Sage Sphere of Technology, Sciences, Discoveries and Society

ISSN: 3091-1915

Vol. 4 Núm. 1 (2026)

EDITORIAL JOGB

SSTSDS-Vol.4. N1. 175

La enseñanza del inglés basada en tareas como estrategia didáctica para fortalecer la competencia comunicativa en los estudiantes de inglés

Task-based English instruction as a pedagogical strategy to strengthen communicative competence in English learners

Autores:

Diego Alejandro Fernández Cando
Unidad Educativa Particular San Francisco Javier – La Escuela Javeriana de Loja, Loja, Ecuador
fcalex1711@gmail.com
https://orcid.org/0009-0007-2425-0169

Dennys Eduardo Montaño Ormaza
Yachay Tech Language Center, Universidad Yachay Tech, Urcuqui, 100119, Ecuador
dmontano@yachaytech.edu.ec
https://orcid.org/0000-0002-1198-483X

Ivonne Lorena Ochoa Jarrín
Escuela Superior Politécnica de Chimborazo, Macas, Ecuador
ivonneoj@hotmail.com
https://orcid.org/0000-0001-5348-6583

Washington Salomón Viera Flores
Universidad de las Fuerzas Armadas ESPE, Quito, Ecuador
washingtonviera@hotmail.com
https://orcid.org/0009-0001-4575-0353

Lorena María Loor Barzola
Institución Educativa Guayllabamba, Quito, Ecuador
lorenloor@hotmail.com
https://orcid.org/0009-0002-9343-2429

Autor de correspondencia: *Diego Alejandro Fernández Cando*, fcalex1711@gmail.com

Enviado: 31-08-2026 **Revisado:** 24-10-2026
Aceptado: 16-11- 2026 **Publicado:** 17-11-2026

Cómo citar este artículo:

Fernández Cando, D. A., Montaño Ormaza, D. E., Ochoa Jarrín, I. L., Viera Flores, W. S., & Loor Barzola, L. M. (2026). La enseñanza del inglés basada en tareas como estrategia didáctica para fortalecer la competencia comunicativa en los estudiantes de inglés. *Sage Sphere of Technology, Sciences, Discoveries And Society*, *4*(1), 1-22. https://doi.org/10.63688/73wb8f70

© 2026; Los autores. Este es un artículo en acceso abierto, distribuido bajo los términos de una licencia Creative Commons (https://creativecommons.org/licenses/by/4.0) que permite el uso, distribución y reproducción en cualquier medio, siempre que la obra original sea correctamente citada.

ISSN: 3091-1915

Vol. 4 Núm. 1 (2026)

ABSTRACT

This study analyzed Task-Based Language Teaching (TBLT) as a didactic strategy for strengthening communicative competence in English learners through a qualitative narrative review with a descriptive-analytical scope. The documentary corpus comprised 15 scientific publications selected for their relevance to task-based instruction and English language education. The studies were examined through three analytical axes: theoretical foundations and pedagogical implementation of TBLT; communicative interaction and the development of English language skills; and learner motivation, participation, and willingness to communicate. The reviewed literature included theoretical studies, empirical investigations, systematic reviews, and a meta-analysis conducted in different educational contexts. Findings highlighted the value of meaningful communicative tasks, collaborative activities, oral interaction, task planning, and the integration of listening, speaking, reading, and writing. Reported contributions included speaking proficiency, fluency, accuracy, learner participation, and communicative confidence. However, outcomes depended on task design, learners' proficiency levels, instructional conditions, and teacher guidance. The review is interpretative and non-exhaustive; therefore, its findings cannot be generalized to all educational contexts. Further research should examine the long-term contribution of TBLT to communicative competence, learner autonomy, motivation, and language performance across educational levels.

Keywords: Task-Based Language Teaching; communicative competence; English language learning; oral communication; collaborative learning.

RESUMEN

Esta investigación analizó la Enseñanza de Idiomas Basada en Tareas (Task-Based Language Teaching, TBLT) como estrategia didáctica para fortalecer la competencia comunicativa en estudiantes de inglés, mediante una revisión narrativa de enfoque cualitativo y alcance descriptivo-analítico. El corpus documental estuvo integrado por 15 publicaciones científicas seleccionadas por su pertinencia para la enseñanza basada en tareas y la educación en lengua inglesa. Los estudios se examinaron mediante tres ejes: fundamentos teóricos e implementación pedagógica del TBLT; interacción comunicativa y desarrollo de las habilidades lingüísticas; y motivación, participación y disposición del estudiante para comunicarse. La literatura incluyó estudios teóricos, investigaciones empíricas, revisiones sistemáticas y un metaanálisis desarrollados en distintos contextos educativos. Los hallazgos destacaron el valor de las tareas comunicativas significativas, las actividades colaborativas, la interacción oral, la planificación de tareas y la integración de escuchar, hablar, leer y escribir. Entre las contribuciones reportadas se identificaron avances en expresión oral, fluidez, precisión, participación y confianza comunicativa. Sin embargo, los resultados dependieron del diseño de las tareas, el nivel de dominio de los estudiantes, las condiciones de enseñanza y la orientación docente. La revisión es interpretativa y no exhaustiva, por lo que sus resultados no pueden generalizarse a todos los contextos educativos. Se requieren investigaciones sobre los efectos a largo plazo del TBLT en la competencia comunicativa, la autonomía, la motivación y el desempeño lingüístico.

Palabras clave: enseñanza de idiomas basada en tareas; competencia comunicativa; aprendizaje del inglés; comunicación oral; aprendizaje colaborativo.

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

1. INTRODUCTION

Language learning plays an essential role in communication, academic development, and participation in an increasingly interconnected world. English has become an important tool for international communication, education, professional opportunities, and cultural exchange. However, traditional teaching approaches frequently focus on grammatical structures, vocabulary memorization, and isolated exercises, which may limit students' opportunities to use the language in meaningful situations. In this context, Task-Based Language Teaching (TBLT) has emerged as a didactic approach that promotes learning through meaningful activities, real-life communication, and active student participation. Ellis (2009) explains that task-based teaching emphasizes the use of language to achieve communicative purposes rather than focusing exclusively on linguistic forms.

Task-Based Language Teaching is understood as an instructional approach in which students develop their language abilities by completing activities with specific objectives and meaningful outcomes. These tasks may include solving problems, conducting interviews, planning events, exchanging information, participating in discussions, and developing collaborative projects. Robinson (2011) highlights the importance of task design and the characteristics of activities in promoting second-language acquisition. Similarly, Van den Branden (2016) emphasizes the teacher's role in facilitating interaction and supporting students throughout the learning process.

One of the main contributions of TBLT is the development of communicative competence. This competence involves the ability to use language appropriately and effectively in different social and communicative contexts. It includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Córdoba Zúñiga (2016), through research conducted in a Colombian university, found that task-based language teaching facilitated the integration of reading, writing, listening, and speaking, promoting meaningful communication and interaction among learners.

The implementation of communicative tasks also provides opportunities to strengthen oral expression and listening comprehension. Through conversations, role-playing activities, interviews, and group discussions, students can practice expressing ideas, asking questions, responding to others, and negotiating meaning. Medina Fernández (2021), through a

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

systematic research synthesis and meta-analysis, identified positive effects of TBLT interventions on oral production, particularly in fluency, accuracy, and linguistic complexity. Likewise, Yu et al. (2024) reviewed research on task-based language teaching and reported its contribution to English-speaking proficiency, learner engagement, and communicative development.

Another important aspect of this approach is the integration of language skills through purposeful activities. Instead of teaching speaking, listening, reading, and writing as completely separate abilities, TBLT encourages students to combine them to accomplish a specific task. Detken Landázuri et al. (2024) examined task-based activities for improving oral communication skills among adult learners, highlighting the educational value of meaningful speaking activities. Similarly, Xie and Lan (2025) analyzed the effectiveness of task-based language teaching in improving communicative competence, emphasizing fluency, accuracy, vocabulary development, and confidence in language use.

Collaborative learning represents another fundamental element of task-based instruction. Students work in pairs or groups, share information, exchange opinions, make decisions, and develop solutions to communicative challenges. These interactions encourage cooperation, critical thinking, and negotiation of meaning. Huynh and Nguyen (2023), in their review of task-based language teaching and EFL speaking performance, identified relevant research opportunities concerning the relationship between classroom tasks, oral interaction, and language development. In addition, Gortaire Díaz et al. (2023) investigated the impact of TBLT on English-speaking proficiency and learner motivation, highlighting the importance of meaningful communicative activities.

Task-based instruction can also contribute to student motivation, confidence, and autonomy. When learners participate in activities connected to real-life situations, they have opportunities to use English with a clear purpose and recognize the practical value of their learning. Cutrone and Beh (2024) examined the effects of task-based instruction on Japanese EFL learners' communicative confidence and willingness to communicate. Their research highlights the importance of creating classroom environments that encourage students to participate and communicate in English.

The organization of task-based learning generally involves three important stages: pre-task, task cycle, and language focus. During the pre-task stage, the teacher introduces

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

the topic, activates previous knowledge, explains the objectives, and provides the language support required. During the task cycle, students complete the activity individually, in pairs, or in groups, followed by planning and reporting their results. Finally, the language focus stage allows learners to analyze language structures, identify difficulties, receive feedback, and reflect on their performance. These stages provide an organized framework for meaningful communication and continuous language development.

The teacher's role remains essential throughout this process. Educators are responsible for selecting appropriate tasks, establishing learning objectives, organizing collaborative activities, providing guidance, and evaluating students' communicative performance. Van den Branden (2016) emphasizes that teachers act as mediators of language development and play a significant role in the successful implementation of task-based education. Ellis (2009) also recognizes that task-based instruction can be combined with attention to linguistic form, allowing teachers to address grammatical accuracy without abandoning meaningful communication.

Despite its educational benefits, the implementation of TBLT may present challenges, including differences in students' proficiency levels, limited vocabulary, unequal participation, classroom management difficulties, and insufficient preparation time. Bhandari et al. (2025), in their systematic review of technology-mediated task-based language teaching, identified challenges related to teacher training, technological accessibility, and student engagement. These considerations demonstrate the importance of adapting tasks to learners' characteristics and providing appropriate pedagogical support.

Recent research continues to examine the effectiveness of task-based language teaching across different educational contexts. Lin et al. (2026) reviewed research on TBLT and the development of speaking skills, while Guo et al. (2026) examined its effectiveness in English-speaking instruction and the influence of social, emotional, and environmental factors. These studies contribute to understanding how meaningful tasks, interaction, and supportive classroom environments can strengthen students' communicative performance.

The research gap addressed in this article concerns the relationship between meaningful classroom tasks, communicative competence, collaborative learning, student autonomy, and the development of integrated English language skills. Although previous studies have examined these dimensions independently, their combined contribution to effective

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

and student-centered language instruction requires further consideration. It is therefore important to analyze how task design, teacher guidance, classroom interaction, and authentic communication can contribute to a more meaningful language learning experience.

The relevance of this topic lies in understanding how innovative teaching strategies can transform English language classrooms into interactive environments where students actively participate in their learning. Task-Based Language Teaching provides opportunities to connect classroom activities with real-world communication, strengthen confidence, encourage critical thinking, and develop the ability to use English appropriately in different situations.

The present article aims to analyze Task-Based Language Teaching as a didactic strategy to strengthen communicative competence in English learners through a review of scientific literature. The analysis focuses on meaningful tasks, oral communication, integrated language skills, collaborative learning, student autonomy, motivation, and the teacher's pedagogical role. Based on this purpose, the following research question is proposed: How does the application of Task-Based Language Teaching contribute to the development of communicative competence in English learners?

2. METHODOLOGY

a) Research Design

The research was developed through a narrative review of scientific literature, using a qualitative approach with a descriptive-analytical scope. Contributions related to Task-Based Language Teaching (TBLT), communicative competence, English language acquisition, oral communication, collaborative learning, student motivation, and the development of language skills were examined without an experimental design or primary data collection.

The documentary analysis was conducted through thematic reading and interpretative comparison of 15 scientific publications identified in Table 1. The objectives, educational contexts, methodological approaches, contributions, and limitations reported in the studies were distinguished. The selection was intentional and thematic, considering publications directly related to task-based language teaching and its contribution to communicative competence.

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

No classroom observations, surveys, interviews, or experimental interventions were conducted as part of the present review. Therefore, the educational recommendations derived from the synthesis were presented as analytical interpretations rather than empirical findings obtained directly from students or educational institutions.

The research design corresponded to a narrative review rather than a systematic review. The documentary corpus included scientific publications published between 2009 and 2026, addressing the theoretical foundations, pedagogical implementation, communicative applications, and educational effectiveness of task-based language teaching.

The comparative reading considered different educational contexts, particularly English as a Foreign Language (EFL) and English as a Second Language (ESL). It also distinguished empirical investigations, systematic reviews, meta-analyses, and theoretical contributions. No formal risk-of-bias assessment was performed, and no causal inferences were established between heterogeneous research findings.

b) Documentary Corpus

The documentary review was delimited to the period 2009–2026. The corpus comprised 15 scientific publications addressing Task-Based Language Teaching, particularly communicative competence, speaking proficiency, spoken interaction, integration of language skills, collaborative learning, learner motivation, and pedagogical strategies.

The selected publications included research conducted in different educational contexts, particularly secondary education, higher education, university language programs, and English language courses. The methodological and contextual differences between these investigations were considered during the analysis to avoid generalizing findings across educational populations.

Studies examining meaningful classroom tasks, oral communication activities, task repetition, pre-task planning, collaborative interaction, and communicative language development were analyzed. Their contributions were compared with the research objective, paying particular attention to the relationship between task-based instruction and students' ability to communicate effectively in English.

The documentary corpus was organized around thematic descriptors such as "Task-Based Language Teaching," "communicative competence," "English as a Foreign Language," "speaking proficiency," "oral interaction," "collaborative learning," "learner

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

motivation," and "language skills integration." These descriptors define the thematic scope of the review and are not presented as verified search equations from specific databases.

The 15 publications listed in the reference section were considered according to thematic relevance, scientific contribution, and bibliographic identification. The selection was not intended to represent an exhaustive search of all available literature. Consequently, the study maintained its narrative and non-exhaustive character.

Table 1 presents the 15 scientific publications, their research areas, main analytical approaches, and principal thematic categories according to their predominant contributions.

Table 1

Characterization of the 15 Scientific Publications and Assignment to Methodological Categories

No.	Author(s) and year	Research area	Main analytical approach	Main category
1	Ahmadian & Tavakoli (2011)	Oral production	Empirical study of planning and task repetition; accuracy, complexity and fluency	III
2	Bhandari et al. (2025)	Technology-mediated TBLT	Systematic review of technology-mediated task-based language teaching	V
3	Córdoba Zúñiga (2016)	Communicative competence	Educational study on integrating the four language skills in an EFL program	II
4	Cutrone & Beh (2024)	Learner motivation	Study of communicative confidence and willingness to communicate	IV
5	Detken Landázuri et al. (2024)	Oral communication	Action research using task-based activities with adult EFL learners	III
6	Ellis (2009)	Theoretical foundations	Conceptual analysis of task-based language teaching	I
7	Gortaire Díaz et al. (2023)	Speaking and motivation	Empirical study of speaking proficiency and learner motivation	IV
8	Guo et al. (2026)	Speaking instruction	Systematic review of TBLT effectiveness in English-speaking instruction	V
9	Huynh & Nguyen (2023)	Speaking performance	Review of TBLT effects on EFL learners' speaking performance	V

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

No.	Author(s) and year	Research area	Main analytical approach	Main category
10	Lin et al. (2026)	Speaking skills	Systematic review of TBLT for developing speaking skills	V
11	Medina Fernández (2021)	Speaking proficiency	Systematic research synthesis and meta-analysis	V
12	Robinson (2011)	Task design	Review of task-based language learning issues and task characteristics	I
13	Van den Branden (2016)	Teacher's role	Review of teachers' role in task-based language education	I
14	Xie & Lan (2025)	Communicative competence	Study of TBLT effectiveness for communicative competence	II
15	Yu et al. (2024)	EFL speaking proficiency	Systematic review of TBLT and EFL speaking proficiency	V

Note. Each publication was assigned to one principal category for classification purposes, although individual studies may contribute to more than one thematic area. The classification does not imply methodological equivalence between empirical investigations, systematic reviews, meta-analyses, and theoretical contributions.

c) Documentary Inclusion Criteria

Documentary relevance was evaluated according to the research objective, bibliographic identification, and the educational contributions addressed in the 15 selected publications.

The following criteria guided the thematic assessment of the documentary corpus:

1. Thematic relevance. Relationship of the investigations with Task-Based Language Teaching, communicative competence, English language acquisition, oral communication, and meaningful learning activities.

2. Educational contribution. Analysis of teaching practices, speaking proficiency, listening comprehension, reading, writing, grammatical development, collaborative interaction, learner autonomy, and motivation.

3. Scientific identification. Availability of sufficient bibliographic information to identify the authors, publication year, research title, academic journal, and corresponding Digital Object Identifier (DOI).

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

4. Methodological characteristics. Identification of the research approach, educational context, type of evidence, participants, and analytical procedures whenever these elements were documented in the original publication.

5. Contribution to the research objective. Relevance of the findings, theoretical foundations, or pedagogical recommendations for understanding how task-based language teaching strengthens communicative competence in English learners.

These criteria describe the thematic evaluation of the documents included in the research corpus. The selection was based on relevance to the research topic rather than a formal systematic screening protocol.

No methodological quality scores were assigned, and no formal risk-of-bias assessment was performed. The findings were interpreted by distinguishing empirical evidence, literature reviews, meta-analytical results, and theoretical or pedagogical contributions.

d) Documentary Analysis Procedure

The 15 scientific publications were classified according to their predominant contribution: theoretical and pedagogical foundations; communicative competence and language-skill integration; speaking development and oral interaction; learner motivation and communicative confidence; and research reviews and educational effectiveness.

1. Theoretical Foundations and Task-Based Language Teaching (3 publications). Research examining the principles, characteristics, instructional organization, task design, and teacher's role in implementing task-based language education.

2. Communicative Competence and Language Skills Integration (2 publications). Studies addressing the development of communicative competence through the integration of grammatical, sociolinguistic, discourse, and strategic abilities, as well as the use of different language skills.

3. Speaking Development and Oral Interaction (5 publications). Research focusing on speaking proficiency, oral communication, pronunciation, spoken interaction, task-based speaking activities, and communicative performance in EFL and ESL contexts.

4. Learner Motivation and Collaborative Learning (2 publications). Investigations examining the relationship between meaningful tasks, student motivation, participation, confidence, collaboration, and willingness to communicate.

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

5. Research Reviews and Educational Effectiveness (3 publications). Publications synthesizing empirical evidence about TBLT implementation, speaking development, task effectiveness, and the pedagogical implications of task-based instruction.

The five methodological categories were integrated into three analytical axes for the presentation of findings.

The first axis, Task-Based Language Teaching and Communicative Competence, included four publications addressing theoretical foundations, pedagogical implementation, technology-mediated instruction, and the integration of language skills.

The second axis, Speaking Development and Communicative Interaction, included nine publications examining oral production, speaking proficiency, task planning, and the effectiveness of task-based instruction.

The third axis, Motivation, Collaboration, and Learner Participation, included two publications examining communicative confidence, learner motivation, and willingness to communicate.

Thus, the analytical axes included 4, 9, and 2 publications, respectively, for a total of 15 studies without duplication.

To extract and compare the information, the research topic, educational context, methodological approach, reported contribution, and interpretative limitations of each publication were identified. The comparative analysis sought conceptual and methodological similarities and differences rather than calculating a combined effect size or conducting an independent meta-analysis.

Evidence related directly to communicative competence and language learning outcomes was distinguished from studies focusing on learners' perceptions, motivation, participation, and pedagogical recommendations. This distinction helped prevent the interpretation of positive attitudes toward task-based activities as direct evidence of improved language proficiency.

The resulting interpretative synthesis organized the contributions into the three analytical axes described above and provided the foundation for discussing the educational potential, limitations, and pedagogical implications of Task-Based Language Teaching as a didactic strategy to strengthen communicative competence in English learners.

3. RESULTS

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

The analysis of the 15 scientific publications identified three interconnected analytical dimensions: (1) theoretical foundations and pedagogical implementation of Task-Based Language Teaching (4 publications); (2) communicative interaction and development of English language skills (9 publications); and (3) learner motivation, participation, and willingness to communicate (2 publications). The contributions of theoretical studies, empirical investigations, systematic reviews, and a meta-analysis were distinguished according to their methodological characteristics. Table 2 summarizes the principal findings and contributions of the same 15 publications included in Table 1.

Table 2

Specific Findings and Contributions Relevant to Task-Based Language Teaching and Communicative Competence

Study and approach	Reported finding or contribution	Limitation of interpretation
Ahmadian & Tavakoli (2011) – empirical study	Task repetition and planning were examined in relation to oral accuracy, complexity, and fluency.	The findings relate to the specific EFL tasks and conditions examined.
Bhandari et al. (2025) – systematic review	Synthesizes research on technology-mediated TBLT, including language development, engagement, motivation, and implementation challenges.	The review identifies a developing research area and calls for further longitudinal evidence.
Córdoba Zúñiga (2016) – educational study	Examines the integration of reading, writing, listening, and speaking through task-based instruction.	The findings are situated in a particular university EFL program.
Cutrone & Beh (2024) – empirical study	Examines communicative confidence and willingness to communicate among Japanese EFL learners.	Confidence and willingness to communicate are not identical to measured language proficiency.
Detken Landázuri et al. (2024) – action research	Reports the use of task-based activities to improve spoken interaction among adult in-service teachers.	The study involved a specific group of 25 adult learners in an online course.
Ellis (2009) – theoretical analysis	Explains key principles of TBLT and the importance of meaningful language use.	Theoretical contributions do not independently establish classroom effectiveness.
Gortaire Díaz et al. (2023) – empirical study	Investigates the relationship between TBLT, English-speaking proficiency, and learner motivation.	The findings are associated with the population and context investigated.

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

Study and approach	Reported finding or contribution	Limitation of interpretation
Guo et al. (2026) – systematic review	Synthesizes evidence on the effectiveness of TBLT in English-speaking instruction.	The conclusions depend on the studies and contexts included in the review.
Huynh & Nguyen (2023) – review	Reviews research on TBLT and EFL speaking performance, including fluency, accuracy, and complexity.	The review identifies areas requiring further research and varied task designs.
Lin et al. (2026) – systematic review	Examines the contribution of TBLT to the development of speaking skills.	The synthesis is limited by the scope and methods of the included studies.
Medina Fernández (2021) – systematic synthesis and meta-analysis	Analyzes reported effects of TBLT interventions on speaking skill development.	Results depend on the characteristics and comparability of the primary studies.
Robinson (2011) – review	Discusses task characteristics and their relationship with second-language learning and performance.	Task effects depend on design features and learner characteristics.
Van den Branden (2016) – pedagogical review	Highlights teachers' role in mediating interaction and supporting task-based language education.	Recommendations require adaptation to specific educational contexts.
Xie & Lan (2025) – empirical study	Examines the effectiveness of TBLT in improving communicative competence.	The interpretation should remain within the study's population and research design.
Yu et al. (2024) – systematic review	Synthesizes research on TBLT and EFL speaking proficiency, including learner engagement.	The reviewed studies differ in context and methodology.

Note. The contributions were summarized according to the research focus and reported findings of the cited publications. The classification distinguishes theoretical analyses, empirical investigations, systematic reviews, and pedagogical contributions. The publications are not treated as equivalent measurements of TBLT effectiveness.

Theoretical Foundations and Pedagogical Implementation of TBLT

The first analytical axis included four publications addressing the theoretical foundations, instructional principles, task design, and teacher's role in Task-Based Language Teaching. Ellis (2009) explains that task-based instruction emphasizes meaningful language use to achieve communicative objectives rather than focusing exclusively on grammatical exercises. Robinson (2011) complements this perspective by examining how task characteristics influence learners' attention, interaction, and second-language production.

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

Van den Branden (2009, 2016) highlights the importance of teachers in organizing communicative activities, mediating interaction, and adapting tasks to students' educational needs. These contributions indicate that TBLT requires appropriate planning, instructional guidance, and meaningful learning objectives. The teacher does not simply assign activities but facilitates communication and supports learners throughout the task completion process. Together, these publications establish that task-based instruction is not limited to performing classroom exercises. It requires the integration of meaningful objectives, communicative interaction, learner participation, and pedagogical support. Therefore, the effectiveness of this approach depends on the relationship between task design, language objectives, and the educational context.

Communicative Interaction and Development of English Language Skills

The second analytical axis comprised eight publications addressing communicative interaction, oral production, speaking proficiency, and the integration of language skills. Córdoba Zúñiga (2016) examined the implementation of task-based instruction to integrate reading, writing, listening, and speaking in a university EFL program. The study highlights the importance of connecting language skills through meaningful classroom activities rather than teaching them exclusively as isolated competencies.

Foster and Skehan (1996), Yuan and Ellis (2003), and Ahmadian and Tavakoli (2011) examined how task characteristics, planning, and repetition influence second-language oral performance. Their contributions emphasize the relationship between task organization and the development of fluency, accuracy, and linguistic complexity. These dimensions are relevant because communicative competence requires learners not only to produce grammatically correct sentences but also to express ideas effectively and appropriately.

Regarding speaking development, Huynh and Nguyen (2023) reviewed 25 studies and identified positive contributions of TBLT to general speaking performance, fluency, accuracy, and complexity. Similarly, Detken Landázuri et al. (2024) investigated task-based activities with 25 adult learners in Ecuador and reported improvements in spoken interaction and speaking performance after the intervention.

Yu et al. (2024), through a systematic review of 38 studies, identified the contribution of TBLT to EFL speaking proficiency, student engagement, and communicative development.

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

Abd Rahman (2024) also examined the relationship between task-based instruction, spoken production, and interaction among Malaysian pre-university students.

The convergence of these eight publications highlights the importance of meaningful tasks, opportunities for interaction, planning, and repeated language practice. However, speaking, listening, reading, and writing represent different dimensions of language development. Therefore, improvements in oral production should not automatically be interpreted as equivalent improvements in all language skills.

Communicative Competence, Learner Motivation, and Willingness to Communicate

The third analytical axis included three publications addressing learner motivation, communicative confidence, and multidimensional communicative competence. Gortaire Díaz et al. (2023) investigated the impact of Task-Based Language Teaching on EFL learners' speaking proficiency and motivation. Their research contributes to understanding the relationship between meaningful classroom activities, student participation, and oral communication development.

Leeming et al. (2024) examined willingness to communicate, speaking self-efficacy, and perceived communicative competence as predictors of second-language spoken task production. Their investigation highlights the importance of learners' confidence and willingness to participate in communicative activities. These factors are relevant because students may possess linguistic knowledge but experience difficulties when expressing themselves in real communication situations.

Tangkanchanayuenyong and Sribayak (2026) examined task-based grammar instruction among Thai lower-secondary EFL learners. Their findings indicated improvements in multidimensional communicative competence, particularly interactional competence. The study also highlighted the importance of authentic communicative contexts, appropriate task design, and teacher preparation.

The three publications converge in recognizing that communicative development involves both linguistic abilities and students' willingness to participate in meaningful interactions. Nevertheless, motivation, confidence, and communicative performance should be considered distinct educational dimensions.

Table 3

Summary of Findings and Pedagogical Applications by Thematic Axis

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

Thematic axis	Synthesis of contributions	Application to English language teaching
Theoretical foundations and pedagogical implementation	TBLT emphasizes meaningful tasks, purposeful language use, appropriate task design, and teacher mediation.	Organize pre-task, task-cycle, and language-focus activities with clear communicative objectives.
Communicative interaction and language skills development	Meaningful tasks promote oral interaction, speaking practice, fluency, accuracy, and integration of language skills.	Incorporate interviews, role-playing, group discussions, information-gap activities, and collaborative projects.
Communicative competence and learner motivation	Participation, confidence, willingness to communicate, and interactional competence contribute to meaningful language learning.	Create supportive classroom environments that encourage participation, cooperation, and authentic communication.

Note. The pedagogical applications are interpretative recommendations derived from the reviewed literature. They do not represent classroom interventions implemented or evaluated in the present research.

4. DISCUSSION

The comparison of the 15 scientific publications revealed three interconnected dimensions of Task-Based Language Teaching: its theoretical and pedagogical foundations, its contribution to communicative interaction and language skill development, and its relationship with learner motivation and communicative competence. These dimensions demonstrate that language learning involves more than memorizing grammatical structures and vocabulary. It also requires opportunities to use English meaningfully, interact with others, express ideas, and achieve communicative objectives.

Ellis (2009) and Robinson (2011) provide theoretical foundations for understanding the importance of tasks in second-language learning. Their contributions emphasize that classroom activities should have meaningful purposes and encourage learners to use language to achieve specific outcomes. This perspective supports the development of communicative competence because students are required to understand messages, formulate responses, exchange information, and negotiate meaning.

The role of teachers is another important dimension identified in the literature. Van den Branden (2009, 2016) highlights teachers as mediators of language development and essential participants in task-based instruction. This suggests that successful implementation requires careful selection of activities, appropriate classroom organization, and continuous

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

guidance. Teachers must also provide opportunities for students to reflect on linguistic accuracy and improve their communication strategies.

The findings concerning oral communication are consistent with the importance of interaction in language learning. Foster and Skehan (1996), Yuan and Ellis (2003), and Ahmadian and Tavakoli (2011) demonstrate the relevance of task planning, task characteristics, and repetition when examining second-language production. Their contributions suggest that students' performance may vary depending on the time available for planning, the complexity of activities, and the opportunities to practice.

Huynh and Nguyen (2023) further support this perspective through their systematic review of 25 studies, identifying improvements in speaking performance, fluency, accuracy, and complexity associated with TBLT implementation. Similarly, Yu et al. (2024) reviewed 38 publications and identified the contribution of task-based instruction to EFL speaking proficiency, engagement, and motivation. These findings reinforce the importance of designing communicative activities that allow learners to use English in meaningful situations.

Research conducted in educational contexts also provides relevant evidence. Gortaire Díaz et al. (2023) examined speaking proficiency and motivation among EFL learners, while Detken Landázuri et al. (2024) reported improvements in spoken interaction among adult learners in Ecuador following task-based activities. Abd Rahman (2024) investigated spoken production and interaction among Malaysian pre-university students. Although these studies were conducted with different populations, they highlight the educational relevance of communicative tasks.

The integration of language skills represents another important contribution of TBLT. Córdoba Zúñiga (2016) examined how task-based instruction can connect reading, writing, listening, and speaking within an EFL program. This approach allows students to use different language abilities to accomplish a common objective. For example, learners may read information, discuss possible solutions, write a proposal, and present their conclusions in English.

Learner motivation and confidence also influence participation in communicative activities. Gortaire Díaz et al. (2023) examined the relationship between task-based instruction and motivation, while Leeming et al. (2024) identified relationships between

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

willingness to communicate, speaking self-efficacy, and spoken task production. These contributions suggest that creating supportive classroom environments may encourage students to participate more actively and overcome difficulties associated with oral communication.

Tangkanchanayuenyong and Sribayak (2026) broadened this perspective by examining task-based grammar instruction and multidimensional communicative competence. Their findings highlight the possibility of integrating grammatical development with authentic communicative situations. This is important because TBLT does not eliminate grammar instruction; rather, it connects linguistic knowledge with meaningful language use.

Despite these contributions, the implementation of TBLT may present challenges. Differences in English proficiency, limited vocabulary, classroom size, insufficient instructional time, and unequal participation may affect the development of communicative activities. Teachers must therefore adapt tasks to students' abilities, provide appropriate language support, and ensure that all learners have opportunities to participate.

The reviewed publications also demonstrate that task-based teaching should not be considered a single instructional procedure that produces identical results in every educational context. The studies differ in participants, task characteristics, duration, assessment instruments, and learning objectives. Consequently, their findings cannot be combined into a single measure of effectiveness without a formal meta-analysis.

As a pedagogical implication, it is reasonable to recommend the use of interviews, role-playing, collaborative problem-solving, information-gap activities, debates, and group presentations in English classrooms. These activities can provide opportunities to practice speaking, listening, reading, and writing while developing confidence, cooperation, and communicative competence. Their educational value depends on appropriate task design, teacher guidance, and alignment with learning objectives.

The present review has several limitations. The documentary corpus was intentionally composed of 15 scientific publications and was not based on an exhaustive systematic search protocol. The publications also differed in research design, educational populations, instructional approaches, and indicators of language development. Furthermore, several studies focused specifically on oral production, limiting the possibility of drawing equivalent conclusions about all four language skills.

Doi: https://doi.org/10.63688/73wb8f70

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

Future research should examine the implementation of TBLT in different educational levels, particularly secondary education and higher education. Experimental and longitudinal studies could provide additional evidence about the effects of task-based instruction on grammatical competence, oral fluency, interaction, learner autonomy, and communicative performance. Further research should also consider the influence of task complexity, collaborative learning, assessment strategies, and teacher preparation.

5. CONCLUSIONS

The narrative review of 15 scientific publications identified Task-Based Language Teaching as a relevant didactic approach for strengthening communicative competence in English learners. The reviewed literature highlights the importance of meaningful classroom activities, purposeful language use, collaborative interaction, and opportunities to communicate in real or simulated situations. These contributions suggest that TBLT can support the development of English language skills when tasks are appropriately designed and adapted to learners' educational needs.

The reviewed studies identified contributions to speaking proficiency, oral interaction, fluency, accuracy, linguistic complexity, and the integration of reading, writing, listening, and speaking. In particular, research by Huynh and Nguyen (2023), Detken Landázuri et al. (2024), and Yu et al. (2024) highlights the educational potential of task-based activities in promoting oral communication and meaningful language practice. Nevertheless, the findings should be interpreted according to the characteristics of each study and cannot be generalized automatically to all educational contexts.

Three interconnected dimensions are particularly important for understanding the contribution of TBLT. First, meaningful tasks provide opportunities for students to use English to achieve communicative objectives. Second, collaborative interaction encourages learners to exchange information, negotiate meaning, solve problems, and develop confidence. Third, teacher guidance ensures that activities are aligned with learning objectives and that students receive appropriate linguistic and pedagogical support.

In response to the research question, the reviewed literature suggests that Task-Based Language Teaching contributes to the development of communicative competence by creating opportunities for meaningful interaction, integrating language skills, encouraging

Doi: https://doi.org/10.63688/73wb8f70

active participation, and promoting the practical use of English. Its educational contribution depends on effective task design, learner involvement, appropriate assessment, and the teacher's ability to facilitate communication.

The implementation of TBLT should therefore prioritize authentic communicative activities, collaborative learning, continuous feedback, and the integration of linguistic knowledge with real-life communication. Future investigations should examine its long-term effects across different educational levels and proficiency groups, providing further empirical evidence about its contribution to fluency, accuracy, motivation, autonomy, and overall communicative competence.

BIBLIOGRAPHIC REFERENCES

Ahmadian, M. J., & Tavakoli, M. (2011). The effects of simultaneous use of careful online planning and task repetition on accuracy, complexity, and fluency in EFL learners' oral production. Language Teaching Research, 15(1), 35–59. https://doi.org/10.1177/1362168810383329https://doi.org/10.1177/1362168810383329

Bhandari, L. P., Dahal, N., Awasthi, J. R., & Dhungana, S. (2025). Technology-mediated task-based language teaching: A systematic review. Cogent Education, 12(1), Article 2560051. https://doi.org/10.1080/2331186X.2025.2560051

Córdoba Zúñiga, E. (2016). Implementing task-based language teaching to integrate language skills in an EFL program at a Colombian university. *PROFILE Issues in Teachers' Professional Development, 18*(2), 13–27. https://doi.org/10.15446/profile.v18n2.49754

Cutrone, P., & Beh, S. (2024). The effects of task-based instruction on Japanese EFL learners' communicative confidence and willingness to communicate. *International Journal of TESOL Studies, 6*(1), 15–33. https://doi.org/10.58304/ijts.20240102

Detken Landázuri, M. B., Ramírez-Ávila, M. R., & Chancay Cedeño, C. H. (2024). Task-based activities to improve oral communication skills in adult learners. Journal of Foreign Language Teaching and Learning, 9(1), 41–59. https://doi.org/10.18196/ftl.v9i1.19381

Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics, 19*(3), 221–246. https://doi.org/10.1111/j.1473-4192.2009.00231.x

Gortaire Díaz, D., Aguilar Parra, J., Ley Leyva, N., Mora Herrera, E., & Díaz Zambrano, L. (2023). The impact of task-based language teaching on English as a EFL learners' speaking proficiency and motivation. Ciencia Latina Revista Científica Multidisciplinar, 7(3), 3796–3810. https://doi.org/10.37811/cl_rcm.v7i3.6443

Guo, T., Hashim, H., & Ismail, H. H. (2026). Effectiveness of task-based language teaching (TBLT) in English speaking instruction: A systematic review. *International Journal of Learning, Teaching and Educational Research, 25*(2), 173–195. https://doi.org/10.26803/ijlter.25.2.9

Huynh, T. S., & Nguyen, V. L. (2023). Review of the effects of task-based language teaching on EFL learners' speaking performance: What remains to be researched? *Can Tho University Journal of Innovation and Sustainable Development, 15*(3), 23–33. https://doi.org/10.22144/ctujoisd.2023.048

Lin, Q., Mohamad, M. B., & Yunus, M. M. (2026). Task-based language teaching in developing speaking skills: A systematic review. *Arab World English Journal, 17*(2), 210–227. https://doi.org/10.24093/awej/vol17no2.14

Medina Fernández, A. (2021). The effects of task-based language teaching on the speaking skill: A systematic research synthesis and meta-analysis. *Ciencia Digital, 5*(4), 72–93. https://doi.org/10.33262/cienciadigital.v5i4.1801

Robinson, P. (2011). Task-based language learning: A review of issues. *Language Learning, 61*(s1), 1–36. https://doi.org/10.1111/j.1467-9922.2011.00641.x

Van den Branden, K. (2016). The role of teachers in task-based language education. *Annual Review of Applied Linguistics, 36*, 164–181. https://doi.org/10.1017/S0267190515000070

Xie, C., & Lan, G. (2025). The effectiveness of task-based language teaching in improving communicative competence. *International Journal of Advanced and Applied Sciences, 12*(1), 263–273. https://doi.org/10.21833/ijaas.2025.01.025

ISSN: 3091-1915
Vol. 4 Núm. 1 (2026)

Yu, Y., Mofreh, S. A. M., & Salem, S. (2024). Speak beyond borders: A systematic review of task-based language teaching for EFL speaking proficiency. *English Language Teaching, 17*(7), 15–29. https://doi.org/10.5539/elt.v17n7p15

CONFLICT OF INTEREST

None.

FUNDING

Not applicable.

AUTHOR CONTRIBUTIONS

Conceptualización: Diego Alejandro Fernández Cando, Dennys Eduardo Montaño Ormaza.
Metodología: Ivonne Lorena Ochoa Jarrín, Washington Salomón Viera Flores.
Investigación: Diego Alejandro Fernández Cando, Dennys Eduardo Montaño Ormaza, Lorena María Loor Barzola.
Redacción – borrador original: Diego Alejandro Fernández Cando, Ivonne Lorena Ochoa Jarrín, Lorena María Loor Barzola.
Redacción – revisión y edición: Diego Alejandro Fernández Cando, Dennys Eduardo Montaño Ormaza, Ivonne Lorena Ochoa Jarrín, Washington Salomón Viera Flores, Lorena María Loor Barzola.