



The Impact of Task-Based Language Teaching on Improving Speaking Skills of Libyan EFL Students at the Faculty of Arts, English Department, Bani-Waleed University

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أثر تدريس اللغة القائم على المهام على تحسين مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية للليبيين في كلية الآداب، قسم اللغة الإنجليزية، جامعة بني وليد

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الملخص:

تتناول هذه الدراسة فعالية تدريس اللغة القائم على المهام (TBLT) في تحسين مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية للليبيين في جامعة بني وليد، وهدف البحث إلى تحديد مدى تحسين TBLT لقدرات الطلاب على التواصل الشفهي. شملت الدراسة 40 طالبًا من طلاب السنة الثانية في تخصص اللغة الإنجليزية، تم توزيعهم عشوائيًا على مجموعتين: تجريبية وضابطة، تضم كل منهما 20 طالبًا، وطُبق برنامج تعليمي قائم على المهام على المجموعة التجريبية، بينما تلقت المجموعة الضابطة تعليمًا تقليديًا، وجمعت البيانات من خلال اختبارات التحدث قبل وبعد البرنامج لقياس أداء الطلاب قبل وبعد التدخل، وكشفت النتائج أن الطلاب الذين خضعوا لـ TBLT أظهروا تحسنًا ملحوظًا في مهارات التحدث لديهم مقارنةً بالمجموعة الضابطة، وتُبرز هذه النتائج فعالية TBLT كنهج يركز على المتعلم ويعزز التواصل الفعال والاستخدام النشط للغة. بناءً على هذه النتائج، وتوصي الدراسة باعتماد استراتيجيات TBLT في فصول اللغة الإنجليزية كلغة أجنبية، ودمج الأنشطة القائمة على المهام في المواد التعليمية، بالإضافة إلى إجراء المزيد من البحوث في سياقات ومهارات لغوية مختلفة.

الكلمات الدالة: تدريس اللغة القائم على المهام، مهارات التحدث، متعلمو اللغة الإنجليزية كلغة أجنبية، المنهج التواصل، الطلاب الليبيون، أساليب تدريس اللغة.

Abstract

This study examines the effectiveness of Task-Based Language Teaching (TBLT) in enhancing the speaking skills of Libyan EFL learners at Bani-Waleed University. The research aimed to determine the extent to which TBLT improves students' oral communication abilities. The study involved 40 second-year English major students, randomly assigned to an experimental group

and a control group, each consisting of 20 students. A task-based instructional program was implemented for the experimental group, while the control group received traditional instruction. Data were collected through pre- and post-speaking tests to measure students' performance before and after the intervention. The findings revealed that students exposed to TBLT showed significant improvement in their speaking skills compared to those in the control group. These results highlight the effectiveness of TBLT as a learner-centered approach that promotes meaningful communication and active language use. Based on the findings, the study recommends adopting TBLT strategies in EFL classrooms and integrating task-based activities into teaching materials, as well as conducting further research in different contexts and language skills.

Keywords: Task-Based Language Teaching (TBLT), Speaking Skills, EFL Learners, Communicative Approach, Libyan Students, Language Teaching Methods.

Introduction

The transition toward student-centered pedagogy has become a focal point in contemporary applied linguistics, particularly within the Libyan higher education context. This study explores the impact of Task-Based Language Teaching (TBLT) on enhancing the speaking skills of EFL students at the Faculty of Arts, English Department, Bani-Waleed University. Traditionally, language instruction in Libya has leaned toward grammar-translation methods, often leaving students with theoretical knowledge but limited communicative fluency. By implementing TBLT, this research examines how authentic, goal-oriented tasks can bridge the gap between classroom learning and real-world communication. The investigation specifically focuses on whether this framework reduces speaking anxiety and fosters more natural oral production among Libyan learners. Ultimately, the findings aim to provide pedagogical insights that could reshape instructional strategies and improve the communicative competence of English majors at the university level.

1.1. The problem of the study

Many Libyan EFL students still face difficulties in developing their speaking skills despite years of English instruction. This is largely attributed to traditional teaching methods that emphasize memorization rather than meaningful communication, which limits opportunities for real language use. As a result, learners often lack confidence and experience problems with fluency and accuracy in English speaking tasks and examinations. Therefore, there is a clear need for more interactive, student-centered approaches that promote active language use. Task-Based Language Teaching (TBLT) is proposed as an effective solution, as it encourages meaningful communication through engaging learners in real-life tasks that can enhance their speaking fluency and confidence.

1.2 The aims of the study

This study investigates the effectiveness of Task-Based Language Teaching (TBLT) in improving the speaking skills of Libyan EFL students at the Faculty of Arts, English Department, Bani-Waleed University.

1.3. Background of the study

Interaction and communication are essential components of effective language learning (Ellis, 2003; Nunan, 2006). Communicative Language Teaching (CLT) emphasizes meaningful interaction, while Task-Based Language Teaching (TBLT) builds on this by engaging learners in purposeful tasks that promote communicative competence and active language use. Research shows that TBLT enhances learner participation, confidence, and overall communication skills (Nunan, 1992; Lee, 2004). A task is generally defined as an activity in which learners use language to achieve a specific outcome, with a focus on meaning rather than form (Skehan, 1996; Nunan, 1998; Ellis, 2003). In this sense, TBLT is viewed as an effective approach that

promotes authentic communication through meaningful task completion rather than focusing primarily on linguistic form (Prabhu, 1987).

1.4. Research Methodology

The study adopts an experimental research design to investigate the effectiveness of Task-Based Language Teaching (TBLT) in improving the speaking skills of second-year students in the Department of English at the Faculty of Arts, Bani Waleed University. The participants are divided into two groups: a control group taught through traditional methods and an experimental group instructed using TBLT over an eight-week period. A pre-test and post-test are administered to both groups to measure students' speaking performance before and after the intervention. The collected data are then compared to determine the effect of TBLT on the development of speaking skills.

1.5. Research question

The main research question of this study is: To what extent is Task-Based Language Teaching (TBLT) method effective in improving the speaking skill of EFL Libyan students?

1.6. Importance of the study

The study is important because many Libyan EFL university students encounter difficulties in developing fluent and accurate speaking skills despite years of English instruction. Oral communication remains a major challenge for a large number of learners. Therefore, this study aims to investigate the effectiveness of Task-Based Language Teaching (TBLT) in improving the speaking skills of second-year students in the Department of English, Faculty of Arts, Bani Waleed University.

2. Literature Review

2.1. Communicative language teaching (CLT)

Communicative Language Teaching (CLT) emerged in the 1970s as a shift from form-focused approaches to meaning-based instruction, influenced by the concept of communicative competence (Hymes, 1972) and theories of natural language acquisition (Krashen, 1985). It is considered an approach rather than a fixed method (Richards & Rodgers, 1986), aiming to develop learners' ability to use language effectively in real-life contexts (Nunan, 1989). CLT is grounded in communicative competence, which involves both linguistic knowledge and appropriate language use (Hymes, 1979; Canale & Swain, 1980). In practice, it promotes interaction through communicative activities such as discussions and problem-solving tasks (Larsen-Freeman, 1986; Richards & Rodgers, 1997). Despite its importance, challenges in implementation led to the development of Task-Based Language Teaching (TBLT) as a more practical extension.

2.1.1. Aims of CLT

The main aim of Communicative Language Teaching (CLT) is to develop learners' communicative competence as the primary goal of language teaching and to integrate the four language skills in a way that reflects the relationship between language and communication (Richards & Rodgers, 1986). CLT also seeks to enable learners to express ideas and perform various communicative functions effectively in real-life situations (Widdowson, 1978). In addition, learners need to understand how to use language appropriately according to context, including knowing when, where, and with whom to communicate (Mehan, 1979, as cited in Johnson, 1995). This requires both social and interactional competence, which support active participation in classroom activities. Developing communicative competence therefore contributes to effective classroom engagement and overall language proficiency (Johnson, 1995).

2.1.2. Advantages of CLT

Communicative Language Teaching (CLT) is considered an effective approach because it focuses on meaningful communication and learner-centered instruction (McKay, 2002). One of its main advantages is that it helps learners develop fluency through real-life communication, allowing them to express ideas with increasing confidence and accuracy over time (Belchamber, 2007). CLT also enhances student motivation by creating an interactive and supportive classroom environment. Activities such as pair and group work encourage participation, reduce anxiety, and build learners' confidence. In addition, the emphasis on interaction promotes active language use, which contributes to the development of communicative competence (Canale & Swain, 1980).

2.1.3. Role of the Teacher and Learner in CLT

In Communicative Language Teaching (CLT), the roles of both teachers and learners shift from traditional teacher-centered methods to a more interactive and learner-centered approach. The teacher is no longer just a source of knowledge but acts as a facilitator, creating suitable learning conditions, guiding students, and providing feedback and evaluation (Xiaoju, 1990). According to Littlewood (1981), teachers should limit their intervention during communicative activities to allow learners to develop their skills naturally. In CLT, teachers take on multiple roles such as facilitator, monitor, advisor, counselor, and classroom manager. They support communication, observe learners' progress, identify their needs, and design appropriate activities (Larsen-Freeman, 1986; Galloway, 1993; Richards & Rodgers, 1986). Sometimes, the teacher may also act as a co-communicator, without dominating the interaction. On the other hand, learners play a central and active role in CLT. They are seen as communicators who engage in meaningful interaction and take responsibility for their own learning (Larsen-Freeman, 1986). Breen and Candlin (1980) describe learners as negotiators, working collaboratively with peers to complete tasks. This highlights the importance of peer interaction, where communication among students becomes essential for developing communicative competence.

2.1.4. Task-based language Teaching (TBLT)

Task-Based Language Teaching (TBLT) emerged as an alternative to grammar-focused methods, emphasizing the development of communicative competence through meaningful language use (Skehan, 1996; Shehadeh, 2005; Prabhu, 1987). It is based on using tasks as the central unit of instruction, where learners use the target language to achieve communicative goals in real-life contexts (Richards & Rodgers, 2001; Willis, 1996; Nunan, 2006). As an extension of Communicative Language Teaching (CLT), TBLT promotes interaction and reflects principles of second language acquisition, particularly the role of input, interaction, and output in learning (Ellis, 2003; Pica, 1997; Lynch & Maclean, 2000). It also supports cognitive processing and language development (Ellis, 2000, 2006). However, effective implementation requires balancing meaning-focused activities with attention to form, typically through pre-task and post-task stages (Fotos & Ellis, 1991; Willis, 1996). Despite its effectiveness, challenges such as limited focus on form and difficulties for lower-level learners have been reported (Seedhouse, 1999; Swain, 2001; Sheen, 1994). Overall, TBLT is a learner-centered approach that integrates meaningful communication with a balance between fluency and accuracy.

2.2. Speaking Skills in EFL Context

Speaking is an interactive process that involves producing and processing information, depending on context and purpose (Brown, 1994; Burns & Joyce, 1997). It requires both linguistic knowledge and sociolinguistic competence to use language appropriately (Cunningham, 1999). Integrating speaking into classroom activities enhances overall language

development, and performance is commonly described in terms of fluency, accuracy, and complexity (Wilson, 1997; Skehan, 1998; Krampien, 1990; Crawford, 1996). Teachers play a key role as facilitators who promote interaction and create supportive learning environments (Blasi, 1996; Bacon & Thayer, 1993). However, challenges such as limited time, low proficiency, large classes, and insufficient exposure to the target language restrict speaking development (Berko, 1994; Barnes, 1995; Pawling, 1999; Orman, 2007; Johnson, 2004; Gray, Mulhere & Neil, 2000). Errors are a natural part of learning and should be addressed through appropriate feedback techniques that maintain learners' motivation (Richards, 1996; Cohen, 1990; Hughes, 2002; Richards & Lockhart, 1996). Modern approaches emphasize communicative competence through interaction and activities such as discussions and role plays, supported by technology to enhance participation (Florez, 1999; Kaye & Matson, 2001; Hata, 2003; Harmer, 1991). Therefore, effective speaking instruction should focus on meaningful communication, gradual task development, and a balance between fluency and accuracy (Anderson, 1997; Delucchi, 2006).

2.3. Methods of teaching speaking

Different teaching methods address speaking skills in various ways. The Audio-Lingual Method focuses on repetition and habit formation (Richards & Rodgers, 1986), while the Grammar-Translation Method emphasizes reading and writing with limited attention to speaking. In contrast, the Direct Method promotes oral communication through the use of the target language (Rivers, 1981; 1968). These differences highlight the shift from form-focused instruction to more communicative approaches.

Some related studies

Previous studies support the effectiveness of Task-Based Language Teaching (TBLT) in improving speaking skills, motivation, and learner engagement (Murad, 2009; Burgler & Hunt, 2002; Lochana & Deb, 2006; Aljarf, 2007). Research also shows that task-based interaction enhances comprehension and communication through meaningful use of language (Pica et al., 1996; Lopez, 2004). However, successful implementation depends on factors such as teacher training and classroom conditions, which may present challenges for teachers (Jacobs & Navas, 2000; Carless, 2001; Jeon & Jung, 2006). In addition, integrating technology can further support language development and motivation (Suxiang, 2007). Overall, these findings confirm that TBLT is an effective, learner-centered approach for developing speaking skills and real-life communication.

3. Research Methodology

3.1. Participants

According to Dawson (2002), participants are the sample selected to investigate a research problem. In this study, the total population consisted of 45 students, from which a sample of 40 participants was selected. These participants were randomly divided into two equal groups: an experimental group (20 students) and a control group (20 students) to avoid sampling bias and ensure objectivity.

The participants included both male and female students, aged between 18 and 30 years, and were all second-year students in the English Department at the Faculty of Arts, Bani Waleed University. In addition, five (5) teachers participated in the study by completing a questionnaire designed to examine their role in influencing students' performance through guidance and classroom support.

3.2. Instrumentation

Instrumentation refers to the tools and methods used to collect data in a study (Dawson, 2002: 27). In this research, three instruments were used to gather data and answer the main research question regarding the effectiveness of Task-Based Language Teaching (TBLT) in

improving speaking skills. These instruments include students' tests, a teachers' questionnaire, and classroom observation. The questionnaire was administered to five teachers to examine their teaching practices, supported by classroom observation for a clearer understanding of actual classroom behavior. Additionally, a pre-test and post-test were conducted with 40 students, divided into an experimental group and a control group, to measure the impact of TBLT on students' speaking performance.

3.3. Classroom observation

Classroom observation was used as a key data collection tool to examine actual teaching practices and classroom interaction in a natural setting (Selinger & Shohamy, 1989; Watson, 1999). It aimed to provide authentic insights into how teachers deliver lessons and how students participate in speaking activities.

3.4. Questionnaire

A questionnaire was used to collect data on teachers' attitudes toward Task-Based Language Teaching (TBLT) (Koshy, 2005). It consisted of five items based mainly on a five-point Likert scale and was administered to five English teachers from the Faculty of Arts, Bani Waleed University.

3.5. Test

A pre-test and post-test were administered to two groups of students (control and experimental, 20 each) to measure speaking performance before and after the intervention. The experimental group received TBLT instruction over eight weeks, while the control group followed traditional methods. The comparison of results was used to evaluate the effectiveness of TBLT. (see figure 3.1)

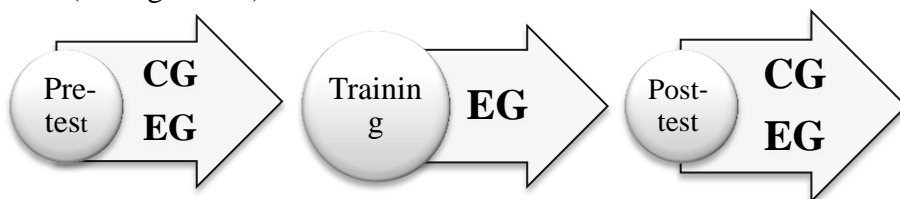


Figure (3.1) The Experimental procedures

3.6. Data Analysis

The study employed quantitative analysis to compare the performance of the control and experimental groups using pre- and post-tests. Comparisons were conducted within each group and between both groups to evaluate the effectiveness of the training course on students' speaking performance. (see figure 3.2).

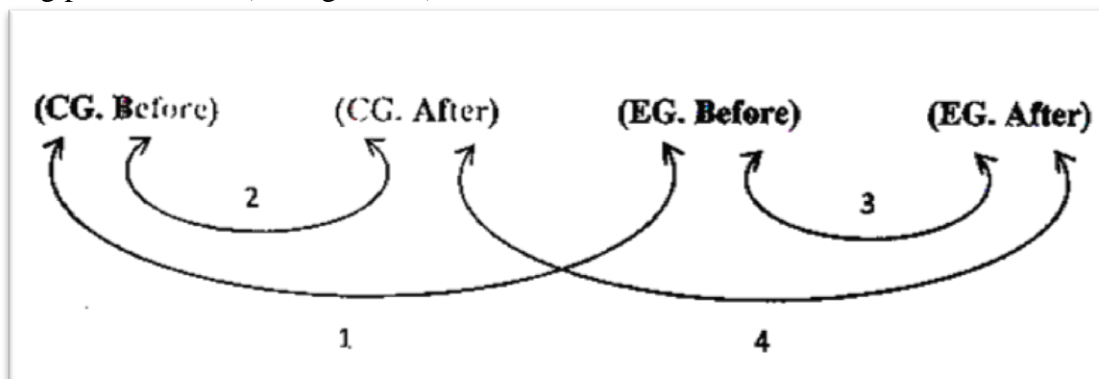


Figure (3.2) : Tests Analysis Procedure

4. Data Analysis and Discussion of Results

4.1. Analysis Results

Table 1 presents a percentage comparison of teacher responses to each of seven items on the key concepts of task and TBLT. For the convenience of comparison, there are five-point scale (Strongly disagree & disagree, undecided, agree & strongly agree). Table 4.1 clearly illustrates teachers' understanding of TBLT concepts.

No	Questionnaire items	SA %	A %	U %	D %	SD%
1.	A task is a communicative goal directed.	0%	40%	0%	40%	20%
2.	A task involves a primary focus on meaning.	40%	60%	0%	0%	0%
3.	A task has a clearly defined outcome.	100%	0%	0%	0%	0%
4.	A task is an activity where learning use the target language.	0%	20%	0%	40%	40%
5.	TBLT agrees with communicative language teaching principles.	40%	60%	0%	0%	0%
6.	TBLT is based on the student-centered instructional approach.	40%	60%	0%	0%	0%
7.	TBLT includes pre-task, task implementation, and post-task.	100%	0%	0%	0%	0%

Table (4.1): Teachers understandings of Task and TBLT concepts

The findings indicate that teachers demonstrated general awareness of key TBLT concepts, particularly its focus on meaning and student-centered learning. However, some misconceptions remained regarding the use of the target language. This may be attributed to reliance on traditional practices, and is consistent with previous research (Jeon & Hahn, 2006), which highlights a gap between theory and practice.

No	Questions	SA	A	U	D	SD
1.	I have interested in implementing TBLT in the classroom.	20%	20%	0%	60%	0%
2.	TBLT provides a relaxed atmosphere to promote EFL use.	40%	60%	0%	0%	0%
3.	TBLT activates learners' needs and interests.	60%	40%	0%	0%	0%
4.	TBLT pursues the development of integrated skills.	0%	40%	0%	60%	0%
5.	TBLT gives a teacher as facilitator much psychological burden	0%	0%	0%	60%	40%
6.	TBLT needs more preparation time than other approaches.	20%	20%	0%	60%	0%
7.	TBLT is proper for controlling classroom arrangements.	60%	40%	0%	0%	0%

Table (4.2): Teachers' views on implementing TBLT

The results indicate mixed teacher attitudes toward TBLT, with concerns about its effectiveness despite its perceived motivational benefits. This may be due to practical challenges in implementation, suggesting a gap between teachers' perceptions and actual classroom practice.

Statements	Percentage
a. TBLT promotes learners' academic progress.	0%
b. TBLT improves learners' interaction skills.	0%
c. TBLT encourages learners' intrinsic motivation.	40%
d. TBLT creates a collaborative learning environment.	0%
e. TBLT is appropriate for small group work.	0%

Table (4.3): Reasons teachers Use TBLT in the classroom.(N=5)

The findings show that only a minority of teachers used TBLT, mainly associating it with enhancing students' intrinsic motivation. This limited use may be due to teachers' reliance on traditional methods and lack of practical training.

Statement	Percentage
a. Students are not used to task-based learning.	20%
b. Materials in textbooks are not proper for using TBLT.	0%
c. large class size is an obstacle to use task-based methods.	0%
d. I have difficulty in assessing learners' task-based performance.	40%
e. I have limited target language proficiency.	0%
f. I have very little knowledge of task-based instruction.	0%

Table (4.4) : Reasons teachers Avoid TBLT in the classroom. (N=5)

The findings indicate that teachers avoided using TBLT mainly due to lack of confidence in evaluating task-based performance and concerns about large class sizes. This may reflect insufficient training and contextual constraints that hinder effective implementation.

Question No	Question	No. of Teachers	%
1	Which method do you apply in teaching English ?		
	a. The Direct method	2	40%
	b. The Communicative method		
	c. The Grammar translation method	3	60%
	e. The Audio Lingual method		

Table (4.5) The methods that the teachers adopted in teaching English.

The findings indicate that most teachers relied on the Grammar Translation Method, with limited use of the Direct Method. This reliance on traditional approaches may explain the reduced focus on speaking and limited opportunities for oral communication.

Question No	Question	No. of Teachers	%
1	Do you encounter difficulties in teaching speaking?		
	a. Yes	5	100%
	b. No		

Table (4.6) Do the teachers encounter difficulties in teaching English.

The findings show that all teachers reported difficulties in teaching speaking, mainly due to large class sizes and lack of audio-visual resources. This may limit opportunities for interactive activities and effective speaking practice.

4.3. The results of the oral test

The population selected for this experimental study was second year students of English (Dept), in Faculty of Arts, Bani Waleed University. The students are divided in to two classes were selected to be Experimental group and Control group. Both groups consisted of a total number of 40 students (20 Experimental and 20 Control) participated in this study.

Gender	Number	Percentage
Male	20	50%
Female	20	50%
Total	40	100%

Table (4.1): The Gender of the participants

The sample was equally divided between two age groups (18–20 and 20–30), with each group representing 50% of the participants.

Age group	Number	Percentage
18-20	20	50%
20-30	20	50%
Total	40	100%

Table (4.2): The age of the participants

4.2. Scores of the oral test

The scores of the pre-test and post-test showed differences in the spoken performance of both group A (the experimental group) and group B (the control group) before and after the study. The scores are out of 30 marks.

Students number	Pre-test scores	Post-test scores
	Group A (CG)	Group B (EG)
1	20	30
2	10	28
3	16	29
4	20	30
5	19	28
6	15	30
7	23	27
8	13	20
9	20	27
10	22	24
11	13	22
12	24	25
13	15	23
14	26	25
15	18	28
16	22	30
17	14	27
18	27	20
19	20	28
20	23	24
Mean	19.00	26.25

Table (4.3) the results of the oral test scores

In analyzing the data attained from the pre-test conducted to the Control and Experimental groups, it was clear from the comparison of the results that there is a noticeable consistency in the Max score achieved and the Min score indicated for both groups. Table (4.4) clearly summarizes the results touched.

	C.G. Pre-test	E.G. Post-test
Sample. Score	20	20
Max. Score	27	30
Min. Score	10	20
Mean score	19.00	26.25
Standard Div	4.65663	3.22613
Std. Error Mean	1.04125	72138
Sum	380.00	525.00

Table (4.4) Pre- & post- test results of control and experimental groups

The findings show significant differences between the control and experimental groups, with the TBLT group achieving higher post-test performance. This improvement may be attributed to the use of interactive activities, while the control group's limited progress reflects reliance on traditional methods.

4.3. Class Observation

Classroom observation was conducted across all teaching sessions in both the control and experimental groups to examine teacher–student interaction and students' speaking performance. The primary aim was to evaluate teaching practices, instructional techniques, and areas of weakness in teaching speaking skills. Five English teachers from the Faculty of Arts, Bani Waleed University were observed over a period of eight weeks. Each teacher was observed

multiple times, with each session lasting approximately two hours. A structured observation checklist was used to ensure systematic data collection and to facilitate comparison between observed classroom practices and teachers' questionnaire responses. The study involved 40 second-year students, divided equally into a control group and an experimental group. The collected data were categorized into four key areas: pre-speaking activities, classroom techniques, lesson presentation, and error correction methods.

4.4.1. The analysis of the classroom observation

4.4.1.1. Teachers' use of pre-speaking activities

Table(4.1)include pre-speaking lesson activities in which teachers use as a starting point in speaking lessons. The items of this table aim to identify whether the five English teachers introduce the topics, use pictures which are available in the course book to stimulate discussion, prepare students with different modes of expression and encourage students to interact with each other.

	Yes		No	
	No.	%	No.	%
Using pictures, titles to stimulate discussion	1	20%	4	80%
Preparing students for difficult words	3	60%	2	40%
Acquainting students with different modes of expressions	0	0%	5	100%
Encouraging students to interact with each other	0	0%	5	100%

Table (4.1) Teachers use of pre-speaking activities.

The results indicate that most teachers did not effectively use pre-speaking activities, relying instead on translation and teacher-centered instruction. This may explain the limited student interaction and reduced opportunities for active participation.

4.4.1.2. The teachers' use of the classroom activities and techniques

Table (4.2) is presented to include the technique that teachers' use during teaching speaking. It is intended to find out whether the English teachers use the classroom speaking activities, group work and pair work techniques. It is also intended to identify the kind of questions they ask and whether the English teachers focus on grammar in the speaking lesson and distribute turns for participation between students equally or not.

	Yes		No	
	No.	%	No.	%
Using classroom speaking activities	2	40%	3	60%
Using group work and pair work	0	0%	0	0%
Asking questions	5	100%	0	0%
Focusing on grammar in the speaking lesson	5	100%	0	0%
Distributing turns for participation between students equally	0	0%	5	100%

Table (4.2) The teachers use of the classroom activities and techniques.

The findings show limited use of communicative activities, with reliance on teacher-centered questioning and minimal student interaction. This may be due to a focus on grammar and unequal participation, which restrict opportunities for developing speaking skills.

4.4.1.3. The teachers' presentation to the lesson

Table (4.3) is designed to include the presentation performed by the teachers. The items of this table aim at identifying whether teachers prepare lessons before coming in to the class, speak fluently pronounce correctly, use the target language most of the time and discuss all points in the lesson or not.

	Yes		No	
	No	%	No	%
Preparing lessons before coming into the class	2	40%	3	60%
Speaking fluently	2	40%	3	60%
Pronunciation correctly	2	40%	3	60%
Using the target language most of the time	0	0%	5	100%
Discussing all points in the lesson	2	40%	3	60%

Table (4.3) the teachers' presentation to the lesson.

The findings indicate limited implementation of speaking activities despite their availability in the syllabus. This may be due to reliance on the mother tongue, which reduces exposure to the target language and limits speaking development.

4.4.1.4. The teachers' method of correcting the students' mistakes

Table (4.4) deals with how teachers correct students' mistakes. It aims to find out the kind of correction that teachers make. The items of this table are: self-correction, peer-correction, and teacher-correction.

	Yes		No	
	No	%	No	%
Self correction	0	0%	5	100%
Peer correction	0	0%	5	100%
Teacher correction	5	100%	0	0%

Table (4.4) The teachers' method of correcting the students mistakes.

The findings show that teachers relied solely on direct correction, with no use of self- or peer-correction. This may reflect a focus on grammatical accuracy over communicative competence, limiting attention to pronunciation and fluency.

4.4. Notes during the classroom observation

During the classroom observation, in addition to the checklist points, the researcher has noticed some other points that are worth mentioning here:

1. Limited emphasis on interactive communication, with minimal use of discussion and frequent reliance on the mother tongue (Arabic).
2. Insufficient and unequal speaking opportunities, with participation dominated by a few students.
3. Weak classroom environment for promoting English, as teachers often accepted short responses and did not encourage extended speaking.
4. Students showed low fluency, hesitation, and anxiety, indicating lack of confidence in speaking.
5. Absence of authentic input and limited use of English outside the classroom.
6. Overall, teaching practices focused more on memorization than communication, hindering the development of speaking skills. Teachers did not concentrate on creating discussions in class as this was only noticed in the two classes.

4.6. Summary of the findings.

- Table 4.4 revealed a statistically significant difference between the experimental and control groups in favor of the experimental group.
- The improvement may be attributed to the effectiveness of Task-Based Language Teaching (TBLT) in enhancing learners' fluency and communicative performance.
- TBLT promotes learning through meaning-focused tasks, where learners focus on completing tasks rather than language form.

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- The approach created a supportive, cooperative, and low-anxiety classroom environment, which encouraged greater participation, especially among less confident students.
 - The program emphasized purposeful, process-oriented tasks that promoted interaction and real-life language use.
 - Students demonstrated improvement in fluency, comprehension, and extended oral production, particularly during post-task activities.
 - Teachers contributed to this improvement by adopting a facilitator role and maintaining a positive attitude toward TBLT, which supported active learner engagement.

5. Discussion, Recommendations and Conclusion

5.1. Discussion of findings

As stated earlier, the aim of this study is to investigate the effect of Task-Based Language Teaching (TBLT) on improving the speaking skills of Libyan EFL students at the English Department, Faculty of Arts, Bani-Waleed University. The study used three instruments: a teacher questionnaire, an oral test, and classroom observation.

1. Findings from the Teacher Questionnaire

The findings indicate that teachers have a good understanding of TBLT concepts but show hesitation in applying them. This may be due to reliance on traditional methods and concerns about classroom management. Challenges such as lack of training, large class sizes, and limited resources further hinder effective implementation, which is consistent with previous research (Jeon & Jung, 2006). As a result, communicative practice remains limited in the classroom.

2. Findings from the Oral Test

The oral test results showed clear improvement in students' speaking performance after the implementation of TBLT, with the experimental group significantly outperforming the control group. This improvement may be attributed to increased exposure to meaningful input and interactive activities such as pair and group work. These findings support Leaver and Willis (2004) and Nunan (2004), who emphasize the role of authentic communication in enhancing language learning.

3. Findings from Classroom Observation

Classroom observation confirmed that TBLT created a more interactive and learner-centered environment. Students showed greater participation, confidence, and engagement in meaningful communication. This suggests that collaborative tasks and supportive classroom conditions enhance learners' willingness to speak. Teachers also shifted their role from lecturers to facilitators, promoting both fluency and accuracy through communication rather than memorization.

4. Overall Discussion

Overall, the findings demonstrate that TBLT has a positive effect on improving speaking skills among Libyan EFL learners. The experimental group consistently outperformed the control group, confirming the effectiveness of task-based instruction. These results are consistent with previous studies (Murad, 2009; Aljarf, 2007; Lopez, 2004), which highlight the impact of TBLT on fluency, motivation, and interaction. However, challenges such as teacher resistance, lack of training, large class sizes, and limited resources may constrain its successful implementation.

5.2. Recommendations

1. It is recommended to implement Task-Based Language Teaching (TBLT) in EFL classrooms due to its positive impact on learners' fluency, accuracy, and attitudes toward learning English.

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2. Greater emphasis should be placed on pair and group work activities to increase interaction and provide more speaking opportunities.
 3. Teachers should focus on activities that develop speaking skills through meaningful and real-life communicative tasks.
 4. The use of English in the classroom should be maximized, while ensuring that teachers do not dominate classroom talk.
 5. Students should be encouraged to engage in extensive listening practice using authentic materials such as radio, television, and online resources.
 6. Class sizes should be reduced or managed through group work strategies to enhance student participation.
 7. Continuous assessment of speaking skills should be adopted and included as part of students' final evaluation.
 8. Curriculum designers are encouraged to integrate TBLT-based activities into textbooks and conduct further research on its application in different contexts and skills.

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