

Task-Based Language Teaching: A Student-Centred Framework for English Language Teaching

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Abstract—Contemporary education increasingly emphasizes learner participation, autonomy, collaboration, and meaningful engagement in the learning process. Within English Language Teaching (ELT), this shift has encouraged approaches that move beyond teacher-dominated instruction and create opportunities for purposeful language use. Task-Based Language Teaching (TBLT) is one such approach, as it organizes classroom learning around meaningful tasks that require learners to use language for communication and problem-solving. This paper examines TBLT as a student-centered framework for English Language Teaching.

Drawing on the principles of student-centered learning, constructivist learning theory, and communicative approaches to language teaching, the paper discusses the conceptual basis of TBLT and its relevance to learner-focused pedagogy. It explains how task-based instruction can support learner autonomy, classroom interaction, collaboration, critical thinking, and communicative competence by engaging students in purposeful activities that resemble real-world language use. The paper also considers the role of TBLT in integrating language skills, increasing learner motivation, and making English classrooms more active and meaningful.

At the same time, the paper acknowledges practical concerns related to implementation, including teacher preparedness, classroom management, assessment patterns, and resource limitations. It argues, however, that these concerns can be addressed through careful planning, professional support, and context-sensitive adaptation. The paper concludes that TBLT provides a strong pedagogical basis for creating interactive, learner-focused English classrooms and remains highly relevant to contemporary language education.

Index Terms—Task-Based Language Teaching, Student-Centered Learning, English Language Teaching, Learner Autonomy, Communicative Competence, Language Education

I. Introduction

Educational thinking has increasingly moved away from models in which the teacher is viewed as the sole source of knowledge and students are expected to learn mainly through listening and repetition. Current approaches place greater emphasis on learner participation, inquiry, collaboration, and the development of higher-order skills. In this context, student-centered learning has gained importance as an approach that treats learners as active contributors to the learning process rather than passive recipients of information (Weimer, 2013).

This shift is especially significant in English Language Teaching (ELT), where language learning depends greatly on use, interaction, and meaningful engagement. Methods that rely heavily on memorization, isolated grammar practice, and teacher explanation may help learners understand formal aspects of language, but they do not always create sufficient opportunities for authentic communication. As a result, language educators have increasingly emphasized approaches that encourage learners to use English for discussion, collaboration, interpretation, and problem-solving in classroom settings (Nunan, 2004).

Task-Based Language Teaching (TBLT) has emerged as an important response to this need for more participatory and communicative language classrooms. Rather than treating language learning as the accumulation of rules and forms, TBLT structures teaching around tasks that require learners to use language to achieve specific goals. Activities such as information-gap tasks, discussions, projects, decision-making tasks, and collaborative problem-solving create situations in which language is used as a tool for action and meaning-making rather than as an object of isolated practice (Ellis, 2003).

The student-centered orientation of TBLT makes it particularly relevant to contemporary educational contexts. By engaging learners in purposeful activity, peer interaction, reflection, and communication, the approach encourages them to take a more active role in learning. It also creates opportunities to develop not only language proficiency but also confidence, cooperation, and critical thinking—qualities that are increasingly valued in present-day education.

Against this background, the present paper examines Task-Based Language Teaching as a student-centered framework for English Language Teaching. It discusses the conceptual foundations of student-centered learning and TBLT, considers the ways in which task-based instruction reflects learner-centered principles, and highlights the pedagogical significance of the approach for improving language learning experiences in English classrooms.

II. Objectives of the Study

- To examine the concept and key principles of student-centered learning in contemporary educational contexts.
- To explore the theoretical foundations, characteristics, and pedagogical features of Task-Based Language Teaching (TBLT).
- To analyze Task-Based Language Teaching as a student-centered framework for English Language Teaching.
- To discuss the pedagogical implications of Task-Based Language Teaching for enhancing learner engagement, communication, and language learning experiences.

III. Student-Centered Learning: Concept and Principles

Student-centered learning refers to an approach to education in which learners are given an active and meaningful role in the process of learning. Instead of treating students as passive listeners who simply receive knowledge from the teacher, this approach encourages them to participate, question, explore, and construct understanding through engagement with ideas, activities, and other people. In such classrooms, learning is organized in ways that respond to learners' needs, interests, abilities, and experiences, while also giving them greater responsibility for their own progress (Weimer, 2013).

The intellectual basis of student-centered learning is closely connected with constructivist views of knowledge and learning. From this perspective, learning is not seen as the mere transfer of information from teacher to learner; rather, it is understood as a process through which learners build understanding by interacting with their environment, interpreting experiences, and participating in social exchange. This view highlights the importance of inquiry, reflection, problem-solving, and meaningful engagement as conditions that support deeper and more lasting learning (Fosnot, 2013).

Learner autonomy is one of the central ideas associated with student-centered learning. Autonomy involves the learner's capacity to take part in setting goals, choosing strategies, monitoring progress, and reflecting on outcomes. When students are given such opportunities, they begin to see learning as something they actively manage rather than something done entirely for them by the teacher. This contributes to

independence, self-regulation, and the development of habits that remain valuable beyond formal schooling (Little, 1991).

Another important feature of student-centered learning is active participation. Learning becomes more meaningful when students are asked to do more than listen, copy, or reproduce information. Activities that involve discussion, analysis, exploration, problem-solving, and application encourage learners to think more deeply about what they are studying and to connect new knowledge with prior understanding. Such participation not only strengthens comprehension but can also increase interest and motivation because students are involved in the learning process in a direct way (Bonwell & Eison, 1991).

Collaboration also occupies an important place in student-centered classrooms. Learning often develops through interaction with others, and classroom tasks that require cooperation can help learners exchange ideas, clarify understanding, and encounter perspectives different from their own. Working with peers in pairs or groups can support both academic learning and the development of interpersonal skills, including communication, negotiation, and shared responsibility (Johnson & Johnson, 2009).

Student-centered learning also changes the role traditionally assigned to the teacher. Rather than acting primarily as a lecturer or sole authority, the teacher becomes a facilitator who organizes learning experiences, guides participation, supports inquiry, and provides feedback when needed. This does not reduce the importance of the teacher; instead, it redefines teaching as the careful creation of conditions in which learners can engage actively and develop understanding for themselves (Weimer, 2013).

Meaningful and experiential learning form another important aspect of this approach. Student-centered teaching often connects classroom learning with situations, problems, or experiences that learners can recognize as relevant. When learners apply knowledge, reflect on outcomes, and engage with authentic or realistic contexts, learning becomes more purposeful and memorable. Experiential learning therefore strengthens both understanding and retention by linking ideas to action and reflection (Kolb, 2015).

Critical thinking and problem-solving are likewise central to student-centered pedagogy. Contemporary education increasingly expects learners to examine information carefully, compare alternatives, justify decisions, and generate solutions to complex issues. Student-centered classrooms support these outcomes by creating opportunities for inquiry, interpretation, decision-making, and reflection rather than limiting learning to memorization alone (Hmelo-Silver, 2004).

In language education, these principles are especially relevant because language is learned most effectively through use, interaction, and purposeful engagement. Learners are more likely to develop language proficiency when they are encouraged to communicate, collaborate, interpret meaning, and participate in activities that require language for real purposes. For this reason, student-centered learning provides a useful foundation for understanding approaches to English Language Teaching that prioritize communication and learner involvement.

Taken together, student-centered learning represents an approach to education that values learner agency, participation, collaboration, reflection, and meaningful engagement. By repositioning learners as active participants and redefining the teacher's role as supportive rather than controlling, it creates conditions for deeper learning and broader learner development. These ideas are particularly relevant when examining Task-Based Language Teaching, which similarly emphasizes purposeful activity, learner participation, and communication in the language classroom.

IV. Theoretical Foundations of Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is an approach to language teaching that organizes learning around tasks requiring learners to use language for meaningful purposes. Instead of treating language learning primarily as the study of grammatical rules followed by controlled practice, TBLT emphasizes communication, interaction, and the completion of purposeful activities. In this sense, the approach is closely linked to communicative views of language teaching, which prioritize the use of language as a medium for expressing meaning and achieving goals (Ellis, 2003).

The development of TBLT is often associated with work carried out in the late twentieth century, particularly the contributions of N. S. Prabhu and the Bangalore Project in India. Prabhu argued that language learning could be strengthened when learners were engaged in solving problems and working through meaning-focused activities rather than concentrating mainly on the formal presentation of language rules. This view contributed to a broader shift in language pedagogy toward communicative activity and purposeful language use.

TBLT is also informed by communicative and constructivist understandings of learning. From a communicative perspective, language is viewed not simply as a system of structures but as a resource for interaction, expression, and negotiation of meaning. From a constructivist perspective, learning takes place through active engagement with tasks, ideas, and other people. When these perspectives are brought together, language teaching is no longer centered only on explaining forms; it becomes a process in which learners use language to complete tasks, collaborate, and build understanding through communication (Nunan, 2004).

Constructivist learning theory offers an especially useful lens for understanding TBLT. Constructivist scholars emphasize that learners build knowledge through experience, participation, and reflection rather than through passive reception alone (Fosnot, 2013). Task-based instruction reflects this orientation by engaging learners in activities that involve problem-solving, decision-making, cooperation, and interpretation. As learners participate in such tasks, they actively construct linguistic knowledge through use and interaction rather than simply absorbing information presented by the teacher.

Another important theoretical influence on TBLT is the Interaction Hypothesis, which highlights the role of interaction in second language development. When learners communicate, seek clarification, negotiate meaning, and respond to feedback, they are exposed to opportunities for noticing language, adjusting output, and refining understanding. Tasks are particularly valuable in this respect because they create situations in which such interaction occurs naturally while learners work toward a shared objective (Long, 2015).

At the center of TBLT is the concept of the task itself. Although definitions vary across scholars, a task is generally understood as an activity in which learners use language to achieve a meaningful outcome. Tasks may include information-gap activities, discussions, role plays, problem-solving exercises, projects, and real-world simulations. What distinguishes them from traditional exercises is that the primary focus is on meaning, communication, and goal completion rather than on the prior practice of isolated linguistic forms (Ellis, 2003).

Several classroom models have been proposed for implementing TBLT, among which the framework suggested by Willis (1996) is especially well known. This model includes three broad stages: the pre-task phase, the task cycle, and the language focus stage. In the pre-task stage, learners are introduced to the topic and prepared for the activity. During the task cycle, they complete the task, plan their response, and report outcomes. The language focus stage then draws attention to linguistic features that emerge from task

performance. This sequence maintains a central emphasis on communication while also creating space for reflection on language use.

A number of features distinguish TBLT from more traditional approaches to language instruction. It emphasizes meaning-focused communication, active learner participation, and the use of tasks that are purposeful and often connected to real or realistic situations. It also encourages interaction and collaboration among learners, while naturally integrating listening, speaking, reading, and writing within a single learning process. In addition, it positions the teacher as a facilitator who supports task completion and language development rather than dominating classroom discourse (Willis & Willis, 2007).

The continuing relevance of TBLT can be understood in relation to these characteristics. By creating conditions for authentic communication, participation, and learner responsibility, the approach addresses many of the limitations associated with teacher-dominated and form-focused language teaching. It also aligns closely with current educational priorities that value communication, collaboration, autonomy, and the development of flexible language use.

In summary, TBLT draws on communicative, constructivist, and interactionist perspectives on language learning. Its emphasis on meaningful tasks encourages learners to use language actively while engaging in cooperation, problem-solving, and negotiation of meaning. These features not only support language development but also demonstrate why TBLT can be understood as a strongly student-centered approach within contemporary English Language Teaching.

V. Task-Based Language Teaching as a Student-Centered Framework for English Language Teaching

Task-Based Language Teaching (TBLT) places primary emphasis on what learners do with language in the classroom rather than on what teachers explain about language. Instead of centering instruction on isolated grammar practice or teacher-led drills, TBLT organizes learning around meaningful tasks that require learners to use English to achieve specific purposes. In this way, the approach closely aligns with student-centered learning because it positions learners as active participants in constructing knowledge through communication, collaboration, and problem-solving.

VI. Learner Autonomy and Responsibility

A major student-centered feature of TBLT is its support for learner autonomy and responsibility. During task completion, learners are often required to make decisions, select relevant information, negotiate strategies, and determine how best to accomplish the goal of the activity. Such experiences gradually shift learners from passive recipients of knowledge to active participants in the learning process. By making choices, monitoring progress, and reflecting on outcomes, learners develop independence and self-regulation, both of which are central to student-centered pedagogy.

Collaboration is another key dimension through which TBLT reflects student-centered learning. Most tasks involve pair work, group work, or interaction among peers, requiring learners to exchange ideas, clarify meaning, and jointly solve problems. These interactions not only create opportunities for authentic language use but also strengthen social and interpersonal skills. Through collaborative task performance, learners are exposed to diverse viewpoints and are encouraged to negotiate meaning, which supports both language development and deeper engagement with learning.

Within this framework, the role of the teacher also changes significantly. Rather than functioning as the sole authority or transmitter of knowledge, the teacher acts as a facilitator, guide, and supporter of learning. The teacher plans appropriate tasks, provides instructions and scaffolding, monitors learner performance, and offers feedback when necessary. This shift creates a classroom environment in which learners are given greater ownership of the learning process while still receiving structured academic support.

VII. Active Participation in Learning

TBLT also promotes active participation in learning. Tasks are typically connected to meaningful, real-life situations such as solving a problem, planning an event, sharing opinions, or completing an information-gap activity. Because learners are required to use language purposefully in order to complete the task, they become actively engaged in the lesson rather than passively listening to explanations. This active involvement strengthens understanding, improves retention, and helps learners connect classroom learning with practical language use.

VIII. Development of Critical Thinking and Problem-Solving Skills

Another important contribution of TBLT is the development of critical thinking and problem-solving skills. Many tasks require learners to compare alternatives, justify opinions, interpret information, make decisions, or propose solutions to a given problem. In such situations, language is not used merely for repetition or practice; it becomes a tool for reasoning, evaluating, and creating meaning. As a result, TBLT supports both linguistic development and higher-order thinking, which are essential goals of contemporary education.

The emphasis on meaningful performance also makes learning more experiential. Learners are expected to use language immediately in order to complete a communicative objective, and this process encourages them to apply their knowledge in varied contexts. Instead of memorizing forms in isolation, students learn by doing, interacting, and reflecting. This experiential dimension is closely related to student-centered learning, which values participation, relevance, and authentic engagement.

IX. Learner Motivation and Engagement

Learner motivation and engagement are also strengthened through task-based instruction. Motivation plays a vital role in successful language learning, and TBLT seeks to enhance it by making classroom activities purposeful, relevant, and interactive. When learners see language as a means of completing meaningful tasks rather than merely as a body of rules to memorize, they are more likely to participate actively and sustain interest in the learning process.

Tasks often generate high levels of engagement because they require communication, cooperation, and visible outcomes. Completing a task can increase learners' confidence and provide a sense of achievement, which in turn supports continued participation. The motivating effect of TBLT is particularly important in English language classrooms, where confidence, willingness to communicate, and active involvement are closely linked to language development.

TBLT therefore reflects many of the central principles of student-centered learning. It gives learners an active role in the classroom, encourages collaboration, promotes autonomy, and situates language learning within meaningful social contexts. By integrating communication, participation, and problem-solving, the approach creates a learning environment in which students are not simply learning about language but are using language as a tool for action and understanding.

Another significant strength of TBLT is its emphasis on communicative competence. Because tasks focus on achieving goals through language use, learners practice expressing ideas, negotiating meaning, asking questions, and responding to others in ways that resemble real-life communication. Although linguistic accuracy remains important, the primary focus is on meaningful use of language. Moreover, tasks often integrate listening, speaking, reading, and writing in a natural manner, enabling learners to develop language skills in an interconnected way rather than as isolated components.

TBLT also supports the development of self-directed learning habits. Learners are encouraged to choose strategies, evaluate their own performance, and reflect on how language can be used effectively in different contexts. In reading-related tasks, for instance, students may gather information from texts, compare perspectives, summarize ideas, or use reading material to complete a project. Such activities move beyond simple comprehension questions and encourage deeper understanding, interpretation, and critical engagement with texts.

In contemporary classrooms, digital tools can further strengthen the student-centered potential of TBLT. Online collaboration platforms, multimedia presentations, discussion forums, and interactive resources can be incorporated into task design to extend communication beyond the physical classroom. Similarly, assessment within a task-based framework can move toward more authentic forms such as projects, presentations, portfolios, and performance-based evaluation. These approaches provide a richer picture of learners' actual language use and align more closely with the principles of student-centered learning.

Overall, Task-Based Language Teaching offers a strong student-centered framework for English Language Teaching. Its emphasis on learner participation, authentic communication, collaboration, autonomy, and critical engagement makes it highly relevant to contemporary language education. At the same time, its effectiveness depends on thoughtful planning, appropriate scaffolding, and institutional support. When implemented carefully, TBLT can transform the English classroom into a dynamic learning environment in which students actively construct language knowledge through meaningful use.

X. Pedagogical Implications of Task-Based Language Teaching for English Language Teaching

Task-Based Language Teaching has important pedagogical implications for English Language Teaching because it redefines the goals, processes, and outcomes of language learning. In contrast to approaches that emphasize the transmission of grammatical knowledge, TBLT encourages learners to use English for meaningful communication. This shift supports a more student-centered classroom environment in which language is learned through purposeful engagement rather than through passive reception.

One major pedagogical contribution of TBLT is the development of communicative competence. Traditional language instruction often places heavy emphasis on grammar exercises, memorization, and controlled practice. Although such activities may contribute to formal accuracy, they do not always prepare learners to use language effectively in authentic situations. TBLT addresses this limitation by engaging learners in tasks that require them to exchange ideas, negotiate meaning, ask questions, and respond appropriately in context. Through these experiences, learners develop not only grammatical knowledge but also the discourse, strategic, and interactional skills necessary for effective communication (Ellis, 2003).

A further implication of TBLT is the natural integration of language skills. In many conventional classrooms, listening, speaking, reading, and writing are taught as separate components. However, real-life language use rarely occurs in such isolation. Task-based activities allow learners to move across these skills while working toward a common objective. For example, students may read information, discuss it with

peers, listen to alternative viewpoints, and produce a written or oral response. This integrated practice strengthens language proficiency in a more realistic and meaningful way (Nunan, 2004).

TBLT also has important implications for learner motivation and engagement. When classroom activities are purposeful and connected to meaningful outcomes, learners are more likely to participate actively and sustain interest in the lesson. Task-based activities often create a sense of relevance because they mirror situations in which language is used for communication, collaboration, and problem-solving. As learners complete tasks successfully, they may experience greater confidence and a stronger sense of achievement, both of which contribute positively to language learning.

Another pedagogical implication of TBLT is the promotion of learner autonomy. Task-based learning requires students to make decisions, adopt strategies, manage resources, and evaluate their own progress. These processes encourage learners to take greater responsibility for their learning rather than relying exclusively on teacher direction. Such autonomy is especially valuable in language education because it supports lifelong learning and enables students to continue developing their language skills beyond the classroom (Little, 1991).

TBLT is also particularly relevant for strengthening reading instruction in English classrooms. Instead of limiting reading to factual recall or isolated comprehension questions, task-based reading activities can require learners to identify key information, compare viewpoints, summarize ideas, interpret meaning, or use textual input to complete a collaborative project. This transform reading into an active and purposeful process that promotes comprehension, interpretation, and critical engagement with texts.

In addition, TBLT contributes to the development of critical thinking and problem-solving abilities. Many classroom tasks involve analyzing information, evaluating alternatives, making decisions, defending opinions, or resolving practical problems. Such activities require learners to use language as a tool for reasoning and negotiation rather than merely as a subject of study. As a result, TBLT supports broader educational goals by fostering intellectual engagement alongside language development.

The growing role of digital learning environments further expands the pedagogical value of TBLT. Digital tools can support collaborative tasks, online discussions, multimedia presentations, research-based projects, and interactive communication. When thoughtfully integrated, such tools can make task-based learning more flexible, engaging, and authentic while also strengthening learners' digital literacy alongside their language skills.

Assessment practices are also influenced by the principles of TBLT. Rather than evaluating students solely through traditional tests of grammar and vocabulary, teachers may adopt more authentic forms of assessment such as presentations, portfolios, projects, peer interaction, and performance-based tasks. These approaches provide a more comprehensive understanding of learners' ability to use language meaningfully and align assessment more closely with instructional goals.

At the same time, the successful implementation of TBLT requires careful pedagogical planning. Teachers need to design tasks that are meaningful, level-appropriate, and aligned with learning outcomes. They must also provide adequate scaffolding, monitor participation, and support learners during task performance. Professional development and institutional support therefore play an important role in ensuring that TBLT is implemented effectively in English language classrooms.

Overall, the pedagogical implications of TBLT are far-reaching. It promotes communicative competence, integrates language skills, enhances learner motivation, supports autonomy, enriches reading instruction,

develops critical thinking, and encourages authentic assessment. For these reasons, TBLT represents a valuable and contemporary approach to English Language Teaching, particularly in contexts that seek to make learning more student-centered, meaningful, and relevant to real-life communication.

XI. Challenges and Future Directions

Although Task-Based Language Teaching offers considerable pedagogical value, its implementation in real classroom settings is often accompanied by practical and institutional challenges. The success of TBLT depends not only on its theoretical strengths but also on the readiness of teachers, the availability of resources, the nature of assessment systems, and the broader classroom context in which it is introduced.

One of the most significant challenges concerns teacher preparedness. Effective task-based instruction requires teachers to design meaningful tasks, facilitate learner interaction, manage group work, and provide timely feedback. For teachers who have been trained primarily in traditional teacher-centered methods, the shift from direct instruction to a facilitative role may be difficult. In addition, designing tasks that are pedagogically sound, contextually relevant, and aligned with learning outcomes requires both expertise and preparation time. Continuous professional development is therefore essential for the successful adoption of TBLT.

Large class size presents another major challenge, particularly in many government and resource-constrained educational settings. In overcrowded classrooms, it can be difficult for teachers to organize pair or group work, monitor all learners effectively, and provide individual support during task performance. Managing noise, maintaining participation, and ensuring accountability within groups can also become demanding. These conditions may limit the extent to which TBLT can be implemented in its ideal form.

Assessment practices often create additional tension. In many educational systems, language learning is still evaluated through traditional examinations that prioritize grammatical accuracy, memorization, and discrete-point testing. Such assessment patterns do not always correspond with the communicative and performance-based orientation of TBLT. As a result, teachers may experience pressure to prepare students for conventional examinations even when they recognize the value of task-based instruction. Greater alignment between curriculum, pedagogy, and assessment is therefore necessary if TBLT is to be sustained effectively.

Resource availability is another important concern. Task-based instruction is most effective when supported by appropriate learning materials, flexible classroom arrangements, and, where possible, access to digital tools and authentic resources. However, not all schools have the infrastructure needed to support such practices. In under-resourced contexts, even motivated teachers may find it difficult to implement varied and meaningful tasks. Institutional investment and administrative support are therefore crucial for strengthening the conditions under which TBLT can succeed.

Learner-related factors must also be considered. Students who are accustomed to highly teacher-directed instruction may initially find task-based learning unfamiliar or demanding. Some learners may hesitate to participate in group interaction because of low confidence, fear of making mistakes, or limited prior exposure to communicative classroom practices. In such contexts, teachers need to introduce tasks gradually, provide clear guidance, and create a supportive classroom environment that encourages risk-taking and participation.

Despite these challenges, the future of TBLT remains promising. Contemporary education increasingly values communication, collaboration, creativity, and problem-solving, all of which are strongly supported by task-based learning. In addition, developments in educational technology create new opportunities for designing collaborative, multimodal, and context-rich tasks that extend learning beyond the traditional classroom.

Future research may further strengthen the implementation of TBLT by examining its effectiveness across different educational levels, cultural contexts, and instructional settings. There is particular scope for studies on TBLT in blended and online learning environments, the integration of digital tools and artificial intelligence in task design, and the use of task-based approaches to support specific language skills such as reading comprehension, vocabulary development, and communicative confidence. Such research can help adapt TBLT more effectively to diverse classroom realities.

In summary, while the implementation of TBLT involves challenges related to teacher readiness, classroom conditions, assessment, resources, and learner adjustment, these barriers are not insurmountable. With sustained teacher training, supportive institutional policies, appropriate resources, and context-sensitive planning, TBLT can continue to evolve as a powerful student-centered approach to English Language Teaching.

XII. Conclusion

Contemporary education increasingly emphasizes learner participation, collaboration, autonomy, and the ability to apply knowledge meaningfully. Within English Language Teaching, these priorities have encouraged approaches that move beyond teacher-dominated instruction and create more interactive learning environments. Task-Based Language Teaching responds to this shift by placing meaningful language use, learner engagement, and purposeful communication at the center of classroom practice.

As discussed throughout this paper, TBLT is closely aligned with the principles of student-centered learning. It encourages learners to use language for problem-solving, discussion, decision-making, and collaboration rather than limiting them to passive reception or mechanical practice. Through task performance, learners participate actively in constructing meaning, developing communicative competence, and strengthening skills such as autonomy, cooperation, and critical thinking.

The pedagogical value of TBLT lies not only in its focus on language learning but also in the broader learning habits it supports. By integrating communication with meaningful activity, the approach helps learners connect classroom learning with real or realistic purposes. It also redefines the teacher's role in productive ways, positioning the teacher as a facilitator who guides, supports, and scaffolds learning while allowing students greater responsibility within the learning process.

At the same time, the implementation of TBLT requires careful attention to contextual realities. Teacher preparedness, class size, assessment practices, learner readiness, and resource availability can all influence the success of task-based instruction. However, these challenges do not diminish the value of the approach; rather, they highlight the need for thoughtful planning, professional development, institutional support, and context-sensitive adaptation.

Overall, Task-Based Language Teaching offers a strong student-centered framework for English Language Teaching. Its emphasis on authentic communication, purposeful participation, and meaningful engagement makes it highly relevant to contemporary educational goals. When implemented with pedagogical care and

adequate support, TBLT has the potential to enrich English classrooms by making language learning more interactive, learner-focused, and closely connected to the communicative demands of real life.

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