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THE ROLE OF TASK-BASED LANGUAGE TEACHING IN ENHANCING COMMUNICATIVE COMPETENCE

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ABSTRACT

Task-Based Language Teaching (TBLT) has become a leading paradigm in the field of language teaching because of the focus on meaningful communication and learner involvement. Nowadays, communicative competence, encompassing grammatical, sociolinguistic, discourse and strategic aspects, is also widely considered as an important goal of contemporary language learning. Traditional methods of teaching, however, tend to focus on accuracy rather than interaction, which restricts the effectiveness of learners when it comes to employing language in the real-life situations. The narrative review methodology is used to generalize the available literature on TBLT and its role in communicative competence, especially in a higher education context. The discussion shows that TBLT allows substantial interaction, encourages the spontaneous use of the language, and improves the capacity of the learners to cope with the communication, using both strategic and discourse-level skills. With authentic and goal-oriented tasks, learners are actively involved in the communication process, which facilitates the combined process of language skills development. The review also outlines some of the challenges that come with the implementation of TBLT such as problems relating to the design of tasks, classroom issues, assessment and institutional constraints. In spite of these limitations, TBLT can be enhanced by the incorporation of technology and interactive learning environments, which proves especially effective in educational settings of higher levels. In general, TBLT is introduced as a versatile and efficient pedagogical tool that can be used to meet the communicative requirements of modern education and provides important implications to the teaching practice, curriculum design, and further research.

KEYWORDS: Task-Based Language Teaching, Communicative Competence, Higher Education, Language Pedagogy, Interactive Learning.

1. Introduction

It has become a basic agenda in contemporary language pedagogy and especially in the situations where students are anticipated to use language efficiently in real-world and academic contexts. Over the past few decades, there has been a radical change in teaching languages; the methods adopted have changed away from the teaching of grammar to a manner that focuses on communication and interaction. This change is indicative of an increased awareness that language learning does not only entail learning grammatical information but rather the skill to apply language in a meaningful way in a variety of social and academic situations (Sayera, 2019). This has seen communicative competence emerge as a key construct in second language pedagogy, as it has influenced pedagogical processes and curriculum development.

Nevertheless, most language classrooms still stick to traditional pedagogical practices that emphasize accuracy, instead of fluency, and are more concerned with the form than the meaning. These methods tend to deprive learners of chances to participate in real communication process and thus inhibit interactive and functional language learning. It is in this respect that there have been criticisms on the appropriateness of the conventional instructional frameworks in equipping learners to real-life communication, particularly in institutions of higher learning where the dynamics of communication are becoming more complicated (Littlewood, 2007). Integration of vernacular tribal literature in English classrooms enhances language skills, engagement, and cultural understanding, while also promoting students' identity, self-esteem, and community participation (Basu Dubey et al., 2025). As a result, an increasing demand is developing in pedagogical strategies that could remove the gap between the classroom and language practice.

Advanced technologies such as AI-driven feedback systems are emerging as effective tools to support continuous assessment and personalized language learning.

These systems enable adaptive learning environments by providing real-time, individualized feedback to enhance language proficiency (Devi et al., 2024). Task-Based language teaching (TBLT) has become an overdue reaction to the challenges, providing a learner-focused model that puts meaningful interaction and language use as a tool to accomplish tasks first. In contrast to the traditional approaches, TBLT highlights the significance of involving the learners in the actions that are related to real-life communication, thus promoting not only

the linguistic but also the communicative growth. The rationale behind this approach rests on the premise that language can be best acquired through its usage, especially when learners are expected to negotiate meaning, resolve problems, as well as cooperate with others (Teng et al., 2025). Studies that demonstrate the enhancement of speaking and listening performance also indicate that such task-based practices are effective in practice since the theoretical foundation of TBLT can be used to promote the practical acquisition of communication skills in EFL settings (Sarıçoban and Karakurt, 2016). Moreover, action research evidence in English departments indicates that task-based learning provides learners with a chance to enhance speaking skills by engaging actively in the classroom and communicating intentionally (Rafli, 2020). In this regard, TBLT has become a popular topic as a viable approach to developing communicative competence in different learning settings.

The role of TBLT in higher education has become more acute owing to the growing focus on interactive learning, student interactions and acquisition of transferable communication skills. Discussions, presentations, and group work are the activities that involve university learners and require not only the use of correct language but also competences of fluency, coherence, and the ability to communicate effectively. In this context, TBLT offers an effective approach to language learning and authentic communicative practice integration, which facilitates the wider aim of education, which is to equip students with academic and professional communication. This topicality is also supported by the recent discoveries that task-based learning may also serve the purpose of developing professional competency in listening and speaking, especially in the case of student teachers, thus expanding the value of TBLT far past general language learning and into professional and academic preparation (Kositchaivat, 2025).

This paper is aimed at critically discussing the role that Task-Based Language Teaching plays in the development of communicative competence with some specific reference to the way it is applied in the context of higher education. The paper examines the theoretical background of communicative competence, presents the main principles of TBLT, and discusses how task-based methods can help to develop communicative skills. It further addresses the issues surrounding the application of TBLT and how it is relevant to language teaching and curriculum in the modern day learning environment.

2. Communicative Competence

2.1 Definition of Communicative Competence

Communicative competence is described as the skill in effective and appropriate language use in various situations. It does not just involve vocabulary or grammar rules but involves the ability to communicate ideas effectively, be responsive to others and be able to react appropriately to real communicative events. In language teaching, the idea matters as it helps to focus on learning not to memorize forms but rather to engage in meaningful communication through language (Obenza & Mendoza, 2021).

The idea is also indicative of a functional perspective of language learning. It is not sufficient that learners produce correct sentences, but are able to engage in purposeful, coherent and contextually aware communication. This renders communicative

competence to be more broad and practical as compared to grammatical mastery alone.

2.2 Components of Communicative Competence

Communicative competence is a multi-dimensional concept that is associated with a number of dimensions that collaborate in communication. The dimensions assist in the explanation of the reason why language ability cannot be assessed via correctness of form. A learner can be conversant with grammar yet fail to cope with the conversation, structuring, and adapting the speech to a specific situation. As demonstrated by Harper (2019), communicative ability is not only connected to language knowledge but also the ability to apply the knowledge in socially and culturally reasonable manners. Table 1 includes the key elements of communicative competence.

Table 1. Main Components of Communicative Competence

Component	Function
Grammatical competence	Accuracy in vocabulary, grammar, and sentence structure
Sociolinguistic competence	Appropriate language use according to context and audience
Discourse competence	Logical organization, coherence, and cohesion in communication
Strategic competence	Use of strategies to repair, maintain, or support communication

Grammatical competence gives a structural basis of language. Sociolinguistic competence assists learners to select expressions that are appropriate to the social context. Discourse competence enables them to relate ideas in a very clear manner over a stretch of speech or writing. Strategic competence helps in communication by providing support to learners who have trouble such as paraphrasing, seeking clarification or finding other ways of expressing things.

2.3 Functional Nature of Communicative Competence

Communicative competence can be defined as a coordinated capability and not a set of skills.

Grammar, discourse and strategy are not used separately by the learners in real-life communication. They are used simultaneously. As an illustration, when a student takes a part in a classroom discussion the student should be able to create a grammatically correct sentence, answer the others properly, make sense in the flow of ideas, and handle potential communication issues. This indicates that communicative competence is context-sensitive, dynamic and functional. This combined relationship may be depicted graphically as in Figure 1.



Figure 1. Functional Relationship among the Core Components of Communicative Competence

2.4 Relevance in Language Education

One of the key aims of contemporary language teaching is communicative competence since learners require a language to be able to interact, participate, and make meaning. In the educational context and particularly in the higher education, students are supposed to be able to discuss ideas, make arguments, cooperate with others and respond suitably in academic contexts. These needs go beyond grammatical knowledge, they are needs of functional communication. Toro et al. (2019) stress that oral skills are acquired by communicative methods of teaching language, which enables the learner to engage in meaningful interaction. This is particularly pertinent in the university settings where communication is directly related to academic achievement and social involvement. This is why communicative competence offers a valuable conceptual basis on which to assess strategies like Task-Based Language Teaching that are geared towards enhancing language use with the help of meaningful classroom activity.

3. Task-Based Language Teaching

3.1 Definition and Key Concepts

Task-Based Language Teaching (TBLT) is a teaching methodology that focuses on the communication aspect of language by way of the accomplishment of significant tasks. TBLT does not emphasize much on grammatical structures, but instead, it promotes activities in which language is employed to accomplish certain communicative objectives. These objectives can be the exchange of information, problem-solving or a collaborative activity that is similar to real-life conditions (Hismanoglu and Hismanoglu, 2011).

The task is the central concept in TBLT, that is, an activity whereby the use of language by learners is directed to a purposeful result. Tasks will be created to imitate real-life communication, and learners will be able to use their linguistic knowledge in practice. This methodology will not focus on learning the language; rather, it will focus on using the language, hence encouraging active engagement, and active language development.

3.2 Principles of Task-Based Language Teaching

TBLT is informed by various principles that make it different as compared to the more traditional methods of instruction. One of them is that the emphasis is placed on meaning over form, where learners are supported to focus on communication, as opposed to grammatical correctness when

performing a task. This enables the learners to feel confident and fluency is gained since they communicate.

The other significant principle is learner-centeredness. TBLT involves the learner actively in the process of meaning construction, usually through collaboration to accomplish a task. This is unlike teacher-centered approaches whereby learners are inert receptors of learning. Moreover, TBLT is about authenticity, which implies that assignments are set in a way that would mirror real-life communication and the use of language in the practice (Ahmadian, 2016). All these principles reinforce the notion that language learning is best achieved when there is meaningful interaction among the learners and when they are allowed to have a chance to put language into context.

3.3 Task Characteristics

The design of tasks that could be used to facilitate communication effectively is an important aspect of TBLT. Not everything that happens in the classroom can be considered a task, rather, tasks should be designed in a manner that promotes meaningful use of language and interaction. The designed task must allow the learners to work towards a goal, not just to practice the forms of the language. This goal-oriented character is what differentiates the tasks and the traditional exercises, which in many cases are repetitive and accurate without a communicative end.

Tasks also have meaning-focus. When performing a task, learning activities mainly revolve around the idea of expressing thoughts, getting other people on board and getting the job done. This emphasis enables the learners to acquire language in a more natural and spontaneous manner that is involved in the development of communicative competence. Meanwhile, the tasks usually have some real-life applicability, which makes them more interesting and motivating to learners.

Another characteristic of tasks is interaction. Students are usually engaged in pairs or groups which provide chances to negotiate the meaning, clarify and solve the issues together. In the process, learners actively build a meaning and perfect their language use. Moreover, the tasks are outcome-based, i.e. they lead to a material product or a resolution, i.e. to a decision, a solution, or a presentation. These features make sure that tasks are effective in building communication skills. The main characteristics of tasks are summarized in Table 2.

Table 2. Key Characteristics of Tasks in TBLT

Characteristic	Description
Goal-oriented	Tasks have a clear outcome or objective
Meaning-focused	Emphasis is on communication rather than form
Real-world relevance	Tasks reflect authentic situations
Interaction-based	Learners collaborate and communicate
Outcome-driven	Completion of the task produces a result

Bhandari (2020) emphasizes that the given features render tasks especially productive in facilitating communicative language use, since they prompt learners to become as active in language and context as possible.

3.4 Task Cycle

TBLT in the classroom is usually implemented in a structured order that is referred to as task cycle. The cyclic nature of this process allows a methodical approach to teaching learners on the first encounter with language use to become reflexive and improve. It also makes sure that the learners are not merely being engaged in the communication, but is also able to assist them to build fluency and accuracy in the long run.

The initial phase, also known as the pre-task stage is the preparation of learners to the task. In this step, the instructor presents the subject, supplies the required input and makes sure that the learners are aware of the goals and processes. This preparation is beneficial in alleviating anxiety and providing learners with the

background knowledge they require to accomplish the task well.

The second stage is task performance stage where active participation of the learners in the task is involved. At this stage, there is emphasis on communication and meaning-making as opposed to correctness. Students communicate, share ideas and collaborate to realize the task outcome. This step is important since it gives learners a chance to apply language spontaneously and functionally.

The last stage is referred to as the post-task stage where reflections and feedback are involved. Once the task is done, learners will be able to discuss their work, analyze the language use, and be guided by the teacher. This phase usually involves some attention to the form of language, which enables students to improve their precision through the experience of communicating. Through this, both communicative practice and language development is balanced in the task cycle.

The general outline of the task cycle can be depicted in Figure 2 that is to be placed at the end of the following paragraph.

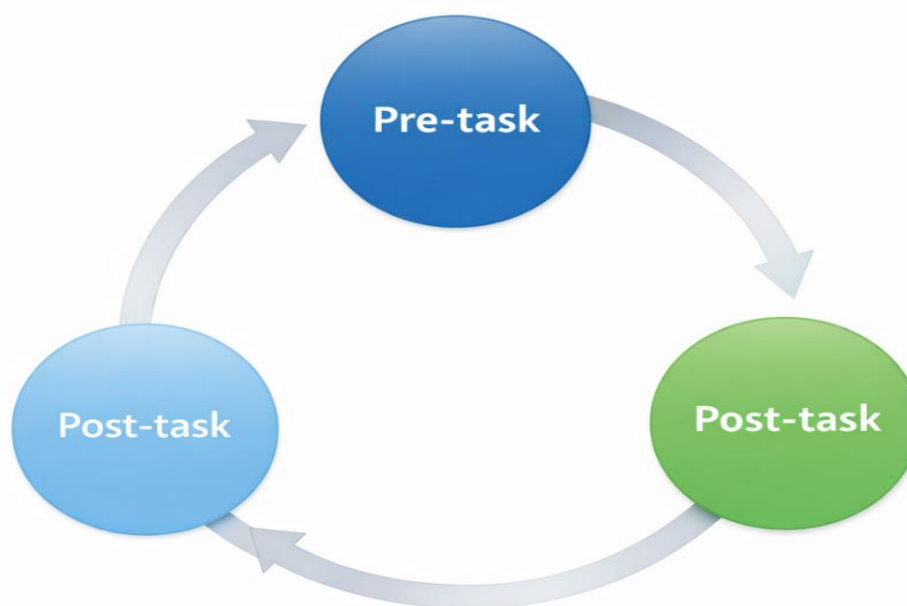


Figure 2. The Task Cycle in Task-Based Language Teaching

3.5 TBLT and Traditional Teaching

The goals and strategies of Task-Based Language Teaching are markedly different as compared to the classical language teaching strategies. Conventional methods have a tendency of emphasizing grammar teaching, drills and teacher explanations. Although such techniques might assist learners to form accuracy, they do not always offer an opportunity to have rich communication.

TBLT on the other hand focuses on the interaction tool of language. The learners are encouraged to share ideas, solve problems and interact with others and the result is increased participation and use of language in practical ways. This interaction that is centered on meaning (rather than on form) is a radical transformation of the philosophy of language teaching (Bhandari et al., 2025).

More so, TBLT helps in the concomitant development of various dimensions of communicative competence. Through their involvement, the learners not only exercise the language structures but also become fluent, discourse-organizing and strategic communications. This renders TBLT especially applicable in modern-day learning institutions, where communication is one of the learning goals.

4. TBLT and Communicative Competence

4.1 Interaction and Meaning

The main contribution of Task-Based Language Teaching to communicative competence is that it focuses on meaningful interaction. The traditional methods based on the controlled practice do not offer the same conditions as TBLT does, as students are required to apply language to accomplish particular communicative objectives. In the process of performing a task, learners share information, give their opinions, and negotiate meaning, thus undertaking real communication processes.

The interaction based approach enables the learners to feel the language as a working system and not a collection of rules. When learners are trying to express meaning, they are more conscious of how language works in the context and this enhances their strengths of engaging in communication. Waluyo (2019) demonstrates that task-based activities enhance active learning and enhance the capacity of learners to handle real-time engagement. With recurrent experience in such communicative context, learners eventually acquire interactional competence.

4.2 Fluency Development

TBLT plays a vital role in enhancing fluency through enlarging the chances of spontaneous language use.

In task-oriented settings, students are free to express themselves without having to focus on grammatical accuracy so much. This minimizes hesitation and gives the learners time to concentrate on the ideas that they are expressing which is the key to fluency.

Activities that include discussions, role-play or involving learners in collaborative problem solving demand language to be generated throughout and sometimes in a time-bound manner. This promotes quicker language processing and more natural speech production. According to Azizifard (2024), task-based teaching improves the speaking performance by establishing the environment where the learners can practice communication in a less confined and more meaningful manner. This leads to more confidence and fluent use of the language among learners in the long run.

4.3 Strategic Competence

Strategic competence is another aspect that is developed in task-based settings and is essential in sustaining communication. Such issues as vocabulary gaps or partial comprehension are very common among learners during interaction. In this case, they have to use communication strategies to maintain communication.

These strategies involve paraphrasing, seeking clarification, and alternative expressions. The necessity to get things done encourages learners to work proactively to resolve communication issues instead of retreating in a manner of avoiding communication. As Castañeda (2021) emphasizes, task-based activities enable conversations, which means that learners have to dynamically handle the communication. This process improves the capacity of the learners to overcome language constraints and to improve their overall communicative competency.

4.4 Discourse Development

The other significant contribution of TBLT is that it helps to build discourse competence. There are a lot of activities when learners are asked to create long language, either in the form of explanations, stories or dialogues. These exercises make learners think in a logical manner and be coherent in terms of utterances.

By engaging in such activities, learners become experienced in organizing communication outside of single sentences. They get to know how to relate ideas, continue on the topic and use language depending on the communicative situation. According to Kimario and Mtana (2023), task-based strategies enhance communication competencies through meaningful language use in the structured

interactions. This helps in the growth of discourse-level skills which are needed in both in-academic and real-life communication.

4.5 Learner Engagement and Integrated Development

One of the strengths of TBLT is the fact that it facilitates learner engagement and at the same time contributes to various aspects of communicative competence. Activities are also usually interactive and relevant and this makes the learner more motivated and willing to participate in the activity.

The learners also receive a wide range of language input as they interact in collaborative activities and they are expected to react meaningfully to the interactions.

This interaction will help to promote the holistic acquisition of communicative competence since learners will concurrently train interaction, fluency, discourse organization, and communication strategies. The interrelation of these aspects can be witnessed in their joint contribution to communication, as presented in Table 3.

Table 3. Contributions of TBLT to Communicative Competence

Aspect	Contribution
Interaction	Promotes meaningful communication
Fluency	Encourages spontaneous language use
Strategy	Supports problem-solving in communication
Discourse	Enhances coherence and organization
Engagement	Increases participation and motivation

Alasal (2025) stresses that task-centered methods can improve communicative competence by actively engaging learners in communication-related tasks. This unified process indicates that communicative competence is built up by the joint effect of many aspects instead of the individual enhancement of skills.

4.6 Integrated Effect of TBLT

The general association between TBLT and communicative competence may be seen as a complex process where other elements of communication are developed concurrently. Task-oriented learning systems necessitate learners to apply language holistically, a combination of linguistic knowledge and interactional and strategic skills.

This combined effect is an indication of the dynamism of communicative competence, wherein development takes place through constant participation in significant communication. TBLT does not emphasise the development of specific elements but instead contributes to developing the general communicative competence by providing a learner with the possibility to use the language in real-life situations. The conceptual relationship between the task based activities and the communicative competence can be represented in Figure 3, in which, performance in tasks results in the acquisition of fluency, strategic competence, discourse organization and interactional skills which eventually leads to the overall communicative competence.



Figure 3. Relationship between task-based language teaching and communicative competence

5. Challenges of TBLT

5.1 Pedagogical Challenges

Regardless of its benefits, Task-Based Language Teaching has a number of pedagogical issues, especially concerning the development of tasks and their delivery in the classroom. Effective tasks should be designed with a lot of consideration in the level of proficiency of learners, learning goals, and contextual learning. Tasks should be challenging enough to encourage communication and not too difficult to make participation a possibility. Failure to bring this balance will result in tasks that are either not stimulating to interaction or those that overwhelm learners.

Also, teachers will have to work on the correlation between fluency and accuracy. Although TBLT is more concerned with communication that is meaning-oriented, too much emphasis on fluency can result in a lack of interest in grammatical correctness. According to Saragih et al. (2022), one of the primary concerns of teachers when adopting TBLT is the lack of training and a set of clear instructions on how to design the tasks. This underscores the need to have teacher preparedness and pedagogical support to ensure effective implementation of TBLT.

5.2 Classroom Constraints

The effectiveness of TBLT is also affected by practical situations in the classroom. With the big classes, it may be difficult to organize the interactive tasks and give them equal participation. This can make the teachers not be able to monitor several groups at the same time and give them personalized feedback, thus restricting the quality of interactions.

Time is another issue that makes TBLT difficult to use. Tasks based activities are often subject to various stages that involve the preparation, performance and reflection and each stage must have enough classroom time. With highly-ordered curricula, teachers might have a hard time fitting these activities in without meeting syllabus standards. These constraints have the potential to diminish the uniformity and richness of task-based teaching.

5.3 Assessment Issues

One of the most important challenges of TBLT is assessment. Conventional ways of evaluation rely on discrete language proficiency and grammatical correctness, but TBLT evaluates communicative performance. This discrepancy brings about a disconnect between the purpose of teaching and evaluation activities.

Communicative competence is a multi-dimensional construct that takes into consideration such aspects as fluency, coherence, as well as interactional ability, and these aspects cannot be simply assessed using more traditional testing models. Consequently, evaluation in TBLT situations can be seen as subjective or unequal. Such a challenge may deter the teachers to go all the way with task-based approaches especially in a system where standardized testing is a dominant factor.

5.4 Institutional Barriers

TBLT implementation is influenced by institutional aspects as well. In most schools, the language teaching is much coupled with examination systems where memorization and accuracy are important. This poses a conflict between teaching practices that involve communicative teaching methods and the requirements of the institution.

TBLT might not be ready to be embraced by teachers who do not see it as helping to improve examination performance or as a curriculum conformity. According to Nghia and Quang (2021), the educational policy and curriculum design constitute important contextual factors that affect the implementation of task-based approaches. Institutional support can also ensure the integration of TBLT is limited or inconsistent.

5.5 Limitations in Skill Coverage

The other weakness of TBLT is that it tends to focus on speaking and interacting, at the cost of other language abilities. Tasks are useful in encouraging oral communication but may not necessarily give enough chances to develop the skills of reading and writing. This imbalance may be a problem in situations where learners are supposed to show a level of language proficiency in a holistic manner. According to Shabani and Ghasemi (2014), other forms of instruction can be necessary to balance the development of skills as task-based approaches can be combined. It shows that TBLT cannot be a standalone solution, but cannot be considered as an independent part of a larger pedagogical framework.

6. TBLT in Higher Education

6.1 Role of TBLT in Higher Education Contexts

Communicative competence development is closely related to academic and professional performance of students in the field of higher education. The learners have to engage in discussions, presentations, and work on activities that require effective communication. Task-Based Language Teaching is

appropriate to the requirements as it facilitates meaningful interaction and engagement.

TBLT is correlated with the goals of higher education, in which the focus is on communication, collaboration, and problem-solving. Through integration of task-based activities in the teaching process, the teachers are able to establish learning environments that replicate real academic scenarios. Torkey (2006) proves that task based teaching is an effective way of teaching speaking skills to learners, which means that it is effective in the formal learning environment.

6.2 Development of Communication Skills

TBLT helps communication skills to develop as it gives a learner a chance to apply language in a significant situation. Task-based materials can help learners to be more active in the communication process and this facilitates the acquisition of fluency and confidence.

As Masuram and Sripada (2020) demonstrate, the use of task-based materials can enhance speaking skills because they encourage active language use as opposed to passive learning. Furthermore, Kimario and Mtana (2023) note that task-based methods can improve communication skills as they encourage interaction and collaboration among learners. These results show that TBLT facilitates the process of communicative development through the combination of using language and meaningful activity.

6.3 Technology-Enhanced TBLT

Technology integration has increased the use of TBLT in higher education. Using digital tools, it is possible to design interactive tasks that would enable communication outside the classroom setting. These tools assist in teamwork, access to authentic materials, and allows learners to participate in various communicative scenarios.

Mulyadi et al. (2021) reveal that technology-enhanced TBLT can enhance listening and speaking performance. This is an indication that task-based communication instruction and digital resources may be used to improve various areas of communicative competence. Learning is also more flexible with the use of technology where learners are able to engage in communication using different platforms.

6.4 Outcomes of TBLT in Higher Education

TBLT brought to higher education brings about various benefits in language learning. Such outcomes include development of better speaking skills, greater participation, better listening comprehension and better academic communication skills. These outcomes are developed due to the effectiveness of TBLT as a means of communicative competence promotion.

TBLT is applicable in various aspects of communication as indicated in Table 5 because it incorporates language use and meaningful tasks. These results demonstrate the overall effects of task-based teaching in postsecondary education.

Table 5. Outcomes of TBLT in Higher Education

Area	Outcome
Speaking Skills	Improved fluency and confidence
Interaction	Increased participation and collaboration
Listening Skills	Enhanced comprehension
Academic Communication	Improved presentation and discussion skills
Digital Skills	Effective use of technology in communication

6.5 Integrated Application of TBLT

The TBLT role in higher education can be perceived as a complex process whereby task-based activities play a role in the formation of various communication-based skills. All these skills

facilitate growth of communicative competence in academics. In Figure 4, this relationship is depicted whereby the activities that are based on tasks result in the development of communication skills that eventually result in communicative competence.

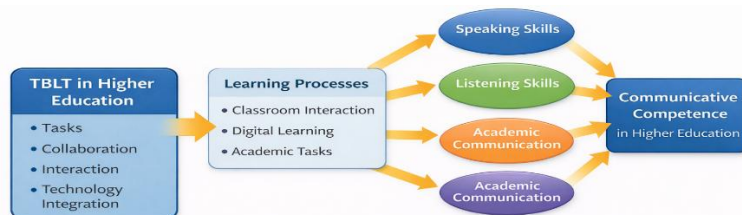


Figure 4. Application of Task-Based Language Teaching in Higher Education

Figure 4 illustrates how the interaction and collaboration as the task-based activities lead to the learning outcomes like speaking skills, listening skills and academic communication, which in combination form communicative competence.

7. Pedagogical Implications and Future Directions

7.1 Implications for Teachers

The results of this paper indicate that teachers are the key to successful implementation of Task-Based Language Teaching. To ensure that the TBLT can deliver the maximum benefits, the teachers are to work on the skill of creating meaningful tasks, which will facilitate the process of communication and interaction. This demands a change in the conventional teaching methods to those methods that focus on active participation of the learner and language in real life.

Teachers should also have the ability to handle interactive classroom settings where learners are actively involved in the interactive communication as opposed to passively listening to what is being taught. Rahmatillah (2019) highlights that the integration of communicative approaches with task-based instruction enhances learners' participation and supports the development of communication skills. This indicates that teachers need to adopt flexible strategies that encourage interaction, collaboration, and learner autonomy.

7.2 Implications for Curriculum Design

TBLT implementation should be planned with attention to the connection with the learning objectives and integration into the language curricula. Activities should be included in the curriculum that are representative of real-life communication and academic situations and in that way learners produce not only linguistic but also communicative competence.

Moreover, the curriculum must be designed in such a way that it balances fluency and accuracy; communicative activities with language refinement opportunities. As Diaz et al. (2023) show, task-based methods can benefit not only speaking proficiency but also the motivation of learners, and properly structured curricula can be used to not only improve language proficiency but also student interest. This underscores the need to incorporate task-based activities systematically in the syllabus as opposed to considering them as additional elements.

7.3 Implications for Assessment

Evaluation methods will have to change to correspond with the TBLT principles. The

conventional assessment tools, which aim majorly at grammatical correctness, cannot be used to assess communicative competence. Rather, evaluation ought to take into account various aspects, such as fluency, interaction and discourse organization.

Presentation, group work, and interactive work are performance-based assessment procedures that give a better indication of communicative skills of learners. These techniques exemplify communicative objectives of TBLT and enable learners to show their skill to apply language to meaningful situations. Assessment-Instructional practices alignment is a key aspect in the effectiveness of task-based practices.

7.4 Implications for Institutions

TBLT involves a crucial aspect of institutional support that facilitates its effective implementation in higher education. Learning institutions need to develop an environment that promotes communicative teaching methods and offer resources to teachers to train and develop.

Technology integration is also important in facilitating TBLT. Lee (2002) demonstrates that electronic communication in a synchronous manner leads to improved communication skills of learners, which implies that digital tools can be successfully used to facilitate task-based learning. Learning institutions should, therefore, invest in the technological infrastructure and encourage the use of digital platforms to support interactive learning and collaborative learning. Moreover, institutional policies must be in line with communicative teaching strategies that would decrease the dependence on exam-based systems and promote more flexible and performance-based assessment systems.

7.5 Future Directions

More studies should be done in the future to investigate the potential of TBLT in various learning settings, especially in higher education. Although previous research has proved it to be effective in enhancing speaking skills, more studies need to explore its effect on other communicative competence elements such as listening, reading and writing.

Also, there is the need to examine the long-term implications of task-based instruction on language development. Masuram and Sripada (2020) postulate that task-based instruction can lead to the emergence of fluency in spoken language, although further research is needed to know how these gains can be maintained over time.

Moreover, the combination of technology and TBLT brings new innovative possibilities in language learning. Further research needs to be conducted on the possibilities of digital tools and online environments in terms of promoting task-based learning and communication in virtual classes. Further studies in these directions will help develop a more in-depth insight into TBLT and its contribution to language education in the present day.

Conclusion

This paper has explored how Task-Based Language Teaching can be used to improve the communicative competence and especially in the context of higher education. The analysis shows that communicative competence is not confined to grammatical accuracy, but it is a synthesis of linguistic, sociolinguistic, discourse and strategic skills. TBLT is in this respect, a useful and efficient framework of facilitating meaningful language use by interacting, collaborating, and learning tasks. The results show that TBLT aids in the enhancement of such important areas of communicative competence as fluency, strategic communication, and discourse organization. This method motivates the participation of the learners as they are engaged in real life activities and the language is used in real life scenarios. Moreover, the technological incorporation allows improving the efficiency of TBLT by increasing the possibilities of interaction and communication outside of the classroom. Nevertheless, the application of TBLT does not go without difficulties. The problems of the design of the tasks, classroom restrictions, assessment practices, and institutional limitations have to be resolved to implement it successfully. Such difficulties are the reasons to pay attention to the planning, training of teachers, and the positive educational conditions. On the whole, TBLT is an effective method of teaching language that can meet communicative requirements of contemporary education. It is especially relevant in the development of communicative competence in higher education, since it focuses on meaningful interaction and engagement between the learner.

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