is also based on the communicative language use. When learners are involved in real communication, they can use the language to communicate. There are a lot of similarities between CLT and TBLT. In terms of theory of learning, CLT is based on three main principles. The first one is the communication principle: Activities involving real communication enhance learning. The second one is the task principle: Activities in which students use language for carrying out tasks enhance learning. The third one is the meaningfulness principle: Activities in which students get across a message or negotiate meaning promote learning. TBLT mainly depends on these three principles. Another similarity between them is that they both emphasise integrating one language skill with other macro skills as they reinforce each other. A further similarity is that they both see language as interactive because learners study in pairs or groups and they can be given a chance to produce or use language through different patterns of interaction. The main similarity is that both CLT and TBLT view language as meaning focused as learners can get across a message when they work in pairs and small groups.

Task-Based Language Teaching started to be well-known in the 1990s. Tasks are seen as the major elements for designing and implementing teaching. TBLT aims to create a natural learning environment where learners can use or produce language. TBLT has two goals: to enhance communication and to develop fluency in four skills. Learners work in pairs and groups to complete a task as TBLT sees language as an interactive and meaning-focused process. Learners can communicate meaning or get across a message to be able to produce output. Through meaningful, goal-oriented and communication-based activities, learners can solve the problems, complete the tasks, and make decisions. According to Pica (2008), tasks have been used for a variety of educational purposes, such as course curriculum units, form or function practice activities, and language focused improvements to content-based teaching methods. In this pedagogy, learners are seen as users of language and active participants rather than passive language learners (Ellis, 2003). TBLT aims to integrate four macro language skills as they reinforce another. Indeed, fluency in four skills is a very important characteristic of TBLT.

Task-based language teaching offers a large number of benefits (Ellis, et al., 2009). To begin with, in a task-based class the teacher can keep learners motivated and engaged with learning. Studying cooperatively can create a high level of motivation. Secondly, learners can get exposed to meaning-focused input through a model listening and reading text which can facilitate meaning-focused language use or production through writing and speaking. Therefore, skill-integration is part of language use. Thirdly, the teacher can help learners to learn how to learn through metacognitive strategies involving planning, monitoring and evaluating the task. Moreover, the teacher takes notes of grammar, vocabulary or pronunciation errors learners make as they present their tasks. However, the teacher never interferes with the task-presentation and chooses to give feedback in the post-task stage as it is a fluency-based activity. Learners are also encouraged to use or produce language in a natural environment by adopting the role of risk-takers. TBLT can increase their willingness to communicate. Furthermore, learners can produce good learning outcomes through TBLT and therefore, they can succeed in learning English and reaching a good level. In addition, learners feel satisfied with the language learning process as they can get across a message in task-stage and interact with their peers. Besides this, learners can become fluent in English as the teacher will do fluency-based activities which involve achieving a purpose, using unpredictable language and being open-ended. It helps to improve fluency when learners are engaged in any

communicative activity while it does not ignore accuracy. Finally, TBLT is a learner-centred approach to language learning because the tasks and activities are designed or tailored according to the needs or goals of learners (Richards & Rodgers, 2014).

### III. METHODOLOGY

#### 3.1 Nature of the Study

First, this is a descriptive study. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on the “what” of the research subject than the “why” of the research subject. The descriptive research method primarily focuses on describing the nature of a demographic segment, without focusing on “why” a particular phenomenon occurs. In other words, it “describes” the subject of the research, without covering “why” it happens.

Second, descriptive research is a quantitative research method that attempts to collect quantifiable information for statistical analysis of the population sample. Quantitative research is referred to as the process of collecting as well as analysing numerical data. Third, a descriptive research method can be used in multiple ways and for various reasons. The researcher chooses to carry out a questionnaire. A questionnaire contains questions that aim to gather specific information from respondents. It is designed to learn about a particular group’s attitudes, preferences, and other information.

#### 3.2 Research Design

The purpose of this research is to identify EFL instructors’ attitudes to using tasks and following the principles of task-based language teaching, their reasons for choosing to follow and avoiding implementing the principles of this method. The present study will follow the quantitative research paradigm because it will see the results in quantitative perspective using a questionnaire as a research instrument. Quantitative research is “explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)” (Aliaga & Gunderson, 2005). The researcher will use the questionnaire method to find out the answers to research questions. In quantitative research, the data are processed once they are obtained from the respondents for the purpose of analysing the results. The data collected from the questionnaire method can be interpreted from words to numbers and then statistical analysis can be effective for finding the answers to the research questions.

According to Cresswell (2012), the method used to calculate the variables in the study of quantitative data collection includes specific questions and possible responses that are formulated prior to the study, and the data are collected in the form of numbers so that the findings from a small number of people can be generalized to a large number of people.

#### 3.3 Sampling

One of the most crucial steps in planning research is selecting the participants who will participate in the research study, which is known as sampling. In most cases, such as when conducting a questionnaire, it would be unrealistic to research the entire population. Sampling is a technique that enables the researcher to infer knowledge about a population from the findings of a portion of the population rather than trying to look at every single individual. Trying to reduce the number of participants in a study lowers costs and stress, and it may make it easier to collect high-quality data, but this must be balanced against providing a large enough sample size with sufficient power to detect a true correlation.

In this study, the sample, which is used by the researcher, is simple random sample in which every participant will have the equal opportunity to express their own beliefs and ideas by fulfilling the given questionnaire. A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. To explore the perceptions of EFL teachers, the researcher has tried to select a random sample from different areas rather than a specific community to find out what EFL teachers actually know about implementing the TBLT methodology and its effectiveness in language classes.

#### 3.4 Setting

This research is conducted at universities, high schools and secondary schools in İstanbul, Turkey. The researcher has randomly selected both public and private schools in İstanbul. To identify the effectiveness of a current method, this research has been conducted in some educational institutions to achieve the objective of this study. When conducted this study in a large city, the results will be more effective and will allow the researcher to analyse the data more successfully.

### 3.5 Participants

The respondents who have participated in this research are the randomly selected 102 English language teachers working in different universities, high schools, and middle schools in İstanbul. The participants are varied: male or female aged 22-60, experienced and inexperienced, from different countries, employed at different universities and schools. They are categorized according to their teaching level, gender, age, total teaching experience, and their educational background. While some instructors are non-native speakers, others are native English language teachers. The participants are selected on a random basis so that the researcher can learn about the actual perceptions of EFL teachers to get an overall assumption about the TBLT and its effectiveness and usage. The EFL teachers are asked to fill out the given questionnaire by the researcher. The main reason for choosing participants with three different teaching levels, different experience and different educational background is that the researcher aims to identify a large number of EFL instructors' attitudes and perceptions of TBLT.

### 3.6 Instrument

In this study, the researcher has used a questionnaire adapted from Jeon and Hahn (2006, pp. 192-206). The Likert-type scale has been used for identifying EFL instructors' attitudes towards TBLT and is typically a five-point agreement scale used to measure respondents' agreement with various statements and to assess the level of agreement or disagreement of a symmetric agree-disagree scale: including Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2 and Strongly Disagree = 1. This questionnaire gives information about TBLT and its implementation in language classes. The questionnaire used for this study includes two main parts. The first part is about demographic information like gender, age, teaching level, educational background, teaching experience of EFL teachers. The second part includes 3 sections. The first section of the questionnaire which includes the questions 1-7 is related to teachers' understanding of tasks and TBLT. The second section which includes the questions 8-15 is related to teachers' views on implementing TBLT in the language classroom. The third section which includes two sub-sections is about the reasons for choosing to implement TBLT and the reasons for avoiding TBLT implementation.

### 3.7 Data Collection Procedure

The researcher takes a number of steps to be able to conduct this research. Firstly, he gets the consent from those who have developed this questionnaire. He contacts them and they reply to the researcher with a consent email. Secondly, the researcher completes an official form which allows the researcher to do research ethically. The ethic committee has approved the implementation of this questionnaire and therefore, the institute approves the questionnaire officially, handing in a document giving the researcher permission to conduct this questionnaire. Considering the ethical value for conducting the research, the prior permission is acquired from the selected institutes to collect the data from the respondents who are ready to participate in the current study. The participants have been well informed about the purpose of the study, and the researcher has asked them if it is possible for them to participate in this research which is entirely voluntary. The researcher has shared this questionnaire on Google forms and has asked some equal number of participants from different levels to participate in this study. They have volunteered to complete this questionnaire to give their opinions about TBLT pedagogy.

### 3.8 Data Analysis

The data collected from the questionnaire were analysed, using Statistical Package for the Social Sciences (SPSS) 25 and the researcher was able to find the answers to main research questions. The data were analysed using the Statistical Package for the Social Sciences (SPSS), which is a software for data processing and observational statistics that is run on a computer. The Likert-type sets of questions were given an overall value in order to interpret the data such as: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2 and Strongly Disagree = 1. The selected items are assigned a score of 1 and the unselected items are assigned a score of 0 for the last part of the questionnaire which contains open-ended items. The researcher has used Chi Square analysis which says that whether the data in sample are representative of what the researcher would expect to see in the general population.

## IV. RESULTS AND DISCUSSION

### 4.1 Demographic Information on Participants

In the first part of this questionnaire, participants' demographic information on gender, teaching level, length of teaching experience, age and educational background is presented.

Table 4.1: Demographic Information of Participants

		Frequency	Percent
<b>Gender</b>	Male	31	29.5 %
	Female	74	70.5 %
<b>Teaching Level</b>	Secondary School	33	32 %
	High School	25	24.3 %
	University	45	43.7 %
<b>Years of Experience</b>	less than 5	47	45.6 %
	5 to 9	30	29.1 %
	10 to 20	19	18.4 %
	more than 20	7	6.8 %
<b>Age</b>	20 to 29	62	59 %
	30 to 39	37	35.2 %
	40 to 49	4	3.8 %
	more than 50	2	1.9%
<b>Training &amp; Education</b>	CELTA	10	10.2 %
	TEFL	13	13.3 %
	TESOL	7	7.1 %
	DELTA	0	0 %
	BA in ELT	28	28.6 %
	MA in ELT	36	36.7 %
	PhD	4	4.1 %

## 4.2 Results of the Questionnaire

In the second part of the study, the results of the questionnaire are presented below: the findings on instructors' understandings of a task and TBLT and then the findings on instructors' perceptions of TBLT.

### 4.2.1 Findings on understandings of a task and TBLT

The second part of the questionnaire is made up of three sections: first, how do instructors understand a task and TBLT?

Table 4.2: Frequency of Understandings of Task and TBLT

	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Total (%)
1. A task is communicative and goal-directed.	0.0	0.0	1.0	55.9	43.1	100.0
2. A task involves a primary focus on meaning.	0.0	4.9	10.8	57.8	26.5	100.0
3. A task has a clearly defined outcome.	0.0	4.9	4.9	48.0	42.2	100.0
4. A task is any activity in which the target language is used by the learner.	0.0	6.9	6.9	44.1	42.2	100.0
5. TBLT is consistent with the principles of Communicative Language Teaching (CLT).	0.0	2.0	6.9	57.8	33.3	100.0
6. TBLT is a student-centred method.	0.0	4.9	9.8	46.1	39.2	100.0
7. TBLT includes three stages: pre-task, task implementation, and post task.	1.0	5.9	5.9	45.1	42.2	100.0

As it is shown in Table 4.2, for the first statement “A task is communicative and goal-oriented”, 1.0% of the teachers responded "undecided." However, 55.9 % of the teachers agreed and 43.1% of the teachers strongly agreed with this statement. This shows that the majority of participants find a task communicative and goal directed.

For the second statement “A task involves a primary focus on meaning”, 4.9 % of the teachers disagreed and 10.8% of the teachers seemed to be "undecided ". Nevertheless, 57.8% of the teachers supported the idea that a task is meaning-focused and 26.5% of the teachers strongly agreed with the statement. This indicates that the instructors think of TBLT as meaning-focused.

With a view to the third statement “a task is outcome-based”, a small number of teachers disagreed with the statement. Similarly, 4.9% of the teachers were "undecided". However, 48.0% of the teachers responded "I agree" and 42.2% of the teachers chose "I strongly agree". This indicates that most of the teachers are aware of the characteristics of a task. Learners must have a purpose for doing a task.

Most of the participants support the idea that TBLT allows learners to use and produce language. This is shown by the fact that 44.1% of the teachers supported this view by saying "I agree" and 42.2% of the teachers strongly agreed with the statement. Yet, 6.9% of the teachers were not in favour of this statement and 6.9% of the teachers said they were "undecided".

Regarding the relationship between TBLT and CLT, 2.0% of the teachers were in disagreement with the statement and 6.9% of the teachers were "undecided". However, 57.8% of the teachers agreed with the close relationship between these two methods and 33.3% of the teachers strongly supported the idea that TBLT is based on the principles of CLT like meaning- focused, communicative and interactive.

It is a widely-accepted idea that TBLT is a student-centred method like CLT. This is shown by the fact that while 46.1% of the teachers supported this view by choosing "I agree", 39.2% of the teachers strongly agreed with this statement. In contrast, 4.9% of the teachers said they disagreed and 9.8% of the teachers chose "undecided".

A task includes 3 stages: pre-task, task and post-task. Nearly 6 % of the teachers disagreed with this statement and 5.8% of the teachers were "undecided". However, 45.1% of the teachers agreed and 42.2% of the teachers strongly agreed with this question. This indicates that most teachers are aware of the basics of methodology.

#### 4.2.2 Instructors’ perceptions of TBLT implementation

The second section of the second part of the questionnaire is the teachers’ views of the implementation of TBLT are as follows:

**Table 4.3: Frequency of Views of TBLT Implementation**

	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Total (%)
8. I have interest in implementing TBLT in the classroom.	0.0	0.0	6.9	60.8	32.4	100.0
9. TBLT provides a relaxed atmosphere to promote the target language use.	0.0	2.0	10.8	52.0	35.3	100.0
10. TBLT activates learners’ needs and interests.	0.0	2.0	8.8	51.0	38.2	100.0
11. TBLT pursues the development of integrated skills in the classroom.	0.0	2.9	6.9	62.7	27.5	100.0
12. TBLT gives much psychological burden to the teacher as a facilitator.	1.0	21.6	32.4	34.3	10.8	100.0
13. TBLT requires much preparation time compared to other methods.	0.0	9.8	24.5	49.0	16.7	100.0
14. TBLT is appropriate for organising classroom arrangements.	0.0	5.9	24.5	52.0	17.6	100.0
15. TBLT materials should be meaningful and purposeful based on real-world context.	2.0	1.0	4.9	46.1	46.1	100.0



As it can be seen in Table 4.3, in terms of the practice of TBLT, most teachers are aware of the implementation of TBLT in the language classroom. This is shown by the fact that 60.8% of the teachers agreed and 32.4% of the teachers strongly agreed with the statement. However, 6.9% of the teachers seemed "undecided".

With a view to the relaxed atmosphere, most teachers support the idea that the teacher must create a positive learning environment. They know how important it is to create a supportive, stress-free learning environment to acquire English. This is indicated by the fact that only 2.0% of the disagreed and 10.8% of the teachers had no answers. Nevertheless, 52.0% of the teachers agreed and 35.3% of the teachers strongly agreed with the question.

TBLT considers learner needs and interests to be important like other learner-centred methods. This is shown by the fact that 51.0% of the teachers agreed and 38.2% of the teachers strongly agreed with the statement. However, only a small number of teachers 2.0% of the teachers disagreed and 8.8% seemed "undecided".

The integration of four language skills is very important to TBLT because they reinforce one another. This is shown by the fact that although 62.7% of the teachers agreed and 27.5% of the teachers strongly agreed with the statement, only 2.9% of the teachers disagreed and 6.9% of the teachers were "undecided".

In terms of the role of the teacher, nearly half the participants supported that TBLT requires the teacher to act as a facilitator who facilitates the communication and interaction process. However, the number of undecided teachers is very high. This is indicated by the fact that while 34.3% of the teachers agreed and 10.8% of the teachers strongly agreed with the role of the teacher, one-third of the participants disagreed with the psychological burden of the role of the teacher: 1.0% of the teachers responded "I strongly disagree" and 21.6% of the teachers responded "I disagree". Surprisingly, 32.4% of the participants chose to be "undecided".

Teachers need to spend a lot of time planning their task-based lessons. This is indicated by the fact that 49.0% of the teachers agreed and 16.7% of the teachers strongly agreed with the question. However, only 9.8% of the teachers disagreed. Surprisingly, 24.5% of the teachers were undecided.

Although 52.0% of the teachers agreed and 17.6% of the teachers strongly agreed with the statement "TBLT is proper for controlling classroom arrangements", only 9% of the teachers disagreed. However, the number of undecided teachers is so high. 24.5% of the teachers seemed to be undecided. This shows that teachers can use different patterns of seating arrangement, so students can work in pairs or groups. TBLT views language learning as an interactive process; therefore, learners are given opportunities to interact with one another. While pair work or group work can minimise teacher talking time, student talking time can be maximised.

TBLT materials should be meaningful and purposeful based on real-world context. This is shown by the fact that 46.1% of the teachers agreed and 46.1% of the teachers strongly agreed with this statement. However, 2.0% of the teachers strongly disagreed, 1% of the teachers disagreed with it and 4.9% of the teachers chose to be undecided. This indicates that TBLT views language as a meaning-focused process, which allows learners to get across a message. Learners can communicate with one another, listening and speaking to each other and also they can learn English best when they achieve a goal like planning a weekend trip to a holiday resort.

#### 4.2.3. Reasons why teachers decide to implement TBLT

**Table 4.4: Reasons Teachers Decide to Implement TBLT.**

		n	%
<b>Reasons that teachers decide to implement TBLT</b>	-TBLT promotes learners' academic progress.	7	8.4
	-TBLT promotes learners' academic progress, TBLT improves learners' interaction skills, TBLT encourages learners' intrinsic motivation.	2	2.4
	-TBLT promotes learners' academic progress, TBLT improves learners' interaction skills, TBLT encourages learners' intrinsic motivation, TBLT creates a collaborative learning environment.	24	28.9
	-TBLT promotes learners' academic progress, TBLT improves learners' interaction skills, TBLT creates a collaborative learning environment.	4	4.8

-TBLT promotes learners' academic progress, TBLT improves learners' interaction skills, TBLT creates a collaborative learning environment, TBLT is appropriate is appropriate for small group work.	2	2.4
-TBLT promotes learners academic progress, TBLT improves learners' interaction skills, TBLT is appropriate for small group work.	1	1.2
-TBLT promotes learners' academic progress, TBLT encourages learners' intrinsic motivation.	2	2.4
-TBLT promotes learners' academic progress, TBLT encourages learners' intrinsic motivation, TBLT creates a collaborative learning environment.	2	2.4
-TBLT promotes learners' academic progress, TBLT encourages learners' intrinsic motivation, TBLT creates a collaborative learning environment, if you have other reasons.	1	1.2
-TBLT promotes learners academic progress, TBLT encourages learners' intrinsic motivation, TBLT is appropriate for small group work.	1	1.2
-TBLT improves learners' interaction skills.	5	6.0
-TBLT improves learners' interaction skills, TBLT encourages learners' intrinsic motivation.	1	1.2
-TBLT improves learners' interaction skills, TBLT encourages learners' intrinsic motivation, TBLT creates a collaborative learning environment.	4	4.8
-TBLT improves learners' interaction skills, TBLT encourages learners' intrinsic motivation, TBLT creates a collaborative learning environment, TBLT is appropriate for group small work.	1	1.2
-TBLT improves learners' interaction skills, TBLT encourages learners' intrinsic motivation, TBLT is appropriate for small group work.	1	1.2
-TBLT improves learners' interaction skills, TBLT creates a collaborative learning environment.	5	6.0
-TBLT improves learners' interaction skills, TBLT creates a collaborative learning environment, TBLT is appropriate for small group work.	6	7.2
-TBLT encourages learners' intrinsic motivation.	10	12.0
-TBLT creates a collaborative learning environment.	1	1.2
-TBLT creates a collaborative learning environment, TBLT is appropriate for small group work.	3	3.6
-Total	83	100.0

Teachers' preferences for choosing to apply TBLT in language classroom can be seen in Table 4.6.

"TBLT promotes learners' academic progress" is 8.4% of the reasons why teachers decide to implement TBLT.

"TBLT promotes learners' academic progress, TBLT improves learners' interaction skills, TBLT encourages learners' intrinsic motivation." is 2.4% of the reasons why teachers decide to implement TBLT.

"TBLT promotes learners' academic progress, TBLT improves learners' interaction skills, TBLT encourages learners' intrinsic motivation, TBLT creates a collaborative learning environment" is 28.9% of the reasons why teachers decide to implement TBLT.

"TBLT promotes learners' academic progress, TBLT improves learners' interaction skills, TBLT creates a collaborative learning environment." is 4.8% of the reasons why teachers decide to implement TBLT.

"TBLT promotes learners' academic progress, TBLT improves learners' interaction skills, TBLT creates a collaborative learning environment, TBLT is appropriate." is 2.4% of the reasons why teachers decide to implement TBLT.

“TBLT promotes learners’ academic progress, TBLT improves learners’ interaction skills, TBLT is appropriate for small group work.” is 1.2% of the reasons why teachers decide to implement TBLT.

“TBLT promotes learners’ academic progress, TBLT encourages learners’ intrinsic motivation.” is 2.4% of the reasons why teachers decide to implement TBLT.

“TBLT promotes learners’ academic progress, TBLT encourages learners’ intrinsic motivation, TBLT creates a collaborative learning environment.” is 2.4% of the reasons why teachers decide to implement TBLT.

“TBLT promotes learners’ academic progress, TBLT encourages learners’ intrinsic motivation, TBLT creates a collaborative learning environment, Others is 1.2% of the reasons why teachers decide to implement TBLT.

“TBLT promotes learners’ academic progress, TBLT encourages learners’ intrinsic motivation, TBLT is appropriate for small group work.” is 1.2% of the reasons why teachers decide to implement TBLT.

“TBLT improves learners’ interaction skills.” is 6.0% of the reasons why teachers decide to implement TBLT.

“TBLT improves learners’ interaction skills, TBLT encourages learners’ intrinsic motivation.” is 1.2% of the reasons why teachers decide to implement TBLT.

“TBLT improves learners’ interaction skills, TBLT encourages learners’ intrinsic motivation, TBLT creates a collaborative learning environment.” is 4.8% of the reasons why teachers decide to implement TBLT.

“TBLT improves learners’ interaction skills, TBLT encourages learners’ intrinsic motivation, TBLT creates a collaborative learning environment, TBLT is appropriate for small group work” is 1.2% of the reasons why teachers decide to implement TBLT.

“TBLT improves learners’ interaction skills, TBLT encourages learners’ intrinsic motivation, TBLT is appropriate for small group work.” is 1.2% of the reasons why teachers decide to implement TBLT.

“TBLT improves learners’ interaction skills, TBLT creates a collaborative learning environment.” is 6.0% of the reasons why teachers decide to implement TBLT.

“TBLT improves learners’ interaction skills, TBLT creates a collaborative learning environment, TBLT is appropriate for small group work.” is 7.2 % of the reasons why teachers decide to implement TBLT.

“TBLT encourages learners’ intrinsic motivation.” is 12.0 % of the reasons why teachers decide to implement TBLT.

“TBLT creates a collaborative learning environment.” is 1.2 % of the reasons why teachers decide to implement TBLT.

“TBLT creates a collaborative learning environment, TBLT is appropriate for small group work.” is 3.6 % of the reasons why teachers decide to implement TBLT.

#### 4.2.4 Reasons why teachers avoid implementing TBLT

**Table 4.5: Reasons Teachers Avoid Implementing TBLT.**

		N	%
<b>Reasons that teachers avoid Implementing TBLT</b>	-Students were not used to task-based learning.	3	15.8
	-Students were not used to task-based learning, Materials in textbooks were not proper for using TBLT.	2	10.5
	- Students were not used to task-based learning, Materials in textbooks were not proper for using TBLT, Large class-size is an obstacle to use task-based methods.	3	15.8
	- Students were not used to task-based learning, Materials in textbooks were not proper for using TBLT, Large class-size is an obstacle to use task-based methods.	1	5.3
	- Students were not used to task-based learning, Large class- size is an obstacle to use task-based methods, I have difficult in assessing learners’ task-based performance.	1	5.3

- Students were not used to task-based learning, Large class- size is an obstacle to use task-based methods, I have limited target language proficiency.	2	10.5
- Materials in textbooks were not proper for using TBLT.	2	10.5
- Materials in textbooks were not proper for using TBLT, I have difficult in assessing learners' task-based performance, I have very little knowledge of task-based instruction.	1	5.3
-Large class size is an obstacle to use task-based methods, I have very little knowledge of task-based instruction.	1	5.3
-I have very little knowledge of task-based instruction.	2	10.5
-Others	1	5.3
-Total	19	100.0

As it is shown in Table 4.8, "Students were not used to task-based learning." is 15.8% of the reasons why teachers avoid implementing TBLT.

"Students were not used to task-based learning, Materials in textbooks were not appropriate for using TBLT." is 10.5% of the reasons why teachers avoid implementing TBLT.

"Students were not used to task-based learning, Materials in textbooks were not appropriate for using TBLT, Large class size is an obstacle to use task-based methods." is 15.8% of the reasons why teachers avoid implementing TBLT.

"Students were not used to task-based learning, Materials in textbooks were not appropriate for using TBLT, Large class size is an obstacle to use task-based methods," is 5.3% of the reasons why teachers avoid implementing TBLT.

"Students were not used to task-based learning, Large class size is an obstacle to use task-based methods, I have difficult in assessing learners' task-based performance" is 5.3% of the reasons why teachers avoid implementing TBLT.

"Students were not used to task-based learning, Large class size is an obstacle to use task-based methods, I have limited target language proficiency." is 10.5% of the reasons why teachers avoid implementing TBLT.

"Materials in textbooks were not appropriate for using TBLT." is 10.5% of the reasons why teachers avoid implementing TBLT.

"Materials in textbooks were not proper for using TBLT, I have difficult in assessing learners' task-based performance, I have very little knowledge of task-based instruction" is 5.3% of the reasons why teachers avoid implementing TBLT.

"Large class size is an obstacle to use task-based methods, I have very little knowledge of task-based instruction." is 5.3% of the reasons why teachers avoid implementing TBLT.

"I have very little knowledge of task-based instruction." is 10.5% of the reasons why teachers avoid implementing TBLT.

"Others." is 5.3% of the reasons why teachers avoid implementing TBLT.

#### 4.3 Discussion

The current study followed a quantitative research method in which a total number of 102 EFL teachers participated. They were asked to participate in a questionnaire by sharing their own opinions on implementing or avoiding TBLT in language classrooms. The EFL instructors working in different educational institutions located in İstanbul, Turkey were the respondents. The researcher selected English language teachers from random universities, high schools, and middle schools from both public and private sectors in those areas. The English teachers of different nationalities who were working in the spring semester of the year 2021 at their institutions were contacted and asked to complete the questionnaire to identify whether they followed or avoided TBLT in their lessons.

The participants who were selected on a random basis were provided an adapted questionnaire so that the researcher could identify the actual perceptions of EFL teachers. The EFL teachers were asked to complete the given questionnaire by the researcher. After the collection of data, the data were analysed through the use of SPSS 25. The researcher was able to deal with the four research questions.

The questionnaire includes two parts. According to part 1, which is about demographic information about the participants, the participants are varied in terms of their gender, age, educational background and teaching experience. The second part includes three sections. The first section which includes the first seven questions is about the basic concepts or understanding of a task and TBLT. According to the results, the majority of the participants have good knowledge of a task and TBLT. To put it another way, most of the EFL instructors who have participated in the research are aware of TBLT as a way of teaching in addition to such basic terms as definition of task, focus of task, and outcome of task. Section 2, which is about the implementation of TBLT in the language classroom, includes the questions 8-15. According to the results, 61 % of teachers agree and 33 % of teachers strongly agree on the implementation of TBLT. This indicates most of the EFL instructors implement or follow the principles of TBLT in the classrooms. In section 3, there are two sub-sections. The first sub-section is about the reasons for choosing to use TBLT in the language classroom. 29 % of the teachers agree that TBLT can improve learners' academic progress, interaction skills and intrinsic motivation. The second sub-section is about avoiding TBLT in the language classroom. 15.8 % of teachers respond that students are not used to TBLT learning and large class size is a barrier to using task-based methods.

The researcher will discuss the research questions, depending on the data which are generated from the research.

#### **4.3.1 How well do EFL teachers understand TBLT concepts?**

The analysis of the data of questions 1 to 7 suggests that participants have a relatively clear understanding of tasks and TBLT. EFL instructors are aware of the main characteristics of TBLT. They know a lot about what TBLT entails. Most instructors think of TBLT as meaning-focused, communicative and interactive. Students can get across a message, so TBLT is message-oriented or meaning-focused. They can study in pairs or groups because TBLT views language learning as an interactive process when they share ideas in preparation for the presentation or report. TBLT is a communicative method as it aims to help learners communicate with one another. Learners can express their feelings fluently because TBLT is a fluency-based method which is aimed at developing fluency and communication skills. TBLT is seen as outcome-based, so when students have an outcome to achieve, they can use or produce language best. Students can produce successful outcomes by the end of the lesson. TBLT and CLT have a lot in common. The main principles of TBLT stem from CLT as Richards and Rodgers (2013, p.174) point out: "Activities that involve real communication are essential for language learning, activities in which language is used for carrying out meaningful tasks promote learning and Language that is meaningful to the learner supports the learning process." TBLT is a student-centred method. However, traditional methods are teacher-centred. According to Benson (2001), teachers consider student needs and preferences for learning to be important. Students are actively involved in the learning process and student-centred instruction encourages more participation and engagement. They can take responsibility for their own learning. Teachers can give them choices when they choose tasks. Willis (1996, pp. 56-57) agrees with many teachers who are aware of a lesson procedure including a pre-task, the task cycle and the language focus. The researcher's findings indicate that EFL instructors know a lot about TBLT. Similarly, in a relevant study conducted to explore EFL teachers' views of TBLT, Jeon and Hahn (2006) argue that the participants have good knowledge of TBLT principles to use in the classes. In contrast with these positive findings, Nahavandi and Mukundan (2012) claim that teachers' knowledge of TBLT is not adequate enough to implement in the foreign language classrooms.

#### **4.3.2 What are the teachers' views of task-based language teaching (TBLT)?**

The results of items 8 to 15 suggest that the teachers' views on TBLT implementation are favourable, based on their greater knowledge of TBLT, which contributes to their adoption of task-based pedagogy. Many teachers are highly interested in implementing TBLT in the language classroom. This indicates that TBLT is becoming more and more popular with EFL instructors. The role of a relaxed atmosphere in language learning is inevitable, so EFL instructors are aware of creating a supportive and positive learning environment in which learners can acquire the language. The majority of EFL instructors support the view that TBLT help the teachers to improve integrated skills in the classroom. Similarly, Richards (2020) recommends that language use involves integration of skills. Teacher roles play a major role in the achievement of the language teaching and learning process. Many teachers support the view that the teacher can act as a facilitator. However, they disagree with the idea that this will cause plenty of psychological burden. Likewise, Branden (2006) thinks of being a facilitator as a very important role the teacher can adopt. Moreover, TBLT can be appropriate for teachers to manage learning in the language classroom. Most of the teachers find different patterns of interaction like pair

work or group work easy to organise. This makes it easy for teachers to effectively manage classroom. They think that the teacher will become an effective classroom manager. This view is supported by Feez (1998) who thinks that learners learn language interactively.

#### 4.3.3 For what practical reasons do teachers choose to implement TBLT?

There are many good reasons why EFL instructors choose to follow TBLT in the language classroom. 24 participants or nearly 29 % of participants feel that TBLT can enhance learners' academic success, develop their interaction or communication skills, encourage their intrinsic motivation and create a collaborative learning environment. This indicates that many teachers like to follow TBLT as it pays attention to the development of interaction or communication in the classroom. Both communication and interaction are the main goals of language learning according to CLT. Students can develop fluency in English through structure output activities and communication activities or tasks. Also, teachers prefer to follow TBLT because they are expected to create a positive and supportive learning environment which is stress-free. If students experience a low level of anxiety, they will be able to produce English successfully. An emotionally safe class can encourage their willingness to communicate. In addition, students have a purpose for learning English; however, they are intrinsically motivated. Their reason for learning English comes from inside the learner. It is fun or they enjoy learning it. This is indicated by the fact that 12 % of teachers choose to use TBLT because of learner interest in learning language. Around 9 % of the participants agree on the view that TBLT promotes the academic progress of the learners as teachers can give students opportunities to use English interactively. Recently several researchers and English language teachers have advocated a shift from traditional methods to the implementation of task-based language teaching (e.g., Skehan, 1998 a & b; Bygate, Skehan & Swain, 2001; Ellis, 2003).

#### 4.3.4 For what reasons do teachers avoid implementing TBLT?

Teachers have some important reasons why they avoid implementing TBLT in the language classroom. 15.8 % of teachers support the view that students are not used to task-based learning, the materials are not appropriate enough for teachers to follow, and the large class size is a major obstacle facing teachers. This indicates that some teachers do not find students ready to follow TBLT, which is a communicative, interactive and meaning-focused method as EFL instructors prefer to use old or traditional teaching methods in the classrooms. They do not also find course books suitable to follow TBLT because the syllabus the textbook includes is not task-based. They usually choose to follow Presentation, Practice, Production (PPT), which is grammar-based. The large class size is another issue to raise. Instructors feel that they cannot manage learning effectively because of the large classrooms. They might find it difficult to organise classroom into pair work or group work. These teachers choose to follow a teacher-centred method in order not to face any classroom management problems. Teachers choose to follow their own ways because they only know them well. Amini, Largani and Hedayat (2019) have explored whether to implement or avoid TBLT in the classrooms. According to their findings, they choose to follow TBLT because it combines all the four language skills. On the other hand, they avoid following this method in the classrooms due to big classroom size and less knowledge or learner unfamiliarity with TBLT.

## V. CONCLUSION AND RECOMMENDATIONS

### 5.1 Summary of the Study

Method is defined as a way of teaching (Scrivener, 2010). Traditional methods are usually based on teaching grammar and have a grammatical syllabus which is organised around sub-skills. Teachers following a traditional method usually choose to use the principles and characteristics of GTM, ALM and PPP in their language teaching. Teachers who follow these methods cannot succeed in teaching English as they are teacher-centred and grammar-first. Students adopt a passive role, have little control over the learning process, have no engagement and participate in the learning process. Students' chances of learning English are very low because they are not given opportunities to produce or use language. Teachers only emphasise grammar, vocabulary and pronunciation and learners focus on form rather than meaning and use.

In contrast with traditional teaching methods, a current alternative approach to foreign language teaching can be Task-Based Language Teaching (TBLT). TBLT is a learner-centred method and has a lot in common with Communicative Language Teaching (CLT). These two methods and approaches aim to develop learners' communication and interaction

skills. They both pay attention to skill integration involving meaning-focused input, meaning-focused output and fluency development.

Although researchers have examined TBLT as a method, there is not much research in the literature which focuses on instructors' familiarity with TBLT and their attitudes towards the implementation and avoidance of TBLT. This study aims to explore whether or not EFL instructors understand some basic terms relevant to TBLT, how they feel about TBLT, why they choose to follow the principles of TBLT and why they prefer to avoid implementing the characteristics of TBLT.

Results indicate that most EFL instructors are familiar with some basic TBLT concepts. Although the majority of teachers choose to follow and implement the principles of TBLT in the language classroom, others avoid implementing them in their lessons as they need to keep up to date with the developments in the field and they find students and large classes responsible for their avoidance of TBLT.

The researcher's findings match some other pioneers' research into TBLT in the literature. These researchers' results indicate that some teachers understand what TBLT entails and they are familiar with tasks and TBLT. This indicates that they might be well educated and open to professional development. In another research researchers claim that EFL instructors have some similar reasons for choosing to follow the principles and characteristics of TBLT and also they argue that some instructors do not follow the principles of TBLT, which is a contemporary way of teaching.

## 5.2 Implications

This research has a lot of implications for academics, researchers and EFL instructors. To begin with, EFL instructors teaching in İstanbul have enough knowledge of methodology as they remember some of the key terms. The education or training they have received can be satisfactory. In addition, TBLT can be a current alternative to teaching languages as it is fluency-based, communicative, interactive and meaning-focused. Moreover, EFL instructors must prefer to follow a learner-centred and fluency-first method rather than a grammar-first method. Furthermore, teacher-centred methods will never meet learner needs, goals and preferences for learning and enhance learner engagement, motivation and participation. Besides this, some teachers still follow traditional teaching methods and avoid implementing the characteristics or principles of TBLT. They need to evaluate their own teaching philosophy. Finally, the key to success is the teachers. If they are highly motivated, develop themselves professionally and reflect on teaching, they will produce better learning outcomes.

## 5.3 Recommendations

Firstly, TBLT should be a very good alternative to traditional teaching approaches to foreign language teaching as communication and interaction are the main goals of language learning and teaching. Secondly, schools should have a current language teaching policy depending on the principles of Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). Furthermore, instructors who still insist on following traditional teaching methods which depend on grammatical syllabuses should find a starting point for professional development. Additionally, instructors, whose teaching is in a rut, can get an in-service training or the school where they work can provide them with professional development activities. Also, teachers should be supervised or guided by experts in the field or schools should hire a teacher trainer who will help them learn to teach engaging lessons based on CLT and TBLT. Besides this, syllabus designers should develop a syllabus which can meet learner needs like a multi-strand syllabus including a variety of syllabuses or a task-based syllabus. Thirdly, materials development should be encouraged by school leaders as teachers may not find a course book designed in accordance with the principles of TBLT. Fourthly, course books should be redesigned, considering learners' communicative, fluency-based and interactive needs. Finally, the courses student-teachers do in ELT departments should cover current methodology including alternative and current methods. They should be given opportunities to micro-teach to practise theoretical knowledge they have received. They should be equipped with knowledge of methodology and skills necessary to become an effective teacher. The more knowledge and skills they acquire the better they become at teaching English. Finally, Task-Based Language Teaching, which gives learners opportunities to be fluent in four language skills, is a learner-centred current alternative to traditional teaching methods and therefore, it should be widely adopted and implemented in language classrooms to produce better learning outcomes.

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