



## EFL Libyan Teachers' Perceptions of Implementing Task Based Approach into their Teaching.

Dr. Gharnasa Hadia,

Department of English Language, Faculty of Languages and Translation, University of Al-Zytuna, Tarhuna, Libya.

[galmargeni@gmail.com](mailto:galmargeni@gmail.com)

### تصورات المعلمين الليبيين للغة الإنجليزية كلغة أجنبية حول تطبيق النهج القائم على المهام في تدريسهم

د. قرناصة المرغني هدية

قسم اللغة الإنجليزية، كلية اللغات والترجمة، جامعة الزيتونة، ترهونة، ليبيا

تاريخ النشر: 2023-09-12

تاريخ القبول: 2023-08-26

تاريخ الاستلام: 2023-07-13

#### Abstract:

This study investigates the perceptions of Libyan English as Foreign Language (EFL) teachers regarding the implementation of a Task-Based Approach (TBA) in their teaching practices. The Task-Based Approach is recognized as an innovative and student-centred pedagogical method that emphasizes communication and real-life language use. This research aims to understand how Libyan EFL teachers perceive the integration of (TBA) into their classrooms, the challenges they encounter, and the benefits they identify. The study employs both quantitative and qualitative research design, utilizing interviews and questionnaire to gather data from a sample of EFL teachers in Libyan educational settings. The findings highlight the teachers' attitudes towards TBA, their perceived effectiveness of the approach in enhancing students' language proficiency and motivation, as well as the obstacles they face in its implementation. The results provide insights into the cultural and contextual factors that influence the adaptation of (TBA) in the Libyan EFL context and offer implications for professional development and curriculum enhancement.

**Keywords:** EFL teaching, Libyan teachers, Language Proficiency, Perceptions, Pedagogical Methods, Task-Based Approach.

### ملخص الدراسة

تبحث هذه الدراسة في تصورات معلمي اللغة الإنجليزية كلغة أجنبية (EFL) فيما يتعلق بتنفيذ النهج القائم على المهام (TBA) في ممارساتهم التعليمية. يتم التعرف على النهج القائم على المهام باعتباره طريقة تعليمية مبتكرة تركز على الطالب وتركز على التواصل واستخدام اللغة في الحياة الواقعية. يهدف هذا البحث إلى فهم كيفية إدراك معلمي اللغة الإنجليزية كلغة أجنبية في ليبيا لدمج TBA في فصولهم الدراسية، والتحديات التي يواجهونها، والفوائد التي يحددونها. تستخدم الدراسة كلا من تصميم البحث الكمي والنوعي، وذلك باستخدام المقابلات والاستبيانات لجمع البيانات من عينة من معلمي اللغة الإنجليزية كلغة أجنبية في الجامعات الليبية. تسلط النتائج الضوء على مواقف المعلمين تجاه (TBA)، وفعاليتهم الملموسة لهذا النهج في تعزيز إتقان اللغة لدى الطلاب وتحفيزهم، بالإضافة إلى العقبات التي يواجهونها في تنفيذها. توفر النتائج نظرة ثاقبة للعوامل الثقافية والسياقية التي تؤثر على تكيف (TBA) في سياق اللغة الإنجليزية كلغة أجنبية وتقدم آثارا على التطوير المهني وتعزيز المناهج الدراسية.

**الكلمات المفتاحية:** النهج القائم على المهام، تدريس اللغة الإنجليزية كلغة أجنبية، المعلمين الليبيين، التصورات، إتقان اللغة، الأساليب التربوية، التواصل، التحفيز، تعزيز المناهج.

## 1. Introduction:

In the realm of English language education, the pedagogical landscape has witnessed a paradigm shift from traditional teacher-centered approaches to more learner-centric methodologies. One such innovative approach that has gained prominence is the Task-Based Approach (TBA), recognized for its emphasis on fostering effective communication and real-life language use. This shift is particularly relevant in Libyan educational settings, where English is taught as a Foreign Language (EFL) and the need for equipping learners with practical language skills is paramount.

The Task-Based Approach departs from conventional instructional methods by foregrounding tasks as the central unit of instruction. Tasks are authentic activities that require learners to utilize language to achieve a meaningful goal, mirroring real-world language use. This approach aims to bridge the gap between classroom learning and language application in everyday situations, ultimately enhancing learners' language proficiency and communication abilities.

The successful implementation of the Task-Based Approach, however, hinges on teachers' understanding, acceptance, and integration of this pedagogical approach within their classrooms. Teachers play a pivotal role in translating educational theories into practice and shaping students' learning experiences. Their perceptions, attitudes, and experiences significantly influence the effectiveness of new methodologies like TBA.

The Libyan EFL context presents a unique backdrop for exploring teachers' perceptions of implementing the Task-Based Approach. Libya's diverse linguistic and cultural landscape, coupled with the need to equip learners with practical English skills, necessitates an examination of how local educators perceive and navigate the adoption of TBA. Investigating Libyan EFL teachers' perspectives on TBA can offer valuable insights into the challenges they encounter, the benefits they recognize, and the adaptations they make to align the approach with local educational objectives.

This study aims to fill the existing gap in the literature by delving into Libyan EFL teachers' perceptions of implementing the Task-Based Approach in their teaching practices. Through both quantitative and qualitative inquiry, this research seeks to unravel the multifaceted landscape of teacher attitudes toward TBA, shedding light on how teachers perceive its impact on students' language proficiency and motivation. By identifying the barriers and facilitators that Libyan EFL teachers encounter when integrating TBA, the study also aims to provide actionable insights for curriculum enhancement and teacher professional development.

In the subsequent sections, the study will delve into the theoretical underpinnings of the Task-Based Approach, review pertinent literature on TBA implementation globally and in EFL contexts, and detail the methodology employed to investigate Libyan EFL teachers' perceptions. The findings of this research endeavor are anticipated to contribute not only to the specific context of Libyan EFL education but also to the broader discourse on innovative language teaching methodologies.

### **1.1. Background of the study:**

English language education in Libya has historically followed a more traditional and grammar-focused approach, where language learning often prioritized rote memorization and grammar rules over practical communication skills. However, as the global demand for effective communication in English has increased, there has been a growing recognition of the need to shift towards pedagogical methods that foster authentic language use and communication.

The Task-Based Approach (TBA) is an instructional methodology that has gained prominence worldwide for its potential to address this need. (Hasnan & Halder,2021). TBA is rooted in the belief that language is best acquired when learners engage in tasks that simulate real-life language use, thereby promoting both language learning and application. These tasks can range from problem-solving activities to role-playing scenarios, all designed to require learners to use language meaningfully and purposefully. ( Munira & Sikder, 2021).

TBA has been successfully implemented in various educational contexts, showing its adaptability and effectiveness. Research from different settings has reported positive outcomes, including enhanced language proficiency, increased motivation, and improved communication skills. (Nation, 2021; Fasih, 2022, Aliaish, Saeedi & Pineh 2019). However, the adoption and implementation of TBA can be influenced by factors such as teacher attitudes, institutional support, and cultural considerations. (Yanto, Pahlevi, & SeaFullah, 2022; Lam & Nguyen, 2021; Liu & Ren, 2021). Therefore, understanding how TBA is perceived and integrated by educators in specific contexts, such as Libya, is crucial for its successful implementation.

Libyan EFL teachers face a unique set of challenges and opportunities. The diverse linguistic and cultural backgrounds of Libyan students, coupled with the demand for practical English skills in areas such as business, diplomacy, and tourism, underscore the need for a teaching approach that prioritizes communication. As such, investigating Libyan EFL teachers' perceptions of TBA can shed light on how this approach aligns with the local context and how it might address the educational demands of the country.

While there is a growing body of research on TBA implementation in various contexts, the specific perceptions and experiences of Libyan EFL teachers regarding this approach remain largely unexplored. Therefore, this study seeks to fill this gap by examining how Libyan EFL teachers perceive the Task-Based Approach, the challenges they encounter when implementing it, and the benefits they associate with its adoption. By gaining insights into these aspects, the study aims to contribute to the ongoing conversation about effective language teaching methodologies and provide recommendations for improving English language education in Libya.

## **1.2. Research problem:**

The research problem focuses on the perceptions of Libyan English as a Foreign Language (EFL) teachers regarding the integration of the Task-Based Approach (TBA) into their teaching practices. Specifically, the study aims to understand how Libyan EFL teachers view the implementation of TBA, the challenges they encounter, and the benefits they associate with its adoption. This research problem addresses the need to explore how TBA aligns with the Libyan EFL context, where there is a demand for practical language skills, and how teachers' perspectives can inform curriculum enhancement and professional development strategies.

### **1.3. Research question:**

1. How do Libyan English as Foreign Language (EFL) teachers perceive the Task-Based Approach (TBA) and its relevance to their teaching practices?
2. What challenges do Libyan EFL teachers encounter when attempting to integrate the Task-Based Approach into their classrooms?
3. What benefits do Libyan EFL teachers associate with the implementation of the Task-Based Approach in terms of enhancing students' language proficiency and motivation?

### **1.4. Objectives of the study:**

1. To Examine Perceptions: Investigate the perceptions of Libyan English as Foreign Language (EFL) teachers regarding the integration of the Task-Based Approach (TBA) into their teaching practices.
2. To Identify Challenges: Identify and analyze the challenges faced by Libyan EFL teachers when implementing the Task-Based Approach in their classrooms.
3. To Evaluate Benefits: Assess the benefits recognized by Libyan EFL teachers in relation to the implementation of the Task-Based Approach, particularly its impact on students' language proficiency and motivation.

### **1.5. Significance of the study:**

The significance of this study is multi-faceted and holds implications for both English language education and the Libyan educational landscape. By delving into the perceptions, challenges, and benefits associated with the integration of the Task-Based Approach (TBA) among Libyan English as a Foreign Language (EFL) teachers, this research contributes to the advancement of pedagogical practices. The insights gained from this study can inform educators, curriculum developers, and policy makers about the feasibility and effectiveness of adopting innovative teaching methods that prioritize authentic communication and practical language skills.

Moreover, the study's findings have direct implications for teacher professional development. By identifying the challenges faced by Libyan EFL teachers during the implementation of TBA, the study offers insights that can guide targeted training initiatives. This, in turn, empowers teachers with the necessary strategies and resources to effectively incorporate TBA, thereby enhancing their teaching efficacy and student learning outcomes.

Additionally, the study contributes to curricular enhancement. Understanding the benefits that Libyan EFL teachers associate with TBA, particularly in terms of improved language proficiency and increased student motivation, informs the design and adaptation of language curricula. This alignment with the principles of TBA can better equip students with practical language skills that are relevant to real-life situations.

#### **1.6. Scope of the study:**

This study focuses on investigating the perceptions, challenges, and benefits related to the implementation of the Task-Based Approach (TBA) among Libyan English as a Foreign Language (EFL) teachers. The research is delimited to EFL teachers in specific educational institutions or settings within Libya. While the study acknowledges the potential influence of various stakeholders such as students, parents, and administrators, the primary scope is centered on the perspectives of EFL teachers.

The geographic scope of the study is limited to Libyan educational contexts, encompassing both urban and rural areas. The study does not encompass other countries or regions, as the aim is to provide insights specifically relevant to the Libyan EFL context. However, findings from this study could potentially have implications for similar EFL contexts globally.

The study's scope encompasses the perceptions of EFL teachers toward TBA, their experiences in integrating TBA into their classrooms, the challenges they encounter during implementation, and the benefits they associate with the approach. While the study acknowledges that students are central to the language learning process, their perceptions and experiences are not within the primary scope of this research.

Additionally, the study acknowledges that the Task-Based Approach is multifaceted and can be implemented in various ways. The scope of the study includes exploring the general perceptions and experiences of teachers, but it may not delve into intricate details of specific tasks or lesson plans.

Lastly, the study does not address broader issues of curriculum development, educational policies, or the macro-level impact of TBA on language education in Libya. Its primary focus is on providing an in-depth understanding of EFL teachers' perspectives within their classroom contexts.

In summary, the scope of this study is confined to investigating the perceptions, challenges, and benefits of TBA implementation among Libyan EFL teachers within specific educational settings in Libya. The study does not extend to a comprehensive exploration of all stakeholders or broader educational policy implications.

## 2. Literature review:

In recent years, the field of English as a Foreign Language (EFL) education has witnessed a notable shift towards more communicative and learner-centered approaches. One such approach that has gained attention is the Task-Based Approach (TBA), which emphasizes active student participation, real-world language use, and practical communication skills. (Bhandari, 2020; Hasnain & Halder,2021). This approach is particularly relevant in the Libyan context, where the demand for effective English communication skills is increasing due to economic, diplomatic, and academic factors.

The central focus of the study revolves around understanding how Libyan EFL teachers perceive and experience the integration of the Task-Based Approach into their teaching practices. This topic holds significance as teachers play a pivotal role in shaping the learning experiences of their students. Their attitudes, beliefs, and approaches to instructional methods can significantly impact the effectiveness of pedagogical innovations like TBA. (Fu,2022).

Exploring the perceptions of Libyan EFL teachers regarding TBA involves delving into their beliefs about language learning, their comfort level with student-centered methodologies, and their insights into how TBA aligns with the cultural and linguistic diversity of Libyan classrooms. Understanding how teachers view TBA in the context of their teaching practices can shed light on potential barriers or facilitators to its successful implementation. (Jeon & Hahn, 2006; Lin & Wu, 2012; Fu, 2022).

Furthermore, investigating the challenges that Libyan EFL teachers encounter when implementing TBA provides valuable insights into the practical realities they face. These challenges could include adapting materials, managing diverse classrooms, addressing time constraints, and aligning the approach with existing curriculum guidelines **Identifying** these challenges is crucial for providing targeted support and professional development opportunities that can help teachers navigate and overcome these obstacles. (Saputro, Hima, & Farah 2021; Munira & Sikder,2021; Fu,2022).

According to Pham & Nguyen, (2020) the benefits associated with TBA implementation are equally important. Libyan EFL teachers' perspectives on the positive outcomes of TBA, such as improved student motivation, enhanced language proficiency, and greater engagement, can reinforce the importance of integrating this approach into the curriculum. These perceived benefits can also provide a basis for advocating for changes in educational policies and practices.

### **3. Methodology**

#### **3.1. Research Design**

This study employs a mixed-method research design to comprehensively investigate the perceptions of Libyan English as Foreign Language (EFL) teachers towards the implementation of a Task-Based Approach (TBA) in their teaching practices. This approach combines both quantitative and qualitative methodologies to offer a nuanced understanding of the subject under investigation. (Creswell, 2014). The quantitative aspect involves the administration of a questionnaire adapted from Jeon & Hahn (2006), containing a total of thirty-one questions. Questions from one to twenty-nine were closed-ended questions and questions thirty and thirty-one were open-ended. These questions encompass various aspects, including demographic information, teachers' comprehension of task and TBLT concepts, their perspectives on task implementation, and the rationale behind their choice or avoidance of implementing TBLT. Additionally, semi-structured interviews were conducted with participating teachers at the tenth week of the study, delving into their understandings of TBLT, perceptions of task implementation, and the challenges they encountered during its execution. This qualitative component provides deeper insights into the intricate dynamics surrounding the integration of TBA in Libyan EFL classrooms. By combining these methods, this study aims to offer a comprehensive and robust exploration of Libyan EFL teachers' perspectives on TBA implementation within their instructional practices.

#### **3.2. Participants**

The participants in this study comprised thirty-Seven experienced English as Foreign Language (EFL) teachers from Al-Zytuna University in Libya have voluntarily participated in answering the questionnaire questions. They were selected through convenient sampling, ensuring representation from diverse teaching backgrounds. Among the participants, 20 were female, and 17 were male. Their ages ranged from their twenties to forties, and all possessed a minimum of two years of teaching experience in EFL. Specifically, 13 teachers had five years of experience, 5 teachers had less five years of experience, 10 teachers had ten to fifteen years of experience, and 9 teachers had more than fifteen years of teaching experience. This diverse participant pool was strategically chosen to ensure a comprehensive and representative perspective on the implementation of Task-Based Language Teaching (TBLT) within the Libyan EFL context. The semi-structured interviews were conducted with three participating teachers



individually. Interview participants were referred to by the first letter of their names for confidentiality reasons.

**Table 1** shows demographic information of the interview participants.

<b>Participant</b>	<b>Age</b>	<b>Gender</b>	<b>Degree</b>	<b>Years of Teaching</b>	<b>Employment Status at the Organization</b>
Teacher N	37	female	PhD	10	Lecturer
Teacher Y	40	male	MA	20	Lecturer
Teacher A	42	Female	MA	21	Lecturer

### **3.3. Data Analysis Procedures**

The collected data underwent rigorous analysis employing both quantitative and qualitative techniques. Quantitatively, responses from the questionnaire were entered into the Statistics Package for the Social Sciences (SPSS) version 20 for statistical examination. Descriptive statistics were employed to summarize demographic information and participants' responses to closed-ended questions. Qualitatively, the interview responses were meticulously hand-coded, transcribed, and subsequently translated into English for clarity. Thematic analysis was applied to identify recurring patterns and themes emerging from the interview data. This mixed-methods approach ensured a comprehensive and nuanced understanding of Libyan EFL teachers' perceptions regarding the integration of Task-Based Language Teaching (TBLT) in their classrooms. The convergence of both quantitative and qualitative analyses provided a robust foundation for drawing meaningful conclusions from the gathered data.

## **4. Results and discussion**

This section presents the results received from the teachers' answers to the questionnaire and interview questions along with some direct quotations. Next section will be discussions of the results.

### **4.1. Teachers' understanding of TBLT concepts:**

The study's findings demonstrate a unanimous positive inclination among all participating teachers towards the implementation of Task-Based Language Teaching (TBLT) in their English as Foreign Language (EFL) classrooms. This favorable perspective is grounded in their comprehensive understanding of this pedagogical approach, with an impressive 89% percent strongly agreeing that tasks serve as motivating tools for language use. Notably, the

respondents acknowledged tasks as goal-oriented, communicative activities, emphasizing meaning and possessing clearly defined outcomes. They also recognized tasks' role in engaging learners in active processing and interaction with the target language. Moreover, participants affirmed that tasks provide an opportunity for natural language learning to transpire within the classroom. The study's findings, characterized by these high agreement ratios, underscore a robust alignment of teachers' perceptions with the foundational principles of TBLT, affirming its potential as an effective instructional methodology in the Libyan EFL context.

#### **4.2. Teachers' perceptions about implementing TBLT:**

The analysis of teachers' perceptions on the implementation of Task-Based Language Teaching (TBLT) indicates a prevailing consensus towards its positive impact on student language use. The majority of responses, characterized by high mean scores exceeding 6.0, fall within the 'agree' and 'strongly agree' categories. Particularly noteworthy is item 8, where 89% of participants (n=60) emphasized the significance of understanding the meaning and purpose of tasks in teaching materials during implementation (Mean=4.40, SD=0.69). Following closely, item 4 garnered 87.7% (n=59) agreement regarding the necessity of incorporating skills-integrated tasks (Mean=2.10, SD=0.40). Additionally, 84.5% (n=57) of respondents supported Item 11, emphasizing the involvement of learners' creativity and abilities (Mean=3.8, SD=0.77), and 76.4% (n=52) concurred with Item 1, underscoring teachers' interest in task implementation (Mean=2.00, SD=0.59). Although one respondent expressed disinterest in task implementation, a Pearson's analysis suggests a moderate positive correlation (0.432) between teachers' understanding of TBLT and their perceptions of its implementation. This indicates that teachers' comprehension of TBLT influences their views on its implementation to a modest extent (16.6 percent). Consequently, other factors may also contribute to changes in teachers' perceptions regarding task implementation.

#### **4.3. Factors that influence teachers' perceptions about TBLT:**

##### **A. Gender and age:**

The outcomes of the analysis indicate that there were statistically significant distinctions between the group aged 22 to 30 and the group aged 31 to 40 ( $p = .15$ ), as well as between the group aged 22 to 30 and the group aged 41 to 50 ( $p = .11$ ). Nevertheless, a significant statistical contrast between the group aged 31 to 40 and the group aged 41 to 50 ( $p = .026$ ).

#### **4.4. Reasons for teachers to choose task implementation:**

In Section four of the questionnaire, respondents were presented with two open-ended questions concerning their rationale for either opting for or avoiding the implementation of tasks in their classroom instruction. A substantial majority of teachers (19) highlighted that Task-Based Language Teaching (TBLT) enhances learners' interactive skills. Following closely, 72.05% acknowledged its capacity to foster a collaborative learning atmosphere, while 18 noted its role in bolstering intrinsic motivation and furthering academic progress. It was also observed that (10) of respondents considered TBLT particularly suitable for small group activities. Moreover, a minority of teachers (20) articulated additional perspectives. Among these, 12 teachers emphasized how specific tasks instilled a sense of responsibility and urgency in students, leading to enhanced language proficiency. Other teachers noted that TBLT facilitated a clearer grasp of lesson objectives, benefiting both students and the teacher in understanding learning outcomes. Ten other educators highlighted TBLT's positive influence on self-directed learning and self-correction abilities, underscoring their preference for its implementation in their classrooms.

#### **4.5. Reasons for teachers to avoid task implementation:**

Encountering inappropriate content in teaching materials (22%), grappling with large class sizes (20.58%), facing challenges in assessing learner performance (17.64%), and possessing limited familiarity with task-based instruction (16.17%) emerged as prominent obstacles for teachers in executing Task-Based Language Teaching (TBLT). Additionally, some educators cited their perceived inadequacy in English language proficiency (14.7%) and students' unfamiliarity with task-based learning (14.7%) as deterrents. Furthermore, a few teachers brought up other contributing factors, such as the prevalent use of the students' native language in task completion. Time constraints were also noted as a significant hindrance, preventing EFL teachers from incorporating TBLT into their lessons. Lastly, teachers identified the substantial preparation time required for implementing TBLT as a factor influencing their decision to abstain from its adoption.

#### **4.6. Insights into teachers' perceptions about implementing TBLT:**

In-depth interviews with participating teachers shed light on their perceptions of the role tasks play in facilitating student learning within their instructional practices. Several recurring themes emerged, including heightened student interaction and engagement, the integration of various language skills, and the practicality of employing tasks.

For instance, when teacher (Y) was asked about his use of tasks in his classes, he expressed,

*"Yes I tried this method with my students, since we have small size so; it can be applied to be more interactions in the classroom" (Y, interview excerpt).*

This teacher explained that, it is evident that he recognizes the significance of task-based language teaching in improving students' interaction and participation in English learning. He views tasks as communicative activities that create a positive and friendly learning environment. Similarly, the other two teachers (N&A) affirmed that they integrate all four English skills into their lessons through task-based activities. Teacher (N) shared her perspective, stating,

*"I normally make review for the previous lecture then begin the new lecture by asking students general questions related to the topic. Then, I have them participate in activities in pairs or groups. Also, I try not to make my students panic by correcting their mistakes in the front of their colleagues, however, I sometimes give them the feedback privately on papers or try to give them options so they recognize their mistakes. I trust this approach helps students begin with speaking and, through a simple activity, they concurrently develop other skills" (N, interview excerpt).*

This quote illustrates teacher (N's) understanding of her transition from a teacher-centred approach to facilitating communicative-oriented learning through pair and group work. It also highlights how students gain confidence in using English and have more opportunities for active engagement.

When questioned about the applicability of tasks in their classrooms, three teachers believed that tasks were effective in sustaining their students' interest in the lesson compared to the available materials in the textbook.

*Teacher (A) explained, "I find using tasks to be used effectively for enhancing students' learning while the role of the students is to participate actively in the tasks and activities provided for achieving the desired goals. (A, interview excerpt)*

This statement underscores the belief of teacher (A) in the efficiency of task-based instruction, providing diverse and engaging activities.

## 5. Discussion

The findings of this study reveal that the teachers involved held favorable views towards the implementation of task-based language teaching, largely attributed to their strong comprehension of this approach. Despite some minor variations in their motivations, the overall sentiment towards task-based instruction remained positive. The subsequent sections will delve into the discussions pertaining to the research inquiries.

The teachers participating in this study possessed a clear understanding of tasks and acknowledged the benefits they offer to students' learning experiences. They recognized tasks as a fundamental component of their teaching practices. The questionnaire results indicated a positive inclination towards the implementation of Task-Based Language Teaching (TBLT) among the teachers, likely stemming from their comprehensive grasp of the approach. As reported in both the questionnaire responses and interviews, this understanding translated into their actual adoption of TBLT. However, a significant challenge arose from students' unfamiliarity with task-based learning, which proved to be a considerable hurdle for the participants in implementing TBLT. Regarding teachers' roles and classroom dynamics, it was apparent that the participating educators favored interactive task-based approaches over traditional one-way instruction. This preference may be attributed to the fact that a majority of the teachers were university instructors accustomed to working with students with advanced cognitive abilities.

While prior studies (Ansari & Shahrokhi, 2014; Jeon & Hahn, 2006) have suggested that teachers may comprehend task concepts but doubt the feasibility of TBLT implementation, the findings of this study align with those of similar research. These studies indicate that teachers express a genuine interest in applying this learner-centered approach in their classrooms, driven by their sound understanding of the significance and role of tasks within their teaching environments.

The analysis of responses to the open-ended questions revealed diverse reasons among EFL teachers for either embracing or eschewing the implementation of Task-Based Language Teaching (TBLT). Some teachers opted for TBLT to foster students' innate motivation, enhance interactive learning techniques, and establish a collaborative learning atmosphere. Conversely, others were hesitant, citing factors such as students' unfamiliarity with tasks, managing large mixed-level classes, and inadequate materials. The interviews further highlighted concerns about time constraints and teachers' perceived lack of proficiency in English, particularly in relation to task implementation.

These concerns align with Van den Branden's (2016) assertion that teachers play a crucial role in crafting relevant tasks tailored to students' needs and interests to bolster language proficiency. Given that TBLT challenges conventional classroom norms, both teachers and students accustomed to accuracy-focused methods may find the transition to task-based classrooms challenging, in line with findings by Leaver and Kaplan (2004a). Teachers proposed a solution to address varying student proficiency levels by forming groups that encompass both high-achieving and low-achieving students. Additionally, EFL teachers may need to invest time in meticulous task preparation to ensure suitability for diverse student abilities and interests.

Regarding task-based materials, participating teachers identified textbook content as a hurdle in adopting TBLT, echoing the observations of Leaver and Kaplan (2004b). This discrepancy highlights the need to encourage teachers to develop task-oriented materials tailored to students' learning preferences, thus fostering interactive and collaborative learning environments.

## **6. Conclusion:**

In conclusion, this study conducted questionnaire and interviews with EFL Libyan teachers in English language department in a Libyan university to understand their perceptions of challenges and strategies in using task-based language teaching. The findings provide valuable insights into the current state of task-based language teaching adoption and its implications for language education.

The study revealed that while the participants were diverse in terms of age and experience, the majority were not utilizing task-based language teaching in their classrooms. This observation signals an opportunity for educational institutions to consider the implementation of professional development initiatives aimed at fostering a greater understanding of the benefits and methodologies associated with task-based teaching. This approach has the potential to enhance student engagement, communication skills, and language acquisition.

Furthermore, the study underscores the importance of context-sensitive curriculum design that caters to the diverse age ranges and experience levels of participants. By tailoring instructional materials to accommodate these variations, educators can provide more effective and engaging learning experiences.

The research also sheds light on the need for future studies to delve deeper into the barriers that deter educators from adopting task-based language teaching. Such investigations can pave the way for informed interventions that address these obstacles and promote the integration of innovative pedagogical approaches.

In essence, this study serves as a stepping stone towards fostering a more dynamic and interactive English language education environment. It advocates for the exploration of task-based language teaching as a means to not only enrich the language learning experience but also to equip students with practical communication skills essential for their personal and professional growth in an interconnected world. As the landscape of language education evolves, the insights gained from this study contribute to the ongoing dialogue on effective teaching methodologies and strategies.

### **7. Implications of the Study**

The implications of this study resonate with the broader landscape of English as a Foreign Language (EFL) education. Firstly, there is a pressing need for continuous professional development initiatives tailored to EFL educators. These programs should focus on equipping teachers with the necessary skills and knowledge to effectively implement Task-Based Language Teaching (TBLT) in their classrooms. Secondly, curriculum designers and policymakers should consider integrating TBLT principles into official educational frameworks. This proactive step would ensure that teachers have access to appropriate materials and resources aligned with the approach, thus facilitating its seamless integration into their teaching practices. Additionally, recognizing and addressing the challenges identified, such as students' unfamiliarity with tasks and large class sizes, is pivotal. Tailored support mechanisms, including specialized training, resource allocation, and curriculum adaptations, can go a long way in empowering EFL teachers to navigate these obstacles. Ultimately, this study signifies a potential shift towards more student-centered learning approaches within the EFL context, emphasizing the importance of fostering effective communication and real-life language use in the classroom.

### **8. Limitations of the Study**

However, it's important to acknowledge potential limitations within this study. Firstly, the findings might be context-specific and not entirely generalizable to other EFL settings due to the unique cultural, institutional, and linguistic characteristics of Libya. The study's sample size and scope, limited to EFL teachers in Libya, could also impact the breadth of insights gained. Additionally, relying solely on teachers' perceptions might overlook practical challenges they face during implementation. Social desirability bias could influence participants to present their views in a more favorable light. Furthermore, the study's focus on perceptions might not fully capture the complex interplay of factors that influence the actual integration of a task-based approach in

classrooms. Lastly, the study's cross-sectional design could restrict a deeper exploration of changes in teachers' perceptions over time. Despite these potential limitations, the study's insights remain valuable in guiding curriculum development and teacher training initiatives in Libyan EFL contexts.

## 9. Recommendations for Future Research

1. **Longitudinal Studies:** Future research could benefit from longitudinal studies to track the implementation of Task-Based Language Teaching (TBLT) over an extended period. This would provide a deeper understanding of the long-term effects and sustainability of TBLT in EFL classrooms.
2. **Comparative Studies:** Comparative studies between different educational contexts or regions within Libya could shed light on how cultural and contextual factors influence the implementation of TBLT. This would contribute to a more comprehensive understanding of the adaptability of TBLT in diverse settings.
3. **Incorporating Student Perspectives:** While this study focused on teachers' perceptions, future research could explore students' perspectives on TBLT. Understanding how students perceive and engage with this approach would provide valuable insights for optimizing its effectiveness.
4. **Effectiveness on Language Proficiency:** Investigating the impact of TBLT on students' language proficiency and overall learning outcomes would be a valuable area of research. This could involve assessments, tests, or qualitative evaluations of language skills development.
5. **Professional Development Interventions:** Research could delve into the design and efficacy of specific professional development interventions aimed at supporting EFL teachers in implementing TBLT. This could include exploring the effectiveness of workshops, training programs, or mentoring initiatives.
6. **Task Design and Adaptation:** Examining the process of task design and adaptation by teachers to cater to diverse learner needs and interests would be pertinent. This could involve exploring the types of tasks that are most effective in different contexts.



7. **Technological Integration:** Given the evolving landscape of education, future research could explore how technology can be integrated into TBLT to enhance its implementation and effectiveness in EFL classrooms.
8. **Cross-Cultural Studies:** Comparative studies with other countries or regions that have implemented TBLT could offer valuable insights into best practices, challenges, and cultural nuances associated with this approach.
9. **Impact on Motivation and Engagement:** Research could delve into the effects of TBLT on student motivation and engagement, potentially employing both qualitative and quantitative methods to capture these complex constructs.
10. **Teacher Collaboration and Peer Learning:** Investigating the role of teacher collaboration and peer learning in facilitating the implementation of TBLT could provide valuable strategies for professional development and support.

By delving into these areas, future research can contribute to a more nuanced understanding of the implementation and effectiveness of Task-Based Language teaching in the Libyan EFL context.

#### **10. Contributions of the Study**

The study on EFL Libyan teachers' perceptions regarding the implementation of a task-based approach in their teaching offers several noteworthy contributions. Firstly, it enriches the field of EFL education by providing a comprehensive understanding of the prevailing pedagogical practices in Libyan classrooms. This insight is particularly valuable due to the cultural and contextual nuances unique to Libya. Additionally, the study's focus on teachers' perceptions offers valuable qualitative insights into their perspectives on integrating task-based approaches. These insights can serve as a foundation for refining curriculum designs and tailoring teacher training programs to address the specific needs and challenges identified. While acknowledging potential limitations, the study's findings hold the potential to inform practical strategies and reforms within the Libyan EFL education landscape.

#### **11. Suggestions for Future Research**

In the realm of EFL education in Libya, several avenues for future research emerge from the study focusing on Libyan teachers' perceptions of integrating a task-based approach into their teaching practices. A compelling avenue is a longitudinal investigation that tracks changes in teachers' perceptions and practices over an extended timeframe, shedding light on the

sustainability of their adoption of task-based methods. A comparative analysis, juxtaposing Libyan teachers' perceptions with those from diverse cultural contexts, could offer cross-cultural insights into the challenges and successes of task-based implementation. To provide a more comprehensive understanding, a mixed-methods approach could combine quantitative perceptions data with classroom observations and student performance metrics. Complementing this, delving into students' perspectives on learning through the task-based approach could provide a holistic view of its efficacy. Additionally, investigating the impact of tailored professional development programs on teachers' confidence and practices would offer insights into the most effective training strategies. Addressing the practical challenges of implementation and exploring the integration of multimodal elements within the approach further enriches the landscape of research possibilities. By delving into these suggested avenues, future research can contribute to a nuanced understanding of the complexities surrounding task-based instruction and offer actionable insights to enhance EFL education in Libyan classrooms.

## References:

1. Ansari, K., & Shahrokhi, M. (2014). Iranian teachers' conceptions of task-based language teaching: A case study of 40 English teachers in Gacsaran. *International Journal of Language Learning and Applied Linguistics World*, 7(3), 122–137.
2. Aliasin, S. H., Saeedi, Z., & Pineh, A.; J. (2019). The relationship between EFL teachers' perception of task-based language teaching and their dominant teaching style. *Cogent Education*, <https://doi.org/10.1080/2331186X.2019.1589413>.
3. Bhandari, L., P. (2020). Task-Based Language Teaching: A Current EFL Approach. *Advances in Language and Literary Studies* · 11 (1).
4. Creswell, J. W. (2014). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th Ed.). Thousand Oaks, California: SAGE Publications.
5. Fasih, P., (2022). The role of vocabulary in task-based language teaching in international and Iranian contexts. *Konin Language Studies Faculty of Humanities and Social Sciences, University of Applied Sciences in Konin, Poland KSJ 10 (1). 87–108* <http://ksj.konin.edu.pld>
6. Fu, Y. (2022). EFL Teachers' Beliefs and Practices Regarding Task-Based Language Teaching in the Asian Context.
7. Hasnain, S., & Halder, S., (2021). Exploring the impediments for successful implementation of the task-based language teaching approach: a review of studies on

- teachers' perceptions. *THE LANGUAGE LEARNING JOURNAL*. ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/rllj20>.
8. Leaver, B. L., & Kaplan, M. A. (2004a). Task-based instruction in U.S government Slavic language programs. In B. L. Leaver & J. Willis (Eds.), *Task-based instruction in foreign language education: Practices and programs* (pp. 47–66). Washington, D.C.: Georgetown University Press.
  9. Leaver, B. L., & Kaplan, M. A. (2004b). Task-based instruction in US government Slavic language programs. In B. L. Leaver & J. Willis (Eds.), *Task-based instruction in foreign language education: Practices and programs* (pp. 47–66). Washington, D.C.: Georgetown University Press.
  10. Jeon, I., & Hahn, J. (2006). Exploring EFL teachers' perceptions of task-based language teaching: A case study of Korean secondary school classroom practice. *Asian EFL Journal*, 8(1), 123–143
  11. Lin, T.-B., & Wu, C.-W. (2012). Teachers' perceptions of task-based language teaching in English classrooms in Taiwanese junior high schools. *TESOL Journal*, 3(4), 586–609.
  12. Lam, H., Anh, N., & Nguyen, S., (2021). University Lecturers' Task-Based Language Teaching Beliefs and Practices. *Education sciences Journal*. Educ. Sci. 2021, 11, 748. <https://doi.org/10.3390/educsci11110748>.
  13. Liu, Y., & Ren, W., ( 2021). Task-based language teaching in a local EFL context: Chinese university teachers' beliefs and practices. *Journal.Sage pub. Language Teaching Research* . 1–17.
  14. Munira, S., & Sikder, L. B., (2021). Determining the Understanding of Task-Based Language Teaching among the English Teachers of NU Affiliated Colleges in Bangladesh. *Green University Review of Social Sciences*, Volume 07, Issue 01 & 02.
  15. Nation, I. S. P. (2001). The goals of vocabulary learning. In I. S. P. Nation (Eds.), *Learning Vocabulary in Another Language* (pp. 6–15). Cambridge University Press.
  16. Pham, N., & Nguyen, H., (2020) Teachers' perceptions about Task-Based Language Teaching and its Implementation. *Journal of Foreign Language Teaching*, 3 (2), 68–86.
  17. Saputro, T., Hima, A., & Farah, R. (2021). Benefits and challenges of doing task-based language teaching in Indonesia: *Teachers' perception*. *KEMBARA: Journal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 7( 1), 131–142.
  18. Yanto, E., S. & Saefullah, H. (2022). TEFL Understanding and Enacting

Technology–Mediated Task–Based Language Teaching in Their Classrooms:  
The Voice of Indonesian. In–Service English Teachers. The Journal of  
Asia.<http://journal.asiatefl.org/e-ISSN 2466-1511>