Implementing Task-Based Approach in ESP Education: Business Schools as a Case Study

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Abstract

It is asserted that task-based instruction improves the environment and makes it easier to teach English. Due to this, many EF language teachers and syllabus developers have recently turned their attention to task-based language education. With a focus on Business English instruction in Moroccan universities, this study examined ESP (English for Specific Purposes) teaching within the paradigm of task-based language teaching. For that purpose, information from a total of 234 students and 21 teachers was gathered using questionnaires. First, questionnaires were created to gather learners' opinions on the impact of the given assignments on their language development, learning processes, and skill acquisition. This study also tried to investigate how instructors felt about using a task-based approach in ESP classes. The findings indicate that both students and instructors have positive opinions and attitudes concerning (TBLT). They believed that the inclusion of this method, specifically ESP, in language instruction creates favorable teaching and learning conditions because it engages students in tasks that are pertinent to their academic and professional needs. As a result, it is advised to use a task-based approach over an extended length of time and in a manner that is most appropriate while taking into account the talents of different students in a specific classroom.

Introduction

English for Specific Purposes (ESP) which is structured to meet the unique demands of the learners, is connected to various vocations and academic fields. Many institutions established up ESP instruction under the various professions such as tourism, hospitality, and business English, so that students could read professional English papers and directly communicate with foreign technical employees. However, the outcome was unsatisfactory.

ESP currently uses PPP mode most frequently, which stands for presentation, practice, and production. This paradigm was a typical teacher-centered one where teachers spoke, students listened, students completed certain static assessment indications, and collected a certain amount of knowledge through a lot of practices outside of school. Students in the classroom served as fully passive recipients of the information.

The evidence suggests that ESP instructors' use of complicated language in higher education is not well suited to their student's level of language competency. It is sometimes said that instructors' language is an "obstacle" to learning rather than a useful instrument of education for students who have a poor grasp of academic or technical language. As a result, the students are unable to get the necessary abilities and subject-specific knowledge. Therefore, for them, schooling falls short of fostering their achievement and personal growth, and a profession seems far away.

As a result, ESP instruction necessitates thorough research into curriculum development, teaching strategies, and material choice. In order to improve the teaching of ESP in specialized institutions and prepare competent and well-equipped professionals to successfully operate in the

target work fields using high language proficiency, a number of teaching approaches and methods have surfaced. Each of these methods offers its own vision of the learning process.

Thus, this research tries to highlight the implementation of the task-based approach (TBA), one of the new teaching strategies and creative approaches in ESP education. The task-based approach is unquestionably growing in favor among scholars and practitioners because it encourages effective and comprehensive language exposure and usage. In ESP settings, task-based language instruction (TBLT) offers students authentic sources of relevant content, a variety of contexts for communicative goals, and encouraging feedback for more opportunities to use language. By emphasizing the creation of a genuine and realistic setting for language usage, this educational style improves fluency in the target language.

According to Richards and Rodgers, incorporating TBLT by engaging learners in task work is highly activating their learning process and cultivating their language fluency[1] (Richards & Rodgers, 2001). Larsen argues that students have a great chance to communicate with their peers because they aspire to accomplish a task [2](Larsen, 2000). In other words, TBLT promotes the use of goal-oriented activities and tasks that are primarily focused on helping learners comprehend and participate in the construction of meaning as well as improve their oral fluency and communication skills. The literature also supports the notion that TBLT is one of the key strategies for promoting learner autonomy. By focusing on actual circumstances and more meaningful experiences, it allows students to gain autonomy in their language acquisition and usage.

According to Willis & Willis the best technique to teach a foreign language is to include students in authentic language use which is done by designing tasks- discussions, problems, games, etc. [3](Willis & Willis, 2007). The TBA establishes a learning atmosphere that encourages, among other things, motivation, cooperation, and communication. This method starts the learning process with the learner's current personal experience since intellectual development happens when students go through and reflect on task sequences. The task should also have a sense of completeness, standing alone as a communicative act in its right by completing the assignments, the students should be able to put what they have learned or discussed into practice. The demands of the students must be taken into consideration while creating English teaching materials. Additionally, a unique design is necessary to pique the students' interest.

Therefore, the purpose of this study is to explore how task-based learning strategies might improve business students' learning outcomes and skill acquisition in ESP classrooms. This study used questionnaires within a quantitative context. The research questions addressed in this paper are as follows:

1. What are the thoughts and attitudes of the business students concerning the assignments and tasks given in their ESP class?
2. Do students think that carrying out ESP-related tasks and activities advances their learning and skill acquisition?
3. How well-aware are ESP teachers of the effective role that task-based learning plays in helping their students learn and build their skills?

Review of the Literature

Meaning of Task-Based Language Teaching

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[1] Richards, J. C., Richards, J. C., Dudeney, G., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
[2] Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
[3] Willis, D., & Willis, J. (2007). *Doing Task-Based Teaching: A practical guide to task-based teaching for ELT training courses and practising teachers.* OUP Oxford.

With the task-based approach to language learning, the emphasis is placed on meaning rather than form. In other words, rather than performing form-based discrete exercises, students instead complete a series of communicative tasks.

Students are asked to share their own opinions on the lesson's subject, either orally or in writing. The examination of the meaning acquired from a communication activity should serve as the foundation for these concepts. According to Willis, within the TBL framework, tasks and texts combine to give students a rich exposure to language and also opportunities to use it themselves.[4] (Willis, 1996), Because of this, students complete a series of tasks that inductively work on a particular grammar feature.

Willis also pointed out that Task instructions can be adapted to provide opportunities for practices of the different skills your learners need: e.g., beginning with spontaneous exploratory interaction or writing individual notes or reading a text prior to doing the task, and then planning an oral (or written) public presentation of the task outcome (Willis, 1996). Making a plan, purchasing a ticket, and confirming the availability of the purchased supplies are examples of such chores. Assessment is mostly centered on how well real-world activities are completed rather than how accurately linguistic forms are used. Task-based language learning was embraced by teachers so that their students could easily relate to practical circumstances.

Nunan also emphasized the use of activities for various language learning processes, such as evaluating students' progress and incorporating them into lesson plans[5] (Nunan, 2004). Ellis (2003), a pioneer in task development, made a similar assertion when he emphasized the importance of tasks in learning L2. Accordingly, Ellis created a three-phase approach, beginning with pre-task, which tries to motivate learners and activate topic-based lexical resources in order to prepare them for the during task activities. In order to accomplish the work and achieve its objectives, students apply all of their language skills throughout the task phase. Learners are required to present what they have concluded in an oral report based on the post-task phase, which especially deals with form-focused practice.

The five qualities of task-based education in language acquisition are outlined by Nunan; they are: 1. A focus on communicating through conversation in the target language, 2. The inclusion of real texts in the learning environment, 3. Giving students the chance to concentrate not only on language but also on the learning process itself, 4. A strengthening of the learner's own personal experiences as significant factors that contribute to classroom learning, and 5. An effort to connect classroom language learning with language activities outside of the classroom (Nunan,2004). Task-based education is a learner-centered teaching strategy that offers many opportunities for the meaning-focused, communication-oriented negotiation of context. Compared to pure language practice, it is different. How to incorporate task-based learning in reading, listening, and speaking classrooms must be determined.

English for Specific Purpose (ESP)

The early 1960s saw the emergence of English for Specific Purposes or Special Purposes as we know it now as a result of conventional English classes' inability to satisfy the expanding demands of its students, whose requirements for the language in their fields of interest cannot be disregarded. All those who are involved with the many sorts of activities needed by their disciplines have come to view ESP as a crucial area of interest. Higher linguistic skills and a large word repertoire are required due to the huge variety of the learners' subjects of interest, with the technical and scientific language being particularly suited to these areas of study. According to

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[4] Willis, J. (1996). *A framework for task-based learning*. Addison Wesley Publishing Company.

[5] Nunan, D. (2004). *Task-Based language teaching*. Cambridge University Press.

Basturkmen, language is learned not for its own sake or for the sake of gaining general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments (Basturkmen, 2006)[6]. This demonstrates how ESP can have a significant impact on a learner's ability to develop the necessary skills for both the classroom and the workplace.

Variable ESP is intended to address certain requirements of the students. ESP uses the fundamental practices and procedures of the field it serves. The language used for these tasks in terms of syntax, lexis, register, study skills, discourse, and genre is the focus of ESP. Variable Characteristics ESP may be connected to or created for particular fields. ESP is likely to be created for adult learners, either at a tertiary-level university or in a professional job setting. ESP may employ a distinct technique from general English in specialized teaching scenarios. However, it can be appropriate for students in secondary schools. ESP is often intended for students who are intermediate or advanced. The majority of ESP courses presuppose some understanding of the language systems. ESP is not limited to any specific disciplines but is meant for the specific needs of the learners[7] (Javid, 2013, p.141).

In conclusion, ESP is designed to meet the individual needs of its students. The language acquired in the classroom will be used in the workplace in the future, and it differs from General English in terms of subject knowledge, vocabulary, and modes of expression.

Research Methodology

For gathering survey data for the current investigation, a questionnaire was used. To learn more about the ESP regarding TBLT-related teaching practices, a questionnaire was distributed to business university instructors. The other questionnaire seeks to investigate students' perceptions of the task-based approach's effectiveness in boosting learning accomplishment and skill development of business students in the ESP classroom.

The survey conducted by Mahraj (2019) served as the basis for the questionnaire. Both general information and English performance are included in its two primary components. The first one is concerned with the students' history, personal details, academic specializations, prior language-learning experience, and current level of skill in the target language. Their current target talents are the subject of the second part. Other inquiries on the motivations for learning English are included in this part, as well as queries about the preferred levels of proficiency in various languages. The investigation was conducted in February 2023.

Participants and Setting

Since the results from the studies applied to the sample population will meet the overall research objectives and then be generalized to the entire population, research investigation cannot be successful without making an appropriate choice of the sample population. For this reason, the sampling process may be defined as selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected. Dörnyei, in his words explains the notion of sample as the group of participants whom the researcher actually examines

[6] Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes.London and New jersey: *ESL and Applied Linguistic Professional Series*: Eli Hinkel, Edition.
[7] Javid, C. Z. (2013). English for specific purposes: Its definition, characteristics, scope and purpose. *European Journal of Scientific Research*, 112 (1), 138-151
http://www.academia.edu/8519119/English_for_Specific_Purposes_Its_Definition_Characteristics_Scope_andPurpose

in an impractical investigation (Dörnyei, 2007, p. 96). He adds that the word population refers to the group of people whom the study is about.[8] (Dörnyei, 2007, p. 96).

This study approach entails the gathering and analysis of quantitative data in order to ascertain the impact of TBLT on the students' accomplishment and learn more about their opinions on TBLT use in the classroom. The National School of Business and Management in Beni Mellal participated in this study with first-year students. The sample as a whole consisted of 234 students, with women making up 62% and men 38%. The purpose of this study was to learn more about how teachers feel about using a task-based strategy to help business students improve their abilities. 21 university academics were subsequently asked to take part in the interviews. These participants work in business establishments. Female participants made up 17% of the sample, whilst male participants made up 83%. They were between the ages of twenty and sixty. At the time of the survey, teachers' experience ranged from 2 to 15 years. Seven teachers had less than two years of teaching experience, nine had between three and five years, four had between six and nine years, and one had more than ten years.

Instruments for Data Collection

The task-based strategy employed in an ESP classroom and the development of business students' skills were both examined in this study using the quantitative method. The purpose of the surveys was to determine how the students felt about task-based learning and how it influenced the growth of their English language skills. A questionnaire, as defined by Brown as quoted in Mackey and Gass, is a written instrument that gives a sequence of questions or statements to provide answerˢ (Mackey& Gass, 2005). The questionnaire is a document containing questions and other types of items designed to solicit information[9] (Babbie, 2010). The researcher used the questionnaire to examine the difficulties students have while utilizing a task-based strategy to improve their abilities in an ESP classroom. Additionally, questionnaires among 21 university professors were distributed to emphasize their degree of knowledge, comprehension, and diversity of viewpoints about the application of the task-based method in ESP teaching. Teachers' understandings of TBLT, their opinions on task implementation, and the difficulties encountered while using TBLT were the three categories into which the questions were divided.

Findings

Results of the Student Survey

This section presents the survey findings from the business students. At the end of the semester, participants were asked to submit a survey in order to learn more about their views and perceptions about the use of the task-based technique and how it influenced their language learning and abilities. 234 students responded to the questionnaire.

Students' Attitude Towards English Language Learning

The survey's initial goal was to learn more about how broadly students see their English language training. The questionnaire was created as a 5-point Likert scale with values 1–5 assigned to each option, ranging from "Strongly Agree " to "Strongly Disagree". In this portion, students had to respond to a series of statements using the Likert scale. The purpose of the first statement

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[8] Dörnyei, Z. (2007). *Research methods in applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. OUP Oxford.
[9] Babbie, E. R. (1990). *Survey Research Methods*. Cengage Learning.

was to illuminate how aware and confident the students were of their capacity to learn English. Table 1 demonstrates that 60% strongly agree on the fact of feeling proud when studying English course, while 7% strongly disagree. Additionally, 62% of respondents strongly agree with the second idea, " In English lessons, I enjoy voicing my thoughts and posing queries.", while only 5% of the respondents strongly disagree. 57% of the students like to practice English the way native speakers do, while just 4% strongly disagree.

The majority of students stated that they are sufficiently aware of their strengths and limitations when it comes to studying and learning English, as seen by their significant agreement with 83% of the fourth statement, "I know my strengths and weaknesses in my English study."
The fifth statement in this section shows how aware students are about the fact that learning English would increase their employment chances; 45% said they strongly agree, while 7% said they don't. However, in response to the sixth statement "Knowledge of English will allow me to communicate with people all over the world", as presented in table 1, 74% of the participants responded with "strongly agree" and 01% with "strongly disagree". The last statement within this section asked if students believe that Knowledge of English will help them know more about their field of study and they will be able to read books published in English; 70% answered with "totally agree" and 08% with "totally disagree".

Table 1: Students' Attitude Toward English Language Learning

Statements	Totally Agree	Agree	NeitherAgree norDisagree	Disagree	Totally Disagree
When I am taking an English course, I feel proud.	60%	24%	04%	05%	07%
In English lessons, I enjoy voicing my thoughts and posing queries.	62%	24%	05%	04%	05%
I like honing my English skills in the manner of native speakers.	57%	32%	04%	03%	04%
I am aware of my English study's strengths and weaknesses	65%	18%	04%	09%	04%
I'll have more job opportunities after I learn English.	45%	35%	06%	07%	07%
Communication with people around the world will be possible for me thanks to my knowledge of English.	74%	20%	03%	02%	01%
By allowing me to read books written in English, having a working knowledge of English will enable me to	70%	13%	01%	08%	08%

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learn more about the subject of my study.	

Students Attitudes Towards Task-Based Teaching in their ESP Class

This section of the survey asked students about their perceptions of the task-based learning methodology employed in ESP classrooms. It was clear from the findings in table 2 that students felt positively about learning English using the Task-based Language Teaching (TBLT) method. By participating in a variety of teaching and learning activities, they were able to exchange information. They saw that the TBLT method has enhanced their ability to communicate in English.

The first sentence aimed to highlight how students felt about the TBLT. The majority of respondents believe that learning English through tasks is enjoyable (58% totally agree; 05% disagree); and they feel more poised and at ease using the foreign language to interact with their classmates effectively (63%). The majority of participants (70%) also suggest exploring the possibility of using this methodology in additional subject areas. Another noteworthy finding was that they (74%) could apply their English skills in potential future scenarios that could occur in daily life. Furthermore, the goals set by their professors are relevant to what they need from them as business students (56% fully agree; 24% agree).

The results showed that most students (83 percent) believe that task-based activities used in English classes had more specific learning objectives. Task-based learning also promotes a calm and less stressful learning environment in the classroom. Grammar errors are not a barrier to spontaneous communication, according to the majority of respondents (72%). The teacher gave them advice to not worry about making errors when they were presenting to their classmates. The teacher advised them to make an effort to communicate their intended message when speaking. This exemplifies how the TBLT influences the classroom environment, making students feel more at ease and confident. This finding is in line with that of As Sae-Ong, who claims that task-based learning creates a non-threatening and less stressful class environment[10] (Sae-Ong, 2010).

Additionally, students were asked to assess the utility and clarity of their teacher's instructions. Sixty-one percent of respondents strongly agreed that following these instructions would enable them to accomplish the task. The questionnaire also attempted to determine if the teacher's activities and assignments helped students develop skills deemed crucial for learning English, such as communication, time management, and critical thinking. According to the findings, the majority of students had positive opinions on the value of the assignments given to them in class.

Table 2 Students' attitudes towards Task-Based teaching in their ESP Class

Statements	Totally Agree	Agree	NeitherAgree nor Disagree	Disagree	Totally Disagree
I enjoy working on tasks to practice my English.	58%	25%	04%	05%	08%
Thanks to TBLT,	23%	63%	05%	04%	05%

[10] Sae- Ong,U. (2010). The use of task-based learning and group work incorporating to develop English speaking of Matthayom suksa 4 students (unpublished master's thesis Srinakharinwirot University, Bangkok, Thailand

I feel more comfortable and secure using the language to engage with my peers in a positive way.					
I find the teacher's assignments and missions to be interesting and motivating	34%	45%	06%	08%	07%
I can use the English abilities I gained via the task-based activities to situations that will arise in the real world in the future.	74%	20%	03%	02%	01%
I think the assignments given are appropriate to satisfy the expectations of the business students.	56%	24%	05%	10%	05%
I wish to use this approach in my other classes	70%	13%	01%	08%	08%
The task-based strategy offers definite goals for me to accomplish.	83%	11%	02%	03%	01
A relaxed atmosphere is created by the task-based learning.	64%	28%	02%	03%	03%
Grammar errors do not stand in the way of my ability to communicate freely.	72%	12%	01%	09%	06%

The teacher's instructions are clear and helpful in helping me accomplish the work.	61%	34%	02%	02%	01%
TBLT aids me in honing my critical-thinking skills.	54%	27%	08%	06%	05%
I can successfully plan and manage my time with TBLA, and I can meet deadlines.	59%	17%	12%	07%	05%
TBLT encourages group collaboration and teamwork	63%	27%	00%	06%	04%

Results of the Student Survey

This section of the survey was created to learn more about teachers' understanding and opinions on the task-based approach and some of its fundamental concepts, their perceptions of applying it in the classroom, and the reasons they choose to utilize or refrain from using TBLT in their teaching methods.

Teachers' views on implementing TBLT

The findings demonstrate that all teachers had favorable impressions of the application of TBLT because of their comprehensive understanding of this instructional method. The majority of the participants (78%) are familiar with TBL techniques and practice as well as TBLT beliefs. Most EL educators think that TBLT has an advantageous effect on students' learning processes.

The majority of participants (81%) agree that using realia keeps students engaged in crucial debates in the classroom. The use of TBLT can enhance student interactions in the classroom and provide students with additional opportunities to communicate effectively, fluently, and accurately in English.

In contrast, (87%) of participants agreed or strongly agreed that TBLT increased teachers' psychological workload, while (13%) of the respondents disagreed, strongly disagreed, or were neutral about this claim.

According to (90%) of the participants, TBLT needs more preparation time than other approaches. Only 10% of the participants strongly agree with it, disagree with it, or neutral. This suggests that professors are aware of the amount of time needed for planning before using TBLT. In task-based learning, the tasks are the main focus of the learning activity, and this task should place a strong emphasis on meaning. According to the study, students may learn more effectively when they are completely absorbed in a task.

54 percent of the participants said that they knew in advance how the task would turn out. The aforementioned elements all help students score higher on the criteria used to assess their interactions. It's important to underline how different work types encouraged different interactional behaviours. As a result, some activity types may be more suited for learners with various ability levels than others. With each task-based activity they complete, students learn new words. Since it is easier to speak when one learns more words, students who acquire new words become more fluent. Students who are learning new terms appear to be acquiring new material rather than merely relying on what they already know.

Overall, it appears that teachers have favorable attitudes regarding TBLT in their ESP classes, and favorable attitudes toward particular techniques contribute to learner success.

Table 3: Teachers' views on implementing TBLT

Statements	Totally Agree	Agree	NeitherAgree nor Disagree	Disagree	Totally Disagree
I'm familiar with TBL theories and practices	78%	12%	03%	04%	03%
ESP teachers require TBLT training sessions.	61%	32%	00%	03%	04%
I am aware that assignments should primarily be about meaning.	43%	26%	00%	12%	19%
Realia should be incorporated into TBLT's process.	81%	12%	01%	03%	03%
TBLT considers the wants and needs of the students.	58%	27%	04%	02%	09%
A sense of unity is necessary for TBLT implementation to be successful.	23%	46%	13%	10%	08%
I believe it's preferable to include TBLT in the ESP class with additional teaching techniques.	87%	08%	00%	04%	01%
Due to TBLT, the teacher's psychological strain considerably rises.	59%	28%	03%	07%	03%
In comparison to other tactics, TBLT requires greater preparation time.	54%	36%	06%	04%	00%
Students get more opportunities to speak	61%	23%	02%	10%	04%

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English thanks to TBLT.					
TBLT can increase students' motivation to study	57%	35%	03%	03%	02%
TBL may make learning better by giving it a greater purpose.	46%	39%	02%	09%	04%
TBLT can increase one's English fluency and accuracy.	36%	34%	15%	10%	05%
TBLT can enhance classroom interactions between students	64%	24%	00%	09%	03%
TBLT can increase students' opportunities to communicate in English.	57%	35%	01%	04%	03%
It is known in advance how a task will turn out.	54%	43%	00%	03%	00%
Implementing TBLT in the classroom is something I'm interested in.	38%	25%	15%	09%	13%
With the help of TBLT, the use of the target language is encouraged in a laid-back setting.	24%	34%	18%	15%	09%

The Teachers' Beliefs about the Reasons for Using TBLT in The Classroom.

47 percent of respondents strongly agree with the first claim, and 05 percent disagree, that TBLT should be used to manage the classroom's layout, in addition to the fact that TBLT is ideal for small group work, 69% of respondents said it increases learners' interpersonal skills. 85% of respondents said it fosters learners' intrinsic motivation. The success of learners is known to be influenced by intrinsic motivation.

The respondents strongly agree and agree that it fosters a collaborative learning atmosphere, with only 5% strongly disagreeing, disagreeing, or having no opinion. The majority of respondents, 63% strongly agree and 21% agree, believe that TBLT helps students advance academically, however 5% of the instructors either strongly disagree, disagree, or have no opinion. Overall findings from this section of the questionnaire indicate that instructors think TBLT is appropriate for use in small groups since it enhances student interaction skills and fosters academic development.

Table 4. The teachers' beliefs about the reasons for using TBLT in the classroom.

Statements	Totally Agree	Agree	NeitherAgree nor Disagree	Disagree	Totally Disagree
Controlling the layout of the classroom should be done using TBLT.	47%	23%	05%	13%	12%
TBLT is suitable for small-group work	63%	29%	00%	02%	06%
TBLT enhances students' interpersonal abilities.	69%	18%	01%	05%	07%
TBLT promotes students'internal motivation.	85%	10%	00%	01%	04%
A collaborative learning environment is created through TBLT.	72%	13%	05%	05%	05%
TBLT encourages students' intellectual advancement.	63%	21%	05%	05%	05%

Interpretation and Discussion of Findings

   The study's objective was to use a task-based approach in the ESP class. Through the data collected, the researcher learned what the students thought of the task-based approach and examined the task-based method's effectiveness from the instructors' point of view when used to teach English.

   The results of the survey showed that, overall, students had more positive opinions regarding task-based learning. Students admitted that they are less concerned about making grammatical mistakes while attempting to communicate with classmates and professors. They stated that they found English to be quite funny and that it isn't as difficult as they had imagined. They got the chance to exchange information with their classmates, voice their opinions, and make decisions while doing the duties. They work together to prepare and practice presentations under the teacher's direction.
Since they feel more at ease speaking in front of the class, the study's findings that confidence played a significant role in their motivation to learn more are not surprising.

According to Murad (2009) developing confidence and using the right task design are key to improving EFL/ESL learners' English language proficiency[11].

By encouraging engagement, meaning-focused activity, and the elimination of instructor authority in the classroom, activities help ESP students become more fluent and motivated (Willis, 1996). This might be seen as one of the main advantages of task-based learning techniques. Students who learn to negotiate meaning improve their ability to communicate ideas, and consistent practice and rehearsal with language forms improve their ability to employ past knowledge in conversation. According to Willis, success and satisfaction in using language to achieve task goals will lead to increased motivation, a strong factor in language learning success (Willis, 1996).

Most students also said that the assignments and activities they were given helped them develop their critical thinking abilities. According to Richards and Rodgers, TBLT model emphasizes students' autonomy in planning, monitoring, analysing, evaluating their own learning (Richards& Rodgers, 2001). Another characteristic of TBLT education is the element of collaborative learning. The in-class assignments were viewed by the students as a venue for cultivating beneficial interdependence, individual accountability, and equitable participation. They asserted that because everyone participates actively in the task's prompt completion, working in a group increases their sense of responsibility and social skills.

In the second phase of this study, professors were asked to respond to a questionnaire on their attitudes of TBLT. According to the study's findings, the vast majority of participants have a thorough understanding of the TBLT's guiding principles and have favourable opinions about its application in the classroom.

Additionally, one of the primary benefits of TBLT in the classroom is that it fosters both collaborative learning and overall academic advancement. However, the respondents are adamant that TBLT preparation takes a lot longer than other methods. Few respondents firmly hold the opinion that using task-based methods is difficult because of large class sizes.

Although it appears that teachers think that TBLT can be used with large classes as well, another significant finding of the study is that respondents thought that teacher attitudes and beliefs toward various instructional strategies as well as various cultural learning approaches were the main drivers of TBLT implementation.

All respondents agree that teachers who use TBLT in the classroom should be trained, use different equipment, select appropriate tasks, give clear instructions, and carefully plan assessments.

Three key recommendations for teachers, teacher trainers, and curriculum designers are made in light of the overall findings: - Since teachers' attitudes toward particular instructional approaches influence how they teach, having positive attitudes toward TBLT is crucial because it will be implemented more successfully. This was also demonstrated by the teachers' claims that TBLT fosters academic growth in students and fosters a collaborative learning environment.

Given that most teachers believe that training on how to apply TBLT in the classroom is necessary for its successful application, it is thought that a TBLT training program would be very beneficial for teachers. The training ought to cover both TBLT's advantages and disadvantages.

Lastly, we are confident that this pilot study will increase teachers' awareness of the advantages of TBLT in the classroom and improve students' communicative abilities.
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Conclusion

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[11] Murad, T.M. (2009). The effect of Task-based Language Teaching on Developing Speaking Skills Among the Palestinian Secondary EFL Students in Israel and their Attitudes Towards English. Unpublished ph.D thesis. Yarmouk University, Irbid, Jordan

In this study, it was determined if task-based training is effective in enhancing business students' skills as well as the attitudes of both students and teachers about its usage in ESP classes.

In order to determine the effects of TBLT on students' performance, learners' perceptions of TBLT are investigated utilizing questionnaires. In addition to 21 university teachers, 234 ESL students from The National School of Business and Management Beni Mellal took part in this study.

The quantitative analysis of the data reveals that TBLT benefits the students in ways that increase engagement, broaden communication opportunities, decrease fear, and increase enjoyment. Through task-based learning, students may actively engage with language in a real-world situation, giving them the chance to build the patterns and meanings that will help them become independent learners. English instructors should encourage the usage of task-based learning activities in the ESP classroom. They should provide their students a variety of engaging assignments. Their opinions regarding the lesson are influenced by how well they succeed on their tasks. Rather than being a passive listener, students prefer to be active receivers[12] (Ruso, 1999).

Task-based training helps students acquire new language ideas and advance their existing knowledge; it increases students' motivation and supports the students-centered approach, one of the foundations of language teaching. The approach encourages collaborative learning, which is particularly useful in heterogenous classes.

The results of this study can provide teachers with a strong foundation for combining various instructional methods. Teachers can use the task-based technique to help students with their expositions by including it into their ESP courses. In addition to other techniques, it is advisable to often place the students in real-world situations so they may become used to speaking in public. Teachers can utilize the findings of this study to improve the way they teach English.

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