EFFECTIVENESS OF TASK-BASED LANGUAGE TEACHING (TBLT) IN IMPROVING LANGUAGE SKILLS AT FCT COLLEGE OF EDUCATION, ZUBA

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ABSTRACT

This study investigated the effectiveness of Task-Based Language Teaching (TBLT) in enhancing language skills at FCT College of Education, Zuba, Nigeria. The research employed a mixed-methods design, combining quantitative data from questionnaires and qualitative data from classroom observations. The findings revealed that TBLT significantly improved students' language skills, particularly in listening, reading, and speaking. Students expressed positive attitudes toward TBLT, appreciating its emphasis on authentic communication and practical language use. However, some challenges were identified, such as the need for additional support for students struggling with open-ended tasks and the potential for varying levels of instructor effectiveness. Overall, the study suggests that TBLT holds promise as a pedagogical approach for improving language skills in the Nigerian context, but its successful implementation requires careful consideration of contextual factors and ongoing professional development for instructors.

Keywords: Task-Based Language Teaching, Language Skills, Teaching Methods, Language Acquisition, Communicative Language Teaching.

1. INTRODUCTION

The acquisition of language skills is paramount in the realm of education, facilitating effective communication, personal development, and academic success. Language proficiency, especially in a second language context, holds significant importance in the contemporary globalized world. In Nigeria, like many other countries, the acquisition and proficiency of the English language is of paramount importance due to its status as the official language and its crucial role in education, communication, and national development. The process of language learning, however, is complex, influenced by various methodologies and approaches. Traditional language teaching methods have often emphasized the memorization of grammatical rules, rote learning of vocabulary, and the decontextualized practice of language skills. These methods, while fundamental, may not adequately prepare learners for authentic language use in real-world situations. Thus, there is a constant need to explore innovative and effective pedagogical approaches to enhance language learning and teaching.

One pedagogical approach that has gained prominence in recent years is Task-Based Language Teaching (TBLT). TBLT focuses on the practical application of language in authentic, meaningful contexts. It is rooted in communicative language teaching principles and prioritizes interaction and communication over explicit grammar instruction. In TBLT, learners engage in activities and tasks that require them to use language to accomplish real-life objectives, thus facilitating language acquisition while developing critical thinking, problem-solving, and collaborative skills (Nunan, 2004). TBLT holds the potential to revolutionize language education by addressing the limitations of traditional methods and enhancing language skills.

The effectiveness of TBLT as a language teaching method has been the subject of extensive research in various linguistic and educational contexts. The growing body of evidence suggests that TBLT can be particularly advantageous for language learners due to its emphasis on authentic language use and practical application (Ellis, 2003). However, the implementation and success of TBLT can be context-specific, depending on factors such as learner demographics, cultural backgrounds, and institutional environments. Therefore, assessing the effectiveness of TBLT within a specific context, such as FCT College of Education, Zuba, Nigeria, becomes a crucial endeavor.

This study aims to investigate the effectiveness of TBLT in improving language skills at FCT College of Education, Zuba. Task-Based Language Teaching has the potential to bring innovative and effective changes to language education at FCT College of Education, Zuba. This study aims to explore its effectiveness in enhancing language skills, with a focus on speaking, listening, reading, and writing abilities, and by gathering feedback from students and instructors. The subsequent sections of the proposed research will provide a deeper understanding of the research objectives and shed light on whether TBLT can play a vital role in the improvement of language skills in this context.

1.2 Statement of the Problem

Language learners at FCT College of Education in Zuba, like their counterparts in numerous educational institutions worldwide, may encounter challenges in developing practical language skills using traditional methods. The college faces challenges in ensuring students attain the required level of English language proficiency. The use of conventional language teaching methodologies that emphasize grammar and vocabulary memorization, often in isolation, can lead to a lack of communicative competence and critical thinking skills which may not adequately prepare students for real-world communication.. There is a need to explore alternative approaches that cater to the diverse linguistic needs, backgrounds, and learning styles of students at FCT College of Education.

The question arises as to whether Task-Based Language Teaching can address these challenges and effectively enhance language skills in the specific context of FCT College of Education in Zuba. To assess this, it is imperative to investigate the impact of TBLT on students' language skills and explore their attitudes and perceptions regarding this pedagogical approach.

1.3 Research Objectives

The primary objective of this study is to explore the effectiveness of Task-Based Language Teaching in improving language skills at FCT College of Education, Zuba. Specific objectives include:

1. To assess the impact of TBLT on students' speaking and listening skills.
2. To evaluate the effectiveness of TBLT in enhancing students' reading and writing skills.
3. To examine the perceptions of both students and instructors regarding TBLT.

1.4 Research Questions

To achieve the above objectives, this study will address the following research questions:

1. How does the implementation of Task-Based Language Teaching impact students' speaking and listening skills at FCT College of Education, Zuba?
2. What is the effect of TBLT on students' reading and writing skills in an academic context?

3. What are the perceptions of students and instructors regarding the effectiveness of TBLT in language education?

1.5 Significance of the Study

This study is of significant importance for several reasons. Firstly, it contributes to the existing body of knowledge on language education by evaluating the applicability and effectiveness of TBLT in a Nigerian context. The findings of this research will provide insights into whether TBLT can be a valuable pedagogical tool to enhance language skills, which can have broader implications for language education in Nigeria and other similar contexts.

Secondly, the study has practical implications for FCT College of Education, Zuba. If TBLT is found to be effective, the institution can consider its integration into the curriculum, thereby potentially improving language education outcomes.

Scope of the Study

This study focuses on the application of TBLT at FCT College of Education, Zuba, with a specific emphasis on language skills development. It will assess the impact on speaking, listening, reading, and writing skills, while also gathering perceptions from both students and instructors regarding the effectiveness of TBLT. The study will not delve into broader curriculum issues or factors unrelated to TBLT.

2. LITERATURE REVIEW

This literature review examines the effectiveness of Task-Based Language Teaching (TBLT) in improving language skills, with a specific focus on its relevance to FCT College of Education in Zuba, Nigeria. It explores existing research and theoretical underpinnings of TBLT as a teaching methodology, its impact on language skills, and potential factors influencing its success in various educational contexts.

Task-Based Language Teaching (TBLT) is a communicative language teaching approach that shifts the emphasis from rote memorization and explicit grammar instruction to the practical application of language in authentic, real-world contexts (Ellis, 2003). TBLT is rooted in the idea that language is best learned through the performance of tasks that require learners to use language for meaningful purposes. Tasks can vary from problem-solving activities to information gap exercises, and they typically focus on language use for communication rather than language learning for its own sake (Willis and Willis, 2007). TBLT aligns with the principles of communicative language teaching, promoting interaction, negotiation of meaning, and learner engagement.

Research on TBLT has highlighted its potential to enhance language skills, particularly in the domains of speaking, listening, reading, and writing. In a study by Bygate (2001), it was found that TBLT improved learners' speaking skills by providing opportunities for negotiation of meaning and problem-solving in communicative tasks. Similarly, Kim (2013) observed improvements in listening skills as learners engaged in authentic listening tasks. Writing skills also benefitted from TBLT, as students produced meaningful written texts within the context of tasks (Manchón, 2009). Moreover, studies have suggested that TBLT can be particularly beneficial in the development of reading skills through the integration of reading tasks into the language curriculum (Carless, 2002).

The success of TBLT can vary depending on contextual factors such as the learners' age, proficiency level, cultural background, and the specific educational environment. For instance, while TBLT has been lauded for its effectiveness in improving language skills among adults (Skehan, 1996), it may require adaptations when applied to younger learners (Willis and Willis, 2007). Additionally, the cultural relevance of tasks and the degree of language proficiency can influence the effectiveness of TBLT in specific contexts (Brown, 2009).

Learners' attitudes and perceptions regarding TBLT are pivotal to its success. Research by Németh (2016) indicated that students generally hold positive attitudes toward TBLT, appreciating its emphasis on real communication and problem-solving. However, concerns regarding the perceived difficulty of tasks and the need for explicit grammar instruction have been reported (Cotterall, 2000). Educators' perspectives on TBLT are also significant, as their support and competence in implementing TBLT can influence its effectiveness (Richards and Rodgers, 2001). The literature reviewed here underscores the potential benefits of Task-Based Language Teaching (TBLT) in enhancing language skills, including speaking, listening, reading, and writing. However, the effectiveness of TBLT is not uniform across all contexts, as various factors such as learner age, proficiency, cultural background, and educator perspectives can play a role. This review sets the stage for a focused investigation into the applicability and effectiveness of TBLT within the specific context of FCT College of Education in Zuba, Nigeria.

3. RESEARCH METHODOLOGY

The research design for the study is purely experimental research design. Here a pre-test and post test will be conducted on students to know if there is variation in their pre and post-experimental skills in English language writing and speaking.

The population of this study comprises all NCE (Nigerian Certificate in Education) students at FCT College of Education, Zuba, encompassing three categories: NCE 1, NCE 2, and NCE 3. The total population is estimated at 12,000 students. All the schools in the college will be involved, namely, schools of; Arts and Social Sciences, Education, Languages, Early Childhood and Primary Education, Sciences and Vocation and Technical Education. GSE 111 – General English will be taught.

A stratified random sampling technique will be employed to select a representative sample from each category (NCE 1, NCE 2, and NCE 3) while ensuring a diverse representation of the student body. The sample size 345 students is taken based on a confidence level of 95% and a margin of error of 0.5 % and Krejcie and Morgan (1970) critaria for sample determination. Sample sizes for each category will further be proportionate to the population in each schools.

To collect data, the following research instruments will be employed: Structured questionnaires will be administered to the selected students to collect quantitative data on their experiences with TBLT, perceptions of its effectiveness, and language skill improvement.

The observations took place over a two-week period, covering multiple sessions across different classes within the Schools of Arts and Social Sciences, Education, and Languages. A diverse range of classes was observed, including those focused on speaking, listening, reading, and writing skills. Both NCE 1, NCE 2, and NCE 3 classes were included. Structured observation checklists and field notes were used to document the implementation of TBLT activities, student participation, interaction, and overall classroom dynamics.

Data collected from the research instruments will be analyzed using a combination of quantitative and qualitative data analysis techniques. Quantitative data from the questionnaires will be analyzed

using statistical software (e.g., SPSS). Descriptive statistics, such as means, standard deviations, and inferential statistics, such as t-tests or ANOVA, will be employed to identify significant differences and trends. Qualitative data from classroom observations will be analyzed thematically. Transcribed data will be coded, categorized into themes, and analyzed to identify patterns and emerging insights.

4. DATA ANALYSIS

Research question 1. 1. How does the implementation of Task-Based Language Teaching impact students' speaking and listening skills at FCT College of Education, Zuba?

Table 3: distribution of respondents based on

4	opinion on the implementation of Task-Based Language Teaching impact students' speaking and listening skills at FCT College of Education, Zuba?	RESPONSES					
S/N	**ITEMS**	**SA**	**A**	**SD**	**D**	**Mean**	**St. dev**
1.1.	1. TBLT activities have improved my speaking skills in English.	48	34	21	34	3.30	3.37
1.2.	2. I feel more confident in my speaking abilities after participating in TBLT.	45	45	27	37	3.22	2.89
1.3.	3. Listening activities in TBLT have enhanced my understanding of spoken English.	62	52	28	12	3.80	1.99
1.4.	4. I can express my ideas more clearly in conversations due to TBLT.	51	49	37	17	3.52	2.18

Source: Field Research, 2024

Table 1 shows improvement in Speaking Skills with a mean score of 3.30, a majority of students agree that TBLT activities have improved their speaking skills in English. However, the high standard deviation of 3.37 indicates a wide variation in responses, suggesting that while many students found it beneficial, others did not experience significant improvement. Confidence in Speaking Abilities has the mean score of 3.22 shows a general agreement among students that TBLT has increased their confidence in speaking. However, the standard deviation of 2.89, while lower than that of the first item, still indicates some variability in students' perceptions. For understanding of Spoken English, Students strongly agreed that listening activities in TBLT have enhanced their understanding of spoken English, with a high mean of 3.80 and a much lower standard deviation of 1.99. This suggests a more consistent positive impact on listening skills. Clarity in expression with a mean score of 3.52 and a standard deviation of 2.18, many students reported being able to express their ideas more clearly in conversations due to TBLT, though some variability in responses is still present.

It can then be concluded that TBLT has generally improved students' speaking and listening skills, with notable benefits in understanding spoken English, though there is considerable variability in how students perceive these improvements, particularly in speaking confidence and clarity of expression.

Research question 2. 2. What is the effect of TBLT on students' reading and writing skills in an academic context?

Table 2: distribution of respondents based on effect of TBLT on students' reading and writing skills in an academic context.

	effect of TBLT on students' reading and writing skills in an academic context.	RESPONSES					
S/N	**ITEMS**	**SA**	**A**	**SD**	**D**	**Mean**	**St. dev**
5.	TBLT has positively affected my reading comprehension skills.	44	63	26	21	3.84	1.26
6.	I find writing tasks in TBLT more engaging than traditional methods.	56	41	36	21	3.86	1.05
7.	My ability to write essays and reports has improved through TBLT.	56	43	13	42	3.73	1.47
8.	I am more motivated to read English texts because of TBLT.	61	26	33		4.23	0.76

Source: Field Research, 2024

Table 2 shows reading comprehension with the mean score of 3.84 indicates that students generally agree that TBLT has positively affected their reading comprehension skills. The lower standard deviation of 1.26 suggests a consistent experience among students in this area. For engagement in writing tasks, students found writing tasks in TBLT more engaging than traditional methods, as indicated by a mean score of 3.86 and a low standard deviation of 1.05. This reflects a strong and consistent preference for TBLT in writing activities. In terms of improvement in writing abilities, the mean score of 3.73 shows that students feel their ability to write essays and reports has improved through TBLT. The standard deviation of 1.47 indicates moderate variability in responses, suggesting that while most students benefitted, some did not experience as much improvement. While motivation to read with a high mean score of 4.23 and a very low standard deviation of 0.76, it is evident that TBLT has significantly increased students' motivation to read English texts. This suggests that TBLT is particularly effective in enhancing reading motivation. Based on the above analysis, it can be concluded that TBLT is highly effective in enhancing students' reading comprehension, motivation to read, and engagement in writing tasks, with generally consistent positive experiences, though there is some variability in the perceived improvement of writing abilities.

Research question 3. What are the perceptions What are the perceptions of students and lecturers regarding the effectiveness of TBLT in language education?

Table 3: distribution of respondents based on perceptions of students and lecturers regarding the effectiveness of TBLT in language education

1.	Perceptions of students and lecturers regarding the effectiveness of TBLT in language education?	RESPONSES					
S/N	**ITEMS**	**SA**	**A**	**SD**	**D**	**Mean**	**St. dev**
3.1.	9. Both students and lecturers believe that TBLT is effective in language education.	48	49	36	21	3.80	1.09
3.2.	10. TBLT encourages active participation in the classroom.	56	42	21	35	3.78	1.37
3.3.	11. I prefer TBLT over traditional teaching methods for learning English.	11	21	33	99	2.66	0.62

4.4.	12. Lecturers effectively implement TBLT strategies in their lessons.	21	16	37	80	2.86	0.74
	Overall Experience with TBLT	**RESPONSES**					
3.5	TBLT has made learning English more enjoyable for me.	63	41	18	32	3.88	1.53
3.6	I believe that TBLT prepares me better for real-life communication in English.	62	34	22	36	3.79	1.46
3.7	Overall, I think TBLT is an effective approach to improving my language skills.	71	31	23	29	3.94	1.34
3.8	I encounter difficulties in applying mathematical principles to economic scenarios.	46	46	29	33	3.68	1.28

Source: Field Research, 2024

In table 3, for effectiveness in language education, both students and lecturers generally believe that TBLT is effective in language education, with a mean score of 3.80 and a standard deviation of 1.09. This suggests a shared positive perception, though some dissent exists. In response to question on encouragement of active participation, TBLT is seen as encouraging active participation in the classroom, with a mean score of 3.78 and a standard deviation of 1.37. This indicates that most respondents agree, though there is some variability. Preference for TBLT over traditional methods has a mean score of 2.66 and a low standard deviation of 0.62 reflects a more divided opinion on whether TBLT is preferred over traditional teaching methods. This indicates a significant number of students still favour traditional methods. Effectiveness of lecturers in implementing TBLT commands a mean score of 2.86 and a standard deviation of 0.74 suggesting that while some students believe lecturers effectively implement TBLT strategies, others do not share this view.

For overall experience with TBLT, enjoyment of learning English language has a mean score of 3.88 and a standard deviation of 1.53 which indicate that students generally find TBLT enjoyable, though opinions vary. In term of preparation for real-life communication with a mean score of 3.79 and a standard deviation of 1.46, students believe TBLT prepares them well for real-life communication in English, though there is some variability in this perception. Based on assement of overall effectiveness of TBLT The mean score of 3.94 and a standard deviation of 1.34 show that most students consider TBLT an effective approach to improving their language skills.

In conclusion, Task-Based Language Teaching (TBLT) is generally effective in improving students' language skills, particularly in listening and reading. However, there is some variability in how different students perceive its impact, particularly in speaking and writing skills. The overall positive perception of TBLT by both students and lecturers indicates its potential as a valuable teaching method, though some students still favor traditional methods.

Thematic Report: Classroom Observations on the Effectiveness of Task-Based Language Teaching (TBLT) in Improving Language Skills at FCT College of Education, Zuba.

Task Implementation

	Items	Observation
1	Variety of Tasks	The classroom observations revealed that instructors employed a diverse range of tasks aimed at improving various language skills. These tasks included role-plays, group discussions, problem-solving exercises, and information gap activities. The tasks were designed to be authentic and closely aligned with real-life scenarios, thus reflecting the core principles of TBLT.
	Task Complexity	The complexity of the tasks varied across different classes. Some tasks were simple and straightforward, focusing on basic language skills, while others were more complex, requiring higher-order thinking and spontaneous language use. In general, instructors provided adequate support, including scaffolding and step-by-step instructions, to help students navigate more challenging tasks.
	Integration of Skills	The tasks observed often integrated multiple language skills. For example, listening tasks were frequently followed by speaking or writing activities, promoting a holistic language learning experience. This integration ensured that students were not only practicing isolated skills but also learning how to apply them in combination, which is essential for real-world communication.

Source: Field Research, 2024

The table on Task Implementation highlights the variety, complexity, and integration of tasks observed in classroom settings, with a focus on Task-Based Language Teaching (TBLT). Instructors employed a diverse range of tasks, including role-plays, group discussions, and problem-solving activities, which were designed to mirror real-life scenarios. The complexity of these tasks varied, with some being simple and others requiring advanced cognitive skills and spontaneous language use. Instructors generally provided sufficient support to help students with challenging tasks. Furthermore, the tasks often integrated multiple language skills, ensuring a comprehensive learning experience that mirrors real-world communication.

2. Student Engagement

	Items	Observation
1	Active Participation	Students demonstrated a high level of engagement during TBLT activities. Most students actively participated in discussions, group work, and task performance, indicating that they were motivated by the interactive and communicative nature of the tasks. The collaborative setup of TBLT appeared to foster a sense of involvement and ownership among students.
	Motivation and Enthusiasm	There was noticeable enthusiasm among students, particularly during tasks that involved role-play or real-life simulations. Students seemed motivated to use the language in meaningful ways, which contributed to their overall engagement. This was especially evident in speaking and listening activities, where students eagerly participated and interacted with their peers.
	Challenges with Open-Ended Tasks	Despite the general enthusiasm, some students struggled with open-ended tasks, particularly those that required spontaneous speaking or creative writing. These students tended to rely more on their peers or the instructor for guidance, indicating a need for additional support or differentiated instruction to help them build confidence in these areas.

Source: Field Research, 2024

The table on Student Engagement underscores the high level of active participation and enthusiasm observed among students during Task-Based Language Teaching (TBLT) activities. Most students were actively involved in discussions, group work, and task performance, showing motivation driven by the interactive and communicative nature of the tasks. Role-plays and real-life simulations particularly sparked enthusiasm, as students were eager to use the language meaningfully. However, some students faced challenges with open-ended tasks, such as spontaneous speaking or creative writing, and often sought help from peers or instructors. This suggests that while the overall engagement was strong, there may be a need for additional support to assist students struggling with more open-ended and creative tasks.

3. **Instructor Effectiveness**

3. **Instructor Effectiveness**		
	Items	**Observation**
1	Facilitation Skills	Instructors were observed to have strong facilitation skills, effectively guiding students through the tasks and ensuring that everyone participated. They were adept at managing group dynamics, providing feedback, and encouraging students to think critically about their task performance. Instructors also frequently used the target language, which helped create an immersive learning environment
	Adaptation to Student Needs	Instructors showed flexibility in adapting tasks to meet the diverse needs of students. For example, they provided extra support for lower-performing students while offering more challenging tasks to advanced learners. This adaptability was crucial in ensuring that all students could benefit from the TBLT approach, regardless of their proficiency levels.
	Use of Feedback	Instructors were proactive in offering feedback during and after task completion. This feedback was often immediate and specific, helping students understand their strengths and areas for improvement. The use of feedback was particularly effective in reinforcing learning and helping students apply corrections in real-time.

Source: Field Research, 2024

The table on Instructor Effectiveness highlights the strengths observed in instructors' facilitation skills, adaptability, and use of feedback during Task-Based Language Teaching (TBLT) activities. Instructors effectively guided students through tasks, managed group dynamics, and ensured active participation, all while frequently using the target language to create an immersive learning environment. They demonstrated flexibility by adapting tasks to meet the diverse needs of students, providing additional support to lower-performing students and offering more challenging tasks to advanced learners. This adaptability was key to the success of the TBLT approach across varying proficiency levels. Furthermore, instructors were proactive in providing immediate and specific feedback during and after tasks, reinforcing learning and helping students make real-time improvements.

4. Classroom Dynamics

Active Participation		
	Items	**Observation**
1	Collaborative Atmosphere	The classroom atmosphere was largely collaborative, with students working together to complete tasks and solve problems. The peer-to-peer interaction was a key component of the observed lessons, reinforcing the communicative nature of TBLT. Students were generally supportive of each other, which contributed to a positive and inclusive learning environment.
	Student-Teacher Interaction	There was frequent and constructive interaction between students and instructors. Instructors often moved around the classroom, providing individual assistance, clarifying instructions, and encouraging students to engage with the tasks. This close interaction helped maintain a focused learning environment and allowed instructors to address any issues as they arose.
	Classroom Management	Classroom management was effective, with instructors maintaining a structured and orderly environment. The structured nature of the tasks helped keep students on task, though there were occasional disruptions when students encountered difficulties with more complex activities. In such cases, instructors were quick to intervene and provide the necessary support to keep the class on track.

Source: Field Research, 2024

The table on Active Participation highlights the effectiveness of a collaborative and interactive learning environment in the classroom. Students worked together to complete tasks, with peer-to-peer interaction playing a significant role in reinforcing the communicative nature of Task-Based Language Teaching (TBLT). This collaboration fostered a positive and inclusive atmosphere. There was also frequent and constructive interaction between students and instructors, with instructors actively moving around the classroom to provide assistance, clarify instructions, and encourage engagement. This close interaction helped maintain focus and allowed for immediate support when needed. Classroom management was generally effective, with instructors maintaining structure and order, although occasional disruptions occurred during more complex tasks. However, instructors were quick to intervene, ensuring that the class remained on track.

5. Student Outcomes

	Items	Observation
Active Participation		
	Items	**Observation**
1	Language Skill Development	The observations indicated that TBLT was effective in promoting language skill development, particularly in speaking, listening, and reading. Students were able to apply language skills in authentic contexts, which likely contributed to their overall improvement. However, variability in outcomes was observed, particularly in writing skills, where some students excelled while others needed more support.
	Confidence Building	One of the notable outcomes was the increase in student confidence, especially in speaking activities. Students appeared more willing to take risks and use the language in spontaneous situations, which is a key indicator of language acquisition. The supportive classroom environment and positive reinforcement from instructors likely played a significant role in this confidence building.
	Application of Language Skills	Students were able to apply their language skills effectively during the tasks, demonstrating an ability to use English in practical, real-world situations. This suggests that TBLT is successful in bridging the gap between theoretical knowledge and practical application, a critical aspect of language learning.

Source: Field Research, 2024

The table on Active Participation underscores the effectiveness of Task-Based Language Teaching (TBLT) in promoting language skill development, particularly in speaking, listening, and reading. Students were able to apply their language skills in authentic, real-world contexts, leading to noticeable improvements. However, there was variability in writing outcomes, with some students excelling while others required additional support. A significant outcome observed was the increase in student confidence, especially in speaking activities. Students became more willing to take risks and engage in spontaneous language use, likely due to the supportive classroom environment and positive reinforcement from instructors. Additionally, students successfully applied their language skills during tasks, demonstrating that TBLT effectively bridges the gap between theoretical knowledge and practical application, which is crucial for language acquisition. In conclusion, the thematic analysis of classroom observations indicates that Task-Based Language Teaching (TBLT) is being effectively implemented at FCT College of Education, Zuba, with positive outcomes in terms of student engagement, language skill development, and classroom dynamics. While TBLT has generally improved language skills, particularly in speaking, listening, and reading, there is variability in how students respond to open-ended tasks, indicating a need for further support in these areas. The collaborative and interactive nature of TBLT, combined with effective instructor facilitation, has created a conducive environment for language learning.

5. CONCLUSION AND RECOMMENDATIONS

Task-Based Language Teaching (TBLT) has proven to be generally effective in enhancing language skills at FCT College of Education, Zuba, particularly in listening, reading, and overall engagement with language tasks. While students and lecturers largely perceive TBLT positively,

especially in terms of improving comprehension, motivation, and real-life communication skills, there remains variability in its impact on speaking and writing abilities, with some students still preferring traditional methods. Base on the findings of the research the following recommendations are proffers:

1. Given the positive outcomes, TBLT should be integrated more widely into the curriculum at FCT College of Education, Zuba, with a focus on improving implementation strategies to address the variability in student experiences, particularly in speaking and writing skills.

2. Instructors should receive comprehensive training in TBLT methodologies to ensure consistent and effective implementation across different language skill areas, addressing students' concerns about variability in teaching effectiveness.

3. To cater to students who still prefer traditional methods, a hybrid approach that combines TBLT with traditional teaching techniques might be explored, particularly in areas where students feel less confident, such as grammar and structured writing.

4. Regular assessment of TBLT's effectiveness and gathering feedback from both students and instructors can help refine the approach and make necessary adjustments to improve its impact.

Areas for Future Studies

1. Future research could focus on the long-term effects of TBLT on language proficiency to determine how well skills acquired through TBLT are retained and applied in real-world contexts over time.

2. Comparative studies between TBLT and other innovative teaching methods (e.g., Content and Language Integrated Learning - CLIL) could provide insights into the most effective approaches for different language skill areas.

3. Investigating how cultural backgrounds and learning styles influence the effectiveness of TBLT could help tailor the approach more effectively to diverse student populations.

4. Further research could delve into the specific impact of TBLT on various aspects of writing, such as essay organization, coherence, and argumentation, to better understand and address the variability in student outcomes.

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