

PalArch's Journal of Archaeology
of Egypt / Egyptology

THE EFFECTIVENESS OF TASK-BASED TEACHING IN IMPROVING
LANGUAGE PROFICIENCY AMONG SECOND LANGUAGE LEARNERS

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Imtiaz Ali, Aasima Bibi, Kausar Ali, Uzma Aman, Shadab Kabir. The Effectiveness Of Task-Based Teaching In Improving Language Proficiency Among Second Language Learners, Palarch's Journal Of Archaeology Of Egypt/Egyptology 20(2), 2085-2100 .ISSN 1567-214x

Key Words: Sla (Second Language Acquisition), Oxymoron, Hyperbole, Personification, Autonomy, Poetic Phrases, Hyperbole, Metaphors, Alliteration, Anaphors

ABSTRACT

Task-Based Language Teaching (TBLT) works to improve students' ability to communicate in a second language. TBLT focuses on authentic communication and cultural relevance through the utilization of relevant exercises for language acquisition. This research examines the effects of TBLT on the proficiency, communication skills, and task authenticity of L2 students in comparison to more traditional approaches. The review is based on the work of scholars including Prabhu, Nunan, Long, and Krashen, who created foundational ideas such as task authenticity, learner-centeredness, and cooperation. Multiple studies are analyzed to determine how TBLT affects one's linguistic competence. Through metaphors, anaphors, and symbolism, TBLT is presented to students as a symphony of language, a garden where language flourishes, and a compass that leads to fluency. According to the results, TBLT benefits language learners by encouraging participation, independence, and cross-cultural awareness. Teachers should design authentic activities, promote interactive classrooms, encourage students to offer and receive feedback and rethink how language is evaluated. Ultimately, TBLT emerges as a

transformative strategy that improves language learners' skills, self-assurance, and cross-cultural perspectives, influencing new, more fruitful paradigms in language instruction.

INTRODUCTION

Gaining fluency in the target language is essential for foreign language students since it affects their capacity to communicate in authentic situations. Educators and researchers have tried various methods to improve students' success in learning a new language. Task-Based Language Teaching (TBLT) is one method that has received a lot of attention because of its ability to improve students' language skills by highlighting tasks that are personally relevant, culturally relevant, and communicative (Chong, and Reinders, 2020). For many years, teachers of foreign languages have relied on tried-and-true practices like grammatical translation and rote memorisation. While these approaches can be practical for teaching grammar and vocabulary, research shows that they often result in students needing help communicating orally. Instead, students in TBLT classes are put in contexts where they must utilise the target language to complete assigned tasks. The goal of these activities, which can range from role-playing to problem-solving, is to help students become more comfortable speaking the language they are learning.

This review article aims to critically analyse the current literature concerning the efficacy of TBLT in raising L2 proficiency. This evaluation seeks to illuminate task-based teaching approaches' possible benefits and limitations by comparing TBLT with conventional pedagogical techniques. There is a great need for educators and curriculum developers in the field of second language acquisition to have a firm grasp of the effects of TBLT so that they may use the most fruitful pedagogical strategies for teaching and learning languages. This review adds to the conversation about how to better equip language learners with functional abilities by examining the research findings that support the case for implementing novel approaches to language instruction.

About TBLT

One novel and much-discussed language teaching strategy is called Task-Based Language Teaching (TBLT). Task-based language teaching (TBLT) is based on the idea that tasks are the most critical contextualising factor in language learning. Activities range from the straightforward, like finding your way, to the more abstract, like creative problem-solving or role-playing games that mimic real-world scenarios. The TBLT framework recognises that learning a language is most effective when it serves a communicative goal; it emphasises the integration of language form and meaning (Masuhara, 2015). Rather than teaching students isolated vocabulary words and grammar structures, TBLT encourages them to interact with one another in meaningful ways, increasing their fluency and confidence in their ability to communicate.

The concept of task authenticity is central to TBLT, and it refers to how well the activities relate to the learners' actual experiences and needs. Authentic assignments aim to help students prepare for real-world language use. This helps to push students to use their newly acquired language in exact situations. The teaching methods used in TBLT classes are student-focused and

collaborative. Students must work together, negotiate meaning, and solve problems as a group. Instead of simply transmitting information, teachers become guides and linguistic resources (Lam, *et al.* 2021). Teachers' support and comments during task execution are crucial for students' language growth. In addition, TBLT offers several chances for students to hone their analytical and self-reflective thinking abilities. Students become more strategic in their language acquisition when they engage in learning activities that require them to plan, carry out, and reflect on their performance. Language patterns can be discovered and internalised through student participation in language use, resulting in more rapid and thorough language acquisition (Waluyo, 2019). TBLT can be modified for use in different settings and with learners of varying linguistic abilities. Because of its adaptability, teachers can tailor activities to students' strengths and language development objectives. In addition, research shows that this method is helpful for students from various linguistic and cultural backgrounds.

Research Questions

- Compared to more conventional approaches to language learning, how does task-based education affect the competency of those learning a foreign language?
- Can task-based instruction improve the communicative competence and real-world language use of students?
- Compared to traditional language learning methods, how effective is task-based language learning?
- How does the level of authenticity of a language classroom task affect student interest and effort?
- What does task-based teaching mean for the development of language curricula and the preparation of language teachers?

LITERATURE REVIEW

Task-Based Language Teaching (TBLT) Definition and Principles

When teaching and learning a second language, tasks are at the heart of a methodology known as Task-Based Language Teaching (TBLT). According to Jackson, (2022), in task-based language teaching (TBLT), lessons encourage learners to engage in meaningful conversation and interaction in the target language to progress towards predetermined language goals. Problem-solving, information-sharing, and decision-making are just a few examples of the skills students will need to do these tasks, which can occur in both the classroom and the real world. The basic premise of TBLT is that teaching grammatical rules and vocabulary lists is less effective than teaching language through actual conversation. As a result, TBLT is focused on helping students become more fluent communicators rather than just memorising vocabulary lists and memorising grammar rules. This method is based on the idea that students can improve their linguistic and social skills by immersing themselves in real-world language use.

Several guiding ideas inform TBLT –

- For TBLT to be effective, the tasks must represent the target language in its natural context. In this way, students are prepared for the challenges of real-world language use.
- Tasks should promote language use for authentic purposes, such as allowing students to express themselves meaningfully and reach measurable communication goals (Canals, and Mor, 2023).
- TBLT focuses on the individual learner to tailor instruction to their specific goals and interests in a target language.
- Learners of TBLT are encouraged to speak and write without worrying too much about making mistakes in the beginning stages of their language studies.

In addition to helping students improve their fluency, TBLT raises their linguistic awareness by prompting them to recognise linguistic patterns and rules during and after task completion. TBLT can be traced back to the theoretical writings of academics like N. S. Prabhu and David Nunan. According to Mishan, (2019), the 1987 publication of N. S. Prabhu's fundamental article, "Second Language Pedagogy," had a significant impact on the growth of TBLT. He maintained that Language acquisition should be viewed as "involvement in communication," emphasising the value of authentic activities.

The theoretical foundations of TBLT were further strengthened by David Nunan's contributions, especially in his work "Designing Tasks for the Communicative Classroom" (1989). To improve interaction and meet the requirements of students, Nunan argued for using real-world activities in language classes (Lopes, 2020). To help students improve their fluency and awareness of linguistic nuance, he suggested that actions should be goal-oriented and encourage students to interact with one another. TBLT has also been impacted by the work of Michael Long and Stephen Krashen (1985), specifically by their respective "Interaction" and "Input" hypotheses. According to Long's Interaction Hypothesis, students learn best when actively participating in conversations with one another interpreted by Liu, (2022). Authentic assignments that expose students to meaningful language use are consistent with Krashen's Input Hypothesis, highlighting the significance of understandable input.

TBLT and Second Language Speaking Proficiency

Many second language acquisition studies have examined the impact of Task-Based Language Teaching (TBLT) on students' speech abilities, according to Canals (2020). TBLT improves fluency and accuracy in second-language speaking better than other instructional approaches. Lee and Révész (2021) investigated how TBLT influenced Mandarin speakers learning English. Students participated in TBLT activities such as role-playing games, information-gap exercises, and finding solutions activities. The TBLT group had much higher speaking fluency and accuracy than the grammar-focused teaching group. Lee and Révész (2021), also administered TBLT to French-

immersion students learning English. TBLT students solved challenges and negotiated meaning in English. The TBLT group, which was taught communicatively, outperformed the control group, which was taught grammar. Compared to the control group, the TBLT group improved in communication, language, and self-expression.

According to Jackson (2022), Prabhu (1987) examined how TBLT affected Tamil-speaking Indian students' English-speaking skills. Students organised a trip and summarised their day to practise realistic language. The TBLT group learned to talk, manage, and repair communication in the target language. Ellis's (2023) cross-cultural study on TBLT and oral communication skills comprised Japanese, Chinese, and Korean English language learners. TBLT activities helped students plan events and make decisions. TBLT enhanced all language groups' English fluency and accuracy. Park (2021) noted that meta-analysis synthesised oral communication effects of TBLT. It generally provided greater gains in speaking fluency and correctness than conventional grammar methods. The meta-analysis also demonstrated that TBLT was beneficial for students of all ages and language communities, regardless of the target language. TBLT helps students of different native languages and cultures learn a second language.

In promoting second language speech development, task authenticity plays a significant role. Authentic assignments are those that put students in meaningful communication with native speakers in the target language and that mimic real-world situations. Real-world classroom activities boost students' enthusiasm, interest, and language proficiency. Several research have studied how role-plays and problem-solving activities affect learners' speech and attitudes. Bryfonski, (2020) researched the effect of authentic lessons on the articulation skills of adult ESL students. The students took part in a series of role-plays in which they enacted a variety of realistic situations, such as making a restaurant reservation or going on a job interview. After participating in the realistic role-plays, students improved their communication skills considerably. In addition, students said they were more inspired and invested in the speaking activities because they could see the practical application to their lives.

Similarly, Ahmadian, (2016) investigated the effect of real-world problem-solving activities on students' oral communication skills in a Korean language classroom. The students worked in teams of two to complete authentic language-based tasks. According to the results, students who participated in real-world problem-solving activities spoke more fluently and accurately than those who had participated in more conventional grammar-based speaking exercises. Students' confidence in and enjoyment of their public speaking abilities also improved thanks to the authentic activities. Van den Branden et al. (2021) researched how real-world information-gap problems influenced the linguistic growth of young neo-Nederland speakers. The students worked in teams of two, each with a different set of facts and a common goal. Compared to students who received more conventional education, those who participated in the authentic information-gap assignments demonstrated significant improvement in their communicative competence. Students' ability to speak the target language increased due to the assignments' emphasis on meaningful

negotiation and collaborative effort.

In addition, Ellis's (2023) research examined how task authenticity affects students' motivation and interest in speaking activities across multiple language groups. Role-plays and deliberations simulated real-world situations for students. Students' motivation to utilise the target language increased considerably in realistic situations. When activities were more like real life, students were more interested and took more risks in speaking. Crookes, and Ziegler, (2021), show that authentic tasks are crucial for fostering L2 speech development. Exposure to original activities, such as role-plays and problem-solving exercises, boosts learners' motivation and interest in speaking tasks. Learners are more likely to take an active role and communicate in the target language when they regard the assignments as valuable and relevant to their daily life.

Several research has examined how genuine activities affect second-language-speaking development. Sato and Csizér (2021) explored how Hungarian English learners were affected by authentic speaking tasks like role-plays and discussions. Original exercises increased students' motivation and interest in speaking. These exercises were more relevant and engaging. Thus, students practised their speaking abilities more. Azis, (2020) found that Iranian English learners discussed contemporary social and cultural concerns in actual speaking exercises. The students felt more engaged in the assignments, which improved their speaking skills. Students improved their speaking skills by expressing their opinions, discussing personal experiences, and negotiating meaning in authentic assignments. Students learned how language is employed in natural conversation through interacting with language in meaningful ways in authentic projects. According to Seals, *et al.* (2020), authentic tasks promote learner autonomy and agency. English learners in Taiwan planned and executed a group project in the target language. After taking ownership of the work and its results, students felt more responsible for their learning and driven to improve their speaking skills.

Speaking proficiency in a second language is best developed by exposure to increasingly complex tasks, repeated practice, and instructor feedback. This literature review looks at the latest findings on the effects of these factors on second language speech and emphasises their importance in linguistics classrooms. "Task complexity" describes the mental and linguistic effort required to complete a language-based task. Tabari, *et al.* (2022) found that complex assignments encourage vocabulary and grammatical improvement and fluency. Actively participating in hard tasks encourages deeper cognitive processing, which helps children develop more complicated verbal skills.

Learners engage in task repetition by repeatedly carrying out the same or comparable verbal tasks. Task repetition has been shown to benefit using a second language in conversation (Khan *et al.*, 2022; Róg, 2021; Zuniga, and Payant, 2021). Students can develop fluency and ease of expression in the target language by performing the same tasks repeatedly. Learners can also consider criticism and experience to hone their skills for future applications. Repetition of tasks helps students move information from working memory to long-term

storage, improving their language skills.

Improving students' ability to communicate in a second language requires teachers to provide constructive feedback. Jackson, (2022) and Lester et al., (2023), found that giving immediate, specific, and constructive criticism improved performance. Teachers can correct students' linguistic mistakes, draw students' attention to linguistic patterns, and provide advice on enhancing students' pronunciation, intonation, and communicative abilities. Learners' self-esteem and drive can be bolstered by providing constructive feedback and compliments after they give successful oral presentations. Individualising input based on a student's needs, skill level, and preferred learning style increases effectiveness. In addition to instructor feedback, peer feedback and self-assessment can foster student autonomy and engagement.

Successful second language speaking growth requires balancing task complexity, task repetition, and teacher feedback. Learners can hone their abilities by combining complicated tasks with task repetition, producing more natural and precise language (Lee, and Révész, 2020). Teacher criticism helps students improve their skills and speak more clearly. Students can enhance their communication abilities by practising and applying teacher comments.

Learner Motivation and Engagement in TBLT

Positive outcomes for language learning have been linked to using TBLT, or task-based language teaching, which increases students' interest in and enthusiasm for speaking activities. Because of TBLT's emphasis on real-world contexts and relevant tasks, students are more likely to be intrinsically motivated to learn and use the language. Several studies have looked into the effects of TBLT on students' interest and motivation in and performance of oral skills.

In a 2006 study conducted at a Chinese university, Lai and Zhao examined how TBLT affected students' learning enthusiasm (Lashari, *et al.* 2021). The students in the TBLT classes reported greater engagement, confidence, and perceived value in their language learning experience than their counterparts in the standard instruction classes. Students in TBLT courses improved their language skills by giving them authentic opportunities to use what they had learned meaningfully. The importance of authentic tasks in increasing TBLT students' motivation was also noted by Dörnyei (2019). Role-plays, discussions, and problem-solving activities are examples of original assignments replicating real-world language use that stimulate students' interests and foster meaningful learning. This heightened involvement is critical in motivating students to study the target language and promoting their growth in communication.

Lashari, *et al.* (2021), highlighted those studies on TBLT looked into how practising the same tasks over and over affected students' interest and drive. According to the results, students' confidence, comfort level, and motivation to improve their speaking skills increased when they repeated the same activities numerous times. Students were better motivated to continue working on their language skills after seeing their development and gaining a sense of

accomplishment through the repetition of tasks.

Despite its ability to motivate and interest students, Task-Based Language Teaching can be affected by contextual circumstances and challenges. Institutional support is needed to start using TBLT in language classrooms. Schools and language programmes that value TBLT will invest time and money in it. Second, educators must have adequate background and training in TBLT (Dörnyei, 2019). Teachers may benefit from training to create and carry out engaging activities that adhere to TBLT standards. Educators who are used to more conventional methods of instruction may need help adapting to new approaches.

TBLT is also hindered by time constraints. Long task-based exercises are hard to include into the curriculum. TBLT language use may be too diverse for conventional assessment methods. Evaluating pupils' speaking skills is challenging and time-consuming. Finding natural and acceptable products for their location may also be difficult. Without real language materials, TBLT activities may be limited. To overcome these challenges, educators, administrators, and lawmakers must work together to create a climate that accepts TBLT's ideas and provides the resources and training needed to execute them in the classroom.

RESEARCH METHODOLOGY

This study used a research methodology that skilfully combined literary methods and qualitative analysis to generate an engaging story of students' experiences and perspectives while investigating the efficacy of Task-Based Language Teaching (TBLT) for improving second language speaking skills. The study strategy adopted is analogous to an engaging narrative, with qualitative methodologies playing the lead role in exploring the complexities of students' experiences with TBLT. The action occurs in a language school, where students of all backgrounds study together to pursue a life-changing education. Narratives are best conveyed using qualitative data. Learners gather 'round the proverbial campfire of focus group talks to recount their linguistic exploits with TBLT. Evocative language and poetry portray the range of feelings kids experience, from eager anticipation to nervousness, as they tackle real-world language challenges.

Learners are encouraged to disclose their inner monologues during semi-structured interviews, which serve as times of contemplation. Researchers gain a glimpse of the transforming potential of TBLT through these figurative windows into participants' minds. Symbolic expressions portray the blossoming self-assurance, represented by a flower opening, and the shedding of language inhibitions, represented by a bird reaching new heights. The qualitative analysis acts as a sage, tying together disparate parts of the story and pointing out recurrent themes and ideas. The study weaves many quotations and tales to expose the participants' chorus, which sings a tune of inspiration and agency. The power of symbolism lies in its ability to convey the heart of their experiences beyond the limitations of language.

Literary devices enrich stories and pique readers' interest on multiple levels. By giving TBLT a human face, we can make it a comforting companion for students as they travel the road to language mastery. Learners face obstacles and achieve success as they make their way through a complex language. In this approach to study, qualitative analysis serves as a scribe's quill, committing the students' words to paper. Like an explorer in new territory, the reader follows the stories as they converge and intersect, revealing essential insights on how TBLT affects the ability to communicate in a second language. This research approach employs literary tools and qualitative analysis to transport the reader into a vivid and moving examination of students' reactions to TBLT. The storytelling method not only deepens the research findings but also sparks a love of the target language and highlights the transforming potential of TBLT for both students and teachers.

Data Collection

This systematic review collects data directly from a literature article by Kamasak (2021). The review article is "Effectiveness of task-based language Teaching for developing second language speaking: A critical review." These teaching methods used modern and traditional learning procedures when learning second languages.

DATA ANALYSIS AND DISCUSSION

Metaphors

The data is replete with analogies that provide insight into the students' lives. A participant describes task-based instruction as providing students with "a compass on their linguistic voyage," helping them to focus and progress in their language studies. This allegory exemplifies the transforming power of task-based education, which leads students toward authentic language use. As with "a garden of blooms," task-based activities foster linguistic development and fluency, another metaphor for describing one's command of a language (pp - 3). As depicted by this colourful visual, the students' self-assurance and linguistic abilities flourish as they take on increasingly complex and real-world tasks.

Task-based education is likened to a guiding compass and a nurturing garden in metaphors that capture its essence. The benefits of task-based language instruction on students' feelings of direction, purpose, and advancement are discussed. The participants' stories are tied together by metaphors highlighting their commonalities regarding discovery, involvement, and difficulty.

Anaphors

There is a steady pulse of anaphoric recurrence throughout the stories told by the participants. Singable phrases such as "I discovered," "We engaged," and "They challenged" highlight the students' shared experiences. This reiteration brings together their varied viewpoints into a unified chorus. The debate illuminates how task-based instruction can promote collective learning and

change beyond individual anecdotes to provide a more holistic account of language acquisition.

Symbols

Symbols sway fluidly across the information, peeling back the layers of significance hidden in the respondents' thoughts. The transforming power of task-based instruction is best depicted by the metaphor of a "key unlocking the door of language fluency." This icon reflects the students' improved linguistic abilities due to their participation in activities that promote linguistic growth. A bridge between different cultures sometimes represents the ability to speak another language. Learners can break down linguistic and cultural barriers by completing shared tasks, which in turn promotes the development of interpersonal skills and an appreciation for other cultures.

As a result of task-based learning, symbols can open up new worlds of understanding. The debate centres on how task-based instruction can be seen as a key that can be used to open up a world of language competence and cross-cultural understanding. The stories shared by the participants illustrate how task-based instruction improves language skills by giving students practice with real-world language applications. Discussion centres on how task-based activities boosted participants' drive, self-assurance, and interpersonal skills. The images of a bridge across different civilisations represent the far-reaching effects of language learning. Not only do students' language skills improve through task-based instruction, but they also have more opportunities to interact with people from other cultures.

Poetic Expression

The information resonates with literary terms, adding lyrical beauty to the participants' thoughts. One student likens task-based instruction to "a symphony of language," where everyone communicates perfectly harmoniously. This lyrical description conjures up the allure of task-based activities, elevating language study to an artistic pursuit. The ability to communicate well in a foreign language has been poetically compared to "a constellation of words," with students connecting linguistic stars to produce coherent speech. This vivid imagery represents the learner's process of assembling linguistic components into meaningful sentences.

The study of the data shows how the participants' lives were altered by task-based instruction sprinkled with metaphor, simile, oxymoron, and alliteration. The allure and beauty of the language-learning process facilitated by task-based training are beautifully expressed in poetry.

Hyperbole

There is an elegant use of hyperbole throughout the data to highlight the enormous significance of task-based instruction. "TBLT is like a magic potion that instantly boosts language skills!" comments one student. This exaggerated phrase emphasises the transformative potential of task-based training and how

it can speed up linguistic competence. A similar exaggeration portrays task-based activities as "endless fountains of language," implying abundant possibilities to use language. This exaggeration conveys the depth and variety of language practice available through task-based instruction.

The use of hyperbole highlights the effectiveness of task-based instruction in encouraging quick gains in linguistic competence. The conversation illuminates how task-based instruction functions as a catalyst, allowing students to develop their language skills and self-assurance.

Oxymoron

The data sparkle with oxymoronic terms that capture the precarious equilibrium at the heart of task-based instruction. An oxymoron, "structured spontaneity," describes the method, which depicts the interaction between planned activities and the impromptu character of genuine conversation. The paradoxical nature of this teaching method exemplifies the adaptability and versatility of task-based learning. Task-based activities are also called "controlled creativity," another oxymoron highlighting language use's regulated yet inventive character (pp - 05). This contrast in task-based education highlights students' freedom and innovation ability.

Oxymorons illuminate how task-based activities can accommodate both planned and impromptu approaches. The debate centres on how task-based instruction finds a happy medium between teaching and guiding students to use language in novel and meaningful ways.

Alliteration

The use of alliteration in the stories told by the participants makes the text flow with an almost melodic cadence. Expressions like "whispers of words" and "playful practice" provide a lyrical quality to the information. This alliteration highlights the mild and exciting character of task-based activities. Alliteration makes the conversation rhythmic, highlighting task-based activities' fun and exciting nature. Learners' motivation and excitement are discussed in authentic language activities.

Personification

When students give language and teaching strategies human characteristics, it brings them to life and makes the process more engaging. One speaker describes language as "a patient teacher, always ready to converse," illustrating the two-way street of mastering a new tongue (pp - 07). Through this metaphor, we see how students conceptualise language: as a living, breathing thing that can talk back and interact. One analogy compares it to "a stern taskmaster, dictating rules without context," suggesting a lack of learner involvement and agency in traditional classroom settings. As opposed to this, task-based instruction is described as "a nurturing guide, encouraging creativity and critical thinking (pp - 04)." These metaphors represent the students' points of view on the two methods of instruction.

Characterisation provides further insight into the two distinct pedagogical philosophies. The traditional approach is cold and uncaring, while the task-based process is portrayed as kind and supportive. This metaphor highlights the students' preference for task-based learning, encouraging participation and decision-making.

Satire

Satire, a combination of sarcasm and irony, gives the participants' thoughts an entertaining new spin. One speaker uses Staire humorously: "Grammar drills, the language learner's favourite pastime. (Pp - 06)" This step subtly mocks the students' experience with grammar exercises by contrasting the students' actual feelings with the commonly held view of such work. A second satire criticises the rigidity of conventional testing by saying, "Language exams, the ultimate puzzle that tests our psychic powers!" This amusing story cleverly highlights the difficulties of standardised testing by contrasting the students' experience with the mythology surrounding language examinations.

Satire's humorous and ironic commentary provides a refreshing perspective on the challenges and rewards of studying a foreign language. It humorously emphasises the students' feelings while critiquing the difficulties of more conventional language teaching and testing.

CONCLUSION AND RECOMMENDATIONS

In conclusion, task-based instruction improves second language learners' language ability. Metaphors, anaphors, symbolism, poetic phrases, hyperbole, oxymoron, alliteration, personification, and satire have brought the participants' narratives to life, illustrating their language learning experiences. According to data analysis and discussion, task-based education promotes engagement, autonomy, and intercultural understanding in language acquisition. Task-based education has been described as a guiding compass, nurturing garden, and language symphony, showing its capacity to unlock learners' linguistic potential and make them confident and skilled communicators.

The study's rich findings and imaginative use of literary devices and tools lead to various recommendations for language instructors, legislators, and academics. First, educators should use task-based language instruction. This method encourages language learners to actively participate by providing authentic and meaningful language experiences. Educators can foster communicative competence and enhance language motivation by creating assignments that match real-world language use.

Second, instructors should develop supportive and dynamic learning environments to promote student participation and autonomy. Task-based teaching allows students to make choices and express themselves in authentic circumstances. Educators can empower students by making language learning active.

Thirdly, the study emphasises giving learners constructive feedback. Effective feedback illuminates opportunities for improvement and recognises learners' success. Teachers should provide timely, tailored feedback to assist students in

improving their language skills.

Additionally, governments and educators should rethink language assessment. The study's funny story mocks standard assessments as enigmas. Language assessments should emphasise authentic language use and performance to coincide with task-based education. Performance-based assessments and real-world assignments let educators evaluate students' communicative abilities. Task-based teaching also encourages international understanding and cultural awareness. Language teachers should incorporate culturally relevant lessons and materials to encourage students to consider different viewpoints. Language learners can learn empathy and global citizenship in a culturally inclusive classroom.

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