TASK-BASED LANGUAGE TEACHING: AN EFFICACIOUS AND INNOVATIVE APPROACH TO DEVELOP SPEAKING SKILLS AND FLUENCY OF ESL STUDENTS

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ABSTRACT

The present study investigates the effectiveness of task-based language teaching's (henceforth referred to as TBLT) effectiveness on speaking skills' development (grammatical competence) and improving the fluency of ESL grade VIII (13-14) students in a private school of Karachi, Pakistan. The study used a quasi-experiment with a single intact group of 32 female students. The data for this study was gathered using pre-and post-tests which were analyzed statistically by comparing mean scores received by the paired sample t-test through SPSS. The results showed significant improvement in the speaking skills i.e., grammatical competence (grammar, vocabulary and pronunciation) and fluency in speaking. The results revealed that TBLT is an innovative and effective strategy for teaching speaking skills and fluency to the ESL students as it motivated students and built their confidence. The findings of the study suggest that the English language teachers may opt for the TBLT approach in the classrooms for teaching speaking skills and fluency as it can bring significant improvement in their speaking skills. The study may have implications for curriculum designers as they can consider including this approach in the textbooks so that students can efficiently improve their language skills, be it grammatical or speaking skills.

KEYWORDS

ESL context, fluency, speaking skills, task, task-based language teaching

INTRODUCTION

Speaking is perceived as a significant skill in English among the four language skills i.e., Listening, Speaking, Reading and Writing (Ur, 2006) as it is used for communication purposes in ESL and EFL contexts. Speaking includes several elements such as morphology, pronunciation and lexis, semantics, grammar and syntax, pragmatics and fluency, discourse and topicality (Celce-Murcia, 2001; Nunan, 2001). In ESL and EFL contexts, students do not get a conducive environment for developing their speaking skills compared to other skills (Albino, 2017; Boonkit, 2010; Buriro & Hayat, 2010; Khan & Khattak, 2011; Murad, 2009; Masuram & Sripada, 2020; Nget et.al, 2020; Safitri et.al, 2020; Tawil, 2018; Torky, 2006). However, the development of speaking skills plays a vital role in both contexts as communicating through the target language is a successful indicator of language learning (Bunkart & Shepherd, 2004; Nunan, 1999).

Since the 15th century, numerous methods of language teaching have been developed; for instance, grammar-translation method, audio-lingual method, communicative language teaching, task-based language teaching and have proved their significance towards language developments in their confinements. Among the aforementioned methods, task-based language teaching, the prominent approach, emerged in the 1970s. Prabhu (1987) introduced the task-based approach as he noted the significance of TBLT concerning language development. In recent years, researchers, educationists, innovators and syllabus designers have made a move towards a task-based approach to instruction in language teaching (Ellis, 2003; Nunan, 1989; Prabhu, 1987). The Task-based language approach emphasizes using language used naturally occurring in pairs or groups and allows learners to exchange ideas (Nunan, 2004). Among various models of speaking skills, Scarcella & Oxford's (1992) model takes a communicative stance to define speaking skills. According to this model, skills underlying speaking competence are grammatical competence (pronunciation, grammar, and vocabulary), strategic competence (communication strategies and conversation management strategies usages), sociolinguistic competence (appropriate language use) and discourse competence (coherence in speech). This model does not have a fluency component though it is an important part of speaking skills as fluency comprises the use of speaking skills in time bound speech. It relies on the speaking power of employing compensation skills such as rephrasing, repeating, self-correction and facilitation skills i.e., lexical phrases, fillers, ellipses etc. to deal with continuing swift communication, (Torky, 2006; Widdowson, 1998).

TBLT believes effective language learning occurs when class is set up with real-life situations and students are engaged in real world task practices (Tawil,2018). Task is an essential element in TBLT as it serves interactional and communicative purposes. Task varieties of task types have been used to develop speaking skills. These task types

are classified as:

1. Pair/group tasks: students are divided into a group which consists of two or more students;

2. Information gap tasks: One student has the information and other is unknown and he/she requires to gain it;

3. Open /closed tasks: these tasks include exchanging of dialogues and are structured and unstructured;

4. Opinion and reasoning gap tasks: students are given a situation and they have to present their opinions and thoughts over it;

5. Problem-solving task: situation is given to students and they have to find the solution for the given problem, and

6. Social interactive tasks (task-based role-plays and interview tasks): students enact different roles and get different situations to act upon (Nation, 1991; Nunan, 1999; Scarcella & Oxford, 1996; Willis, 1996).

Willis (1996) proposed a framework in the 1990s which includes phases of TBLT and gained a lot of attention from ELT practitioners and curriculum developers around the globe. Willis' (1996) framework offers learners a platform where they can achieve fluency in the language. She proposes that the responsibility of a task is fulfilled when learners use the target language for communication purposes. There should be a natural context for tasks as it provides learners provision for using target language for improvement. TBLT is hence rooted in a theory of language learning as it projects the utilization of tasks as an essential element in language classrooms because different contexts are provided to promote L2 learning and to activate learners' acquisition processes (Shehadeh, 2001, Tawil, 2018). TBLT covers all four language skills including vocabulary and encourages the use of target language via holistic task-based learning (Ellis, 2009).

In the context of Pakistan, English has a second language status and is an official language alongside Urdu due to which students are exposed to English language since their early education in school. Despite their great exposure to the English language, students face great difficulties in speaking. They show reluctance in speaking; feel fear, unwillingness and nervousness because of low speaking proficiency (Khan & Khattak, 2011). A considerable number of scholars have identified the problems related to teaching methods, particularly speaking skills in the context of Pakistan (Alam & Bashiruddin, 2013; Bilal et al., 2013) where they have identified the need of developing students' command over some essential speaking skills in Grade 5. Therefore, this study is an attempt to investigate the efficacy of TBLT on the speaking skills' development and fluency of ESL grade VIII students through task-based language teaching.

LITERATURE REVIEW
Task Based Language Teaching in ESL and EFL Contexts
Task Based language teaching has its roots in theory of Communicative language teaching as it is considered the progression of CLT in terms of its emphasis on both form and communication (Larsen -Freeman & Anderson, 2011; Qian, 2013) TBLT is developed from the communicative class teaching theory which aims at the improvement of learner's communicative competence while emphasizing on students' language interaction (Widdowson & Allwright, 1984). TBLT enables learners to negotiate meaning and to improve their communicative competence in a second language as learners have the freedom to use language forms, lessons(tasks) designed are flexible and results help teachers to assess the outcomes (Qian, 2013). It places students at the center of all language teachings aspects (including planning, teaching and assessment) as it is a learner-centered approach to language teaching (Richards & Schmidt 2010).

Task-Based language teaching has been observed as useful in developing speaking skills and fluency of EFL (Albino, 2017; Boonkit, 2010; Murad, 2009) and ESL students (Alam, 2013; Buriro & Hayat, 2010). Many research studies have proved task-based approach an alternative approach to the existing methods in order to solve the intricacy of teaching English (Boonkit, 2010; Buriro & Hayat, 2010; Kasap, 2005; Murad, 2009; Masuram & Sripada, 2020; Nget et.al, 2020; Safitri et.al, 2020;Tawil, 2018).TBLT is an approach that incorporates all four skills naturally, sparks learners' intuition, allows learners to interact in a natural setting and stimulates learners' interest which results in language competency (Ellis, 2003; Nunan, 2004). It focuses on the learner- centered approach which develops speaking skills especially fluency. It helps in developing learners' interlanguage as the instructional materials used in this approach make students practice those opportunities where they can use language effectively both in oral or written forms (Costillo & Ponce, 2018). Some prominent research studies have been carried out on the TBLT approach using Willis' (1996) framework for the implementation of TBLT in classrooms (Boonkit, 2010; Kasap, 2005; Murad, 2009; Torky, 2006). This framework has three stages, namely: "pre-task", "task-cycle", and "language focus". The teacher introduces the topic explicitly with instructions in the pre-task stage so that learners can start thinking about the task. The teacher may provide vocabulary items and phrases or help learners in remembering the relevant words and phrases at this stage. The second stage is the task-cycle stage and it has three elements: task, planning and report. At this stage, learners have to carry out a task whether in pairs or groups with the help of language materials in hand. The next element is the planning stage, which provides a way for the rehearsal of learners' oral or written discourse. In the reporting stage, learners express or present their ideas or drafts in front of the audiences. The entire purpose of the task-cycle is to get acquainted with the task and its outcomes and work to

accomplish the set task outcomes. Lastly, the final stage is language focus that consists of two elements i.e., analysis and practice. In the analysis phase, the learner and teacher together highlight and analyze the important language features, for example vocabulary and structures for improvement. In the practice phase, learners are engaged in different exercises and activities in order that they can improve their target language usage and increase their confidence**.**

In south of Brazil, Lopez (2004) conducted an experimental study which used task-based instructions for teaching English. The results of their study revealed that students who learnt English through task-based instructions were more effective as the students used language to solve problems, for talking about personal experiences and accessing information. They were competent to manage the real-life situation when they had those situations outside the classroom. Whereas, Nunan's (2004) study used interviews with ministry officials, teacher educators and teachers and showed TBLT as a vital concept that appeared from Japan, Korea, Malaysia, Vietnam and China's curriculum and syllabi. Kasap's (2005) study also investigated perceptions of students towards task-based approach and teachers' attitudes towards task-based implementation. Intermediate students were the participants of the study and utilized experimental design using pre- and post-tests. Teachers' perceptions for task-based instruction were investigated and focus group interviews were conducted with experimental students. Results of the study demonstrated students' positive perceptions regarding the use of task-based instructions. In the same vein, teachers exhibited a positive attitude also towards this approach. The speaking skills of the experimental group were improved. Students also exhibited a desire to be taught using the task-based approach in the classroom. This study suggested that the task-based approach can help in creating a more effective learning environment and can be considered an innovative approach compared to other teaching methods.

Furthermore, a study conducted in the local context of Pakistan by Burriro and Hayat (2010) investigated the effectiveness of TBLT on the students' oral learning skills. The study gathered data from the undergraduates of one of the public sector universities in Pakistan. This study in line with other studies used the experimental method and the students were taught through the TBLT approach. The study collected data using questionnaires to get information regarding the achievement of confidence in the class. The results of this study suggested that task-based teaching is highly an efficient technique for learning speaking skills and fluency. Participants responded positively towards the tasks used in the classroom. The activities used in this study helped learners in speaking fluently in the target language (Masuram & Sripada, 2020).

Development of Speaking Skills
Torky's (2006) study investigated the efficacy of task-based instructions in terms of

the speaking skills' development. The participants of this study were first year secondary students who were taught through TBLT. The results clearly exhibited enhancement in the students' overall speaking performance, fluency and increased confidence. Similarly, Murad (2009) examined the influence of task-based language teaching on the development of speaking skills where secondary EFL students' attitudes were explored towards English language. TBLT approach was implemented along with pre- and post-tests conducted in the classroom. Students' attitude towards English language was investigated through attitudinal questionnaire and findings revealed that the TBLT program was able to enhance experimental students' speaking skills and their attitudes were affected positively about English.

Another study conducted by Boonkit (2010) explored the effectiveness of task-based approach with respect to the speaking skills development of non-native speakers. The study employed action research by including 18 undergraduate students as participants of the study. TBLT was implemented in the class and interviews and recordings of the students' performances were done to observe students' strengths and weaknesses while speaking. The study's results discovered that the task-based pedagogical design was helpful as it created opportunities for participants to speak in different situations. Confidence of students was developed and speaking strength was observed through creativity of topics and weaknesses were observed through errors in pronunciation and grammar. Furthermore, Alam and Bashiruddin (2013) conducted a study which aimed at improving oral communicative skills of grade 6 students studying in Pakistan's state-run schools. Action research was carried out in this study and lesson plans were designed with TBLT and GTM. Students were observed on the basis of their interaction and progress. Interviews, observations and the audio recording of the teaching sessions, reflection and document analysis were the methods used in their study. The results showed improvement in students' oral communication skills through TBLT in the classroom and created opportunities for the students where they practiced negotiation of meanings and language skills. Albino (2017) attempted to assess EFL learners' improvement through TBLT in developing speaking fluency of students in the ninth grade at school. This case study took picture description tasks. Students' speaking was improved in terms of speech production, grammatical accuracy, utterance elaborations and interactive language development. The findings revealed that the learners were not hesitant in target language usage and were encouraged to speak, and their vocabulary was also expanded.

Various studies have investigated the impact of TBLT in the speaking skills' development and in improving fluency of the undergraduate students (EI- hadi EI-ati, 2019; Masuram & Sripada, 2020; Nget et.al, 2020; Safitri et.al, 2020). Questionnaires and different research methods and tools were used in exploring the role of TBLT in the development of speaking skills. The results of these studies have shown a positive

impact of TBLT on speaking skills' development and fluency of the undergraduate students.

The extensive review of the research studies above is clear evidence towards the teachers to implement TBLT in classrooms confidently and comfortably as this approach promoted by Willis (1996) attains a fundamental environment for second language learning such as experience, motivation, language analysis and meaningful use. It also offers discourse and input for the teachers to improve learners' fluency and accuracy. These studies have used TBLT for developing speaking skills of undergraduate as well as school level students. In line with the above studies, the present research also uses Willis' (1996) framework to evaluate the efficiency of TBLT on performances of students, however, it aims at investigating the TBLT's effectiveness on speaking skills with respect to grammatical competence and improving the speaking fluency of the young learners.

RESEARCH OBJECTIVES
1. To examine whether task-based language teaching helps ESL grade VIII students in developing their grammatical competence in speaking skills (grammatical competence).
2. To examine whether task-based language teaching helps ESL grade VIII students in improving their fluency in speaking.

RESEARCH HYPOTHESES
1. There is no significant impact on grade VIII students' speaking skills through task-based language teaching.
2. There is a significant impact on grade VIII students' speaking skills through task-based language teaching.
3. There is no significant impact on grade VIII students' fluency in speaking through task-based language teaching.
4. There is a significant impact on grade VIII students' fluency in speaking through task-based language teaching.

RESEARCH METHODOLOGY
This study used a deductive approach to testify the outcomes of the task-based language teaching and investigated the TBLT's impact on ESL grade VIII students' speaking skills' (i.e., grammatical competence and fluency) development. The study used a quasi-experimental method with pre- and post-tests design. Quasi-experiment occurs in situations where researchers have the availability of population to form intact groups (Creswell, 2012). In the table 1 below, O1 is the assessment of speaking skills and fluency before introducing the intervention, X is the intervention that is TBLT and O2 is the assessment of speaking skills and fluency after the intervention. Pre-test

endowed with the information about the students' speaking skills and fluency they had before intervention and post-test directed towards the effectiveness of the intervention.

FINDINGS
Table 1: *The Experiment Design*

Allocation	Pre-test	Intervention	Post-test
Intact Group	O1 Speaking Skills and fluency	X TBLT implementation with Willis (1996) framework	O2 Speaking Skills and fluency

This study was conducted at a private Girls English medium school where students are being taught English since pre-primary (at the age of 5). The study had a sample in form of an intact group of 32 female students of grade VIII as an experimental group. The sample for this study was collected using the cluster sampling technique as it took a natural group in the form of a cluster from the population and was impossible to compile a long list of elements of the population (Babbie, 2004; Tashakkori & Teddlie, 2003).

In the present study, the pre-test was conducted before the implementation of TBLT approach in order to know students' level of speaking prior to the experiment whereas, the post-test was conducted after the experiment (18 hours) investigating the effectiveness of TBLT on speaking skills' development. The pre- and post-tests used in this research were adopted from the Kasap's (2005) study. These tests were conducted as oral interviews between researcher and the students in pairs based on role playing tasks. Lesson plans were designed with the help of Willis (1996) framework and were then implemented for teaching speaking skills through TBLT. Lesson plans were developed by the researcher with the help of literature available and later validated by three experts in the teaching field for content validity.

The rating scale rubrics were adopted from the Torky's (2006) study in which the grammatical competence (grammar, pronunciation and vocabulary) and fluency parts were taken only for the study as other elements were assessing pragmatic and discourse competence which was not the aim of the present study. The rating scale rubrics measure speaking performance in terms of very good (5), good (4), fair (3), poor (2) and very poor (1). These rating scale rubrics were made with the help of communicative competence model and test covered grammatical competence. Pre- and Post-test were piloted and its results ensured the validity of the instruments as the role play situations and rating scale rubrics were able to identify and assess students' speaking skills i.e., grammatical competence and fluency.

DATA ANALYSIS

The research questions of the study were to investigate whether TBLT would help grade VIII students' in developing speaking skills (i.e., grammatical competence) and speaking fluency. To answer this, two hypotheses were formulated and data gathered from pre- and post-tests were statistically analyzed using paired t-test of the Statistical packages for Social Sciences (SPSS). Mean scores on the pre- and post- speaking tests were compared for hypotheses testing using paired t-test and results of data are presented in tables and figures in the section below.

RESULTS

Results of Hypotheses testing (Paired t-test Analysis)
Hypothesis One

$H_0 1$: There is no significant impact on grade VIII students' speaking skills through task-based language teaching.

The first hypothesis was tested using t-test and results proved that students have developed speaking skills (i.e., grammatical competence) through TBLT which is shown by the difference between mean scores on the pre- and post-test in grammatical competence. The difference in pre-and post-tests mean scores in grammatical competence is shown in the table 3 below.

Table 2: *Paired Sample Test results comparison between Pre-Post Test means in Grammatical Competence (Speaking Skills)*

	Paired Differences					t	df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of Difference				
				Lower	Upper			
Overall Grammatical Competence (Posttest-Pretest)	4.85938	1.48777	.26300	5.39577	4.32298	18.477	31	0.000
Grammar (Posttest-Pretest)	1.57813	.46851	.08282	1.74704	1.40921	19.054	31	0.000

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Pronunciation (Posttest-Pretest)	1.64063	.57830	.10223	1.849 12	1.432 13	16.0 49	31	0.000
Vocabulary (Posttest-Pretest)	1.67188	.57304	.10130	1.878 48	1.465 27	16.5 04	31	0.000

Note. p<0.05= level of significance.

Table 3 above shows the results of paired sample statistics and *t*-test. The results have confirmed that the null hypothesis about speaking skills (i.e., grammatical competence) of participants has been rejected because the speaking skills development of students is shown by the change of a mean value of 4.86. This depicted the significant difference in the mean scores on pre- and post-test in overall grammatical competence ($t= 18.477$) over the post-test scores. The meaning from significant value *(p)* is obtained that post-scores are higher than the pre-test scores and is less than $p<0.05$ which means students have developed their speaking skills at a significant level of 0.01. In addition, table 2 also depicted the significant difference in the pre- and post-test in the components of grammatical competence is shown through estimated *t*-values of grammar (19.054), pronunciation (16.049) and vocabulary (16.049). This confirms that TBLT has created a great impact on the students' speaking skills (i.e., grammatical competence) on the post-test compared with pre-test. The results are also illustrated in the figure 1 below.
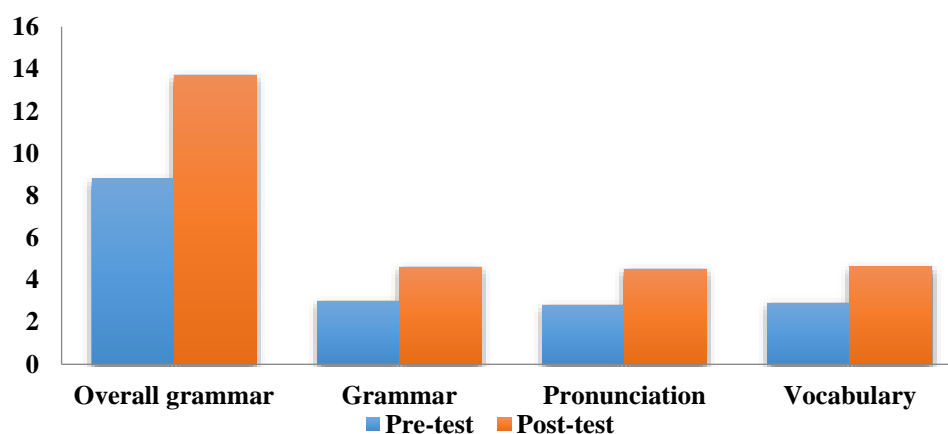

Figure 1: Paired Sample Statistics results comparison between Pre-Post Test means in Grammatical Competence

Hypothesis two

$H_0 2$: There is no significant impact on grade VIII students' fluency in speaking through task-based language teaching. The second hypothesis mentioned above was also tested using paired t-test and results proved that students have developed fluency through TBLT. The difference in pre-and post-tests mean scores in fluency is displayed in the table 4.

Table 3: *Paired Samples Test results comparison between Pre-Post Test means in Fluency*

	Paired Differences					t	df	Sig. (2 tailed)
	Me an	Std. Dev iati on	Std. Erro r Mea n	95% Confidence Interval of Difference				
				Lowe r	Uppe r			
Fluen cy (Postt est- Pretes t)	2.2 50 00	.475 19	.0840 0	2.078 68	2.421 32	26.785	31	0.000

Note. p<0.05= level of significance

The table 4 above shows paired sample *t*-test and statistics results. The results have confirmed that the null hypothesis regarding fluency has been rejected because the development of fluency of students is shown by the change of a mean value of 2.25. The meaning from significant value *(p)* is obtained that post marks are higher than the pre marks and is less than *p<*0.05 which means students have developed their speaking fluency at a significant level 0.05. The *p* value means there is a 0.05 % chance of being null hypothesis true. This has revealed that there is a significant difference between pre- and post-test mean scores in fluency (*t*= 26.785). The result is also illustrated in figure2 below.
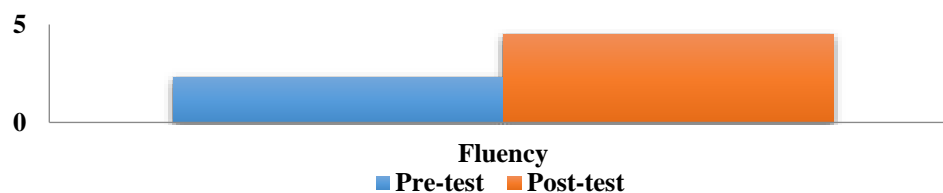

Fluency
■ Pre-test ■ Post-test

Figure 2: Paired Samples Statistics results comparison between Pre-Post Test means in Fluency

Figure 2 above illustrates the difference between pre-post tests mean scores in fluency development brought by the TBLT intervention. TBLT has created the positive impact on the development of fluency.

DISCUSSION
The choice of an appropriate teaching methodology is important for students' success at any level. Considering this, the effectiveness of TBLT as a teaching strategy was examined using pre- and post-tests. The study's findings suggest that the TBLT is a significant method in developing students' speaking skills and fluency when students' mean scores on pre- and post-tests were compared. This strategy not only made students confident but also enlightened them with knowledge and motivated them. Students also got a supportive and cooperative environment in the TBLT application as they had discussions with classmates, shared ideas among each other and got enough opportunities to speak more.

The findings of the study align with the researchers who have also suggested TBLT as an effective approach in developing and enhancing speaking skills. The present study had tasks that were oriented with real-life situations and helped them in exhibiting active participation. Students got enough opportunities in activities to speak English. Group work, authentic materials, visual aids and their presentation of oral reports developed students' speaking skills and motivated them to speak in English. In TBLT, such activities, the use of authentic materials and realia are regarded crucial (Nunan, 1993; Skehan, 1998; Ellis, 2003). This is related to the findings of Lopez (2004) and Burriro and Hayat (2010) in which students progressed rapidly when they were taught through TBLT as it helped them using the target language in real-life situations.

In addition, the study found improvement in students' fluency as compared to the level of fluency they had before implementation. Tasks used in the study helped students to interact with each other by providing them with real-life contexts. According to Ellis (2000) learners' ability in the engagement of meaning negotiation allows them to get comprehensible input that aids the acquisition of second language (p.199). This is aligned with the studies of Kasap's (2005) and Masuram and Sripada (2020), where tasks used while implementing through task-based language teaching methodology created an impact in developing learners' fluency in the post test. Their results of studies emphasized that communicative tasks give exposure to the learners, motivate them and help them in learning and speaking fluently the target language. The present study found that TBLT has played a crucial role in increasing students'

motivation and interest and created a great impact on students' knowledge regarding grammar, pronunciation and increased confidence which corresponds with the findings of the studies conducted by Boonkit (2010), Burriro and Hayat (2010). Students' interest had gradually increased with the help of TBLT which has also helped them to strengthen their ability in learning English.

Furthermore, the findings of this study showed students' enhanced performances in the post-test scores which revealed the significance of TBLT in the development of speaking skills and fluency and are in line with the findings of Albino (2017), Alam and Bashirrudin (2013), EI- hadi EI-atii (2019), Murad (2009), Masuram & Sripada (2020), Nget et.al (2020), and Safitri et. Al (2020). In the pre-task stage of the TBLT, it was found that students gained knowledge related to vocabulary, grammar, pronunciation and fluency through different means. Students brainstormed previous knowledge with the help of questioning techniques and samples of spoken language which students listened to and took benefit out of it. Listening to audios and samples have helped students in pronunciation and in lexical language. Students showed smooth and fluent oral performances with few hesitations and pauses. These findings align with Kasap's (2005) study which examined the TBLT's effectiveness in the development of students' grammatical competence i.e., grammar, vocabulary, pronunciation and fluency.

Moreover, the present study traced the development of only grammatical competence under speaking skills and found the development of it as improved grammar, vocabulary and improved pronunciation at 0.05 significant levels as compared to Torky's (2006) study which has traced the development at 0.01 significant levels. The findings of the present study have also found the significant role of a teacher in TBLT implementation who has acted as mentor, guide and provided feedback on the students' scripts while planning and presentations and assisted students in terms of samples, handouts and activities which have not been mentioned by other studies such as Buriro and Hayat (2010), Murad (2006), Masuram & Sripada (2020), Safitri et. Al (2020), Than and Huan (2012) and Torky (2006). In addition to this, the students were engaged extra language tasks in the language focus stage in the Task-Cycle which provided them with enough opportunities to concentrate on linguistic forms with which they were familiar earlier, ensuring that accuracy did not suffer as a result of fluency (Willis, 1996). It could be one of the factors for their substantial improvement in grammatical precision in their speaking skills (pronunciation, vocabulary and grammar). These findings of this study are in accordance with of Albino (2017), Muhsin and Muhsin (2015), Nget et.al (2020) and Torky (2006), who reported that having followed a TBLT, students enhanced their speaking accuracy in terms of fluency, vocabulary and pronunciation.

RECOMMENDATIONS

The findings of this study clearly exhibit that the Task-Based Language Teaching is an effective approach for not only developing grade VIII students' speaking skills but also their fluency. TBLT is indeed a fruitful approach for making students fluent, confident and efficient which is in agreement with the results by Alam and Bashirrudin (2013), Albino (2017), Boonkit (2010), Kasap (2005), Masuram & Sripada (2020), Safitri et. al (2020), and Torky (2006).

The results of this study highly recommend the use of TBLT for teaching speaking skills at the school level as it motivates students and helps them in the development of speaking skills and fluency. Besides, teachers should be trained and provide feedback timely on the students' performances so that they can become better and more confident learners. Curriculum designers can integrate TBLT phases in textbooks and teaching materials. Different tasks and daily life driven activities can be incorporated in books for students and teachers so that students can build confidence and get motivated to learn things.

In consideration of the results and the limitations of the present study, the effectiveness of TBLT in the development of Pakistani undergraduate students' speaking skills and fluency can be examined in order to trace the efficacy of TBLT at tertiary level. An impact of TBLT can be investigated on the development of discourse competence, sociolinguistics competence and strategic competence in order to witness its significance for the other competencies for the present study was only limited to the development of grammatical competence.

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