Task-Based Learning (TBL) Approach: An Effective Method for Improving English Language Communication Skills in Public Primary Schools in Morogoro Municipality, Tanzania

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

The main objective of our study was to assess the effectiveness of Task-Based Learning (TBL) in improving pupils' communicative ability in English language in public primary schools in Morogoro municipality, Tanzania. To achieve this, we utilized a mixed approach, incorporating qualitative and quantitative methods for data collection and analysis. We selected six primary schools, with a total of 320 respondents divided into an experimental group (160 respondents) and a control group (160 respondents). Data were collected through pre- and post-tests, classroom observations, and interviews with both pupil and teachers. The results of our study revealed that the experimental group, which was exposed to TBL, performed significantly better than the control group. Overall, the experimental groups consistently outperformed the control groups. Furthermore, the findings from

the motivation questionnaire indicated a significant difference in motivation levels between the experimental and control groups in the post-test, suggesting that the experimental group's motivation increased significantly. Our findings have significant practical implications for teachers and policymakers in Tanzania and other countries where English is taught as a second language. Specifically, our study shows that TBL is an effective strategy for promoting communication skills in English. Also, TBL can be considered as a viable approach to enhance pupils' communicative ability and promote their motivation in language learning. Therefore, we recommend that teachers and policymakers consider adopting the TBL approach to enhance pupils' English language proficiency.

1. INTRODUCTION

Language is primarily a human non-instinctive method of communicating ideas and desires using a system of voluntarily produced symbols through which thoughts, feelings, ideas, and emotions are communicated either in spoken or written form or through sound signals [1]. Thus, language is the universal medium for transmitting or conveying common facts, complex thoughts, ideas, and feelings of human beings. Languages are the most authentic means through which people and communities can retain and safeguard knowledge, wisdom, and their nomenclature passed down by their ancestors.

English Language, one of the wide world languages, is spoken in countries such as Australia, Canada, England, New Zealand, and the United States of America as the native language. These countries are referred to as inner-circle countries [2]. The English language is also used as an official language in many other countries where it is referred to as a second language. These countries, which make what is known as the outer circle include former British colonies in Africa and Asia [3]. Since English is used in the outer circle countries, alongside multiple indigenous languages, its role differs from that of countries in the inner circle, as each country has its norms of communication [2].

In Tanzania, after independence Kiswahili language was made the medium of instruction in primary schools, and English is taught as a compulsory academic subject at this level, except in few English-medium primary schools whereby the language is taught as a subject and used as a medium of instruction. For secondary schools, no change was made and the English language remained the medium of instruction for all subjects except Kiswahili [4]. Also, Roy-Campbell, and Qorro argued that there were changes in teachers and English language syllabuses to match the adopted policy of education imposed after independence [5].

The Ministry of Education and Culture (MoEC) describes the purpose of education in Tanzania as an opportunity for pupils to achieve their full potential in terms of acquiring knowledge, skills, values, and attitudes needed for various social and economic roles. Also, it is described in the policy of education the roles of English in the system of education. The language policy from the MoEC [4] states that "the medium of instruction in primary schools shall be Kiswahili, and English shall be a compulsory subject". This laid the basis of the necessity of teaching the English language from primary school.

Poor mastery of the English language is a problem that affects Tanzania in many ways, including poor school performance in subjects which are taught in English, and a challenge in employment opportunities especially in entering job competition in a globalized world. Also, the problem affects the country's population to access vast amounts of knowledge written in English.

The present low level of English proficiency among primary school leavers in Tanzania is mainly attributed to the fact that many English language teachers have very low English proficiency [6]. For example, the required qualifications for form four students to join teacher training college did not strictly demand the student have passed the English subject but still required them to teach the English language in primary schools [6]. Thus, the majority of primary school pupil's complete standard seven with poor English language knowledge, without knowing how to read and write in English.

Linguists like Nunan [7] and Harmer [8] propose communicative language teaching methods to

enhance communicative ability among language learners. Communicative Language Teaching is one of the broader terms in ELT methodology, therefore definitions might vary. "The real problem when attempting to define CLT (or the Communicative approach as it was originally called) is that it means different things to different people. Or perhaps it is like an extended family of different approaches [7]. It is, therefore, possible to consider CLT, The Communication Approach as an umbrella term for many methods, procedures, or techniques which are focused on communication whose aim is to enhance the ability to communicate in the target language even though their particular details vary.

Among communicative language teaching methods proposed by different linguists is Task-based learning (TBL). This interactive method of language teaching enables pupils to engage in activities while learning language features. The task-based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical, and functional use of language for meaningful purposes [7]. Learners are encouraged to activate and use whatever language they have in the process of completing the task.

The role of task-based language learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks. Task-based learning offers pupils an opportunity to do exactly this. The primary focus of classroom activity is the task, and language is the instrument which the pupils use to complete it. The task is an activity in which pupils use language to achieve a specific outcome [9]. The activity reflects real life and learners focus on meaning. They are free to use any amount of the targeted language they want. There is a strong relationship between second language learning and tasks. Therefore, the task helps learners to learn the language as it provides opportunities for not only using the language but also focusing on form as well to foster subconscious grammar acquisition.

Most of the pupils graduating from Tanzanian public primary schools cannot communicate in the English Language. For instance, 51%, 64%, 60%, and 50% of the pupils who sat for PLSE in the years 2015, 2016, 2017and 2018

respectively did not know how to read and write in the English Language [10].

Pupils were expected to be fluent in English by the time they graduated from primary school. However, many of them could not maintain a conversation in English. When observing classrooms, in the study done by Yogi on Kiswahili or English it was found out that, some teachers would have the entire lesson written in English on the blackboard instead of instructing their pupils verbally [11]. Pupils spent their class time quietly copying the lesson word for word from the blackboard to notebooks. Pupils were then required to complete homework assignments by attempting to understand the lesson in their nonnative language. Every day, pupils were faced with multiple barriers in an uncompromising learning environment, which made them poor in the English language and other subjects.

The study by Mtana [12] showed that the opportunities available for learners to learn English are narrow. According to Mtana [12], their limited proficiency in the language was a consequence of this situation. The study also showed that students learn through grammar rules, words, and blank filling mainly from the textbook. This type of learning English dominated by rules resulted in pupils' inability to communicate through that language.

If not addressed, the inability of pupils to communicate in the English Language will continue in Secondary Schools where the language is the medium of instruction. This will hinder learning and produce incompetent graduates in secondary education. Therefore, to improve the effectiveness of English language teaching, the teachers of the English language have to use appropriate teaching methods that promote communicative skills in English: writing, speaking, listening, and reading [13].

The different studies that were reviewed have shown challenges of teaching the English Language, but none of the studies have shown and tried out any solution to the problems. For example, in addition to the already mentioned studies, the study by Reddy focused on problems of teaching and learning English as a second language [14], and Ahmed's study examined the difficulties and challenges of teaching and learning English as a second or foreign language [15].

There is a need to suggest better ways of teaching English to achieve communicative ability. Studies from other countries such as Palestine and Indonesia have shown that Communicative methods such as TBL can help learners to improve communication. Therefore, this study examined the effectiveness of the Task-Based Learning method (TBL) on teaching the English Language to achieve communicative ability in public primary schools in Morogoro Municipality, Tanzania.

1.1 Theoretical Framework

Our study used Vygotsky's theory, which emphasizes the importance of social learning and the Zone of Proximal Development (ZPD) [16]. The ZPD refers to the gap between what a learner can do on their own and what they can achieve with the help of a more knowledgeable person, which can be bridged through social interaction [17]. Scaffolding is a teaching strategy that involves adjusting the level of support provided by an adult in response to the child's performance, with the goal of helping the child reach their full potential [16]. Scaffolding not only produces immediate results but also instills the skills necessary for independent problem-solving in the future.

Vygotsky's social-cultural theory highlights the role of interactive activities in the learning process [18]. According to Vygotsky, learning occurs through social interaction with people, objects, and events in the environment. Social interaction is the key to success in the learning process, where knowledge is enhanced through activities [19]. The teacher plays a crucial role in facilitating learning, and Vygotsky believed that language arises as a means of communication between a child and those around them. Language skills are developed through social interaction, and teachers who use language teaching approaches that provide opportunities for pupils to interact are likely to improve their communication abilities [16].

Task-based learning (TBL) is a pedagogical approach that emphasizes the use of tasks as the central unit of instruction, with the goal of improving pupils' communicative ability [16]. The teacher plays a crucial role in guiding the learners' performance by providing support and scaffolding as needed. The TBL method involves task-based learning in groups, pairs, and individually, with the teacher guiding the learners' performance [16]. This method is grounded in Vygotsky's theory of social interaction and learning, which highlights the significance of meaningful and relevant interaction in the learning process.

2. MATERIALS AND METHODS

The study was conducted in Morogoro municipality, and a mixed-methods approach was employed to investigate the effectiveness of Task-Based Learning (TBL) in improving pupils' communicative ability in English language in public primary schools [20]. Our study aimed to explore the effectiveness of TBL in teaching English language by using both qualitative and quantitative research methods to gather data and gain a comprehensive understanding of the issue [21,22]. According to Mwonge and Naho [21,22], using a mixed-methods approach allows for a more comprehensive exploration of the issue than using either method alone since no single method of data collection is perfect on its own. In total, 320 participants were recruited from six public primary schools, with 160 respondents in the experimental group (Msamvu B, Mwaande, and Mkwajuni) and 160 respondents in the control group (Mchikichini, Bigwa, and Misongeni primary schools). Participants were randomly assigned to either the experimental or control group.

In the experimental group, TBL was used to teach English language, while in the control group, traditional teacher-centered instruction was used. Data were collected through pre- and post-tests, classroom observations, and interviews with both pupils and teachers. The pre- and post-tests were designed to measure pupils' communicative abilities in English language, including speaking, listening, reading, and writing. Classroom observations were conducted to evaluate the implementation of TBL in the experimental group, while interviews with pupils and teachers provided insight into the effectiveness of the TBL approach. The data sets were analyzed using a combination of quantitative and qualitative analysis methods, including content analysis and independent samples t-tests.

3. RESULTS AND DISCUSSION

3.1 Effectiveness of Task-Based Learn (TBL) Method

To evaluate the effectiveness of Task-Based Learning (TBL) in teaching the English language

to primary school pupils and to analyze teachers' perception of the method, researchers conducted a study. The study involved teachers from the experimental group who practiced the TBL method in teaching English for four weeks. The researchers interviewed these teachers to gain insight into their views on the effectiveness of the TBL method, challenges they faced while implementing the method, the relevance of the materials used, and how the teaching could be improved. The study also aimed to compare the communicative abilities of the control and experimental groups before and after using the TBL method, which was measured through a post-test. The results showed a significant improvement in the experimental group's communicative ability compared to the control group after using the TBL method. The findings demonstrate that the TBL method can effectively enhance the English language skills of primary school pupils, and teachers found it useful in teaching English to their pupils. Table 1 present the study results.

The study findings from the Table 1, presents the post-test results of both the experimental and control groups. The experimental group had 160 respondents, with a mean score of 43.14 and a standard deviation of 23.73. On the other hand, the control group also had 160 respondents, with a mean score of 34.17 and a standard deviation of 23.79.

Analysis of the mean score of the post-test shows that the pupils in the experimental group performed better than their counterparts in the control group. Specifically, the experimental group's mean score was 7.97 higher than that of the control group. This improvement is statistically significant, as the experimental group's mean score increased by 7.46 from the pre-test score.

In contrast, the control group's mean score did not show any significant improvement. The difference between the pre-test and post-test mean scores was only 0.25, which is not statistically significant based on the t-score at a 0.95 confidence interval.

Based on the t-score at a 0.95 confidence interval, the experimental group's post-test mean score increased by 8.97 compared to the control group's post-test mean score. This suggests that the pupils' performance in the experimental group improved significantly after inducing Team-Based Learning (TBL). Therefore, the results

support the effectiveness of TBL as a teaching approach to improve pupils' performance.

Furthermore, our research aimed to assess the impact of Team-Based Learning (TBL) on language proficiency, specifically in the areas of grammar and vocabulary. To achieve this, we implemented TBL in a language learning environment and compared the language proficiency levels of the experimental group with those of a control group that did not receive TBL instruction [23]. By conducting a thorough analysis, we aimed to determine whether TBL is an effective teaching method for improving language proficiency, and to identify the specific areas of language learning in which TBL has the most impact.

3.1.1 Language proficiency

After the Task-Based Learning (TBL) Method was implemented, the pupils in the experimental group underwent observation to determine their level of language proficiency. To evaluate their language skills, the pupils were assessed on their ability to pronounce English words, spell accurately, construct sentences in English, and demonstrate their vocabulary knowledge. The pupils' English language speaking ability was evaluated on a four-point scale: 1 = poor (indicating a significant pronunciation problem, making it difficult to understand the pupil), 2 = satisfactory (occasionally unclear pronunciation, but generally acceptable), 3 = good (clear pronunciation), and 4 = excellent (very clear pronunciation, easy to understand). The assessment aimed to measure the effectiveness of the TBL Method in improving the pupils' language proficiency. Table 2 presents the study results.

The study findings from the Table 2, presents the post-test results of the experimental and control groups' pronunciation scores. The results indicate an improvement in the pronunciation of the experimental group, as shown by the decrease in the number of pupils who had poor pronunciation from 81(51%) in the pre-test to 53(33.1%) in the post-test, a difference of 28(18.1%). Moreover, the number of pupils who achieved satisfactory scores increased from 51(32%) in the pre-test to 62(38.8%) in the post-test, while 32(20%) pupils scored in the good range compared to 18(11%) in the pre-test. The number of pupils who achieved excellent scores also increased from 10(6%) in the pre-test to 13(8.1%) in the post-test, indicating a significant

Table 1. Post-test control and experimental school result

Groups	Post-test results		
	Number of respondents	Mean	Standard deviation
Experimental group	160	43.14	23.73
Control group	160	34.17	23.79

Source: Field study, 2020

Table 2. Experimental and control groups post-test results of pronunciation

Groups	Remarks			
	1	2	3	4
Experimental group	53(33.1%)	62(38.8%)	32(20%)	13(8.1%)
Control group	72(45%)	67(41.9%)	17(10.6%)	4(3.1%)

Source: Field study, 2020

Table 3. Experimental and control groups post-test results of grammar

Groups	Remarks			
	1	2	3	4
Experimental group	47(29.4%)	67(41.9%)	34(21.3%)	12(7.5%)
Control group	81(50.6%)	51(31.9%)	23(14.4%)	5(3.1%)

Source: Field study, 2020

Table 4. Experimental and control groups post-test results of vocabulary

Groups	Remarks			
	1	2	3	4
Experimental group	52(32.5%)	51(31.9%)	40(25%)	17(10.6 %)
Control group	76(47.5%)	46(28.8%)	30(18.8%)	8(5 %)

Source: Field study, 2020

improvement in the experimental group's pronunciation skills.

In contrast, the control group's post-test results showed only slight differences from the pre-test scores. The number of pupils with poor scores was 72(45%) in the post-test compared to 76(48%) in the pre-test, a difference of 4(3%). The number of pupils who achieved satisfactory scores in the post-test was 67(41.9%) compared to 63(39%) in the pre-test. The number of pupils who scored in the good range was 17(10.6%) in the post-test compared to 15(9%) in the pre-test, while the number of pupils who achieved excellent scores was 4(3.1%) in the post-test compared to 6(4%) in the pre-test.

Overall, the results indicate a significant improvement in the experimental group's pronunciation skills, while the control group's scores showed only slight changes. The study suggests that the experimental approach was effective in improving pronunciation skills, while the control group's scores suggest that traditional teaching methods may not be as effective in achieving the same results.

3.1.2 Grammar

After the implementation of the Task-Based Learning (TBL) Method in the area of grammar, the pupils in the experimental group were evaluated based on their language proficiency levels. The evaluation was carried out by observing their ability to speak English and rating them on a scale of 1 to 4. A rating of 1 indicated poor language proficiency, characterized by numerous grammatical errors that made it difficult for the pupils to convey their intended message. A rating of 2 indicated satisfactory language proficiency, with the pupils making frequent grammatical mistakes that often-hindered comprehension. A rating of 3 indicated good language proficiency, with occasional mistakes that did not significantly affect the meaning. Finally, a rating of 4 indicated excellent language proficiency, with few or no grammatical errors detected. The results of this evaluation were used to assess the effectiveness of the TBL

method in improving the pupils' language proficiency levels. Table 3 presents the study results.

The results showed that the experimental group improved in grammar correctness compared to the pre-test scores. Specifically, the number of pupils who received poor scores decreased from 74 (46%) in the pre-test to 47 (29.4%) in the post-test, a difference of 27 (17.4%). Additionally, the number of pupils who received satisfactory scores increased from 70 (44%) in the pre-test to 67 (41.9%) in the post-test, and the number of pupils who received good scores increased from 7 (4%) in the pre-test to 34 (21.3%) in the post-test. Furthermore, the number of pupils who received excellent scores increased from 9 (6%) in the pre-test to 12 (7.5%) in the post-test. These results suggest that the treatment had a positive impact on the experimental group's grammar correctness.

On the other hand, the control group's post-test results also showed a slight difference compared to the pre-test scores. The number of pupils who received poor scores increased from 69 (43%) in the pre-test to 81 (50.6%) in the post-test. Additionally, the number of pupils who received satisfactory scores decreased from 77 (48%) in the pre-test to 51 (31.9%) in the post-test. The number of pupils who received good scores increased from 8 (5%) in the pre-test to 23 (14.4%) in the post-test, and the number of pupils who received excellent scores decreased from 6 (4%) in the pre-test to 5 (3.1%) in the post-test. These results suggest that the control group did not improve in grammar correctness.

3.1.3 Vocabulary

The language proficiency levels of pupils in the experimental group were assessed after the implementation of the Task-Based Learning (TBL) Method. The assessment included tests on their pronunciation, spelling, sentence construction, and vocabulary knowledge in English. The scores for the pupils' speaking ability were rated on a scale of 1 to 4, with 1 indicating poor proficiency (limited vocabulary, inability to hold a conversation), 2 indicating satisfactory proficiency (often using inappropriate vocabulary), 3 indicating good proficiency (occasionally using appropriate vocabulary), and 4 indicating excellent proficiency (always using appropriate vocabulary).

The experimental group showed significant improvement in their vocabulary skills after using the TBL method. The number of pupils who scored poorly decreased from 80 (50%) in the pre-test to 52 (32.5%) in the post-test. Additionally, the number of pupils who scored satisfactorily increased from 64 (40%) in the pre-test to 51 (31.9%) in the post-test. The number of pupils who scored well also increased from 36 (22.5%) in the pre-test to 40 (25%) in the post-test. Furthermore, the number of pupils who got excellent scores increased from 9 (6%) in the pre-test to 17 (10.6%) in the post-test.

On the other hand, the control group did not show any significant improvement in their vocabulary skills. The number of pupils who scored poorly was 76 (47.5%) in the post-test, which was similar to the pre-test (75 pupils or 47%). The number of pupils who scored satisfactorily decreased from 77 (48%) in the pre-test to 46 (28.8%) in the post-test. The number of pupils who scored well increased from 3 (2%) in the pre-test to 30 (18.8%) in the post-test. However, the number of pupils who got excellent scores decreased from 9 (6%) in the pre-test to 8 (5%) in the post-test.

3.2 The Usefulness of Task-based Learning

The purpose of this study was to explore teachers' perceptions of the Task-Based Language (TBL) method in English language teaching, specifically in terms of its perceived usefulness. The researcher utilized interviews as the primary data collection method, interviewing three teachers from the experimental group. The responses obtained from the interviews were categorized into three main themes: (1) improvement in pupils' communicative ability, (2) facilitation of language use during task performance, leading to increased learner confidence, and (3) enhancement of lesson enjoyment as the task is perceived as a game to play, as illustrated in Fig. 1.

3.2.1 Improves pupil's communicative ability

According to teachers, Task-Based Learning (TBL) is an effective approach to language teaching because it provides pupils with opportunities to practice using the language in real-life contexts while completing meaningful tasks [24]. As a result, the teachers contend that pupils' communicative ability improves
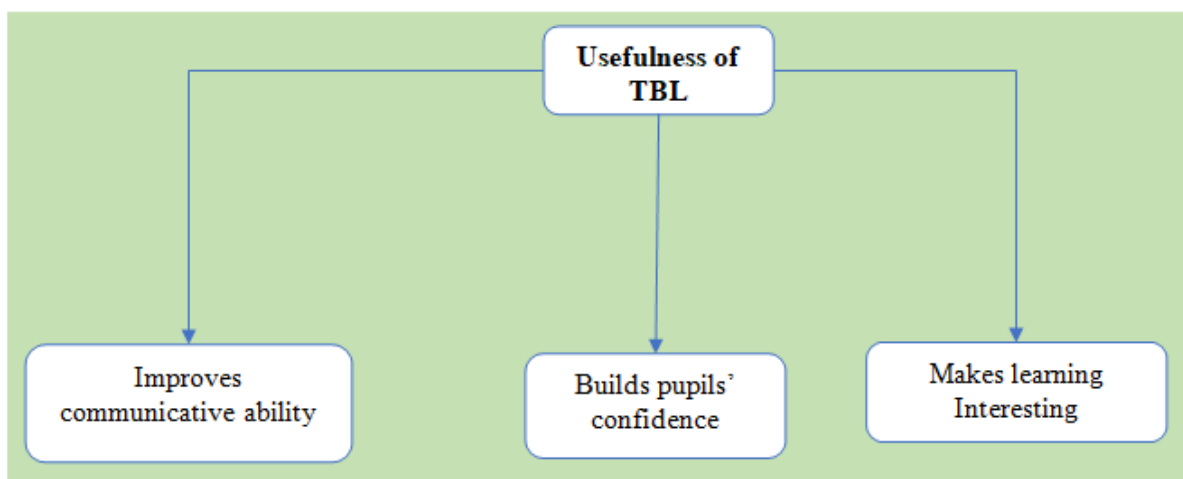
Fig. 1. The Usefulness of Task-Based Learning
Source: Authors' conceptualization plus adoption from literatures

significantly when using TBL compared to the traditional teaching methods that they had previously employed. Moreover, teachers argued that TBL allows pupils to use the language in a more natural way, as they are using it to achieve a goal, rather than simply memorizing vocabulary and grammar rules [25]. Additionally, pupils are able to practice all language skills simultaneously, such as listening, speaking, reading, and writing, in a way that is relevant to their lives.

Therefore, teachers believe that TBL is an effective method to enhance pupils' communicative ability, as it provides an opportunity for them to use the language in a purposeful manner while developing their language skills holistically. Duding data collection one teacher attested that: -

> *... the quality of teaching was impressive as the pupils demonstrated an enhancement in their communicative skills as compared to the previous teaching method. This approach allows pupils to engage in language practice through assigned tasks.* (**AT 20 PS)**

The preceding statement suggests that teachers hold the belief that the TBL approach proves effective in improving pupils' communication abilities, as demonstrated by their progress in contrast to the prior teaching technique. This success can be attributed to the TBL approach's focus on task-oriented language exercises, which encourage pupils to interact with the language while fulfilling assigned tasks.

3.2.2 Builds pupils' confidence

Task-based learning is an effective approach that can greatly contribute to building pupils' confidence in various ways [26]. ***Firstly,*** task-based learning allows pupils to engage in real-life, meaningful tasks that are relevant to their interests and needs. These tasks require pupils to use the language in authentic contexts, which helps them develop practical language skills that are transferable to real-life situations. As pupils successfully complete tasks, they gain a sense of accomplishment and satisfaction, which boosts their confidence in their language abilities. ***Secondly,*** task-based learning provides pupils with opportunities to collaborate and communicate with their peers. This collaborative approach fosters a supportive and inclusive learning environment where pupils can practice using the language in a non-threatening setting [23]. Working together on tasks also allows pupils to learn from each other, exchange ideas, and receive feedback, which helps them develop their language skills and build their confidence in using the language in social interactions.

Also, duding data collection one of the teachers attested that: -

> *I find the TBL method to be very useful. My pupils were able to use the English language while performing the task. Pupils get the courage to use the language because they are not afraid of mistakes and errors.* (**AT 33 PS)**

The findings of the present study align with those of previous research [26,28,27,28] that have reported the positive impact of task-based language teaching (TBLT) on pupils engagement and language performance. TBLT provides learners with ample opportunities to communicate in the target language and fosters a low-stress learning environment, as noted by East [28], which promotes learner confidence and encourages the expression of ideas. As such, it is believed that TBLT can effectively enhance learners' motivation and lead to successful learning outcomes. Relevant citations and references are provided.

3.2.3 Makes learning interesting

One of the teachers said that the TBL method was useful because it allows pupils to learn by doing hence making learning interesting. This is because they perform the task while learning language forms. For example, one of the teachers said,

> *The method of teaching employed was effective as it made the learning process engaging and interesting. By incorporating a hands-on approach, pupils were able to actively learn and practice the language, resulting in greater retention and comprehension. As a result, pupils were frequently engaged in language activities during the lessons.* **(ET 28 PS)**

The teacher's statement indicates that the Task-Based Learning (TBL) method has a positive impact on pupils' engagement and interest in the learning process. This approach seems to captivate pupils' attention, making the learning experience more enjoyable and stimulating. It is evident from the teacher's utterance that the TBL method sparks pupils' curiosity and enthusiasm, leading to a heightened level of interest in their studies. This suggests that the TBL method effectively promotes pupil engagement and motivation, which can enhance the overall effectiveness of the learning process.

4. CONCLUSION

This study indicates that the Task-Based Learning (TBL) approach is a successful strategy in enhancing the English language communication skills of primary school in Morogoro municipality Tanzania. Through TBL, pupils engage in meaningful and enjoyable communication in English, which encourages active participation and collaboration among them. The use of this approach has led to notable improvements in pupils' communication skills and increased confidence in using the language. The significance of effective English communication skills cannot be overstated, particularly in today's globalized world. As such, educators must explore innovative teaching strategies that can improve pupils' proficiency in the language. The TBL approach is one such strategy that has been shown to be effective in promoting communication skills, as demonstrated in this study. Moreover, the findings of this study may have practical implications for teachers and policymakers in Tanzania and other countries where English is taught as a second language. Implementing the TBL approach may help address the challenges that teachers face in teaching English and may also provide pupils with a more engaging and enjoyable learning experience.

5. LIMITATIONS OF THE STUDY

It is important to note that this study has its limitations. For instance, the study only focused on primary school, and the findings may not necessarily apply to other age groups or education levels. Additionally, the study did not consider other factors that may impact pupils' English language communication skills, such as socioeconomic status, family background, and learning environments.

Future research could address these limitations by conducting similar studies on different pupil populations and considering other variables that may affect English language learning. Despite these limitations, the current study provides valuable insights into the effectiveness of the TBL approach in improving English language communication skills among primary school in Tanzania.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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