

## CHAPTER V

### MAJOR FINDINGS AND DISCUSSIONS

#### 5.1 Introduction

The previous study provided an exhaustive body of information on the analysis and interpretation of the data obtained through pre-test and post-test. It also assessed student attitudes toward this teaching approach after the intervention period.

In this chapter, the findings are presented in connection with the study's objectives and hypotheses, followed by a comprehensive discussion of the results. The study's outcomes are analyzed and contextualized within the context of existing literature and prior research. The chapter is divided into several sections, which are presented as follows:

The major sub-headings of this chapter are:

- Section 5.2. Findings and Discussion of Objective 1
- Section 5.3. Findings and Discussion of Objective 2
- Section 5.4. Findings and Discussion of Objective 3
- Section 5.5. Findings and Discussion of Objective 4
- Section 5.6. Findings and Discussion of Objective 5
- Section 5.7. Findings and Discussion of Objective 6
- Section 5.8. Findings and Discussion of Objective 7

#### 5.2 Findings and Discussion of Objective 1

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

As per the requirement of first objective the researcher develop TBLT module on English subject based on the principles of TBLT framework, following the three phases that are unique to TBLT lessons – pre-task, task cycle, post-task. Willis' (1996) TBLT framework was adopted for the study (Han, 2016; Sariçoban and Karakurt, 2016; Hasnain, 2023; Babu, 2024). The researcher has designed tasks for the prescribed textbook of Class VIII, SEBA, Assam, so the focus was to refer to modules or lesson plans that were designed in previous studies.

Many lesson plans in prior studies were found with tasks designed for segregated skills (Zeng and Liu, 2017; Talore, 2019; Jaruteerapan, 2020; Nget et al., 2020; Fredrick, 2022; Changkakoti, 2023; Hasnain, 2023). However, it was Lochana and Deb's (2006) lesson plan that aligned with this study since it was also designed for the integrated skills of Class IX prescribed textbook of Bengaluru board, in addition to Willis and Willis (2007) tasks that catered to developing integrated language skills along with associated skills such as syntax, vocabulary, etc. Additionally, the tasks designed also aligns with the various activities designed to foster listening and speaking skills in *Interactions – Activity Books on Listening and Speaking for Classes VI to X* (NCERT 2020).

The implementation of the TBLT module based on the Class VIII English textbook has yielded significant insights into its effectiveness in fostering English language skills among students in Assamese medium schools. The TBLT module, developed following Willis' (1996) framework, successfully integrated the pre-task, task cycle, and post-task phases, providing a structured approach to language learning. Tasks within the module targeted multiple language skills concurrently, aligning with the interconnected nature of language proficiency. Importantly, these tasks were meticulously designed with a focus on incorporating the local context, ensuring that students could relate to the activities and find them relevant. By drawing on familiar themes, settings, and cultural references, such as local festivals, etc., the tasks aimed to enhance student engagement and motivation. Comparisons with existing literature, particularly Lochana and Deb's (2006) and Willis and Willis' (2007) studies, highlighted similarities in task design and outcomes, validating the effectiveness of the TBLT approach. Moreover, the alignment of the module with the SEBA, Assam curriculum ensured relevance and applicability to classroom instruction.

### **5.3. Findings Related to Objective 2**

Objective2: To study the effectiveness of TBLT module for developing listening skills in English among Class VIII students.

#### **5.3.1 Major findings**

- (i) The difference in frequency distribution of the students' scores at pre-test and post-test levels for CG and EG, indicates the positive effect of TBLT treatment on EG.

- (ii) There is no significant difference in the mean scores of listening skills between the CG and EG of students at the pre-test level.
- (iii) There is no statistically significant difference between CG and EG based on the repeated measures ANOVA results at pre-test level.
- (iv) There is a significant difference between the mean scores of listening skills of CG and EG at the post-test level.
- (v) There is a statistically significant difference between CG and EG based on the repeated measures ANOVA results at the post-test level.
- (vi) After adjusting pre-test scores with post-test scores, a significant difference between the adjusted mean scores of the CG and EG is found, indicating that TBLT had a substantial impact on improving listening skills.
- (vii) Using pre-test scores as co-variate, a significant difference is observed in post-test scores for listening skills between the CG and EG, highlighting the impact of the TBLT approach.

### **5.3.2 Discussions based on findings**

The implementation of TBLT in the EG led to significant improvements in their listening skills compared to the CG during the post-test assessment. This demonstrates the effectiveness of the task-based approach in enhancing English listening skills among Class VIII students. Contrary to common beliefs, tasks in TBLT can also focus on input as well as production (East, 2021; Ellis, 2020; Willis and Willis, 2007), proving highly beneficial for beginners and basic level learners. The earliest definition of a 'task' emphasizes its role as an activity initiated in response to understanding language (Richards et al., 1985).

In traditional teaching methods, students are primarily exposed to teacher-centered listening, where the teacher explains the lesson, often using the GTM. Upon discussing with teachers, they revealed that they typically explain lessons in Assamese to ensure better comprehension among students. Besides listening to the teacher read the lesson, students are not involved in any other listening activities, whether oral or aural. Additionally, students mentioned that they do not listen to English news channels, watch English movies, or participate in any other listening activities.

This justifies the lack of improvement in the post-test for the CG, as they were taught using traditional methods. However, the improved performance of the EG can be attributed to the task-based intervention they received during three months. During this period, they were exposed to various tasks that effectively enhanced their listening skills. While authenticity of listening materials is emphasized, one-way listening exercises like multiple-choice questions and gap-filling exercises are often considered less authentic tasks with limited real-world relevance. Despite this, many studies on listening skills include one-way tasks such as form-filling, labeling, matching, and selecting (Maghsoudi and Golshan, 2017; Zareinajad et al., 2015; Bahrami, 2010). In Bahrami's 2010 study, task types involving pictures and diagrams, such as matching, labeling, and form-filling, provided learners with more comprehensible input. Additionally, Ellis (2003) notes that tasks incorporating pictorial input are easier to process than those relying solely on written or verbal input, as they place fewer demands on learners' linguistic resources. Willis and Willis (2007) have suggested Yes/No questions, memory games, and dictogloss tasks for beginners and learners with basic proficiency.

The present research recognizes the value of incorporating both one-way and two-way tasks to develop listening skills in an integrated manner. Given that the students were at a basic level of English proficiency, tasks were carefully selected, ranging from simple 'listen-and-draw' activities to information gap tasks, jigsaw task, and sequencing tasks. Most of these tasks involved two-way interaction, as the primary goal was to enhance language skills holistically. For instance, in one of the paired tasks, one partner described their native land while the other partner drew based on the description. The latter could ask questions for clarification but mainly relied on their listening skills to complete the task. In sequencing tasks, learners listened to audio individually before exchanging information with their partners to identify any

errors. This perspective aligns with the assertions made by Ellis (2018) and Shintani (2016), who argue that input-based activities primarily focus on enhancing receptive skills but do not hinder L2 output.

Furthermore, another potential factor contributing to the improvement in listening skills could be the scaffolding provided during the pre-task phase. This included activating learners' prior knowledge and connecting it to new information, understanding the task before reading or listening to it, and predicting the context of the text with the assistance of tasks or pictures. These findings align with Babu's (2023) study, which demonstrated the effectiveness of various scaffolding techniques used by teachers in the initial stages of tasks. Techniques such as feedback, cognitive structuring, and task instructions were found to be beneficial in task completion and aiding learners in expanding their ZPD.

While numerous studies have utilized experimental designs to examine how input characteristics and task features impact learners' listening performance in task-based approaches to L2 listening (Maghsoudi and Golshan, 2017; Zareinajad et al., 2015; Khoshsima and Tasuj, 2014; Badri et al., 2014; Motallebzadeh and Defaei, 2013; Bahrami, 2010), a few have explored the implementation of task-based approaches in authentic L2 listening classrooms and their effects on language skills. In this study, the researcher compared traditional L2 listening classes, where the CG engaged in one-way listening exercises, with TBLT L2 exposure. The various listening tasks derived from real communication contexts (including one-way and two-way/interactive tasks), along with other language skills enabled the enhancement of speaking proficiency as well. Therefore, the findings of this objective contribute to the existing literature on TBLT and listening skills by directly examining the effectiveness of task-based language learning methods in authentic language learning environments and their broader impacts on learners' language proficiency.

#### **5.4. Findings and Discussion of Objective 3**

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

#### **5.4.1 Major findings**

- (i) The difference in frequency distribution of the students' scores at pre-test and post-test levels for CG and EG, indicates the positive effect of TBLT treatment on EG.
- (ii) There is no significant difference in the mean scores of speaking skills between the CG and EG of students at the pre-test level.
- (iii) There is no statistically significant difference between CG and EG based on the repeated measures ANOVA results at pre-test level.
- (iv) There is a significant difference between the mean scores of speaking skills of CG and EG at the post-test level.
- (v) There is a statistically significant difference between CG and EG based on the repeated measures ANOVA results at the post-test level.
- (vi) After adjusting pre-test scores with post-test scores, a significant difference between the adjusted mean scores of the CG and EG is found, indicating that TBLT had a substantial effectiveness on improving speaking skills.
- (vii) Using pre-test scores as co-variate, a significant difference is observed in post-test scores for speaking skills between the CG and EG, highlighting the effectiveness of the TBLT approach.

#### **5.4.2 Discussions based on findings**

The introduction of TBLT in the EG resulted in notable enhancements in their speaking skills compared to those in the CG during the post-test assessment, which proves the effectiveness of task-based approach in enhancing the speaking skills in English among Class VIII students. Informal conversations with the learners before the intervention unveiled their discomfort in speaking, primarily due to the fear of

making mistakes and their inability to express themselves. Upon discussing with their teachers, they shared that the majority of the students come from low socio-economic families who do not have exposure to speaking in English. Additionally, classroom English teaching-learning does not include dedicated speaking activities. Thus, the students lacked exposure to engage in speaking, both at home and in school. This condition aligns with Agnihotri and Singh's (2012) observation that many studies related to ELT have asserted that schooling and exposure are two crucial factors determining the competence and performance of students in the target language. Adequate exposure to the target language can significantly improve their performance, potentially matching up to that of native speakers.

During the study, the researcher observed that the EG, exposed to tasks during the intervention period, overcame their hesitancy and fear of expressing themselves in English to a great extent. The TBLT module comprises different types of tasks aimed at developing more than one skill simultaneously. Importantly, the task phases provide students with opportunities to practice speaking English throughout, particularly during the planning and reporting stages where they rehearse and present the results of their tasks to the class. Additionally, the pre-task phase enhances learners' understanding of discourse characteristics and facilitates effective performance, as highlighted by Zhang (2009), Hasnain (2023), and Mohammadipour and Rashid (2015) in their studies. Even if a task is not specifically designed to target speaking skills, learners inevitably have opportunities to hone their speaking abilities. For example, speaking tasks may be preceded by related writing or reading activities in the language teaching/learning process, or vice versa (East, 2021; Willis and Willis, 2007; Brown, 2001). Additionally, learners were introduced to the 'Reporting' stage from the outset. Initially, they were encouraged to speak spontaneously, focusing more on conveying meaning than on error correction. However, as time progressed, the researcher prompted learners to pay closer attention to the linguistic forms they were using. Exposure to language forms during the 'Language Focus' stage helped them develop their vocabulary, syntax, sentence structure, pronunciation, and other language elements. These findings align with Willis and Willis (2007) and Ellis (2004), who noted that students strive for linguistic accuracy, knowing they must present their reports to the class.

The enhancement in students' speaking skills, particularly their interaction abilities, can be attributed to the utilization of various task types, such as information-gap tasks combined with sequencing, matching, and role-plays, among others, which enabled the learners to exchange information among their peers. Ellis (2000) underscores that tasks involving information exchange, two-way interaction, and closed outcomes are more conducive to L2 acquisition. Furthermore, following the students' utilization of their language resources to convey meanings during the task cycles, they encountered additional language tasks during the 'analysis' and 'practice' stages. This could have contributed significantly to the improvement in their speaking skills, particularly in terms of grammatical accuracy (grammar, vocabulary, sentence structure, pronunciation, etc.). Similar observations were made by Nget et al. (2020) and Namaziandost et al. (2019). The deliberate sequencing of tasks from simpler to more complex, including an emphasis on information-gapped tasks to encourage maximum negotiation of meaning and turn-taking, empowered learners to confidently engage in the tasks. This progression from simple to complex tasks likely aided learners in overcoming linguistic and cognitive challenges, thereby fostering the development of their speaking skills (Baralt et al., 2016; Nunan, 2004; Prabhu, 1987).

Additionally, through prolonged practice in the target language, learners gained confidence, resulting in more accurate structures during the post-test compared to the pre-test phase. Corrective feedback, provided during both task execution and language-focused activities, predominantly in the form of recasts and elicitations, further aided learners' progress. Encouraging learners to raise doubts about grammatical forms enhanced their engagement in language-focused tasks. Moreover, directing their attention to grammatical forms, vocabulary, and phrase usage in the language focus stage contributed to improved language accuracy. These measures collectively bolstered the speaking ability of the EG, aligning with the findings of Hasnanin (2023), Kartchava (2019), Lyster et al. (2013), and Long (2007) who emphasized the pivotal role of corrective feedback in language learning.

Further, the study implemented unpressured online planning during the task cycle, allowing students to negotiate meanings and engage in rehearsal activities to achieve task outcomes, especially for unfamiliar task. Similar approach was adopted by Hasnain (2023) who provided the students to engage in on-line planning without time



limit so that can speak confidently. This combined with presenting in front of the class has proven effective in instilling confidence among learners and fostering a stress-free learning environment. Rehearsal activities enabled students to plan and practice their presentations, ultimately enhancing their communicative effectiveness (Willis and Willis, 2007). Nita et al.'s (2020) assertion regarding the significance of exposure to the target language, opportunities for real communication, and learner motivation in language learning. These findings underscore the essential components of effective language instruction, highlighting the interconnectedness of exposure, communication opportunities, and learner motivation in the language learning process. Furthermore, the strategic planning approach employed in the study significantly enhanced students' speaking performance across all skills (Hasnain, 2023; Kohram, 2019; Mohammadipour and Rashid, 2015; Bamanger and Gashan, 2015; Geng and Ferguson, 2013).

The enhancement in the EG's speaking proficiency can be attributed to the collaborative nature of the tasks, which frequently required students to work together in pairs or groups. This led to students engaged in active communication, exchanging ideas, and provided feedback to one another. By collaborating, students not only developed their speaking skills but also gained confidence in expressing themselves in the target language. The peer-to-peer learning environment fostered meaningful language practice, allowing students to experiment with language usage in a supportive setting, while also providing opportunities for comprehensible input, feedback, and output, thus promoting language learning. Viewed through a sociocultural interactionist lens, these peer-to-peer interactions facilitated scaffolding, co-construction, and attention to grammar without the need for direct teacher intervention (East, 2021).

Overall, the findings of the study are consistent with the previous studies that have demonstrated the effectiveness of the task-based approach compared to traditional teaching methods, particularly when comparing the outcomes of EG with those of the CG (Fredrick, 2022; Prianty et al., 2022; Nget et al., 2020; Nita et al., 2020; Mussa, et al., 2020; Namaziandost et al., 2019; Khoram, 2019; Dorathy, 2019; Anjum et al., 2019; Radhakrishnan, 2018; Pungothai, 2018; Demlew and Davidson, 2018; Albino,

2017; Alhomaidan, 2017; Rabbanifar and Mall-Amiri, 2017; Mohammadipour and Rashid, 2015; Aliakbari and Mohsennejad, 2014; Sivakami, 2014).

### **5.5. Findings and Discussion of Objective 4**

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

#### **5.5.1 Major findings**

1. The difference in frequency distribution of the students' scores at pre-test and post-test levels for CG and EG, indicates the positive effect of TBLT treatment on EG.
2. There is no significant difference in the mean scores of reading skills between the CG and EG of students at the pre-test level.
3. There is no statistically significant difference between CG and EG based on the repeated measures ANOVA results at the pre-test level.
4. There is a significant difference between the mean scores of reading skills of CG and EG at the post-test level.
5. There is a statistically significant difference between CG and EG based on the repeated measures ANOVA results at the post-test level.
6. After adjusting pre-test scores with post-test scores, a significant difference between the adjusted mean scores of the CG and EG is found indicating that TBLT had a substantial impact on improving overall communication skills.
7. Using pre-test scores as co-variate, a significant difference is observed in post-test scores for reading skills between the CG and EG, highlighting the impact of the TBLT approach.

### 5.5.2 Discussions based on findings

Despite the necessity of extensive reading throughout schooling and subsequent educational phases, many individuals fail to acquire this skill effectively. It is often overlooked that reading constitutes a problem-solving activity (Fazilatfar and Kargar Behbahani, 2018). Due to difficulties in learning to read, numerous language learners struggle to comprehend texts, reading slower than in their native language and with less understanding of the material's requirements. The act of reading encompasses more than mere decoding; it involves creating meaning, known as meaning creation, which demands precise language skills, domain knowledge, and sensory processes. These components require particular attention in learning environments and at all stages of reading development (Setayesh and Marzban, 2017).

This was clearly the primary factor behind the CG's lack of significant improvement in their post-test scores. The traditional method of model reading, where the teacher held dominance, proved ineffective in fostering their reading skills, leaving little room for students' engagement or interaction. This suggests that the traditional approach may not have been effective in facilitating meaningful comprehension, critical analysis, or independent reading skills development among the students. The over reliance on TTMs such as lectures and textbook exercises may have limited opportunities for students' active participation in the learning process. This passive learning environment could hinder students' ability to develop critical thinking skills, problem-solving abilities, and language proficiency.

Overall, the lack of significant improvement in the CG's post-test scores highlights the limitations of the traditional instructional approach in fostering reading skills development, and a need to move forward to explore and embrace alternative teaching strategies, such as task-based approach to better support students' language learning and proficiency growth.

However, for the EG, the implementation of TBLT was conducted in a meticulously structured and integrated manner, progressing from simple to complex tasks. This approach, combining multiple skills within a single task, significantly benefited the students. The intervention comprised communicative and meaningful tasks aimed at fostering interactive language use, thereby enhancing understanding and application

of reading strategies, particularly extensive and intensive reading. These tasks included various activities such as gapped tasks, timeline tasks, listening and matching tasks, reading and matching tasks, and listening followed by transcript study, all geared towards improving reading comprehension skills and stimulating critical thinking. These findings are consistent with Amer and Demirel's (2020) research, which demonstrated significant enhancements in reading comprehension and critical thinking skills among upper-level EFL learners through the implementation of TBLT.

Moreover, the findings of this study corroborate Sukma et al.'s (2020) emphasis on the significance of meticulous task design in language education, stressing on the pivotal role of authenticity, clarity, and relevance to real-world activities in task creation, principles which were similarly upheld in the implementation of TBLT in the current study. Despite potential challenges in replicating authentic real-world tasks, educators can strategically select tasks that foster interaction and facilitate communicative language use within the classroom context. The task-based approaches employed in this study, including gapped tasks, timeline tasks, and listening activities, exemplify such strategic task selection, aiming to enhance students' language development by providing meaningful and engaging learning experiences. These findings underscore the effectiveness of TBLT in promoting language learning outcomes and support the notion that well-designed tasks aligned with authentic language use can significantly contribute to students' linguistic proficiency, as evidenced in the present study.

For instance, following audio listening exercises, students were tasked with reading the transcript text to enhance comprehension, and vice versa, facilitating more effective completion of information gapped tasks. Many assignments involved peer-reading, which prompted subsequent peer discussions and feedback. In a specific task titled 'Flood-preparedness' task, learners were provided with pamphlets to compare and refine information they had previously prepared. Interactions with authentic reading materials, coupled with analysis through pair or group discussions, encouraged the application of reading strategies and meaningful engagement in discussions - a departure from traditional classroom practices, as noted by Willis and Willis (2007) and Fielding and Pearson (1994). By employing such meaningful communicative tasks, a stress-free learning environment was fostered, motivating

students to engage in both extensive and intensive reading (Ahmadsaraei and Gilakjani, 2022).

Throughout the intervention, the researcher provided extensive guidance for leading discussions, delivering clear instructions, and facilitating the overall learning process. This approach aimed to cultivate an interactive and supportive environment, promoting collaboration and facilitating both teacher-learner and peer-peer feedback. The pivotal role of the teacher in the task-based approach is underscored, as it serves to nurture language learning, enhance motivation, and foster a stress-free learning environment. These findings are consistent with previous studies by Ismail et al. (2023), Nguyen (2022), Pallathadka, et al. (2022), Pham and Do (2021), Sukma et al. (2020), Marashi and Mirghafari (2019), Dollar (2017), Rashid (2017), Muhaimed (2015), Hismanoglu and Hismanoglu (2011), Sheen and Ellis (2011), Meng and Cheng (2010), and Willis (1996).

The results are further supported by the findings of Ismail et al. (2023) and Fachruddin (2020), who underscored that heightened engagement through communicative tasks likely bolstered motivation for L2 reading, as learners perceived greater relevance and autonomy in their learning journey. Additionally, the interactive nature of TBI helped alleviate learners' anxiety by fostering supportive interactions and reducing apprehension about making mistakes. However, Ölmez's (2015) study found that students' motivation to read in English was primarily driven by the linguistic utility of texts, followed by extrinsic utility value, intrinsic value, and their reading efficacy. There was no significant correlation between students' reading motivation and achievement scores.

Additionally, the findings align with Poorahmadi's (2012) study, which demonstrated that task-based instruction led to significant improvements in reading comprehension among Iranian EFL students, notably enhancing both fluency and accuracy. Azizifar et al. (2015) emphasized on CR task as a grammar learning method to foster reading skills. Chalak (2015) emphasized that TBLT has shown promising results in enhancing attentiveness in reading, interactivity, vocabulary skills, and motivation among Iranian EFL learners. This approach suggests potential for curriculum development and alternative teaching methodologies. Dollar (2017) credited TBLT to improve both reading comprehension and vocabulary learning among the students.

Madhkhan and Mousavi (2017) remarked TBLT as an innovative teaching method with better learning context that accentuates the language input to which learners are exposed and give the teachers a chance to provide learners with the required language to do the tasks. Muhaimed (2015) stated that the three phases of task cycle, teacher facilitation, group work, student roles, task complexity and lesson planning appeared to make the most significant difference compared to traditional teaching methods. Chen and Wang (2019) stated 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. Fazilatfar and Kargar Behbahani (2018) suggested implementing the read-aloud method to enhance reading comprehension.

The task-based approach, which has been extensively studied, is commonly believed to be particularly effective for the development of speaking skills. However, there has been a growing interest in investigating its impact on the development of reading skills as well, although the number of studies in this area is relatively small. The findings of this objective, would add to the body of literature, emphasizing the importance of providing learners with a clear purpose for their reading activities. Approaching reading in an interactive manner facilitates the negotiation of meanings within texts and creates opportunities for learners to engage in discussions, analysis, and language practice. Moreover, the study highlights the importance of authentic and integrated tasks within TBLT, emphasizing their role in promoting meaningful engagement, interactive language use, and collaborative learning experiences. These findings have profound implications for language teaching practices, suggesting that educators should consider integrating task-based approaches into their reading curriculum to create more engaging, effective, and comprehensive learning environments.

## **5.6. Findings and Discussions of Objective 5**

Objective5: To study the effectiveness of TBLT module for developing writing skills in English among Class VIII students.

### **5.6.1 Major findings**

1. The difference in frequency distribution of the students' scores at pre-test and post-test levels for CG and EG, indicates the positive effect of TBLT treatment on EG.
2. There is no significant difference in the mean scores of writing skills between the CG and EG of students at the pre-test level.
3. There is no statistically significant difference between CG and EG based on the repeated measures ANOVA results at the pre-test level.
4. There is a significant difference between the mean scores of writing skills of CG and EG at the post-test level.
5. There is a statistically significant difference between CG and EG based on the repeated measures ANOVA results at the post-test level.
6. After adjusting pre-test scores with post-test scores, a significant difference between the adjusted mean scores of the CG and EG is found indicating that TBLT had a substantial impact on improving writing skills.
7. Using pre-test scores as co-variate, a significant difference is observed in post-test scores for writing skills between the CG and EG, highlighting the impact of the TBLT approach.

### **5.6.2 Discussions based on findings**

The study's results revealed significant improvement in the writing skills of the participants in the treatment group after they engaged in writing activities using task-based approach. This demonstrates the effectiveness of TBLT for enhancing writing performance compared to traditional writing exercises in the classroom.

The EG outperformed the CG in the post-test due to the significant impact of integrating tasks into the writing learning process, enhancing students' learning

experiences. By incorporating concept mapping at the pre-task stage and engaging in drafting, reflecting, revising, and editing during the report stage, students developed a sense of confidence. As noted by Ellis (2003), the task-based approach's effectiveness lies in its meaningful, purposeful, communicative, and authentic nature. The narrative writing tasks were specifically designed to cultivate learners' critical thinking skills. Working in pairs, students were encouraged to delve deeper into the content, reading between the lines to infer meaning and produce coherent and meaningful writing pieces. Actively participating in writing paragraphs during critical thinking activities, the students' engagement mirrored the findings of Marashi and Mirghafari (2019), who highlighted teachers' role in fostering critical thinking skills through effective questioning techniques, stimulating discussions on challenging and motivating topics.

This underscores the crucial role played by the teacher throughout the intervention. Corrective feedback provided by the teacher during the task-phase helped learners build confidence in their writing abilities. It was not expected that students would produce flawless, error-free writing; instead, the emphasis was on offering feedback to foster independence in writing, eventually enabling students to proficiently self-edit over time (Lee, 2019). Therefore, during the 'Language Focus' stage, the teacher directed attention to specific grammar structures that needed reinforcement, targeting areas that posed challenges for learners during written task completion. For example, when frequent errors in the past form of verbs were observed, the teacher conducted CR activities on this topic. As noted by Hyland (2006), CR activities aim to develop better writers and speakers rather than merely improving texts. This approach considers how meaning is constructed, ensuring that while specific text elements are highlighted, they are integrated within the overall meaning of the text.

Willis' (1996) task framework has demonstrated effectiveness by guiding students through tasks in a step-by-step manner. Prior to embarking on tasks, such as writing an informal letter or an application, students were first equipped with background knowledge on different types of letters and their purposes during the pre-task phase. The researcher presented them with samples illustrating letter formats and explained distinctions in language tone. Only after students gained clarity on these concepts did they proceed to the main task phase. Noticeable improvements were observed during the post-test, with students demonstrating the ability to produce well-structured letters, a skill that was lacking in the pre-test. Learning happens through interaction



between an expert, like a teacher or a more advanced learner, and a student, leading to the co-construction of a ZPD (Ellis et al., 2019). Additionally, for certain narrative writing tasks, students were provided with vocabulary lists during the pre-task phase to prepare them for the new task. This explicit approach, as noted by East (2012) and Newton (2001), proved particularly beneficial for learners. A similar approach was employed by Changkakoti (2023), who supplied learners with vocabulary banks for paragraph writing tasks.

Furthermore, the researcher recognized the importance of incorporating specific vocabulary activities alongside communicative tasks during the 'language focus' stage. While some proponents of TBLT view that formal teaching of grammar has no place in language acquisition (Walsh, 2005; DeKeyser, 2000; Krashen, 1981), however, some believed that attention to linguistic and grammatical features, and vocabulary may be necessary (Willis and Willis, 2007; Nunan, 2004; Ellis, 2003; Willis, 1996). In this study, EG participated in various language focus and grammatical focus activities during the post-task phase. They were instructed to maintain a vocabulary notebook and encouraged to use a dictionary to explore the meanings, synonyms, and antonyms of unfamiliar words. East (2008) argued that dictionary use can help bridge knowledge gaps and enhance rhetorical impact by expanding lexical sophistication. While dictionary use may be most suitable for individual writing tasks, learners can collaboratively utilize dictionary or glossary resources to address lexical challenges during productive tasks. Similar findings were reported by Lee (2011), whose learners benefitted from a blend of authentic tasks and written vocabulary exercises in terms of retaining target words receptively and productively during the post-task phase. Willis and Willis (2007) suggested that teachers incorporate dictionary exercises to encourage learners to use dictionaries creatively, thus paying attention to collocation and grammatical patterns associated with words.

Moreover, another factor contributing to the superior performance of TBLT classes over traditional classes is the collaborative and interactive nature inherent in the task-based approach, where language use and learning occur simultaneously. In the EG, students had the opportunity to engage in writing tasks either in pairs or groups. This collaborative setting facilitated prewriting, drafting, revising, and editing, along with

providing peer feedback. Previous studies by Ahmed and Bidin (2016) and Prastiwi et al. (2016) have highlighted the benefits of collaborative writing activities in prompting learners to reflect on their language use and collaboratively solve language-related problems (Swain, 2000, 2001). Given that each learner possesses unique strengths and weaknesses, collaboration allows them to offer scaffold assistance to one another, leveraging their diverse resources towards a common goal. For example, 'giving an alternate ending for the story depicted in the poem individually might be daunting for learners with basic English proficiency. But during the intervention, learners were asked to do it as a group activity. This joint writing activity compelled learners to comprehend, manipulate, interact, reflect, and discuss the language they were using, thereby enriching their language learning experience. Through continuous practice in diverse tasks, students developed the ability to apply their critical thinking skills effectively along with their writing skills, enabling them to approach individual assessments with confidence and competence. This highlights the significant impact of collaborative learning activities on enhancing students' language skills and cognitive abilities, ultimately contributing to their improved performance in individual assessments.

Oxford (2001) argues it is possible to incorporate additional language skills into a course primarily focused on one skill through suitable tasks. This study also engaged learners in diverse tasks like listening-drawing-writing, speaking leading to writing, summarizing reading material in written form, and culminating in writing followed by presenting, facilitated dynamic and interconnected language activities. These writing tasks not only honed the learners' writing skills but also seamlessly nurtured other language proficiencies, encompassing associated skills such as vocabulary knowledge, spelling, pronunciation, syntax, and understanding of meaning and usage.

Overall, the findings of the study corroborate with the previous studies conducted by Changkakoti, 2023; Thirakunkovit and Boonyaparakob, 2022;Manzoor et al., 2020;Baria, 2019; Marashi and Mirghafari, 2019; Talore, 2019;Akil et al., 2018; Kafipour et al., 2018;Rashid, 2017; Ahmed and Bidin, 2016; Prastiwi et al., 2016;Han, 2014; Karim et al., 2014;Birjandi and Malmir, 2011.While existing studies often focus on specific writing tasks such as descriptive writing, free writing, or narrative writing in isolation or vocabulary activities, this research adopts a more holistic approach by considering the interconnected nature of language skills.

## **5.7 Findings and Discussion of Objective 6**

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

### **5.7.1 Major findings**

- (i) The difference in frequency distribution of the students' scores at pre-test and post-test levels for CG and EG, indicates the positive effect of TBLT treatment on EG.
- (ii) There is no significant difference between the mean overall score of the CG and EG at the pre-test level.
- (iii) There is no statistically significant difference between CG and EG based on the repeated measures ANOVA results at the pre-test level.
- (iv) There is a significant difference between the mean overall score of CG and EG at the post-test level.
- (v) There is a statistically significant difference between CG and EG based on the repeated measures ANOVA results at the post-test level.
- (vi) After adjusting pre-test scores with post-test scores, a significant difference between the adjusted mean scores of CG and EG is found, indicating that TBLT had a substantial effectiveness on improving overall English language skills.
- (vii) Using pre-test scores as co-variate, a significant difference is observed in post-test scores for overall language skills between the CG and EG, highlighting the effectiveness of the TBLT approach.

### **5.7.2 Discussions based on the findings**

Following the implementation of the TBLT module, the study revealed significant improvements in the overall language proficiency of participants in the treatment

group, as indicated by their aggregated scores across the four language skills in the post-test assessment. The notable enhancement in EG may be attributed to their exposure to engaging tasks, providing ample access to authentic texts, audio, pictures, and other materials. Integrating skills allowed the researcher to introduce greater variety into the lessons due to the diverse range of task-based activities. The tasks were intricately designed to integrate language skills using both receptive-productive and productive-receptive models. For instance, pre-reading activities began with discussions or speaking exercises before transitioning to reading tasks. This approach underscores the notion that the simultaneous development of all skills contributes to enhancing students' communication abilities. Participants were involved in tasks that nurtured receptive and productive language skills, providing sufficient time for practicing the integration of these skills through contextualized and meaningful activities, fostering natural language acquisition. Students engaged in negotiation, leading to questions, discussions, exchange of ideas. They expressed their opinions about the tasks' outcomes through peer-to-peer feedback. This enabled the students to engage in communicative activities and incidentally learn various conversational expressions, vocabulary associated with routine interactions, and informal reading and writing skills, consistent with the overarching goals of integrated language learning that emphasize natural language acquisition over deliberate teaching (Hinkel, 2006).

Moreover, the study emphasizes the pivotal role of learner-centered instruction within the TBLT framework, where students actively participated in tasks individually, in pairs, or groups, while the teacher provided guidance and support as needed. This learner-centric approach contrasts with traditional teacher-led classrooms, fostering greater engagement and participation among students. Overall, the findings underscore the efficacy of TBLT in enhancing integrated language skills in English language instruction, aligning with previous research by Córdoba Sierra and Ayla (2020), Veigas and Wilson (2020), Huang (2016), Zúñiga (2016), Luchona and Deb (2006), which also demonstrated the effectiveness of TBLT in promoting communicative competence and interaction in the EFL context. Additionally, while research on the impact of TBLT in integrating language skills remains limited, previous studies in contemporary language teaching approaches by Nanthinii (2020), John (2018), Lakhera (2017), Fernandes and Khirwadkar (2016), Sultana (2013), and

Thakkar (2012) provide further support for the positive outcomes of integrated language skills in developing language proficiency.

## **5.8 Findings and Discussions of Objective 7**

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

### **5.8.1 Major findings**

1. The frequency distribution of Likert Scale scores indicates a predominantly favourable attitude among EG towards TBLT, thereby indicating an overall positive attitude.
2. Students' attitudes towards 'collaborative learning' predominantly fell within the categories of 'Extremely Favourable' (47.80%), 'Highly Favourable' (48.90%), and 'Moderate' (3.30%), underscoring the notably positive impact of collaborative learning on achieving the task outcomes. This suggests that students found value in working together with their peers, indicating its effectiveness in enhancing task completion and outcomes.
3. The teacher's role as a facilitator notably influenced students' interest, reflecting 'Highly Favourable' (36.6%), 'Extremely Favourable' (8.9%), 'Above Moderate' (12.30%) and 'Moderate' (42.20%) attitude. These results provide undeniable evidence that students have a positive attitude towards the teacher's role as a facilitator, who provides assistance during the task phase only when needed, rather than dominating the class and making it teacher-centric.
4. An overwhelming, 92.22% of students expressed that they were highly motivated during the task-based instructional sessions, while 7.78% of students had an 'Above Moderate' attitude. This clearly suggests a notably high level of motivation among the students, which is indicative of the effectiveness of the task-based instructional approach in engaging students and fostering their enthusiasm for learning.

5. A noticeable trend can be observed, as a majority of students indicated their strong favourability towards the dimension of 'practical relevance' in the context of TBLT. It is noteworthy that the highest percentage of students expressed an 'Extremely Favourable' (48.88%), attitude, followed by a significant proportion expressing a 'Highly Favourable' (37.78%) attitude. Additionally, a smaller but still substantial number of students expressed an 'Above Moderate' (10.00%) attitude, while a minority expressed a 'Moderate' (3.34%) attitude. These findings highlighted the positive disposition of students towards the practical relevance aspect of TBLT.
6. Students' attitudes towards satisfaction with TBLT are predominantly positive, with 41.11% of students rating it as 'Extremely Favourable', 45.56% as 'Highly Favourable', and 13.33% as 'Above Moderate' attitude. This indicates an overall positive attitude regarding satisfaction levels among students regarding TBLT.
7. Students' attitudes towards the relevance of TBLT to assessment methods is evidently positive with 'Extremely Favourable' (34.44%), 'Highly Favourable' (45.46%), 'Above Moderate' (13.34%) and 'Moderate' (4.55%). A mere 2.21% holds a 'Below Moderate' attitude towards this dimension. The findings indicate that students perceive task-based assessment methods as beneficial and effective for evaluating their language proficiency.
8. The overall attitude of the students indicates that 26.67% hold an 'Above Moderate' attitude, 37.78% express a 'Highly Favourable' outlook, 7.78% exhibit an 'Extremely Favourable' attitude, and 24.44% maintain 'Moderate Attitudes'. Consequently, it is concluded that the majority of students prefer learning through a task-based approach rather than the traditional method. In summary, these results suggest that the attitudes of the EG towards TBLT are predominantly positive.

## **5.8.2 Discussions based on findings**

The quantitative analysis of the Student TBLT Attitude Scale revealed that the students had a highly 'favourable attitude' towards task-based instruction. The findings are discussed across the six dimensions below:

### **5.8.2.1. Dimension 1 -Collaborative learning**

The students agreed that working in pairs/groups was beneficial for task completion. This not only provided ample opportunities for spontaneous English interaction but also allowed them to share ideas with their partners or group members. The findings suggested the adoption of TBLT to bolster communication skill acquisition, with its collaborative framework fostering creativity and confidence among students. Working in pairs or groups not only provided ample opportunities for spontaneous English interaction but also facilitated the sharing of ideas among peers.

This collaborative environment fosters a sense of community within the classroom, where learners actively engage with one another to construct knowledge and enhance their language skills. Similar findings are reported by and Hasnain (2023), Prianty et al. (2022), Masuram and Sripada (2020), Viriya (2018), Pungothai, (2018), Rashid (2017), Prastiwi et al. (2016), Sariçoban and Karakurt (2016), Muhaimed (2015), Shabani and Ghasemi (2014), Poorahmadi (2012), Meng and Cheng (2010), and Tulung (2008). Continuous evaluation and positive feedback further facilitated student engagement and communication (Ahmed, 2020). It was seen that collaboration prevailed over competition, resulting in improved pronunciation, fluency, accuracy, vocabulary, sentence structures, and discourse (Pungothai; 2018). Rashid (2017) emphasized relaxed and interactive classroom atmosphere, group activities, freedom to write in one's language, peer collaboration, and minimal peer pressure among students were pivot in achieving the tasks outcomes. Collaborative learning bolstered their sense of responsibility and social skills, ensuring timely task completion through active involvement (El Arbaoui, 2023).In Thirakunkovit and Boonyaparakob (2022) students are found to have positive perception of the task-based collaborative writing because it allowed them to have a deeper understanding of the research process and improve the content and organization of their writing. Dabo's (2019) study showed that learners writing in pairs produced linguistically more

accurate texts than those writing alone, while texts written in small groups contained significantly fewer errors compared to those written individually or in pairs.

Another potential positive attitude towards ‘collaborative learning’ could be attributed to the flexibility in the TBLT framework, which enables learners of various proficiency levels to pair and group together. This facilitates peer support and confidence-building among students, as was seen in the study by Sariçoban and Karakurt (2016). The findings align with the inclusive aspect of the task-based approach emphasized by Willis (1996), suggesting that the flexibility in the TBLT framework not only allows weaker learners to benefit from the expertise of their peers but also encourages them to participate more actively without bearing the sole responsibility for achieving task outcomes.

#### **5.8.2.2 Dimension 2 – Teacher’s role**

With regards to the role of the teacher in a task-based approach, the students expressed their agreement with the notion that they prefer the teacher to be a facilitator. This aligns with the principles put forth by Van den Branden, 2009b; Willis and Willis, 2007; Willis, 1996. In the context of TBLT, the teacher takes on multiple roles such as a motivator, an organizer, a conversational partner, a chairperson and a supporter. These roles greatly contribute to the students’ language learning experience.

The students also have a positive attitude towards receiving corrective feedback from the teacher during tasks, rather than constant error correction. It helped them to stay motivated and make decisions autonomously. The feedback provided during task phases, including recasts, repetition, confirmations, and clarifications, has shifted the focus from the teacher to the learner (Hasnain, 2003; Meng and Cheng, 2010). Ehsan (2013) reported in his study that learners perceived explicit correction and recasts to be effective for their L2 development. In fact, learners who received explicit correction from the teacher showed superior performance. Additionally, feedback that drew attention to grammatical aspects during language focus has made the students aware of correct grammar structures, resulting in improved language acquisition. The teacher’s role in TBLT is a positive departure from the otherwise teacher-led class where the students are under the fear of being ridiculed for making mistakes or doing things in a certain way as directed by the teacher. However, a study conducted by



Hadi (2013) revealed that a minority of students expressed concerns regarding teachers' perceived inability to effectively manage task-based classes.

In summary, the students recognized the teacher as a scaffolder who continuously adapts input, feedback, and support to meet the learners' immediate needs. These findings are consistent with previous studies conducted by Changkakoti, (2003), Pham and Do (2021), Sukma et al. (2020), Marashi and Mirghafari (2019), Rashid (2017), Ahmed and Bidin (2016), Sariçoban and Karakurt (2016), Hismanoglu and Hismanoglu (2011), Sheen and Ellis (2011), Meng and Cheng (2010), Willis (1996).

### **5.8.2.3 Dimension 3 - Motivation**

Willis and Willis (2007) argued that 'motivation' is one of the fundamental conditions for language learning, a stance supported by the findings of this study, which revealed that students were motivated in TBLT settings. Students demonstrated enthusiasm for engaging in interesting tasks that allowed them to use language for authentic purposes, fostering a low-anxiety learning environment and increasing their engagement and confidence. While students' engagement and interest in tasks may not be the sole precursors to motivation, they certainly contribute positively to it. These findings align with previous research by Changkakoti (2023), Hasnain (2023), Fachruddin (2020), Mussa et al. (2020), Nhem (2020), Nita et al. (2020), Tadesse (2019), Amalia and Ramdhani (2018), Demlew and Davidson (2018), Radhakrishnan (2018), Viriya (2018), Albino (2017), Huang (2016), Han (2014), Sivakami (2014), and Thanh and Huan (2012), which consistently demonstrate that learners often experience increased motivation when engaging in task-based learning activities. Chua and Lin (2019) and Ramamoorthy (2006) research further support this idea, suggesting that TBLT can intrinsically motivate learners because the whole class is involved in learning, thereby reducing learning anxiety, particularly through peer communication during task performance.

In the current study, the tasks were meticulously designed to progress from simple to complex, ensuring alignment with the proficiency level of the learners. This deliberate approach aimed to prevent learners from feeling intimidated by overly difficult tasks or becoming disinterested due to tasks that were too easy. For example, considering the basic proficiency level of the learners, some tasks, especially at the outset, omitted reporting stages, with the researcher summarizing findings at the report stage instead.

This strategic task design is in line with the findings of Namaziandost et al. (2017) who emphasized the importance of task selection tailored to learners' proficiency levels to maintain motivation and facilitate language proficiency development.

#### **5.8.2.4 Dimension 4 – Practical relevance**

The majority of students expressed strong agreement with the notion that engaging in tasks, particularly when it came to reporting on them, significantly enhanced their confidence in using English. The students demonstrated a positive view of the practicality and effectiveness of TBLT in preparing them for real-life communication situations, ranging from highly favorable to moderate responses. Chen and Wang (2019) reported similar findings where the students favoured TBLT due to its real-life authenticity and communicative interactions. They believed that these tasks provided ample opportunities for English interaction with their peers and facilitated a deeper understanding of textbook content compared to traditional teaching methods.

Furthermore, they expressed a preference for engaging in writing tasks rather than relying on pre-prepared notes from teachers, as they believed this would not only help them develop their writing skills but also help them prepare for their examinations. The students also highlighted the value of planning and reporting after completing most tasks, as it allowed them to practice public speaking skills, an aspect often overlooked in traditional classroom settings.

In summary, the essence of TBLT lies in providing learners with authentic language learning experiences, through both real-life tasks and pedagogic tasks. The tasks were crafted to incorporate elements from the local context, making them more relatable to students in their daily lives. These tasks were designed with consideration for both the academic requirements and the practical needs of the students. The participants' positive attitude towards the practical relevance of the task-based approach indicates their preference of task-based approach over conventional teaching method. The students were able to establish connections between their classroom learning experiences and language use in real-life contexts. These findings align with the results of numerous previous studies (Badrus Sholeh, et al., 2021; Radhakrishnan, 2018; Albino, 2017; Córdoba Zúñiga, 2016; Sariçoban and Karakurt, 2016; Shabani and Ghasemi, 2014; Ellis, 2003; Willis, 1996).

### **5.8.2.5 Dimension 5 – Satisfaction**

The findings are consistent with the perceptions of students regarding TBLT's ability to create a comfortable environment for English language use, as seen in previous studies by Shaby and Joy Love Joy (2020), Dorathy (2019), Viriya (2018), and Sae-Ong U (2010). Dutta (2015) proposes strategies such as thoughtful use of the native language and flexibility during the 'while-task' period to facilitate the integration of TBLT in Indian educational settings. Despite concerns about using the mother tongue during tasks, the students' responses indicate that the freedom to use L1 while completing their tasks created a relaxed environment. If L1 serves as a tool to support learners by reducing the cognitive load caused by limited English language proficiency, then it may be considered a viable option (East, 2021; Willis and Willis, 2007; Swain and Lapkin, 2000; Prabhu, 1987).

Students' satisfaction with the approach also stemmed from their ability to effectively communicate in English without being hindered by grammatical errors. In other words, they could express themselves fluently, which indicates a certain level of language proficiency and confidence. In addition, they got enough opportunities to practice both linguistic and grammatical forms which also took care of their accuracy to some extent. This suggests that students generally feel satisfied and content with their experiences in TBLT. They perceive the task-based approach as beneficial and effective, contributing to their overall satisfaction with the learning process. Sae-Ong (2010) reported similar findings where learners expressed satisfaction with the variety of tasks, finding them enjoyable. This facilitated autonomous learning and alleviated anxiety in the classroom. Carrero Pérez (2016) reported similar findings, with students describing the communicative tasks as 'excellent,' 'interesting,' and 'different' from traditional lessons. The tasks inherently make the task-based approach appealing to students, as they enjoy engaging in discussions in the target language while completing tasks.

### **5.8.2.6 Dimension 6 – Relevance to assessment method**

The predominant observation is the positive attitude of students towards TBLT for assessment purposes. This highlights the students' recognition of the similarity between task-based assessment approaches and authentic language usage, along with their ability to effectively showcase practical language competencies. This signifies

that students acknowledge the resemblance between task-based assessment methods and real-world language use, as well as how effectively they demonstrate practical language skills. Consequently, students perceive TBLT as relevant to assessment because it equips them to apply language skills in an authentic manner. The results of this analysis align with the arguments put forth by Ellis (2009) and Willis (1996), who stressed that the work done by learners in a task-based classroom can prepare them for exams by enhancing both accuracy and communication in their language.

Despite concerns about potential workload and the perception that English subject exams are not traditionally task-based, the overwhelmingly positive attitudes towards the relevance of TBLT to assessment methods indicate a willingness among students to embrace innovative approaches to evaluation. This highlights the potential of task-based assessment to enhance student engagement, motivation, and ultimately, their language proficiency, reflecting a positive shift towards more dynamic and authentic assessment practices in language education.

The relatively small percentages of students displaying less favourable attitudes suggest the existence of some reservations or concerns. This could be due to a lack of confidence in TBLT's role in exams and a perception that doing tasks in English subject classes adds to their workload, as they associate English language learning primarily with passing exams. The implications of these findings are consistent with the fact that most of these learners adhere to the traditional belief that memorizing answers and focusing on grammar are crucial elements in language learning. Tan (2016) reported that a few participants in the study expressed concerns regarding assessment of task performance, reflecting learners' accustomedness to TTM. Deng and Carless (2010) reported that in China there was limited evidence of teaching congruent with the principles of task-based teaching, primarily due to constraints such as traditional examination methods and teachers' restricted understanding of how to implement communicative activities effectively.

The findings are also in accordance with the arguments made by Badrus Sholeh et al. (2021), Dutta (2015), Douglas and Kim (2014), Sato (2009), Littlewood (2007), and Ellis (2003) who argue that exams in educational settings, such as communicative or task-based approaches, are often seen as barriers to their implementation, particularly in the Asian context. Although the task-based approach allows for flexibility in

achieving the outcomes of a task, the traditional examination system prevalent in the participants' schools does not offer such flexibilities.

### **5.9 Overall conclusions**

The study revealed that in every case of examining the effectiveness of TBLT module on overall English language skills as well as component wise LSRW skills, the EG performed better than the EG. So, there was neither any case in which the CG performed better than the EG nor any case in which no significant difference was found between EG and CG.

When it comes to attitude, all the students showed positive attitude toward task-based approach across all the six dimensions, except for one instance where few students expressed an unfavourable attitude due to a lack of confidence in TBLT's role in exams and a perception that doing tasks in English subject classes adds to their workload. This aspect underscores the need for a thorough examination of the practical challenges crucial for the successful integration of TBLT within the Assam ELT context.

Based on the researcher's observations during the intervention, students initially exhibited hesitancy in engaging with tasks, likely due to their prolonged exposure to conventional teaching methods. They were apprehensive about making mistakes, skeptical about the effectiveness of collaborative learning, and doubted the impact of task-based approaches on exam performance. However, as time progressed, students began to show interest in the tasks. Pair work became enjoyable for them as they engaged in brainstorming, preparation, rehearsal, and feedback exchange. They recognized the relevance of the tasks, especially in terms of enhancing their writing skills for examinations, which they considered to be very important. One of the most notable changes observed among the students was their gradual transition from hesitancy to confidence, particularly evident in their ability to present reports and provide feedback in English with increasing assurance. The overall classroom atmosphere radiated positivity during task engagement, albeit with occasional challenges in class management.

The findings of this study align with several established theories in the field of language acquisition, providing valuable insights and potential theoretical contributions.

First, the results are consistent with Long's Interaction Hypothesis (1983, 1996), which posits that tasks involving interaction facilitate language acquisition among students. As students engage in interactions, they receive input, process it, and generate output while monitoring their language use. This interactionist perspective not only encompasses peer-to-peer interactions but also acknowledges the role of the teacher in guiding the process. The enhanced language acquisition observed in this study through task-based interactions supports Long's Hypothesis (1983, 1996), suggesting that structured, interactive tasks can significantly promote language learning.

Additionally, the findings resonate with Vygotsky's (1978) Sociocultural Theory, which emphasizes that language learning occurs through collaborative production, negotiation of meaning, and feedback exchange. The positive outcomes of collaborative tasks observed in this study underscore the importance of social interaction in language development. Learners benefit from interactions with both peers and teachers, which contribute to their language acquisition process. This highlights the critical role of social dynamics in language education, aligning with Vygotsky's view that cognitive development is deeply rooted in social interaction.

Furthermore, the study's results corroborate with Krashen's Affective Filter Hypothesis (1985). By implementing a task-based approach that fosters a supportive and engaging learning environment, the study demonstrates a reduction in the affective filter, which encompasses emotional factors that impede language acquisition. The observed lower levels of apprehension, increased motivation, and improved perseverance observed among learners in achieving task goals indicate that TBLT can promote a positive affective state conducive to English language learning. This supports that a low affective filter enhances language acquisition and highlights TBLT as an effective method for creating an emotionally supportive learning environment.

In summary, this study not only reinforces existing theories such as Long's Interaction Hypothesis, Vygotsky's Sociocultural Theory, and Krashen's Affective Filter Hypothesis but also suggests practical implementations of these theories in English language teaching. The findings suggest that integrating students' L1 can enhance cognitive engagement and learning outcomes, prompting a re-evaluation of

monolingual instructional models and advocating for more inclusive, multilingual approaches in language teaching theories. By providing empirical support for these theoretical perspectives, the research contributes to a deeper understanding of the mechanisms underlying effective language acquisition and the role of interaction, social context, and affective factors in learning.