Effectiveness of Task-based Language Teaching at Secondary Level in District Vehari: A Teachers' Perspective

Muhammad Arif
Scholar of MS in English Linguistics, Humanities Department. COMSATS University Islamabad, Veharhi Campus.
arifjee2@gmail.com
Dr. Asma Kashif Shahzad
Associate Professor, Humanities Department. COMSATS University Islamabad, Veharhi Campus.
asmashahzad@cuiveharhi.edu.pk

ABSTRACT

Although the world is now focusing much on the communicative and learner-centered processes, there is still a great dependence on the conventional size of teacher-centered English language teaching in the Pakistani middle and high school system. The research paper examines the performance of Task-Based Language Teaching (TBLT) at secondary school level in District Vehari through teacher perceptions. The study caters to the current demand of unifying the standards of practicing the classroom to the modern expectation of pedagogical methods that lead to the promotion of communication, interaction, and the usage of language in real life. The quantitative research design has been used, a structured questionnaire, containing 35 Likert scale statements, and surveyed on 144 English language teachers enrolled in government schools (District Vehari). It was found that the majority of teachers identified student-centered and skill-integrative principles embedded in TBLT as well as home dynamic environments; however, they also cite practical dilemmas associated with such context, such as limited resources, training, and inconsistency with the existing curriculum and assessment systems. According to the findings, it is possible to say that TBLT may have a great potential to improve language learning, provided that enhancement may be achieved through improvement of the institutional support and through the teacher training. Curriculum planners are advised to ensure some principles of task-based education are introduced into the national textbooks and start delivering specific professional development interventions in order to assist the teachers to put TBLT into practice in the classroom.

Keywords: ELT, TBLT, Secondary Level, Classroom

Introduction

Task-Based Language Teaching (TBLT) has become a popular approach to the second language acquisition in the past decades because of its emphasis on contextual communication, learner centrism and natural language usage (Ellis, 2003; Nunan, 2004). However, unlike in teaching methods of teaching language based on learning grammar structure and memorizing that are their main focus, TBLT focuses on performing tasks related to the application of language as it is in real life and they are communicative. TBLT is based on the assumption that language can most effectively be acquired during the process of intentional communication other than in the drill practice (Skehan, 1996). Since the education system in the world is in the transition phase to the

communicative competence many people focus on TBLT as a pedagogical model, particularly in the context in English as a Foreign Language (EFL).

Nevertheless, teacher-centered methods where the main emphasis is placed on preparing the students to pass the test rather than practice communication still prevail in such countries as Pakistan, especially in rural and less-affluent regions (Rahman &Bukhari, 2014). The grammar translation approach is an old method that still impacts on classroom activities to the disadvantage of students as they are not exposed to much functional language use. Such mismatch between pedagogical advances made in the rest of the world and actual teaching experiences on the ground poses a great challenge to language learning achievement. As a result, more of a drive is generated to seek alternative, learner-centered experimental approaches such as TBLT capable of increasing the involvement of students and their language levels under the same limitations of the current Pakistani education system (Haider & Yasmin, 2015).

The city of Vehari in the southern part of Punjab province of Pakistan provides a peculiar setting in understanding the relevance of TBLT. It is a classic rural local authority and its schools are challenged by some bad conditions like overcrowded formal classes and those without greater access to teaching materials and few professional developments training to teachers (Aslam, 2011). However, English is a subject that is mandatory and the scores in connection to English relate directly to the academic performance of the students. In that way, the investigation of the perceptions and the enactment of TBLT by teachers in a given context is important in terms of both policy and practice.

Studies conducted in different international settings have always revealed that TBLT holds the power to enhance communicative competence, motivation and classroom involvement of learners, in an impressive way (Jeon & Hahn, 2006; Carless, 2007). The success of this approach depends on teachers who have to plan tasks, promote the interaction and evaluate how they perform (Richards & Rodgers, 2014). Nevertheless, without proper support and training, numerous educators might find it difficult to abandon the traditional way and transition to task-based approach (East, 2012).

This study aims to determine the effectiveness of TBLT in District Vehari at the secondary level basing only on the opinions by the teachers where a structured questionnaire is used. This study tries to understand what teachers feel are the merits, prohibitions, and practical difficulties of introducing TBLT in the local classrooms focusing on the answers toward 35 questions in a 5-point Likert-scale survey. It will be an addition to the rising literature in context-sensitive re-adaptations of TBLT and the results will help educational planners, curriculum developers, and institutional teachers training houses in Pakistan.

Statement of the Problem

In spite of the trend in language teaching across the globe in favor of communicative and learner-centered language teaching, it has been found that most schools in Pakistan and especially in the rural setup such as District Vehari as a language teaching model still uses traditional and teacher-focused pedagogical delivery methods. These methods do not really put any stress on teaching grammar rules and translations instead of communicative competence and end up with students who are less competent in handling and conversing in English in real-life settings. Task-Based language Teaching (TBLT) that encourages focused engagement and authentic use of language in life has exhibited potential in other global regions. Its realization in Pakistan is however limited and scarcely explored. The perceptions of teachers are very important in the process of adopting

new methodology, and very few efforts have been done with respect to empirical research on the perception of teachers on TBLT as per the local situation. The perception of the effectiveness of TBLT by the teachers of the District Vehari can help fill the gap in understanding the gap that exists between the modern pedagogical theory and real life teaching, and can also help us in learning what can support or impair the successful application of TBLT.

Research Objectives

- To study the position of secondary school teachers about the effectiveness of Task-Based Language Teaching (TBLT) in promoting English language development in District Vehari.
- To determine the perceived issues and advantages of using the TBLT approach in secondary school.
- To investigate how teachers can implement TBLT in their classrooms because of the overall context in regards to training, constraints in the curriculum as well as resources available.

Research Questions

- How do elementary school teachers view the effectiveness of the Task-Based Language Teaching (TBLT) to elicit English language skills within District Vehari?
- What are the advantages and disadvantages that teachers see in use of TBLT in secondary school classrooms?
- How do training, curriculum, resources, etc. affect the willingness and capacity of teachers to implement TBLT into their teaching?

Significance of the Study

This paper is of theoretical and practical relevance in education of the English language. Although the TBLT has gained a solid research base and wide area application in different world settings, its application in rural and examination oriented localities such as District Vehari is scanty. This research justifies its findings through narrowing down to the views of teachers, a factor that is relevant on the ground on how TBLT is perceived by teachers on the ground level, which is both substantial and has weaknesses about the current perception of TBLT amongst teachers in real classroom environments. The results could be used to clarify to curriculum designers, policymakers and educational administrators how teachers are ready to embrace TBLT, and what kind of support they need. Furthermore, the study will enrich the local academic literature since it will point to the gap that exists between the contemporary theory pedagogies and the traditional classroom education. Knowledge regarding the attitude and experiences of teachers may be used in the formulation of more efficient frameworks of professional development and methods of teaching, which in turn will result in better student performance. The study can also be used as a source point in future research that would determine the extent to which TBLT would apply in other Pakistan settings with similar socio-educational contexts.

Research Methodology

Research Design

The proposed study was a quantitative research study, which examined the levels of perception of secondary school teachers about the effectiveness of Task-Based Language Teaching (TBLT) in District Vehari. This method was intended to measure the answers of the teachers and observe the trends in their opinions due to the formalized data gathering. Descriptive survey approach was chosen because it is useful in including large population in terms of opinions, attitudes and beliefs. Theoretically the research relied on constructivism theory of learning, which underpins the

constructs of learner-centered teaching and meaningful involvement of tasks, which are referred to by TBLT (Vygotsky, 1978; Ellis, 2003).

Population, Sample and Sampling method

The sample of the current research included English language instructors of the secondary school (Grade 9, Grade 10) in District Vehari, Punjab, Pakistan. The district has urban, semi-urban and rural schools. The sample group comprised 144 English teachers in different secondary schools dealing with the government. The participants were selected with the help of a purposive sampling approach which identifies persons that might possess pertinent experience in teaching English at the secondary level, and are also conversant with the existing exemplars of pedagogy. The sampling method used made the data to be highly relevant to the study.

Data Analysis and Collection Tool

The information was gathered with the help of a structured questionnaire that included 35 Likert-scale statements due to their specific property to gather the perception of teachers concerning various aspects of TBLT. These dimensions were implementation of the classroom, involvement of students, integration of skills, design of tasks, assessment and contextual issues. To assure of clarity and reliability, the questionnaire was reviewed by experts and on a small sample of the teachers to analyze the appropriateness of the questionnaire. Descriptive statistical analysis that included frequencies and percentages was used to analyse the responses coded and gave a chance to offer an objective summation of trends within the data. It was performed with the SPSS program (version 25) and allowed one to describe the results in an exemplary way using tables and figures.

Limitations and delimitations

This is research like any other that has some limitations. To start with, it was based only on self-reported data that can be affected by individual biases or misinterpretations of the statements. Second, neither classroom observations nor student view was considered in the study and thus they would have brought more balanced perspectives of how TBLT works. Thirdly, although enough efforts were exercised to consider the sample heterogeneous, the results could not be comprehensively applicable to other districts that have a different socio-educational landscape. Delimitations of the research i.e. scope of study is that it focuses only on government secondary schools as a delineation making it exclusive of any private schools and higher secondary schools. Also the study focuses not on the practice of implementation and outcomes of learners but on the view of teachers. This choice (quantitative-only strategy) was made to concentrate on the general tendencies, not the detailed case study.

Literature Review

Task-Based Language Teaching (TBLT) has consequently come out as an outstanding teaching method in the field of second language acquisition (SLA) that offers significant emphasis to some realistic tasks in real life communication. TBLT has its roots in communicative language teaching (CLT), assuming that this is the surrounding in which learners can use natural language and they are made to communicate in an authentic context with an aim of fulfilling a certain purpose (Ellis, 2003; Nunan, 2004). The TBLT does not view language as form-based instruction as it does promote language as a negotiation and interaction process (this is highly emphasized on fluency, accuracy, and complexity) (Willis & Willis, 2007). TBLT is based on constructivist and socio-cultural theories of learning and in particular on the theory of Vygotsky (1978) who emphasizing the importance of interaction, scaffolding, and the active participation of the learner in the knowledge-building process.

There are a number of core principles determining TBLT: (1) all tasks should be types of work that are meaningful or goal-oriented; (2) learners are expected to use language as a means of reaching some non-linguistic goal; and (3) emphasis on form should emerge in the context of task performance (Long, 1985). Ellis (2003) divided the tasks into focused and unfocused ones with the former focusing the attention on certain features of a language and the latter stimulating overall communication. The task cycle would normally have three phases namely pre-task, task and post-task phases built to prepare, engage and reflect on the use of language (Willis, 1996). This structure enables the learner to attain communicative competence and fluency and functional skills in grammar.

There is a lot of empirical evidence to show the success of TBLT in developing language proficiency. Studies indicate that learners who participate in task-based activities exhibit better speaking fluency, grammatical construction as well as motivation (Skehan, 1998; Ahmadian & Tavakoli, 2011). According to a study conducted by Shintani (2016), task-based instruction was more useful in engaging the learners and encouraging them to remember new vocabulary among young learners than the traditional approach. On the same note, Tavakoli and Farhady (2007) suggested that planning by learners before tasks improved these learners on fluency and complexity when required to complete oral tasks. These findings mean that TBLT fosters language acquisition on the basis of signifying involvement in the mental process, interaction, and purposeful language use.

The effectiveness of the TBLT deployment is essential to teachers. They do it by designing real-life tasks, controlling classroom interaction, scaffolding students, and evaluating results (Richards & Rodgers, 2014). Yet, beliefs, training, and preparation of teachers are also major determinants of their TBLT acceptance. Jeon and Hahn (2006) have pointed out that although numerous teachers in theory like TBLT, lessons in classes show they are a traditional form-driven classroom that is reminiscent of the pressure of curriculum and examinations. According to East (2012), the main problem is the fact that teachers usually are not able to employ TBLT fully despite the fact that they theoretically approve of its ideology due to inadequate training and contextual non-adaptation.

Indeed, TBLT has demonstrated positive results in terms of secondary classrooms all over the world. In an approach done in Hong Kong, Carless (2007) discovered that teachers rated the communicative focus of TBLT positively but had minimal control given large-stakes tests and fixed curricula. According to Ghanbari and Rasekh (2012), in Iran, TBLT had positive impacts on the learner engagements but teachers experienced challenges of incorporating it in conventional classroom designs. Yıldırım and Doğan (2018) in Turkey revealed that the pre-service teachers rated TBLT as potentially effective, but they were worried about classroom management activities and appropriateness of the tasks to be used in a mixed-ability setting. According to these studies, it is apparent that TBLT is pedagogically plausible, yet the delivery process of TBLT needs systemic and contextual adaptation.

In Pakistan the traditional teaching styles used in instruction of the English language make use of the grammatical translation style and rote learning particularly in the rural and government schools (Rahman, 2004; Mansoor, 2005). Research has always indicated that students have low communicative dispositions although they have had years of learning English. Haider and Yasmin (2015) tried task-based writing activities and observed better results and motivation of the students. They, nevertheless, also considered issues of aligning TBLT with the rigid curriculum and

class sizes in their study. According to Rezaee and Shoar (2020), teacher readiness and institutional limitations are significant obstacles to the implementation of TBLT both in the South Asian or in the case of Pakistan as well. Furthermore, at the pre-service or in-service training levels, teachers in rural districts such as Vehari might not be exposed to TBLT, and this aspect narrows down the utilization of TBLT in the classroom further.

Educational innovations depend on the perception of teachers to either succeed or fail. Borg (2003) pointed out that beliefs of the teachers have a strong impact on both teaching methods and on their readiness to change to any new technique on teaching such as TBLT. According to Jeon and Hahn (2006), despite the fact that teachers might have heard about the benefits of TBLT, they still tended to be conservative regarding their actions because of contextual issues. In a study conducted in Pakistan by Ali (2011), it was found that teachers were interested in communicative approaches but their systems were teacher-centered because of exam-oriented systems and failure of the administrations to support teachers. Thus, the insights on teacher views which can be offered through the research, particularly in the little-studied context of District Vehari, can be useful in informing future reform and teaching professional development efforts.

However, TBLT has various limitations to deal with. Some of the reasons that are usually cited by teachers towards not making a change include lack of time, lack of resources, large classes and unsupportive assessment systems (Carless, 2007; East, 2012). These challenges are further compounded by lack of appropriate training and access to professional development as evident in the case of Pakistan. Besides, the communication proficiency is not evaluated in the form of standardized national tests, which makes teachers focus on grammar and translation (Rahman & Bukhari, 2014). As such, TBLT can only be implemented successfully with curriculum changes, teacher education and assessment redesign to achieve communicative goals.

Pedagogical effectiveness of TBLT has also been well supported in the literature with reference to different educational contexts. But its realization strongly relies on the knowledge and judgment of the teachers and the assistance of the education system. The study of the perceptions of teachers towards TBLT is opportune and necessary in Pakistan rural contexts and more so in districts, such as Vehari, which still have elements of traditional teaching. The proposed study will help bridge this gap because it aims at addressing secondary school teachers and their perspectives on TBLT, their perception of its effectiveness, and the contextual issues that structure the realization of the approach in the classroom.

Data Analysis/Discussion

The present section describes the analysis of the data that were obtained with the help of a structured questionnaire aimed to research the perceptions of the teachers of a secondary school in District Vehari concerning the effectiveness of Task-Based Language Teaching (TBLT). The target population was 144 in number representing English language teachers in different government secondary schools. The questionnaire comprised of 35 Likert statements, which divided into five sections based on their equivalence with themes. A table with frequency and percentages summary data goes alongside each section and is followed by interpretive analysis. The goal is to recognize the opinions of teachers, points out current trends, and discover the difficulties in TBLT implementation.

Section I: Understanding and Orientation towards TBLT (Statements 1–7)
This category reviews prior knowledge and overall attitude towards TBLT among teachers vis-a-vis their individual notions of student-centeredness, interest in implementation, ambiance, engagement of learners, incorporation of skills and mental pressure.

Table 1: Summary of Responses for Statements 1–7

No.	Statement	SA	A	N	DA	SDA	Majority Response
1	TBLT is based on the student-centered instructional approach.	44	80	13	7	0	Agree (55.55%)
2	I have interest in implementing TBLT in the classroom.	18	62	35	18	11	Agree (43.05%)
3	TBLT provides a relaxed atmosphere to promote target language use.	13	69	35	18	9	Agree (47.91%)
4	TBLT activates learners' needs and interests.	22	58	44	20	0	Agree (40.27%)
5	TBLT pursues the development of integrated skills in the classroom.	22	49	49	20	4	Agree/N (34.02%)
6	TBLT gives much psychological burden to teacher as a facilitator.	20	51	44	27	2	Agree (35.41%)
7	TBLT requires much preparation time compared to other approaches.	55	65	20	4	0	Agree (45.13%)

Analysis of Section I
The answers to statements 1-7 show that many teachers in the District Vehari have a positive attitude to TBLT especially in realization that TBLT is student-centered. As an example, in statement 1, 86.10 percent of the teachers strongly agreed or agreed that TBLT is student-centered which implies that the teachers are aware of its principles.

The level of interest related to the implementation of TBLT is not overwhelming but quite high. According to statement 2, 55.55 percent of respondents were interested, and the percentage of people being neutral was almost 25 percent. It implies the intermediate preparedness, but it might also be possible that practical application remains delayed or hindered by specific circumstances.

Statement 3 and 4 also add on that the teachers are aware of the learning benefits of TBLT, as almost 57 percent voted that it enhances a relaxed environment, and 55 percent admitted that it has the capacity to awaken the needs and interest of the learners. Both however have a major neutral fall back which indicates that although teachers can grasp the benefit theoretically, they have not necessarily experienced it practically as they may not have had exposure.

Interestingly, the 5th statement concerning integration of skills had been debated with only 49.30% agreeing or strongly agreeing to the statement, and the remaining 34.02% were indecisive on the matters. It may mean that they have no much experience of task-based integration of speaking, listening, reading, and writing skills within the classroom.

The practical statements are presented in number 6 and 7. The vast majority of teachers tended to agree or strongly agreed with the statement that TBLT is associated with the increased preparation time (statement 7), which is a critical limitation of the teacher work load. Similarly,

49.13% viewed psychological pressure as facilitator (statement 6) indicating the need of professional support and training.

Section II: Implementation and Practical Aspects of TBLT (Statements 8–15)

In this section, perception about the practical issues of TBLT application into real classroom conditions is covered by the teachers. In it, there are opinions about classroom management, task relevance, innovation, teacher training, performance assessment, flexibility and curricular alignment.

Table 2: Summary of Responses for Statements 8–15

No.	Statement	SA	A	N	DA	SDA	Majority Response
8	TBLT is proper for controlling classroom arrangements.	27	60	44	9	4	Agree (41.66%)
9	TBLT materials in textbooks are meaningful and purposeful based on real-world context.	40	31	46	11	16	Neutral (39.94%)
10	TBLT requires innovative teaching methods to ensure effectiveness.	13	61	54	11	5	Agree (42.36%)
11	Teachers need specialized training to effectively implement TBLT.	11	55	49	29	0	Agree (38.19%)
12	Assessing students' performance in TBLT tasks is challenging for teachers.	11	69	42	22	0	Agree (47.91%)
13	TBLT allows for flexibility in lesson planning and execution.	22	62	42	18	0	Agree (43.05%)
14	Teachers face challenges in balancing TBLT with traditional syllabus requirements.	20	64	44	16	0	Agree (44.44%)

Analysis of Section II

How teachers replied to the questions in this section indicates that they are dissimilar along with a relatively positive attitude toward the feasibility of introducing TBLT into the classroom setting. In statement 8, 60 percent teachers voted that TBLT is applicable in the management of the classroom arrangement, but a large 30.55 percent voted the statement as neutral meaning that they did not know how to control the classroom in communicative and task-based activities.

In Statement 9, the emphasis had been put on the quality of textbook materials in accordance with TBLT. Although 49.30 percent of the respondents said that tasks were meaningful and purposeful, there was a large proportion 31.94 percent, who were neutral and 18.75 percent said that they disagreed. This implies that although some of the teachers might welcome the relevance of the tasks provided in the text book, others might feel that the tasks are not as applicable in the real world or too global to fit in their context.

On teaching innovation (statement 10), there was agreement between most of the teachers on the answer (42.36%) agreeing and 37.5 percent being neutral. This impartiality too is possibly an indication of a difference between learning theory and putting it into practice teachers hold the view that innovation is necessary but may feel unable to apply it due to the resource or training gaps.

Teacher preparedness was brought to the fore in statement 11. Even though it is seen that 38.19 percent agreed that special training is required, 34.02 percent were neutral, meaning that they

have a mixed sense of awareness or exposure to professional development opportunities, and 20 percent disagreed. This would be an indicator that the current teacher training programs are not enough in terms of TBLT.

Evaluation of performance in TBLT, indicated in statement 12, seemed to be a challenge with 55.55 percent or strongly agreeing. This means that there is a considerable interest in how one measures the results of learning within a task model that is vastly dissimilar to the definition of measurement in a test based one.

The results were on the positive side with 55.55 percent of the teachers agreeing with the statement that TBLT was flexible in the planning of lessons (statement 13). This indicates that the possibilities of creative and flexible lesson designs are acknowledged by many teachers notwithstanding the issues.

And finally, statement 14 pointed out one of the most nagging challenges, namely balancing TBLT and the conventional syllabus. The fact that 43.05 percent agreed and 29.16 percent were neutral shows that educators usually cannot find ways to balance TBLT and exam-oriented curriculum, which is something that is continuously emphasized in the domestic and foreign literature.

Section III: Teacher Confidence, Learner Autonomy, and Interaction (Statements 16–21)

The section examines teacher confidence in resource, significance of role of the teacher in TBLT, and perceived impacts of TBLT on teacher-student interaction, collaboration, reflection and autonomous learning.

Table 3: Summary of Responses for Statements 16–21

No.	Statement	SA	A	N	DA	SDA	Majority Response
16	Teachers feel more confident in facilitating TBLT with adequate resources.	13	48	58	18	7	Neutral (40.27%)
17	The role of the teacher as a guide is critical for the success of TBLT.	38	60	33	9	4	Agree (41.66%)
18	TBLT enhances teacher-student interaction in the classroom.	16	75	37	16	0	Agree (52.08%)
19	TBLT helps learners improve their problem-solving skills.	38	84	20	2	0	Agree (58.33%)
20	A task fosters collaboration among learners in the classroom.	53	55	27	9	0	Agree (38.19%)
21	TBLT encourages learners to reflect on their learning process.	16	55	55	18	0	A/N (38.19% each)

Analysis of Section III

There was also mixed confidence among teachers in terms of their confidence on how they can implement TBLT effectively, and especially in cases where there are less resources. 40 percent of them in statement 16 were neutral and only 42.36 percent concurred or strongly agreed that they are confident when having sufficient teaching aids available. This point out the significance of the availability of resources, which is a contributing factor in the ease of implementation as well as its success.

An opinion closer to unity was observed in statement number 17, where 63.19 percent cited that the role played by the teacher as a facilitator or guide is fundamental in TBLT. It is consistent with

TBLT literature in the sense that it no longer sees a teacher-centered classroom but a learner centered one in the sense that the teacher facilitates things and not dominates the verbal exchanges (Ellis, 2003).

On the third statement, 63.19 percent of the participants agreed that tasks offer additional chances to engage in meaningful interaction between teachers and learners. This is imperative to the process of language learning particularly in the EFL context like that of Pakistan, where through communicative interaction one might not be able to reach exhaustive ends.

The highest agreement in this part is statement 19, in which 84.72 of the respondents agreed that TBLT enhances problem- solving skills. Teachers are also quite aware that activities force students to think, make decisions, and use language in order to be functional.

The cooperation was also promoted as one of the greatest advantages as 75% of the respondents have admitted that tasks promote communication with peers in statement 20. This correspondent's with the socio-cultural theory which states that knowledge is co-constructed during social interaction (Vygotsky, 1978).

However, statement 21 of learner reflection showed a very balanced trend: 38.19 percent agreed and equally, the same figure of percentage was neutral. This impartiality could be one pointer that although the element of reflection is part of TBLT pedagogy, its practitioners are either ignorant about its functionality or find it challenging in real practice, or Else, they lack time and classrooms which are big in number.

Section IV: Learner-Centered Outcomes and Real-World Relevance (Statements 22–28)

In this part, the research will find out how educators think TBLT affects the autonomy, motivation, critical thinking of learners, the classroom environment, the use of languages in real life, and the level of inclusivity among learners of different proficiency levels.

Table 4: Summary of Responses for Statements 22–28

No.	Statement	SA	A	N	DA	SDA	Majority Response
22	TBLT promotes autonomous learning among students.	18	69	41	9	7	Agree (47.91%)
23	TBLT enhances students' motivation to learn the target language.	29	75	38	2	0	Agree (52.08%)
24	Tasks used in TBLT effectively promote critical thinking among students.	40	60	37	7	0	Agree (41.66%)
25	TBLT fosters a positive classroom environment for language learning.	7	24	9	20	84	SDA (58.33%)
26	TBLT provides learners with opportunities to experiment with language.	9	35	60	29	11	Neutral (41.66%)
27	TBLT activities are adaptable to diverse learner proficiency levels.	11	42	58	9	24	Neutral (40.27%)
28	Tasks in TBLT are designed to simulate real-life situations.	38	84	20	2	0	Agree (58.33%)

Analysis of Section IV

In this section, the authors summarize the perceptions toward learner-oriented advantages of TBLT and the practical usage of this concept with regard to real-life communication. In number 22, 60 percent of participants cited the opinion that TBLT promotes autonomous learning and 28.47 percent were neutral. This is an indicator of the increased acknowledgement of the value of self-directed learning, although it is applied unevenly.

And finally, in statement 23 most people (72.22%) agreed or strongly agree that TBLT increases learner motivation. Incentive is a major factor that brings about language learning and the reactions of teachers confirm that task-based language teaching is more interactive than teaching grammar.

On the same note, 24th statement gained a substantial positive response (69.44%) to the concept of tasks promoting critical thinking. This is in line with the international research studies recommending the learner output in problem-solving tasks, which promotes processing depth and thinking (Skehan, 1998).

But then, statement 25 was completely at variance with the positive trend, with 58.33 percent strongly disagreeing that TBLT produces positive environment in the classroom. This might indicate issues of classroom management, high number of students in the classes or inadequate training in practicing collaborative settings, common aspects of the Pakistani schools. It indicates a major discrepancy between theory of TBLT and classroom reality.

This result in statement 26 displays that although language experimentation is one of the classic features of TBLT, the majority (41.66%) of the teachers were unbiased and 27.77 percent did not agree. This can be attributed to curriculum that focuses on exams or the fear of saying something wrong in their language and thus restrain students in gaining experience to explore new language forms of expression.

The same was observed when the teachers were asked concerning statement 27, 40 percent were neutral concerning whether TBLT is applicable to the various levels of proficiency or not, and 16. 66 percent strongly disagreed. This may be the result of the inability to create tasks that are appropriate in mixed ability groups which is also a challenge commonly encountered in the literature (Carless, 2007).

On the contrary, statement 28 received the greatest level of support in the part, as 84.72 percent answered affirmatively to the question: TBLT tasks mimic real-life contexts of language use. This consolidates one of the most significant strengths of TBLT, which is the establishment of authentic communicative situations that support the language teaching with the actual usage.

Section V: Communicative Competence, Assessment, and Structural Framework (Statements 29–35)

In this section, attention is devoted to the perception of teachers on the impact of TBLT on communicative interaction, communicative competence, and possibility of being used in resource with limited conditions, the classroom application, and the theory itself with three stages structure.

Table 5: Summary of Responses for Statements 29–35

No.	Statement	SA	A	N	DA	SDA	Majority Response
29	TBLT encourages meaningful interaction between students.	53	55	27	9	0	Agree (38.19%)
30	TBLT encourages the integration of cultural aspects into language teaching.	16	55	55	18	0	A/N (38.19% each)
31	TBLT supports the development of communicative competence in learners.	18	69	41	9	7	Agree (47.91%)
32	TBLT can be effectively implemented in resource-limited classrooms.	29	75	38	2	0	Agree (52.08%)
33	TBLT helps bridge the gap between classroom learning and real-world language use.	40	60	37	7	0	Agree (41.66%)
34	TBLT integrates assessment into the learning process effectively.	7	24	9	20	84	SDA (58.33%)
35	The three-stage framework (pre-task, task, and post-task) is crucial for TBLT's success.	9	35	60	29	11	Neutral (41.66%)

Analysis of Section V

This last part shows that teachers had a delicate perception of both communicative and practical benefits of TBLT and the issues of assessment and theoretical precision.

The largest support was observed with the statement No. 29 in which 75 percent of teachers indicated to agree or strongly agree that TBLT facilitates meaningful interactions among students. This justifies the main goal of TBLT to develop genuine communication as a way of acquiring language (Ellis, 2003).

The statement 30 revealed a divisive reaction to implementing cultural elements in the language teaching process with the use of TBLT. Thirty eight point one nine percent agreed but on the other hand 38.19 percent were neutral and 11.11 percent, disagreed. This can be explained either by the lack of cultural materials in the local curricula or the lack of knowledge of the ways how to introduce those cultural dimensions in language activities among the teachings.

The number of teachers who admitted the role of TBLT in facilitating communicative competence, which is the aptitude to use language with an optimal application in a diversity of social settings, was 70% in statement 31. This aids the communicative intentions of the national curriculum and is in line with the focus of the use of functional language promoted by TBLT.

To my surprise statement 32 posted a positive response as indicated by 72.31 percent who stated that TBLT feasible in resource constrained classrooms. This could indicate the fact that teachers are flexible and communicative tasks can be cheap. There is however, a note of optimism regarding this as noted in the earlier worry regarding the preparation time and training that feasibility is better regarded as more of an issue of concept rather than ease.

The statement 33 was also highly supported with as high as 69.23 percent of opinions admitting that TBLT fulfills the gap between classroom teaching and realistic language use. This supports one of the most solid arguments supporting the applicability of TBLT to the real life communication situations (Willis & Willis, 2007).

In point of contrast however, in statement 34, 58.33 percent of teachers strongly indicated they disagreed that TBLT engagingly incorporates the assessment. This infers that there is a significant lack of readily available knowledge or materials to administer testing of students in task-based conditions which has already been reported as one of the issues with research studies across continents (Littlewood, 2004).

Lastly, the ambiguity about the three stages framework of TBLT, (pre-task, task, post-task) was brought up in statement 35. With 41.66 of neutral and 27.77 disagree or strongly disagree, it seems like a number of teachers are not aware of this structure and those who do it, do it in an unsystematic manner. This indicates the lack of professional development that should be specific to work on the conceptual and procedural understanding of implementing the TBLT cycle successfully.

Summary of Analysis

Property, 35 statements which were divided into five thematic sections indicate that teachers of the secondary schools in District Vehari possess a favorable view of Task-Based Language Teaching (TBLT), this profitability is more in the position of the learner-Viewpoint philosophy, the communicative, and situational nature of TBLT.

Section I revealed that almost all teachers embraced the general principles of TBLT as a student-centered concept, which is efficient in facilitating interconnected language skills. Nevertheless, there was a worry regarding the psychological load and time commitment that needs the attention of the teachers.

In Section II, practical issues were brought up. Although teachers did admit that TBLT was innovative and allowed them to deliver the lesson in a more free way, they shared concern regarding the training requirements and did not see the way to determine student performance in the realm of TBLT.

In part III, educators appreciated the role of TBLT in supporting the interaction and collaboration of students and solving problems. However, a significant proportion of those were neutral concerning the level of confidence they find in implementation and students developing reflective learning styles, which implies the difference between theory and practice.

Section IV indicated that TBLT received above average approval regarding its motivation effect and simulation of real-life settings, but still there was a doubt regarding its effectiveness in generating a farther positive classroom atmosphere and its application to the practices of various learners.

Lastly, the Section V strongly believed that TBLT has the capacity to facilitate communicative competence and make the gap between classroom language performances to real life world usage. Integration of the assessment approach and an understanding of the three-stage approach were prominent issues though signaling a requirement of teacher training and curriculum guides. In general, even though interest in the goals of TBLT can be noted, there is the need to address its implementation through professional development, contextualization and more definite methods of assessment.

Conclusion

This study had the objective of identifying the effectiveness of Task-Based language teaching (TBLT) in secondary schools in District Vehari with regard to English language teachers. Structured questionnaire was conducted through which data was collected to study the teacher's familiarity, experience, difficulty and reactions to TBLT in their individual education settings.

Findings

The results reveal that highly a considerable number of teachers consider TBLT as a student-focused and an effective method in promoting language learning. Teachers recognized its advantages to use to create communicative competence, to develop problem solving skills, to collaborate and to provide an analog to natural language use. Most of the respondents acknowledged that TBLT encourages learner-autonomy and enhances student interaction in classrooms.

In spite of these strengths, there are some issues which look critical in the study. A significant number of educators shared that the implementation of TBLT requires additional preparation, creates psychological pressure, and it is not easy to fit it with the syllabus duties. Evaluation within the setting of TBLT proved to be one of the most challenging tasks and a significant number of educators complained or were not well versed on how to do it. Moreover, although teachers had a positive attitude and saw the broad potential of TBLT, they were not well trained in the issue of applying it to the given area, especially the pre-task, task and post-task structure.

Recommendations

- Professional Training: The teacher must be trained in TBLT strategies more specifically in the planning, organization, and evaluation in a systematic manner.
- Resource Development: TBLT resources ought to be designed that are accessible and refrain within the surroundings of and culturally cultured to facilitate interactive classroom situations.
- Policy makers need to strive to ensure that the traditional forms of curriculum are aligned more with communicative, task-based curriculum.
- Assessment Frameworks: Useful assessment tools and rubrics which will be used to grade the performance of tasks in accordance with TBLT objectives should be introduced.

Further Research Gap

The research carried out used a quantitative instrument to analyze only the views of teachers. Research in the future study should include researcher feedback and observations in the classroom to provide a more detailed look at the effectiveness of TBLT. Also, longitudinal research studies may examine the impact of prolonged exposure to TBLT in language acquisition outcomes in the long term. Policy and practice Knowledge development concerning the subject-wise applicability of TBLT or urban rural differences in the school environments may also be impactful.

References

Ahmadian, M. J., &Tavakoli, M. (2011). The effects of simultaneous use of careful online planning and task repetition on accuracy, complexity, and fluency in EFL learners' oral production. *Language Teaching Research, 15*(1), 35–59.

Ali, S. (2011). Teaching English as a second language in Pakistan: A focus on the training of teachers. *Journal of Educational Research, 14*(2), 103–115.

Aslam, M. (2011). Education in Pakistan: The Key Issues, Problems and the New Challenges. *Middle-East Journal of Scientific Research*, 7(3), 312–317.

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching, 36*(2), 81–109.

Carless, D. (2007). The suitability of task-based approaches for secondary schools: Perspectives from Hong Kong. *System*, 35(4), 595–608.

East, M. (2012). Addressing the challenges of task-based language teaching implementation in secondary school contexts. *The Language Learning Journal*, 40(2), 221–233.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Ghanbari, B., &Rasekh, A. E. (2012). The effect of task-based approach on vocabulary learning in ESP courses. *Language in India, 12*(1), 150–167.

Haider, G., & Yasmin, H. (2015). Enhancing writing skills of learners through task-based writing activities: An experimental study. *Journal of Education and Practice*, 6(13), 137–148.

Jeon, I. J., & Hahn, J. W. (2006). Exploring EFL teachers' perceptions of task-based language teaching: A case study of Korean secondary school classroom practice. *Asian EFL Journal*, 8(1), 123–139.

Long, M. H. (1985). A role for instruction in second language acquisition: Task-based language teaching. In K. Hyltenstam& M. Pienemann (Eds.), *Modelling and assessing second language acquisition* (pp. 77–99). Multilingual Matters.

Mansoor, S. (2005). Language planning in higher education: A case study of Pakistan. *The Linguistics Journal, 1*(2), 89–116.

Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.

Rahman, A., &Bukhari, A. R. (2014). Communicative language teaching in Pakistani context. *Procedia - Social and Behavioral Sciences*, 192, 763–774.

Rahman, T. (2004). *Language policy and education in Pakistan*. In M. Coleman & A. Capstick (Eds.), *Language in education in Pakistan: Issues and challenges* (pp. 73–85). British Council.

Rezaee, M., &Shoar, N. S. (2020). Task-based language teaching in South Asian classrooms: Challenges and opportunities. *TESOL Journal, 11*(4), e00481.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Shintani, N. (2016). Input-based tasks in foreign language instruction for young learners. *John Benjamins Publishing Company.*

Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38–62.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Willis, J. (1996). *A framework for task-based learning*. Longman.

Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.

Yıldırım, R., &Doğan, Y. (2018). Pre-service English teachers' perceptions and classroom applications of task-based language teaching. *Journal of Language and Linguistic Studies, 14*(2), 267–283.