



THE EFFECT OF TASK-BASED ESL TEACHING AT TERTIARY LEVEL IN LAHORE

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Abstract

This research addresses the importance of TBLT and the work it does for ESL students at the tertiary level in Lahore, Pakistan. This research emphasizes the importance of task-based language teaching (TBLT) in improving English as a second language (ESL) skills among tertiary-level students in Lahore, Pakistan. It critiques traditional teaching methods like rote memorization and grammar-translation for their limited focus on fluency and comprehension. TBLT employs meaningful, student-centered tasks such as role-plays, presentations, and group discussions to enhance communication and linguistic skills. Using qualitative data from unstructured interviews, the study finds that TBLT fosters active participation, confidence, creativity, critical thinking, and problem-solving. Students showed improvement in reading, writing, speaking, and listening, making TBLT a more effective approach than traditional methods. The research calls for integrating TBLT into university curricula to address real-world communication challenges while balancing it with traditional methods to meet grammar fundamentals. Ultimately, it positions TBLT as a promising strategy to modernize ESL education in Pakistan, aligning it with global standards. The overall research provides a basis for TBLT as an innovative model for ESL teaching in Pakistan-one that would bridge gaps and meet international expectations in globalized academic and professional environments.

Introduction

Background and Context

ESL, in particular, refers to teaching the English language to those whose primary language is not English and typically is taught within countries where English is the first or official first language. The goal of ESL instruction is to develop speaking, listening, reading, and writing skills within learners and at the same time directed towards making learner communication in an ESL environment stronger and more effective. In this way, it has facilitated the integration of non-natives into both academic, professional, and social circles.

As a global lingua franca, English finds an important place in education, business, and technology. Above all, it is particularly crucial in Pakistan at the higher level because students need strong language skills for both academic success and career advancement purposes. ESL is offered at all levels of education, though it is given very intensively in higher education institutions because a student will be reading, researching, and discussing academically in English at the tertiary level. Most students who have been through such formal education for many years still have problems with the language in academic writing, comprehension, and verbal expression.

Traditionally, ESL teaching in Pakistan has been based on teacher-centered methods, like the GTM, which centers on rote memorization, rote learning, and translation exercises. Although it helps students comprehend the basics of grammar, the entire process is often very ineffective at achieving much in the way of fluency and communication skills, or critical thinking. Consequently, instructors and researchers have begun to look toward alternative approaches, such as TBLT, wherein practice in natural language use is generated through meaningful activities that are deemed interactive (Saqlain, 2021).

In Pakistan, the diversified linguistic background of students makes it crucial to produce fluent and competent communication in the English language. Most traditional classrooms also employ a teaching approach but not limited to the Grammar Translation Method and lecture instruction. These methods focus on memorization of grammar rules and translation exercises, often at the cost of encouraging active use of the language and deep understanding of it. Only these strategies help students grow a theoretical grasp of grammar, a thing which

they easily fail to apply this knowledge when needed in real life (Saqlain, Gao Xiaoling, & Hussain).

The teacher-centered approaches to teaching that have been criticized have been regarded as overly passive learning strategies that limit the effectiveness of engaging students and enhancing their language fluency, mainly in crucial areas such as speaking, comprehension, and critical thinking. In these traditional teaching frameworks, the lack of practical application opportunities has limited the development of most students' language skills even after several years of formal education in English. The challenge is more pronounced at the tertiary level because using English is a prerequisite for the attainment of academic success, research activities, and career advancement.

TBLT represents a transition from a more passive form of learning to a more interactive student-centered model. Meaningful, authentic tasks for learners, TBLT engages students more deeply and meaningfully with the language, as they see English as a means of communication rather than, say, an academic subject to be memorized. In this manner, TBLT generates a learning environment that is much more participatory and active, as learners learn through use of the language and solving problems in real life. TBLT has a fair prospect of bringing out a change in the challenges facing ESL learners at the university level, thereby improving general language abilities.

Task-Based Language Teaching (TBLT)

Task-Based Instruction (TBI) led a revolution in the way language is taught, focusing on authentic tasks that make meaning. Unlike traditional methods that take students around imaginary scenarios, TBI takes students directly into real-life situations that may indeed trigger contextual and purposeful language acquisition. Tasks are activities that have specific objectives and outcomes and help form the instructional core. Examples of tasks include role-plays, problem-solving exercises, and collaborative projects.

TBI's theoretical underpinnings come from applied linguistics and second language acquisition, with an emphasis on Stephen Krashen's Input Hypothesis and the Interaction Hypothesis. The Input Hypothesis states that learning skills efficiently comes from comprehensible input greater than the learner's current level of proficiency. The Interaction Hypothesis basically asserts that interaction will motivate language acquisition through negotiation of meaning. TBLT has gained vast acceptance in the ESL contexts, especially in countries such as Pakistan, where their first language is not English. Using this approach, there are vast opportunities provided for authentic language practice through problem-solving, group discussions, role-playing, and project-based learning. There are so many advantages of TBI/TBLT.

It promotes communicative competence, enables a connection of classroom instruction to the application of language in real life, encourages negotiation of meaning and peer interaction, and induces linguistic growth with engaging tasks. Task-Based Instruction and Task-Based Language Teaching provide innovative, effective methods of teaching a language, focusing on actual life communication and situational contexts. Ellis (2003) and Willis (1996) have pointed out that TBLT is not only an exercise in language learning but also an activity leading to critical thinking, problem-solving, or collaboration-the skills required in any academic discipline and in professional life. The hallmark of TBLT is that tasks are designed such that they represent real-life challenges students may be faced with at some point in their lives at school or in the professional world. For example, the writing of a report, the presentation of research before an audience, or a debate based on a topic. Through such meaningful tasks, students improve not only their language capabilities but also learn to use English for specific purposes. Beyond this, TBLT catalyzes the development of thinking critically, solving problems, and teamwork skills-all critically important in today's globally

networked academic environment. In the environment of higher education in Pakistan, TBLT has an immense potential for change in teaching English.

This would shift the TBLT focus from passive learning to active engagement and potentially better prepare students for the rigors of academic study or professional life. It is somewhat limited, however, in research regarding the implementation and effectiveness of TBLT at universities in Pakistan. This thesis attempts to close this gap by looking at ESL tertiary learners under the head of task-based teaching.

Research Questions and Objectives

Research Objectives

1. To assess how effective Task-Based Language Teaching (TBLT) is in improving English language skills among university students.
2. To explore the effect of TBLT versus traditional teaching methods on student's overall English language development at the university level.
3. To explore how students perceive the effectiveness of TBLT at the University level.

Research Questions

1. How effective is Task-Based Language Teaching (TBLT) in improving English language skills among university students?
2. What are the effects of TBLT versus traditional teaching methods on student's overall English language development at the university level?
3. How do students perceive the effectiveness of TBLT at the University level?

Literature Review

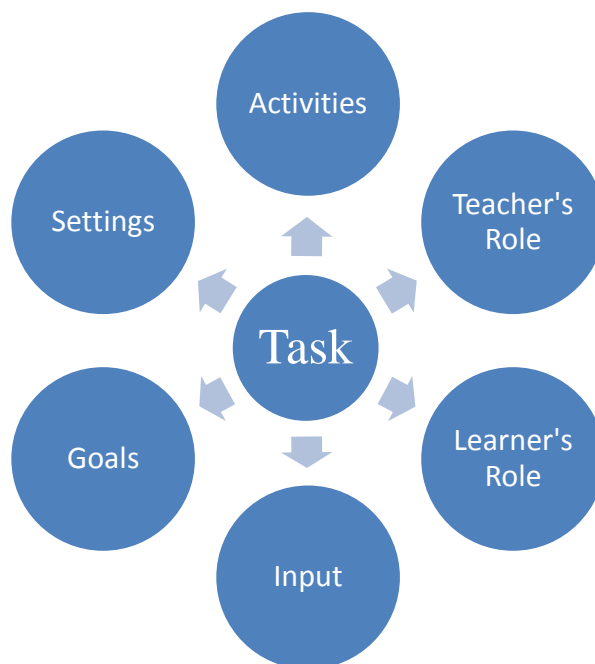
Definition of Tasks

A task is generally done by the students assigned with an intention and purpose to be met. Tasks in general comprise a few steps that depend more on meaning than on grammatical correctness to deliver the objectives and hence lead students toward a desired output. A task can include highly simple or very complex type of activities and may incorporate exercises, discussions, and group work and each one of these practices contributes toward improving language skills among students (Ur, 1996). The authors utilize these activities with the belief that by giving students more opportunities to communicate and interact with one another, language skills are enhanced (Willis, 1996).

Components of Task

Candlin identified the following key elements that define a task: roles, input, setting, outcome, monitoring, and action. Roles determine how participants and instructors should interact with each other for the accomplishment of the task. Input refers to the information or material that the learners would make use of in their activities. The setting pertains to the specific classroom environment and conditions where the task is undertaken. Monitoring refers to the guidance and support that teachers give while the task is being carried out. Outcome and feedback are about the objectives and assessment criteria associated with the task. The last one is action, referring to the tangible progress and practical actions that students carry out while undertaking the task.

Schwartz (1985), and Brown (1985) illustrated the components of tasks in the following figure



Categories of Tasks

Tasks are the adoption activities, which are constructed in terms of the repetitive implementation of the norms, such as, among others, the social ones. Their real-life use and the fact that the students are to use them outside the classroom is a part of the critical thinking processes that are not related to typical academic exercises exclusively. That said, even though not all project activities are like everyday occurrences, learners are supposed to take them with due seriousness and strictness. In a later paper of his (2001), Nunan classified tasks as activation tasks and rehearsal tasks. Activation tasks are the kind of activities that are done in the classroom to make a real experience, that is, they involve the students' collaboration and meaningful interaction, as opposed to merely answering language exercises. In contrast with that, rehearsal tasks are mainly intended to help learners familiarize themselves with authentic communication and interactions in the authentic world. In writing the book (1996), Willis' book talks about six types of activities/tasks: making comparisons, arranging and classifying, listing, sharing personal experiences, problem-solving, and engaging in creative activities. On the other hand, the jigsaw task asks students to put together different pieces of information to create a whole picture. An information gap task is paying the cards to one student or group with the information while another student or group has the related details of the story. Problem-solving tasks invite learners to think that they have a solution but without actually providing any answers. A decision-making task can be given to the student who is presented with a problem that has several alternative solutions.

In short, this part of my writing briefly explains how talking skills are taught and improved in College English Courses, mentioning the present problems and demands.

It also gave a detailed explanation of the Task-Based Approach (TBA) and the key theories that support it, along with the Constructivist Theory and Second Language Acquisition Theory.

Curriculum in Pakistan

Pakistan has a very inadequate curriculum. As Warsi (2004) puts it, the reading material given in public sector schools is too demanding for the students. Among the reasons creating the problem, we mention a too large percentage of the education system being founded on memorization and this makes the teachers and the curricula less proactive towards real-life activities. English language teaching also has very few experts available to cater to these

challenges (Stavans & Zadunaisku, 2023). Moreover, the already existing textbooks do not cater to the learners' linguistic requirements properly and thus a decrease in English language proficiency can be seen. The matter could be improved by providing the students with suitable English language resources. The running book series are not only obsolete but also don't develop the student's academic skills, because they are mainly based on the exams' requirements only. Moreover, the textbooks are uneven, and the teaching positions are primitive. They perpetrate rote memorization and unconditional deference towards teachers. Important concepts are often nebulous and unclear, so students have to ask questions that should be answered quickly, making them hesitant to ask more (Nayyar & Salim, 2005).

English in Pakistan

Pakistan is still far from possessing adequate English as a teaching aid and study material in classrooms is generally not considered necessary. Most of the teachers lack preparation and use approaches that have outlived the Fossil Age. Their approach is to equip students with passability for exams rather than the communication of sense for practical purposes. Language scholars argue that even after six years of study, Pakistani students fail to express their ideas correctly and understandably (Warsi, 2004; Ashraf, 2007).

Many studies in Pakistan have highlighted severe issues in English studies at the college level. According to Khan (2020), even though the language structure is well-in-hand with instructors, they also require concentration on the assessment and instruction of language skills. However, most teachers are concentrating more on helping students to enable them to give better performance on content-based tests so that they may be able to give better performance at board exams (Syed, Samina, Ishrat, 2023). This way, there are few chances for the students to practice their improvement of academic proficiency. Both the teachers and the students tend to neglect the use of the English language at the time in the classes, rather thinking it is not a necessary subject. Even after receiving English education for several years, Pakistani learners face the major problem of lacking essential language skills for the sake of their life in themselves as well as their professional lives, which affects Pakistan's formal education system negatively regarding second language programs (Shamim, 2011). Many students even lack a basic understanding of simple English structures and face immense challenges in expressing thoughts, constructing simple sentences, transforming voice, and narration a story. Most of the Pakistani students face this problem (Ghani, Mahmood, & Akram, 2008).

Traditional Teaching and Assessment Approaches: Limitations

Traditionally, in the educational arena, the teacher is maintained as the primary source of knowledge to the learners, and, on the other hand, these learners are relegated to a passive role. This approach has been there for a long time and undoes the realization of meaningful learning grounded on the process of inquiry and discovery that may be experienced by the learners. Critics say that cognitive theories and constructivism address the need for greater learner involvement to overcome these traditional approaches (Dorier-Maab, 2012). Alternative approaches, such as task-based teaching, combine learning with application and promote the student's participation. In the Iranian education system where traditional assessment prevails, alternative methods are direly needed (Bailey, 1998). Traditional assessments, which consist mainly of closed-ended questions in standardized formats, cannot provide a meaningful way to reflect students' progress or to offer feedback (Dikli, 2003; Koh, 2017). The researchers emphasize the need to shift from traditional assessment procedures towards alternative procedures which shall provide more support for learning for students (Gomez, Graue, & Block, 1991; McLaughlin & Vogt, 1996; Perrone, 1991).

Methodology



There are three major types of research approaches or types: qualitative, quantitative, and mixed methods. Qualitative research refers to the process of exploring and trying to explain complex social phenomena; it is aimed at understanding people's thoughts, behaviors, or experiences with the use of certain instruments such as interviews, observations, and content analysis. Quantitative research relates to data derived from numbers or statistical analysis in general. It is very useful in research, particularly one concerning a large number of samples and one that has measurable results, but it will quantify variables and look for patterns. Mixed methods research combines both qualitative and quantitative approaches in an attempt to represent a much more detailed and, therefore, all-inclusive understanding of a research problem. It integrates strengths by making the approach more balanced in dealing with numerical data and subjective insights.

The current study has resorted to a qualitative approach for just the purpose of narrating the impact of task-based ESL teaching at tertiary level in Lahore. Qualitative research has particularly come out to be well-suited for such a study because it probes deep into the experience and perception held by students concerning the task-based teaching practice. This approach allows a researcher to gather an enhanced, nuanced description of how such pedagogical tools are impacting the language acquisition of the students and their skill-building capacity within a higher education setting. Interviews will be employed for this study to gather rich modes through which the students would perceive and respond to task-based instruction in ESL classes. Interviews are the instrument for this research in collecting data. This is an extremely well-established method of qualitative research. Further, through interviews, rich personal perceptions from the respondents are obtained because they allow open-ended responses where people can elicitively try to explain their experiences in detail. There are three types of interviews: structured, semi-structured, and unstructured. In a structured interview, a list of predesigned questions would be asked in the same order of every individual interviewed, thus making all interviews uniform in their overall resemblance. Semi-structured interviews are not so formal and strict in their format and thus allow the liberal flexibility of an interviewer to ask questions that may arise from a respondent's answers. Unstructured interviews, the most fluid are used in this research. They allow the room for an interviewer to delve into a potential hole that may be dug during an interview by a respondent, since his or her response may dictate. That is, the respondent is free to answer the interviewee in the latter's preferred style; hence, the interviewer is free to probe questions as the conversation unfolds to gain better insight into a respondent's thought process and circumstances of an experience. For this research, the principal data collection instrument used is unstructured interviews. Unstructured interviews are very effective at gaining in-depth insight into participants' perceptions and experiences. This approach allows flexibility in asking questions during the interviewing process, which would be very appropriate if one wanted to understand how students experience and perceive task-based ESL teaching. It nags the respondents to respond with honest opinions but still ensures that the responses are as elaborative as possible and subjective. This study shall use unstructured interviews in order to discover the perceptions of students with regard to the effectiveness of task-based language teaching in their improvement of developing languages and also in achieving success in academics at the BS and MS levels.

Population:

The population of this study is BS and MS students in a university. This population will best fit the requirements of research in task-based ESL teaching since it comprises actively engaged students from the university who are more mature and consequently capable of reflecting on their learning experience. Since the task activities in the process of BS and MS levels appear to be high-order in nature, they would probably engage critical thinking and



problem-solving skills, which form the basis of task-based language teaching. The experiences they have with the task-based approach will be very useful when they are trying to understand how these methods have an effect on language acquisition at the tertiary level. The research should focus on "the effect of task-based ESL teaching at the tertiary level in Lahore." Hence, university students would be the best population relevant to conducting the study. Since the research addresses the influence of task-based methods on learning the English language, the most important factor for this purpose is to engage learners who are exposed to such teaching methods in the setting they are attending currently. BS and MS-level students are at a stage in their education where they should have acquired academic English, not only as a complement to their ability to acquire any knowledge but also for professional enrichment. The ratings of task-based ESL instruction will enable significant data on how effective the methods are in terms of promoting language proficiency, critical thinking, and interest in schoolwork.

Interview 1

What is task-based language teaching?

I think for me, task-based teaching, learning is when teachers use different techniques or activities to teach their students. For example, whenever a teacher teaches a specific topic in the classroom, she or he should perform activities related to that topic. That kind of learning is task-based.

So what is ESL according to you? English as a second language. What do you know about it? Like our native, our first language is Urdu and English is our second language because we have acquired it, we have not acquired it since childhood but we have learned it in the classroom settings that make English a second language.

What do you think, how important it is?

English. Yeah. English as a second language, the importance of it. Tell me about the importance.

English as a second language is important because English is Lingua Franca. In most parts of the world, English is being spoken. So to have a specific place in society or to get different benefits from society, you should know how to speak English. So you are talking about the word.

What do you think about the ESL in Pakistan?

In Pakistan as well, the most of the more of the instructions of universities are in English. So it becomes necessary for different students to speak in English and for that, they have to learn English. Okay.

So what do you think about how effective task-based language teaching is in improving English language skills among university students?

It has, task-based learning method has a great effect in teaching or learning English. Teaching. Teaching. Teaching helps in learning the English language. If we talk about the traditional methods that teachers used during the classroom, teachers just give lectures and there was no participation or interaction between the teachers and the students. And most of the students in that way don't know how to speak English. Teachers apply task-based learning in the classroom. She or he has equal interaction or participation with the students. And every student gets to speak in English. So I think the task-based learning method is very effective. Okay.

So what is the difference between TBLT and traditional teaching methods?

There is a lot of difference. In traditional methods, the teacher just came into the class and give a lecture and that's all. There was no interaction between teachers and students. Students didn't have to speak in English in front of the whole class and traditional methods. I think the task-based learning method is more effective because students get to speak in front of the

class that will help them to increase their English language skills and boost their confidence as well.

So you think that TBLT is more effective than traditional teaching methods?

Yes, I think TBLT is more effective.

In the Pakistani context, what do you think about that?

In the Pakistani context, TBLT should be applied in classrooms more by the teachers. Okay. So what are the effects of TBLT versus traditional methods on students' overall English language development? Can you repeat the question? What is the effect of TBLT and what is the effect of traditional teaching methods in overall English language development? Students overall English language development? Okay, in the traditional method, I think the students didn't have enough confidence to speak in English. For example, when they don't have to speak English in front of the class, they don't know, they don't know how to speak it in larger settings. So traditional method is not a very valid way to learn English, but TBLT is very effective. When students learn to speak English in front of the whole class, which is a smaller setting, then he or she will be able to speak English in front of a large setting, a large crowd. Effective is TBLT in students' English language development as compared to traditional methods. In student development, TBLT performs a great role. For example, if a teacher teaches a topic and then performs an activity related to that topic. For example, if the teacher teaches the topic about... learning or speaking skills and at the end of the class she arranges different activity about a debate or role plays or anything related topic then it will definitely help the students and develop the English language skills of the students as well.

So as compared to the traditional method, if you like to tell me about the traditional method, and how it affects English language learning? I don't think the traditional method has a major effect on English language learning. Because in traditional methods, students don't get to speak anything. don't even get the time or opportunity to share their opinions and when they don't interact, when they don't speak in English in the classroom settings, then they are not able to get enough development about their English language skills.

How do you perceive the effectiveness of TBLT at the university level? In the university level, TBLT is very important because after university students have to be in their professional lives, and in their professional lives some of the students might get the opportunity to get work in cooperating companies, and their English language skills plus confidence would be very important. So at university levels, TBLT can play a great role. in paving the way for students and help in their careers.

So do you believe that TBLT is applying in Lahore, especially at the university level? Yes, TBLT should, teachers should apply TBLT level, especially at the university level, although they should also apply from their school level because when the children are... Because when children are young, this kind of development should start at a very young age, but still at the university level, it will help to increase their confidence as well. Let's talk about this. Okay. Okay.

So which method do you like and appreciate? Traditional, is it a traditional method or TBLT? Um, if we only talk about the conveying of the knowledge, then the traditional method... If we are talking about English as a second language, the development of English. Okay. Only if you are talking about learning or developing English as a second language, then I think the TBLT would be the most... appropriate method because it will give the opportunities for students to enhance their English language skills. Traditional method did not give students enough opportunities to get involved or interact with others or even their class fellows. But TBLT not only improve students' English language skills but also helps them in their confidence level and it will help students in the long run.

Interview 2



So your first question is what is ESL?

ESL English as a second language refers to English, teaching English to non-native speakers focusing on language acquisition and cultural adaptations. You already know that we are studying in the era of... linguistics.

So ESL, how important is ESL in Pakistan? So we are studying ESL and ESL is crucial in Pakistan as English is the official language for education, business, and international communications which enables interviews to assess better education, employment, and global opportunities.

So, what is task-based language teaching? Okay, so task-based language teaching is a teaching approach focusing on real-life tasks to develop language skills, emphasizing learner-centered, communicative, and authentic language use.

How effective is task-based language teaching, in improving English language skills among university students? Okay, you are talking about university students. Then task-based language... Teaching is highly effective as it enhances communicative competence, and communicative frequency, develops problem-solving skills, fosters learner autonomy, and improves fluency and accuracy on that language of that language.

What is the difference between task-based language teaching and traditional teaching methods? Okay, these both are different terms. They focus on tasks with grammar, rules, approaches, and activities. So, I don't think so there is a difference, much difference between task-based and traditional teaching. If we talk about task-based, if you're teaching in the teaching, The teacher teaching in a classroom, they have assigned tasks to students. That is a task-based language teaching through, you know, activities, through assignments, through quizzes. This is known as task-based language teaching. And if you talk about traditional task-based, I think there is not much difference between task-based and traditional teaching methods. Okay, but if we talk about traditional teaching methods, I guess they include standardized tests, teacher-centered, and viewer grammar rules. I guess these things are included in traditional teaching methods.

Is task-based language teaching more effective than traditional teaching? Ah, yes, yes, it is because task-based language training is more effective. Just because it is a real-life application, increased learner engagement, obviously improved language retention, and enhanced communicative skills.

Tell me about the effects of task-based language teaching versus traditional methods on students' overall English language development. Okay. If we talk about task-based, there are some effects which is the first one is that it enhances language proficiency, influences as you know develops critical thinking or develops creativity, improves confidence all over in the front of the class, you know. And if you talk about traditional methods on students' overall English language development, I guess it affects focus on grammar rules as I told you earlier, emphasis, role, memorizations, limits, learning, and autonomy, as I told you earlier.

How effective is task-based learning in students' English language development compared to traditional methods? okay now um okay so task-based learning task-based language teaching is more effective as it develops particular practical language skills critical thinking and problem-solving abilities And your ninth question is implementations of task-based language teaching in Lahore University. Okay, if you talk about some Lahore universities that have adopted task-based learning, you know, task-based learning teaching, sorry, language teaching, but its implementation as inconsistent and traditional methods still dominate. There is no consistency in it.

How do you perceive the effectiveness of task-based language teaching at the university level? okay, it is highly effective at the university level it prepares students for real-life

communications adheres to employability, and develops lifelong language learning sorry learning skills.

Which method do you prefer at the university level? okay if you talk about task-based language teaching due to its focus we have to adopt the method of task-based language teaching in university level at the university level because it focuses on communicative competence learning autonomy is just because it relates to the self-independency the teacher does not need anyone else to support her in teaching and real-life applications as you know.

Interview 3

What is task-based language teaching?

So according to me, a task is the structure or design that you are provided with. So I think it is a project or a process in which someone assigns you a popular something specific task that you need to perform on a specific rules or curriculum that you need to follow or not.

Okay, so any examples?

Any examples like our presentations? It depends that it is a group presentation or an individual presentation. We need to prepare slides or we need to prepare assignments. We open PPT we may help get from chat GPT Gemini or different AI tools. So we need to collaborate with our group members that which group members need to perform which task. So we assign them properly different tasks and then we go through the further procedure.

Okay, so what is ESL? English as a second language. What is it and what do you think about it? What is the importance of this English?

It's a second language. As in Pakistan, it is a second language because our native language is English. So it is mostly spoken in foreign countries like the USA, the Americas, etc. So English in Pakistan is an office language that we need to use if we need to communicate it formally with our HODs, with our teachers, and with the DCOs. So we use English as a second language and we may get prepared for it in the coming. In the coming eras everyone had had a good command of English. So it is important for the next eras or maybe in the future that if you want to be a developed country or if you want to be a progressed one. So it is good for you to become a good speaker in English.

How effective task-based language teaching is in improving English language skills among university students? University students task-based language teaching effective hair improve English language skills. It is very effective for the university students. Like if I talk about the previous environment like a college or university. We do not even know about what is Task-based or what is language teaching. We just to communicate in Urdu. We perform our tasks in Urdu and even we do not focus on our English communication skills. So as we go through our universities, our teachers focus on speaking English even with our fellows. So it is if it is maybe hard working for the students. But the students need to speak in English. Because teachers might help students to communicate or may convince them to speak in English. So they are also helping them. They provide data or they share slides for these things. So it is very necessary to and it is very effective when communicating in English.

Okay, so what is the difference between TBLT and traditional teaching methods? Task-based language teaching or traditional teaching difference? What do you think about it?

The task is as I previously talked about the task that you provide with the structure that you need to follow the grammatical rules, and certain rules to speak in English. And you all need to talk formally. So a traditional language. Traditional teaching is basically that you speak formally. Or you, you know, don't focus on any grammar rules. just heard that you are talking



to your friend. But in a task space. You may feel that you are talking formally and you communicate with all of your teachers or HODs in English in a good manner. It depends on how you use the words in English. The power of words is very important. Like in the task-based, we use such vocabulary that is efficient for you. And while traditional learning, you use informal words with your friends. So task-based is necessary and it is very beneficial for us.

Okay, so does TBLT is more effective than traditional teaching?

What do you think that teaching while giving tasks is more effective than the traditional methods or the lecture method?

It is affected. Like I think while we are for example we go for a job opportunity. So task-based is very important. Like if we may need to be formal with that person or interview or if you are want to be selective. And if you join that job. So first you get to know how to communicate with others. You need to follow certain rules. You don't need to be informal. You don't need to talk informally. The person who is taking your interview may think about your attitude that he is talking informally. So he is not good for that job he may informally take his job. So you first need to be formal and then you formal with your interviewee. So then you may get the job. So you think that the basics of this like also affect your identity. Yes, it depends on your identity. Your personality is also based on it. Your good communication skills may interact or may depute you in public. If you are good communicate. If you communicate in a good way, you may repute yourself in a better way. Like you may have the convincing power you can con. You have better use of vocabulary. You may convince someone with your communication skills.

So what are the effects of TBLT versus traditional methods on students' overall English language development? Like overall language development or traditional method?

You have to tell me about both. Okay.

As TBLT is a structured one and traditional is informal you communicate in an informal way with your friends it is effective. No, no, no. I'm talking about teaching. Okay, traditional teaching method. Yeah, task-based language teaching method. Okay. It depends upon your teacher like how they go through your courses. Like for example task-based. Like for example, your teacher may assign you presentations. You may assign projects or any activity. Any activity. Maybe it is a group or individual one. So teachers may give certain curricula or procedures that you might follow during your task. So traditionally the teacher may come into the class, deliver a lecture, and go on. Some teachers do not even know whether the student understands his or her lecture or not. So it depends on the teacher how he or she wants the course may help the students to help them.

So what do you think if a teacher is using traditional methods how effective is it? I think all the teachers need to use a traditional method in his. Sorry, traditional method. So no, no teachers it depends. Teachers use both of them methods while coming to class. Like teachers may deliver their lectures but every teacher needs to deliver lectures in a good way. Some teachers come into the class and deliver a lecture and go on it. It is. It does not mean to understand someone like teachers need to. If a teacher comes then it is their responsibility to help them to understand that particular topic.

So yes, teachers also focus on the task-based. They may assign some presentation topics or particular topics that need that the students need to communicate. So it depends on the teacher how they engage students with them.



So do you believe that student participation is a necessary or it may affect the learning? Yes, it is. Student participation is very necessary for the learning. Like for example in class. The if teacher is giving a lecture the students may need to ask questions to boost their minds. It also helps the student to boost their confidence to motivate others to speak in a good way. And may show your teacher that you are a good student and may present your personality in the class.

Okay, how effective is TBLT in students' English language development as compared to the traditional method? How effective is it is very effective as task-based? I guess the task basically may provide confidence in both students, right? And it also helps in brainstorming as well. So task-based is is very well effective as compared to the traditional method. Okay, so how do you perceive the effectiveness of TBLT at the university level as a student, how's your perception about that Task base is I think very effective matter. It provokes the students to how they pursue their careers as well. It's not about all to present in a class or it's not to present in the university. While going through this again, in the coming eras, we mostly need to focus on the English language as basic Urdu is our native language as well. But everyone must communicate in English because speaking English may boost your personality or your identity. So it is very effective for students to speak in English. Okay, thank you.

Interview 4

What is task-based language teaching?

Task-based language teaching is basically teaching in which we generally use different aids, for example, exercises and different physical activities in which you can make more interaction with students with language. Okay, any example? For example, when we were in our childhoods, teachers usually, you know, they do exercise for them, sit and stand. Sit-stand, for example, so they can more interact with the language and understand what it means.

So what is ESL, English as a second language? What is the importance of it? How do you perceive it? English as a second language basically plays a very wide role in our lives. For example, it can give a broader aspect of job opportunities. And more example, it is also a universal language. So it also helps us to interact with many people around the world. Okay.

So what do you think in the Pakistani context, how much importance is this? In the Pakistan context? English. English is how much important? English in the Pakistan context also has very wide role because for example in our institutes and in our jobs wherever the organizations we also use English as a second language we do not communicate in Urdu English is the only medium and if you communicate so what do you think about it? Is it? Is that it should be or not? I believe that's not to be because obviously, we have our language prioritized but for better opportunities for example if we're abroad if we're going to it is a practice that they're so they can move abroad and another world better than other world's better than So English to learn what teaching methods used are you know any of them? Different in grammar. For example, we use grammar and tenses. This is speaking in, if you can't comprehension or this type of things.

So what do you believe that how effective task-based language teaching is in improving English language skills among university students? How important is task-based language teaching How do you know your English language skills to improve to improve at the university level, how important is it? What role play plays a very wide role, I believe, because task-based language teaching also helps us in, for example, understanding and perceiving language, from a perspective. At the university language level, we're a broader aspect so we can understand English from different views, different perspectives, and



different people's angles. Okay, so some examples you can tell you how to how you can't tell you how to be effective? Task-based language Like lecture methods or activity-based teaching? Teachers usually use presentations. As they, the children say you have to prepare a topic and you have to present it. For example, most importantly, teachers usually say that you have to teach properly A to Z, in which the teachers, the students, usually actively participate. Okay.

So what do you know about traditional teaching methods? Traditional teaching method is the type of method in which we use grammar, tenses, and all vocabulary learning, these are the other things that are used in traditional.

So what do you think that how effective traditional teaching methods are at the university level? I don't believe that it helps in any kind of, because it is basically a Ratta system. So it cannot be long for the last, maybe six months for a particular time period it can last, but not for a longer period. Okay. Do you believe that the teaching, if a lecture method a teacher is there, then that's better than that? No, because for example, as you're talking, What was the task based on? Not this other. Traditional. For example, if we can't the vocabulary list, or they learn the vocabulary list, it will not last, for example, for long. Maybe they can speak those words for two days, or three days. But if they watch a movies and if they interact with people or if they have a good vocabulary word and if they use it in their practice, it will long become a permanent part of their life.

Okay, so what is the difference between TBLT task-based language teaching and traditional teaching matters? Traditional teaching matters is you can say Lecture-based and that is simply a practical teaching method. Okay, and traditional methods. The traditional method is based on exercises and you know kind of... Okay, so does TBLT is more effective than traditional methods? Yes, I believe. How? We call it a little bit edge to the students to interact with the language more instead of the second method you were talking about.

So what are the effects of TBLT versus traditional methods of students' overall English language development? What the TBLT is, the student's overall language skills, and its development how does it affect as compared to traditional methods? Traditional method, I believe that the student does not have a variety. Those particular type of things, for example, the vocabulary list you have the tenses and are very complex things. But if you, for example, tasks make it, so the understanding is a little deeper and it can understand, the students can understand from different perspectives and a lot of they get an edge that they can a variety of language to observe and understand. So overall English language development, we are involved in listening, writing, reading, reading be a reading, and spoken speaking, so what do you believe that traditional of these four skills effect has? What effect and how do you? How about it? TBLT is more about listening and speaking. Yes. And if we can either it's a grammar teaching method because it's focusing on listening, speaking, writing, and reading. Okay. So, how effective are these two? Traditional methods, our writing is better than? Or, TBLT? Traditional, I...it, writing, other way. No, no. Traditional from writing is better Not, traditional speaking and listening more than, I believe. Okay, okay, traditional speaking and listening more should be. No, no, traditional as writing and reading. Reading and reading. And TBLT's your speaking,

Okay. So, how effective is TBLT in students' English language development as compared to traditional methods? If you compare traditional methods and tasks in this language, then what do you think is how effective the English language is in developing, students? I believe TBLT is more effective because it can help students understand language deeper and most importantly students can interact and brainstorm ideas in English in the target language. But what you said is the other language method is. Traditional, in that the children, in the Brainstorm idea in particular language.



So, what do you think, as a student, what are you more effective? The traditional method is more effective or task-based language? Task-based. What do you think you in this university in Lahore in these universities that are doing, or traditional language? No, I don't think so, so far. What traditional is? No. Traditional? Traditional. So, what do you? Do you do? To do it? To do you, so students interact more, instead of learning, that language acquire so. So, university level is or is more important than the college level? This is? This is? college level at the school level I guess that you have most of the task-based learning so that the children acquire instead of learning.

Okay, so how do you perceive the effectiveness of TBLT at the university level? What is your perception of TBLT at the university level? What do you think, it's how important is, or not do you need, or not do, what recommendations about? I will recommend that TBLT implement task-based learning, so that students from childhood have the language about their insights and every perspective of language to know that this context in this context, is a because in grammar method only you particular type of things like you, as you RETA system, so you can't experiment by the child. But if we do tasks spend it, then the children can experiment, ideas generate, and it can't, and then different perspectives, things can get and then creative writing. For example, as we're in grammar, like we're in grammar in the grammar teaching method, you have to say one particular thing can't, you have to speak, this thing in a particular way. But if you have to speak, you know what you do you have task-based you know, you know, you know you can't get a different thing to different way to say, you so much.

Interview 5

What is Task-Based Language Teaching?

Task-based language teaching (TBLT) is a method where teachers use specific tasks to teach language. This approach involves activities that help students engage directly with the language. For example, in an English class, a teacher might give a task to students to introduce themselves in five sentences. Through this, the teacher can assess their grammar, creative writing skills, and independent thinking. TBLT allows teachers to gauge each student's level and helps students improve more effectively.

Definition of Task-Based Teaching (According to You)

In my view, task-based teaching is a language teaching approach that uses practical, real-world tasks to enhance students' language abilities and comprehension.

What are the benefits of Task-Based Language Teaching?

Data shows that task-based teaching has several advantages. It provides a way for teachers to observe students' individual levels and identify areas for improvement. It also makes learning more enjoyable and interactive, which can lead to better retention and practical language use.

What Does "English as a Second Language" Mean?

Learning English as a second language (ESL) refers to the process where individuals learn English in addition to their first language. Learning English as a second language can be challenging, but it becomes easier if it's explained using the first language.

Can you please tell me about the effectiveness of Task-Based Teaching for English Language skills improvement?

Task-based teaching is highly effective in improving English language skills. In a traditional method, a teacher lectures, which may not involve the student much. With TBLT, students are given tasks, which allow them to practice language skills. Knowing beforehand about a task builds their confidence, improves their learning, and helps them prepare. At the university level, TBLT enhances confidence and supports skills like research, article writing, and communication.

Compare TBLT with Traditional Methods.



Compared to traditional methods, task-based teaching is more impactful because it involves students actively, keeping them creative and engaged. In traditional methods, lectures dominate, and students have fewer chances to participate. In TBLT, students actively participate, which enhances creativity and skills.

Why do students prefer Task-Based Teaching on a personal level?

On a personal level, students prefer task-based teaching because they're given tasks they can work on at home, earning marks through their efforts. TBLT supports student growth, improves confidence, and enhances all four language skills—reading, writing, speaking, and listening.

What is your personal view on Task-Based Teaching vs. Traditional Methods

I believe task-based teaching is more effective because students are given tasks to complete creatively, which actively engages them in the learning process.

Interview 6

What is task-based language teaching?

Task-based language teaching is about a task. The teacher gives us tasks in the class, just like a presentation. It's just like a task. They gave us something that we need to present in front of our class and we need to explain everything. So it's just a task. So any examples? Presentation, Presentation, and if we talk about the curricular activities and the university. So there are a lot of things, just like there are societies. We need to work and just like there are student week happened last week. So we need to... do some tasks for the events to complete. Oh, for the teaching. So if we talk about teaching, there are just like assignments. So we need to do the tasks.

So what is ESL English as a second language? What do you know about it? Okay, English, I think English as a second language is very important as a student for us because we are a student of Bayes English. But the problem is the students didn't understand or speak the English language because it's not our mother language and that's all. So we need to learn more the second language because it is important in our university. And even if we are not a B.S. English student, if we are any department students we need to do, we need to learn it because it is very necessary for us.

How effective task-based language teaching is in improving English language skills among university students? What do you think is task-based language teaching, it's how effective English language skills are to improve at the university level. It is really important, I think, because our teachers, Dr. Javieria, and Ma'am Tooba, always gave us a task as unspoken English in our spoken English So they gave us tasks. As there are a lot of students from the background, they didn't even understand the English language. But when the teacher gave us the task in the class, and they gave us a presentation, they gave us some activities that we needed to do. spoke in front of the class and English. So it is very important and it boosts our confidence a lot. Whenever we do a task, on the very first attempt we just, we just do not even have enough spoken English for and not even. So when we tried a lot and we do this kind of tasks, we do these kinds of tasks. So yeah, it is very important in English. It is very effective. Okay.

What is the difference between TBLT and traditional teaching methods? Task-based language teaching or physical matters. What traditional method is just that teacher comes to the class and they just teach us it is not an interactive class even so when we are in task-based learning it is important because when the student gets interactive it boosts the student's confidence so students I get a student try to speak and it is very important so it is a difference between them so any traditional method you know about lecture method and yeah that teacher came to the class the teacher came to the class teacher the teacher and they just go back to the so it is I think not effective for the students because students are not interactive in



that same okay does TBLT is more effective than traditional methods Yeah, I think because teachers need to understand that a student need to speak in front of the class. Because when the student is not even as we are the English student if we are not... If we are not even well spoken students, it is not effective as we graduate withan English degree and we are not even speakingthe English language. So yeah, the teachers need to do task-based.

What are the effects of TBLT versus traditional methods and students in the overall English language development? I mean overall English language development for the student, speaking, writing, reading, and reading. So what effect? TBLT and traditional verses, what do you? What do you? What does the comparison tell you? How much effect will it haveon overall English development? Overall English language development, what comparison? Social? Social? How much? Overall English language development is the traditional and TBLT. Okay. So traditional language teaching we have, speaking skills because whenever the teacher comes to the class and gives us a lecture, there are a lot of times when students even never listen to the lecture. But when it is task-based learning, then students are interactive and students know that teacher, they get attentive, so the teacher can't so that's why I think task-based learning is effective because if the student is not even learning in the class, so what is he doing in the class?

So how effective is TBLT in students' English language development as compared to traditional methods? If you're a method compared with you, how effective is TBLT? So, TBLT is effective. English language development. Yeah, in the English language. Because it's, um, um, um, teach us the second language and it boosts our confidence. So, yeah, that's why it is effective. How effective is task-based language teaching in students' English language development as compared to traditional methods? If you're using traditional methods, then task-based language teaching, how effective do you look? TBLT, I'm very effective. Because I think that when we're task-based learning, so it's very interactive for students in the class. necessarily because students are very students are learning because theyknow that the teacher can but when it is traditional teaching the teacher came to the class and just leave so students the student not being a teacher with the students just bed and there are a lot of students who are not even confident to ask a question so when teacher points out the student and ask questions students, students a little confidence boosted and asking the question to the teacher and able to answer in front of the glass. So that's why I think TBLT is effective in the English language.

So how do you perceive the effectiveness of TBLT at the university level? Well, at the university level, how do you perceive how do you how perception of TBLT as a university-level student? I think that university is the main point where TBLT is happening if there's like presentation because when we are in colleges and our schools if that is not a big city and the big school so teachers are not like that presentations can't be in the short level. But when we are atthe university level, then there are a lot of presentations, there are a lot of tasks that the teacher gave to us. So that's why university... In Lahore, you think that a student compared to the small cities just like Multan side, janoobi Punjab. then Upper Punjab, just like Lahore, I think they are more good spoken English because they are in small schools, they prefer to students, yeah, they prefer that students need to interact in the class and they prefer in English language but when we are in a small city even in our colleges just like I am from Punjab college but Even in that college, they are not like, you spoke on English, but for, so that's why I think that we're in a very big city, so it is effective in a big city and the university level also. So how do you perceive it in a good manner, traditional, you perceive it better than traditional methods? Yeah, I think it is. Okay, thank you, thank you so much.

Interview 7



What is task-based language teaching? Task-based language teaching means that students are given various tasks, through which they learn the language. For example, if you're given the task of conducting an interview, it will improve your communication skills. In this way, students' language learning improves.

What is ESL? In Pakistan, English is a common language used when people's first languages are different. It's not only for communication but is essential for academics and career purposes. This is why English is seen as a "lingua franca" — a language that most people understand. Through task-based language teaching, it becomes easier to improve students' English skills because they're given different activities and tasks that help them practice.

What role does TBLT play in developing the overall language skills of university students? Task-based learning significantly enhances English language skills. For university students, task-based learning is more beneficial as it allows them to learn through real-life situations or discussions. For instance, if given a group discussion task where they can only speak in English, students get more chances to use the language, which also improves their vocabulary.

What is the difference between TBLT and traditional teaching methods? The difference between traditional teaching and task-based teaching is that in traditional teaching, the teacher gives a lecture and students simply listen, with very little interaction. In contrast, task-based teaching gives students interactive tasks like group discussions, interviews, or presentations, which help improve their speaking, writing, listening, and reading skills.

Is TBLT more effective than traditional teaching methods? I believe task-based teaching is more effective because students actively participate and get a chance to improve their language skills. Traditional teaching may be fine for large audiences, but when it comes to personal development and communication skills, task-based teaching is more beneficial.

Tell me the effects of TBLT. The effects of task-based learning include enhancing students' vocabulary, improving their communication skills, and helping them use English more confidently. Through group discussions and activities like Scrabble, their language skills improve.

Which teaching method do you prefer? If I had to choose a teaching method at the university level, I would prefer task-based teaching because it's more interesting and provides more learning opportunities for students. Task-based learning keeps students interactive, and their language learning pace also increases.

Interview 8

What is Task-Based Language Teaching?

Task-based learning involves teaching through activities in class to help students learn the language. For instance, if students are given a topic and asked to do creative writing, that is an example of task-based learning. Another example could be showing students a video and asking them to mimic it, which also counts as task-based learning in second-language (L2) teaching.

What is ESL?

ESL stands for "English as a Second Language." This is for people learning English in addition to their first language.

Tell me about the importance of ESL.

In Pakistan, English is crucial for those seeking better job opportunities or planning to move abroad. Our education system and professional exams, like the CSS, emphasize English significantly. Here, people believe that someone who speaks English well is more qualified, which is why there is so much focus on it.

What do you know about the teaching methods?

In Pakistan, traditional methods like lectures and grammar translation are commonly used. However, people are now increasingly learning English through social media. In traditional lecture-based teaching, students mainly listen to the teacher and are not actively involved. In contrast, task-based learning keeps students more interested because they have to work independently, which makes it more effective.

What is the difference between TBLT and Traditional teaching methods?

In traditional teaching, the teacher lectures, and the student listens. Task-based learning, on the other hand, involves students actively through activities that improve their understanding and skills. Traditional methods are teacher-centered, while TBLT is student-centered. A student-centered approach is more beneficial because it requires students to work independently, enabling them to learn more.

Tell me about the effectiveness of TBLT on students' overall English language development at the university level.

TBLT is more effective because students carry out activities that improve their listening, speaking, reading, and writing skills. Traditional methods are often limited to understanding, whereas TBLT also enhances students' communication skills. Practical involvement allows students to learn better, which happens less frequently in traditional methods.

What is your perception of TBLT at the University Level?

In my opinion, TBLT should be implemented at the university level, but it is also essential to combine it with traditional methods. Not everything can be taught only through activities, so a mixed method is more effective.

Which method of teaching do you prefer?

Traditional methods are still more prevalent, but the trend toward TBLT has started to increase in recent years. Currently, around 40% of teachers use task-based teaching methods. However, balance is necessary, and a mixed-method approach should be used to give students the benefits of both approaches.

Interview 9

So, what is task-based teaching?

You could call it “question, question, question” based, as the focus is on specific topics that the teacher assigns, followed by guidance on how to complete the task. In a classroom, some students find the task productive and easy to understand, so they get more involved. If the task is interesting, students tend to be more engaged. Some teachers focus less on quizzes or assignments and emphasize productive tasks and PowerPoint presentations. For example, my brother, who studies at COMSATS, has a teacher who uses a task-based and productive approach.

Does the TBLT method differ greatly from traditional teaching methods?

Task-based teaching is a unique approach that is more effective for students because they learn through practical tasks, which can be harder to grasp in traditional lecture methods. Each student has a different level of understanding, so as long as the task is interesting and engaging, it has a more positive effect.

What is ESL (English as a Second Language)?

In Pakistan, most people's mother tongue is Urdu or Punjabi, but English is essential for education, especially if someone plans to study abroad. I believe that English language skills improve more effectively with TBLT because it provides practical exposure. Task-based learning increases students' interest and engagement, which isn't always achievable in traditional methods.

Can you please tell me the difference between TBLT and traditional teaching methods?

The task-based method is more engaging and productive. Students have to work independently, which helps them understand more, while some things can be difficult to

grasp in lecture-based methods. This is why TBLT is more effective, as it provides practical exposure and promotes students' development.

How effective is TBLT in students' overall English language development?

TBLT is more effective because students are more actively engaged in this method. Traditional methods are limited to theory, whereas TBLT uses real-life scenarios for better understanding. In today's tech-savvy world, students prefer methods that enhance their practical skills.

What is your perception of TBLT?

This method makes students more productive and practical. In my opinion, teachers should adopt the TBLT method as much as possible, as every student has a unique IQ level, and TBLT engages them according to their individual needs. Overall, it positively impacts students' English language development and is more effective than traditional methods.

Respondent Themes

1	Understanding of Task-based language teaching	<ul style="list-style-type: none"> • Learning model that is more productive in the results of real tasks than those by rote. • Common TBLT activities are presentations, discussions, role-plays, group projects, and problem-solving exercises. • Students describe that activities within TBLT boost interaction and engagement in the authentic use of language in the class.
2	The Effectiveness of TBLT	<ul style="list-style-type: none"> • TBLT fosters interest and motivation. • Improves communication aspect, especially in speaking and listening. • Encourages confidence. • It prepares students for both academic and professional settings.
3	Traditional teaching method versus TBLT	<ul style="list-style-type: none"> • Traditional approaches are provided in more classroom teaching with fewer interactive involvements of the students, whereas TBLT favors interactive involvement. • Building confidence is considered much more effective with TBLT than traditional passive approaches. • Traditional approaches emphasize memorization; TBLT involves the application of language in a real-life scenario.
4	ESL in Pakistan	<ul style="list-style-type: none"> • The language is deemed essential for good academic and professional performance. • TBLT makes the act of learning English more easy and opens up, especially emphasizing the practical usage of language without some language barriers.
5	Teaching method preference	<ul style="list-style-type: none"> • Many students prefer TBLT over the traditional methods. • TBLT has been favored for encouraging the emergence of creativity and independence.

		<ul style="list-style-type: none"> • A mixed-method approach would be suitable to take advantage of both methods by applying TBLT for the active building of skills and traditional methods for fundamental grammar and structure.
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Conclusion

One common effective method to improve students' knowledge of the English language, particularly in tertiary stages, is Task-Based Language Teaching (TBLT). The findings of the study pointed out that students preferred TBLT in contrast to other traditional ways of teaching because of its high interaction and intriguing nature. The saturation point in the interviews was attained when the participant responses started to converge, indicating that no new insight was being developed. For several interviews, students repeated the benefits of TBLT as opposed to traditional teaching methods about engagement, confidence, and skill development. These convergences confirmed data saturation had been reached for an adequate basis of analysis. The results showed that the students considered TBLT as more engaging and interactive than their traditional versions. They appreciated the involvement in the active nature and the applicative character of TBLT, which led them to participate in various activities, such as presentations and group discussions, to develop their communication skills. Students stated that they created all four skills considerably in reading, writing, speaking, and listening through TBLT. They also mention that TBLT builds confidence in using English for academic and social purposes since it allows controlled environments in which to apply known real-world language. The students also were more positive towards TBLT than they were about traditional teaching/learning. They believed the TBLT was most effective because it had practical utility rather than memorizing. This way, their academic needs and professional aspects were served well, which might not happen in the presence of lecturing alone. TBLT improves linguistic skills within the four key areas: reading, writing, speaking, and listening. However, it also teaches critical skills that involve confidence building, creativity, and problem-solving capabilities.

Unlike the old tradition of pure 'rote learning' and a passive approach toward language skills acquisition, TBLT is an interactive process that challenges students to use and implement their language skills in applied scenarios. In Pakistan, most people need English as a second language for both academic success as well as professional usage, so taking something into a real-life context is very important. This will better bridge the gap from thinking on the paper to its practical application. Findings also pointed out that traditional methods still dominate many classrooms, but TBLT can greatly improve language learning outcomes. Focusing on real-life tasks, TBLT caters to modern education needs, where students are provided with autonomy and communication skills. In conclusion, TBLT is a step forward in ESL teaching methodologies offering an integrated and thus more efficient learning approach to language learning. Given this capability for enhancing students' academic and professional outcomes, it is worth adding TBLT to the curriculum of higher education institutions, with even greater emphasis in linguistically diverse countries like Pakistan.

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