

ENHANCING THE ENGLISH LANGUAGE PROFICIENCY OF THE GRADE 2 LEARNERS THROUGH TASK-BASED LANGUAGE TEACHING

Trissha Leeh L. Mararac

<https://orcid.org/0009-0007-9903-8795>

Unibersidad De Dagupan

trisshaleeh.mararac@deped.gov.ph

ABSTRACT

This research aimed to determine the effect of Task-Based Language Teaching on the English Language Proficiency of Grade 2 learners. This experimental research design utilized the twenty-three (23) Grade 2 learners who were currently enrolled in Dulag Elementary School. Eight learning tasks were utilized as one of the instruments of the study. Likewise, pre- and post-tests were used to determine the learners' English Language Proficiency. The learners performed poorly in the pretest. On the contrary, the learners posted a higher mean score, indicating they performed better on the post-test than on the pretest. It was concluded that Task-Based Language Teaching was effective in improving learners' English Language Proficiency. There was also a significant difference in the learners' English Language Proficiency before and after the use of Task-Based Language Teaching. Thus, the researcher recommends the use of modular instruction in instruction delivery. Further study is recommended in parallel to the present study.

Keywords: *Task-Based Language Teaching, English Language Proficiency, Grade 2 Learners, intervention*

INTRODUCTION

The COVID-19 pandemic significantly affected learners' academic performance, with English emerging as one of the least mastered subjects at Dulag Elementary School. Among Grade 2 learners, the second-quarter summative test revealed a Mean Percentage Score (MPS) of only 56%, indicating low English language proficiency and an urgent need for intervention. This local concern reflects a broader educational challenge, as the Philippines' ranking in the English Proficiency Index declined from 14th to 20th place, despite remaining in the "high proficiency" category. Nationally, the 2020 National Achievement Test also showed low performance among Filipino learners, with an overall MPS of 33.52%, particularly in critical thinking.

Early language acquisition is crucial, especially in Grade 2, as it lays the foundation for future academic success and effective communication. Task-Based Language Teaching (TBLT) offers an engaging, learner-centered approach that develops speaking, listening, reading, and writing skills through meaningful and authentic tasks. Research has shown that TBLT enhances learners' motivation, participation, confidence, and communicative competence by promoting real-life language use. It also creates a positive and interactive

learning environment where learners actively construct knowledge rather than passively receive information.

Improving the English language skills of grade 2 learners is of utmost importance to prepare them for future academic and professional success. Task-based language activities offer a comprehensive and engaging approach to language learning that fosters communicative competence, motivation, and authentic language use. By incorporating task-based activities into the grade 2 English curriculum, educators can create a dynamic and interactive classroom environment that nurtures language proficiency, encourages active participation, and ensures that learners develop the necessary skills to communicate effectively in English.

Grounded in the work of Prabhu and supported by contemporary studies, TBLT has consistently demonstrated effectiveness in improving language proficiency across various educational settings. Given these benefits, this study was conducted to determine the effectiveness of TBLT in improving the English language proficiency of Grade 2 learners at Dulag Elementary School.

Statement of the Problem

The present study aimed to investigate the effect of Task-Based Language teaching in the English Language Proficiency to the Grade 2 Learners at Dulag Elementary School for the school year 2022-2023.

To answer the main problem, the following specific problems were formulated and answered systematically:

1. What is the English Language Proficiency of the Grade 2 learners before the utilization of Task-Based Language Learning?
2. What is the English Language Proficiency of the Grade 2 learners after the utilization of Task-Based Language Learning?
3. Is there a significant difference in the English Language Proficiency of the Grade 2 learners before and after the utilization of Task-Based Language Learning?

Scope and Delimitations

This study focused on determining the effectiveness of Task-Based Language Teaching (TBLT) in improving the English language proficiency of Grade 2 learners at Dulag Elementary School. Specifically, it examined the learners' proficiency in English before and after the implementation of task-based language activities. The study employed an experimental research design using a one-group pretest-posttest approach. The participants were limited to twenty-three (23) Grade 2 learners officially enrolled at Dulag Elementary School during the conduct of the study. Eight carefully designed task-based learning activities served as the primary intervention. Data were gathered through researcher-made pretest and posttest assessments that measured the learners' English

language proficiency. The study was confined to the four macro language skills: listening, speaking, reading, and writing. It was conducted within a specific period during the school year and within the regular classroom setting. The findings were limited to the performance of the selected participants and may not be generalized to learners in other grade levels, schools, or contexts without further validation. Moreover, the study considered only the effects of TBLT and did not examine other variables that may influence learners' English language proficiency, such as home environment, parental support, or prior language exposure.

Review of Related Literatures

The application of Task-Based Language Teaching in English instruction, particularly in primary education, has emerged as a significant area of research in recent years. Along these lines, Teng (2021) led a review to investigate the viability of two sorts of approaches, ie the wide perusing and broadened perusing and the activity of jargon, advancing the space of four kinds of words Which are known as a structure. Keep in mind, shapes the acknowledgment, the significance of memory and the acknowledgment of importance. The local speakers who were likewise the learners of the main year, specific learners in English have been enrolled in this review. According to the Bagar and Nation (2021) test, the participants' extensive vocabulary indicated a level of English proficiency prior to the experiment. After that, they were split into two groups: a control group that only did one extended reading and an experimental group that did a wide reading and vocabulary exercise. Teng (2021) viewed that as, albeit the two gatherings have worked on as far as information on words, the trial bunch has accomplished improved brings about terms of the area of four sorts of information on the word. The study also found that, for both groups, the most learned knowledge of the word was the ability to recognize the forms, followed by the ability to recognize the meaning, which refers to memory and memory. The study also used a questionnaire to find out how learners felt about two kinds of learning conditions: TBLT and TBLT without TBLT. According to the survey, 32% of learners said that the traditional method of instruction greatly assisted them in remembering specific words. Going against the norm, 92% of the learners concurred that the TBLT has helped them generally to recollect words.

Theoretical Framework

Task-Based Language Teaching emphasizes that learners develop language proficiency by using the target language in authentic and purposeful communication rather than through isolated grammar instruction. This theory highlights the importance of learner-centered, interactive, and context-based activities that promote the natural acquisition of language skills. In the context of this study, TBLT provides the theoretical foundation for improving the English language proficiency of Grade 2 learners through meaningful classroom tasks that foster active participation, communication, and real-life language use.

Conceptual Framework

Globalization and reform movements have recently been observed to have sparked waves of change that affect all aspects of human life, including communication languages and cultures (Canagarajah, 2021). As English has turned into the general language of worldwide society in significant expert fields like science, innovation, business, and schooling, the interest for compelling English educating and learning is expanding in many regions of the planet. Workers in nations that wish to actively participate in the global economy and hope to receive information that serves as the foundation for social, educational, and economic development must be able to communicate effectively in English (Burns & Richards, 2020). At the singular level, English abilities additionally assume a significant part in working on the financial status of an individual and are accordingly the way to progress and flourishing.

The researcher used the input, process and output in determining the effect of task-Based Language Teaching in the English Language Proficiency of the Grade 2 learners in English. The inputs were the scores before and after the use of the Task-Based Language Teaching in the delivery of instruction. The raw data that had been gathered through pre-test and posttest were process through statistical analysis using the MS Excel Data Analysis Tool Pack.

Finally, the output was the difference between the English language proficiency of Grade 2 Learners before and after the use of Task-Based Language Teaching and the effectiveness of Task-Based Language Teaching.

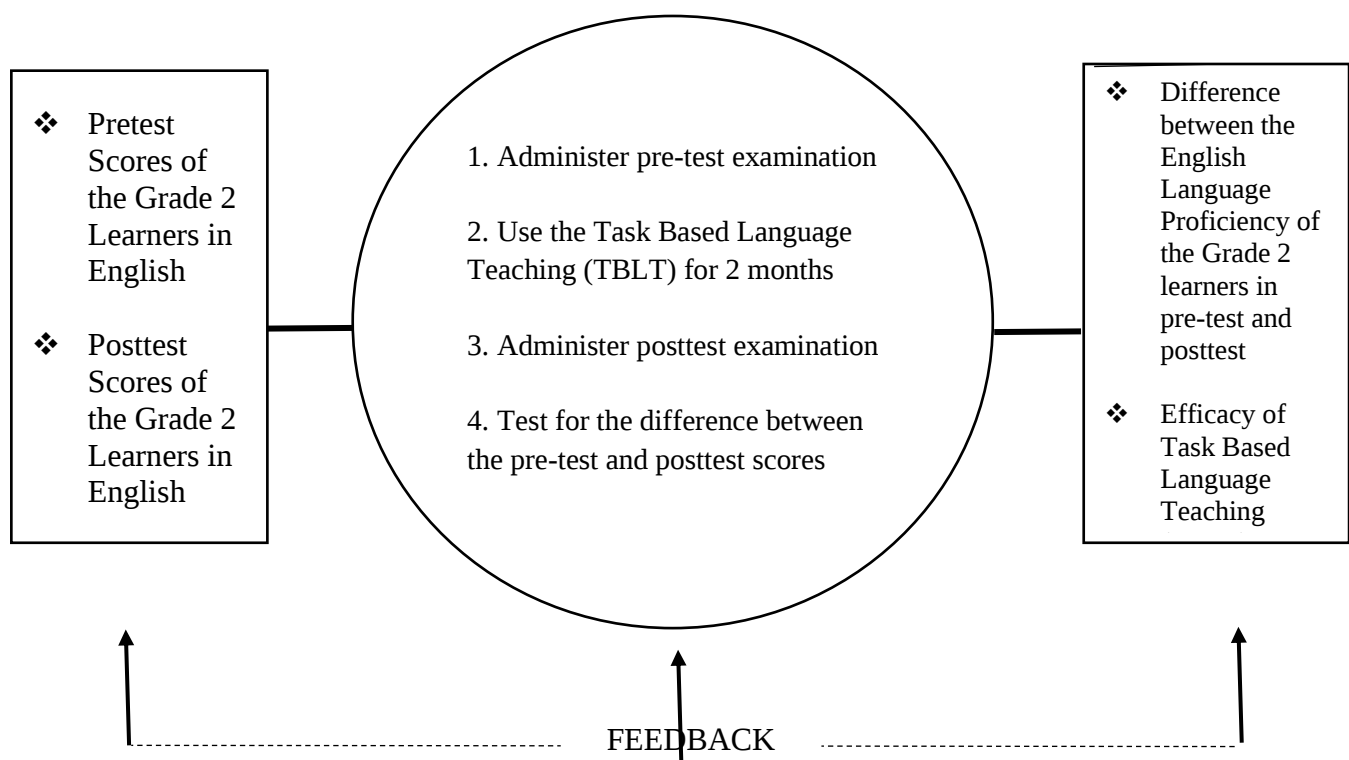


Figure 1. Paradigm of the Study

METHODOLOGY

This quantitative experimental research study examined the impact of Task-Based Language Teaching on the English language proficiency of Grade 2 learners at Dulag Elementary School in the Philippines. Using a one-group pretest-posttest design, the study assessed learners' proficiency before and after exposure to task-based language activities. It specifically measured improvements in the learners' listening, speaking, reading, and writing skills through structured classroom interventions. The study aimed to determine the effectiveness of Task-Based Language Teaching as an instructional approach for enhancing young learners' English proficiency.

Research Design

The researchers used a quantitative experimental research design in this study. Quantitative research according to Ary et al. (2021) is a study that uses statistical techniques to explore and explain phenomena. The influence of system operation on another variable is the subject of experimental research. The experimental treatment, usually called the independent variable, is the variable that is modified. The dependent variable is the variable that is being observed and measured.

In the present study, the independent variable is the Task-Based Language Teaching, the dependent variable is the English Language Proficiency of grade 2 learners. Since then, the researcher wanted to determine the effectiveness of the Task-Based Language Teaching on the English Proficiency of grade 2 learners in the design of experimental research is the appropriate research design for this study. According to Latief (2021), an experimental study evaluates the influence of a manipulated and controlled (independent) variable on another (dependent) variable, e.g. the influence of different teaching methods on learning performance. Researcher wants to investigate the effectiveness of Task-Based Language on the English Language Proficiency of second graders. Experimentation can take place in the laboratory, in class or in the field.

Research Steps

This study that was carried out in experimental research in nature was conducted using grade 2 learners as a population. Furthermore, the present study is a pretest and subsequent group. In a predetermined group of a group, a single group is measured or known not only after being exposed to a treatment of the same type, but also before it. One group pretest-posttest design usually involves three steps: First, administering a pretest measuring the dependent variable. Second, applying the experimental treatment X to the subjects. Third, administering a posttest again measuring the dependent variable.

By comparing the pretest and posttest, the difference due to the application of the experimental treatment was determined. In this case, the researcher intended to see if there was a substantial difference in learners' English Language Proficiency before and after they were taught using Task-Based Language Teaching.

Data Collection and Sample Selection

The data collection process commenced by conducting semi-structured interviews with mathematics teachers who have utilized gamification tactics in their courses. The purpose of these interviews was to investigate the factors that drive teachers to utilize gamification in their teaching, the particular techniques they deploy, and their observations regarding how students react and the results that are achieved. Each interview had a duration of around 15 minutes to half an hour and was video recorded with the participants' explicit permission. There were two kinds of tests in this study, those were pretest and post-test. Pretest was intended to measure learners' English Language Proficiency before the treatment given, while post-test was used to measure learners' English Language Proficiency after the treatment given. The tests were in the form of multiple choices item with three options.

The main instrument for this study was the 30-item pretest and posttest. The test was taken from their eight (8) learning modules which was used in the delivery of instruction. The test was a part of every module that the learners used in the entire duration of the study. Since the test was a part of valid research instrument, it did not undergo content and reliability test. The test was administered prior the intervention which was lasted for 60-minutes. Each correct answer was awarded one (1) point.

Here are the steps involved in using Task-Based Language Teaching:

First, task selection. The researcher identified appropriate tasks that are relevant, meaningful, and achievable for the learners. Next, was pre-task preparation: Before engaging in the task, provide learners with the necessary background information, vocabulary, and language structures they will need to complete the task successfully. This can include pre-teaching key vocabulary, reviewing grammar points, and discussing the task objectives and instructions. Then, the researcher introduced the task. Introduce the task to the learners, clearly explaining the purpose, goals, and expectations. Next, was performance the task. Learners engage in the task, working individually, in pairs, or in groups, depending on the nature of the task. Task Re-performance was the next steps. If appropriate, provide an opportunity for learners to re-perform the task, applying the feedback and language practice they have received. Then, the learners in follow-up activities that build on the task and extend their language learning. These activities can include discussions, debates, presentations, or projects related to the task topic, allowing learners to further develop their language skills and deepen their understanding of the content. Lastly, was assessment and evaluation. Assess and evaluate learners' language proficiency based on their performance in the task and subsequent activities. The researcher use appropriate assessment tools, such as rubrics, checklists, or portfolios, to measure learners' progress and provide feedback on their overall language development.

Data Analysis Methods

Quantitative data analysis is also called statistical analysis. It means that the result of the data served up in numeral form. The quantitative data of this research is analyzed using statistical computation. This technique was used to find the significant difference on learners' English

Language Proficiency after being taught using Task-Based Language Learning. In this research, the researcher uses the following to answers the specific problems of the study.

For Problem 1 and 2 mean and percentage was utilized to determine the English Language Proficiency of the participants in English.

The following formula was used in obtaining the mean of the study.

$$\Sigma = \frac{fx}{N}$$

Where;

fx is the sum of learners' score

N is the number of learners

Problem 3, it calls for the t-test in order to test any significant difference in the English Language Proficiency of the learners before and after the Task-Based Language teaching. The formula to calculate the t-test was followed;

$$T_o = \frac{\frac{(\sum D)}{N}}{\left[\frac{SD}{\sqrt{N-1}} \right]}$$

Where;

T₀ is the test for difference of pretest and posttest

SD is the Standard Deviation for one-paired t-test

D is the difference between pretest and posttest

N is the number of learners or observation

Research Hypotheses and Validation

The study aims to investigate whether there is a substantial/significant difference in the learners' English Language Proficiency before and after the application of the experimental treatment (Task-Based Language Teaching).

The 30-item test instrument (used for both pretest and posttest) was extracted directly from the eight (8) learning modules used for the delivery of instruction. The text notes that because the test items are already part of a valid research instrument within the module, they did not undergo separate content and reliability testing for this study.

Study Limitations and ethical considerations

The study was limited to a single intact class of twenty-three (23) grade 2 learners (12 males and 11 females) at Dulag Elementary School during the academic year 2023–2024.

The researchers used non-probability purposive sampling due to logistical and scheduling limitations, meaning the findings may not be broadly generalizable to all student populations. The instrument consisted of 30 multiple-choice items drawn exclusively from the existing learning modules, and the intervention lasted for 60 minutes prior to the testing.

While the provided text does not explicitly detail a formal ethical clearance section, the following procedural and ethical aspects can be highlighted for your manuscript: (1) The

selection of the sample took into consideration the learners' and teacher's willingness and opportunity to participate in the study. (2) The evaluation of student progress utilized objective rubrics, checklists, or portfolios during the Task-Based Language Teaching activities to ensure accurate and non-biased assessments.

RESULTS AND DISCUSSION

This chapter presents the findings derived from the quantitative data gathered during the eight-week experimental period to determine the effectiveness of Task-Based Language Teaching (TBLT) for Grade 2 learners. The following sections provide a systematic analysis of the pretest and posttest results, organized according to the specific Statement of the Problem (SOP) established in this study. To ensure a comprehensive evaluation, the raw scores were treated using mean, Mean Percentage Score (MPS), and a t-test for dependent samples to measure the significant difference in English language proficiency. These statistical outcomes are displayed through structured tables, which serve as the basis for the subsequent interpretations and thematic discussions. Furthermore, the results are cross-referenced with established pedagogical theories and recent local literature to validate the impact of the intervention on the learners' communicative competence. Ultimately, this presentation aims to demonstrate whether the utilization of TBLT successfully bridged the proficiency gaps identified in the initial assessment phase.

SOP 1. What is the English Language Proficiency of the Grade 2 learners before the utilization of Task-Based Language Learning?

Table 1. English Language Proficiency of the Grade 2 Learners before the Utilization of Task-Based Language Teaching

	Pretest
Mean	18.13
MPS	60.43

It can be seen from the above figure that the learners posted a mean score of 18.13 in their pre-test which yielded a mean percentage score of 60.43%. The mean score in the pre-test and posted percentage mean score shows that the learners are poor in terms of English Language Proficiency. With that, it can be said that learners need some intervention for them to be able to improve their performance. The results of the study were parallel with the study conducted by Shaira in 2020. Shaira had mentioned that the English learners were having difficulty in the subjects and it continuously poor in terms of grammar, vocabulary, reading, reading comprehension, and speaking skills.

The results are supported by the study of Murad (2020) indicating that the respondents performed low during pretest or before the approach was introduced because the learners were not able to carry out the particular English concepts or skills in their preceding years. This further

confirmed with the study of Ramos (2021) whose findings revealed below average performance of the learners because of non-mastery of the basic concepts suggesting that majority of the learners need to learn more and understand better on this competency.

According to Ellis (2021) poor teaching pedagogy in teaching English can indeed be predictors of poor English language proficiency among learners. Ineffective teaching pedagogy may result in insufficient exposure to authentic English language input. If teachers primarily use rote memorization, repetitive exercises, or outdated materials without incorporating real-life language use, learners may struggle to develop their listening and speaking skills, leading to poor language proficiency.

Further, Bao (2020) mentioned that the overemphasis on grammar rules and translation without providing opportunities for meaningful communication can hinder learners' ability to use English fluently and accurately. Focusing solely on grammar drills and translation exercises may limit learners' understanding of how language functions in real-life contexts, impeding their overall language proficiency. Moreover, a teacher-centered approach with minimal speaking activities can hinder learners' oral language development. If learners are not given regular opportunities to practice speaking in English, they may struggle to develop their pronunciation, fluency, and speaking confidence, ultimately affecting their overall language proficiency.

SOP 2. What is the English Language Proficiency of the Grade 2 learners after the utilization of Task-Based Language Learning?

Table 2. English Language Proficiency of the Grade 2 Learners after the Utilization of Task-Based Language Teaching

	Pretest
Mean	23.83
MPS	79.42

After the experimentation the researcher administered posttest. In the posttest the Grade 2 learners were able to post a mean score of 23.83 which attributed to 79.42 Mean Percentage Score. The sudden increase in the mean score and Mean Percentage Score of the learners were attributed to the intervention. The results further indicates that the intervention used in the study took an effect on the English Language Proficiency of the learners.

Because the learners were actively participating in the activities, the findings suggest that the learners find the Task-Based Language Teaching utilized in the study fascinating and fun to cooperate with their classmates. This is supported by Elli's (2021) research, which found that using Task-Based Language teaching as an approach for imparting basic concepts to a whole class is effective.

The results above can be associated with the study of Torres (2021). The findings of her study brought about implications for both theory and practice regarding the usefulness of Task-

Based Language Teaching in classroom instruction and the teacher devising the task. Task-Based Language Teaching is effective in improving the language proficiency of the learners by allowing a learner to achieve mastery of one unit of content before moving on to another.

The findings also match those of Green and Candid (2021), who found that using the Task-Based Language Teaching in English was astonishingly beneficial even with minimal teacher monitoring. It outperformed learners in a traditional classroom when the teacher was present all of the time. With the results of the present study, the researcher affirmed the study conducted by Santos.

Robinson (2020) found that when Task-Based Language Learning was applied in the classroom, the learners' pretest and posttest outcomes improved significantly. The findings were confirmed by Chua and his colleague in 2020, who found that interesting and concrete images and simplified explanations of the themes in a task effectively aid learners' in understanding the concepts presented. As a results, learners have an easier time completing the activities or objectives outlined in the Task-Based Language Learning. Chua and his friends recommend the utilization of Task-Based Language Learning after the experimentation.

SOP 3. Is there a significant difference in the English Language Proficiency of the Grade 2 learners before and after the utilization of Task-Based Language Learning?

Table 3. Significant Difference in the English Language Proficiency of the Grade 2 Learners before and after the Utilization of Task-Based Language Teaching

	Mean	t-stat	t-critical	decision
Pre-test	18.13	7.76	2.07	significant
Post-test	23.83			

Looking at Table 3, the mean score of the learners on posttest application was higher than the average from the pre-test. Eight weeks of Task-Based Language Teaching in teaching English was conducted. In a posttest average score that went up to 23.83. Here, the Grade 2 learners increased their correct answer percentages in the English achievement test at the end of eight weeks. The t-stat which is 7.76 is higher than the t-critical value of 2.07 therefore hypothesis is rejected. This implied that there was a significant difference between scores by the Grade 2 learners in the pretest and posttest of the English achievement test.

The present study goes with the findings of Bao in 2020. It has been noticed that when a complex job is broken down into little parts, learning becomes more accessible because teachers can personalize lessons to the learner's specific needs. Also, because teacher was able to interpret errors, provide correction feedback, select instances to illustrate concepts, and explain new ideas in a variety of methods, the learning becomes more accessible. As a result, learners will be able to accomplish more. It would be arrogant to claim that at-risk learners struggle in class because they lack conceptual knowledge.

The significant differences between the mean pretest and post-test scores are in the affirmative, showing the effectiveness of the Task-Based Language Teaching used in the study. This is consistent with earlier findings that show how instructional materials can assist the

teachers in presenting their lessons logically and sequentially to the learners (Nunan, 2021) and as supported by Long (2021) who showed how instructional materials aid explanations and make learning of subject matter comprehensible to learners during the teaching-learning process.

These data imply that Task-Based Language Teaching significantly improves the performance of the learners in learning English concepts based from the competencies measured. In this study, it is evident that the use of Task-Based Language Teaching in teaching English greatly affects learners' learning because it enabled the learners to achieve an improved performance in English 2. Learners find it stimulating and challenging as they were motivated, driven and involved actively in the various activities presented in the module.

Nielson and Gonzales (2021) assured the effectiveness of Task-Based Language Teaching after he conducted a study. The study aimed to determine the effectiveness of Task-Based Language teaching in improving the English language proficiency of the learners. After the experimentation Nielson and Gonzales made some recommendations such as, teachers should have developed Task-Based Language Teaching for learners, further training, seminar and the like for teachers to improve their writing skills and he encouraged researcher to do further study on the effectiveness of Task-Based Language Teaching in teaching English language.

The claimed of Kirkebaek in 2021 was supported by the findings of the present study. Kirkebaek asserted that conceptualized module has a positive effect on the learners' English language proficiency if utilized it properly.

Similarly, Motallebzadeh and Defali (2020) proved once more the effectiveness of Task-Based Language Teaching on English Language Proficiency of the learners in English language. Motallebzadeh and Defali concluded that there is a significant difference in the English language proficiency of the learners after the utilization of Task-Based Language Teaching.

Ellis (2021) claimed that Task-Based Language teaching increases the English language proficiency of the learners since it promotes active learning. In some active learning learners become more active rather than passive learners who receive an information from a source which is the teacher. Ellis, encouraged teachers to developed conceptualized modules to be utilized in the delivery of instruction.

In addition, Shaira (2020) found that Task-Based Language Teaching offer a greater convenience compare with other instructional strategy. Task-Based Language teaching could be carry around and it is accessible for learners. With this, Task-Based Language Teaching is effective in improving the learners' interest which eventually will lead to an improve English language proficiency.

SUMMARY

This study aimed to determine the impact of Task-Based Language Teaching in the English Language Proficiency of the Grade 2 learners in English at Dulag Elementary School for the school year 2022-2023. To arrive at the answer to the main problem of this study the researcher formulated two research questions which was answered through scientific and systematic gathering of data. The first two problems were, what is the English Language Proficiency of the Grade 2 learners before and after the utilization of Task-Based Language Teaching? The last problem was, is there a significant difference in the English Language

Proficiency of the Grade 2 learners before and after the utilization of Task-Based Language Teaching?

This research used an experimental research design with one group pretest posttest. There were twelve (12) male and eleven (11) female who took part in the study a total of twenty-three (23). A 30-item multiple choice test which served as pretest and posttest were the research instrument utilized in the study. The test and the modules were considered valid and reliable since it was from the office of Department of Education and it was the sole instructional materials to be used for this school year.

The learners posted a mean score of 18.13 in their pre-test which yielded a mean percentage score of 60.43. The mean score in the pre-test and posted percentage mean score show that the learners are poor in English. On the contrary, the Grade 2 learners posted a mean score of 23.83 in the posttest which resulted to 79.42 percentage of achievement. To determine the significant difference in the English Language Proficiency of the learners, t-test was utilized. The t-test or computed t-value is 7.76 while the t-critical is 2.07. This proved that the use of Task-Based Language Teaching was effective in improving the English Language Proficiency of the Grade 2 Learners in English.

CONCLUSIONS

The results of the teaching and learning with the Task-Based Language Teaching have significant differences in the aspect of test scores of Grade 2 learners in English. The scores of the learners who experienced learning with the module are higher than their scores before. For all two study variables, it was found that the Grade 2 learners performed better in posttest than in pretest. The Task-Based Language Teaching has a positive impact on learners' English test scores. Therefore, this Task-Based Language Teaching is one of the alternative ways that teachers and policymakers can utilize in the future.

RECOMMENDATIONS

From the conclusion above, the following are the recommendations made by the researcher:

1. Teachers may use Task-Based Language Teaching in improving the English Language Proficiency of the Grade 2 learners in English.
2. Administrator may send their teachers in various training, workshops or seminar or other professional development gatherings particularly those related to construction of Tasks locally conceptualized.
3. Task-Based Language Teaching were more practical and consonant with individual and social needs and demands therefore it can be utilized in the teaching and learning process.
4. Further researches may be conducted on the effectiveness of Task-Based Language Teaching.

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