# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

Before embarking on this research topic, it was essential to know the amount of work that has been done on TBLT worldwide, the kind of results that this approach emanated in different countries, the kind of tasks researchers designed, and its suitability in the Indian context.

The current chapter provides an in-depth exploration of research conducted in the realm of ELT within the framework of contemporary teaching approaches, including CLT. Additionally, it delves into investigations pertaining to the enhancement of LSRW skills in English, within the context of TBLT.

A comprehensive literature review was conducted at the international, the national and the regional levels to assess the prevailing trends in the relevant literature and identify potential research gaps, thereby furnishing a research-driven foundation for the present study.

The present literature reviews categorized under the following heads:

- ➢ Section 2.2: Contemporary Approaches in ELT/ESL
- ➢ Section 2.3: Reviews Related to TBLT and Integrated LSRW skills
- ➢ Section 2.4: Reviews Related to TBLT and Listening skills
- ➢ Section 2.5: Reviews Related to TBLT and Speaking skills
- ➢ Section 2.6: Reviews Related to TBLT and Reading skills
- ➢ Section 2.7: Reviews Related to TBLT and Writing skills
- ➢ Section 2.8: Reviews on Attitude and Perceptions of Learners towards TBLT
- ➢ Section 2.9: Reviews on Task Types used in the Selected Studies
- ➢ Section 2.10: Reviews on Task Complexity and Planning Conditions
- ➢ Section 2.11: Identifying Trends in Language Teaching Approaches and TBLT
- ➢ Section 2.12: Research Gaps

**2.2 Contemporary Approaches in ELT/ESL**

**2.2.1 Studies conducted at the international level**

Razgatlıoğlu and Ulusoy (2022) conducted a study examining the effects of activity-based poetry studies (ABPS) on third-grade students' reading fluency and creative writing skills. They divided 56 students into an experimental group (26 students) receiving ABPS intervention and a control group (30 students) following the standard Turkish Course Curriculum. Various assessment tools, including Error Analysis Inventory, Prosodic Reading Scale, and Poetry Writing Rubric, were utilized over 18 weeks. The experimental group, engaged in ABPS, showed superior creative writing abilities compared to the control group, along with improved reading speed and prosodic reading skills. The study underscored the advantages of combining language skills, highlighting that when poetry reading and writing exercises are structured to complement one another, they significantly enhance students' reading fluency, comprehension, and creative writing abilities.

Awadelkarim (2021) investigated the effectiveness of scaffolding in EFL instruction at Majmaah University, Saudi Arabia. Thirty EFL educators with diverse backgrounds were randomly selected for the study. Data were collected through a questionnaire (completed by 23 participants) and focus group discussions (involving 7 participants), aiming to explore instructors' attitudes and perceptions of scaffolding, their familiarity with the concept, and their inclination to apply it in teaching. While participants displayed positive attitudes toward scaffolding and its integration in teaching, a closer examination revealed complexities. Despite confidence in scaffolding principles, there appeared to be gaps in knowledge or competence, particularly in practical implementation. The study's significance lies in its focus on instructors' attitudes and perceptions, employing focus group discussions as a valuable research tool.

Kirn and Baig (2021) evaluated the effectiveness of CLT and GTM, on students' English grammar achievement in an English as an Additional Language (EAL) context. Specifically focusing on linguistic competence, the study employed an experimental design with a pretest-posttest control group setup. Seventy-six participants from the seventh class at Government Girls Elementary School Ghazi Abad, Punjab, Pakistan were selected as the study sample. Group assignment was based on pre-test scores to ensure group equality before treatment. A self-developed

Grammar Achievement Test (GAT) served as both pre-test and post-test measures. The experimental group received instruction using the shallow end approach of CLT, while the control group was taught using GTM. Post-test results indicated superior performance among students taught through CLT. In the local context of Pakistan, the study recommends the use of shallow end approach, i.e., prior learning of grammatical rules before engaging in actual communicative activities, as it promotes the conscious learning of grammatical structures without reliance on translation. Utilizing communicative activities such as group discussions and oral exercises can effectively teach grammar, making it more engaging and facilitating a deeper understanding of grammatical concepts. Additionally, it suggests that CLT principles can be integrated with GTM, offering more flexibility compared to the strict rules of GTM.

Deveci Demir and Tavil (2021) endeavoured to assess the influence of technology-based materials on the listening skills of EFL students and investigated the perceptions of both students and teachers regarding the integration of technology in enhancing listening abilities. They employed a mixed-method approach, gathering quantitative data from pre- and post-test evaluation of 168 pre-advanced English students in a Turkish vocational high school, while qualitative insights were obtained through interviews. The findings revealed that both technology-based materials and textbooks positively impacted listening skills, with technology-based materials slightly outperforming the latter in quantitative measures. The majority of participants showed a preference for technology-based resources over traditional textbook materials, and reported higher levels of motivation when utilizing them in the classroom. Additionally, the study underscored the importance of selecting suitable technology-based resources for listening skill improvement and emphasized the need for enhanced in-service training programs that provide guidance on material selection.

Duan (2021) focused on implementing an activity-based approach in English reading instruction for senior high school students, aligning with China's National English Curriculum Standards. The study aimed to address challenges in traditional teacher-centric pedagogies by proposing three types of learning activities: comprehension, application practice, and innovation. These activities aimed to bridge the gap between theory and practice, offering practical solutions for educators. By aligning new concepts with personalized teaching needs, the study aimed to enhance educators'

awareness and understanding, ultimately improving high school English reading instruction through effective implementation of the activity-based method.

Nanthinii (2020) investigated the effectiveness of utilizing Google Classroom to enhance LSRW skills among ESL learners. The study focused on undergraduate first and second-year Commerce and Commerce with Computer Application students at Karpagam Academy of Higher Education, India. Out of 108 students enrolled in their even semester, 54 students taking English as Part II language course were surveyed. It assessed the impact of graded assessments and activities within the platform and examined both the advantages and disadvantages of integrating Google Classroom into ESL learning environments. Student feedback highlighted Google Classroom's ability to create an interactive, student-centered atmosphere, serving as a valuable alternative to traditional teacher-centered methods. The data revealed that teachers could monitor students' progress effectively through assignments and surveys. Additionally, learners viewed Google Classroom as a platform for expressing creativity and engaging in advanced language learning activities.

Okumuş Dağdeler et al. (2020) conducted a quasi-experimental study to evaluate the effectiveness of a mobile application in improving vocabulary knowledge among EFL learners. The study involved 73 participants from two state universities in Turkey, divided into experimental and control groups. Over 14 weeks, the experimental group used the CollocatApp to learn 40 collocations, while the control group used worksheets. Data were collected through the Collocation Achievement Test (CAT) and the Vocabulary Knowledge Scale (VKS). Results showed a significant difference in post-test receptive vocabulary between the experimental and control groups, but no distinction during retention tests. Productive vocabulary knowledge showed no difference between mobile app and worksheet use. Mobile applications were found effective for improving receptive vocabulary in the short term.

Pan and Zhang (2020) conducted a study in China, involving students from Classes 2 and 3 with similar English reading proficiency levels assessed through a pre-experiment test. Class 2 (53 students) received instruction using a multimodal teaching approach, while Class 3 (55 students) followed traditional methods, both using the same textbook. The multimodal approach incorporated diverse tools such as images, colors, mind maps, music, video clips, group discussions, and presentations to

engage students' senses and enhance their interest and participation in English learning. The use of multimodal teaching significantly improved English reading proficiency, as evidenced by the experimental group's better reading speed, accuracy in grasping core concepts, and overall comprehension in post-reading assessments compared to the control group. The study recommends the adoption of multimodal techniques, particularly in rural Chinese senior high schools.

Wong et al. (2020) conducted a study to evaluate the effectiveness of blended learning in improving academic performance, motivation, and learner autonomy among high school students using short stories for English teaching. The quasi-experimental research involved 116 upper secondary students from a school in Malaysia, who were randomly assigned to experimental groups (taught using blended learning) and control groups (taught using traditional classroom methods). Academic achievement was assessed through post-test questionnaires, while motivation and learner autonomy were measured using established questionnaires. Results showed no significant difference in academic achievement, but the blended learning approach positively impacted learner autonomy and motivation compared to traditional methods. The study suggests that blended learning could be a viable option for English classes in secondary schools, provided there is sufficient financial resources, equipment, and technical support.

Abu Bakar et al. (2019) evaluated the effectiveness of project-based learning (PjBL) in improving the oral communication skills of Malaysian English language learners. Their quasi-experimental study involved 44 diploma students from a technical college in Peninsular Malaysia, selected through purposive sampling. The 12-week intervention employed PjBL as the teaching strategy, focusing on eight specific activities. Data collection included pre-tests and post-tests in speaking and listening, along with a post-study questionnaire. The study revealed significant improvement in oral communication skills and a positive perception of PjBL among students, which suggest that PjBL is an effective approach for enhancing English language learners' oral communicative competence, particularly for technical students with limited language proficiency.

Al-Garni and Almuhammadi (2019) examined the impact of communicative language teaching (CLT) activities, such as interviews, problem-solving tasks, and role play, on

the speaking abilities of EFL students at the English Language Institute at the University of Jeddah. They employed a quasi-experimental design involving 21 female participants, with the experimental group receiving CLT activities and the control group receiving traditional instruction. The experimental group participated in weekly speaking sessions for three weeks, incorporating group and pair work activities sourced from Kippel's (1984) publication "Keep Talking: Communicative Fluency Activities for Language Teaching." The experimental group performed better in post-tests, suggesting the effectiveness of CLT activities. The researchers recommended further exploration of interactive activities to enhance CLT implementation and suggested future studies observe educators using CLT activities in classrooms for a deeper understanding of CLT practices.

Azir (2019) initial research indicated that students studying English as EFL in the context of vocational higher education identified speaking skills as the most challenging aspect to acquire. The students also stated that an unhelpful environment for learning English in the classroom used to discourage them from speaking. The situation also caused the students to lack confidence in participating in English during class. As a result, the researcher conducted an experimental study using Vygotsky's Peer Scaffolding approach to determine if it could enhance students' speaking abilities. The study involved 156 students enrolled in the second semester of the Multimedia Study Program at Politeknik Negeri Media Kreatif, Jakarta. After analyzing data from assessments, interviews and observations during the study, the results confirmed that peer scaffolding improved students' speaking skills. The study recommended peer scaffolding as an effective strategy since it created a more supportive learning environment, allowing students to assists each other in improving their speaking skills.

Aziz and Aziz (2019), conducted a case study centered around the application of an experiential learning method for writing in an ESL classroom situated within a Malaysian sub-rural school. The research was conducted on 15 students through a sequence of classroom activities (such as observations, audio visual materials, questionnaire and interviews) to enhance the learning process. Pre-test and post-test were administered to evaluate students' comprehension and the success of employing this approach. The results indicated a notable enhancement in students' writing performance, bolstering their confidence in utilizing the English language.

Haq et al. (2019) investigated the influence of an activity-based learning approach on the reading abilities of Grade-VI students, employing a pre-test, post-test equivalent group experimental design. The study included 50 students randomly selected from Government Shaheed Waseem Iqbal High School Tarkha, divided into experimental and control groups with 25 students each, based on pre-test scores and achievement levels. Initially, both groups showed similar reading skills. The post-test results revealed significantly higher scores for the experimental group, particularly among low achievers, attributing the improvement to the active engagement facilitated by the activity-based approach. The researchers attributed this improvement in student's reading skills to the active involvement fostered by the reading activities inherent in the activity-based approach. The study recommended that educators aiming to establish an activity-based learning atmosphere in their classrooms should undergo thorough and comprehensive training.

Orakci and Gelisli (2019) investigated the effects of integrating learner autonomy-focused learning activities on 6th-grade students' English language performance, attitudes, and autonomy development. Students participated in selecting activities for English instruction, with an experimental group engaging in learner autonomy activities and a control group following the national curriculum. Results showed increased achievement levels for both groups, but the experimental group outperformed the control group. The experimental group also showed higher scores in attitude and learner autonomy. Content analysis revealed that diverse classroom activities emphasizing learner autonomy effectively reinforced learning experiences and enhanced cognitive, affective, and assessment skills among students.

Toro et al. (2019) investigated the efficacy of the CLT method in improving English speaking skills among students in grades 2nd to 4th at public elementary schools in Loja, Ecuador. Six English teachers and 105 students participated in the study. Through teacher questionnaires and classroom observations, the researchers found that while teachers commonly employed techniques like modeling and repetition, these methods did not sufficiently engage students. They suggested incorporating hands-on activities to foster more active oral language production. The study highlighted the importance of providing students with metalinguistic and elicitation feedback to enhance their communication skills and increase awareness of errors during oral interactions with teachers.

Sánchez and López Pinzon (2019) conducted a study to assess how the Process-based Approach (PBA) influences the development of writing skills in young EFL learners. They worked with 12 third-grade students from a bilingual private school in Manizales, Caldas, through six workshops. These workshops focused on guiding students through writing stages and teaching various techniques like planning, monitoring, and self-evaluation. Data collection involved multiple methods such as teacher journals, writing rubrics, observations, self-assessment protocols, and pre- and post-tests. Results suggested that PBA could bridge the gap between academic writing and practical communication in a second language. With teacher guidance and constructive feedback, students improved their writing abilities and adopted tailored techniques. The strategies used in the process improved various aspects of writing, including content, organization, language use, vocabulary, and fluency. Additionally, third-grade students' confidence in writing increased, along with their belief in their writing abilities.

Abdul Rahman and Maarof (2018) investigated the impact of role-play and simulation methods on the oral communication skills of first-year engineering students at Selangor Polytechnics, Malaysia, using a mixed-method approach. They examined students' perceptions of how these approaches influenced their oral communication abilities. Fifty students enrolled in Communicative English 1 (DUE 1012) were assigned to the experimental group (using role-play and simulation) and fifty to the control group (using traditional activities). The study lasted for 14 weeks, and data were collected through questionnaires, pre-tests, and post-tests. Results showed a significant improvement in the post-test scores of the experimental group compared to the control group. This highlights the potential effectiveness of role-play and simulation methods in enhancing ESL oral communication skills and overall English language proficiency among students.

Owen and Razali (2018) investigated the effects of incorporating communicative activities, such as information gap exercises and language games, in Libyan secondary schools on students' speaking proficiency. The study utilized a quasi-experimental design with a group of 42 first-year Libyan secondary students at a private international school in Malaysia. Eight sessions were conducted, featuring various communicative activities aligned with CLT principles, each lasting 15 to 20 minutes. Results showed significant improvement in students' speaking abilities from

pre-test to post-test. Although there were performance differences between male and female students favoring females, these differences were not statistically significant.

Tegegne (2018) assessed the impact of a CLT teaching program on the reading comprehension skills of first-year law students at the University of Gondar. Employing a non-equivalent pre-test, post-test quasi-experimental design, the study involved 42 participants in the experimental group and 44 in the control group. Over a two-month period, the intervention was followed, incorporating psychosocial and group activities alongside core language components. An English reading achievement test was used to evaluate pre- and post-intervention skill levels, which revealed a significant improvement in reading comprehension scores among the experimental group compared to the control group. The findings underscored the efficacy of CLT in enhancing reading comprehension skills at the university level. Despite concerns about student reluctance to engage cooperatively in reading, the results indicate notable improvements through communicative teaching methods.

Younas (2018) investigated the impact of scaffolding on teaching punctuation marks to elementary EFL students in Pakistan, specifically focusing on fifth-grade students' writing skills. The class was divided into experimental and control groups, with the experimental group receiving scaffolding support during tasks. Both groups followed a lesson plan lasting around 80 minutes over two class periods. Pre-tests and post-tests were used to assess the effects of scaffolding. Results showed that scaffolding significantly improved students' understanding of punctuation marks. The study suggests the importance of providing teacher training in scaffolding techniques for teaching punctuation in EFL classrooms, leading to better outcomes.

Dewi et al. (2017) conducted a classroom action research study in Jakarta, Indonesia, with the dual objectives of assessing the impact of communicative games on teaching speaking skills and understanding their influence on junior high school students. The research, based on Kurt L model, involved two cycles with distinct phases of planning, executing, observing, and reflecting. Collaborating with English teachers, data were collected through interviews, observations, questionnaires, and tests. The results indicated a significant improvement, confirming that communicative games positively impacted the teaching and learning process, fostering enthusiasm,

motivation, and improved speaking skills, including active participation, confidence, and fluency.

Ahmad and Rao (2016) conducted an experimental study comparing the effectiveness of the GTM with the CLT approach in English instruction at the intermediate level. The study involved forty male students in the 12th grade of a college in Pakistan, who divided into control and experimental Groups. For instructional purposes, the students at the intermediate level followed the prescribed syllabus, and the study seamlessly integrated into their ongoing curriculum activities. Throughout the treatment phase, both groups were instructed on chapters 1 through 10 of the novel 'Goodbye Mr. Chips,' which was part of their syllabus. Additionally, they received instruction on the usage of idioms and phrases, as well as essay writing. They also surveyed Pakistani educators to understand their perspectives on CLT and the obstacles they face in implementing it in higher secondary education. Results showed that Pakistani learners can improve their communicative skills with the CLT approach, leading to increased motivation for learning. Despite identified obstacles such as teacher training and student reluctance to use the target language, surveyed teachers expressed willingness to integrate communicative activities into their classrooms.

Cole and Vanderplank (2016) highlighted a shift in SLA research, emphasizing the evolving role of English in the lives of learners beyond traditional classrooms. Their study contrasted two learner groups - Central Brazilian classroom-trained learners (CLTs) and fully autonomous self-instructed learners (FASILs). The matched groups underwent comprehensive language proficiency assessments, revealing significant differences favouring FASILs across all tests. Questionnaires and interviews illuminated distinctions in attitudes and motivation, emphasizing the transformative impact of internet-based opportunities for naturalistic language learning. Independent learners, particularly FASILs, demonstrated impressive proficiency levels, reaching advanced stages on the CEFR scale.

Albesher (2012) study aimed to assess the effectiveness of collaborative learning in enhancing the writing skills of ESL students, focusing on aspects like organization, coherence, vocabulary, and mechanics. Forty-eight male Saudi Arabian university students were randomly assigned to either an experimental group, where they wrote essays collaboratively, or a control group, where they wrote individually. Pre-test and

post-test essays and questionnaires were administered over eleven weeks. Results showed that collaborative writing improved the quality of writing in terms of development and organization but did not significantly impact mechanics and structure. However, students' attitudes towards collaborative writing were positive, suggesting its overall positive effect on their writing skills and perceptions.

Kanaoka (2005) conducted a study examining the effects of creative-project based instruction on Japanese technical college students' attitudes and English language skills, specifically in English for Specific Purposes (ESP). The study involved 206 participants aged fifteen/sixteen, divided into experimental and control groups. Over three months, both groups received instruction, with the experimental group focusing on collaborative work, peer feedback, and higher-order thinking skills, while the control group received traditional ESP instruction. Despite efforts to promote creativity and self-expression, as well as enhance language proficiency, through activities such as problem-solving and self-reflection, the results did not show significant differences in language skills between the two groups. This outcome was attributed to Japanese students' inclination towards rote learning rather than embracing more creative approaches to language learning.

### 2.2.2 Studies conducted at national level

Mansoor et al. (2022) investigated the effectiveness of using short stories to enhance students' vocabulary in EFL learning. The study involved 40 students from Jalna College, Aurangabad, enrolled in an English language program. Over one month, students received three hours of instruction per week on a short story. A subsequent test revealed that students responded positively to this approach, with approximately 80% successfully memorizing and recalling the new vocabulary. The study concluded that integrating short stories is beneficial for vocabulary acquisition and retention, as well as encouraging proper usage of learned words. Educators are encouraged to consider incorporating short stories into their teaching methods and curriculum.

Kolsawala (2017) conducted experimental research in an English medium school in Surat, Gujarat, involving 180 students from Grades VI and VII. Using drama scripts, comic strips, achievement tests, and opinionnaires as tools, the study employed a

post-test only random group design. It compared two teaching methods (dramatization and comic strips) in experimental groups with conventional teaching in the controlled group, focusing on achievement and retention scores as dependent variables. Students responded favorably to both innovative methods, showing enthusiasm and a desire to explore grammar and textual concepts further. Comparing post-test and retention test outcomes revealed high retention levels in both groups. Dramatization fostered collaborative teamwork, creativity, and self-confidence among students, suggesting its integration into teaching strategies.

Akkara et al. (2020) examined the impact of mobile-assisted language learning (MALL) on three key aspects: (a) enhancing speaking skills, (b) improving segmental and suprasegmental features of pronunciation, and (c) evaluating the feasibility of the Bring Your Own Device (BYOD) approach. The research employed a mixed method approach to gather data from a randomly selected group of 25 students, from an engineering college in Andhra Pradesh. They underwent training using their own BYOD. The finding revealed a positive influence on participants' speaking abilities and overall intelligibility. The use of smartphone also contributed to increased engagement in language learning. The study's insights could prove beneficial for tertiary-level educators, encouraging them to integrated digital technologies into teaching and learning of second languages. Moreover, educators may expand the research based on their own experiences and contexts, thereby broadening the scope of the study.

Lakhera (2017) developed and implemented a program to improve LSRW skills in English among secondary CBSE students in Gujarat. The program, integrated into regular English language classes for standard IX students, covered prose, poetry, and drama components over one academic year. In a quasi-experiment involving 33 students in each group, the study confirmed that integrating LSRW components into the curriculum enhances students' English skills. It emphasizes the importance of teaching English not just for language competency but also for improving communication skills. Student feedback was positive, affirming the program's effectiveness. The study underscored the significance of creating a conducive learning environment with appropriate materials to enhance LSRW skills and overall English communication abilities.

Fernandes and Khirwadkar (2016) examined the effectiveness of modules developed by researchers to enhance English language skills among 41 first-year students of the DIET, Primary Teacher Certificate College, Gujarat. The modules were developed based on English textbooks (2009) for standard IV to VIII published by the Gujarat State Board of School Textbooks, along with various ELT resources. These modules targeted the improvement of LSRW skills, using diverse strategies such as dialogue, role-play, declamation, recitation, group discussion, critical appreciation and visual aids. After implementing the modules, the experimental group demonstrated significantly better performance in their English language abilities compared to the control group. This was evidenced not only in improved academic performance but also in their attitudes towards English language learning, as indicated by the opinionnaire and attitude scale data. The study underscored the diverse pedagogical approaches that can be employed to teach English language skills and suggests a pathway for incorporating different strategies to master LSRW skills. Additionally, the study advocated for a critical reevaluation of the functional approach commonly used in Gujarat's schools, aiming to guide English teachers toward refining their instructional methods in educational settings.

Mercy (2016) conducted an experiment study among seventh-grade students in Coimbatore. A total of 64 students were involved in the study to assess the efficacy of utilizing a language laboratory for teaching English. The data obtained revealed a notable significant difference in mean score between the pre-test and post-test conducted among students. These findings demonstrated that the use of a language laboratory has a positive impact when compared to traditional teaching approaches, offering powerful tools for educators to facilitated students' participation and interaction within peer groups.

Saha and Singh (2016) propose collaborative learning through language games as a crucial component of language education, advocating for authentic language use to facilitate effective language acquisition. They emphasized the shift from traditional to communicative language learning methods, promoting techniques such as small group discussions and problem-solving tasks in both physical and virtual settings. Games are highlighted as valuable teaching tools that sustain motivation, enhance learning

experiences, and foster personal and social skills. The study recommended integrating games into every lesson stage, but cautioned that teachers should carefully select and prepare games based on learners' needs and proficiency levels.

Sultana (2016) explored the necessity of nurturing listening abilities in learners and aims to assess the effectiveness of employing technology-assisted materials to enhance English listening skills in school students. The researcher employed the random sampling method, selecting two sections of Class VIII from Kendriya Vidyalaya, Malda. Specifically, Section A served as the control group, while Section B constituted the experimental group. At the outset of the experiment, the total number of students in the sample group was 62. However, it's noteworthy that 59 students actively participated in all stages of the experiment. The study employed a pre-test and post-test design over a duration of 30 days. The results indicated that the utilization of technology-supported materials is significantly more effective than the traditional approach for improving listening skills in English among school students

Aggarwal (2015) investigated the impact of applying the Self-regulated Strategy (SRS) model on the improvement of English writing skills among 80 secondary school students. Using a pretest-posttest experimental approach, an English medium public school in Ambala district, Haryana, was randomly selected. Students underwent an English Language Assessment test to evaluate their grammar, vocabulary, spelling, punctuation, sentence construction, and composition abilities. Based on IQ scores, two groups were formed: an experimental group (40 students) and a controlled group (40 students), each with varying levels of intelligence and English proficiency. The experimental group received instruction using the SRS model, while the controlled group received traditional teaching. Results showed that students taught with the SRS model demonstrated enhanced performance compared to those taught traditionally. Additionally, retention among students exposed to the SRS model was notably higher in terms of overall performance, as assessed through a self-developed retention tool.

Sultana (2015) conducted a quasi-experimental study in a Bengali medium school in the Malda district of West Bengal to evaluate the effectiveness of integrating technology to enhance speaking skills among Class VI students. Animated videos

featuring Panchatantra tales were used as technology-assisted materials for the experimental group (62 students), while the controlled group (60 students) received traditional instruction. Data collection involved various exercises like short-answer responses and story retelling. Results indicated that students in the experimental group showed greater improvement in speaking skills compared to those in the controlled group. The study concluded that integrating technology made English language learning more engaging and motivating for the students.

Thenmozhi (2015) designed an instructional program to enhance the writing skills of senior secondary students at Kendriya Vidyalaya, Karaikudi, Madurai and Sivaganga. The study involved 100 students, split into a control group taught through traditional methods and an experimental group using an instructional package with task-based activities. The package was meticulously developed with a focus on creating engaging and culturally relevant lessons to enhance the writing skills. Various types of writing, including Descriptive, Expository, Argumentative, Reflective, and Narrative, were covered extensively. Pre-test scores were used to match the groups. Post-test revealed that the instructional package significantly improved writing skills compared to traditional methods, resulting in fewer errors in written communication. Moreover, the experimental group developed a more favorable attitude toward writing in English.

Meena Priya Darshini (2013) conducted a study at Shanmuganathan Engineering College in Arasampatti to enhance the speaking skills of engineering students. After identifying slow learners using the Test of General Intelligence, 45 first-year students were randomly selected from Bachelor of Engineering and Bachelor of Technology programs. Employing a single-group pretest-posttest design, the researcher utilized four self-developed strategies during intervention: 'Voice for Clips,''Story on Photos,''Act upon a Story,' and 'Ad Arbitrium' to minimize errors in English speaking. Results showed significant improvement in speaking skills among the experimental group in both pre-and post-tests, as well as in a retention test. Additionally, students had a positive attitude toward the strategies employed during the intervention.

Thakkar's (2012) study focused on B.Ed. students specializing in teaching English at Hemchandracharya North Gujarat University, Patan. Employing a single-group pre-test post-test design, the research utilized various tools, including pretest, posttest, observation schedule, and questionnaire, to assess the effectiveness of a CLT approach. The study incorporated vocabulary, comprehension, grammar, pronunciation, and speaking tasks through diverse methods, aiming to simulate real-life classroom situations and enhance communicative skills among student teachers. Results showed significant improvement in communicative competence among student teachers, particularly through group work. Observations revealed significant development in communicative competence among initially shy and introverted student teachers, particularly through group work. Student feedback unanimously favored the communicative approach over traditional teaching methods, emphasizing its superiority in fostering learning engagement and progression.

**2.2.3 Studies conducted at regional level**

Awal and Karim (2021) paper investigated the English teaching methods employed by secondary school teachers in Assam, India. Using a survey research design, the researchers collected data through interviews and classroom observations involving 20 teachers from various schools. Interaction with students allowed insights into teacher strategies. The findings revealed that Assam's secondary school teachers primarily use the students' mother tongue for English instruction and place greater emphasis on writing skills than other linguistic aspects. They often deviate from recommended textbook methodologies and lack pedagogical knowledge in second language teaching. The paper advocated for the adoption of modern, effective strategies like the 'Direct Method,' 'Total Physical Response,' group interaction, and listening practice to enhance language skills. A shift towards learner-centric classrooms is also suggested to provide students with ample language practice opportunities.

In a study conducted by Brooks (2021) at two vocational institutions in Guwahati, 50 participants enrolled in aviation and hospitality programs, aged 16 to 25, were assessed for their listening skills development. The study encompassed a needs analysis, language competency tests, teacher observations during Content and

Language Integrated Learning (CLIL) classes, interviews with students and teachers, and post-study questionnaires. The research showcased the effectiveness of the CLIL method in enhancing listening skills and boosting learners' confidence while emphasizing the importance of low-stress learning environments and teacher support. However, it noted the need for more diverse activities. The study aimed to introduce CLIL to higher vocational education levels, aligning with NEP 2020 goals of enhancing listening skills in vocational courses.

Deka (2020) examined the influence of constructivism on English teaching and learning at the lower primary level. Employing a parallel group experimental design, the study involved 200 Class V students from 20 lower primary schools in Rangia, Assam. Over a nine-month period, the experimental group received instruction based on a self-developed teaching module rooted in constructivist theory, while the control group underwent conventional teaching methods. The study aimed to enhance English language proficiency across four key areas: speaking, reading, writing, and comprehension. Various activities, including teacher-led model reading followed by student reading and error identification, as well as dictionary use, were incorporated into the instructional process.  The findings of the study revealed that the constructivist-based learning approach had a positive influence on English language achievement at the lower primary level. It was inferred from the results that students in the experimental group displayed significant differences in their English language learning compared to their peers in the control group.

Kakoty (2020) conducted a study to assess how instruction in Language Learning Strategies (LLSs) impacted the reading and writing proficiency of Assamese ESL learners in relation to their native language. The research involved 225 undergraduate students from three colleges affiliated with Dibrugarh University, including 129 students with Assamese as their first language (L1) and 96 with other L1 backgrounds. This intervention study began with a pretest to gauge participants' proficiency levels before they received instruction in various LLSs related to English reading and writing over a four-week period. Following this instruction, a post-test was administered using the same reading and writing activity questionnaire to evaluate the potential impact of LLSs instruction on their proficiency in their native language. Initially, students with other L1 backgrounds had higher average scores, but

after receiving LLSs instruction, Assamese L1 learners showed significant improvement in proficiency, indicating that they benefited more from this type of instruction. The study underscored the importance of equipping learners with skills that enable them to acquire knowledge independently, without relying solely on teacher guidance. This autonomy in learning can only be achieved when learners are familiar with and effectively apply learning strategies. Additionally, the study emphasized the need for tailored LLSs instruction based on learners' native language backgrounds.

Ahmed (2016) conducted a study focused on the state of ELT in secondary schools in Assam. The research indicated that students attending government or provincialized secondary schools in Assam should possess proficiency in both spoken and written English in order to foster their English language development during their school years. Additionally, it emphasized the importance of adequately training all English teachers to employ effective teaching methods right from the outset of the learning process. The study recommended that the Government of Assam should integrate the teaching of English sounds into the curriculum of elementary schools, allowing young learners to become familiar with these foundational aspects of correct pronunciation and selling at an early stage.

Baishya (2011) explored the challenges faced by Assamese medium learners in Kamrup District, Assam, when it comes to acquiring English vocabulary. It revealed significant issues across various linguistic dimensions, including pronunciation, spelling, and word formation, contributing to poor English proficiency despite years of education. The study attributed this to the prevalent use of the GTM, which prioritizes word-for-word translation, hindering students' communication skills. To address this, the study suggests a shift towards teaching English rather than merely teaching about English. This entails focusing on pronunciation, reducing reliance on translation, and introducing effective vocabulary learning strategies like contextual guessing and using dictionaries. Moreover, the study stresses the need for teachers to promote oral communication skills among students.

**2.3 Reviews related to TBLT and Integrated LSRW skills**

**2.3.1    Studies conducted at the international level**

Sierra and Ayla (2020) investigated the impact of TBLT via mini-projects on the enhancement of English language proficiency through integrated Skills among second-grade students at Liceo Patria School in Colombia. The research, involving 32 participants, utilized a mixed-methods approach. The findings of the data analysis revealed that students exhibited improvement in their speaking, listening, and reading language skills. However, the study noted a lack of progress in the writing skill domain. Importantly, this deficiency was not due to a lack of vocabulary identification; rather, it emerged from spelling mistakes and incorrect grammar structures. Overcoming these challenges became even more difficult due to time constraints within the classroom setting, limiting opportunities for focused practice. The study emphasized that students demonstrated high motivation to learn through mini-projects and actively participated in both group and individual work. The research shed light on the multifaceted nature of language development, highlighting specific areas that may require targeted instructional strategies for improvement.

Córdoba Zúñiga (2016) investigated the impact of TBLT on six first-semester EFL learners at a Colombian public university. The goal was to enhance language skill integration and communicative competence. The findings demonstrated that TBLT effectively integrated LSRW skills in the EFL context. Task-based activities were meaningful and fostered communicative competence and interaction. Students completed assignments that involved various skill exercises and allowed for extensive practice. This approach increased students' language proficiency by providing them with meaningful opportunities for language use. They engaged in discussions, shared their perspectives on class development, communicated their findings orally and in writing, conducted research and used the language to support their reports. Furthermore, TBLT promoted self-awareness and a positive classroom atmosphere. Students recognized their responsibilities in class activities and played active roles in the learning process. They created meaningful tasks to acquire new vocabulary, engage in real-life activities, and correct misconceptions about language skills

learning. This study's results support the effectiveness of TBLT for integrating language skills and enhancing communicative competence in EFL programs.

Huang (2016) evaluated the impact of TBLT on student motivation and language proficiency in a comprehensive English class. Involving 29 students, the study employed an eight-phase action research approach, data was gathered through questionnaires, interviews, classroom observations, and a teaching journal. Classroom observations, checklist, questionnaires, interview were utilized to collect data. Tasks aimed to improve LSRW skills, with a focus on speaking and writing skills. Both quantitative and qualitative analyses indicated that students responded positively to TBLT, reporting increased interest, enjoyment, and autonomy in their English learning. This led to notable improvements in speaking and writing skills, as well as related abilities such as information retrieval.

### 2.3.2. Studies conducted at national level

In Macwan's (2022) investigation, the impact of literature-infused tasks on enhancing the English communicative competence of Class X students was examined. The study employed a post-test equivalent groups design, with experimental and control groups selected from two English medium schools in Gujarat, matched based on English achievement. Materials selection prioritized linguistic criteria and teachability, favouring simple and culturally relatable literary pieces. The readability of the tasks was optimized for the target audience. The literature-based tasks prompted collaborative problem-solving among students, including activities like strip stories, jigsaw puzzles, structured stories, interviews, story completion, and summarization. Although these tasks were effective on both high and low achievers, however the study concluded that literature-based tasks are more effective on high achievers than low achievers of both the genders. The study recommends incorporation of literature-based tasks into school curricula for promoting communicative competence.

Veigas and Wilson (2020) underscored the significance of TBLT activities in language teaching, particularly focusing on tailored tasks within a prescribed course. By integrating innovative activities aligned with the syllabus, substantial improvements in students' performance and language skills (LSRW) are achievable. The research, conducted across two colleges in Mengaluru with urban and rural

demographics, involved 150 first-year degree students, representing a heterogeneous mix in terms of academic abilities, linguistic backgrounds, and residential settings. Employing pre-tests and post-tests, the study demonstrated the effectiveness of TBLT, showcasing significant improvement, especially among initially weaker students. The TBLT approach, incorporating activities spanning prose, poetry, grammar, and vocabulary, directly drawn from the syllabus, not only optimized classroom time but also enhanced conceptual understanding. The analysis considered variables such as gender, medium of instruction, and native language, with results indicating the superiority of task-based learning in fostering effective comprehension and retention of language concepts.

Lochana and Deb (2006) conducted an experimental study to examine the impact of a task-based approach on fostering the four language skills in English. Thirty-one average proficiency students of Class IX from The Basaveshwara Boys High School, Bangalore, were included in the study. Tasks were designed from the six units of the prescribed textbook. The intervention continued for four months. Along with the investigators, two other teachers from the school were included to assist with the intervention. The results revealed that the experimental group showed great improvement in their language proficiency level, especially in the productive skills. Insights from teachers' observations revealed that students showed interest in doing the tasks as they found them interesting, and students started using English for various purposes, such as seeking permission, requesting assistance, and helping with writing tasks, etc. The teachers involved in the study also expressed interest in using tasks for English language teaching.

## 2.4. Reviews Related to TBLT and Listening Skills

### 2.4.1 Studies conducted at the international level

Qui and Xu (2022) examined the impact of Task-supported Language Teaching (TSLT) and a post-task self-reflection technique on the development of listening proficiency in 60 EFL learners. Using a quasi-experimental design (pre-post-test), the study was conducted over the course of a semester at a university in China. In addition to analyzing the pre-test and post-test scores, the researchers qualitatively analyzed the learners' responses to open-ended questions in the self-reflection

worksheets. The researchers also analyzed the learners' perceptions, through an open-ended survey, and utilized the instructor's interview data to complement and verify the other data sources. The study included information-gapped, input-based tasks such as role-play and map tasks. The results indicated the positive effect of TSLT on the development of L2 listening proficiency and the favorable opinions of the stakeholders. However, self-reflection did not significantly enhance L2 listening proficiency. These findings provide insights for teaching and learning L2 listening, particularly in terms of task design, implementation, and teaching strategies.

Kuswoyo and Wahyudin (2017) aimed to investigate the improvement of students' listening skills using a TBLT at the Higher School of Foreign Language Teknokrat, Indonesia. The research was carried out in two cycles, with each cycle consisting of three meetings. The study included 35 students majoring in English literature and various instruments such as observation, tests, and questionnaires were included to collect data. The study demonstrated significant improvement in students' listening skills using task-based learning approach and the students also had a positive perception towards the approach in terms of listening functional classes.

Maghsoudi and Golshan (2017) investigated the impact of two task types, labelling and form-filling, on the listening ability of Iranian EFL learners. The study involved 63 freshman EFL students at Islamic Azad University of Kerman, Iran, divided into a control group (31 students) and an experimental group (32 students). The experimental group received task-based instruction using labelling and form-filling tasks for listening activities, while the control group received traditional instruction. Pre-tests and post-tests, along with the Nelson Straightforward Upper-Intermediate and Advanced Placement Test, were used as instruments. The results showed that the labelling task had a significant effect on listening ability and the experimental group improved their performance from pre-test to post-test. The study suggested that material developers should incorporate various task-based materials to cater to learners with different strategies and styles, emphasizing the importance of task-based listening activities in enhancing EFL students' listening skills.

Zeng and Liu (2017) conducted an experiment in a junior high school to assess the impact of an enhanced task-based approach on students' interest in learning English and their listening skills. The study involved 74 students divided into two classes - the

experimental group (37) received instruction using a task-based approach, while the control group (37) was taught through traditional methods. Both groups had similar listening abilities before the experiment. However, after the intervention and post-test, the experimental group demonstrated a significant improvement in their listening skills compared to their pre-test scores. They outperformed the control group in listening ability. The findings underscore the effectiveness of the task-based approach in enhancing listening skills and increasing students' interest in English. The study highlights the importance of designing diverse listening tasks to sustain student motivation.

Chou (2016) investigated the effectiveness of TBLT in improving students' metacognitive awareness of listening comprehension in English for General Academic Purposes courses at a university in Taiwan. The study involved 88 second-year students, split evenly between an experimental group and a control group. Over 18 weeks, the experimental group received instruction using strategy-embedded task-based listening, while the control group received strategy-based instruction only. Results showed that the experimental group not only enhanced their metacognitive awareness of listening strategies but also performed better in listening tests compared to the control group. The experimental group found the tasks valuable for improving their listening skills. TBLT facilitated the development and practice of various metacognitive strategies such as planning and problem-solving, reducing cognitive load by allowing participants to practice strategies before listening. The study revealed that structured tasks in one-way listening activities and interactive two-way tasks contributed to enhancing metacognitive listening strategies among intermediate-level learners, supporting the adoption of a task-based listening framework in language teaching.

Sarıçoban and Karakurt (2016) conducted a study on 56 EFL students at the State University, Turkey, to improve the listening and speaking skills. These students were divided into two groups based on the CEFR language levels - B1 and B1+ levels. The instruments used for collecting data were 16 lesson plans and the speaking and listening quiz results as post-tests. The study was conducted over seven weeks in, with four hours of instruction each week that were divided into two equal lessons as speaking and listening. Opinions about the tasks were gathered as an interview. Using

task-based activities over seven weeks, significant improvements were observed in the B1+ groups' listening and speaking skills, while the B1 groups showed less significant progress. Participants' opinion on the activities was positive, suggesting that task-based learning positively influenced their language skills and real-life language use. The students were able to link their in-classroom learning experiences with the language use outside the classroom, the real life.

Zareinajad et al. (2015) employed a TBLT approach to assess the impact of task-based listening activities on Iranian EFL learners' listening ability across different proficiency levels. The study involved 90 participants at intermediate, upper-intermediate, and advanced levels. Various receptive and productive listening tasks were implemented in classes. Pre-tests and post-tests were conducted using a task-based listening comprehension test. Results from paired and independent samples t-tests showed improvement across all proficiency levels in both receptive and productive tasks, except for intermediate learners who did not show significant improvement in productive tasks. This could be because learners often find oral input tasks easier than written ones. However, the study suggested that solely focusing on receptive skills for low proficiency learners is not ideal. It is crucial to introduce productive skills at all proficiency levels, adjusting the difficulty level accordingly and providing more instruction and practice for low proficiency learners.

Badri et al. (2014) conducted a quasi-experimental study to investigate how different task types (form-filling, matching, and sequencing) impact the enhancement of listening comprehension skills in Iranian EFL learners at Sadr Institute. The study involved 60 intermediate EFL students randomly divided into control and experimental groups. Initially, a listening comprehension pretest was administered using materials from the Interchange/Passages Objective Placement Test Package. The experimental group received task-based instruction while the control group continued with traditional question-and-answer teaching. This instruction lasted 20 sessions, equivalent to one academic semester. After the instructional period, a task-based assessment served as the post-test. The findings revealed that the experimental group performed better than the control group, indicating the effectiveness of task-based instruction in improving listening comprehension. The study attributed the improvement in listening comprehension to the range of tasks utilized, such as

matching, sequencing, and form-filling. These tasks not only enhanced the participants' listening skills but also corresponded to different levels of language proficiency.

Khoshsima and Tasuj (2014) conducted a quasi-experimental study involving 31 intermediate EFL learners in Iran to examine the effects of five task types on listening comprehension ability. Participants, aged 17-21, had similar exposure to listening materials before the experiment and had studied English for 14 terms. Their proficiency and listening homogeneity were verified using institutional TOEFL and First Certificate in English listening tests. Task-based listening instruction was administered through ten 20-minute sessions over 15 sessions, covering matching, selecting, role-playing, note-taking, and completing tasks. Results showed better performance in note-taking and completing tasks compared to matching, selecting, and role-playing. However, no significant difference was found among matching, selecting, and role-playing tasks, nor between note-taking and completing tasks.

Motallebzadeh and Defaei (2013) conducted a study to examine how task-based listening activities impact the improvement of listening self-efficacy in intermediate-level Iranian EFL learners. The experimental group, comprising 26 participants, received task-based listening activities, while the control group underwent traditional question-and-answer practices. A listening self-efficacy questionnaire with 20 items was used to evaluate participants' self-efficacy levels in listening skills before and after the intervention. Results, analyzed using independent t-tests, revealed a notable increase in listening self-efficacy among the experimental group compared to the control group. This indicates that integrating task-based listening activities is more effective in enhancing listening self-efficacy than traditional question-and-answer methods. The study revealed that learners perceived task-based listening activities, which encompassed both monologic and interactive tasks such as ordering, gap filling, and interactive activities, as beneficial for enhancing their listening self-efficacy.

Sarani et al. (2014) examined the impact of video-based tasks on enhancing the listening comprehension skills of Iranian pre-intermediate EFL learners. Twenty participants from various universities in Zahedan, Iran, were divided into experimental and control groups. The experimental group received instruction based

on video tasks, while the control group used audio materials only. Standard English video clips and various video-based tasks were employed. The findings suggest that utilizing video can significantly improve EFL students' listening abilities, offering a dynamic learning experience compared to traditional audio-based methods.

Farrokhi and Modarres (2012) assessed the impact of two pre-task activities, 'glossary of unknown vocabulary items' and 'content related support', on the listening comprehension of EFL learners across low and high proficiency levels. Each level comprised two experimental groups and one control group, with twenty participants in each. The results indicated that in the low proficiency level, the vocabulary group performed better than both the content and control groups, while in the high proficiency level, the content group outperformed the others. The study concluded by recommending the consideration of support type and learners' proficiency levels when implementing pre-task activities.


In Bahrami's (2010) investigation, the impact of four task-based activities (matching, form-filling, labeling, and selecting) on the listening skills of Iranian EFL learners was explored. Participants included ninety senior EFL students from Sadra English Institute, exhibiting various proficiency levels. A pre-test identified deficiencies in listening comprehension, prompting engagement through interesting topics. Task sequencing was guided by complexity, employing clear criteria for grading. Tasks were presented in ascending order of difficulty: matching, labeling, form-filling, and selecting. The study aimed to assess the relationship between specific task types and language proficiency levels, revealing significant associations between "matching, labeling, and form-filling" tasks and listening comprehension. However, the "selecting" task showed no such correlation with listening ability, indicating no improvement among participants, as evidenced by post-test results.

### 2.3.2 Studies conducted at the national level

Parthiban (2011) conducted a quasi-experimental study to evaluate the effectiveness of TBLT in improving the listening skills of secondary school students. The research involved class IX students at Government Higher Secondary School, Annavasal, Tamil Nadu, with a sample of 100 students divided equally into control and experimental groups. Various aspects of English, such as vocabulary, pronunciation,

stress, syllabification, grammar, and meaning, were assessed to enhance listening abilities. The study also aimed to identify differences in student achievement based on gender, community, locality, parental education, and income between traditional teaching methods and TBLT. The experimental group received TBLT instruction for 45 days, with 1.5 hours of daily classes. Results revealed that the experimental group exhibited higher post-test achievement scores compared to the control group, indicating the effectiveness of TBLT in improving listening skills. Moreover, traditional teaching methods were found to be less effective in acquiring English language skills, except for pronunciation and syllabification.

## 2.5 Reviews Related to TBLT and Speaking Skills

### 2.5.1 Studies conducted at the international level

Panduwangi (2021) examined effectiveness of TBLT in enhancing college students' speaking skills at a private college in Bogor. Sixty 1st-semester students from non-English departments were divided into control and experimental groups. Pre- and post-tests were conducted, the results of which show significant improvement in the experimental group's fluency, vocabulary, pronunciation and grammar. Questionnaire responses also indicated increased self-confidence in speaking. The students also showed a positive attitude towards the approach, showing more interest in learning English than before because the tasks were related to real-world activities. Challenges to implementing TBLT included insufficient textbooks and curriculum support. The study recommended to incorporate TBLT in teaching practices, providing training for instructors, enhancing textbooks with TBLT features, and encouraging further research on TBLT's impact on other language skills. Additionally, teachers are encouraged to customize content and utilize diverse sources to align with TBLT principles.

Ahmed (2020) investigated the influence of TBLT on the enhancement of English communication skills (communicative expressions, fluency, vocabulary, understanding and grammar) among EFL preparatory university students. The research involved 100 students from a university in the Eastern province of Saudi Arabia, evenly split into experimental and control groups of 50 students each. The experimental group received instruction using TBLT, while various assessment tools including interviews, pre-tests, post-tests, and observation cards were used to evaluate

communication skills. The study revealed significant improvements favoring the experimental group, indicating the efficacy of TBLT in enhancing English communication skills. The findings suggested the adoption of TBLT to bolster communication skill acquisition, with its collaborative framework fostering creativity and confidence among students. Continuous evaluation and positive feedback further facilitated student engagement and communication.

Mussa et al. (2020) examined the influence of a context-specific TBLT approach on the speaking abilities of grade 9 students at Addis Alem Secondary School in northern Ethiopia. Employing a quasi-experimental design, the researcher purposively selected 92 students who were divided into experimental group and controlled group based on their performance in group identification tests. To assess the effects of contextual task-based instruction, the researchers developed a context-specific task-based manual containing six topics aligned with effective speaking activity guidelines. Three of these topics—debate, shopping, and puzzle—were sourced from the grade nine English textbook and enhanced according to speaking task design principles. The remaining three topics—storytelling, asking and offering invitations, and my hobbies—were drawn from the guidebook 'Key to Basic Concepts of Spoken English'. Students received instruction for three hours per week over a period of approximately six weeks. Subsequently, both control and experimental groups underwent speaking assessments (pre-and post-tests) with only the experimental group completing a supplementary questionnaire. The experimental group significantly improved their speaking skills after the treatment, outperforming the control group. Furthermore, the questionnaire responses from the experimental group attested to the positive impact of task-based instruction on their speaking abilities, leading to recommendations for enhancing students' speaking proficiency.

Nget et al. (2020) conducted a study to assess the impact of Task-Based Instruction (TBI) on the English-speaking skills of ninth-grade students, as well as to gauge student satisfaction with this teaching approach. The study included 78 students from Rohal High School in Cambodia, with 42 students in the experimental group (taught through TBI) and 36 in the control group (taught through PPP), most of whom had been formally learning English since Grade 7. Initially, both groups exhibited similar levels of English-speaking skills as indicated by pre-test results. However, after the

intervention, the experimental group demonstrated a significant improvement in speaking skills compared to the control group. The between-group comparisons revealed that the experimental group outperformed the control group in all speaking sub-skills in post-tests. Furthermore, quantitative analysis of the satisfaction questionnaire revealed that a majority of students in the experimental group reported being 'satisfied' with the TBI approach. This study suggests that TBI can effectively enhance English-speaking skills among ninth-grade students and that students generally find this approach satisfactory.

Nita et al. (2020) conducted a quasi-experimental research project involving 10th-grade students from MIPA classes at SMAN 3 Padang. They divided the students into two groups, with 36 students in each group. The experimental group received instruction using a TBLT while the control group was taught using traditional methods. This intervention lasted for 8 weeks, during which the students were assessed using a speaking test that included both monologue and dialogue components. The study evaluated the students' speaking proficiency in Historical Recount through monologue and Narrative Text through dialogue. The findings of this research indicated a significant positive impact of task-based learning on the students' speaking skills. These results suggest that TBLT is a more effective approach for teaching speaking compared to conventional methods. The researchers also observed that incorporating various task-based activities, such as negotiating meaning and engaging in rehearsal activities, can enhance students' motivation to speak without experiencing high levels of anxiety.

Anjum et al. (2019) conducted a study involving Class IX students randomly selected from a school in Islamabad district. Their goal was to assess the effectiveness of TBLT in enhancing the speaking skills of secondary-level learners and to determine if there were statistically significant differences in the mean scores between the experimental and control groups after the intervention. The study included 68 participants, with 33 in the experimental group (taught using TBLT) and 35 in the control group (taught using the GTM). The experimental group received various task-based learning activities like visual aids and group work over a 45-day period with 45-minute daily sessions. The study's findings revealed a significant improvement of experimental group's speaking skills compared to the control group. This is because the learners got opportunities to enhance their English-speaking abilities in a relaxed

environment, free from anxiety. During speaking practice, mistakes are viewed as natural occurrences, with emphasis placed on fluency and effective communication of the message rather than on error correction.

Khoram and Zhang (2019)explored the impact of task types and planning conditions on improving oral performance accuracy among 80 intermediate-level female EFL learners (aged 14-21), in Ahvaz, Iran. They were divided into four groups and assigned to different task conditions to explore the impact of task types and planning conditions on improving oral performance accuracy. The findings indicated that individual planning for personal tasks significantly outperformed group planning for personal tasks and group planning for decision-making tasks in terms of speaking accuracy. Additionally, all groups benefited from pre-task planning, with statistically significant differences in performance across different pre-task conditions, affirming the overall effectiveness of pre-task planning in enhancing oral accuracy.

Namaziandost et al. (2019) conducted an experiment to compare the effects of opinion-gap, reasoning-gap, and information-gap tasks on Iranian EFL learners' speaking fluency – based on matched-group design. For the study, 140 intermediate EFL male learners were selected. The students were then divided into a control group and three experimental groups - opinion-gap group, reasoning-gap group, and information-gap group. A speaking pre-test was given to all the participants, followed by the intervention, where the experimental groups received their specific treatments. The control group was exposed to the placebo. After the intervention ended, a speaking post-test was administered to all the groups in order to measure the effects of the treatments on their speaking fluency. The results showed that the three experimental groups performed much better than the control group on the post-test. In addition, the results uncovered that information-gap tasks were more effective than opinion-gap tasks and reasoning-gap tasks.

Demlew and Davidson (2018) conducted a study to investigate the effects of Task-Based Learning (TBL) on the speaking skills and motivation of ninth-grade students at Woldia Secondary School, Ethiopia. Using an experimental design, two classes were selected based on their performance in English during the first semester and assigned as the control and experimental groups. Both groups underwent pre-tests to assess their speaking skills before the study commenced. The experimental group

received TBL instruction for seven weeks, while the control group followed traditional teaching methods. After the intervention, both groups took a post-test, and a questionnaire gauging student motivation was administered. Statistical analysis revealed that the experimental group showed greater improvements in speaking skills compared to the control group, and student motivation levels were notably high. Students demonstrated increased communication both within and beyond the classroom setting, facilitating them to interact freely with peers and instructors. These findings suggest that TBL has a positive impact on both speaking skills and motivation.

Tadesse (2019) investigated the effectiveness of TBLT in enhancing English-speaking skills and its influence on gender, motivation, and attitude within the Ethiopian EFL context. The quasi-experimental study involved 108 students from Axum University, divided into experimental (56) and control (52) groups. Data were collected through questionnaires assessing attitudes and motivation. The intervention lasted for six months, including one month of teacher training. Results revealed that the experimental group showed greater improvements in both accuracy and fluency compared to the control group. Additionally, students demonstrated positive changes in attitudes and motivation towards English learning. However, TBLT implementation did not significantly affect gender, attitudes, or motivation in the context of the study.

Albino (2017) investigated the effectiveness of TBLT in improving speaking fluency among EFL learners, focusing on ninth-grade students at PUNIV-Cazenga high school in Luanda. Using a case study design centered on picture-description tasks, the study assessed students' oral proficiency before and after an 8-week instructional period, incorporating feedback methods like recasts and prompts. Results showed significant enhancements in speaking fluency, characterized by increased speech rate, improved grammar accuracy, more complex utterances, and better interactive language skills. Additionally, learners expressed motivation, confidence, vocabulary expansion, and recognition of TBLT's relevance in their learning process.

Mohammadi (2017) examined the effectiveness of four task types (translation, dictogloss, text reconstruction, and jigsaw) in promoting learner engagement among 80 Iranian EFL intermediate students in Karaj. Using conversation analysis techniques, the study analyzed learners' behavioural, affective, and cognitive

engagement levels during task performance. Results revealed varying levels of task engagement across different tasks, highlighting the importance of considering task engagement alongside linguistic aspects for task quality assessment. Additionally, the study emphasized the significance of interactional authenticity and its practical implications.

Rabbanifar and Mall-Amiri (2017) investigated the impacts of opinion-gap and reasoning-gap tasks on complexity, fluency, and accuracy of EFL learners' speaking. The study included 60 intermediate respondents from Iran-Australia English Institute located in Iran, who were then assigned to two experimental groups with each group comprising 30 participants. The first group received the opinion-gap instruction, and the second group received reasoning-gap intervention. The speaking test was administered after 20 sessions of instructions. The findings indicated that reasoning-gap task had a significant effect on learners' speaking complexity and accuracy but not on fluency, in comparison to opinion-gap task.

Mohammadipour and Rashid (2015) examined the effectiveness of a cognitive approach in task-based instruction to enhance speaking proficiency among 72 first-year university students in Malaysia, aged 18-19. The experimental group, exposed to TED conference videos and task-based lessons, outperformed the control group in speaking proficiency as measured by the Cambridge Preliminary English Test (PET). Students in the experimental group reported increased motivation and understanding of spoken language, facilitated by a discovery approach involving TED Talks analysis. This method enabled them to form and test language hypotheses and observe native speakers' real-life conversational dynamics, leading to heightened awareness of grammar, vocabulary, and distinctive spoken language features. The study underscored that CR activities at the pre-task stage, helped draw students' attention to important words related to the task to be performed, while pre-task planning assisted students in managing communicative challenges during the task and on-the-spot planning encouraged students to prioritize accuracy in their spoken language.

Aliakbari and Mohsennejad (2014) inspected the impact of story retelling opinion-gap task on the enhancing speaking ability of Iranian EFL learners. For this purpose, 29 participants from a private language institute in Khorram Abad, Iran, were selected. The selected participants were divided into two homogeneous groups. The

participants of the experimental group received activities through opinion-gap tasks while the control group received the traditional tasks. After that, the researchers gave a post-test of speaking to determine the effectiveness of the treatment on speaking skill of the participants. The findings of independent and paired samples t-test showed that the experimental group outperformed the control group on the post-test.

Bamanger and Gashan (2014) investigated the impact of planning time on the task-based speech performance of EFL learners. Their experimental study involved 52 Saudi high school students from Riyadh, comprising 24 females and 28 males aged between 16 and 19 years old, all at a post-beginner level in English. The study utilized a street map task, developed by Alshumaimeri (2010), incorporating a two-way information gap activity. Results indicated that learners are more likely to produce correct, fluent, and complex language when given time to plan ahead (pre-task planning), highlighting the ineffectiveness of a 'no planning condition' for language production.

In their experimental study, Geng and Ferguson (2013) investigated the impact of task type and participatory structure in pre-task planning on the oral production fluency, complexity, and accuracy of 32 L2 learners, comprising 14 females and 18 males with diverse nationalities and L1 backgrounds, enrolled in a university English Language Teaching Centre in the North of England. Divided into three experimental groups and one control group, participants were assigned two tasks: a decision-making task and an information-exchange task. While the decision-making task required participants to prioritize survival items for a two-week period on a desert island, the information-exchange task involved offering advice to an English-speaking friend planning to visit their country. These tasks were selected following a pilot study assessing task enjoyment, difficulty appropriateness, and discussion generated. The study found that planning before tasks significantly improved performance in all areas measured. When students planned together, they spoke more fluently than when led by the teacher, but this didn't affect accuracy or complexity. Planning with the teacher helped accuracy somewhat, and planning alone helped complexity, but these differences were not significant. Also, the decision-making task resulted in more complex language compared to the information-exchange task. These findings suggest

that using different planning methods in class is beneficial, and planning alone, which is sometimes overlooked, should not be ignored.

**2.5.2 Studies conducted at the national level**

Hasnain (2023)investigated the effectiveness of the TBLT approach in enhancing the English language proficiency of second language learners, specifically trainee teachers in Kolkata, West Bengal, was investigated. The study employed quantitative measures based on widely accepted criteria of Complexity, Accuracy, and Fluency (CAF) to assess the learners' proficiency. The findings indicated that while the task-based approach led to noticeable improvements, it did not result in an overall proficiency level among the trainee teachers. Most of the trainee teachers adapted well to the approach, displaying enhancements in their spoken fluency, accuracy, and linguistic complexity. Within the limited intervention period, the study demonstrated that the trainee teachers developed greater confidence in speaking. They learned the importance of planning before speaking and gained insights into their weaknesses in the target language. Analysis of individual case studies further supported the claim that tasks progressing from simple to complex aided in the learning process and were found engaging by the learners. As a result, fluency, accuracy, and complexity improved gradually, benefiting from factors such as allocated planning time, collaborative pair and group work, and constructive feedback.

In Fredrick's (2022) study, the efficacy of TBLT in improving English-speaking skills among undergraduate learners as a second language was explored through practical assessments, task identification, and proposed strategies for enhancement. The research, conducted in three colleges within the Vellore district, targeted first-year undergraduate students enrolled in the science stream. A total of 180 participants were involved, with 90 assigned to the control group and 90 to the experimental group. Assessments comprised pre-tests, progressive tests, and post-tests to gauge proficiency levels and monitor progress. Results indicated TBLT's superiority over traditional teaching methods in enhancing speaking abilities, with significant improvements observed in interactive skills and fluency across the three colleges, though to varying extents. While there was minimal variance in learners' vocabulary usage during speaking tasks across the colleges, a moderately significant variance in

fluency was noted, suggesting disparities in speaking proficiency. Despite learners' comprehension of topics and engagement with peers, deficiencies in vocabulary and fluency hindered the quality of their English-speaking performance.

Kaushik (2021) underscored the efficacy of TBLLT in fostering spoken English skills within academic contexts. Given the contemporary global landscape where English assumes a pivotal role as a universal language for communication and the transmission of disciplinary knowledge, it becomes imperative for undergraduate students to possess proficient English communication skills. Within this research paper, two exemplary TBLLT tasks are presented: 'Get Interview-Ready: Role Playing in Different Situations,' a real-world task aimed at enhancing learners' communicative competence in conducting and participating in interviews, and 'What's Your Take? Generating Perspectives,' an instructional task designed to bolster learners' everyday communicative competence, enabling them to articulate their opinions, consider diverse viewpoints, and deliver formal presentations in academic settings.

Masuram and Sripada (2020) conducted a study to boost students' English communication skills for future job prospects. Their research involved two main phases: before and after intervention. They evaluated students' pronunciation using voice recordings, collected feedback through questionnaires from both students and teachers, and explored employer expectations. They found that students' fear of making mistakes hindered their fluency and accuracy in speaking English. To overcome this barrier, customized materials were created based on student needs, incorporating tasks and activities geared towards real-life English communication. They discovered disparities between prescribed textbooks and students' proficiency levels, leading to the development of a more interactive classroom setting. Teachers were encouraged to organize role-playing and problem-solving activities, resulting in improved fluency, accuracy, and confidence among students. Post-intervention, students displayed significant enhancements not only in their communication skills but also in their confidence and fluency during interactive sessions. Their English-speaking quality notably improved in task performance, sentence structures, grammar, and sustained speech.

Shaby and JoyLove Joy (2020) conducted a study to assess the efficacy of the TBA in enhancing the oral communication skills of college students. Their research focused on fifty students from St. Jude's College in Thoothoor, Chennai, with 25 students placed in the experimental group and an additional 25 assigned to the control group. The primary objective of the study was to investigate whether TBA had a positive impact on learners' oral fluency and whether the tasks and activities implemented during the study increased students' interest in the language classroom. The results of the study demonstrated a statistically significant difference in scores between the experimental and control groups. These findings strongly indicated that the implementation of TBA had not only facilitated enhanced language fluency but also increased students' engagement and interest in the language classroom, emphasizing its potential as a valuable teaching approach.

Dorathy (2019)'s primary objective was to evaluate the effectiveness of TBLT in improving the English-speaking abilities of a diverse group of engineering students. An experimental study was conducted among 60 first year engineering students from Bannari Amman Institute of Technology (BIT) – chosen from civil engineering and computer science departments. The experimental group was formed by dividing the students into two equal parts – 30 male students and 30 female students. After the pre-test the students were engaged in a task-oriented program consisting of 20 speaking tasks, implemented over a three-month duration. The findings of this study confirmed that the TBLT program had a positive impact on the speaking skills of the experimental group and it also had a beneficial influence on their attitude towards language learning and speaking in English. Additionally, when engineering students at the introductory level were exposed to TBLT for the purpose of enhancing their speaking skills, they overcame their reservations and became more proficient in oral communication.

Pungothai (2018) conducted a study at Government Arts College for Women in Salem involved forty Commerce freshmen divided into two groups based on their English performance and oral proficiency test results. These students underwent a 15-task treatment that included various aspects of task design. The research used both quantitative and qualitative data collection methods, including surveys and interviews. Findings showed that TBLT had a positive impact on both groups, fostering an

environment where students enjoyed challenging yet manageable tasks, reducing interference from their native language, and boosting concentration and self-confidence. Collaboration prevailed over competition, resulting in improved pronunciation, fluency, accuracy, vocabulary, sentence structures, and discourse. The study highlighted the importance of curriculum redesign at the college level, promoting task-based classrooms to encourage spontaneous interactions and diverse relationships that can enhance students' job prospects.

Radhakrishnan (2018) conducted a study aimed at enhancing the speaking skills of senior secondary students in a CBSE school using a task-based communicative approach. Seventy students were selected for the study, with 35 each from Humanities and Science streams, forming the experimental and controlled groups. Both groups underwent a speaking pre-test before the intervention. The experimental group participated in a three-month intervention program designed by the researcher, focusing on task-based instruction and cognitive approach, while the control group received regular instruction. The intervention comprised 10 pre/post-test interactional tasks aimed at practicing real-life English communication skills. The study observed significant improvements in the experimental group's interaction skills, confidence, sentence structure, grammar, and fluency in English speaking. The tasks tailored to students' interests actively engaged them, promoting learner autonomy by providing ample opportunities to achieve communicative goals.

Tiwari (2018) explored the application of TBLT as a means to enhance communication skills and improve employment prospects among engineering students. This quasi-experimental study took place at an engineering college affiliated with JNTU-Kakinada, involving third-year B.Tech students. The study involved a total of 208 participants, with 104 students assigned to the experimental group and an equal number to the control group. The primary focus of the research was to evaluate the speaking and writing abilities of these students. To implement the task-based program, the researcher conducted a series of 20 classes over the course of one month, exclusively for the experimental group. The study underscored the positive influence of implementing TBLT on communication skills of the students. The experimental group exhibited significant advancements in their speaking and writing skills. The findings of this research highlighted the potential of TBLT as an effective pedagogical

approach to enhance language proficiency, particularly in speaking, which is invaluable for future employment prospects.

Tiwari and Mani (2017) aimed to assess the impact of task-based instruction on speaking skills among rural students in a school in Andhra Pradesh. A random sample of twenty-three students in grades VI to VIII was selected from Swarnandhra International School. The study utilized pre-test and post-test oral assessments focusing on teaching reflexive pronouns. Following the implementation of the Task-Based Program, a post-test was conducted, evaluating comprehension, vocabulary, fluency, and accuracy. The findings indicated a positive effect of the program on the speaking skills of rural students, particularly in improving fluency and accuracy.

Sivakami (2014) conducted a study on learner autonomy within the context of task-based language teaching, exploring it as an innovative approach. The research revealed enhancements in the speaking skills of 40 post-graduate non-language major learners of Bharathiar University, when they were given the freedom to utilize vocabulary and sentence structures and take charge of their own learning process. The study noted that the medium of instruction, parental education, as well as variables like gender and location, had an impact on speaking skills. Furthermore, the motivation of learners and its connection to autonomy were identified as pivotal factors in this study.

Ramamoorthy (2006) examined the efficacy of a task-based strategy in enhancing college students' English language skills, focusing particularly on how tasks could enhance both accuracy and fluency. To investigate this, a set of thirty tasks were designed, with each task having three versions (jigsaw, information gap, role play, and listening task). These tasks were administered to 743 undergraduate students at Vivekananda College, Tiruvedakam West. The study found that the implementation of communicative tasks led to improvements in both accuracy and fluency among the students.

## 2.6 Reviews related to TBLT and Reading skills

### 2.6.1 Studies conducted at the international level

Ismail et al. (2023) conducted a study to investigate the impact of TBI on learners' reading comprehension, motivation for L2 reading, anxiety levels, and L2 grit. TBI, emphasizes in engaging learners in meaningful tasks to promote language acquisition, as compared to traditional lecture-based instruction. The study involved two pre-existing classes from a university in China, a treatment group receiving TBI and the other the comparison group receiving traditional instruction. Both groups had an intermediate level of English proficiency. Results indicated that the TBI group outperformed the comparison group in reading comprehension skills on the post-test, with a large effect size. Additionally, the TBI group showed increased motivation for L2 reading, decreased anxiety levels, and higher levels of L2 grit compared to the comparison group. These effects were all significant, with large effect sizes. The findings contribute to understanding of TBI's effectiveness in language learning, highlighting its positive impact on various aspects of language acquisition. The study suggests that TBI can be a valuable approach in language education, promoting meaningful engagement, autonomy, and motivation among learners, with implications for language educators, material developers, and policymakers to integrate task-based activities into language instruction to enhance learning outcomes and create supportive learning environments.

Ahmadsaraei and Gilakjani (2022) investigated the impact of TBLT on the reading comprehension ability of Iranian intermediate EFL learners was examined in this study. Sixty EFL learners were selected based on their performance on the Oxford Quick Placement Test (OQPT). Subsequently, the participants were divided into experimental and control groups. Initially, a pretest reading was administered to both groups to assess their reading skills prior to the intervention. The experimental group underwent a ten-session treatment focusing on reading comprehension skills through TBLT, while the control group followed the conventional teaching method. Following the intervention, both groups completed a reading post-test. The findings revealed a significant difference in post-test scores between the experimental and control groups. Specifically, the experimental group outperformed the control group in reading comprehension ability in the post-test, demonstrating greater progress. The study

offers pedagogical implications for EFL educators and curriculum developers to integrate TBLT activities as a means to enhance learners' reading comprehension skills.

Nguyen (2022) investigated the impact of TBLT on the reading comprehension of non-English major students in a university in the Mekong Delta. The study involved a control and an experimental group, comprising 58 students. Results indicated a significant improvement in reading comprehension among those exposed to TBLT, with the experimental group showing higher achievement. The study also revealed positive student attitudes towards TBLT, citing increased motivation and confidence in completing tasks. Findings suggest TBLT as an effective method for enhancing reading comprehension and fostering positive attitudes towards learning. Despite limitations, including time constraints and sample size, the study underscores the potential of TBLT in improving language learning outcomes and motivating students in English classrooms.

Pallathadka, et al. (2022) investigated the impact of word recognition and fluency-building activities on the reading comprehension of Iranian EFL learners. Through a randomized pretest-posttest comparison group design, 93 pre-intermediate English learners were divided into two experimental groups and one control group. The experimental groups received either word recognition or fluency-building activities, while the control group had Farsi translations of assigned texts. Results from statistics indicated significant improvement in reading comprehension for both experimental groups compared to the control. Post-hoc analyses showed no significant difference between the two experimental groups, suggesting the efficacy of both approaches. The study underscores the importance of integrating such activities into textbooks and classroom instruction to enhance reading comprehension, particularly for learners at the pre-intermediate level. It also suggests for further research to explore the effects of these activities on other language skills and proficiency levels, while acknowledging limitations such as sample size and geographical context.

Elahi and Heidar (2021) investigated the impact of integrating blended learning with task-based language learning on reading comprehension of Iranian EFL learners. It elucidates the effectiveness of integrating blended language learning into task-based language learning for Iranian intermediate EFL learners. The study aimed to enhance

participants' reading comprehension abilities. The experimental groups engaged in both offline and online focused and unfocused task-based reading activities, contrasting with control groups taught through traditional methods. Statistical results demonstrated significantly higher scores for experimental groups, with no substantial gender-based differences. The study highlights the pedagogical implications, suggesting a shift towards student-centered classrooms and the development of critical thinking through interactive online tasks. The findings advocate for the incorporation of blended learning into task-based language learning to improve reading comprehension across genders. Suggestions for further studies include exploring different blended learning frameworks to enhance language learning strategies.

Amer and Demirel (2020) investigated the impact of TBLT on learners' unfamiliar language capabilities, potential deviations from existing teaching methods for foreign students, and the overall effectiveness of this approach in English reading instruction. Forty students were randomly selected from two language schools, with 20 from each school. The study employed a pre-test at the beginning and a post-test after 12 weeks of instruction, with students divided into conventional and experimental groups. The experimental group received task-based instruction before the post-test, while the conventional group did not. The findings suggested that TBLT is more efficient than traditional teaching methods, particularly for foreign language learners, as it enhances reading comprehension, encouraged students to generate ideas, activate their prior knowledge, and read smoothly without worrying about language intricacies.

In a study conducted by Fachruddin (2020) at Sekolah Tinggi Ilmu Kesehatan Panakukang Makassar, Indonesia, the reading comprehension skills of fifth-semester students were assessed across literal, inferential, and extrapolative levels. The experimental group received instruction using TBLT techniques, while the control group practiced silent reading. The study involved 50 participants, equally divided between the experimental and control groups. Results indicated that the experimental group demonstrated improvement in understanding explicitly stated ideas and information, as well as in reading between the lines, moving from poor to average levels. Additionally, their ability to evaluate writing quality, author reasoning, simplifications, and generalizations improved from very poor to average. Furthermore, students in the experimental group showed increased motivation to read

following the instructional treatments, contributing significantly to the development of literal, inferential, and extrapolative comprehension skills.

Sukma et al. (2020) investigated the effects of different tasks on reading instruction and obtained student feedback on these tasks. The study involved 36 high school students in Padang and included five tasks designed according to task-related criteria. After each session, students completed a reading comprehension test and a questionnaire assessing their perceptions of the tasks. Descriptive analysis of the data showed that, overall, the five varied tasks assisted students in understanding the text. Notably, the drawing task emerged as the most effective, supported by significant reasons based on average reading test scores. Questionnaire responses consistently favored the drawing task across various aspects. The study highlighted that the drawing task significantly improves the quality of students' comprehension, aligning closely with task-related criteria such as authenticity, interest, clear outcomes, meaning-focused learning, and real-world relevance. The findings suggest that teachers, particularly in TBLT approaches, should carefully consider task-related criteria when designing tasks, striving for authenticity, clarity, and relevance to real-world activities. However, if replicating real-world tasks proves challenging, tasks that encourage interaction or facilitate communicative language use within the classroom context can serve as effective alternatives for language educators to enhance students' language development.

Fazilatfar and Kargar Behbahani (2018) examined the impact of the read-aloud method on Iranian EFL learners' reading comprehension. The study involved 140 undergraduate students with poor reading comprehension skills, divided into experimental and control groups. Results showed significant improvement in the experimental group's posttest scores compared to the control group. The method's effectiveness was attributed to activities such as chunked reading practice, read-aloud practice, cloze tests, and concurrent read-aloud and summarization. Despite some limitations, the study suggests implementing the read-aloud method in ESL/EFL classes to enhance reading comprehension. Further research is recommended to explore factors such as language proficiency, gender, motivation, and age in relation to the method's effectiveness in Iranian EFL contexts.

Dollar (2017) examined the impact of task-based instruction on reading comprehension and vocabulary acquisition among preparatory school students in an Istanbul-based private university in Turkey. Among 55 beginner classes, two groups with similar quiz and midterm scores were chosen as the experimental and control groups. Initially, the mean scores from the reading part of the ELAT exam served as a pre-test. The experimental group received task-based instruction during a reading lesson, while the control group followed a traditional approach. Both groups then underwent comprehension and vocabulary assessments immediately after the lesson and a recall test after a two-week interval. The results indicated improvement in both groups, but notably, the experimental group exhibited significantly higher mean scores in comprehension during the post-test. The control group showed improvement because they studied the text with the help of their teacher and many ambiguous parts of the reading text were clarified by the instruction. Additionally, the recall test suggested a positive impact of task-based instruction on vocabulary acquisition.

Irfan (2017) from Syiah Kuala University conducted research to assess the improvement in reading comprehension between the students taught by either TBLT or GTM. The study was performed by forming an experimental group of 21 students and a control group of 23 students out of total 162 second grade students of SMA Negeri 1 Gandapura. It was found that there is a significant difference in learning of reading comprehension between the students of experimental and control group based on the t-test analysis of the collected data sample scan be attributed to the engagement of students while carrying out the assigned tasks, which offered them chances to engage in discussions regarding vocabulary and to oversee their language usage. Throughout the activities, learners in the experimental group engaged in sharing thoughts and engaging in discussions to explore their peers' perspectives on specific matters, as well as to acquaint themselves with different terms linked to the subject matter. Furthermore, these tasks gave the students ample opportunities to put the target language into practice within an authentic context, thereby fostering their active participation in the reading comprehension process.

Madhkhan and Mousavi (2017) conducted a study to investigate the impact of TBLT on reading comprehension among advanced Iranian EFL learners, with a focus on communicative teaching. A total of 70 students were selected from a pool of 428

learners in Isfahan, Iran, and divided into control and experimental groups. Both groups used the same materials but engaged in different activities over 20 hours of instruction. The control group followed a conventional teaching approach, while the experimental group received task-based instructions, completing four different tasks, with their performance recorded after each session. Post-test results, analyzed using t-tests, indicated that the task-based teaching method was significantly more effective than the classical approach. Additionally, a TUKEY test revealed variations in performance among the four tasks in the experimental group. The study's findings highlight the benefits of reading and discussing for Iranian EFL learners in improving comprehension and suggest that pre-planned task approaches outperform conventional post-reading methods in competency development.

Mubarok and Sofiana (2017) investigated how task-based language learning (TBLL) and learning styles (auditory and visual) affect eighth-grade students' reading abilities. It employed an experimental factorial design and sampled 68 students from an Islamic Junior High School in Jepara Municipality. The independent variables were TBLL and conventional teaching, while learning styles (visual and auditory) served as moderator variables, and reading ability was the dependent variable. Results showed that regardless of learning styles, students taught with TBLL outperformed those taught conventionally, indicating TBLL's effectiveness. Visual learners consistently performed better than auditory learners across teaching methods. There was no significant interaction between teaching strategies and learning styles, suggesting independence between them.

Setayesh and Marzban (2017) conducted a study to investigate the impact of TBLT on the enhancement of Iranian EFL learners' ESP (English for Specific Purposes) reading comprehension skills. The study aimed to compare the effectiveness of TBLT methodology versus GTM on ESP reading comprehension skills, examine the differences in reading comprehension skills between mechanical engineering and law students taught with TBLT, and assess the variance in ESP reading comprehension skills between male and female Iranian EFL learners instructed through TBLT. The study involved a total of four groups: two experimental and two control groups, each comprising 25 participants, selected from a pool of 286 students enrolled in Iranian universities. These students were studying law or mechanical engineering at Azad and

Payam-e Noor universities in Shiraz and Marvdasht. All groups received instruction over a period of four weeks, followed by a post-test. Statistical analysis using t-tests revealed that students in the experimental groups outperformed those in the control groups. The results suggested that TBLT had a greater impact on the reading comprehension skills of mechanical engineering students compared to law students, and that female learners exhibited greater improvements in reading comprehension than male learners.

Azizifar et al. (2015) aimed to assess the effectiveness of consciousness raising tasks (CR) on enhancing classroom reading comprehension for learners at in Bint Al Hoda High school (first period) EFL learners, Ilam, Iran. Dividing 60 participants into experimental and control groups, the research confirmed the utility of control groups in bolstering both internal and external validity. Notably, the experimental group demonstrated improved reading comprehension, supported by significant pre-post test score differences. The CR, within the context of literature, fostered an engaging and student-centered learning process, stimulating language acquisition and awareness. This approach encouraged active grammar exploration rather than rote rule teaching, cultivating an enjoyable, low-stress classroom atmosphere conducive to optimal learning. The study emphasized that CR enhances reading comprehension, offers pedagogical benefits, and should be recommended alongside other teaching methods to promote enjoyable and meaningful language learning experiences for EFL students.

Chalak (2015) conducted a quasi-experimental study to explore the impact of Task-Based Instruction on the reading comprehension abilities of Iranian EFL learners, involving 135 female students, comprising 67 first graders (aged 13-15) and 68 fourth graders (aged 17-18). The study featured two control and two experimental groups. Experimental group members received Task-Based Instruction, involving activities like interviews, group discussions, role play, and journalist tasks, while control groups were taught using traditional methods. The study's findings highlighted enhanced attentiveness, interactivity, vocabulary skills, motivation, and suggested the potential for curriculum development and alternative teaching approaches for Iranian EFL learners.

Muhaimeed (2015) conducted a mixed-method study involving 122 participants, who were divided into treatment and control groups. The study aimed to examine the

effectiveness of TBLT versus traditional methods in improving reading comprehension among third-grade intermediate students in Saudi Arabian government schools. The treatment group received 10 weeks of instruction using TBLT, while the control group received traditional instruction. TBLT significantly enhanced students' comprehension scores compared to traditional methods, with observational data highlighting specific TBLT elements contributing to this improvement, notably the structured lesson phases, teacher facilitation, group work, and task complexity. The study also revealed that students in the experimental group showed a positive attitude towards task-based approach.

Ölmez (2015) investigated the relationship between learners' motivation towards reading in a foreign language and their reading achievement on a chosen reading task. The study involved 114 fresh students from an ELT department in a Turkish university. Data were collected through a scale on foreign language reading attitudes and motivation, along with a reading comprehension test. Results indicated that students were primarily motivated to read in English due to the linguistic utility of texts, followed by extrinsic utility value, intrinsic value, and their own reading efficacy. However, there was no significant correlation between students' reading motivation scores and reading achievement scores. The study suggested further research on situational interest and its impact on reading achievement, as well as the exploration of task-specific behaviors such as reading strategies and situational interest in relation to reading comprehension.

Shabani and Ghasemi (2014) conducted a study to compare the effects of TBLT and Content-Based Language Teaching (CBLT) on the reading comprehension of Iranian intermediate ESP (English for Specific Purposes) learners. The research aimed to assess whether TBLT or CBLT had a more significant impact on comprehension and to identify differences between the two methodologies. Sixty learners, aged 20-25, from Ilam Azad University participated, divided into TBLT and CBLT groups. Over three months and 12 sessions, the TBLT group engaged in pre-task, task-cycle, and post-task activities, while the CBLT group focused on textbook-based exercises related to accounting. Post-test analysis revealed that the TBLT group outperformed the CBLT group in reading comprehension. The study highlighted TBLT's effectiveness in understanding written text, assessing background knowledge,

practicality, collaborative nature, and focus on language structure and vocabulary, which were lacking in CBLT.

Poorahmadi (2012) conducted a study to assess the effectiveness of TBLT in enhancing reading comprehension skills among Iranian EFL students. The research involved 102 students from Elmi-Karbordi University in Tehran, Iran, during the academic year 2005-2006. The participants were divided into control and experimental groups, each consisting of 51 learners. A series of pre-tests, a post-test, and a final test aligned with the Cambridge Key English Test (KET) curriculum were administered. The experiment spanned 16 sessions, during which both groups read units from a book. However, the control group focused on book exercises, while the experimental group engaged in collaborative tasks and reported task results. Statistical analysis of the post-test and final test results revealed that the experimental group significantly outperformed the control group, showcasing the efficiency of task-based instruction in enhancing reading comprehension among Iranian EFL students. The study's findings highlighted improvements in fluency and accuracy, the development of experimental study skills, and the potential for integrating pedagogic tasks into syllabi and teaching practices.

Park (2012) delved into the implementation of computer-assisted TBLT within the context of Korean secondary EFL education. The study involved 61 students, categorized as controlled group (31) and experimental group (30), from a Korean private boys middle school. These students had prior exposure to English during their elementary school years, totaling four years of English instruction. Each group participated in two task-based writing pre-tests, post-tests, and a conventional unit test focusing on grammar and reading comprehension. The study concluded that within the realm of Korean EFL education, TBLT emerged as a highly effective pedagogical approach for students and learners demonstrated notable enthusiasm in learning through this method. The educators expressed a collective belief in the heightened potential of task-based instruction as a means to enhance the effectiveness of language teaching.

Iranmeher et al. (2011) study involved 75 and 65 chemistry majors from Damghan University and Shahrood University of Technology, respectively, enrolled in an ESP

course. The study aimed to explore the viability of integrating TBLT as an alternative approach to GTM, prevalent in Iranian ESP education. In Damghan University, the experimental group (37) and control group (38) students, while Shahrood University of Technology had 32 and 33 students, respectively. Their language proficiency was preliminarily assessed, categorizing them as intermediate level learners. The experimental groups, exposed to TBLT-based instruction with accompanying exercises, were contrasted with control groups, which translated texts into Persian and answered traditional comprehension questions. Posttests, administered after treatment, assessed the effectiveness of TBLT using t-tests, with results indicating a significant advantage of TBLT in enhancing ESP instruction.

Keyvanfar and Modaressi (2009) investigated the impact of task-based reading activities on text comprehension among Iranian learners studying EFL at the beginner level, at Sohravardi Institute, Iran. Two groups, each consisting of 25 students aged 11 to 13, were selected from intact classes, totaling 50 students. A reading pre-test ensured both groups were at the same level in terms of reading skill. The experimental group received instruction using four task types, while the control group engaged in classical reading activities. A t-test comparing the reading performance of the two groups revealed better performance in the experimental group. A follow-up reading test after one month also indicated continued higher reading skill in the experimental group. Additionally, scores from the four task types (Map Reading, Creative Product Tasks, Mystery Task, Journalist Task) were compared, revealing that students performed better in tasks involving creativity and experiential learning. The study suggested that education should shift away from memorization-focused methods towards a broader approach that promotes learning through concrete experiences before tackling abstract concepts. Modern teaching should be personalized to meet the individual needs of children rather than imposing rigid educational standards.

### 2.6.2 Studies conducted at the national level

Suganya and Shanmugasundaram (2019) conducted a study to investigate the impact of task repetition on the reading skills of twelve Chemistry majors from Rajah Serfoji Government College, Thanjavur. These students came from rural backgrounds and lacked sufficient exposure to English language use. The experimental group watched YouTube videos on various topics and completed corresponding comprehension

worksheets, while the control group received traditional reading comprehension tasks with additional assistance. Analysis focused on criteria such as knowledge of phrases, idioms, reading speed, analytical insight, and overall comprehension. Results showed a significant difference in performance between the experimental and control groups, with the experimental group outperforming. Students who watched YouTube videos demonstrated accurate answers and improved comprehension, while the control group struggled with accuracy and had slower reading speeds. The experimental group showed improvement over time, correlating the video input with comprehension tasks. In contrast, the control group's performance remained inconsistent due to lack of video input repetition.

Somasundaram (2009) conducted a quasi-experimental study comparing the effectiveness of a communicative task-based approach in enhancing reading comprehension skills among college students in China and India. The study involved 40 students in the control group and 40 students in the experimental group from each country, studying B.Sc Chemistry Second Year and B.Sc Physics Second Year. Both pre-test and post-test achievement tests were administered. The results indicated that the experimental group, taught using the task-based communicative approach, outperformed the control group, which received traditional instruction, in post-test scores for both Indian and Chinese students. This demonstrates the efficacy of the task-based communicative approach in fostering English reading comprehension skills, as evidenced by the significant improvements in post-test scores compared to pre-test scores in the experimental group.

## 2.7. Reviews Related to TBLT and Writing Skills

### 2.7.1 Studies conducted at the international level

In their mixed-method study, Thirakunkovit and Boonyaprakob (2022) explored how collaborative writing tasks influenced the learning experiences and writing skills of students in an online academic writing course during the Covid-19 pandemic. The course involved sixty third-year and two fourth-year English major students at a large public university in Thailand. Throughout the 15-week duration of this course, a series of parallel sessions were conducted. These sessions encompassed various activities including instructor-led lectures on writing practices, collaborative writing

exercises by students, feedback provision by the instructor on initial drafts, online group discussions for reflecting on feedback, and collaborative revision of drafts. The cycle of these sessions repeated four times as students engaged in different tasks forming part of a group project. Tasks involved composing a research proposal, a literature review, a report on interviews or surveys, and a discussion on findings. Culminating the course, all groups presented their projects orally. Data analysis involved reviewing two drafts of each of the four essays, instructor-led group conferences, and dialogues during reflection conferences. The students who participated in these activities generally demonstrated a favuorable attitude towards task-based collaborative writing. They reported gaining a more profound insight into the research process and enhancing the quality and structure of their written work.

Manzoor, et al. (2020) demonstrated the effectiveness of task-based learning in teaching narrative essay writing compared to traditional methods, despite its time-consuming nature. For this study, semi-structured interviews and post-tests were employed to collect data from 38 undergraduate second-year female students enrolled in Bachelors of Science courses, Pakistan. A purposive sampling technique was used in this action research, which employed a qualitative research design. The data consisted of final drafts of narrative essays and open-ended interviews. To assess the data collected in the post-task phase, writing assessment rubrics presented in the IELTS guide for teachers (2015) were utilized. Bands were awarded based on four parameters: task achievement, cohesion and coherence, lexical resource, and grammatical range and accuracy. The results revealed that a majority of students achieved 5 bands, indicating an overall improvement in their narrative writing skills. Furthermore, during the interviews, students expressed their belief that the task-based approach was highly effective in teaching them how to write narrative essays.

Marashi and Mirghafari (2019) conducted a study at Islamic Azad University Central Tehran to compare the effectiveness of content-based versus task-based teaching methods in improving the writing skills of EFL learners. The research aimed to determine if there was a significant difference between these two approaches in a critical thinking context for EFL learners. The study involved 60 female learners selected from a total of 90 based on their scores in the Preliminary English Test (PET). These learners were divided into two groups of 30 each, with one group

receiving content-based instruction and the other task-based instruction. Both groups underwent 16 sessions over 9 weeks, with two sessions per week, taught by the same teacher to minimize teacher variability. The study revealed no significant difference between the two groups in the post-test. This was attributed to the prevalence of comparable critical thinking strategies and exercises in both groups, ultimately leading to similar outcomes. It is possible that the emphasis on critical thinking activities served as a more prominent independent variable in this study, overshadowing the impact of applying CBI and TBLT. The findings suggest a need for teachers to focus on developing critical thinking skills among learners to improve writing abilities, and emphasize the importance of engaging content in the curriculum to encourage critical writing and thinking.

Talore (2019) examined the efficacy of TBLT in enhancing the writing proficiency of preparatory school students in Hadiya zone, Ethiopia. Employing experimental and case study methodologies, English teachers from four preparatory schools were sampled. Two sections from Wachemo Preparatory School served as the experimental and control groups, each comprising 37 participants. The research utilized a range of data collection tools, including document analysis, questionnaires administered to both students and teachers, interviews with six randomly selected teachers, pre-tests, post-tests, and classroom observations. Results indicated positive teacher attitudes toward TBLT, but challenges in implementation arose due to student writing limitations and inadequate teaching materials. While students in the experimental group demonstrated notable improvement in writing skills following a three-month TBLT intervention, those in the control group showed limited progress. The study underscores the importance of aligning teaching practices with TBLT principles and providing students with authentic writing tasks to facilitate effective skill development.

Derakhshan (2018) examined the impact of Summary Writing (SW), Picture Writing (PW), and Topic Writing (TW) tasks on the accuracy and complexity of writing performance among intermediate EFL learners from Iran. To achieve this, a group of 61 intermediate English Literature students from Golestan University in Gorgan, Iran, was selected. Out of these, 43 students (10 males, 33 females) were randomly divided into three groups: SW, PW, and TW. The groups underwent six 60-minute instruction

sessions, which covered five units from the "Improve Your IELTS Writing Skills" book by McCarter and Whitby (2014). The results of the study indicated that the intervention had a significant effect on the accuracy of writing productions. Specifically, SW performed better than both TW and PW, and TW showed a better performance than PW. In terms of the complexity of writing products, the instruction also had a significant and positive effect. The post hoc test revealed that SW had the highest performance, followed by PW and TW, although no significant difference was found between PW and TW. Consequently, the paper discusses the implications of these findings for learners and teachers, and suggests potential areas for further research.

In a study by Kafipour et al. (2018), the impact of task-based writing instruction on the writing skills of Iranian EFL learners was examined. The research involved 80 intermediate-level EFL learners aged 15-20 from English language institutes in Shiraz. Participants were randomly assigned to a control group and an experimental group, each consisting of 40 learners. The experimental group underwent eight weeks of task-based instruction, while the control group received conventional teaching. Results showed no significant difference in writing abilities between the groups before the intervention. However, following the treatment, the experimental group exhibited significantly improved writing competence compared to the control group. The post-test assessment indicated enhancements in various aspects of writing, including sentence mechanics, language usage, vocabulary, content, and organization, in the experimental group. These findings underscored the effectiveness of task-based writing instruction in enhancing the overall writing skills of Iranian EFL learners.

Rashid (2017) conducted an experimental study to evaluate the effectiveness of TBLT in improving students' narrative writing skills and their perception of this approach. The research targeted MA English Part 1 students at Khawaja Fared Govt. Post Graduate College, Rahim Yar Khan. Initially, 122 students were screened, and 60 were selected, with 30 assigned to the experimental group and 30 to the control group. The experimental group received TBLT instruction, while the control group followed traditional teaching methods, each lasting 20 days. Data collection involved written tests and questionnaires, with t-test analysis applied to pre-test and post-test results. The experimental group demonstrated significant improvement compared to the

control group's scores. Findings underscored the pivotal role of teaching methodology in enhancing narrative writing skills, emphasizing factors such as a relaxed and interactive classroom atmosphere, teacher guidance, group activities, freedom to write in one's language, peer collaboration, and minimal peer pressure among students. The students' perception towards TBLT was positive since most of the students perceived the tasks as interesting which they could complete without any pressure from the teacher.

Ahmed and Bidin (2016) conducted a quasi-experimental study to assess the effectiveness of TBLT in enhancing the descriptive writing skills of undergraduate EFL learners in Malaysian public universities. The study divided participants into experimental group (14 students) and control group (16). The results revealed no significant improvement in the control group's writing skills between pretest and posttest, while the experimental group demonstrated significant enhancements in complexity, fluency, and accuracy. Learners expressed in reflective journals that TBLT was engaging and learner-centered, allowing them to utilize their linguistic resources effectively.

Prastiwi et al. (2016) examined the use of TBLT for enhancing students' writing skills in creating descriptive texts. The primary objective of this study was to enhance the descriptive writing skills of eight-grade students at SMPN 3 Aniongan in Mempawah Regency.These students encountered challenges in generating ideas (planning), developing those ideas into coherent paragraphs (drafting), and utilizing English grammar accurately. The incorporation of authentic media such as tourist brochures heightened the students' enthusiasm for the teaching and learning process. The findings demonstrated that applying task-based approach allowed students to collaboratively and individually generate written content, fostering the development of various writing skills such as prewriting, drafting, revising and editing. The study also highlighted the importance of proper time management and adequate teacher guidance when implementing tourist brochure as an effective instructional tool.

Han (2014) studied two groups of non-English major students with similar academic standing. The experimental group (46 sophomores) underwent TBLT sessions for two hours per week, while the control group (48 sophomores) received traditional writing

instruction. The aim was to assess TBLT's impact on writing skills and language proficiency. Results showed TBLT significantly improved self-directed learning, writing skills, and overall language proficiency. Students expressed enthusiasm for TBLT, citing increased motivation and improved practice in writing, reading, and speaking. They also desired some control over learning materials and suggested TBLT expansion beyond writing classes to encompass listening, speaking, and reading for greater progress in English studies.

Dabo (2012) delved into the advantages of collaborative writing tasks. Prior studies grounded in the sociocultural theory of mind proposed that completing writing tasks in pairs allows learners to work together to resolve language-related challenges, jointly construct new language knowledge, and generate more linguistically precise written texts. Expanding upon this line of inquiry, this study compared the performance of a shared writing task among groups of four learners (15), pairs (15), and individual learners (21). It investigated how the number of participants affects the fluency, complexity, and accuracy of the produced written texts, along with the nature of oral interaction between pairs and groups as they collaborated during the writing process. Analysis of interaction, focusing on Language-related Episodes (LREs), indicated that although both groups and pairs frequently directed their attention to language matters, groups generated a greater number of LREs and successfully resolved a higher proportion of them compared to pairs. Consequently, texts authored by groups demonstrated higher levels of accuracy not only in comparison to those written individually, but also when contrasted with those produced by pairs. The investigation suggested conducting research into how the quantity of participants may engage with task characteristics and factors related to learners to impact the possibilities that peer interaction provides for collaboration and collaborative dialogues.

Birjandi and Malmir (2011) assessed the impact of a task-based approach compared to a traditional approach on narrative and expository writing skills among Iranian EFL learners. The research involved 120 junior and senior students enrolled in English Language Translation at Islamic Azad University of Hamedan. The study utilized a quasi-experimental design, with two control groups (G1 and G2) and two experimental groups (G3 and G4). In G1 and G2, narrative and expository writing

were taught using traditional methods, while in G3 and G4, the task-based approach was employed. Instruments used included a TOEFL test, a writing pre-test, a narrative writing post-test, and an expository writing post-test. Results from the post-tests indicated that the experimental groups outperformed the control groups, suggesting the superiority of the task-based approach. Additionally, while there was a difference favouring the narrative group, it was not statistically significant

Lee's (2011) study involved 27 intermediate English proficiency learners enrolled in an associate degree program at the Hong Kong Community College of the Polytechnic University of Hong Kong. Utilizing paper-and-pencil tests to gauge form recall, meaning recall, and meaning recognition, participants were randomly assigned to either the Task-Plus-Discussion Group or the Task-Plus-Exercise Group. The latter group, which engaged in post-task written vocabulary exercises, exhibited notably superior performance in subsequent assessments. These exercises mirrored the test formats, encompassing form recall, meaning recall, and meaning recognition tasks. Participants were allotted 15 minutes to complete the exercises, with the flexibility to select which parts or items to address. The study underscores the efficacy of incorporating written exercises post-task, as they not only elicited additional retrievals of partially-learned words but also steered learners' attention towards words they may have overlooked or avoided. This approach bears significant value for both learners and educators alike in fostering vocabulary acquisition and retention.

## 2.7.2 Studies conducted at the national level

Baria (2019) conducted a study to assess the effectiveness of a Task-based Language Enhancement Program in improving the academic writing skills of undergraduate ESL learners. The research, employing a true experimental design, took place at Y.S. Arts and K.S. Shah Commerce College and Mukt Jivan Swami Bapa Arts College in Gujarat. A total of 100 participants were randomly divided into experimental and control groups. The program, consisting of 40 hours, focused on enhancing academic writing skills. After the intervention, an observation was made that the participants endeavored to grasp the provided paragraph initially, identify the crucial elements, articulate them in their own terms and add critical views to their write-ups. Another observation indicated that participants refrained from condensing the paragraph by exclusively choosing the significant assertions. The tasks assigned during the program

encouraged idea-sharing among students and encouraging critical thinking, leading to improvements in their writing abilities.

## 2.7.3 Studies conducted at the regional level

Changkakoti (2023) investigated the impact of TBLT on enhancing the writing abilities of upper primary school students studying in vernacular medium schools in Assam. The study sought to propose an alternative approach to teaching English, recognizing that the conventional method was insufficient. To achieve this objective, a pre-test post-test quasi-experimental design was employed, involving 11 provincialized co-educational Assamese medium schools in the Kamrup metropolitan district of Assam. A sample of 200 Class VII students from these schools was selected. To assess the effectiveness of TBLT, a Post-test was administered at the end of the intervention program. The control group's post-test results showed minimal improvement, while the experimental group demonstrated substantial progress across five areas: content, organization, grammar, vocabulary, and mechanics. Consequently, the intervention program was deemed effective. Furthermore, the study revealed that TBLT was equally effective in enhancing English writing skills for both genders. The researcher observed a positive transformation of the attitude of the students towards learning English as they engaged in group and paired tasks.

## 2.8 Attitude/ Perceptions of Students towards TBLT

## 2.8.1 Studies conducted at the international level

El Arbaoui (2023) conducted a study using a questionnaire to investigate challenges in students' speaking skills with a task-based approach. The study involved 234 first-year students at Beni Mellal's National School of Business and Management, with a majority being women (62%) and men (38%). Through qualitative analysis, the effectiveness of TBLT and student perceptions were explored. Results showed students generally favored TBLT, experiencing reduced anxiety over grammar errors and increased enjoyment in learning English. Confidence was found to be pivotal in motivating students to speak comfortably in class. They noted improvements in conversational skills through negotiating meaning and regular practice, echoing Willis (1996) thoughts on motivation. Students believed TBLT tasks enhanced critical

thinking skills due to its autonomy focus. Engaging in activities like public speaking and role-playing empowered them, promoting responsible time management and equal participation. Collaborative learning further bolstered their sense of responsibility and social skills, ensuring timely task completion through active involvement.

Nhem (2020) conducted a study on students' perceptions of TBLT for writing instruction in two English classes in Phnom Penh. The research explored pre- and post-intervention views on TBLT's impact on motivation and challenges encountered. Initially, students held favourable opinions about TBLT for writing instruction. However, post-intervention, perspectives shifted, particularly regarding TBLT's integration of skills and creating a comfortable language environment. Students recognized the need for high English fluency and accuracy in task execution. Despite challenges such as language gaps, students perceived TBLT as motivating and emphasized its importance in grammar and language structure learning. Challenges included relying on the native language for communication due to uncertainties in English usage during tasks.

Prianty et al. (2022) conducted an explanatory case study to examine the utilization of TBLT for teaching speaking skills in vocational schools in Indonesia. The study involved an English teacher and 35 students, utilizing semi-structured interviews and classroom observations for data collection. Qualitative analysis, following the interactive models of Miles, Huberman, and Saldana (2014), revealed favorable opinions from both teachers and students regarding TBLT's effectiveness in speaking classes. They highlighted TBLT's positive impact on classroom dynamics, fostering collaborative learning and enhancing student interactions.

Azizah and Al-Baekani (2021) conducted a case study focusing on students' responses to integrating TBLT into writing instruction, particularly for crafting descriptive texts. The study involved 10th-grade students from a vocational high school, Indonesia, comprising three male and two female students. Through observation, interviews, and documentation, the study found that TBLT significantly influenced students' learning, particularly in descriptive writing. TBLT encouraged active participation, fostering creativity, critical thinking, and responsiveness. However, some students faced challenges with writing tasks due to perceiving writing as difficult and struggling with

specific writing aspects. Despite these challenges, integrating TBLT into writing instruction positively impacted students' learning experiences and classroom management, promoting engagement and spontaneous interaction. Nonetheless, participants expressed difficulty with tasks, particularly in composing descriptive texts, requiring creativity and idea generation. Additionally, challenges included incorporating linguistic elements and navigating various aspects of the writing process.

BadrusSholeh et al. (2021) investigated 96 English language learners from diverse proficiency level at MTSN 3 Demak in Central Java, Indonesia, aiming to explore their perspectives on TBLT. They utilized an adapted questionnaire, covering demographic information, preferred language tasks, and perceptions of TBLT. Analysis showed predominantly positive attitudes toward TBLT among Indonesian learners. However, challenges such as class size, management, grammar development, exam preparation, and overall beliefs about language learning were identified alongside the favorable views.

Pham and Do (2021) conducted a quasi-experimental study at Van Lang University in Vietnam, to investigate the effects of TBI on students' grammatical performance in speaking and writing skills. The study involved 59 first-year B.A. students, with 30 in the experimental group taught through TBI and 29 in the control group taught using the PPP method. The study's findings revealed that while TBI model had significant impacts on students' grammatical performances in speaking and writing skills, it did not outperform the PPP instruction. The TBI model's utilization was recommended for language teachers due to its effectiveness in providing ample opportunities for students to practice language skills within grammar classrooms. Interviews highlighted that TBI students were highly motivated, while PPP students expressed disinterest due to complex structures. Despite initial confusion, TBI students found the tasks engaging and inspiring, leading to better understanding of grammar points through exploration guided by the teacher. However, TBI students identified challenges with group work and weak grammar and vocabulary skills. Specifically, some participants found collaboration during group tasks difficult.

Chua and Lin's (2020) study explored the impact of TBLT on the learning motivation of 52 non-native Mandarin learners at the beginning level. The research, utilizing a

mixed-method design, involves quantitative analysis of questionnaire data through paired sample t-tests and qualitative insights from semi-structured interviews with 11 learners. The results indicate a non-statistical decline in learning motivation from pre-treatment to the first cycle post-treatment survey, followed by a significant increase between the first and second cycle post-treatment surveys. The interviews revealed that TBLT, busy schedules, and support from Mandarin native speakers influence learners' motivation. The study concludes that TBLT can enhance learning motivation in the long term, emphasizing the initial dip in motivation as learners adapt to this teaching approach. The findings also suggest that providing sufficient language input tasks and support from Mandarin native speakers positively influence learners' motivation during TBLT implementation.

Hattani (2020) conducted a study assessing the attitudes of ESP learners and teachers towards the task-based approach. The study involved 65 first-year students (47 females, 28 males) from National School of Commerce and Management, El Jadida, and 14 university professors. Data was collected through questionnaires and semi-structured interviews. Results indicated favourable views of the task-based approach among both teachers and students. Students positively perceived the tasks and activities in their ESP classrooms, finding them interesting, motivating, and relevant to their needs as business students. They also appreciated clear instructions and helpful feedback from teachers, noting improvements in study skills and autonomy. Additionally, students believed tasks helped them develop skills such as understanding, decision-making, critical thinking, communication, writing, and time management. They also recognized the usefulness of tasks in encouraging teamwork and cooperative learning.

Chen and Wang (2019) introduced a task-based teaching approach and language assessment framework for intensive reading classes, focusing on its positive impact on first-year undergraduate English major students' competences. The study employed semi-structured interviews and a questionnaire with 18 questions to assess the effects of this approach. The research found that tasks involving innovation, decision-making, and teamwork were popular among students and significantly contributed to their learning process. These tasks stimulated new ideas, increased target language exposure, and improved inter-student relationships. The benefits of TBLT were

evident in both linguistic and non-linguistic aspects. The study highlights that the majority of students favour TBLT due to its real-life authenticity and communicative interactions. TBLT has transformed passive, teacher-centered classes into active, student-centered ones, significantly boosting student engagement in second language learning. This is especially crucial in China, where learners have limited exposure to English-speaking environments.

The objective of the study, conducted by Akil et al. (2018) was to assess how students studying tourism management at Polytechnic of Makassar react to the utilization of a task-based approach in enhancing their writing skills. The research involved 29 students as participants. To gather data regarding the implementation of TBLT, the researcher employed three data collection methods, namely observation, questionnaire administration, and document analysis. The research adopted a case study approach, incorporating various quantitative and qualitative methods. The findings of this investigation indicated that students' response to the application of task-based teaching for improving their writing performance was highly positive across four key aspects: introduction, pre-task activities, main-task execution, and post-task evaluation.

Amalia and Ramdhani (2018) employed an experimental method to investigate the impact of TBLT on students' motivation in learning EFL. Utilizing a quasi-experimental non-equivalent control group design, the researchers divided students into an experimental group, where TBLT was implemented, and a control group, which received conventional teaching methods. Through the use of observation sheets, the study found that TBLT significantly enhanced students' learning motivation. Initially, the experimental group demonstrated a slightly lower on-task behavior percentage, but over three meetings, their motivation increased as they adapted to new cycles. In contrast, the control group, accustomed to the existing process, maintained a stable on-task behavior percentage. The results suggest that TBLT positively influences students' motivation by introducing engaging activities and challenges, fostering active participation, and contributing to improved language learning outcomes. The study encourages teachers to creatively develop materials aligned with TBLT principles, providing additional tasks to enhance language features and maintaining students' curiosity through interactive teaching tools and media.

Viriya (2018) conducted a study to evaluate the effectiveness of TBLT in teaching English to students in an English for Academic Purposes (EAP) program at Thammasat University and to gather their perceptions of this approach. Forty students were purposively selected for the study, which employed a one-group pre-test and post-test design. Assessment tools included pretest and posttest evaluations in reading, writing, and speaking, along with a questionnaire gathering student demographics and opinions on TBL. Data analysis utilized statistical measures such as mean, standard deviation, and paired t-tests. Results indicated significant improvements in reading, writing, and speaking skills following TBL implementation. Moreover, students expressed high satisfaction with TBL, highlighting its benefits such as increased English language use, self-directed learning, enhanced comprehension, and improved collaborative skills. Notably, students strongly recommended the incorporation of TBL into other courses due to its positive impact on their overall learning experience.

Tan (2016) delved into the attitudes and perceptions of 166 EFL learners at the tertiary level in China, utilizing a task-based questionnaire to gauge their views. Employing both quantitative and qualitative analyses, the research uncovered a broad comprehension of task and TBLT principles among the majority of respondents, who exhibited a general enthusiasm towards TBLT and its integration into English class instruction. However, notable challenges surfaced, particularly concerning the impact of large class sizes on the effective implementation of TBLT, with learners citing difficulties in classroom management as a significant hindrance. Furthermore, a subgroup of participants expressed reservations about transitioning to a learner-centered classroom dynamic, citing unfamiliarity with independent task engagement compared to the traditional teacher-led approach predominant in Chinese language instruction. Additionally, concerns were raised regarding the assessment of task performance, reflecting learners' accustomedness to conventional testing practices. These findings underscore the necessity for in-depth exploration and discussion surrounding the practical hurdles and adaptations essential for the successful integration of TBLT within the Chinese EFL classroom context.

Rassaei (2013) examined the relationship between the effects of recasts and explicit corrections on the development of L2 skills and learners' perceptions of corrective feedback. Sixty-eight Persian EFL learners participated in the study and were exposed

to either recasts or explicit corrections while engaging in meaning-focused tasks. The study utilized a controlled pretest treatment posttest design with one experimental group (24) received recasts when they used the target structure incorrectly, while another group (26) received explicit corrections for article errors. A control group (25) performed the same tasks but did not receive any corrective feedback. The learners' perceptions of corrective feedback were also assessed through stimulated recall reports, with the goal of evaluating their connection to L2 development. The study compared the acquisition of target forms between the recasts and explicit corrections groups. In addition, the learners' stimulated recall reports were analyzed in terms of their perceptions of recasts and explicit corrections, which were categorized as 'noticing', 'corrective feedback', and 'non-corrective'. The findings of the study revealed that both explicit corrections and recasts contributed to the development of L2 knowledge, with explicit corrections being more effective than recasts. Furthermore, explicit correction was more likely to be noticed or perceived as corrective feedback compared to implicit feedback such as recasts. Learners who received explicit correction demonstrated superior performance, potentially due to their ability to readily notice discrepancies or interpret their interlocutors' corrective utterances as feedback. One implication for pedagogy is that when providing corrective feedback in the form of recasts, it is important to clearly indicate the difference between the learners' incorrect forms and the target-like forms.

Hadi (2013) investigated the sentiments and perceptions of Iranian female learners regarding TBLT. The study involved 88 female English language learners spanning an age range from 16 to 40 years, covering a spectrum of language proficiency levels, including pre-intermediate, intermediate, upper-intermediate, and advanced learners. The questionnaire consisted of four parts: the participants' age, their language learning level, their familiarity with task-based instruction, and their willingness to engage in TBLT. The results of the study indicated that the learners experienced improvements in their language accuracy through the use of TBLT. Moreover, the study found that the students generally displayed enthusiasm for TBLT. However, it is worth noting that a minority of participants exhibited some reluctance towards this approach, primarily due to concerns related to how TBLT was implemented, with some perceiving it as inefficient when handled by teachers.

Pyun (2013) conducted a study focusing on the attitudes of second/foreign language (L2) learners toward task-based language learning (TBLL) and how these attitudes were linked to several learner-related factors, including anxiety, integrated motivation, instrumental motivation, and self-efficacy. The study involved 91 college students learning Korean as a foreign language through task-based language instruction. The study participants engaged in task-based communicative activities within the classroom, which encompassed dialogues, role-plays, problem-solving tasks, and information-gap exercises. The majority of these tasks were structured to integrate both a focus on conveying meaning and attention to grammatical form. Data were collected through a questionnaire. The results of the study showed that students' attitudes toward TBLL were positively correlated with self-efficacy and integrated motivation, while displaying a negative correlation with anxiety. Furthermore, self-efficacy emerged as a significant predictor of learners' attitudes toward TBLL.

Thanh and Huan (2012) investigated the impact of TBLT on motivating non-English majors to acquire vocabulary at a community college in Vietnam. An experimental approach was employed, using text-based tasks based on Willis (1996) framework, with seventy-six freshmen participants randomly assigned to control and experimental groups. Quantitative analysis utilized questionnaire data and vocabulary tests over twelve weeks, showing improved motivation and vocabulary acquisition post-experiment. Qualitative analysis from follow-up interviews revealed positive student attitudes towards task-based learning, emphasizing its effectiveness over traditional methods. The findings revealed that the motivation to learn vocabulary of the experimental condition increased dramatically after the intervention. The students expressed an overall positive attitude towards the use of TBL in vocabulary acquisition, with most students expressed a preference for text-based tasks over traditional method for teaching-learning of vocabulary and anticipated their continuation in future semesters, highlighting the benefits of collaborative learning, individual expression within this approach.

Kırkgöz (2011) explored the integration of task-based learning principles with technology, specifically video, in a speaking course for 28 first-year English student teachers (7 male and 21 females) in Turkish higher education. The course involved three hours of task-based classroom instruction supplemented by one hour of

reviewing and assessing students' video-recorded speaking tasks as homework. Data was collected through pre- and post-course speaking tasks, analysis of video-recorded tasks, informal student interviews, and course evaluations. Both quantitative and qualitative analyses revealed significant improvements in students' oral communication skills and positive perceptions towards technology integration. The use of video cameras helped students critically evaluate their speaking tasks, suggesting potential benefits of technology integration in language learning. This study underscores the value of further exploration into the use of video cameras as a language learning resource.

Meng and Cheng (2010) delved into various aspects of communicative task-based language teaching from the students' perspective, highlighting their preferences and perceptions. Participants favoured two-way divergent group tasks, which facilitated linguistic adjustments and conversation turns, enhancing language fluency. However, dissatisfaction with self and peer performance suggested areas for further investigation. Students desired tasks tailored to their preferences and abilities, emphasizing the importance of task design and early assignment. The students emphasized that encouragement and timely feedback from teachers are crucial for motivating them and fostering a sense of achievement. The study underscored the need for task difficulty variation and consideration of students' proficiency levels and individual strengths in group work. Pair and small group tasks are valued for providing ample speaking opportunities, promoting learner autonomy, and addressing academic needs.

Sae-Ong (2010) conducted a study to evaluate the effectiveness of task-based learning in improving English speaking skills among MattayomSuksa 4 learners at the Demonstration School of Silpakorn University, Nakornpathom. The study involved 20 male and 20 female participants. Open-ended questionnaire responses revealed that tasks, such as miming, aided vocabulary recall and comprehension of grammatical structures within context, minimizing reliance on rote memorization. Presentations not only enhanced spoken English but also deepened understanding of social topics. Learners expressed satisfaction with the variety of tasks, finding them enjoyable and conducive to integrating new information with prior knowledge. The classroom transitioned to a more learner-centered environment, promoting autonomous learning.

Initially reliant on the researcher, learners increasingly collaborated, sought assistance from peers, and actively engaged in class, reducing anxiety and making English communication more meaningful and authentic.

Deng and Carless (2009) assessed the level of communicative activities in a Year Four primary school class in Guangdong, where a national task-based initiative has been mandated. The research framework utilized a spectrum of communicative activities developed by Littlewood (2007). The study employed 12 classroom observations and 17 interviews as research methods. Results indicate that the majority of activities predominantly focused on linguistic forms rather than meaningful communication, aligning with the left side of Littlewood's (2007) continuum. Challenges such as traditional examination methods and limited teacher proficiency in implementing communicative activities hindered the adoption of task-based teaching principles. The implications for Littlewood's communicative continuum and the need for contextually appropriate teaching approaches are deliberated.

Lau (2009) examined the effectiveness of task-based learning pedagogy for Chinese tertiary English learners. Grounded in constructivist philosophy, the research investigated learners' beliefs and motivations before, during, and after participating in a task-based English teaching program. Twenty-four undergraduate students from various regions of China were surveyed using quantitative (BALLI, Motivation Questionnaire) and qualitative methods (field-notes, motivation graphs, learner diaries, follow-up interviews) over a 15-week period. Both quantitative and qualitative analyses indicated that the task-based EFL program enhanced learners' self-concept beliefs and intrinsic motivation for English learning, demonstrating the effectiveness of task-based learning pedagogy for Chinese tertiary English learners. Additionally, their motivation and beliefs demonstrated a positive inclination towards TBL.

Tulung (2008) conducted a case study in Mondado, Indonesia, to assess the effectiveness of communicative tasks in teaching a second language and to investigate the perceptions of both teachers and students regarding these tasks. The study involved collecting data from eight undergraduate medical students (four males and four females) at an intermediate level of English, along with one EFL teacher. Four

communicative tasks adapted from a communicative skills course were employed, and video and audio recordings were used to document the implementation of the tasks in the classroom. The findings indicated that communicative tasks were successful in facilitating foreign language learning, and both students and teachers showed favorable attitudes towards them.

McDonough and Chaikitmongkol (2007) conducted an assessment of EFL teacher' and learners' impressions of the course over a 12-month period at public university in northern Thailand. The reactions were identified through a qualitative analysis of both oral and written data, gathered from task evaluations, learning notebooks, observations, course evaluations, and interviews. The study revealed that both teachers and students viewed the task-based approach positively, as it promoted learner independence and addressed their practical academic needs. Initially, there were concerns about the lack of explicit grammar instruction, but participants appreciated the emphasis on learning strategies and task performance over time. However, both teachers and learners expressed the need for additional support and guidance to adapt to task-based teaching methods, as well as concerns about the volume of materials and activities per lesson. In response, the course design team made revisions, such as providing detailed teacher guides, conducting workshops for teachers, reducing the number of activities per lesson, and creating supplementary materials for learners.

### 2.8.2 Studies conducted at the national level

Macwan (2013) conducted a study focusing on the development and testing of a task package aimed at teaching specific communicative functions to eighth-grade students in Gujarati medium schools, with a sample of 50 students participating in the study. The research originated from the need to create a practical and accessible tool for implementing the communicative approach in classrooms. The study had several objectives, including assessing the impact of the program on students' communicative competence, as well as its effectiveness concerning student achievement and learning styles. It followed a one-group pretest-posttest experimental design. The results indicated that the experimental program was highly effective in fostering and refining students' communicative competence. Furthermore, the program sparked significant interest and enthusiasm for learning English language functions that were previously

less engaging. Overall, the program demonstrated its capability to enhance communicative competence through participatory learning tasks.

### 2.8.3 Studies conducted at the regional level

Choudhury and Dutta (2015) explored higher secondary students' perceptions for the implementation of TBLT in the English Classroom in Assam. A questionnaire was administered to a representative sample of students across ten districts in Assam, including Dhubri, Bongaigain, Kamrup, Nagaon, Sonitpur, Lakhimpur, Tinsukia, Jorhat, Karbi Anglong ad Cachar covering various regions of the state. Twenty students from two institutions in each district were selected systematically and purposively. The questionnaire featured multiple-choice, Likert-type and preference-scale questions, addressing students' English learning needs, expectation from the English curriculum and receptiveness to innovate teaching methods. The study revealed that students generally support innovations in English language education, indicating the potential feasibility of implementing TBLT. However, it also acknowledged the challenges posed by entrenched traditional teaching practice. Nevertheless, the study affirms the viability of TBLT as a methodology, based on the students' positive responses.

Dutta (2015) conducted an investigation into the constraints and opportunities of implementing TBLT at the higher secondary level in Assam. This need-analysis study revealed that both students and teachers shared the perspective that the existing teaching approach, English syllabus, and course materials are insufficient in meeting the learners' requirements. Consequently, there is a compelling necessity to transition towards a novel teaching methodology and to concurrently revise the syllabus, textbooks, and the assessment system. Furthermore, the study emphasized that students must possess not only grammatical proficiency but also competence in all four language skills. Suggesting strategies like using the L1 thoughtfully and allowing flexibility in the 'while-task' period (when learners actively engage with the language during the task) can facilitate the integration of TBLT within Indian educational settings. TBLT was recognized as a promising methodology with the potential to cater to the varied linguistic requirements of learners, as long as it is adapted effectively to the unique teaching and learning context.

## 2.9 Reviews on Task Types Used in the Selected Studies

### 2.9.1 Listening skills

Qui and Xu (2022) devised input-based tasks, incorporating role-play and map tasks. In the role-play task, participants shared information with each other about an event, while in the map task, one partner described the routes while the other filled in the names of the locations on the map based on the information provided. Kaushik (2021) structured task activities around two samples: Sample 1, titled "What's Your Take? Generating Perspectives," aimed to develop everyday communicative skills by expressing opinions and delivering formal presentations. Sample 2, named "Get Interview-Ready: Role Playing in Different Situations," focused on enhancing communicative abilities in conducting interviews. Maghsoudi and Golshan (2017) devised form-filling and labelling tasks for the experimental group, initially conducted collaboratively before transitioning to individual work. Zeng and Liu (2017) incorporated listening tasks from Grade Eight Student's Book 'Go for it' by the People's Education Press, emphasizing prediction tasks followed by discussions to establish themes. Post-listening tasks aimed at reinforcing listening skills and overall language abilities. Chou (2016) integrated pedagogical and target task performances, featuring one-way and two-way interactive listening tasks, with the latter requiring longer preparation time. Zareinajad et al. (2015) designed receptive and productive listening tasks sequenced by complexity, with each task played only once. Badri et al (2014) included matching, sequencing, and form filling. While the matching and sequencing tasks allowed the learners to focus in meaning, the form-filling task was an integrative task that engaged them in both listening and writing. Koshima and Tasuj (2014) included matching, role-playing, selecting, note-taking and completing tasks, while Sarani et al. (2014) used standard English video-based tasks and video-based tasks such as true-false, multiple-choice, fill-in-the blank, etc. Motallebzadeh and Defaei (2013) incorporated various listening tasks, including ordering, gap-filling, multiple choice, and interactive activities. Participants were given the opportunity to verify their answers by listening to the tape again. In contrast, the control group received traditional listening instruction, where learners listened to the tape once or twice before answering the teacher's questions. As a pre-task activity, Farrokhi and

Modarres (2012) provided one of the experimental groups with a glossary of unfamiliar vocabulary items with their pronunciations one session prior to the listening test. Similarly, the other group received written information about the upcoming listening content just 10 minutes before the test. Bahrami (2010) sequenced task-based activities, considering participants' pretest performance, progressing from simpler to more complex tasks: matching, labeling, form-filling, and selecting.

## 2.9.2 Speaking skills

Hasnain (2023) devised tasks encompassing comparison, jigsaw, personal experience sharing, narrative, and decision-making activities. Fredrick (2022) incorporated activities such as word spin, vocabulary guessing games, whisper games, and gap-fill tasks. Masuram and Sripada (2020) utilized a variety of materials and activities such as songs, poems, magazines, newspapers, articles, pictures, projects, cue cards, information gathering, information gap exercises, sorting and opinion sharing, reasoning tasks, guessing games, picture descriptions, role-plays, information transfer activities, matching exercises, and opinion sharing sessions. Nita et al. (2020) integrated monologues based on historical recounts and dialogue tasks derived from narrative texts. Anjum et al. (2019) utilized video and audio clips, real-life objects, group work exercises, authentic materials, and visual aids like stickers to teach vocabulary. Nget et al. (2020) include eighteen activities from the Grade 9 English coursebook were chosen to be part of the task cycles - dialogues, opinion gap exercises, matching tasks, reasoning gap activities, ordering tasks, information gap exercises, and listing tasks. These selections were made with the aim of engaging learners in two-way interactions. Dorathy (2019) created 20 tasks, including anecdote sharing, narrative speaking, decision-making, and problem-solving, primarily aimed at enhancing speaking skills while also targeting other language abilities. Khoram and Zhang (2019) employed two sets of tasks, namely a 'personal set' and a 'decision-making' set. Mohammadi (2017) developed four task types—translation, dictogloss, text reconstruction, and jigsaw—to foster learner engagement. Buitrago Campo (2016) utilized listing, comparing, and personal experience sharing tasks. Poupore (2016) employed a range of tasks such as information-gap, jigsaw, problem-solving, decision-making, and opinion gap tasks. Mohammadipour and Rashid (2015) devised tasks focused on discussing ideas, opinions, and problem-solving scenarios, including information gap tasks, storytelling, and role-plays. Aliakbari and Mohsennejad (2014)

examined the impact of story retelling opinion-gap tasks on Iranian EFL learners' speaking proficiency, while Bamanger and Gashan (2014) initiated a street map task with a two-way information gap activity. Geng and Ferguson (2013) focused on tasks involving information exchange and decision-making. Kırkgöz (2011) designed two tasks based on a needs assessment, covering topics like money, education, and tourism, sequenced by complexity and fostering collaborative learning through group work. Aliakbari and Jamalvandi (2010) implemented role-play, Tulung (2008) incorporated jigsaw and decision-making tasks, and Ramamoorthy (2006) developed thirty tasks encompassing jigsaw, information gap, role-play, and listening tasks.

### 2.9.3 Reading skills

Ismail (2023) devised a series of task-oriented activities necessitating active engagement with authentic reading materials, such as newspaper articles, short stories, and academic texts. These activities were specifically designed to enhance reading comprehension skills, stimulate critical thinking, and foster meaningful interactions among learners. The pedagogical sessions were characterized by interactivity, enabling participants to collaborate, exchange ideas, and receive feedback from both the instructor and their peers. Sukma et al. (2020) utilized text-based exercises drawn from Willis (1996) and Willis and Willis (2007), incorporating tasks like gap filling, timeline creation, and memory challenges. Supplementary activities, such as crafting simple scripts and drawing, were tailored to meet task-like criteria and bolster students' cognitive regulation, thereby nurturing creativity and promoting active engagement. Suganya and Shanmugasundaram (2019) integrated YouTube videos into their instructional approach, complemented by review sessions and the completion of corresponding worksheets featuring passages and comprehension queries. Fazilatfar and Kargar Behbahani (2018) included chunked reading practice, read-aloud drills, cloze tests, and simultaneous read-aloud and summarization. Setayesh and Marzban (2017) described a series of tasks. Initially, students read a text while evaluating an accompanying visual aid to gauge its effectiveness in enhancing comprehension. Following this, they engaged in reading, note-taking, and discussions, incorporating visual representations to support their understanding. In the third task, students analyzed a brief text alongside a visual aid, discussing its impact on comprehension with a peer collaboratively. Finally, they read a text and produced a summary, emphasizing its main points. Chalak (2015)

developed activities like group discussions, role-playing, interviews, information gaps, group tasks, mystery activities, simulations, and journalist assignments for the control group, adapted from Ozonder's (2010) work with certain adjustments. Poorahmadi (2012) structured tasks encompassing one-way / two-way, convergent / divergent, open-ended / close-ended reading comprehension exercises. Keyvanfar and Modaressi (2009) formulated 20 tasks divided into four categories: Map Reading, Creative Product, Mystery, and Journalist Tasks, aimed at enhancing comprehension and application skills through interactive and imaginative practices.

## 2.9.4 Writing skills

Changkakoti (2023) devised a number of paragraph writing, story writing, sentence making, vocabulary exercises, and form-focused activities to foster collaborative engagement. Thirakunkovit and Boonyaprakob (2022) implemented collaborative writing tasks, covering various genres such as research proposals, literature reviews, interview reports, and discussions, culminating in combined oral presentations. Manzoor et al (2020) incorporated fundamental elements of narrative essay writing, which were delivered through a PowerPoint presentation. The instructional approach revolved around the analysis of two images, requiring students to identify characters, outline the plot, pinpoint the problem, recognize the climax, propose a resolution, and formulate a thesis statement based on the presented issue. Baria (2019) included exercises focused on paragraph construction, paraphrasing, summarization, and textual analysis. Dabo (2019) conducted a study where participants were required to sequence images to formulate a narrative write-up. Derakshan (2018) devised writing assignments that tasked learners with articulating novel ideas in a foreign language instantaneously and concurrently. Within the picture-based writing task, students were prompted to craft an essay by interpreting a series of images. In tasks involving summary writing, students were tasked with reconstructing the text, thus necessitating the utilization of their linguistic capabilities. Kafipour (2018) facilitated free writing sessions supported by visual aids, focusing on simplicity, concision, and objectivity, while also encouraging peer feedback. Prastiwi et al. (2016) devised collaborative descriptive writing tasks, promoting teamwork in sorting, ordering, problem-solving, and brochure creation. Han (2014) integrated diverse writing activities into the curriculum, such as translation exercises, composing various types of letters (e.g., invitations, congratulations, eulogies and thank-you notes), drafting emails, creating

announcements, outlining meeting agendas, submitting job applications, and producing compositions on a variety of subjects. Birjandi and Malmir (2011) utilized narrative and expository writing to enhance language proficiency.

## 2.10 Reviews on Task Complexity and Planning Conditions

Hasnain (2023) observed that fluency, accuracy, and complexity improved gradually, benefiting from factors such as the allocated planning time. Fazilatfar et al. (2020) examined the effects of different planning times (0, 10, 20 minutes) and task conditions on EFL learners' writing CAF. Among 108 participants, the 20-minute planning group produced more complex texts. Task conditions marginally improved accuracy, particularly with more structured tasks. Kourtali and Révész (2020) reported that learners performed better in simpler tasks rather than complex ones, supporting the notion that higher reasoning demands in tasks can negatively impact language performance. Lee (2020) found that increased task complexity led to more writing errors, indicating that simpler tasks involving basic information transmission were more beneficial for learners compared to complex decision-making tasks that required higher reasoning demands. Awwad (2019) showed that L2 learners and language professionals perceived tasks as more difficult as cognitive task complexity increased, highlighting the impact of task complexity on perceived task difficult. Khoram and Zhang (2019) investigated the impact of task type and planning conditions on learners' oral performance, specifically focusing on accuracy. They found that manipulating planning conditions led to improvements in oral accuracy, with pre-task planning proving to be particularly effective. Rahimi and Zhang (2017) investigated the effects of task complexity and pre-task planning on L2 writing production among 80 upper-intermediate English learners. They found that increased task complexity improved syntactic and lexical complexity, content, organization, and writing quality, but reduced accuracy and fluency. Providing 10 minutes of pre-task planning significantly enhanced one dimension of syntactic complexity, fluency, content, organization, and writing quality, but had no impact on accuracy or lexical complexity. These results partially support the Cognition Hypothesis, the Trade-off Hypothesis, and attentional funneling in L2 writing, offering insights for task design and assessment in language education. Sattarpour and Farahman (2017) found that increasing task complexity improved lexical and syntactic complexity but not

accuracy. They also discovered that planning time significantly enhanced syntactic complexity, and the interaction of planning time and reasoning demand positively influenced accuracy. Alanazi (2016) examined how pre-task planning influences the accuracy and fluency of Saudi EFL students. The study compared guided and unguided planning among 36 Saudi students in the UK, using a picture-cued storytelling task. Results indicated that neither guided nor unguided pre-task planning enhanced accuracy or fluency in oral production. Bui and Huang (2016) aimed to investigate how pre-task planning and content familiarity influence second language fluency. The study involved 58 undergraduate participants (21 males and 37 females) from computer science and nursing departments, using a 2 × 2 split-plot factorial design. Participants gave presentations on two topics: computer viruses and natural viruses. The results showed that both planning and familiarity with the subject improved fluency, with the benefits of planning being more pronounced. Mohammadipour and Rashid (2015) found that pre-task planning assists students in managing communicative challenges during tasks, while on-the-spot planning encourages them to prioritize accuracy in their spoken language. Rafie et al. (2015) investigated the effects of three types of task planning (rehearsal, strategic, and unpressured within-task planning) on Iranian EFL learners' oral accuracy. Conducted with 40 students, the study found that rehearsal and within-task planning positively impacted learner fluency. Bamanger and Gashan (2014) studied how planning time affects EFL learners' task-based speech performance among 52 Saudi high school students. Using a street map task, they found that pre-task planning led to more accurate, fluent, and complex language, while a no-planning condition was less effective. Ghavamnia et al. (2013) explored the impact of pre-task and on-line planning on the complexity, accuracy, and fluency of language production. Among 40 intermediate EFL learners, pre-task planning enhanced complexity and fluency, while on-line planning improved accuracy. Shafaei et al. (2013) explored the effects of gender and strategic pre-task planning on EFL learners' oral accuracy. Among 40 intermediate learners, females performed better than males in a narrative task when given strategic pre-task planning time. Abdi et al. (2012) investigated the impact of pre-task planning on speech fluency and accuracy among 40 English learners. Their study found significant fluency improvements with pre-task planning, though accuracy was not affected. Ahangari and Abdi (2011) examined the influence of strategic pre-task planning on the complexity and accuracy of spoken language. Their

study of 40 intermediate Iranian EFL students showed that pre-task planning positively affected language complexity but did not improve accuracy. Ellis (2005) highlighted the importance of planning time in both preparing for and executing tasks. He distinguishes between pre-task (strategic) and during-task (on-line) planning. Teachers can either guide learners on what and how to plan or let them plan independently, whether alone, in pairs, or groups. Practical considerations include the duration of planning time, the presence or absence of teacher guidance, and the participation structure (individual, paired, grouped). Yuan and Ellis (2003) explored how different planning conditions, specifically pre-task and on-line planning, affect second language oral production. They assessed accuracy, fluency, and complexity among 42 English-major undergraduates in the International Business Department of a Chinese university. Using a single-factor between-participants design, the study found that pre-task planning enhanced fluency and grammatical complexity, while on-line planning positively impacted accuracy and complexity.

## 2.11 Identifying Trends in Language Teaching Approaches and TBLT

The global body of literature demonstrates a transition toward the incorporation of contemporary teaching methodologies that prioritize pragmatic solutions for the teaching and learning of English, going beyond mere identification of challenges. These studies aimed to conceptualize English as a practical skill for real-world utilization across professional, personal, and academic contexts. Several experimental studies have investigated modern teaching methods, which range from assessing the effectiveness of CLT methods, activity-based learning approach, mobile-assisted learning, blended learning, scaffolding approach, project-based instruction, collaborative learning, constructive-based approach, technology-assisted learning, language games, and so on.

(i) For instance, Deveci Demir and Tavil, 2021; Akkara et al., 2020; Nanthinii, 2020; Okumuş Dağdeler et al., 2020; Sultana, 2015, 2016 explored the efficacy of technology-assisted learning, such as YouTube, Google classroom, mobile-assisted learning to enhance the different skills of English.

(ii)     A number of studies has been conducted to examine the effectiveness of activity-based learning in language learning (Mansoor et al., 2022; Duan, 2021; Deka, 2020; Aziz and Azi, 2019; Haq et al., 2019; Kolsawala, 2017; Lakhera, 2017; Saha and Singh, 2016; Meena Priya Darshini, 2013). These studies underscored the importance of experiential learning by including various activities such as language games, drama, story strips, comic strips, audio visual materials, etc., to enhance their language skills.

(iii)    There is a growing demand for English language classes, especially for L2 learners, to be more communication-based rather than being confined to GTM. This is evident from a number of studies concentrated on CLT approach. Krin and Baig (2021) proposed that 'shallow end' approach of CLT works much better than GTM for the Pakistani learners; while Awadelkarim (2021), Aziz (2019), and Younas (2018) underscored the importance of scaffolding in teaching-learning practices for a more supportive learning environment. Studies conducted by Al Garni and Almuhammadi (2019), Toro et al., (2019),Abdul Rahman and Maarof (2018), Own and Razali (2018), Dewi et al. (2017), and Ahmad and Rao (2016) advocated the use of various communicative activities such as role-plays, problem-solving and information-gap tasks, simulation methods on oral communication skills, and so on.

(iv)    Tegegne (2018), Saha ad Singh (2016), Albesher (2012), and Thakkar (2012) underscored the efficacy of collaborative learning in enhancing various language skills.

(v)     Additionally, Brooks (2021) explored Content Language Integrated Learning (CLIL), Kakoty (2020) focused on language learning strategies to enable independent knowledge acquisition and Orakci and Gelisli (2019) emphasized on learner-autonomy focused learning for reinforced learning experiences and improved cognitive, affective and assessment skills among students.

Concerning TBLT, it enjoys widespread recognition as the preferred method for ELT, particularly in Southeast Asian and Middle Eastern nations. Numerous investigations have been conducted to assess the efficacy of TBLT in enhancing segregated language skills. Several of these scholarly works include:

A number of studies on TBLT's impact on improving listening skills (Shaby and Joy Love Joy, 2020; Kuswoyo and Yudi Wahyudin, 2017; Maghsoudi and Golshan, 2017; Zhang, 2017; Chou, 2016; Sarıçoban and Karakurt, 2016; Zareinajad et al, 2015; Badri et.al., 2014; Khoshsima and Tasuj, 2014; Bahrami, 2010; Parthiban, 2011) have highlighted the growing interest of researchers to explore the impact of input-based tasks on developing listening skills. These studies provide valuable insights into various instructional approaches, task types, and learner outcomes associated with TBLT interventions targeting listening proficiency.

(ii) A notable trend observed in the field of ELT research has been the increasing emphasis on oral communication skills, particularly speaking skills. This is evident through a growing number of studies dedicated to investigating and improving learners' abilities in spoken English. Researchers have recognized the significance of oral communication not only in academic settings but also in real-life language use. As a result, a considerable body of literature has emerged, addressing various aspects of speaking skills, such as fluency, accuracy, pronunciation, vocabulary use, and interactional competence (Hasnain, 2023; Fredrick, 2022; Prianty et al., 2022; Kaushik, 2021; Mussa, et al., 2020; Nget et al., 2020; Nita et al., 2020; Anjum et al., 2019; Dorathy, 2019;Khoram and Zhnag, 2019; Namaziandost et al., 2019; Tadesse, 2019; Demlew and Davidson, 2018; Pungothai, 2018; Radhakrishnan, 2018; Albino, 2017;Alhomaidan, 2017; Rabbanifar and Mall-Amiri, 2017; Tiwari and Mani, 2017; Mohammadipour and Rashid, 2015; Aliakbari and Mohsennejad, 2014; Aliakbari and Mohsennejad, 2014; Sivakami, 2014).

(iii) Investigations into TBLT's influence on enhancing reading skills (Amer and Demirel, 2020; Fachruddin, 2020; Sukma et al., 2020; Chen and Wang, 2019; Juliantina, 2019; Suganya and Shanmugasundaram, 2019; Fazilatfar and Kargar Behbahabi, 2018; Dollar, 2017; Irfan, 2017; Madhkhan and Mousavi, 2017; Mubarok and Sofiana, 2017; 2017; Setayesh and Marzban, 2017; Azizifar et al., 2015; Chalak, 2015; Fallahi et al., 2015; Muhaimeed, 2015; Ölmez, 2015; Shabani and Ghasemi, 2014; Poorahmadi, 2012; Park, 2012; Iranmeher et al, 2011; Keyvanfar and Modaressi, 2009; Somasundaram, 2009. These studies contribute to the understanding of how TBLT interventions impact reading proficiency among English language learners. They explore various instructional strategies, task designs, and learner outcomes related to TBLT approaches in the context of reading skill development.

(iv) Research on TBLT's impact on improving writing skills (Changkakoti, 2023; Thirakunkovit and Boonyaprakob, 2022; Azizah and Al-Baekani, 2021; Nhem, 2020; Baria, 2019; Marashi and Mirghafari, 2019; Akil et al., 2018; Kafipour et al., 2018; Rashid, 2017; Prastiwi et al., 2016; Thenmozhi, 2015).These studies provide valuable insights into the effectiveness of TBLT for enhancing writing proficiency among language learners. They explore a range of instructional methods, task designs, and learner outcomes associated with TBLT interventions aimed at improving writing skills.

(v) Research on the effectiveness of the task-based approach in ELT consistently highlights the significant role of planning type, planning time, and task conditions. Studies show that pre-task and on-line planning can improve various aspects of language production, such as accuracy, fluency, and complexity (Ghavamnia et al., 2013; Yuan and Ellis, 2003). Pre-task planning, in particular, has been found effective in enhancing fluency and grammatical complexity (Bui and Huang, 2016; Bamanger and Gashan, 2014), while on-line planning can improve accuracy (Khoram and Zhang, 2019). Additionally, varying the duration of planning time (Fazilatfar et al., 2020) and incorporating content familiarity (Bui, 2014) further optimize language performance. These findings underscore the critical importance of planning in task-based language learning, suggesting that both the type and amount of planning time significantly impact learners' oral and written proficiency.

(vi) Research on task complexity shows a trend indicating that increased complexity often leads to more intricate language production but can also result in higher error rates and reduced fluency. For instance, Lee (2020) found that higher task complexity led to more writing errors, while Sattarpour and Farrokhi (2017) noted improvements in lexical and syntactic complexity but not accuracy. Similarly, Fazilatfar et al. (2020) observed that greater planning time yielded more complex texts, though task conditions only marginally improved accuracy. This suggests that while complex tasks can enhance certain aspects of language production, they also pose greater challenges for learners, highlighting the need for balanced task design in ELT.

In contrast, the literature from India presents a limited number of studies on TBLT, primarily focusing on specific language skills. These investigations have examined the potential of TBLT in various aspects of language development and education.

Conversely, the literature from Assam mainly addresses the challenges of teaching and learning English (Baishya, 2011); the status of ELT in secondary schools (Ahmed, 2016; Karim, 2015); opportunities and constraints of TBLT (Dutta, 2015); feasibility of implementing TBLT (Choudhury and Dutta, 2015), effectiveness of general English teaching methods (Hazarika, 2020; Awal and Karim, 2021) and effectiveness of the CLIL method in enhancing listening skills and boosting learners' confidence (Brooks, 2021). A small number of experimental studies have assessed the impact of different language learning strategies on students in Assam. In these research investigations, Kakoty (2013) delved into the examination of how language learning strategies influenced the academic performance of first-semester undergraduate students. Additionally, Deka (2020) conducted an experimental study to gauge the effects of a constructivist approach on the teaching and learning of English among lower primary students. Changkakoti (2023) scrutinized the influence of TBLT on the development of writing skills in upper primary students.

## 2.12 Research Gaps

The review of existing literature reveals that recent teaching methods based on communication have shown great promise in helping students acquire language skills in different education levels. Many studies, most of which were experimental in nature, have focused on using CLT approaches, including TBLT, to enhance English language skills. However, several gaps in TBLT studies have been identified:

(i) There is a dearth of studies that address the effectiveness of TBLT in developing the four language skills (LSRW) in an integrated manner. The researchers and EFL/ESL teachers have mostly investigated the impact of task-based language instruction on segregated skills of English language learners from various age groups and backgrounds. The researcher found only three studies that had focused on TBLT's effectiveness on developing LSRW skills, highlighting the need for further investigation in this area. Sierra and Ayala (2019) delved into the effects of TBLT via mini-projects on enhancing integrated English language skills in second-grade children. Meanwhile, Córdoba Zúñiga (2016) focused on the use of TBLT to improve language skill integration and communicative competence. Additionally, Huang (2016) assessed the influence of TBLT on student motivation and language proficiency within a comprehensive English class. In India, Veigas and Wilson (2020)

emphasized the importance of TBLT tailored tasks within a prescribed course by integrating innovative activities aligned with the syllabus. They highlighted substantial improvements in students' performance and four language skills. Lochana and Deb (2006) emphasized that classroom instruction can adopt a communicative approach, providing ample opportunities for students to express themselves creatively through language use.

The absence of studies in this aspect underscores the necessity for further exploration in this domain.

(ii) Understanding how students perceive TBLT is foundational to its success. Their attitude towards TBLT and its perceived effectiveness are crucial factors to consider. However, current research often lacks comprehensive incorporation of learners' viewpoints. Therefore, this study aimed to narrow this gap by exploring students' attitudes towards TBLT. Conducting a comprehensive study on this aspect is essential for the effective adoption of TBLT in educational institutions.

While some studies have assessed teachers' attitudes towards TBLT, fewer have focused on students' attitudes towards the task-based approach. Some studies have revealed that students experienced a relaxed and interactive classroom environment, teacher guidance, freedom to write in one's language, peer collaboration, and the absence of peer pressure (Changkakoti, 2023; Hattani, 2020;Dorathy, 2019; Tadesse, 2019;Alhomaidan, 2017;Thenmozhi, 2015;Pyun, 2013;Thanh and Huan, 2012;Tulung, 2008) while other studies delved into the perception and opinion of the students towards TBLT (El Arbaoui, 2023; Hasnain, 2023; Prianty et al., 2022; Thirakunkovit and Boonyaprakob, 2022;Azizah and Al-Baekani, 2021; Pham and Do, 2021;Chua and Lin, 2020; Nhem, 2020;Amalia and Ramdhani, 2018; Viriya, 2018; Rashid, 2017; Ahmed and Bidin, 2016; Huang, 2016; Sarıçoban and Karakurt, 2016; Zúñiga, 2016; Choudhury and Dutta, 2015; Hadi, 2013; Pyun, 2013;Kırkgöz, 2011;Meng and Cheng, 2010; Sae-Ong U, 2010; Lau, 2009; Tulung, 2008; McDonough and Chaikitmongkol, 2007).The researcher has developed a valid and reliable Attitude scale (encompassing six dimensions) translated into Assamese, which can be utilized in future research to assess students' attitudes toward the

implementation of TBLT across all levels of English language learning in Assam and other regions.

(iii) Numerous studies have explored task-based learning's effectiveness in improving English language proficiency. However, there is a scarcity of research creating TBLT tasks directly linked to standard course materials, particularly in the Indian context. Existing studies often rely on generic language tasks or custom materials not aligned with prescribed course books, typically focusing on one or two language skills. To bridge this gap, this study aims to develop a TBLT module incorporating tasks covering all four language skills (listening, speaking, reading, and writing) in an integrated manner. The module, designed for Class VIII students of government schools in Assam, serves as a reference for curriculum development across various educational levels.

(v) Despite Prabhu's early application of TBLT in Bangalore in 1987, there has been a notable lack of subsequent work in this area in India. An examination of task-based studies conducted in India indicates sporadic attempts at implementing the task-based approach for English language teaching. While some exploration of TBLT has occurred at higher education levels, particularly in management, engineering, and university settings, only a few studies have been dedicated to the school level (Changkakoti, 2023; Tiwari and Mani, 2017;Macwan, 2013; Parthiban, 2011;Changkakoti, 2023). Given this gap, the adoption of TBLT in Indian schools remains largely unexplored. Considering the pivotal role of the school level in laying the foundation for English language proficiency, early introduction of the task-based approach could significantly benefit classroom education. However, to achieve successful adoption and long-term sustainability of TBLT, it is crucial to address the limitations, such as class size, time constraints) identified in existing research.

(vii) Turning attention to Assam and the northeastern states of India, there is a noticeable scarcity of studies investigating the effectiveness of including TBLT. The researcher has identified only three studies related to TBLT. A recent study by Changkakoti (2023) explored TBLT's impact on writing skills in upper primary school, while Dutta (2015) examined the challenges and opportunities of implementing TBLT at the high secondary level. Choudhury and Dutta (2015) sought to understand students' perceptions of TBLT in English classes. Other studies in the

realm of ESL have primarily focused on identifying teaching and learning issues, advocating for modern teaching methods over traditional ones, and suggesting effective language learning strategies.

Recognizing the gap in prior research, it becomes evident that besides investigating TBLT as an effective language teaching approach, there is a pressing need to assess its effectiveness in developing language skills (LSRW) in an integrated manner. Only through such a holistic approach can students truly enhance their communication abilities, as rightly put by Willis (1996) that teachers using a task-based approach naturally promote a combination of language skills, depending on the nature of the task.

Based on the review of relevant literature and identified research gaps, several key inferences can be drawn:

(i) A substantial portion of the studies have been conducted in countries other than India, with only a few focusing on Indian contexts, including three in Assam, and none discovered in other states of North-East India.

(ii) Research in India has predominantly been at the tertiary level, indicating a gap in investigating TBLT effectiveness at the upper primary stage (Class VIII), prompting the researcher to concentrate on this area.

(iii) There is a scarcity of experimental studies examining TBLT's efficacy in developing all four language skills.

(iv) The survey of literature reveals a lack of standardized tools for assessing learners' attitudes towards task-based approaches.

(v) Existing studies have primarily focused on developing generic language tasks or custom materials not directly linked to prescribed course books. As a response, this study aims to design a comprehensive TBLT module aligned with the prescribed Class VIII English coursebook in the provincialized schools in Assam. The tasks included in the TBLT module are directly linked to the content, language objectives, and learning

outcomes specified in the course book. However, they can be customized to fit the larger educational context, ensuring their applicability and versatility beyond the scope of this study.

Given these gaps, the researcher conducted a quasi-experimental study to investigate TBLT's effectiveness in enhancing English language skills among Class VIII students. Additionally, the study assessed students' attitudes towards TBLT.

In conclusion, this review chapter has delved into the rich tapestry of contemporary approaches in ESL/ELT and TBLT for the development LSRW skills in English. From the international context to the national landscape of India, and the nuanced regional perspective of Assam, the reviews have explored the multifaceted nature of language education. This comprehensive review sets the stage for the subsequent chapters of the thesis, where the researcher will further investigate and contextualize TBLT in the specific context of the study.