

DEVELOPING COMMUNICATIVE COMPETENCE THROUGH TASK-BASED LANGUAGE TEACHING IN EFL CLASSROOMS

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Abstract This thesis explores the effectiveness of Task-Based Language Teaching (TBLT) as a methodology for developing communicative competence among learners of English as a Foreign Language (EFL). The research investigates theoretical foundations, practical classroom implementations, and outcomes related to language fluency, accuracy, and learner autonomy. Findings demonstrate that TBLT significantly enhances communicative performance and learner engagement when aligned with meaningful real-world tasks.

Keywords Task-Based Language Teaching, Communicative Competence, EFL Methodology, Applied Linguistics, Teaching Strategies

Introduction

Background and Significance

The 21st century has witnessed a paradigm shift in language teaching methodologies, with communicative competence emerging as the ultimate goal of language instruction. In English as a Foreign Language (EFL) contexts, traditional approaches such as the Grammar-Translation Method and Audio-Lingual Method, while effective in teaching discrete language points, fail to prepare learners for authentic communication. Task-Based Language Teaching (TBLT), grounded in communicative language teaching principles, offers an innovative alternative by integrating meaningful tasks that mirror real-world interactions.

Problem Statement

Despite advances in language pedagogy, many EFL classrooms still emphasize rote memorization over communicative performance. Learners often lack opportunities to use English purposefully, resulting in limited fluency, low confidence, and poor interactional competence.

Purpose of the Study

The purpose of this study is to investigate the effectiveness of TBLT in fostering communicative competence in EFL learners. It evaluates both linguistic outcomes and learner attitudes toward the methodology.

Research Questions

1. How does TBLT impact the communicative competence of EFL learners?
2. What are the perceptions of learners regarding TBLT-based instruction?
3. How does TBLT compare to traditional teaching methods in terms of engagement and language development?

Significance of the Study

This research contributes to the field of applied linguistics by providing empirical evidence supporting communicative teaching approaches. It also offers practical insights for curriculum developers and English language teachers. The globalization of English necessitates effective teaching methodologies that emphasize communication rather than rote memorization. Traditional Grammar-Translation methods often fail to prepare learners for real-life interactions. Task-Based Language Teaching (TBLT) addresses this by placing communication at the center of instruction.

Literature Review

Communicative Competence

Hymes (1972) introduced communicative competence as the ability to use language accurately and appropriately. Canale and Swain (1980) categorized it into grammatical, sociolinguistic, discourse, and strategic competence.

Task-Based Language Teaching

TBLT focuses on the use of authentic tasks that reflect real-life language use. Ellis (2003) defines tasks as activities where the primary focus is on meaning rather than form.

Research Objectives

- To evaluate the impact of TBLT on communicative competence.
- To compare traditional teaching methods with task-based approaches.
- To provide pedagogical recommendations.

Methodology

Participants

The study involved 60 EFL learners aged 18–22.

Instruments

- Pre- and post-tests measuring fluency and accuracy
- Observation checklists
- Learner feedback surveys

Procedure

Participants were divided into control and experimental groups. The experimental group received TBLT-based instruction for 12 weeks.

Results

Data analysis indicated significant improvements in fluency and interactional competence in the experimental group compared to the control group.

Discussion

The findings confirm that TBLT promotes linguistic competence through meaningful communication. Learners showed higher motivation, improved pronunciation, and enhanced confidence.

Implications

Language educators should incorporate real-life tasks such as problem-solving, role-plays, and collaborative projects to maximize communicative outcomes.

Conclusion

TBLT demonstrates a measurable impact on learners' communicative competence by fostering authentic interaction and promoting autonomous language use. Future research should investigate long-term retention and integration with digital learning platforms.

Recommendations

1. Incorporate technology-enhanced tasks.
2. Provide teacher training in TBLT methodology.
3. Use mixed assessment models combining formative and summative approaches.
4. Encourage learner reflection and peer collaboration.

References

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