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DEVELOPING ENGLISH LANGUAGE PRODUCTIVE SKILLS THROUGH A TASK-BASED LANGUAGE LEARNING MODEL AT TERTIARY LEVEL EDUCATION IN KARACHI

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Paper Information	**Abstract**

QR Code for the Paper:

This current research study aims to utilize the Task-Based Language Learning (TBLL) approach. The primary aim behind designing this approach was to analyse the effects of the TBLL approach on enhancing and developing students' English speaking skills at the tertiary level. Generally, English is the academic and official language of Pakistan. It has a great significance in Pakistan. After twelve years of schooling and learning the English language, Pakistani students become shy and hesitant in expressing their arguments, views, and ideas. The major concern behind this issue is either teaching methodology or the curriculum taught in Schools and Colleges. Contrary to Pakistan, the modern world has benefited from new trends and teaching methods. This study is truly experimental in nature and data was collected through pre- and post-tests from the control group and experimental group to see if mean scores of the treatment and control groups. On the post-test, there was a substantial difference between the experimental and control groups in terms of English language speaking skills, according to the findings of this study. The mean scores of both groups on the post-test were more advanced than the pre-test mean scores of the mentioned groups. Moreover, the mean score of the control and experimental groups in the context of to post-test provided noticeable evidence of improvement in the students' speaking skills. The t-test results denote significant differences. It was proved that the TBLL method effectively enhances students' communication skills such as vocabulary, pronunciation, presentation, accuracy, and fluency.
Keywords: TBLT Experimental, Productive skills, speaking skills, CLT, GT

Developing English Language Productive Skills Through Task-Based Language

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Introduction

This current research study aims to utilize the Task-Based Language Learning (TBLL) approach. The primary aim behind designing this approach was to analyse the effects of the TBLL approach on enhancing and developing students' English speaking skills at the tertiary level. Generally, English is the academic and official language of Pakistan. It has a great significance in Pakistan. After twelve years of schooling and learning the English language, Pakistani students become shy and hesitant in expressing their arguments, views, and ideas. The major concern behind this issue is either teaching methodology or the curriculum taught in Schools and Colleges. (Tong, Yu, Deacon, et. al. 2024), Contrary to Pakistan, the modern world has benefited from new trends and teaching methods. English is a foreign language, and it is widely used throughout the globe. It is a very common language in most countries where it is used as a second language or foreign language. In Pakistan, English language is an authorized and certified language which is taught as a second important language. Simultaneously, Urdu is the national and regional language that is also frequently spoken in the entire country. (Bouwer, Lesterhuis, Smedt, et. al. 2023) All official and government documentation, military communications, judiciary decisions and cases, national and international contracts, policies, agreements, proposals, and social, political, economic, and cultural activities are in the English language. It is being served as an obligatory subject within the walls of the country as well as a source of teaching at the school level, college level, and university level (Zaki, 2020). English language competency and proficiency are commanding for retrieving most discourses at the international level, from popular culture to international relations to academia (MacKay, 2002). English language competency and proficiency are indeed essential. Still, Pakistani people are incapable of communicating and understanding the spoken words and phrases in English which could be comprehended as an obstacle to the country's international trade and business. It can be presumed that the public of Pakistan may communicate in English whenever they change learning and academic objectives, focusing on productive skills: listening and speaking. At the same time, traditional teaching methods are being applied in teaching and learning the English language in Pakistan. The researchers have verified that conventional teaching methods are no more effective and impressive (Robinson, 2001). By applying such methods as PPP and GTM, Pakistani learners are inclined to be perfect instead of competent or fluent in English. In Pakistan, much focus is given to grammatical rules, but language learning is not only to remember rules. This is why Pakistani students struggle when they use such rules in speech. This kind of practice is more applicable at the international level (Skehan, 2008). The Task-based Language Teaching (TBLT) model, which emerged in the late 1980s, has become a debating technique for teaching English as an international Language (EIL It appears to be a significant challenge to the traditional PPP model teaching methodology in EFL conversation class, which means presentation, practice, and production. (Dada, Llanes, Figuera, et. al. 2024) In contrast, the beauty of TBLT is "learning by doing," stressing the role of the educator as arranging classes all over the place with various speaking activities and guiding learners to complete them in English so that students can learn the language innovatively. Scholars have made significant advances in TBLT research and practice to date.

Research Gap

Pakistan is widely known as a multilingual and multicultural country with different cultures and languages. More than 70 languages are spoken in Pakistan (Ethnologue, 2002). The English language has a great status and privilege because it serves as the country's official language. It is being taught as an obligatory subject from grade one to 12 grade.

All official words or documentation are being done in the English language. It is mandatory for those learners or students who get a degree in humanities, social sciences, and natural sciences to pass the English language test. Because in schools, colleges and universities, the subject of English is served as a language and the medium of instruction (Rahman, 2004). If one wants to succeed or get a job, he must be well-versed or expert in all language skills, such as listening, reading, speaking and writing. Language is regarded as an instrument of speaking and communication skill which is commonly known to be extremely significant among all the four skills. This is because communication skill is required for job purposes and it is demanding as compared to other skills (Van & Hundley, 2002). English is taught as compulsory from pre-primary to the higher education level in the Pakistani context. Yet it is witnessed in the majority context that students cannot reveal their performance in speaking skills in the way they ought to. Here is a clear indication of the problem some drawbacks and flaws are prevalent in the system of teaching English to the learners as a second most demanding language. This research study is conducted regarding the students at a tertiary level of public colleges. (Aslam, Khan, et. al. 2023), Students, after completing their college educations go for higher studies for their professional careers. They encounter many problems in utilizing speaking skills in real-life scenarios. Hence, teaching English language speaking skills should be taught more attentively and thoughtfully by adopting different teaching strategies to benefit the students. In Pakistan, the students show a noticeable hesitation to speak confidently in English and encounter great difficulty writing correctly and accurately. Currently, English is taught with different strategies across the globe to get better results. But in Pakistan, English is still taught with the same teacher-centred GTM. Or lecture method. It is still taught as a subject instead of as a language. Ahmed et al (2011) observed that students at the secondary level feel immense difficulties and there is a need to address this issue seriously.

Research Question

What are the effects of the task-based language learning (TBLL) model on the performance of students' English-speaking skills at tertiary level education in Karachi?

Significance of the Study

Students' constrained English talking capacity may be a challenging issue standing up to Pakistani English instructors who utilize PPP to demonstrate instruction. Involving learners in a dynamic learning place rather than an active one, the TBLT model inquires teachers to convert the conventional method of teaching to induce higher proficiency for the students. This research study is an Endeavor to bring positive and necessary changes in teaching English more productively and practically at the tertiary level. The findings of this research study would contribute to the field of research concerning learning and teaching English concerning speak more effectively in the Pakistani context. It will also help bridge the gap in previous research studies on the same topic. At the same time, this research attempt will help English language learners, and teachers rethink and remodel their learning and teaching methodologies to bring positive, dynamic and practical changes in their English language productive skills. This study could benefit students and the teachers, policymakers, administrators, and other stakeholders directly/indirectly involved in education. The look also will enable English language curriculum settlers or organizers in context to Pakistan by imparting those records regarding the present-day TBLL method and its great influence and positive results. It is going to additionally be supportive to the curriculum settlers to understand the floor needs regarding the content material of English subject. This current research will advantage college learners, and they can utilize TBLL to enhance their English-speaking talents.

Literature Review
Position of the Curriculum in Pakistan

In Pakistan, the condition of the curriculum is dreary. Warsi (2004) clarifies that recommended reading cloth applied in open division trains overburdened the students. There are wide varieties of additives in the back of this trouble. The students 'repetition of gaining knowledge is recommended, and instructors and courses do not stretch the utility of the information in a genuine feel. The circumstances of the English dialect inside the country are not so top. Because it has been few related etymologists are on hand inside the nation and may be doing these demanding paintings. (Stavans, Zadunaisku, 2023) The display course readings don't help the phonetic requirements of the learners, in this way, the level of English dialect is fading every single day. In any case, this state can be enhanced by giving proper English dialect content to the language acquirers. The old course books that are being taught have proved unsuccessful in upgrading the students' academic skills and need to read exclusively to fulfil the scrutiny necessities. Essentially, Textbooks are ineffectively composed, and techniques applied in such reading materials are additionally obsolete. In such English textbooks, the push is set on repetition learning and daze love to educator authority. The prime concepts are vague, and unclear, need consistent clarifications, and discourage questioning of the learners. (Nayyar & Salim, 2005).

The Standard of English in Pakistan

The status of English is exceptionally low in Pakistan. There's a need for teaching accommodations in classrooms. Instructors are ineffectively prepared. They utilize an outmoded approach and their essential reason is to groom learners for the examinations, not for worldly matters. Language specialists think that Pakistani learners need the capacity to convey their opinions precisely and smoothly after considering English for a minimum of six years (Warsi, 2004; Ashraf, 2007). Agreeing to

numerous researches carried out in Pakistan linguists uncovered that English programs that are in hone at tertiary levels of education have numerous shortcomings. Khan (2020) argued that the teacher has substantial knowledge about the characteristics of a language. His role is to evaluate the language and instruct them about the language skills under his study. The instructor centred on arranging content-based examinations so that their candidates could get great results in Sheets Examinations. (Syed, Samina, Ishrat, 2023) They give few prospects to extend their scholastic aptitudes. Instructors and learners both do not take the trouble to utilize English within the course and contemplate that it is another thing that is not necessary. Indeed after examining English for a long time, Pakistani learners are too imperfect in dialect aptitudes that are obligatory in their practical and professional lives, which depicts the gloomy picture of the moment dialect program in the formal instruction framework of Pakistan (Shamim, 2011). The majority of the learners don't even recognize the essential construction of English. The students feel delayed or discover extraordinary trouble in communicating their senses in English. They undergo much trouble with interpreting simple sentences and altering voice and portrayal could be an enormous issue for Pakistani understudies (Ghani, Mahmood, & Akram, 2008).

Theoretical Framework

For the present research study, Prabhu (1987) & Skehan (2003) proposed a theoretical framework for the Task-Based Language learning model. These two researchers have proposed two primary key phases. These key phases demonstrate the pyramid of the TBLL model. These are called pre-task and post-task-phase. Fries (2003)

Research Methodology
Research Design

The present research study is a true experimental design in nature where sample participants were divided into two groups:

Control and experimental groups. In this type of research design, two data sets were generated i.e., an experimental and a control group's pre-test and post-test scores. This research aimed to identify the effect of teaching two different methods on students' English speaking skills. That is by teaching with the traditional grammar-translation method and by applying the task-based language learning (TBLL) approach to see the mean difference.

Population

The population of the research study was drawn from Karachi's tertiary college. Karachi is under the control of the provincial administration where people from all over the country come and live here. All the educational schools and colleges are under the Sindh Education and Literacy Department (SELD). Colleges at the tertiary level in Karachi were the population of the study. The targeted population was all BA-I students enrolled during the academic session 2020-2021, at SRE Majeed College at Stadium Road Karachi.

A sampling of the study

Using a simple random sampling technique this study was conducted in SRE Majeed College at Stadium Road Karachi. B.A-1 students were selected. The population included approximately 100 students and for a better representation, the researcher selected 60 students as the participants of the study from BA-I. These students were further divided into two groups controlled and experimental.

Instrument

For the present study, the instrument was the speaking skills test designed and administered physically by the researcher. The researcher administered the speaking skills test to the respondents. The test comprised specific oral questions that were diverse in nature for the assessment of the speaking questions of the students. The speaking test was based on oral questions and estimated rubrics. The questions were related to their family, friends and society. The researcher also recorded their responses for better assessment after every session according

to estimated rubrics and criteria. (Syed, Samina, Shamsa, 2023)

Technique of Data Analysis

The collected data were analyzed statistically using SPSS. The data was gathered by a speaking skills test, which was conducted on control and experimental pre-tests. After tasked based language learning (TBLL) program as treatment, the same instrument was given to both the control and experiment groups as post-tests. The differences in mean scores between the control and experiment groups, as well as the difference in mean scores between the pre and post-test outcomes, were examined using a paired sample t-test.

Findings and Discussions

4.1 Inferential statistics

In this investigation, the researcher concluded the phenomenon at hand. Using the compare means method; the researcher discovered that the overall mean on the pre-tests and post-tests differed significantly. If the average scores of the control group (N=30), as well as the experimental group (N=30) sample, differed significantly, a t-test was used to investigate this (30). The data were analyzed with a t-test.

4.1.1: Pre- and Post-test Results for the Control Group's Speaking Skills

Testing Hypotheses

H1: In the tertiary-level students in the control group, there was no noticeable difference in the mean pre and post-test scores.

Null hypothesis: $H_0: \mu_1 = \mu_2$

Alternative Hypothesis: $H_A: \mu_1 \neq \mu_2$

Confidence interval: $\alpha = 0.05$

Test Statistics:

See Annex A

4.1.1 Result of Control Group Speaking Skills on Pre-test and Post-test

Paired Samples Statistics

A significant difference between the control group's pre and post-test scores (M = 13.2333, SD =1.65432) and the p-test group's (M =13.3333, SD =1.80676) can be shown in Table 4.3 (t = 1.36, sig. =.184).

It is impossible to rule out the null hypothesis because the t-value is greater than 05. We can conclude that the mean scores of the control group's pre and post-tests in terms of overall English-speaking abilities were not significantly different.

4.1.2: Experiment Group's Pre- and Post-test Scores in Speaking Skills

H2: The experimental group's tertiary-level students showed significant differences in their pre and post-test mean scores.

> **Null hypothesis: H$_0$: μ$_1$ = μ$_2$**
> **Alternative Hypothesis: H$_A$: μ$_1$ ≠ μ$_2$**
> **Confidence interval: α = 0.05**
> **Table.4.2**
> **See Annex B**

Post-Experiment group scores (M = 17.5185, SD = 2.34308) differed significantly from those of the pre-experimental group (M = 13.1852, SD = 1.61810) on the pre-test; t (26) = -7812, and the difference is 95 per cent. When it comes to their ability to speak English, evidence shows significant differences in mean scores between the pre and post-experimental groups. So, the outcomes of the pre-test and post-test for the experimental group's speaking abilities differ.

4.1.2. The controlled and experimental group's tertiary-level students revealed no significant differences in their pre-test mean scores.

H3: During the Pre-test, there is no difference between both such Control group and the experimental group.

> Null hypothesis: H$_0$: μ$_1$ = μ$_2$
> Alternative Hypothesis: H$_A$: μ$_1$ ≠ μ$_2$
> Confidence interval: α = 0.05
> Test statistics:
> **See Annex C**

Both the control and experimental groups had a pre-test score of 13.2333, SD = 1.80676, and M = 13.1852, SD = 1.74066, respectively, in

Table 4.5 (t (58) = 1.439 and sig=.161). It is possible to accept the finding that there are indeed substantial variations in the capacity to talk effectively in English because the mean scores of the experimental, as well as control groups on the pre-test, did not differ significantly.

Figure 4.1 Pre-test Mean Scores

In terms of speaking abilities, there are no significant variations in mean scores between the experimental and control groups. There is, however, a large difference between the control and experimental groups in terms of how well they performed on speaking skills assessments before the study. No. 2 is a comparison of the control and experimental groups' average scores.

Figure 4.2 Pre-test Standard Deviation

Figure.4.2: Standard Deviation of Control and Experimental Group Speaking Skills on Pre-test

This graph illustrates that the experimental and control groups did not differ significantly. The standard deviation (SD) total scale of the
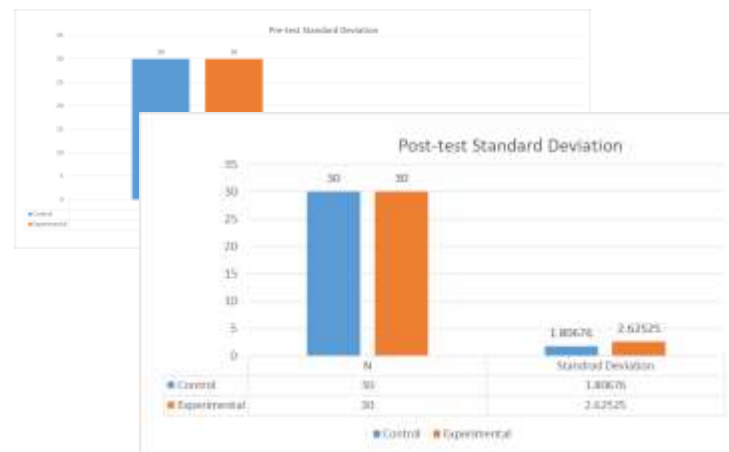
experimental group and control group were practically comparable in light of how they speak English.

4.1.3 Experiment and Control Groups' Post-Test Speaking Results

H4: There is no significant difference in the Post-test between the Control and Experimental Groups.

> Null hypothesis: H$_0$: μ$_1$ = μ$_2$
> Alternative Hypothesis: H$_A$: μ$_1$ ≠ μ$_2$

Confidence interval: α = 0.05
Test statistics:
See Annex D

Table.4.3 *Control and Experimental Group Speaking Test Achievement Results on Post-test*

4.3. There is a big difference between the post-test scores of the control group (M =13.3333, SD = 1.80676) and the experimental group (M = 17.0667, SD = 2.62525), as shown by t (58) = -6.678 and sig =.665. The statistics showed a significant difference between the mean score on the post-test for the control group and the experimental group. So, we can say that the post-tests of the control group and the experimental group showed significant differences in how well the students spoke English.

Figure 4.3 Mean Scores of Post-test

Figure No. 4.3 shows that there is a significant difference between the post-tests of the control groups (M = 13.3333) and the experimental groups (M = 17.0667). The current results show that there is a significant difference between the control group's mean score on the post-test and the experimental group's mean score on the English language-speaking test. So, it looks like there is a big difference between how well students spoke English on the post-tests of the control group and the experimental group.

Figure 4.4: Post-test Standard Deviation

Figure 4.4 demonstrated that the post-test with response to the English language speaking test achievement shows a significant difference between the control group and experimental groups' standard deviation (SD = 1.80676 and 32.62525). As a consequence, post-test results of the control group, as well as experimental groups show a substantial difference when it comes to English language speaking skills. No. 5

shows that the experimental, as well as control groups, differed significantly in terms of English accomplishment speaking skills as well as standard deviation (SD) scores.

Discussion

Developing students' productive skills, particularly their ability to talk at the tertiary level was the first and second goals of this study. Pre- and post-tests on both the control group and experimental group helped us meet our goals. Pre-testing of the planned TBLL technique was carried out in both groups. There was a group of specialists who helped design the TBLL concepts and methodology. Furthermore, the experimental group used the proposed TBLL model. In both groups, a post-test of the same kind was administered. Test results for both the pre and post-groups were carried out and were assembled, discussed and compared. In chapter four, the findings and conclusions were discussed in detail. Results from this study reveal that students in an experimental group and those who were taught using the TBLL model had better speaking skills than students in the control group. Pre-task and task-phase activities, as well as post-task activities, were found to have a favourable impact on students' ability to speak English. Using authentic material, language activities and tasks like mind-mapping, brainstorming, clustering, outlining and questioning, and a presentation of the reports encouraged and motivated students to participate in classroom activities. Motivation and encouragement lead to success; whereas, discouragement has negative effects on the skills of students learning the English language because students get afraid. For this, Spolsky (2000) was drawn consistent with this research that language teachers should be careful in selecting material, clarity and participation of the learners while teaching English as a foreign language. Initially, the goal of this study was to establish the TBLL framework for students in the tertiary education level to use. It was built on task-based language learning concepts and

methodology. In the task-based language acquisition approach, there were three phases: pre-task, during task and post-task. The pre-task phase included three brainstorming projects, an overview of the stages of work, and a theme. To complete a task, a while-task has to be involved. The third stage, post-task assessment, was then completed, which entails linguistic emphasis, review, and practice. It is important to use visual aids, including audio and video clips; photographs; posters; group work; stickers; and other real materials to strengthen vocabulary items used in speaking skills. Most speaking events, such as role-plays, dramatizations, presentations, and oral tales, can help students improve their speaking, skills and encourage students to converse in English. Students' speaking and writing abilities, as well as other productive skills, were the primary goals of the study. They were looking at how well the TBLL model worked in helping students improve their ability to communicate effectively. It was found that (TBLL) paradigm was effective in helping students accomplish these outcomes within the experimental group. Findings showed that students from experimental groups fared better than those in control groups who were taught using task-based instruction. At the postsecondary level, students' speaking abilities are boosted through the TBLL technique. It's possible to get a lot of exposure to the language and the people who use it when students interact with native speakers using the TBLL style of instruction. A task-based approach to teaching instead of a conventional approach leads students to fluency rather than accuracy. In task-based education, students who struggle with shyness and lack of desire are given additional opportunities to succeed. They catch many advantages from this teaching method and learning the English language. The TBLL model of teaching solves students many problems and hurdles such as tension, hesitation, anxiety and nervousness. Lever & Willis (2004) argue that learners develop their speaking skills through the TBLL approach. This model enables them to apply a second language in daily routine, actual-world situations and circumstances in less time. The TBLL enhances students' speaking skills quickly, helps them correct their mistakes or errors, makes them eloquent speakers, and enables them to become more fluent in their presentations. The TBLL creates curiosity in English language, learning and motivates them to build English language knowledge.

Conclusion and Future Research

TBLL (task-based language learning) was the primary focus of this study, to improve students' speaking abilities. This investigation was conducted in a quasi-experimental manner. Research into the effects of TBLL on English language instruction was the motivation behind this project. There is a difference between the experimental group and the control group when it comes to the TBLL technique, and it was found that this method is quite beneficial in helping patients improve their speaking abilities when they are given treatment.

Recommendations

For students, researchers, English teachers, and administrators, the recommendations were derived from the findings and conclusions:

1. It is recommended to the teachers in this research to utilize TBLL in their classrooms because Task-Based Language Learning (TBLL) is a promising technique for teaching English as a second language since it motivates students to employ the TBLL model in their learning.

2. The study also recommends that policymakers, curriculum developers, institutions, and the government authorities accountable for providing before-service and after-service training should arrange Task-Based Language learning material for English language teachers and master mentors for the pre-service and in-service training workshops, and seminars for the implementation of TBLL material in the classrooms efficiently.

3. Curriculum designers and developers are also suggested to design course books with the Task-Based Language Learning (TBLL) model. They should include TBLL parameters and principles inside students' textbooks and teachers' guides. Moreover, well-formed, and designed tasks or activities should be a portion of books for the English language students.

4. Using the Task-Based Language Learning (TBLL) paradigm, a teacher can create classroom materials and activities that motivate and encourage students to focus on learning English as a second or foreign language.

5. There should be proper training related to the TBLL model and its procedure for in-service supervisors, teachers, and administrators. Students at the tertiary level should have access to seminars, workshops, and training in the design of TBLL activities and materials.

Further Research /limitations

The present study has many limitations. The following research studies have been recommended for upcoming research:

1. There is a need for additional research on this subject so that more teaching methods can be looked into, especially the task-based language learning (TBLL) concept in similar scenarios with both male and female students.

2. Such research studies could be carried out in the future by exploring more efficacy of the TBLL model while including students of private and public institutions in the country.

3. Furthermore, it is recommended that other methods of research or sampling techniques be applied, which means the purposive random technique might show different results because this can represent the majority of the population.

4. This present research study was carried out at the tertiary level; this same research study may be carried out at the secondary level or even at the elementary level.

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Appendix

Annex A

	Mean	No:	Std. Deviation	Std. Error Mean
Pre- Control	13.2333	30	1.65432	.30204
Pest- Control	13.3333	30	1.80676	.32987

Control Group Speaking Skills on Pre-test and Post-test

	Paired Differences					t-value	Df	Sig. (2-tailed)
	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre & Post-Control	.10000	.40258	.07350	-.05033	.25033	1.361	29	.184

Annex B
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Experimental	13.1852	27	1.61810	.31140
	Post-Experimental	17.5185	27	2.34308	.45093

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRE-EXP POST-EXP	-4.33333	2.88231	.55470	-5.47354	-3.19313	-7.812	26	.000

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Annex C
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Control	13.2333	30	1.80676	.32987
Pre-Experimental	13.1852	30	1.74066	.31780

Paired Samples Test

	Paired Differences							
			Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	SD		Lower	Upper	T	df	
Pre-Control & Pre-Exp	.06667	.25371	.04632	-.02807	.16140	1.439	29	.161

Annex D
Post-Control & Post-Experimental

	Mean	N	SD	Std. Error Mean
Pest –Control	13.3333	30	1.80676	.32987
Post-Experimental	17.0667	30	2.62525	.47930

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
P Post Control Post Experimental	-3.73333	3.06182	.55901	-4.87663	-2.59003	-6.678	29	.000