**Using Task-Based Language Teaching to Enhance the Oral Communication Skills of** **Grade 11 Students**



**ABSTRACT**

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| --- |
| This research evaluates the impact of the Task-Based Language Teaching (TBLT) approach on Grade 11 students’ oral communication skills. Considering the learning obstacles students encounter in building confidence and fluency while speaking English, this study seeks to assess whether the impact of TBLT teaching is more effective than traditional methods of teaching in increasing students’ oral proficiency. The study was conducted in public high schools in Davao City with a sample of 120 Grade 11 students. Students in the experimental group were taught using TBLT, while the control group ones were taught based on lecturing-methods. Students’ speaking skills regarding aspects of fluency, accuracy, vocabulary, and coherence were assessed through pre and post assessments. Statistical analysis of the data indicated that the results in oral communication skills for students in the experimental group were significantly higher than the control group. This implies that TBLT, which employs real-life tasks and student-centered learning, is more effective in the development of oral communication skills than traditional teacher-centered approaches. The results of the research reveal that Task-Based Language Teaching approach is more effective in language instruction than traditional methods and it could improve student’s engagement and confidence in speaking the English Language, suggesting the approach can improve student engagement and confidence in speaking English. Future research could explore the long-term impact of TBLT and its applicability across various educational contexts. |

*Keywords: Task-Based Language Teaching, oral communication, student-centered approach, pre and post assessments, Grade 11 students, traditional methods.*

**1. INTRODUCTION**

Most Grade 11 students struggle with the challenges of speaking English confidently and fluently, a critical skill for their academic and future professional lives. The challenges emerged from anxiety and the paucity of engaging learning methods, resulting in their oral communication skills, anxiety, and a lack of engaging learning methods, leaving their oral communication skills underdeveloped. This issue highlights the need for innovative teaching strategies that make learning both practical and enjoyable.

Task-Based Language Teaching (TBLT) is an instructional approach that emphasizes real-world tasks, enabling students to use language in meaningful and practical ways. Recent research highlights its effectiveness in reducing anxiety and fostering active participation in language learning. Panduwangi (2021) conducted a systematic review, revealing that TBLT enhances speaking and listening skills while promoting learner autonomy. Similarly, Sharmin (2023) found that TBLT supports authentic communication and improves linguistic competence. These findings underscore the global recognition of TBLT as a transformative method in language education.

In the Philippines, recent research continues to highlight the transformative potential of Task-Based Language Teaching (TBLT) in reshaping traditional teaching methods. Lume & Hisbullah (2022) conducted a study on Filipino high school students, demonstrating that TBLT effectively addresses grammatical challenges and fosters authentic communication. Locally, educators still face significant hurdles in bridging communication gaps among students, often constrained by limited resources and traditional approaches. This study aims to explore how TBLT can empower Grade 11 learners to communicate effectively and confidently, addressing these pressing challenges.

From a local perspective, particularly in public schools of Davao City, students shared the same challenges to their confidence in oral communication, especially speaking English as a non-English speaking community, leading to nervous, scaring emotions, and communication avoidance. Furthermore, inadequate exposure to the target language, coupled with the tendency to rely on their mother tongue, impedes the development of effective oral communication skills significantly.

This study seeks to explore how TBLT can bridge these gaps, empowering Grade 11 learners to communicate effectively. In a world where clear communication is vital, enhancing this skill is not just important—it’s essential.

**Objective of the Study**

This study aims to investigate the impact of the Task-Based Language Teaching approach in enhancing the oral communication skills of Grade 11 students. Specifically, it aims to answer the following questions:

1. What is the mean results score of students’ oral communication skills in a control group when exposed to the traditional teaching method?

2. What is the mean results score of the students’ oral communication skills in an experimental group when exposed to task-based language teaching?

3. Is there a significant difference in the mean results score of the students in the control and experimental group?

**Review of Related Literature**

Task-Based Language Teaching (TBLT) has emerged as a dynamic and learner-centered approach in language education. By prioritizing real-world tasks, TBLT aims to foster communicative competence, moving beyond rote memorization or isolated grammar practice. This methodology challenges conventional paradigms by embracing the complexities of authentic language use, which prepares learners for practical communication scenarios.

In the context of English as a Foreign Language (EFL) education, TBLT has garnered widespread acclaim for its alignment with modern pedagogical principles. Numerous studies affirm its effectiveness in addressing common obstacles faced by learners, such as anxiety, lack of confidence, and limited opportunities for meaningful interaction. By situating language learning in real-life tasks, TBLT creates an immersive environment where students actively participate and practice communication.

*Effectiveness of TBLT in Enhancing Oral Communication Skills*

The transformative impact of TBLT on oral communication skills is well-documented in academic literature. Noroozi & Taheri (2022) emphasized its ability to improve fluency, accuracy, and confidence in language use. Their study highlights how engaging learners in meaningful, context-based tasks provides them with opportunities to apply language in authentic ways, reducing the barriers associated with traditional teacher-centered methodologies.

Similarly, Kong et al. (2022**)** emphasized the role of TBLT in fostering active learner participation. Through practical and interactive tasks, students are encouraged to use language dynamically, thereby addressing foundational challenges such as hesitation and monotony in speech. These findings align with the broader principles of student-centered learning, where learners play a proactive role in their language acquisition journey.

Despite its proven effectiveness, the success of TBLT often depends on contextual factors, such as cultural expectations, institutional policies, and the level of teacher preparedness. For instance, in settings where learners are accustomed to hierarchical teaching approaches, the shift to a student-centered model may require gradual adaptation to ensure effectiveness and receptiveness.

*Comparative Analysis: TBLT vs. Traditional Methods*

The comparative advantages of TBLT over traditional teaching methodologies highlight its distinct approach to language learning. Traditional methods, often characterized by grammar drills and rote memorization, provide a structured foundation but may lack the dynamic element of real-world applicability. These techniques focus heavily on rule-based learning, which, while essential for developing accuracy, can hinder learners’ ability to interact fluently and confidently.

In contrast, TBLT emphasizes task completion, interaction, and collaboration, encouraging learners to use language purposefully. Milon et al. (2023) conducted a comparative study demonstrating that students exposed to TBLT showed substantial improvements in speaking proficiency, engagement, and self-efficacy, as opposed to those taught using traditional methods. These findings support the assertion that communicative competence is best cultivated through meaningful interaction rather than passive instruction.

However, traditional methods retain their value in specific contexts, such as foundational grammar instruction or situations requiring structured frameworks for novice learners. A balanced approach that integrates the strengths of both methodologies may offer the most comprehensive solution to diverse learner needs.

*Addressing Gaps and Exploring Future Directions*

While the efficacy of TBLT is well-established, several gaps persist in the literature. One notable limitation is the scarcity of studies on the long-term impact of TBLT on sustained language proficiency. Most existing research focuses on immediate gains, leaving questions about the durability of these improvements unanswered. Exploring longitudinal studies could provide valuable insights into the potential for TBLT to enhance language over time.

Additionally, there is limited exploration of hybrid models that integrate TBLT with traditional approaches or other innovative teaching methodologies. Such models could offer more versatility, catering to a variety of learners’ needs and preferences. For example, blending TBLT’s emphasis on practical communication with structured grammar-focused activities could create a more holistic and effective learning environment.

Furthermore, the role of teacher training in implementing TBLT effectively warrants further investigation. Teachers play a pivotal role in designing and facilitating task-based activities, and their proficiency in utilizing TBLT principles directly influences student outcomes. Future research could delve into the development of specialized training programs and frameworks to empower educators and optimize TBLT’s implementation.

**2. methodology**

*Participants*

The current study was conducted at three public high schools in Davao City, located in the Philippines. The sample consisted of Grade 11 students from Reading and Writing classes. Three intact classes were selected using non-random sampling to avoid disrupting existing class arrangements. Two groups were formed:

*Experimental Group*: Students instructed using the Task-Based Language Teaching (TBLT) approach, focusing on interactive speaking activities such as picture analysis, role-plays, debate, and problem-solving tasks.

*Control Group*: Students taught with traditional lecture-based methods, including grammar-focused instruction and textbook activities.

*Procedures*

A quantitative research design utilizing pre-testing and post-testing techniques to examine the effectiveness of TBLT in improving oral communication skills.

Pretest: An initial assessment was conducted to establish baseline oral communication proficiency for both groups. The evaluation was based on rubrics measuring fluency, accuracy, pronunciation, vocabulary, and coherence.

Instructional Period: The experimental group engaged in TBLT sessions, emphasizing real-life communication tasks to enhance oral proficiency. Teachers need a structured approach that provides students with meaningful, real-life speaking opportunities to build fluency and confidence in English. The control group received traditional lecture-based teaching methods with minimal opportunities for interactive speaking. All teaching sessions were documented for further analysis and validation.

Posttest: A post-intervention assessment was conducted to determine changes in the oral communication proficiency of both groups. .

*Instrument Validation*

The pretest-posttest questionnaire was thoroughly reviewed by a panel of language specialists. A pilot test ensured its reliability and accuracy in evaluating oral communication skills.

*Data Analysis*

To determine the effectiveness of Task-Based Language Teaching (TBLT) in enhancing the oral communication skills of Grade 11 students, quantitative data was analyzed. Statistical analyses, including paired and independent t-tests, were performed to compare pretest and posttest results and assess the impact of TBLT on enhancing students' oral communication skills.

**3. RESULTS AND DISCUSSION**

***Mean Results Score of Students in the Control Group***

Table 1 presents the mean result score of students in the control group, who were exposed to traditional teaching methods. The pretest results show a mean score of 48.50 (SD = 11.32), while the posttest results increased to 51.48 (SD = 9.39), resulting in a mean results score of 2.98 (SD = 1.93). This indicates that even without exposure to the intervention, students demonstrated an improvement in their test scores.

**Table 1: Mean Gain Score of Students in the Control Group (Traditional Method)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | N | Pretest Mean (SD) | Posttest Mean (SD) | Mean Gain Score (SD) |
| Control Group (Traditional Method) | 60 | 48.50 (11.32) | 51.48 (9.39) | 2.98 (1.93) |

These findings reflect the structured approach of traditional teaching methods, as supported by Noroozi & Taheri (2022). While these methods effectively reinforce foundational knowledge, their emphasis on rote learning and grammar-focused activities may limit opportunities for authentic language use. The modest improvement observed here underscores the limitations of passive, teacher-centered instruction in engaging students and promoting comprehensive language development.

Traditional instruction, often characterized by passive learning and direct instruction, has been widely used in educational settings due to its structured nature (Bonwell & Eison, 1991). However, research suggests that such methods may limit student engagement and critical thinking (Freeman et al., 2014). This aligns with the present study’s findings, where students in the control group improved but did not show the same level of progress as their counterparts in the experimental group.

**Mean Gain Score of Students in the Experimental Group (Task-Based Language Teaching)**

Table 2 presents the mean gain score of students in the experimental group, who were exposed to Task-Based Language Teaching. The pretest results reveal a mean score of 60.53 (SD = 13.25), while the posttest scores increased significantly to 70.03 (SD = 7.55). This yielded a mean gain score of 9.5 (SD = 5.7), which is notably higher than the control group's improvement.

**Table 2: Mean Gain Score of Students in the Experimental Group (Task-Based Language Teaching)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | N | Pretest Mean (SD) | Posttest Mean (SD) | Mean Gain Score (SD) |
| Experimental Group (Task-Based Language Teaching) | 60 | 60.53 (13.25) | 70.03 (7.55) | 9.5 (5.7) |

This notable gain supports the effectiveness of Task-Based Language Teaching (TBLT), as emphasized by Xu & Fan (2022) and Alasal (2025). TBLT's focus on engaging students in real-world communication tasks aligns with its learner-centered philosophy, promoting fluency, accuracy, and confidence in language use. The literature further highlights TBLT's ability to make language learning meaningful and relevant by incorporating tasks that mirror authentic contexts, reinforcing its advantages over traditional methods. TBLT empowers students to actively construct knowledge and apply it in practical scenarios, leading to significant gains in oral communication proficiency

**Significant Difference in Mean Gain Scores Between Control and Experimental Groups**

To determine whether the difference in mean gain scores between the control and experimental groups were statistically significant, an independent sample t-test was conducted. The results, shown in Table 3, reveal a t-value of 5.7 and a p-value of 0.001. Since the p-value is less than 0.05, the null hypothesis of no significant difference is rejected, indicating that the intervention had a meaningful impact on student learning outcomes.

**Table 3: Test of Significant Difference in Mean Gain Scores Between Control and**

**Experimental Groups**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | Mean Gain Score (SD) | t-value | p-value | Interpretation |
| Control Group (Traditional) | 2.98 (1.93) | 5.7 | 0.001 | Significant |
| Experimental Group (Task-Based Language Teaching) | 9.5 (5.7) |

These results align with Azizi et al. (2022), who emphasizes that active learning approaches like TBLT significantly outperform traditional methods in fostering communication skills. The experimental group's gains validate the findings in your review, showcasing TBLT's alignment with constructivist theories. These theories emphasize the importance of learner interaction, collaboration, and real-world application in achieving meaningful learning outcomes. Compared to the modest improvements in the control group, the experimental group's results highlight the limitations of traditional methods and the transformative impact of interactive, task-based approaches.

The significant difference between the two groups highlights the potential limitations of traditional teaching methods, particularly in fostering deep learning and engagement. Although the traditional method led to learning improvements, it was less effective in comparison to TBLT. This suggests that incorporating more interactive, student-centered pedagogical approaches may lead to better academic performance and long-term retention of knowledge.

The findings of this study have important implications for educators, curriculum developers, and policymakers. Given that the experimental group exhibited significantly higher gains, it is recommended that TBLT be incorporated into instructional practices to enhance student learning.

Educators should consider shifting from teacher-centered instruction to more interactive approaches that allow students to engage in active problem-solving, collaboration, and inquiry-based learning. This is particularly relevant in (mention educational level, subject, or learning environment, e.g., science education, senior high school, etc.), where higher-order thinking skills are essential.

Furthermore, these findings support constructivist learning theories, which emphasize that students learn best when they actively engage with content, collaborate with peers, and apply knowledge to real-world situations (Vygotsky, 1978; Piaget, 1952). Future studies could explore longitudinal effects of such interventions, as well as student perceptions and engagement levels to further validate these results.

**4. Conclusion**

This study investigated the impact of Task-Based Language Teaching (TBLT) on student learning outcomes and compared it to traditional teaching methods. The findings revealed that students in the experimental group, taught using TBLT, achieved significantly higher mean gain scores than those in the control group, indicating the superior effectiveness of TBLT for enhancing oral communication skills and overall academic performance. These results align with the principles of active learning strategies, as highlighted in existing literature, emphasizing the importance of learner-centered approaches in fostering engagement, comprehension, and retention.

The positive impact of TBLT observed in this study reinforces its theoretical foundation, which prioritizes authentic tasks and meaningful interaction as a pathway to communicative competence. Research reviewed, such as Azizi et al. (2022), supports the notion that TBLT’s focus on real-world application and active participation enhances both language proficiency and confidence, addressing key barriers to effective learning. Moreover, this study echoes Xu & Fan (2022) findings, demonstrating how relevant students’ engaging context in tasks leads to improvements in fluency, accuracy, and practical language use.

In comparison to traditional methods—often limited by rote memorization and grammar drills—TBLT promotes a dynamic and practical application of knowledge, aligning with the learner-centered pedagogical principles discussed in the literature. As outlined by traditional approaches may provide a structured framework but fall short in equipping learners with the skills required for authentic communication. The findings of this study further underscore the advantages of task-based learning, suggesting its potential as a transformative method for addressing gaps in traditional language teaching.

Additionally, this research highlights the necessity of adapting instructional methods to meet contemporary demands for innovative and effective education. The growing emphasis on active learning and student engagement calls for a reevaluation of traditional teaching practices. TBLT, with its focus on real-life tasks and interaction, provides an evidence-based approach for optimizing learning outcomes across diverse educational contexts. However, as the Review of Related Literature notes, implementing TBLT effectively requires contextual adaptation and teacher training, areas that future research should explore.

This study contributes to the ongoing discourse on pedagogical innovation, emphasizing the importance of integrating research-based methodologies like TBLT to enhance learner success. It opens avenues for further research on hybrid models that blend TBLT with structured traditional methods to address diverse learner needs and preferences. Moreover, the study underscores the importance of sustained implementation to evaluate long-term impacts on language proficiency and academic performance, ensuring that TBLT’s benefits extend beyond immediate outcomes.

**Recommendations**

Based on the findings, educators should consider incorporating Task-based Language Teaching into their instructional strategies to enhance student performance and engagement. School administrators are encouraged to provide professional development opportunities and allocate resources to support the implementation of active learning approaches. Additionally, policymakers may explore integrating student-centered teaching strategies into curriculum frameworks to foster more effective learning environments. Future research should investigate the long-term impact of TBLT on knowledge retention and motivation, as well as explore its applicability across diverse subjects, educational levels, and learning contexts.

**Consent**

As per international standards, parental written consent has been collected and preserved by the author(s).

### **Disclaimer (Artificial Intelligence)**

The author(s) hereby declare that generative AI technologies were utilized during the writing and editing process of this manuscript titled *"Using Task-Based Language Teaching to Enhance the Oral Communication Skills of Grade 11 Students."* Specifically, the assistance was provided in refining the structure, improving clarity, replacing unverifiable references with recent scholarly sources, and editing for cohesion and academic tone.

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  + Editing content to ensure citation relevance and accuracy

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