



## IMPROVING BUSINESS STUDENTS' SPEAKING SKILL THROUGH TASK-BASED INSTRUCTION IN MOROCCAN EFL CLASSROOM

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### **Abstract:**

The field of language teaching and learning is steadily moving toward task-based language teaching (TBLT), which uses tasks to manage classroom instruction and requires students to use their prior linguistic assets to understand and practice the target language while carrying out the tasks. However, there are few facts concerning how students and teachers perceive the tasks they actually use in higher education. This study investigates how students and teachers view task-based language instruction and its role in improving business students' speaking skills. The data for the study were collected through questionnaires from a total of 234 learners and 14 teachers. The results show favorable perceptions and attitudes of students as well as teachers towards (TBLT). Consequently, it is recommended to adopt a task-based approach over a long period of time and in a very suitable manner while considering the abilities of various students in a particular classroom.

**Keywords:** business students, perceptions, speaking skill, task-based approach

### **1. Introduction**

Task-Based Language Teaching has emerged as a widely accepted current language teaching approach that uses "task" as the primary teaching tool of language classes. The task-based approach has been adopted because of its solid presumptions, concepts, and theories of second language acquisition as well as the precise justification for its application.

The best technique to teach a foreign language is to include students in authentic language use which is done by designing tasks-discussions, problems, games, etc.<sup>ii</sup> (Willis & Willis, 2007). TBLT is a potent and sophisticated learning strategy. During task

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<sup>1</sup> Willis, D., & Willis, J. (2007). *Doing Task-Based Teaching: A practical guide to task-based teaching for ELT training courses and practising teachers*. OUP Oxford.

completion, this strategy promotes the acquisition of new language and skills. Teachers serve as guides as well as instructors in task-based learning. By the same token, Students serve as both primary agents and recipients. In TBLT settings, students can gain an understanding of how to shift from their mother language to their target language by utilizing their own communication skills. It allows them to learn in partnership and unlocks their likely ability to hire and work with the language of goal professionally<sup>iii</sup> (Lin, 2009). Larsen argues that students have a great chance to communicate with their peers because they aspire to accomplish a task<sup>iv</sup> (Larsen, 2000). By seeking to comprehend and communicate their meaning, this interchange tries to boost language learning.

So, the purpose of this study is to clarify the notion of task-based language teaching, its definitions, and its characteristics. It also looks at how task-based learning is used in the EFL classroom to improve business students' speaking skills. The data were collected through questionnaires, the following two questions will be addressed by this study:

- 1) What are the Business Students' perceptions and attitudes towards TBLT?
- 2) To what extent are EFL teachers conscious of the effectiveness of task-based learning in improving their business students' speaking skills?

## 2. Literature Review

### 2.1. Definition of Task-Based Language Teaching

Task-Based Language Teaching (TBLT), commonly referred to as task-based instruction (TBI), is a method for teaching languages that use tasks as the cornerstone of designing and managing lessons. Prabhu (1987) who first pioneered this concept asserted that when students' attention is on the task at hand rather than on the language they are using, they may learn more efficiently. Prabhu believed that students would learn the target language more effectively if they concentrate on the task. A task that is significant in the teaching of foreign languages is defined as an activity that necessarily involves language<sup>v</sup> (Richards & Weber, 1985).

A task according to Prabhu is an activity in which learners create an outcome from given information through some process of thought, and which requires teachers to regulate that process<sup>vi</sup> (Prabhu, 1987). Bygate, Skehan, and Swain believed that task requires learners to use the target language with an emphasis on meaning<sup>vii</sup> (Bygate & Swain, 2001). Language learners communicate and hone their communication abilities by

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<sup>iii</sup> Lin, Z. (2009). Task-based Approach in Foreign Language Teaching in China: A Seminar Paper Research Presented to the Graduate Faculty, University of Wisconsin-Platteville. Available online at <http://minds.wisconsin.edu/bitstream/handle/1793/34571/Zhu,%20Lin.pdf.txt?sequence=3>, accessed July 10, 2010.

<sup>iv</sup> Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

<sup>v</sup> Richards, J., Platt, J. & Weber, H. L. (1985). *Dictionary of Applied Linguistics*. London: Longman.

<sup>vi</sup> Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.

<sup>vii</sup> Bygate, M., P. Skehan, and M. Swain. (2001). *Researching pedagogic tasks: second language learning, teaching, and testing*. Harlow: Pearson Education.

engaging in a series of exercises. In order to accomplish an objective, students engage in meaningful conversation, which promotes greater language development.

In accordance with Ellis (2003), a task is perceived as a plan which is designed in detail by teachers<sup>viii</sup>. It can be an exercise, an assignment, a project or a presentation. However, it should be well-planned and well-organized. Students are working on a worthwhile task that will develop their capacity for rational and critical reasoning. With the activities required to complete their task, they actually learn. TBLT can theoretically use language to associate sense, and thereby, it also increases language standards<sup>ix</sup> (Skehan, 1998). The process results in a tangible product that students can utilize in their future personal or professional lives.

Task-based learning provides students with an active task, which maximizes learning chances through partaking as well as generating tasks. The students are given more room to express their inspiration and critical thinking. within that context, it assumes an essential part of the pedagogy of contemporary languages. The completion of the task sets an authentic goal for the students in a task-based approach as it encourages peer feedback, as a result, the sharing or assessment of the students' own ideas is required. Everyone should participate in evaluating the accomplishments and areas for improvement revealed by classroom work. Students gain essential knowledge as a result of it.

The learner assumes a pivotal responsibility in task-based learning. It gives them a reasonable share of independence and responsibility in the negotiation of course material, selects linguistic forms from their linguistic repertoire in the exercise of the task, explores various task success and evaluates task results<sup>x</sup> (Breen & Candlin, 1980). Task-based learning, which integrates the greatest concepts from communication instruction, offers a switch from the traditional method where learners might not have acquired communication skills. This approach will eventually inspire and motivate students to develop fluency, accuracy and acceptable pronunciation of the target language<sup>xi</sup> (Guerrero et al., 2020). It provides a legitimate justification for language use as well as an authentic setting for linguistic study. The setting that tasks furnish for fostering learning processes makes them a crucial part of task-based learning. As a result, the cognitive demands of the learner are one of the deciding factors of task difficulty in a task-based approach<sup>xii</sup> (Robinson, 2001).

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<sup>viii</sup> Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

<sup>ix</sup> Skehan, P. (1998). Task-based instruction. *Annual Review of Applied Linguistics*, 18, 268-286

<sup>x</sup> Breen, M. P., & Candlin, C. N. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*, 1(2), 89-110.

<sup>xi</sup> Guerrero, B. R., Fray, L. F., Fray, J. I., & Valle, V. V. (2020). Task-Based Learning Approach to enhance oral production in university setting. *Dom. Cien.* 6(2), 554-586.

<sup>xii</sup> Robinson, P. N. (2001). Task complexity, task difficulty, and task production: exploring interactions in a componential framework. *Applied Linguistics*, 22(1), 27-57. <https://doi.org/10.1093/applin/22.1.27>

### 3. Background of Task-based Language Teaching

The task-based approach, which is based on the constructivist theory of learning and communicative language teaching methodology, has appeared as a reaction to some limitations of the conventional PPP approach, represented by the process of presentation, practice, and performance<sup>xiii</sup> (Long & Crookes, 1991). Therefore, it is crucial to understand that learning a language is a method that improves communication and the development of cooperation and competition rather than a product of ingesting language materials, and that students are more likely to grasp the intended language more effectively when they interact with relevant task-based assignments in an authentic setting.

It was in the eighties that perspective on language teaching gave rise to the flourishing of various task-based approaches<sup>xiv</sup> (Breen, 1987). Additionally, it became a complete structure for the communicative classroom in the 1990s, when students engaged in task-based learning via cycles of pre-task preparation, task performance, and post-task feedback via language focus<sup>xv</sup> (Skehan, 1996).

Evidently, task-based language instruction has lately been re-examined from a range of viewpoints spanning oral performance, writing performance, and performance assessment, as Ellis points out Prabhu used the task-based approach in the teaching of second languages for the first time when he published the Bangalore research report in 1982<sup>xvi</sup> (Wei, 2004). Researchers engaged in TBLT have assimilated knowledge from areas of language study, the study of language acquisition and the study of language learning, and the task-based approach is maturing alongside them. Its roles and importance in establishing classrooms that are learner-centered and language learning backgrounds, offering students the opportunity to speak and engage and boosting learners' capacity to resolve communication issues and use the target language.

### 4. Research Methodology

This research is a case study using a qualitative approach. The qualitative design was chosen because this method focusses on phenomena exploration via the data in the form of words, stories, and pictures<sup>xvii</sup> (Creswell, 2012). Gillham said that it enabled the researcher to understand the meaning of the gained phenomena and illuminated the issues

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<sup>xiii</sup> Long, M., & Crookes, G. (1991). Three approaches to task-based syllabus design. *TESOL Quarterly*, 26(1), 27-56

<sup>xiv</sup> Breen, M. (1987). 1. Learner contribution to task design. In C. Candlin and D. Murphy (eds.), *Language Learning Tasks* (pp.23-46). Englewood Cliffs, N.J.: Prentice Hall.

<sup>xv</sup> Skehan, P. (1996). Second Language Acquisition Research and Task-based Instruction. In Willis, J., and Dave Willis (eds.). *Challenge and Change in Language Teaching* (pp. 17-30). Oxford: Heinemann.

<sup>xvi</sup> Wei, Y. H. (2004). *A Teaching Research on Task-based Approach*. East-China Normal University Publisher.

<sup>xvii</sup> Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education.

as well as offer possible explanations<sup>xviii</sup> (Gillham, 2000). This study focused more specifically on the opinions and perceptions of students and teachers regarding the implementation of task-based instruction to improve business students' speaking skills.

#### 4.1 Participants and Setting

In order to determine the effect of TBLT on the students' speaking skill and learn more about their perspectives on TBLT use in the classroom, this research method involves the collection and analysis of qualitative data. First-year students from Beni Mellal's National School of Business and Management participated in this study. 234 learners made up the entire sample of participants and the sample included (62%) women and (38%) men.

This study also sought to investigate teachers' level of awareness, attitudes, and perceptions of the task-based approach's use in enhancing speaking skills. Therefore, 14 university professors were invited to fill in a questionnaire. These participants work in the same university which is Sultan Moulay Sliman, namely; The faculty of art and humanities, The High School of Technology, The Polydisciplinary Faculty, The Faculty of Sciences and Techniques and The High School of Education and Training. (17%) of the sample's participants were female, while (83%) were male. Their age ranged from twenties to fifties. Teachers' experience at the time of the study ranged from 2 to 15 years. 7 teachers had two years of experience, 4 teachers had from five to nine years of experience, 2 teachers had 10 to 15 years of experience, and 1 teacher had more than 15 years of experience.

#### 4.2 Instruments for Data Collection

This study used the qualitative method to investigate the relationship between the improvement of business students' speaking skills and the task-based approach. The questionnaires were given to the students so as to look into their perceptions of task-based learning and how it affected the development of their speaking abilities. A questionnaire, as defined by Brown as quoted in Mackey and Gass, is a written instrument that gives a sequence of question or statement to provide an answer<sup>xix</sup> (Mackey & Gass, 2005). The questionnaire is a document containing questions and other types of items designed to solicit information<sup>xx</sup> (Babbie, 2010). The researcher employed the questionnaire to investigate the challenges students face in improving their speaking skills using a task-based approach. In addition, another questionnaire was distributed among 14 university professors to highlight their level of awareness, understanding, and range of opinions regarding the use of a task-based approach in ESP education. The questions were divided into three clusters: teachers' understandings of TBLT; their perceptions about task implementation, and the challenges while implementing TBLT.

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<sup>xviii</sup> Gillham, B. (2000). *Case Study Research Methods*. London, Continuum

<sup>xix</sup> Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.

<sup>xx</sup> Babbie, E. R. (1990). *Survey Research Methods*. Cengage Learning.

## 5. Findings

### 5.1 Students' Survey Findings

The survey results from the National School of Business and Management Beni Mellal's first-year students are presented in this section. Respondents were invited to complete a survey at the end of the semester in order to know more about their attitudes and impressions toward the usage of the task-based method and how it affected their acquisition of language and abilities. The survey received 234 replies from students.

#### 5.1.1 The Students' Attitudes towards the Task-based Teaching

The attitudes of the students regarding task-based teaching methods were the focus of this section of the questionnaire. It was clear from the results presented in Table (1) that students felt positive about learning English using the Task-based Language Teaching (TBLT) method. Through a variety of teaching and learning tasks, they were able to exchange knowledge. They noticed that the TBLT method had helped them become more effective communicators in English.

**Table 1:** Students' Attitudes towards Task-Based Teaching

Statements	Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree
Using tasks to learn English is fun for me	58%	25%	04%	06%	07%
I feel more confident and at ease utilizing the foreign language to constructively interact with my classmates' thanks to TBLA	23%	63%	05%	04%	05%
I've learned more English thanks to TBLA	57%	32%	04%	03%	04%
The tasks and missions set by the teacher are engaging and inspiring to me	34%	45%	06%	08%	07%
I can use the English skills I developed through the task-based exercises in future circumstances that will occur in real life	74%	20%	03%	02%	01%
I believe the tasks presented are pertinent to meet the business students' expectations	56%	24%	05%	10%	05%
This strategy is something I want to implement in the other subject classes	70%	13%	01%	08%	08%
The task-based approach has clear and specific objectives for me to achieve	83%	11%	02%	03%	01
The task-based learning creates a comfortable environment	64%	28%	02%	03%	03%

Grammatical mistakes are not barriers that prevent me from communicating spontaneously	72%	12%	01%	09%	06%
The teacher's directions are straightforward and beneficial in assisting me in completing the task	61%	34%	02%	02%	01%
TBLA helps me in developing my critical thinking	54%	27%	08%	06%	05%
TBLA enables me to plan and organize my time effectively and adhere to deadlines	59%	17%	12%	07%	05%
TBLA promotes team spirit and collaborative learning	63%	27%	00%	06%	04%

The survey's initial goal was to find out how the students felt about task-based learning. The questionnaire was created in the form of a 5-point Likert scale with values 1–5 assigned to each option, ranging from 'totally disagree' to 'totally agree'. Students had to respond to a series of statements using the Likert scale in this part. Students were questioned about the exact tasks and activities performed in their class and how these activities may affect their ability to learn a language, their autonomy in the classroom, their drive to study, and their ability to work in a team.

The first sentence sought to highlight how students felt about the TBLT, most respondents believe that learning English via tasks is fun (58% totally agree; 25% agree); and they feel more poised and at ease utilizing the foreign language to constructively interact with their classmates thanks to the task-based approach (63%). The majority of participants (70%) also propose if this method can be applied in the other subject classes. Another significant result was that they (74%) could use their English abilities in future situations that may arise in daily life. Additionally, the objectives set by the teachers are pertinent to meet their demands as business students (56% totally agree; 24% agree).

According to the findings, most students believed that task-based activities had more specific learning objectives (83%) when they were employed in English classes.

Additionally, the task-based approach fosters a relaxed and less stressful learning atmosphere in the classroom. Most respondents (72%) said that grammatical mistakes are not an impediment to spontaneous communication. When they were speaking to their colleagues, giving presentations, the teacher advised them not to be concerned about making mistakes. The teacher told them that it was crucial to strive to convey their intended meaning when speaking. This illustrates how the TBLA affects the classroom atmosphere, causing students to feel more at ease and self-assured. This conclusion is consistent with those made by As Sae- Ong, who reports that task-based learning creates a non-threatening and less stressful class environment<sup>xxi</sup>(Sae-Ong, 2010). Moreover, students were asked to rate the clarity and usefulness of their teacher's instructions.; 61%

<sup>xxi</sup> Sae-Ong U. (2010). The use of task-based learning and group work incorporating to develop English speaking of Matthayomsuksa 4 students (unpublished master's thesis Srinakharinwirot University, Bangkok, Thailand).

of respondents totally agree that following these directions would help them complete the assignment since they are clear and useful. In addition, the questionnaire tried to study if the teacher's assignments and tasks helped students gain abilities thought to be important for English learning, such as communication, time management, and critical thinking. The majority of students, as shown in the table had favourable attitudes toward the usefulness of the assignments included in their classroom.

### 5.1.2 Students' Perceptions about Using Task-based Instruction in Learning Speaking Skills

The majority of students largely agreed that task experiences boosted their speaking abilities, language skills, and other life skills when asked about their attitudes toward using the task-based method to learn speaking skills. The following information highlights how students perceive the advantages of task-based learning activities:

**Table 2:** Students' perceptions about using the Task-based Instruction in learning speaking skills

Statements	Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree
I feel inspired when engaging in Speaking activities.	51%	31%	02%	11%	05%
I'm encouraged to use English more through the TBLA.	63%	24%	03%	07%	03%
I am not ashamed to express myself in English class.	61%	15%	11%	07%	06%
Through speaking exercises, I'm getting better at pronouncing words.	66%	25%	01%	05%	03%
When speaking, I'm more conscious of the word stress.	12%	24%	19%	32%	13%
I can talk for a long time and engage in casual conversation with others	86 %	09%	02%	03%	00%
I talk with fewer pauses and pay more attention to grammatical use.	12%	19%	23%	24%	22%
I can remember familiar words and learn more new words and use them correctly.	54%	32%	02%	07%	05%
My presentation abilities are being honed via speaking assignments in class.	(84%)	10%	00%	04%	02%
Oral reporting facilitates English speaking.	72%	18%	01%	05%	04%
TBLA offers more opportunities to use English.	68%	27%	00%	03%	02%
I ameliorate my speaking skills through task-oriented activities.	46%	25%	02%	13%	14%
TBLA improves my ability to participate in an entire conversation rather than just isolated sentences.	36%	42%	05%	09%	08%
While speaking, I'm so worried that I forget stuff I already know.	10%	09%	04%	13%	64%



TBLA helped me remember previous terminology and expand my vocabulary.	70%	15%	03%	06%	06%
TBLA instruction boosted a better understanding of language functions.	68%	24%	01%	04%	03%

The majority of the participants respond positively to the employment of task-based learning. The students believe that task-based activities are a good approach to enhancing their vocabulary in English, and they also strongly agree that task-based learning makes them like and enjoy studying the language.

The task-based learning, according to many students (61%), encouraged them to practice their English language without embarrassment. This result is consistent with that of Bao and Du who found that TBLT creates a positive learning environment by promoting learners' enjoyment, boosting learners' confidence, and increasing learners' motivation<sup>xxii</sup> (Bao and Du, 2015). Because this new approach enhanced students' motivation, made learning more enjoyable and fascinating, and created a healthy classroom environment, learners were willing to adjust to it.

In order to complete exercises and tasks without feeling stressed or discouraged, a comfortable classroom environment is essential. This will eventually increase speaking abilities. Other studies, including Murad, who claims that the reduction of students' stress and anxiety leads to an increase of their confidence and participation in speaking<sup>xxiii</sup> (Murad, 2009). The TBLT improved students' communication in English by giving them opportunities to practice the language in classes and reactivated their knowledge of English vocabulary and structures<sup>xxiv</sup> (Adendorff, 2014).

The questionnaire also revealed that (86 %) of the participants said that they could now speak English more fluently; they can talk for a long time and engage in casual conversation with others with fewer pauses and pay more attention to grammatical use. This conclusion is akin to one made by Sae-Ong (2010) who said that task activities were valuable in giving learners a chance to speak longer and in a sustained way.

The findings also showed that the students' speaking abilities had improved since the TBLT had assisted them in honing their presentation skills (84%) and giving oral reports (72%). Additionally (66%) of the participants agreed that TBLT improved their pronunciation; (70%) they properly used the vocabulary in context; and (68%) understood the language functions.

<sup>xxii</sup> Bao, R., & Du, X. (2015). Implementation of task-based language teaching in Chinese as a foreign language: benefits and challenges. *Language Culture and Curriculum*, 28(3), 291-310. <https://doi.org/10.1080/07908318.2015.1058392>

<sup>xxiii</sup> Murad, T. M. (2009). The effect of Task-based Language Teaching on Developing Speaking Skills Among the Palestinian Secondary EFL Students in Israel and their Attitudes Towards English. Unpublished Ph.D. thesis. Yarmouk University, Irbid, Jordan

<sup>xxiv</sup> Adendorff, E. (2014). A Task-based Approach to Improving the Communicative Skills of University Students Learning Afrikaans as an Additional Language. Stellenbosh papers in linguistics Plus, vol.43,2014, 1-6 doi: 10.5842/43-0-190

### 5.1.3 Students' Attitudes on the Different Task-based Activities

The level of appreciation for the diversity of activities completed was displayed in Table (3). All of the activities were created to encourage interactivity and improve the students' communication skills. The results of the students' views of the various task-based activities are summarized in Table 3.

**Table 3:** Students' Attitudes on the Different Task-based activities

Statements	Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree
I like working on English radio broadcasts	97%	03%	00%	00%	00%
I like using computers for work	97%	03%	00%	00%	00%
I like watching videos	94%	04%	00%	01%	01%
I like working on. publications and newspapers	64%	15%	04%	12%	05%
I like using role-playing techniques	96%	02%	00%	01%	01%
I enjoy expressing my point of view on things	56%	23%	01%	12%	8%
I enjoy making a list of something	47%	35%	05%	09%	04%
Interviewing people is something I like to do	36%	29%	04%	15%	16%
I enjoy conducting class/group surveys	64%	21%	05%	05%	05%
I enjoy telling stories	92%	03%	00%	03%	02%
I enjoy problem-solving	65%	25%	01%	04%	05%
I enjoy debating an issue	75%	12%	05%	03%	05%

We were looking for evidence of both general and specific satisfaction of the activities utilized in class, as well as which activities were favoured. Most students (92%) love using tales, role-plays (96%), videos (94%), computers (97%), and English radio broadcasts. It is interesting to notice that newspapers, and publications are all preferred in very different ways. Once more, there is a persistent propensity to prefer working with oral practice over written abilities. This is significant information since these students have limited linguistic ability and are likely to perform badly in this subject. To present their assignments, the students used realia and authentic materials. It boosted the students' public speaking abilities and encouraged them to practice their English. References to Adendorff (2014), Nunan (1993); Skehan (1998) and Ellis (2003) using activities as well as using authentic material are considered essential in Task-based Language Teaching.

### 5.1.4 Perceptions toward Pair/Group Work

This section of the questionnaire was primarily designed to provide the research with student perceptions on pair and group work activities in relation to TBLT.

**Table 4: Perceptions toward Pair/Group Work**

Statements	Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree
I enjoy team projects.	80%	12%	01%	04%	03%
I like better working alone.	02%	03%	02%	15%	78%
I enjoy interacting with my classmates.	64%	31%	00%	02%	03%
During speaking exercises in pairs, I try to practice my English.	51%	29%	02%	06%	12%
Compared to other educational settings, I'm more engaged in pairs and groups.	66%	12%	03%	09%	10%
I have more opportunities to develop my speaking skills when working in pairs and groups.	93%	02%	00%	03%	02%
When participating in speaking activities in pairs or groups, I try to assign equal responsibilities to my partners.	76%	11%	03%	05%	05%
When we perform group or pair projects in class, I may pick up new skills from my classmates.	70%	21%	01%	03%	02%
I enjoy brainstorming, discussing ideas and exchanging experiences with my colleagues.	90%	06%	00%	03%	01%
Speaking English in class with a classmate makes me less stressed than speaking it with professors or foreigners.	54%	36%	02%	05%	03%
In comparison to teacher-directed classrooms, pair/group work gives me more opportunities to practice my speaking skills.	83%	07%	00%	06%	04%
When I finish the job in class using pair or group collaboration, I feel fulfilled.	83%	12%	00%	03%	02%
TBLT aids in the development of my leadership and communication skills.	64%	13%	02%	12%	09%
I'll be more equipped for my future profession thanks to the collaboration.	54%	23%	03%	12%	08%
TBLT aids me in recognizing my strengths and weaknesses.	35%	42%	08%	09%	06%
TBLT boosts my sense of belonging in the class.	25%	39%	15%	12%	09%
TBLT helps me develop my ability to plan ahead and manage my time.	36%	25%	12%	13%	14%

Without fear of criticism, I am able to express my ideas, knowledge, and point of view.	78%	13%	02%	05%	02%
When I collaborate with others, I get more scores.	58%	36%	00%	04%	02%

Learners who benefit from the task-based approach enjoy learning English. Their perception is that task-based learning encourages the use of the target language in a healthy environment and gives students more chances to speak English and interact with their peers. The group projects were enjoyable for them. Students assert that employing assignments and activities helps them increase their vocabulary and offers them more opportunities to practice their English.

After trying TBLT, a significant portion of students (93%) prefer pair and group work rather than solitary activities. During group projects, more than two-thirds of the students (70%) claimed to have learned more from their classmates by picking up new skills from their colleagues.

The majority of students (80%) like engaging in peer interaction and working together with their classmates to fulfill the task given by the instructor, while doing so (76%) try to assign equal responsibilities to their partners. (90%) of students reported enjoying brainstorming in class, as well as talking about personal experiences and ideas sharing with their colleagues. In addition, many students (83%) said that pair or group projects provided them with more opportunities to develop their spoken English abilities than the usual teacher-directed English classroom did.

It was discovered from the responses of the surveys that nearly all students felt favourably about learning English using TBLT activities. The results showed that (78%) of students enjoyed the task-based approach in honing their speaking skills through discussing ideas and exchanging experiences with their classmates without fear of criticism. They stopped considering 'speaking' to be a difficult skill to master. With more opportunities to practice English in pairs or groups thanks to TBLT, students' interest in attending English classes also significantly increased. As a result, their self-confidence is positively increased, and their leadership and communication skills are improved as well as their sense of belonging to the class is increased.

When they finished the task, the majority of students (83%) felt a sense of accomplishment, this is consistent with the literature review that says TBLT approach, which is student-centered, allows for more meaningful communication and could provide more practical extra-linguistic skill building<sup>xxv</sup> (Van den Branden, 2006).

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<sup>xxv</sup> Van den Branden, K. (2006). *Task-based language teaching: from theory to practice*. Cambridge: Cambridge University Press.

## 4.2 Teachers' Perspectives and Views of TBLT Concepts

**Table 5:** Teachers' Perspectives and Views of TBLT Concepts

Statements	Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree
I am aware of TBL theories.	78%	12%	03%	04%	03%
I am acquainted with TBL methodology and practice.	78%	12%	03%	04%	03%
Teachers need training sessions on TBLT.	61%	32%	00%	03%	04%
I am aware that meaning should be the main focus of tasks.	43%	26%	00%	12%	19%
TBLT should integrate realia in the process.	81%	12%	01%	03%	03%
To successfully implement TBLT, a team spirit is required.	23%	46%	13%	10%	08%
I think it's better to combine TBL with other teaching strategies.	87%	08%	00%	04%	01%
The teacher's psychological workload increases significantly as a result of TBLT.	59%	28%	03%	07%	03%
Compared to other strategies, TBLT needs more time for planning.	54%	36%	06%	04%	00%
TBLT gives students more chances to speak English.	61%	23%	02%	10%	04%
TBLT can boost students' desire to learn.	57%	35%	03%	03%	02%
TBL can improve learning by making it more purposeful.	46%	39%	02%	09%	04%
Fluency and accuracy in English can be improved through TBLT.	36%	34%	15%	10%	05%
TBLT can improve classroom interactions between students.	64%	24%	00%	09%	03%
TBLT can expand learners' chances to communicate in English.	57%	35%	01%	04%	03%
A task's outcome is known in advance.	54%	43%	00%	03%	00%

The questionnaire was designed to know about teachers' comprehension of the task-based approach and some of its core ideas, their perceptions of utilizing it in the classroom, and the reasons they choose to use or refrain from using TBLT in their teaching process.

The results show that due to their extensive knowledge of this instructional strategy, all teachers had favourable opinions about the implementation of TBLT. (78%) of the participants are aware of TBLT theories and (78%) are acquainted with TBL methodology and practice. The majority of EL instructors believe that TBLT has a beneficial impact on students' learning processes.

(81%) of the participants agree that utilizing realia kept students interested in the important discussions in the classroom. TBLT can improve classroom interactions amongst

students, it increases students' communicative proficiency, fluency, and accuracy in English, and it gives them more chances to utilize the language.

As opposed to this, (87%) of participants either strongly agree or agree that TBLT increases the psychological workload of teachers, and (13%) of participants either strongly disagree, disagree, or are neutral in regard to this statement.

Compared to other strategies, TBLT requires more time for planning, according to (90%) of the participants. Only (10%) of the participants strongly agree with it, disagree with it, or have no opinion. This demonstrates that teachers are aware of the required time for preparation prior to using TBLT.

The tasks are the focal point of the learning activity in task-based learning and this task should focus heavily on meaning. The study demonstrates that when students are fully engaged in a task, they can learn more efficiently.

The majority of the participants (54%) claimed that the task's outcome is known in advance. All of the aforementioned factors contribute to students receiving higher grades on the rubric used to evaluate their oral interactions. The fact that the various task kinds promoted various interactional patterns should also be emphasized. As a consequence, for learners at different levels of skill, some task types may be more suitable than others. Students pick up new words as they complete task-based activities. Students who learn new words become more fluent because it is simpler to communicate when one knows more words. Learning new words gives students the impression that they are learning new things and are not just relying on what they already know.

## **6. Interpretation and Discussion of Findings**

The goal of the research was to employ a task-based method to enhance participants' English-speaking skills. The researcher discovered the students' perceptions regarding the task-based approach through the data gathered and looked at the task-based approach's efficacy when used to teach English speaking from the teachers' lens.

The findings of the questionnaire revealed that students' attitudes toward task-based learning were generally more favourable. When trying to interact with colleagues and teachers, students declared that they have less anxiety about making grammatical errors. They added that English isn't as challenging as they once thought, rather they find it very amusing. While fulfilling the tasks, they had the opportunity to share knowledge with their colleagues, express their points of view and come to decisions. With guidance from the teacher, they collaborate on planning and rehearsing presentations together. It is not unexpected that the study found that confidence played a key role in their motivation to learn more since they feel more comfortable speaking in front of the class. Promoting speaking confidence, together with appropriate task design, was recommended for the English skills development of EFL/ESL learners (Murad, 2009; Nunan, 2006; Tu, 2014; Chung, 2010).

Tasks build fluency and create motivation through meaning-focused activity, interaction and the removal of teacher dominance, tasks can facilitate increased fluency

and natural acquisition (Willis, 1996). This may be viewed as a key benefit of task-based learning strategies. Learning to negotiate meaning helps students become more skilled at communicating ideas, and regular practice and rehearsing with language forms help students use their prior knowledge more effectively in conversation. Willis believed that success and satisfaction in using language to achieve task goals will lead to increased motivation, a strong factor in language learning success (Willis, 1996).

Additionally, most students believed that the tasks and activities they were given helped them improve their critical thinking skills. TBLT model emphasizes students' autonomy in planning, monitoring, analysing, evaluating their own learning<sup>xxvi</sup> (Richards & Rodgers, 2001). students noted that participating in tasks like public speaking, classroom discussions and role-playing gives them greater power over how they manage and organize their time at work and how they decide what to study. The collaborative learning component of TBLT education is another feature. The assignments offered in class were seen by the students as a platform for developing healthy interdependence, personal responsibility, and equitable involvement. They claimed that working in a group strengthens their feeling of responsibility and social skills since everyone takes an active role in the task's timely completion.

In the second round of this study, professors were given a questionnaire to fill out about how they feel about TBLT.

The study's findings show that most professors have a thorough comprehension of the TBLT's guiding principles and have favourable opinions about its use in the classroom. Additionally, one of the primary benefits of TBLT in the classroom is that it fosters both collaborative learning and overall academic advancement. However, the participants declared that TBLT necessitates a great deal more preparation time compared to other approaches.

The students learn English, particularly speaking skills, effectively when task-based activities are used. Various techniques can be employed to improve task-based activities, but speaking skill application seems to be the most effective. The students can greatly stimulate themselves to put in all possible efforts during speaking classes. Additionally, since it is very beneficial for their speaking development, students should try to practice speaking more in real-world settings whenever they have the chance.

The researcher advises students to practice speaking as much as they can, both inside and outside the classroom. Speaking instruction is crucial in foreign language courses because it is one of the most significant measures of how well a language has been taught. Therefore, it is the responsibility of the English teachers at the universities to foster the students' proficiency in the language, particularly in speaking.

TBLT promotes a learner-centred method of language learning. Since the teacher chooses the tasks to be completed, TBLT may not be as definitely learner-centered as a process syllabus, but learners are still free to select any language tools they have access to and are not restricted to predetermined structures. As a result, a task-based curriculum

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<sup>xxvi</sup> Richards, Jack C., & Theodore S. Rodgers. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.

gives students a kind of 'freedom and responsibility'<sup>xxvii</sup> (Van den Branden, 2006), which is supposed to boost student motivation. Nunan contends that learners learn best through active use of language, therefore the majority of class time should be devoted to using the language<sup>xxviii</sup> (Nunan, 2004).

The goal of TBLT is to give students 'optimal learning opportunities' (Nunan, 2004; Willis, 1996). Relating language to the real world is in fact a key factor of TBLT (Van den Branden, 2006). Nunan emphasizes the distinction between pedagogical tasks, which are activities for language practice inside the classroom and are not connected to a specific real-world use scenario, and target tasks, which are the actual world uses learners may be expected to engage in (Nunan, 2004). The support of requirements analysis inside TBLT is another illustration of the acknowledgment of real-world language use. A task-based syllabus according to Long and Crookes should begin by identifying relevant target tasks before classifying these tasks into task types and finally deriving pedagogic tasks for classroom use (Long and Crookes, 1992).

Having favourable perceptions regarding TBLT is crucial since it will be applied more effectively. Teachers' views toward specific instructional methods have a bearing on how they teach. This was demonstrated by the teachers' claims that TBLT boosts students' academic advancement and fosters a collegial learning environment. Based on the results, it is believed that a training program on TBLT would be very helpful for teachers, the majority of the participants declared that training on how to implement TBLT in the classroom is necessary for its successful application.

## 7. Conclusion

This study sought to ascertain the attitudes of both students and teachers concerning the use of task-based education in speaking classes as well as the efficacy of task-based training in improving the speaking abilities of business students.

Learners' perceptions of TBLT are studied using questionnaires in order to assess the potential impacts of TBI on students' speaking ability. 234 ESL learners from The National School of Business and Management Beni Mellal participated in this research, in addition to 14 university professors from the same university which is Sultan Moulay Sliman.

The qualitative analysis of the data shows that TBLT has advantages for the students in terms of raising involvement, expanding speaking chances, reducing fear, and boosting enjoyment. Students can actively interact with language in a real-world setting through task-based learning, which also provides them with opportunities to develop the patterns and meanings that will help them become independent learners. The use of task-based learning activities in the classroom should be welcomed by English teachers. They ought to provide a selection of enjoyable assignments for their students. Students'

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<sup>xxvii</sup> Van den Branden, K. (2006). *Task-Based Language Education*. 1st ed. Cambridge: Cambridge University Press.

<sup>xxviii</sup> Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.



performance on assignments affects their attitudes toward the lesson. Rather than being passive listener, students prefer to be active receivers<sup>xxix</sup> (Ruso, 1999).

Students can expand their existing knowledge and learn new language concepts thanks to task-based instruction; it boosts students' motivation while also supporting the students-centred approach, which is one of the tenets of language teaching. The method supports cooperative learning, where students working together can support one another, which is especially helpful in heterogenous classes.

The findings of this study can serve as a solid basis for teachers to combine different strategies to improve their teaching abilities. A task-based method is an approach that teachers can incorporate into their speaking lessons as a tool for improving students' expositions. In addition to other methods, it is advised to often place the students in authentic speaking scenarios so that they may become accustomed to real-world discourse. The results of this study can also be used by teachers to enhance their approach to teaching English.

### **Conflict of Interest Statement**

No potential conflicts of interest were disclosed by the author with respect to the research, authorship, or publication of this article.

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<sup>xxix</sup> Ruso, N. (2007). The Influence of Task Based Learning on EFL Classrooms.

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