

## **CHAPTER VI**

### **SUMMARY AND CONCLUSION**

#### **6.1 Introduction**

The chapter presents a summary of the key findings, analyzes their implications, outlines their relevance in an educational context and states the limitations of the study. Additionally, suggestions for future research explorations are provided, followed by a conclusion summarizing the study.

The chapter is structured into various sections, each of which is organized under the following subheadings:

- Section 6.2: Overview of the Study
- Section 6.3: Summary of Findings
- Section 6.4: Educational Implications
- Section 6.5: Suggestions for Future Research
- Section 6.6: Limitations of the Study
- Section 6.7: Conclusions

#### **6.2 Overview of the Study**

The demand for English language education in India has surged, driven by instrumental motivation, as evidenced by research across various levels of education. With English serving as a gateway to opportunities for employment and higher education, it has become an indispensable skill in the Indian context, highlighting the need for effective ELT methods (Meganathan, 2019). However, traditional approaches to ELT have often been criticized for their lack of inclusivity and contextual relevance. The Position Paper on Teaching of English (NCERT, 2006a) emphasizes the importance of assessing language proficiency rather than merely measuring achievement based on specific syllabi, underscoring the goal of developing individuals proficient in multiple languages.

In response to these challenges, there is a growing call for ELT to be more inclusive, contextually relevant, and focused on communication, multilingualism, and integrated skills. The NEP 2020 advocates for an enriched language education approach that integrates innovative and experiential methods, such as gamification, apps, and

cultural elements like films, theatre, storytelling, poetry, and music. This approach aims to connect languages with various subjects and real-life experiences, aligning with the principles of experiential learning pedagogy to enhance language education.

To address the need for innovative approaches to English language teaching, this study thoroughly examines TBLT and its effectiveness in fostering integrated English language proficiency. A thorough literature review was conducted to explore the prevalence of TBLT in countries with second language learners of English, particularly in Southeast Asian and Middle Eastern nations. While numerous studies have evaluated the effectiveness of TBLT on the fundamental aspects of language skills in a segregated way, there is a notable gap in research pertaining to its implementation and effectiveness in India, particularly in fostering integrated language proficiency.

This research aims to address this void by investigating how effective the integration of TBLT is within English language education in Assamese medium schools. By developing a TBLT module based on the Class VIII English textbook, the study aims to assess its impact on students' language skills and proficiency. Specifically, the study focuses on how the TBLT module aligns with the principles of experiential learning, promotes integrated language skills development, and addresses the contextual needs of students in Assamese medium schools. Through a rigorous examination of TBLT implementation and its outcomes, this study aims to contribute valuable insights to the field of ELT in India.

### **6.2.1 Rationale of the study**

The English language learning landscape in Assamese medium schools presents numerous challenges for students, particularly in developing their basic language skills. These obstacles range from difficulties in comprehending spoken and written English to limitations in speaking skills, largely stemming from traditional teaching methods emphasizing exam preparation over overall language proficiency. Moreover, many students come from socio-economically disadvantaged backgrounds, further hindering their English language acquisition, as their families may lack the resources and education to support them adequately.

Recognizing the global importance of English proficiency, there's a growing call to shift English language instruction from rote learning to skill development. English

should be viewed as a practical tool for communication, prioritizing meaningful tasks and authentic language use. By focusing on the development of LSRW skills, students can better navigate real-world scenarios and lay a solid foundation for success in various domains.

The introduction of TBLT into Assamese medium schools holds promise for revolutionizing English language education. TBLT emphasizes creating contexts for natural language use, integrating grammar into meaningful tasks, and fostering error tolerance and feedback. This approach aligns with the NEP 2020's emphasis on a holistic language learning experience, highlighting the need for a shift towards conversation and interaction over mere vocabulary and grammar instruction.

Moreover, TBLT recognizes the role of students' mother tongue as a scaffolding tool, acknowledging the naturalness of 'translanguaging' in language acquisition. Translanguaging plays a pivotal role in the pre-task, during-task, and post-task stages, enhancing learning efficiency and motivation. In the pre-task stage, the use of students' L1 aids in strategic planning, rehearsal, and brainstorming, allowing learners to collaboratively generate ideas and discuss strategies for task completion, thus better preparing them for L2 tasks. During the task performance, translanguaging mitigates communicative breakdowns by allowing the use of L1 to maintain fluency, seek assistance, and ensure the task remains meaning-focused rather than form-focused. This practice not only helps manage limitations in L2 proficiency but also fosters creativity and critical thinking by integrating linguistic structures from multiple languages. In the post-task stage, translanguaging facilitates effective self-monitoring, metacognitive introspection, and knowledge consolidation, allowing learners to reflect on their performance and plan improvements for future tasks (Bui and Tai, 2022). This holistic approach to incorporating students' L1 resources aligns seamlessly with the NEP multilingual approach, which values the role of multiple languages in enhancing educational outcomes. By using translanguaging as a strategic tool, educators can support students in transitioning more smoothly towards increased English usage, fostering a more inclusive and effective language learning environment.

While previous studies have highlighted the challenges in English language instruction in Assamese medium schools and explored potential solutions, there's a

dearth of practical implementations of innovative language teaching approaches like TBLT. Hence, the researcher aims to bridge this gap by practically implementing TBLT to assess its effectiveness in developing integrated language skills among Class VIII students.

By designing a task-based module aligned with NCERT/SCERT Assam's learning outcomes, the study seeks to address the interconnectedness of language skills and enhance overall language proficiency. Furthermore, understanding students' perspectives on English learning experiences, including their readiness for innovative approaches like TBLT, is crucial for successful implementation and improvement of English language instruction in Assam.

In summary, this study endeavors to elevate the quality of English language instruction in Assamese medium schools by implementing TBLT. By equipping students with practical language skills beyond examination requirements, the aim is to empower them for meaningful communication and future success in various aspects of life. Through this shift towards skill development and a learner-centered approach, English language education in Assam can effectively cater to the evolving requirements of students within a rapidly changing global landscape.

### **6.2.2 Statement of the problem**

The study problem is titled as **Effectiveness of Task-Based Language Teaching in Developing Language Skills in English among the Class VIII Students.**

### **6.2.3 Operational definitions of the key terms**

- 1 **Task-Based Language Teaching (TBLT):** TBLT is an instructional approach that emphasizes learning through the completion of meaningful tasks or activities (Ellis, 2003; Skehan, 1998; Willis, 1996). In the context of this study, TBLT entails a methodical implementation of tasks specifically designed to improve students' proficiency in the four fundamental language skills in English, namely listening, speaking, reading, and writing.
- 2 **Language Skills in English:** It entails quantifying the proficiency level of Class VIII students in Assam by measuring their ability to proficiently

utilize the English language across four fundamental language skills in English.

- 3 **Class VIII Students:** Students enrolled in the eighth grade within the provincialized and government-run Assamese co-educational schools, who are the primary participants of this study.

#### **6.2.4 Objectives of the study**

1. To develop a Task-based Language Teaching (TBLT) module based on Class VIII English textbook to foster English language skills.
2. To study the effectiveness of TBLT module for developing listening skills in English among Class VIII students.
3. To study the effectiveness of TBLT module for developing speaking skills in English among Class VIII students.
4. To study the effectiveness of TBLT module for developing reading skills in English among Class VIII students.
5. To study the effectiveness of TBLT module for developing writing skills in English among Class VIII students.
6. To study the effectiveness of the TBLT module for developing overall language skills in English among Class VIII students.
7. To assess the attitude of the students towards TBLT after intervention.

#### **6.2.5 Hypotheses of the study**

HO<sub>1</sub>. There is no significant difference between the mean pre-test and post-test scores of the control group and experimental group in developing their overall language skills in English.

HO<sub>2</sub>. There is no significant difference between the mean pre-test and post-test scores of the control group and experimental group in developing their listening skills in English

HO<sub>3</sub>. There is no significant difference between the mean pre-test and post-test scores of the control group and experimental group in developing their speaking skills in English.

HO<sub>4</sub>. There is no significant difference between the mean pre-test and post-test scores of the control group and experimental group in developing their reading skills in English.

HO<sub>5</sub>. There is no significant difference between the mean pre-test and post-test scores of the control group and experimental group in developing their writing skills in English

#### **6.2.6 Delimitations of the Study**

1. The study is delimited to holistic enhancement of integrated language skills, encompassing LSRW as macro skills. However, the research does not specifically delve into the examination of micro skills within each of these broader language components.
2. The geographical scope of the study is limited to Kamrup Metro district, Assam.
3. The study is conducted within provincialized co-educational Assamese medium schools operating under the Secondary Education Board of Assam (SEBA).
4. The study's target population consists of students in Class VIII.

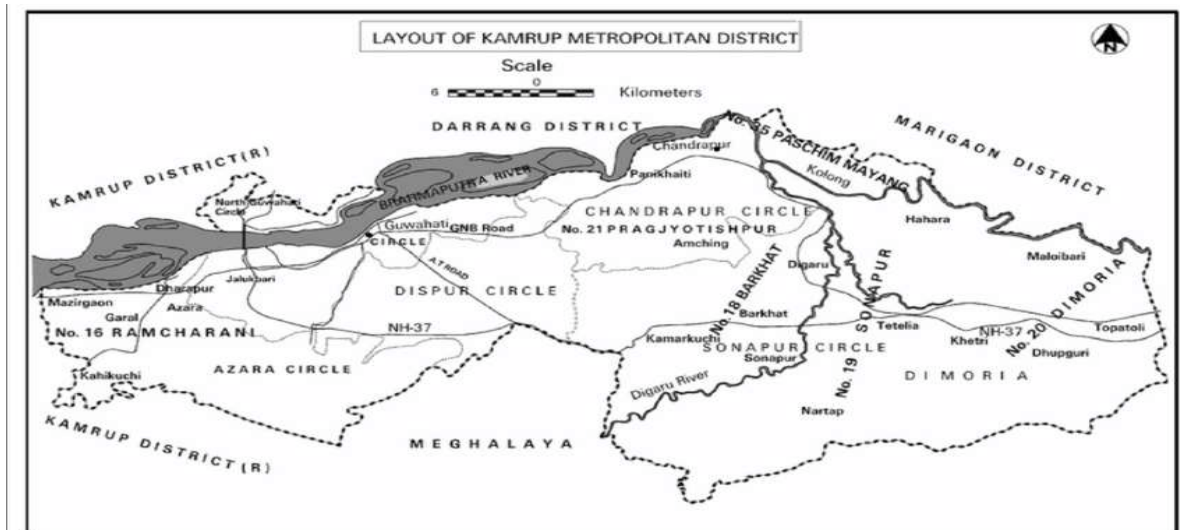
## 6.2.7 Methodology

### 6.2.7.1 Population of the study

All the students studying in VIII standard with mean age of thirteen in provincialized schools of Assam were considered as the population of the study.

To provide context, **Map. 6.1** displays the study area, Kamrup (Metro) district, where the experiments for this study took place.

**Map 6.1: Kamrup Metro District Map**



### 6.2.7.2 Sample of the study and sampling technique

In this study, simple random sampling technique was employed to select schools within the Kamrup (Metro) district. Then from those selected schools Class VIII students were chosen as the sample of the study through intact group sampling technique. There are a total of 90 provincialized schools in this area. Out of this pool, two schools were chosen randomly using a lottery method - Dakshin Beltola M.E. School, Bongaon, and Ganesh Mandir H.S. School, Khanapara – both situated in Guwahati, Assam. These are co-educational schools and possess sufficient infrastructure to support the study. The student populations in these schools come from diverse religious backgrounds, and the majority of them belong to low socio-economic strata.

The researcher selected two sections from Class VIII of each school. At Dakshin Beltola M.E. School, Section C formed the EG, and Section B formed the CG. Similarly, at Ganesh Mandir High School, Section A constituted the EG, while Section B constituted the EG. The academic year for these schools follows an April-March schedule.

Initially, 188 students participated in the experiment. However, during the intervention period, only 179 students consistently attended all stages of the experiment. Therefore, the final sample consisted of 179 students. At Ganesh Mandir H.S School, Khanapara, the CG comprised 40 students and EG consisted of 43 students. Meanwhile, at Dakshin Beltola M.E School, Bongaon, the CG consisted of 49 students, and the EG comprised 47 students. Additional details about the sample are presented in **Table 6.1:**

**Table 6.1: Description of Sample**

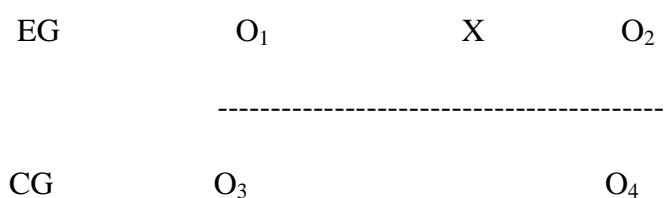
SI. No	Randomly selected target schools	Grades	No. of the sections to be taken for the study	Name of the Sections	Formation of Groups	No. of Students	Total number of students
1	Ganesh Mandir HS School, Jayanagar Khanapara	Class VIII	2	Sec-A	Experimental Group (EG)	43	179
				Sec- B	Control Group (CG)	40	
2	Dakshin Beltola ME School, Bongaon	Class VIII	2	Sec – C	Experimental Group (EG)	47	
				Sec – B	Control Group (CG)	49	



### 6.2.7.3 Design of the experiment

The researcher opted for a quasi-experimental design, where in each school one section was designated as the experimental group and another section as the control group. This approach allowed for a more feasible and ethical implementation of the study.

Furthermore, the researcher employed a 'Non-equivalent Control Group, Pretest Post-test Design' for the experimentation, the structure of which is outlined below (Cohen and Morrison, 2011):



In accordance with the characteristics of this design, both groups underwent a pre-test through the administration of an ELST at the outset of the study. Subsequently, the treatment, which involved TBLT intervention, was exclusively provided to the experimental group, whereas the control group received instruction through CTM. Following a three-month period, a post-test, identical ELST, was administered to both groups to assess their progress.

### 6.2.7.4 Research tools used

In this experimental study, three types of tools were constructed for its execution:

#### (i) Instructional tools

- Self-constructed TBLT module

#### (ii) Testing tools

- Self-constructed ELST
- Self-constructed Student TBLT Attitude Scale

### 6.2.7.5 Data collection procedure

In the current research, ELST was used for both the pre-test and post-test to examine the effectiveness of task-based approach in fostering the four language skills. Before

implementing the TBLT module, the researcher utilized the ELST as an assessment tool to gauge students' English language proficiency levels. This comprehensive test comprised four sections, covering Listening Skills, Speaking Skills, Reading Skills, and Writing Skills assessments. The pre-test was administered to both the experimental and control groups before the TBLT treatment.

Following the pre-test administration, the TBLT treatment was administered to the EG through a module designed by the researcher. The tasks were designed based on five lessons of Class VIII English textbook, *Sunbeam English Reader-III*, published by SCERT, Assam. After three-months of intervention, the ELST was administered to both groups as a post-test. During the experiment period, the researcher taught the same lessons to the control group through TTM.

To gauge students' attitudes toward TBLT, a 5-point Likert scale consisting of 30 statements was employed, categorized under six dimensions. These dimensions were formulated following an extensive literature review, primarily comprising perception and opinion-based studies due to limited research specifically on attitudes. This review encompassed various aspects related to 'Collaborative Learning', 'Teacher's Role', 'Motivation', 'Practical Relevance', 'Satisfaction', and 'Relevance to Assessment Methods'. The statements, designed within these dimensions, encompass both positive and negative perspectives. Response categories include Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

#### **6.2.7.6 Statistical techniques used**

For the analysis and interpretation of the data, both descriptive statistics (frequency, mean, standard deviation) and inferential statistics (Repeated Measures ANOVA, ANOVA and ANCOVA) were used.

### **6.3 Summary of the Findings**

**6.3.1 Objective 1:** To develop a Task-based Language Teaching (TBLT) module based on Class VIII English textbook to foster English language skills.

### **6.3.1.1 Major findings: Task types and lesson design:**

- Based on different tasks reviewed, 16 tasks were created encompassing all the four language skills, along with associated skills (vocabulary, language forms, pronunciations, etc.)
- The tasks were designed to simulate real-world situations, aiming to prompt learners to concentrate on understanding, expressing themselves, and interacting in the target language. Additionally, these tasks were designed to leverage learners' grasp of grammar.
- While most of them were input-and output-based, closed and unfocused, the module included some open tasks.

### **6.3.1.2 Discussions**

- Although the tasks focused on functional aspect of English learning, yet the researcher also designed them keeping in mind the academic needs of the students.
- Based on the English proficiency level of learners, the tasks progressed from simple to complex in each lesson.

**6.3.2 Objective 2:** To study the effectiveness of the TBLT module for developing listening skills in English among Class VIII students.

**HO<sub>1</sub>:** There is no significant difference between the mean pre-test and post-test scores of the control group and experimental group in developing their listening skills in English.

### **6.3.2.1 Major findings**

- The null hypothesis is rejected.
- No significant difference in mean scores between control and experimental groups at the pre-test level.
- Significant difference in mean scores between control and experimental groups at the post-test level.
- The task-based approach was effective in fostering listening skills.

### **6.3.2.2 Discussions**

The results corroborate with the outcomes of previous studies that emphasized task-based instruction's effectiveness in providing ample opportunities for listening. This includes the pre-task phase, where learners comprehend instructions or briefings from

the facilitator, the task phase, where they need to listen to understand their partner, and the reporting stage, where attentive listening is required to provide feedback to peers. combined with the incorporation of diverse audio tasks, have contributed to learners' enhancements in listening comprehension skills. The continuous exposure during the intervention enabled the learners to perform better in the post-test.

**6.3.3 Objective 3:** To study the effectiveness of the TBLT module for developing speaking skills in English among Class VIII students.

**HO<sub>2</sub>:** There is no significant difference between the mean pre-test and post-test scores of the control group and experimental group in developing their speaking skills in English.

#### **6.3.3.1: Major findings**

- The null hypothesis was rejected.
- No significant difference in mean scores between control and experimental groups at the pre-test level.
- The task-based approach was effective in developing speaking skills.

#### **6.3.3.2 Discussions**

The results corroborate with the outcomes of the previous studies. The improvement in speaking skills has resulted due to the various gapped tasks that learners got to exploit during the intervention. Throughout the three phases of the tasks, learners got the opportunity to utilize their linguistic resources to complete their task, plan, and report. Practice of language forms at the post-task ensured that they do not develop fluency at the cost of accuracy.

**6.3.4 Objective 4:** To study the effectiveness of the TBLT module for developing reading skills in English among Class VIII students.

**HO<sub>3</sub>:** There is no significant difference between the mean pre-test and post-test scores of the control group and experimental group in developing their reading skills in English.

#### **6.3.4.1 Major findings**

- The null hypothesis was rejected.
- No significant difference in mean scores between control and experimental groups at the pre-test level.

- Significant difference in mean scores between control and experimental groups at the post-test level.
- The task-based approach was effective in developing reading skills.

#### **6.3.4.2 Discussions**

The results align with the outcomes of the previous studies. The improvement in reading skills of the experimental group can be credited to the tasks embedded within the framework that challenged the learners to extract meaning, infer contexts and draw conclusions. Peer reading enabled the learners to engage in a dynamic exchange of ideas around writing, where they could collectively explore and interpret texts. Through the tasks, they not only practiced reading comprehension but also strengthened their abilities in summarizing, paraphrasing, and discussing key ideas. Additionally, the structured task progression in TBLT addressed learners' individual reading needs, facilitating targeted practice in skimming, scanning, and detailed reading.

**6.3.5 Objective 5:** To study the effectiveness of the TBLT module for developing writing skills in English among Class VIII students.

**HO<sub>4</sub>:** There is no significant difference between the mean pre-test and post-test scores of the control group and experimental group in developing their writing skills in English.

#### **6.3.5.1 Major findings**

- The null hypothesis was rejected.
- No significant difference in mean scores between control and experimental groups at the pre-test level.
- Significant difference in mean scores between control and experimental groups at the post-test level.
- The task-based approach was effective in developing writing skills.

#### **6.3.5.2 Discussions**

The findings are in congruence with the previous studies. The experimental group performed better than the control group in the post-test because integrating tasks into the writing learning process has a noteworthy effect on students' learning experiences.

Concept mapping at the pre-task stage, followed by drafting, reflecting, revising and editing their drafts to produce their final version during the report stage instilled a sense of confidence in them. Collaborative writing helped the students to generate ideas which significantly aided them to compose coherent write-ups. Corrective feedback from the teacher during the task phases helped the learners to gain confidence in their writing skills.

**6.3.6 Objective 6:** To study the effectiveness of the TBLT module for developing overall language skills in English among Class VIII students.

**HO<sub>5</sub>:** There is no significant difference between the mean pre-test and post-test scores of the control group and experimental group in developing their overall language skills in English.

#### **6.3.6.1 Major findings**

- The null hypothesis is rejected.
- No significant difference in mean scores between control and experimental groups at the pre-test level.
- Significant difference in mean scores between control and experimental groups at the post-test level.
- The task-based approach was effective in developing overall language skills.

#### **6.3.6.2 Discussions**

A few prior studies have been conducted to assess the effectiveness of task-based approach on overall language proficiency. The results corroborate with the outcomes of these studies. The findings are in sync with the principles of TBLT that only when the language skills are woven together during instruction, can one expect optimal language proficiency (in this case English).

**6.3.7 Objective 7:** To assess the attitude of students towards TBLT after the intervention.

#### **6.3.7.1 Major findings**

- The frequency distribution of Likert Scale scores indicates a predominantly ‘highly favourable attitude’ towards TBLT.

#### **6.3.7.2 Discussion**

The findings align with previous studies, indicating that students’ attitudes leaned more toward compared to TTM. This inclination stemmed from their exposure to a variety of engaging tasks that fostered collaboration within a relaxed environment, thus enhancing their motivation throughout the learning process. Furthermore, the nature of these tasks provided students with a sense of freedom to speak without the fear of making mistakes. This contributed to their ability to overcome apprehension about speaking in front of their peers, thereby encouraging them to actively participate in spoken interactions. The findings align with previous studies, indicating that students’ attitudes leaned more toward compared to TTM. This inclination stemmed from their exposure to a variety of engaging tasks that fostered collaboration within a relaxed environment, thus enhancing their motivation throughout the learning process.

### **6.4. Educational implications of the study**

#### **❖ For educators**

- The present study has the potential to provide guidance to educators, specifically English teachers, in developing a comprehensive understanding of the principles of TBLT within the realm of CLT.
- Teachers could benefit from the research findings by gaining insights into the practical implementation of TBLT in primary English education, facilitating the development of effective teaching strategies tailored to young learners’ needs.
- The study could also assist in offering in-service teachers the opportunity to refine their teaching skills in accordance with contemporary needs in English language education.

- Pre-service teachers, specializing in English methodology, can benefit from insights into the types of tasks that enhance proficiency and the effective implementation of the three stages of the task-based approach in language teaching.
- The findings of the study would help teachers understand the importance of constructive feedback (both implicit and explicit) and scaffolding, which is crucial for ELT.
- Teachers may employ the TBLT module to develop various other abilities of the learners, especially 21st-century learning skills.
- Teachers would benefit from the study as it would enable them to provide quality education in English from a holistic perspective, with a significant focus on the development of English language proficiency.
- The study has the potential to provide valuable insights for educators seeking to develop innovative, learner-centered, stress-free classroom environments that foster students' active engagement in English learning.
- Teachers could employ a task-based approach to teach other core subjects.

#### ❖ **For school students**

- Students will get the opportunity to gain familiarity with the discourse of CLT and TBLT, and to realize the need to be part of such task-based approach to develop their language skills in English.
- Students would be empowered to not only learn English from an academic achievement perspective but also to use the language confidently for functional purposes, which is the primary focus of ELT.
- Students would be able to develop their problem-solving and creativity skills through the various gapped activities which are the hallmark of task-based approach.
- From an early learning stage, students would be enriched in their social, academic, and professional lives by improving coordination, group interaction, cooperation, and collaborative skills through the various pair and group activities. This will help them in the future to become efficient



communicators in English which is imperative for upward social mobility.

- The study will benefit the students in understanding the nuances of ELT which is beyond grammar and translation by engaging in different phrases of task cycle that encourage fluency over accuracy.
- TBLT do not discourage L1 use during English learning. The students will benefit from this because they will learn to strike a balance between L1 and L2 with the support of the facilitator.

❖ **For higher authorities and administrators**

- This study suggests that TBLT approach holds promise for developing academic and language proficiency in English among students. The findings serve as evidence that students can benefit from the task-based approach. School authorities in Assam, especially those overseeing government and provincial-run schools, may consider implementing TBLT methodologies to make English language learning more meaningful. Furthermore, similar adoption could be encouraged in other regions across India to enhance English language education on a broader scale.
- It is recommended that higher authorities and administrators take proactive steps to explicitly mention and incorporate the task-based approach into the B.Ed. curriculum. By doing so, English method trainee teachers can be better equipped to employ innovative and effective teaching methodologies aligned with international best practices.
- The study suggests the incorporation of diverse materials to create a curriculum rich in input, emphasizing comprehension and meaning. Higher authorities and administrators must support the provision of a wide range of materials that cater to the diverse needs and interests of students. By ensuring access to varied resources, educational institutions can create dynamic learning environments that foster engagement and facilitate language acquisition.

#### ❖ For policymakers

- The outcomes of this study are anticipated to be highly valuable for policymakers in elementary education, aiding them in implementing activity-based approaches aimed at enhancing communication skills.
- NEP 2020 stresses the early development of language skills through experiential learning. The study's findings highlight the necessity for concrete policies to explicitly implement communicative learning approaches, such as task-based approach in language education.
- Policymakers can utilize the beneficial effects of TBLT to guide educational policymaking, incorporating task-based methodologies into policy frameworks. This can significantly contribute to fostering the professional growth of educators and facilitate the creation of task-based materials, ensuring a coherent and effective approach to language education.

### 6.5 Suggestions for Future Research

During this research, valuable insights have been acquired regarding the TBLT approach and its effectiveness on English language skills among students in Assamese medium provincialized co-educational schools. However, it is crucial to recognize that there are various avenues for further exploration and expansion in this area of study. The study outlines potential suggestions for future investigation, presenting a range of possibilities that could contribute to a more comprehensive understanding of TBLT and its implications for ELT. The researcher has outlined a few avenues for future research.

- (i) The present research was exclusively carried out in co-educational Assamese medium provincialized schools. Similar research initiatives can be extended to other vernacular medium schools, in Kamrup district and other districts of Assam.
- (ii) This study was primarily centered in the Kamrup Metropolitan district, Assam. There is potential for conducting similar investigations among students in Kamrup Rural district, with results compared to the efficacy of the task-based approach on urban learners.

- (iii) The application of TBLT was specifically executed with Class VIII students. Studies can be conducted to assess the effectiveness of TBLT across a broader range of student classes, encompassing lower primary through higher classes, including the tertiary level.
- (iv) Future studies could focus on assessing the efficiency of TBLT in improving English language skills, LSRW, among students attending private English-medium schools in Assam.
- (v) Longitudinal case studies may be carried out to evaluate the lasting impact of implementing a task-based approach on learners over time.
- (vi) Research examining the effectiveness of TBLT can encompass a comprehensive analysis of all the sub-skills within each language skill to achieve a more profound insight into the impact of task-based activities.
- (vii) Studies on technologically-mediated TBLT are abysmally less, particularly concerning integrated language skills. Researchers have the opportunity to explore various aspects of tasks, including their sequencing, implementation, and evaluation, within the context of technologically-mediated learning.
- (viii) Comparative studies can be initiated to juxtapose TBLT with Computer Assisted Language Learning, further exploring the efficacy of these approaches.
- (ix) Majority of the teachers are not familiar with task-based approach of ELT in Assam. So, experimental studies could involve English method teacher trainees to evaluate how well they integrate the task-based approach into their teaching practices and to explore their perceptions and experiences with this methodology.
- (x) Studies can be done to get insights into the training needs of language teachers implementing TBLT. This includes identifying effective professional development strategies and resources to support teachers in adopting and implementing TBLT principles effectively.
- (xi) Studies may be conducted on English subject teachers at schools, who can receive in-service training on designing task-based modules and implementing them in provincialized and government schools. Subsequently, observing their classes and obtaining their perceptions or

feedback after the implementation could provide valuable insights into the practical effectiveness of this approach.

- (xii) Further investigation may be undertaken to examine and compare the attitude of Indian teachers and students towards the task-based approach.
- (xiii) Exploration can be conducted to examine the feasibility of integrating and harmonizing the task-based approach into the assessment methodology, as well as the potential for designing task-based assessments.
- (xiv) Researchers can investigate the role of feedback and error correction in TBLT classrooms. They can explore different types of feedback (e.g., corrective, elicitation-based) and their impact on language development.
- (xv) Exploring the implementation challenges of employing the task-based approach in provincialized school's classroom settings could be an area of investigation. Factors such as practical implementation, class size, infrastructure limitations, and examination requirements present significant challenges that warrant further exploration. Additionally, examining strategies to overcome these obstacles and optimize the effectiveness of the task-based approach in such contexts could provide valuable insights for educators and policymakers.
- (xvi) An extensive review of the literature uncovered a notable absence of research in TBLT in the other states of the northeastern region. Exploring the efficacy of this approach, as well as the potential challenges and opportunities associated with implementing TBLT in these states, can provide valuable insights for educators and policymakers dedicated to improving language education standards in the region.

## **6.6 Limitations of the Study**

While the study has revealed significant insights into the effectiveness of TBLT in enhancing LSRW skills and fostering positive student attitudes, it is important to recognize the inherent limitations that accompany any research endeavor. These limitations, while not diminishing the significance of the findings, provide valuable context for interpreting the results and suggest avenues for future inquiry. The key limitations encountered during the course of the study aim to offer a balanced assessment of the study's scope and implications, while underscoring the need for

continued exploration and refinement in the field of language education. Some of the limitations encountered during the study are:

1. The study was conducted within the confines of two educational institutions, which may limit the generalizability of the findings to a broader range of educational settings.
2. Occasional unplanned school activities disrupted the continuity of some lessons, necessitating their restart or completion afterward. These interruptions negatively impacted the implementation of the study.
3. The creation of group tasks in the classroom resulted in a noisy environment, which was further intensified by external noise from outside the classroom. This occasionally affected the development of tasks.
4. The study was conducted within the constraints of available resources, including time, personnel, and materials.
5. Despite efforts to minimize extraneous variables, controlling all variables proved to be unfeasible.
6. The TBLT intervention spanned a period of three months, which, while providing valuable insights into short-term effects, may not have allowed for a thorough examination of long-term impacts on language proficiency. A longer intervention period could have provided a more comprehensive understanding of sustained improvements in language skills.

## **6.7 Conclusions**

The learning outcomes for the Class VIII English subject as prescribed by the NCERT/SCERT encompass a wide range of language skills and activities to foster effective communication and comprehension abilities. Students are expected to react to instructions and announcements in different settings, engage in conversations with individuals from various professions using suitable vocabulary, and employ courteous expressions in their communication. They should possess the ability to participate in activities such as delivering prepared speeches, narrating stories, interpreting quotations, and reading different texts for pleasure and comprehension. Furthermore, they should exhibit proficiency in writing by participating in the creation, revision, and refinement of well-structured paragraphs, as well as composing emails, messages, notices, and formal letters. Students should be able to make use of reference materials

like dictionaries and encyclopedias, and engage in activities such as developing skits and writing book reviews to enhance their language skills. The suggested pedagogical methods for learning the English language offer diverse opportunities for students to engage both individually and collaboratively. These activities are intended to immerse students in an environment rich in input.

These outcomes comprise both practical English skills and English for academic purposes. For these outcomes to be truly achieved, it is necessary to shift the focus of classroom teaching from being teacher-centered to being learner-centered. As previously mentioned in this study, the traditional method of teaching is still widely prevalent in English classrooms, due to reasons such as large class sizes, inadequate infrastructure, students' family backgrounds, and a lack of suitable teaching methods, particularly in provincial and government schools. However, if we genuinely aspire for our students to attain proficiency in the English language, concerted efforts must be undertaken to explore and adopt communicative pedagogical approaches. These approaches facilitate engagement in activities that extend beyond the confines of the traditional classroom setting for both teachers and students.

The study, which sought to assess the efficacy of TBLT in improving English language proficiency, has shown notable advancements across all four language skills within the experimental group. Moreover, the integration of tasks has yielded positive outcomes on students' language competency, evident from their favorable reception of the task-based approach. These tasks facilitated increased engagement with the language, allowing students to participate in negotiations, express their views on classroom progress, and share their findings verbally and in writing with classmates. Additionally, they conducted research, extracted key concepts from articles, and substantiated their reports. Tasks can be undertaken individually or as a whole class, providing flexibility within the TBLT framework, which has greatly contributed to the development of language skills among students. Low proficiency learners feel more at ease when discussing topics with their peers, and the inclusion of sufficient planning time and rehearsals, followed by reporting, helps to build their confidence gradually. Corrective feedback plays a crucial role in helping learners rectify language inaccuracies.

The application of TBLT also proved successful in nurturing students' self-awareness and fostering an environment conducive to active participation from both teachers and students. The learners understood the importance of being responsible for participating in class activities and played significant roles in shaping their learning experiences by doing tasks that helped them learn the language. Conversely, the teacher's role as a facilitator encompassed providing the necessary support and guidance that the students required, thereby contributing to the learners' autonomy and cultivating a stress-free learning environment. Ultimately, these factors culminated in heightened motivation and a greater level of interest among the students.

Hinkel (2010) aptly asserts that TBLT may be considered as "the most widely adopted model of integrated language teaching today." The versatility of tasks allows for a focus on skills beyond speaking and the possibility of conducting them in various modes, not limited to pairs or groups. The integrated-skill approach in ESL communication involves the interweaving of different skills during instruction, resulting in a cohesive "skill strand" within the overall framework. Conversely, without this integration, the strand appears as separate, parallel threads representing individual skills that lack interaction and support (Oxford, 2001).

According to the study's results, it is also vital in ELT classes to offer students encouraging feedback, establish clear task objectives, have pre-task discussions, emphasize the importance of achieving task objectives, and similar practices. These suggestions are important for the success of task-based approach. Another important aspect to keep in mind for teachers who want to implement this approach is to maintain a balance between fluency and accuracy. Critics have argued that TBLT prioritizes fluency over accuracy, but this assertion is unfounded. Tasks inherently encompass a blend of structure, vocabulary, and meaning, which teachers can consolidate and address afterward (Willis and Willis, 2007). In reality, grammar instruction can be integrated throughout the three stages: before, during, and after the task. The method of implementation is at the discretion of the teacher. In this study, various language and grammar-focused tasks were included in the post-task phase, in line with the grammar exercises found in the recommended Class VIII textbook.

The investigator also suggests that the lessons from the prescribed textbook can be taught using engaging pedagogical tasks that reflect real-life situations and incorporate local contexts. This approach would not only facilitate learning of lesson content but also foster language skills development in an interesting way. To achieve this objective, instructional techniques ought to embrace a student-centered approach that integrates various skills, with the teacher taking on a supportive role to motivate students to utilize English for communicative purposes.

This leads us to a significant gap that requires consistent attention and emphasis. Both teacher-trainees and teachers in Assam must undergo training in the task-based approach, as crafting tasks demands meticulous planning to prevent them from becoming mere drills. Obstacles like large class sizes, inadequate infrastructure, limited educational resources, and a culture focused on exams further complicate task implementation within the confines of class time. Nevertheless, as the saying goes, “Where there is a will, there is a way.” Dutta (2015), in his needs analysis study, highlighted that despite numerous challenges in implementing TBLT in Assam's English language education system, with appropriate teacher training, many constraints can be effectively addressed. If the English teaching curriculum is structured to prioritize functional English in both classroom instruction and assessment, it can motivate teachers and students to participate in such activities. Teachers can engage students in choosing topic areas and even in designing tasks.

In conclusion, TBLT stands as a robust pedagogical approach for fostering language proficiency among learners, aligning seamlessly with the objectives outlined in the NEP 2020 and the NCF 2023. By emphasizing active learning, meaningful tasks, and real-world language use, TBLT not only cultivates language skills but also nurtures critical thinking, creativity, and collaboration -qualities crucial for thriving in the 21st-century global landscape envisioned by the NEP 2020. Moreover, TBLT's integrated approach resonates with the interdisciplinary and holistic learning principles advocated in the NCF 2023, ensuring that language learning transcends rote memorization and fosters deeper understanding and application.