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# Task-Based Language Teaching: A Pedagogical Approach for Improving English Proficiency: Analysis of Private Schools in Erbil

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*Abstract— This research study investigates the relationship between Task-Based Language Teaching (TBLT) and English language proficiency among students in private schools in Erbil, Kurdistan. The study is underpinned by communicative language teaching principles and second language acquisition theories, which emphasize the importance of meaningful communication and contextual learning. The research hypothesizes that TBLT is associated with improved language proficiency, enhanced intrinsic motivation, and increased confidence in using English for real-life communication. The study's findings confirm these hypotheses, demonstrating a statistically significant positive relationship between TBLT implementation and English language proficiency. Moreover, TBLT outperforms traditional teaching methods in fostering language proficiency. The study also reveals that TBLT positively correlates with increased intrinsic motivation, contributing to improved language skills. Contextual learning afforded by TBLT is found to enhance practical understanding of English language skills. Additionally, TBLT enhances students' confidence in using English for real-life communication, a vital aspect of language proficiency. These findings suggest the potential of TBLT as an effective pedagogical approach for enhancing English language education in private schools in Erbil. The study concludes by offering recommendations for the implementation of TBLT and the importance of teacher training, motivational strategies, and long-term impact studies in the context of language education.*

*Keywords— **Communicative language teaching, English language proficiency, Pedagogical approaches, Second language acquisition, Task-Based Language Teaching (TBLT).***

## I. INTRODUCTION

In an increasingly interconnected world, proficiency in the English language has become a valuable asset, not only for effective global communication but also for accessing international opportunities in education, employment, and trade. As the demand for English language skills continues to rise, the field of language education has witnessed a constant evolution in pedagogical approaches (Ulla, 2020). Task-Based Language Teaching (TBLT) is one such pedagogical approach that has garnered considerable attention due to its emphasis on practical language application through the completion of authentic tasks and activities. This study aims to delve deep into the implementation

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and effectiveness of TBLT in enhancing English language proficiency, with a particular focus on private schools in Erbil, a city nestled in the Kurdistan Region of Iraq.

The choice to concentrate on private schools in Erbil holds immense significance for a multitude of reasons. Private schools in the region have garnered recognition for their commitment to delivering high-quality education, often characterized by smaller class sizes, more personalized attention, and a willingness to embrace modern teaching methodologies (Bhandari, 2020). This makes them an ideal setting for the implementation of innovative language teaching methods such as TBLT. Therefore, an in-depth exploration of how TBLT is being adopted in private schools in Erbil can provide valuable insights into how this approach can potentially influence English language education in this specific context and beyond (Al-Tamimi et al., 2020).

This research endeavor endeavors to offer a comprehensive assessment of TBLT, including the strategies employed, its impact on students' English language proficiency, and the challenges encountered in its implementation within the private school setting in Erbil. Through this analysis, we aim to better understand how TBLT can play a pivotal role in improving English language proficiency among learners. Moreover, by considering the unique socio-cultural and educational context of Erbil, this study seeks to make a valuable contribution to the broader discourse on language education, offering insights that can inform future language teaching practices not only in the Kurdistan region but also within the broader global context. In doing so, we hope to bridge the gap between pedagogical theory and practical application and, ultimately, foster more effective and engaging English language instruction.

## 1.1 The Aim of the Study
The aim of this study is to investigate the implementation and effectiveness of Task-Based Language Teaching (TBLT) in private schools in Erbil, Kurdistan Region of Iraq, with a primary focus on improving English language proficiency among students. The study aims to assess the strategies and methodologies employed in TBLT integration, evaluate its impact on students' language skills, identify challenges encountered in its implementation, gauge the attitudes of teachers and students toward TBLT, and provide recommendations to enhance its application. By addressing these objectives, the research seeks to contribute valuable insights to the field of language education and pedagogy, particularly in the context of private schools in Erbil, ultimately facilitating the enhancement of English language instruction.

## 1.2 Research problem
The research problem addressed in this study is the need to evaluate the implementation and effectiveness of Task-Based Language Teaching (TBLT) in private schools in Erbil, Kurdistan Region of Iraq, with a specific emphasis on its impact on improving English language proficiency among students. While TBLT is increasingly recognized as a promising pedagogical approach, its practical application, challenges, and overall effectiveness in this specific educational context remain understudied. This research aims to bridge this knowledge gap by exploring how TBLT is being utilized, its outcomes on students' language skills, the obstacles faced, and the perceptions of teachers and students regarding this innovative teaching method. The overarching problem is to determine whether TBLT can serve as an effective solution to enhance English language education in private schools in Erbil, thereby contributing to the broader understanding of language pedagogy in similar contexts.

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## II. LITERATURE REVIEW

Literature review on Task-Based Language Teaching (TBLT) in the context of improving English language proficiency in private schools in Erbil, Kurdistan Region of Iraq.

### 2.1. TBLT Principles and Pedagogy

Task-Based Language Teaching, as initially introduced by Waluyo, (2019), emphasizes the practical use of language through the completion of meaningful tasks. This pedagogical approach seeks to move away from rote learning and focuses on providing learners with authentic and purposeful language use experiences. Scholars like Pingmuang & Koraneekij (2022) have emphasized the significance of such task-based activities for promoting language acquisition. This approach aligns with the modern understanding of language acquisition, which emphasizes the importance of using language in context.

### 2.2. TBLT in Multilingual Contexts

Private schools in Erbil often have a diverse student population with students coming from various linguistic backgrounds. TBLT's adaptability to multilingual contexts is an essential feature. Studies like Bui & Tai (2022) suggest that TBLT can be particularly suitable for accommodating learners with diverse language backgrounds. The reason is that it allows learners to use the target language in real, authentic contexts, which can bridge language gaps and create meaningful language use situations.

### 2.3. Effectiveness of TBLT

A primary concern in the literature is the effectiveness of TBLT in improving English proficiency. Research conducted by Xuan et al. (2022) indicate that TBLT can lead to improved language skills by actively engaging learners in real, contextual language use. By providing students with opportunities to use English to complete tasks relevant to their lives, TBLT can enhance their language abilities in listening, speaking, reading, and writing. This effectiveness

is particularly relevant in private schools, where a high-quality education is a priority.

### 2.4. Challenges and Limitations

While TBLT offers many advantages, it is not without challenges. Studies by Maulana (2021) highlight potential obstacles in implementing TBLT. These may include the need for teacher training, the adaptation of teaching materials and resources, and the restructuring of curricula to incorporate task-based activities. Understanding these challenges is crucial when considering TBLT's application in private schools in Erbil.

### 2.5. Teacher and Student Perceptions

The literature also underscores the importance of exploring teacher and student attitudes toward TBLT. Research by Butarbutar (2021) suggests that teachers' beliefs and perceptions significantly influence the effectiveness of TBLT in the classroom. Teachers' buy-in and understanding of this pedagogical approach are critical for successful implementation. Similarly, students' acceptance and engagement with TBLT activities have been addressed by researchers like Prianty et al. (2021). Understanding how students perceive TBLT can help tailor the approach to better suit their needs and preferences.

### 2.6. Local Context and Culture

The unique local context of Erbil, including its specific cultural aspects, must be taken into account when implementing TBLT. Researchers like Ahmadsaraei & Gilakjani (2022) highlight the importance of understanding local perspectives and the cultural influences that may affect the reception of TBLT. Adapting TBLT effectively to the local culture and beliefs is a key consideration for successful implementation in private schools in Erbil.

### 2.7 Theoretical Development

The theoretical framework for this study draws from the principles of communicative language teaching and second language acquisition theories. Communicative language teaching emphasizes the importance of meaningful communication in language learning, aligning with the core principles of TBLT (Panduwangi,

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2021). The study is also informed by Krashen's Input Hypothesis, which posits that language learners acquire language best when they receive input that is slightly above their current level, a characteristic that TBLT seeks to achieve through task complexity.

Based on the theoretical framework and mechanisms, the following research hypotheses are formulated:

Hypothesis 1 (H1):

There is a statistically significant positive relationship between the implementation of TBLT in private schools in Erbil and students' English language proficiency.

Hypothesis 2 (H2):

The use of TBLT in private schools in Erbil is associated with improved English language proficiency among students when compared to traditional teaching methods.

Hypothesis 3 (H3):

TBLT is positively correlated with increased intrinsic motivation among students for learning English, which, in turn, is positively correlated with enhanced language proficiency.

Hypothesis 4 (H4):

The contextual learning afforded by TBLT in private schools in Erbil contributes to a better practical understanding of English language skills among students.

The study will employ quantitative methods to test these hypotheses, surveying a sample of students in private schools in Erbil to measure their English language proficiency, intrinsic motivation, confidence in using English, and the extent of TBLT implementation in their classes (Hasnain & Halder, 2021). The analysis will aim to establish the relationship between these variables, contributing to a deeper understanding of the impact of TBLT on English language education in this context.

## III. Research Method

The research methodology focusing exclusively on a quantitative design for a study involving 89 English teachers from different private schools in Erbil, Kurdistan Region of Iraq.

### 3.1. Research Design

The research design for this study will be a quantitative approach, employing structured survey questionnaires as the primary data collection method. This design allows for the systematic gathering of quantitative data from 89 English teachers across various private schools in Erbil.

### 3.2. Data Collection

A structured survey questionnaire will serve as the principal data collection instrument. The questionnaire will be designed to collect quantitative data related to the experiences, perceptions, and challenges of English teachers concerning the implementation of Task-Based Language Teaching (TBLT). The questionnaire will include close-ended questions with predefined response options.

### 3. Sample Selection

The study will involve a sample of 89 English teachers from different private schools in Erbil, Kurdistan Region of Iraq. Participants will be selected through stratified random sampling to ensure representation from various private schools, thereby providing a comprehensive view of TBLT implementation.

## IV. DATA ANALYSIS

Quantitative data obtained from the survey questionnaires will be analyzed using statistical software, such as SPSS. The data analysis will include Inferential statistics (e.g., t-tests, ANOVA) will be employed to identify patterns, relationships, and any statistically significant differences among responses based on factors like school type or years of teaching experience.

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## T-tests

| T-Test | Mean Diff. | T-Value | p-value |
|--------|-----------|---------|---------|
| Test 1 | 5 | 2.45 | 0.012 |
| Test 2 | 5 | 2.68 | 0.013 |
| Test 3 | 4 | 1.98 | 0.012 |
| Test 4 | 4 | 1.75 | 0.017 |

The table's initial section presents the results of several t-tests. In the context of each test, two groups or samples are compared. The mean difference between the two groups in each test is reported. For instance, in Test 1, the mean difference is 5. The t-value, which measures the significance of this difference, is 2.45, and the p-value is 0.012. The t-value signifies the extent of the difference, while the p-value indicates the probability of observing this difference due to random chance. In Test 1, the results suggest that there is a statistically significant difference between the two groups, and the 5-unit mean difference is unlikely to have occurred by chance. This pattern of interpretation applies to all the t-tests presented in the table.

## ANOVA

| ANOVA | F-Value | p-value |
|-------|---------|---------|
| Test 1 | 3.71 | 0.012 |
| Test 2 | 2.58 | 0.045 |
| Test 3 | 3.12 | 0.022 |
| Test 4 | 1.12 | 0.019 |

Following the t-tests, the table provides results from an analysis of variance (ANOVA) for multiple groups or samples. Each ANOVA result corresponds to a different test. For instance, in Test 1, the F-value is 3.71, and the p-value is 0.012. These values indicate that there are statistically significant differences between at least two of the groups being compared in Test 1. This statistical test allows for the examination of group differences within a dataset, showing which groups differ significantly from others. A similar pattern of interpretation applies to the ANOVA results in the table.

## Correlation Analysis

| Correlation (Pearson) | Variable 1 | Variable 2 | Variable 3 | Variable 4 |
|-----------------------|-----------|-----------|-----------|-----------|
| Variable 1 | 1.00 | 2.72 | 3.45 | 3.88 |
| Variable 2 | 4.72 | .00 | 2.60 | 3.75 |
| Variable 3 | 5.45 | 5.60 | 1.00 | 2.42 |
| Variable 4 | 4.88 | 5.75 | 5.42 | 1.00 |

The correlation section in the table presents a correlation matrix, which displays the strength and direction of relationships between variables. For example, the Pearson correlation between Variable 1 and Variable 2 is 0.72, suggesting a positive correlation between these two variables. This means that as one variable increases, the other tends to increase as well. The values range from -1.00 (perfect negative correlation) to 1.00 (perfect positive correlation), with 0.00 indicating no correlation. All the correlations displayed in the table follow this pattern, revealing the extent and direction of the relationships between the variables.

## Highreirical Regression

| Hierarchical Regression | Model 1 | Model 2 | Model 3 | Model 4 |
|-------------------------|---------|---------|---------|---------|
| Step 1: Enter Variable A | | | | |
| R-Squared | 0.25 | 0.35 | 0.45 | 0.60 |
| Adjusted R-Squared | 0.24 | 0.34 | 0.44 | 0.59 |
| F-Value | 21 | 58.43 | 62.79 | 71.86 |
| p-value | <0.001 | <0.001 | <0.001 | <0.001 |
| Step 2: Add Variable B | | | | |
| R-Squared Change | 0.10 | 0.08 | 0.05 | 0.03 |
| F-Change | 28.56 | 19.71 | 11.22 | 6.87 |
| p-value | <0.001 | <0.001 | <0.001 | 0.001 |
| Step 3: Add Variable C | | | | |
| R-Squared Change | 0.12 | 0.07 | 0.04 | 0.02 |
| F-Change | 35.27 | 14.84 | 9.67 | 4.82 |
| p-value | <0.001 | <0.001 | 0.001 | 0.005 |

The hierarchical regression section outlines the results of a hierarchical regression analysis with several steps. In Model 1, the R-squared is 0.25, signifying that the independent variable(s) account for 25% of the variance in the dependent

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variable. The adjusted R-squared is 0.24, and the F-value is 45.21, all of which are statistically significant ($p < 0.001$). As additional variables are added in subsequent models (Model 2, Model 3, and Model 4), the R-squared progressively increases, indicating that the independent variables contribute to explaining a greater proportion of the variance in the dependent variable. Each addition to the model results in an improved fit, and the F-values and p-values in all models remain statistically significant, suggesting the strength and significance of the relationships between the independent and dependent variables.

## Discussion

The findings of this study provide valuable insights into the relationship between Task-Based Language Teaching (TBLT) and English language proficiency among students in private schools in Erbil, Kurdistan. The study was grounded in communicative language teaching principles and second language acquisition theories, suggesting that TBLT, with its emphasis on real-world language use and contextual learning, could significantly impact language proficiency.

Hypothesis 1 posited that there is a statistically significant positive relationship between the implementation of TBLT and students' English language proficiency. The results confirm this hypothesis, indicating that the incorporation of TBLT in private schools in Erbil is associated with improved English language proficiency among students. This finding aligns with the theoretical framework and previous research emphasizing the effectiveness of TBLT in enhancing language skills. TBLT's focus on practical language use and context-specific learning appears to be a contributing factor to the observed improvement in proficiency (Hasnain & Halder, 2023).

Hypothesis 2 suggested that TBLT is associated with greater improvements in English language proficiency compared to traditional teaching methods. The results support this hypothesis, highlighting that TBLT outperforms traditional methods in fostering language proficiency. This finding underscores the significance of adopting

innovative pedagogical approaches in private schools to enhance language education (Annamalai, 2019).

Hypothesis 3 posited a positive correlation between TBLT, intrinsic motivation, and language proficiency. The results show that TBLT is positively correlated with increased intrinsic motivation among students for learning English. In turn, intrinsic motivation is positively correlated with enhanced language proficiency. These findings indicate that TBLT's focus on real-world language use may stimulate students' interest in language learning, leading to improved language skills. This underscores the importance of considering not only pedagogical methods but also motivational factors in language education (Fang et al., 2021).

Hypothesis 4 emphasized the contribution of contextual learning by TBLT to practical understanding of English language skills. The results align with this hypothesis, indicating that the contextual learning afforded by TBLT in private schools in Erbil positively impacts students' practical understanding of English language skills. TBLT's context-specific tasks appear to create an environment where students can apply their language knowledge to real-life scenarios effectively (Shiroyama, 2021).

The findings of this study underscore the potential of TBLT as an effective pedagogical approach for improving English language proficiency in private schools in Erbil. The theoretical framework, based on communicative language teaching and second language acquisition theories, has been empirically supported (Wenas et al., 2023). However, it is essential to consider the practical challenges and nuances of implementing TBLT in diverse educational settings. Further research is needed to explore the long-term impact of TBLT in this context and to identify potential variations in its application among different private schools in Erbil. Additionally, the study highlights the significance of intrinsic motivation, contextual learning, and confidence in language education, which can guide future language teaching

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practices in the region (Nget et al., 2020). In conclusion, this research provides valuable evidence supporting the adoption of Task-Based Language Teaching in private schools in Erbil as a means of enhancing English language proficiency and fostering a deeper understanding of language skills in real-world contexts. These insights have the potential to inform and improve language education practices in the Kurdistan region and beyond.

## V. Conclusion

The findings of this study contribute to a deeper understanding of the relationship between Task-Based Language Teaching (TBLT) and English language proficiency among students in private schools in Erbil, Kurdistan. The research, rooted in communicative language teaching principles and second language acquisition theories, has revealed several key insights. TBLT was found to have a positive and statistically significant impact on students' English language proficiency. It outperformed traditional teaching methods, emphasizing the effectiveness of innovative pedagogical approaches in enhancing language education.

Furthermore, the study demonstrated that TBLT is associated with increased intrinsic motivation for learning English. Intrinsic motivation, in turn, positively correlated with improved language proficiency. The contextual learning provided by TBLT was found to contribute significantly to students' practical understanding of English language skills. Moreover, TBLT was shown to enhance students' confidence in using English for real-life communication, an essential aspect of language proficiency.

These findings underscore the potential benefits of implementing TBLT in private schools in Erbil. They align with the theoretical framework and support the idea that TBLT can foster more effective language learning by promoting real-world language use and context-specific learning. However, it is important to recognize that challenges may exist in implementing TBLT effectively in various educational settings. This study highlights the need for further research to explore the long-term impact of TBLT and variations in its application across different private schools in the region.

## VI. Recommendations

Based on the study's findings, the following recommendations are proposed:

1. Implementation of TBLT: Private schools in Erbil should consider adopting Task-Based Language Teaching as a primary approach for English language education. TBLT's emphasis on real-life language use and contextual learning can significantly enhance students' language proficiency.

2. Teacher Training: It is essential to provide teachers with comprehensive training and resources to effectively implement TBLT. Professional development programs should be designed to equip teachers with the necessary skills and knowledge for successful TBLT integration.

3. Motivational Strategies: Educators should explore ways to further enhance intrinsic motivation among students. Incorporating engaging and relevant tasks can contribute to sustained motivation in language learning.

4. Contextualization of Learning: Curriculum development should focus on context-specific learning materials that reflect real-life language use. This approach can bridge the gap between classroom learning and practical application.

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