

Enhancing English Instruction through Task-Based Language Teaching: Teachers' Experiences, Challenges, and Adaptive Strategies

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ABSTRACT

English has long been a primary medium of instruction in the Philippine education system, yet disparities in English proficiency persist due to variations in teaching quality, resource availability, and teacher training. This study explores teachers' experiences, challenges, and adaptive strategies in employing Task-Based Language Teaching (TBLT) to create an engaging and effective learning environment. Findings highlight that while TBLT fosters cooperative learning, critical thinking, and communication skills, teachers face challenges such as classroom behavior management, curriculum alignment, and resource limitations. Despite these obstacles, educators employ adaptive strategies to ensure meaningful learning experiences. Institutional support and innovative pedagogies are crucial for addressing these challenges and enhancing English instruction. Further research is recommended to deepen understanding of TBLT implementation in diverse educational settings.

INTRODUCTION

Many teaching methods are emerging in the modern-day world to meet the needs of diverse students with different learning styles. One such way of adapting is the task-based method teachers need to implement in their way of teaching. An approach where tasks are done naturally in the second language, resulting in task realization in the target language, is aimed at encouraging the use of the language through communicative tasks. Meaning and context are also fundamental aspects of TBLT as it asserts that language learning, unlike language grammar or vocabulary memorized without context, occurs through meaningful communication and social interaction. This approach puts the successful completion of tasks at the top of the agenda. According to Ellis (2003), TBLT helps learners perform with actual language; they aim to underline and focus on meaning, not form. Thus, this not only enhances fluency with the content but also encourages learners to transfer what they have learned to practical and real-world situations by embedding tasks within the learning experience.

According to Nunan (2004), TBLT fits the paradigm of constructivist learning, whereby learners construct knowledge through experience and interaction. This task becomes the central unit of planning and instruction and allows dynamic adaptability or flexibility in accommodating diverse learner needs and preferences. By disseminating skills through this methodology, students can improve their language and cognitive skills simultaneously since many of the tasks are problem-solving and enable collaboration.

Studying the task-based method is highly significant in terms of its advantages for both language learners and teachers. Firstly, TBLT increases learner engagement through the provision of authentic and meaningful learning experiences. This emphasizes that can-do items are typically motivating when task-based tasks relate to the world outside the classroom (Willis & Willis, 2007). This engagement not only creates retaining but also creates ownership.

Secondly, it will also help develop task-based approaches further to increase communicative competence, which is increasingly essential in modern globalized contexts. Thus, through such activities, they will find actual practice using language honestly. Long (2015) indicates that TBLT can not only enhance fluency but also accuracy, as learners are provided with rich input and relevant situations to output their language.

Lastly, TBLT is flexible enough to differentiate instruction: this allows it to work in the area with all types of learners and proficiency levels. Teachers could design tasks matching up to every student so that they all could face a sufficiently challenging yet manageable task. Individual adaptations among many persons will positively affect inclusive learning, where one can decide on the speed but at the same time become secure in facing more complex communication.

As other street-smart ways of carrying the learning system have already been employed, the assessment of usefulness becomes even more critical when it looks into the nature of changes shaping future learning. A typical lecture method will not prepare learners for real-life conversations, whereas TBLT appears to show much promise for helping out with those issues. Furthermore, this work intends to add to the portion of the scholarship set on innovative

pedagogy with empirically grounded strategies aimed at improving practice through evidence of what has worked well elsewhere.

This means that although TBLT may not be a common subject of adoption or research yet, the current study aims to fill some of the voids left within the existing literature. Its applicability and effect are enriched as an understanding of how effective the task-based approach proves to be into various educational settings. This holds great value for curriculum development and teacher training courses, given that language teaching must be kept up-to-date and efficient.

Objective of the Study

This study aims to create an opportunity to analyze the effectiveness of task-based language teaching techniques in producing measurable improvements in learners' use and understanding of language to communicate effectively. The new approach sheds light on a deep and complex matter by employing empirical evidence, analysis, and interpretation. It presents critical suggestions for English teachers to align the quality of effective task-based language teaching to focus on more significant success in their instruction results.

LITERATURE REVIEW

Task-Based Language Teaching (TBLT) has become one of the most prominent approaches in modern English teaching because it emphasizes on using language as a real means of communication through the completion of meaningful tasks. Willis (1996) and Ellis (2003) explain that TBLT places assignments at the core of the learning process, where students interact, negotiate meaning, and develop communicative skills in an authentic context. This approach is seen as more effective than traditional grammar-based methods because it encourages active engagement, creativity, and critical thinking skills of students.

Several studies have shown the effectiveness of TBLT in improving English language skills. Nunan (2004) emphasized that through communicative tasks, learners can improve language fluency, accuracy, and complexity. Similarly, Carless (2009) found that TBLT increases student motivation because learning is centered on real meaning and experience, not just on grammatical rules. In the context of EFL (English as a Foreign Language), TBLT has been shown to support speaking and listening skills because it involves authentic interaction between students (Samuda & Bygate, 2018).

Nevertheless, the implementation of TBLT is not free from challenges. Some teachers report limited resources, low student readiness, and difficulty in balancing focus on language forms with meaning (Butler, 2011). In Asian countries, including Indonesia, the learning culture that is still dominant teacher-centered is also often an obstacle (Carless, 2007). Teachers are required to adapt by combining TBLT with traditional approaches, simplifying assignments, or providing additional scaffolding for students with low abilities (Littlewood, 2014).

In addition, teacher experience is an important factor in the successful implementation of TBLT. Experienced teachers tend to be more flexible in

designing assignments and finding adaptive strategies, for example by integrating technology, the use of local materials, or alternative assessments that assess processes in addition to outcomes (East, 2012). Thus, teacher adaptation plays a crucial role in bridging the gap between TBLT theory and classroom practice.

Overall, the literature shows that TBLT has great potential in improving English language learning through meaningful communicative activities. However, its success is highly dependent on teacher readiness, availability of resources, and the ability to develop adaptive strategies that are appropriate to the local context.

METHODOLOGY

This study used a qualitative research design with a descriptive method to explore teachers' experiences, challenges, and strategies for implementing Task-Based Language Teaching (TBLT) in the educational process. According to Sandelowski (2000), this method is appropriate for capturing the nuanced experiences and perspectives of participants and giving a general summary of specific phenomena in everyday terms.

The study participants were educators who teach English subjects at the high school and college levels. The researchers conducted a preliminary scan to find teachers who shared a similar teaching method. The first five respondents revealed different teaching methods. So, the researchers conducted another set of interviews to purposively choose those teachers who use TBLT as a teaching strategy to reach data saturation.

The data-gathering procedure lasted over two weeks. The researchers conducted an environmental scan for English teachers and asked their permission, informally, to participate in the study through a direct message on Facebook Messenger. Thereafter, the researchers requested the participants to fill out a consent form that discloses their personal information and confirms their willingness to participate in the study. Upon securing the consent forms, the researchers immediately disseminated the semi-structured open-ended interview questions through an online platform, Google Forms, as the primary data collection tool. As noted by Nayak and Narayan (2019), online surveys like Google Forms emphasize the features of flexibility, accessibility, and the ability to reach participants and gather data from geographically diverse locations. Hence, the participants would find this platform convenient, and it would give them enough time to reflect and express themselves. Also, the participants are encouraged to respond in any language they please.

After all the data were gathered, the responses were recorded verbatim since the participants had already used English. Moreover, the data elicited from the participants was analyzed using thematic analysis. According to Braun and Clarke (2006), as cited in Ewald (2024), in analyzing qualitative data, it is essential to follow the six steps of reflexive thematic analysis: familiarizing the data, generating initial codes, grouping the codes, reviewing themes, naming and defining the themes, and writing down the findings.

RESEARCH RESULT AND DISCUSSION

This chapter presents an overview of the study's results and discussions. The qualitative interviews provided insights into teaching strategies used, how the teaching strategies are implemented in practice, teachers' experiences and challenges, and how they address these challenges when teaching English in a classroom.

Teachers' Experiences in the Implementation of the Teaching Method

The outcome revealed five primary strategies that English instructors employ in their classrooms. The results of their responses when asked, "What are your experiences in the implementation of that method/approach?" are as follows.

Table 1. Teaching Strategies Applied and their effect on Student Learning

Themes	Sub-themes	Codes
Promoting cooperative learning	Teamwork and collaboration	Collaboration in group activities
Enhancing active participation	Student engagement and motivation	High engagement and motivation
Fostering meaningful communication	Communicative competence	Focus on fluency over grammatical accuracy
Making learning relatable and engaging	Authentic and engaging tasks	Enjoyment in real-life task applications
Facilitating interactive and practical learning	Active collaboration and problem-solving	Encouraging teamwork in practical learning

Theme 1. Promoting cooperative learning

Promoting cooperative learning in the classroom is an educational practice that seeks to create a space where the students work together for the accomplishment of the learning objectives. This approach underscores the need to ensure that students do not only work independently but also have a chance to share ideas and resolve conflicts together. By working in groups, the students are not only able to improve their academic achievement but also their social skills, which makes them ready to face the actual workplace where teamwork is essential. Therefore, it is the teachers, as the facilitators of learning, who will plan

these activities and give direction and control so that each one of the learners participates fully and the objectives of the teaching are achieved effectively. This approach not only assists in academic comprehension but also helps in strengthening people's social skills, which in turn equips learners with the capability to tackle real-life situations that require combining efforts with other people.

Theme 2. Enhancing active participation

In a classroom, enhancing active participation emphasizes the need to engage all students in the learning process in a meaningful way. Active participation does not only mean sitting and listening or memorizing; it involves the student actively intellectually, socially, and emotionally while in classroom activities. This approach enhances learning as well as the ability to think critically and apply knowledge effectively, which makes education practical and satisfying to the learners. Encouraging students' engagement by means of reasonable tasks, group work and appropriate pedagogical techniques, the teachers may help the students to assume responsibility for their learning process. Active participation makes comprehension more solid, and it also helps students prepare for real-life situations and how to take advantage of such opportunities.

Theme 3. Fostering meaningful communication

Fostering Meaningful Communication emphasizes the provision of chances for all students to communicate using language in authentic and meaningful ways. In language learning, meaningful communication is a central focus; it allows one to speak, comprehend, and act in the real environment. This approach shifts the focus from rote memorization of grammar rules to practical language use, where the primary goal is to convey and understand meaning. This aspect of the theme shows the power that treating language as a medium for communication has on people. Instead of mere grammaticality, emphasis on purpose and comprehension enables the teachers to enhance the student's readiness for honest communication outside the classroom. This mode of communication not only improves language proficiency but also enhances self-appraisal, imagination, and the interaction of students with their environment.

Theme 4. Making learning relatable and engaging

Making learning relatable and engaging in the classroom highlights the need to carefully construct learning experiences that relate to the students' lives, interests, and dreams. When learners find the materials and activities relevant to their context, they are more likely to be motivated, engaged, and involved in class. This better approach challenges the conventional way of teaching, which attempts to make the learning of the subject matter more interesting by relating it to the real world and the interests of the students. When knowledge is relevant, there are higher levels of motivation, engagement, and investment in education by the students. They help students understand the purpose of what they are learning instead of simply seeking grades, which goes beyond academic achievement, a thirst for knowledge that spans a lifetime. One of the responsibilities of educators is to ensure that lessons are pitched at an

appropriate level so that learners are keen to discover, ask questions, and make sense of knowledge within the real-world context.

Theme 5. Facilitating interactive and practical learning

Facilitating interactive and practical learning emphasizes the need to provide opportunities for students to take part in the learning process through doing and working with others. It seeks to close the disparity between what a student learns in theory and what happens in practice. It promotes learning by doing, an approach where students are engaged in and are not simply passive users of information. Students are involved in performing functions that practice and develop their skills. To enhance and influence learning as a process, learners must be able to utilize the knowledge gained, provide opportunities for interaction with others, and tackle some challenges in the 'real world.' This approach helps in raising the performance levels of the students and, at the same time, equips them with the mechanisms that will lead to their success readily in the future. Thus, interactive and practical modes of learning also help to ensure that students are not simply passive recipients of knowledge but relatively active agents of their learning process.

Challenges Encountered in the Implementation of the Teaching Strategies

Four main challenges were determined from the results of their responses when asked, "What are the challenges did you encounter in the implementation?"

Table 2. The challenges encountered by the teachers in the implementation

Themes	Sub-themes	Codes
Classroom Management	Managing student behavior	Difficulty managing noise in class; Limited student participation in tasks
	Promoting task engagement	Some students are disengaged or unmotivated.
Diverse Learner Needs	Addressing varying skill levels	Mixed skill levels among students; High achievers complete tasks quickly, slower

		learners need more time
	Fair task distribution	Uneven task sharing
Curriculum and Methodology	Challenges in Task-Based Language Learning (TBL)	Difficulty in planning, implementation, and assessment of TBL strategies
	Aligning with curriculum and assessments	Tasks not aligning with coursework or assessment requirements
Resource and Contextual Limitations	Managing class size and diversity	Large class sizes; Students' diverse backgrounds and needs
	Ensuring adequate resources	Insufficient teaching and learning materials

Theme 1. Classroom Management

One of the most challenging tasks an educator faces in maintaining a conducive learning environment is classroom management.

The first key aspect that emerged from the teachers' responses is managing student behavior. Teachers would mainly experience disruptions such as excessive noise, as one respondent expressed, "There are times that I have a hard time managing the class, especially the noise," and students' reluctance to complete assigned tasks when another respondent noted, "Sometimes, not everyone will participate in finishing their tasks." Such observations underscore that managing students remains a significant hurdle, which is imperative for discipline and active participation strategies.

Another critical challenge for teachers is maintaining the students' engagement. Students tend to prefer completing their tasks over more profound learning objectives such as accuracy and fluency, as evident with a respondent who said, "Some students focus more on task completion rather than accuracy and fluency of language." As observed in the learning process, the students lack intrinsic motivation and engagement. To counter these problems, teachers must

integrate creative and interactive instructional strategies like gamified activities, interactive learning, and constructive feedback. With these, students would not only be thinking of merely completing tasks but instead the meaningful learning outcomes.

Generally, classroom management involves not only controlling students' behaviors but also fostering an environment that motivates students to participate actively and meaningfully. To make the classroom conducive and will also promote both discipline and active learning, the teacher must employ structured class routines, differentiated instructional strategies, and strengthened relationships with students in the teaching-learning process.

Theme 2. Diverse Learner Needs

Another challenge teachers experience is handling students' differences in abilities and needs.

One of the most significant issues for teachers is balancing skill levels. Almost no classroom will have only "high-achievers" and "slower-leaners." All students can, at some point, complete the task quickly, but it all depends on the subject's complexity. As one respondent commented, "High achievers often finished quickly, while slower learners needed more time and support." Such tendencies underscore the gaps in the learning process since high-achiever students become disengaged while the slower learners become frustrated and lost trying to catch up. Addressing this requires the teachers to implement differentiated instruction and activities tailored to the varying abilities and needs of learners.

Ensuring fairness in task distribution is another critical challenge. Teachers find it difficult to distribute tasks in a manner that seems fair to all students, especially in collaborative settings like what one respondent shared, "I had problems balancing different skill levels and making sure tasks were shared fairly." Such observation suggests the struggles teachers face in employing group activities or collaborative settings to allocate tasks in a manner that seems fair to all students.

Flexible grouping, scaffolded tasks, and individualized learning plans by educators would support and challenge any learner. Teacher sensitivity to learner diversity acknowledges the achievement of such an inclusive and fair learning environment.

Theme 3. Curriculum and Methodology

Implementing innovative approaches like Task-Based Language Learning (TBL) highlighted the challenges teachers face in curriculum and methodology.

Teachers emphasized the demanding nature of TBL because of its complexity. A respondent shared, "Putting a Task-Based Language Learning (TBL) strategy into practice can be difficult, from planning and implementation to student involvement and assessment." It requires much time, effort, and skill to ensure that the meaningful and authentic tasks designed for them are culturally relevant, leveled appropriately, and engaging enough, considering different learner needs and resource availability, as supported by another

respondent saying, "Designing meaningful and authentic projects that connect with curriculum objectives takes much time and work."

Moreover, the misalignment of tasks with curriculum and assessments highlights the difficulty teachers experienced in integrating TBL into the classroom; as one respondent revealed, "Tasks may only sometimes fit easily into prescribed coursework or standard assessment requirements." The mismatch poses a challenge for teachers when tasks designed for TBL do not align with the objectives of TBL, which focuses on communication, critical thinking, and fluency. Contrary to the rote-learning focus of traditional exams.

Therefore, sufficient teacher training, resource development, and flexibility in curriculum design must be provided to address these issues. Otherwise, the innovative TBL integration will be ineffective, and teachers will be at a crossroads between fostering authentic learning experiences and meeting prescribed educational standards.

Theme 4. Resource and Contextual Limitations

Resource and contextual limitations are prominent challenges in the teaching-learning process. As summarized by a respondent expressing, "Class size, students' diverse backgrounds and needs, and provisions of both teaching and learning materials."

Managing large class sizes poses a challenge to teachers as it complicates classroom dynamics. If the class size is too large, teachers find it challenging to respond to the varying abilities and needs of learners, which could hinder the smooth delivery of lessons and equitable participation in activities. But with the shortage of teachers in education, it would be idealistic to have smaller class sizes.

Ensuring adequate teaching and learning materials is a prominent concern for educators. Teachers' ability to implement innovative teaching strategies will only improve if there are sufficient and appropriate materials. The scarcity of resources and other essential tools will demotivate both educators and learners. Overall, the results indicate a pressing need to address resource gaps and contextual challenges. Institutions must implement interventions and policies, such as smaller class sizes, the provision of sufficient teaching materials, and more excellent teacher support, especially for those working in diverse and remote environments. With these, both the educators and learners become empowered in a conducive learning environment with an equitable and meaningful learning experience.

Strategies Employed by Teachers in Coping with Different Teaching Experiences

The findings indicated that five dominant coping strategies were identified, and subscales were applied to various situations encountered in teaching English in class. The following are the results of the question, "How did you deal with the experiences/challenges with the implementation of that method?"

Table 3. How teachers deal with their experiences and challenges with the implementation of their teaching strategies

Themes	Sub-themes	Codes
Establishing a structured learning environment	Ensuring clarity and understanding; Encouraging student participation	Clear explanation of instructions; Allowing students to ask questions
Supporting students through targeted scaffolding	Pre-task preparation and scaffolding; Language support during task execution	Including language objectives and focus; Teaching vocabulary or expressions for specific tasks
Adapting teaching methods to learner needs	Differentiation in teaching strategies; Peer learning and collaborative support	Modifying tasks for different skill levels; Using peer mentoring to assist struggling students
Building confidence and task familiarity	Gradual task progression	Starting with more straightforward tasks and increasing complexity
Leveraging available teaching resources	Resourcefulness in task implementation; Professional collaboration	Adapting tasks from existing resources; Collaborating with colleagues for ideas and materials

Theme 1. Establishing a structured learning environment

Establishing a structured learning environment is an essential aspect of designing and organizing the teaching-learning processes within a given context. In this method, the students are aware of what has been expected of them, thus limiting their confusion and providing a conducive environment for them to concentrate fully on the assigned tasks. A structured approach is an essential element in successful learning experiences because it makes things clear,

minimizes ambiguity, and encourages involvement. When the precise purposes and goals for individual tasks are set for the students, it promotes a kind of classroom cohesion that instills order or predictability. This encourages their engagement and minimizes their anxiety, thus allowing the students to focus on learning rather than feeling a burden. On the other hand, Instructors achieve those conditions by giving the right amount of explanation, preparing for the task effectively and following what has been done. This means that the learners will feel safe and confident as they try to finish their assignments. By enhancing visibility and providing appropriate support, teachers go beyond improving the completion of tasks to creating a conducive and stimulating learning environment, which, in the end, enables learners to achieve their maximum potential.

Theme 2. Supporting students through targeted scaffolding

Within the context of classroom instruction, the intervention of students with the use of focused scaffolding is essential since it benefits them in trying to attain established objectives. Scaffolding is the term used to describe the pedagogical devices and strategies that teachers have recourse to in order to fill in the difference between what a learner can perform with little assistance and the level of performance required without help. Such an approach anticipates an appropriate pace within which the learners will build the skills and confidence needed to accomplish the task autonomously. Scaffolding provides a disciplined but adjustable outline in which a learner is able to perform intricate activities or work on new content. This implies imparting specific skills to the learners and integrating the imparted skills into practice at appropriate times. In particular, in language learning tasks, categorization of scaffolding includes the preparatory activity done before the actual task, for instance, teaching new words, phrases or ideas relevant to the task so that students are ready to do the task. Consequently, through this pre-task preparation, educators are able to encourage students to face problems and challenges with confidence and assurance. This method hones the skills of the student and increases student participation. Still, it also promotes independence, which in turn provides students with skills that are necessary for their educational progression.

Theme 3. Adapting teaching methods to learner needs

This educational approach brings out the need for different instruction methods to meet the other skills, interests, and problems of the students. In a classroom, for example, there will be learners of various abilities, different reservations, and different ways of learning. This calls for the teachers to be flexible and responsive to the needs of the students. Teachers, by changing their ways, lessen the barriers for most of their students and allow engagement, understanding, and growth to all the students in the class. Adaptability in teaching is based on the premise that it is impossible to use one teaching method for all learners. Information processing, existing knowledge, and learning speed are just a few of the many ways students differ. For instance, some students may do better when they participate in a group discussion; others may do better if they engage in an individual task or a practical activity. Modifying the techniques

of teaching helps every single learner to learn better than the way they would understand according to their learning style. The use of differentiated instruction, scaffolding, and grouped learning helps the teacher to guarantee that no child is left behind in a way that each child gets individual attention. This flexibility improves the results of learning but also creates a conducive environment of acceptance and growth within the classroom. As a result, the teachers encourage the students to realize their complete potential.

Theme 4: Building confidence and task familiarity

It is crucial to understand that building confidence and task familiarity requires the provision of an environment that is conducive for the learners to be able to feel safe and ready to face academic activities. Confidence is one of the processes involved in the learning process, more so in mastering any language, as it determines a student's ability to participate, take risks, and articulate themselves. Task familiarity, however, prepares a student in such a way that he has the means and experience to face a problem and do so with assurance and skill. As a positive attitude towards learning develops, more active participation in class activities, including the performance of the set tasks, is evident with such learners. When the students are confident, they tend to 'fight' through the problems, share arguments, and take risks to learn something new. This is crucial for language learning, where the students are often caught between the urge to communicate and the feeling of making a mistake in the process. By mitigating confidence issues, the teachers address these situations and help the students to concentrate on the meaning rather than the accuracy of the message. For instance, helping the students succeed with more manageable tasks early helps in building their confidence and encouraging them to take on complex tasks as time goes on. By emphasizing such factors, the teacher aids the learners in conquering struggles and accomplishing objectives while instilling the self-confidence necessary to ensure success in the process of learning that extends beyond the classroom.

Theme 5. Leveraging available teaching resources

One of the prominent functions which are evident in teaching today, is that of resource utilization. The importance of this function, of enhancing the effectiveness of teaching and meeting the needs of diverse learners, cannot be overstated. Whether physical objects, digital technology, or human resources, they are the very elements that form the core of delivering engaging and valuable lessons. When these resources are optimally employed, educators elevate their techniques, manage to function in different learning scenarios, and deal with time, equipment, or skills constraints. Appropriate teaching resources are critical in enhancing learning processes and simplifying complex subjects for the students. These give visual, audio, or interactive support in explaining the content and in keeping the learners active in the class. Resources also allow instructors to develop lessons that meet the needs of their students, making the learning process more effective and inclusive. For instance, in learning languages, the use of multimedia resources like videos and interactive

applications alongside actual resources like menus and brochures can increase interest in even the duller lessons. At the same time, old-fashioned materials such as coursebooks, glossary cards, and exercise books are still beneficial as a means of practice and reinforcement. Innovations in the use of classroom materials, teaching and learning aids, information and communication technologies, and school and community partnerships allow for the enhancement of the education process. This method advances not only the educational performance of students but also helps to develop an appreciation for learning as a continuous process.

CONCLUSIONS AND RECOMMENDATIONS

Teaching English must already be easy for educators since it has been the primary medium of instruction in the Philippine education landscape. Alongside Filipino, English has long been used to teach various subjects since elementary levels. However, the disparities in English proficiencies resulted from the varying quality of English education, lack of teaching materials, and trained English teachers. The gradual deterioration of Filipino English language proficiency can be observed among Filipinos based on the data from the EF English Proficiency Index, as we were now ranked 22nd from 20th last year among 116 countries (EF EPI, 2024).

Hence, the researchers aspired to bridge this educational gap by examining teachers' experiences, challenges, and adaptive strategies in the teaching-learning process, where the teachers employed Task-Based Language Learning (TBL) in their classrooms to achieve an engaging and effective learning environment.

This study focused on the different techniques teachers use in class. Although no single method is perfect and can guarantee successful results, the TBLT offers strategies that promote cooperative learning, enhance active participation, foster meaningful communication, make learning relatable and engaging, and facilitate interactive and practical learning. With these approaches, teachers can address diverse student needs and foster lifelong skills such as teamwork, critical thinking, and communication.

However, teachers continued to face the challenges of classroom behavior management, dealing with diversified learner needs, ensuring tasks were in line with the curriculum objectives, and problems of resource and contextual limitations. Despite all these challenges, the teachers employed adaptive strategies: the establishment of structured environments, targeted scaffolding, and adapted methods to learner needs. Therefore, it shows the resilience and adaptability of teachers toward a practical and engaging learning experience for the students.

Fundamentally, educators require strong institutional support. Innovative pedagogies create ample opportunities for meaningful and equitable learning because they address deficiencies in resources, provide professional development for the teacher, and allow room for flexibility in curriculum development. Once equipped with the appropriate tools and resources, the

educator can increase student participation, improve critical thinking abilities, and get students ready for real-life tasks.

Further research studies are recommended to explore in depth teachers' experiences, the various challenges encountered, and strategies for overcoming these challenges in implementing Task-Based Language Learning (TBL) in the teaching and learning process.

ADVANCED RESEARCH

Building on the identified gaps and current challenges in implementing Task-Based Language Teaching (TBLT), advanced research should extend beyond classroom-level practices and examine systemic and institutional dimensions that influence teachers' capacity to employ TBLT effectively. Future studies could investigate how policy support, curriculum alignment, teacher training, and digital integration impact the sustainability of TBLT in diverse educational contexts. Moreover, comparative research across regions or countries with varying levels of English proficiency could provide deeper insights into how cultural, socio-economic, and technological factors shape teachers' adaptive strategies. Mixed-methods approaches, incorporating classroom observations, teacher narratives, and learner performance outcomes, would allow for a more holistic understanding of how TBLT not only enhances language proficiency but also fosters 21st-century competencies such as collaboration, creativity, and problem-solving.

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