



Improving grammar mastery through Task-Based Language Teaching (TBLT): An intervention for Grade 8 students

Aira Shane C. Agustin
National Teachers College, Manila, Philippines
Corresponding Author e-mail: airaagustin110596@gmail.com

Received: 13 April 2026

Revised: 29 May 2026

Accepted: 04 June 2026

Available Online: 05 June 2026

Volume 1 (2026), Issue 2, P-ISSN – 3116-4374; E-ISSN - 3116-4382

<https://doi.org/10.63498/ijlestr7>

Abstract

Aim: This study aimed to examine the effectiveness of Task-Based Language Teaching (TBLT) in improving grammar mastery among Grade 8 learners through a quasi-experimental counterbalanced crossover design. Grounded in communicative and sociocultural approaches to language instruction, the study utilized meaningful and collaborative tasks to support learners' application of grammatical structures in authentic communication contexts. Two groups of learners were exposed to both Task-Based Language Teaching and conventional grammar instruction in different instructional sequences to compare learners' performance under the two approaches.

Methodology: This study employed a quasi-experimental counterbalanced crossover design involving two groups of Grade 8 students over a three-week intervention period. During the first instructional phase, Group A received instruction through Task-Based Language Teaching (TBLT) activities such as discussions, collaborative tasks, and problem-solving exercises, while Group B received conventional grammar instruction. During the second instructional phase, the instructional approaches were reversed, wherein Group A received conventional grammar instruction and Group B received TBLT. Data were collected using a validated grammar test administered before and after the intervention. Mean scores, standard deviations, independent samples t-tests, and paired samples t-tests were used to analyze the data.

Results: Findings revealed that both groups demonstrated statistically significant improvement in grammar mastery after exposure to both instructional approaches. The posttest results showed no statistically significant difference between the groups; however, classroom observations suggested that learners actively participated in communicative activities during the TBLT phases and demonstrated opportunities to apply grammatical structures in meaningful contexts.

Conclusion: The findings suggest that Task-Based Language Teaching (TBLT) may serve as a viable instructional approach for grammar teaching and can be integrated alongside conventional instruction to support meaningful grammar learning experiences. Although its quantitative outcomes were comparable to those of conventional instruction, TBLT provided richer communicative learning experiences that supported learner participation and contextualized grammar use. The study offers valuable implications for teachers, curriculum developers, and future research on communicative approaches to grammar instruction.

Keywords: *Task-Based Language Teaching (TBLT), grammar mastery, communicative competence, English language teaching, grammar instruction*

INTRODUCTION

Linguistic proficiency depends on grammar as its basic structure enables people to communicate efficiently through language. Learning grammar in a definite manner stands vital for both spoken and written speech expression so learners avoid miscommunication problems while building confidence in their language skills. According to Nordquist (2020), grammar provides language with the same role as mortar does for bricks. It ensures their stability. The educational approach at 21K School states that grammar is essential for organized and understandable language communication. Learning grammar improves writing abilities and speaking proficiency and increases learner self-assurance (Kannan, 2023).



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Internationally, grammar teaching has evolved from traditional rule-based instruction toward communicative and learner-centered approaches that emphasize meaningful language use. Modern language education now prioritizes communicative competence, or the ability to use language accurately and appropriately in real-life contexts, rather than simply memorizing grammatical rules. As a result, Communicative Language Teaching (CLT) has become widely adopted across many educational systems because it promotes interaction, collaboration, contextualized learning, and authentic communication. This global shift reflects the growing recognition that students develop language proficiency more effectively when grammar is integrated into purposeful communication rather than taught through isolated drills and exercises (Liao, Ye, & Yang, 2023; East, 2024).

Aligned with these international developments, Task-Based Language Teaching (TBLT) has gained strong support as an effective communicative approach in secondary education. TBLT engages learners in meaningful tasks that require the practical use of language, helping improve grammatical accuracy, fluency, writing skills, and learner engagement. Recent studies show that TBLT promotes deeper language learning because students apply grammatical structures in authentic communicative situations instead of merely identifying correct answers in tests (Mudinillah et al., 2024; Febrianti et al., 2024). Contemporary language education reforms worldwide likewise support competency-based and performance-oriented instruction, which are also reflected in the current curriculum.

Since the Department of Education (DepEd), which is the government agency in the Philippines responsible for managing and governing the country's basic education system, continuously supports English curriculum instruction, it maintains grammar as a fundamental component of English language education. Students should master (1) the proper application of modal verbs, nouns, and adverbs and (2) recognition of coherence signals as well as (3) a varied selection of verbs, adj, electives, and adverbs to communicate emotional persuasion in their English fluency. These represent essential grammar skills in Grade 8 English Most Essential Learning Competencies (MELCs)+. Students face ongoing difficulties with grammar regardless of academic emphasis on the subject according to their scores in written assignments and spoken presentations.

The researcher made assessments and delivered lessons to discover that more than fifty percent of students performed poorly in grammar tasks. Students who cannot master grammar properly experience difficulties expressing themselves in written and spoken communication. The comparison between MELC learning targets and students' actual results demonstrates that new teaching techniques are needed, which can effectively help students learn grammar. Because of this research void, the researcher investigates Task-Based Language Teaching (TBLT) as an instructional approach to improve grammar comprehension among Grade 8 learners.

The development of this intervention is grounded in the observed gaps in students' grammar mastery, particularly their difficulty in applying grammatical rules in authentic communication. Classroom observations revealed that while learners could identify correct answers in structured exercises, many demonstrated an inability to use cohesive devices, verb tenses, and sentence structures accurately in spontaneous speaking and writing tasks. This indicates a disconnect between grammar competence (knowledge of rules) and grammar performance (actual use in context). Students often relied on memorization and showed limited ability to construct meaningful, coherent responses when engaged in real-life communicative situations.

These identified challenges directly align with the strengths of Task-Based Language Teaching (TBLT). TBLT emphasizes meaning-making and functional language use by engaging learners in tasks that simulate real-world communication, such as discussions, storytelling, and problem-solving activities. Through these tasks, students are required to use grammar as a tool for expressing ideas, thereby addressing their difficulty in applying rules in context. The interactive nature of TBLT also promotes the use of cohesive devices and appropriate grammatical structures, as learners negotiate meaning, clarify ideas, and refine their language through peer and teacher feedback.

Results from the 2024 English Proficiency Index show that Filipino speakers have average English skills compared to other non-native groups yet demonstrate weak abilities in composing written text and mastering grammar rules. The research shows that traditional grammar teaching practices are not effective enough to reach complete mastery; hence, the necessity of teaching approaches like TBLT becomes evident. Despite the growing interest in Task-Based Language Teaching, there remains a lack of comprehensive studies specifically addressing its impact on grammar mastery among Grade 8 learners within the Philippine educational context. Most existing research focuses broadly on communicative competence or vocabulary acquisition, leaving a clear gap regarding targeted grammar instruction through TBLT. This gap highlights the need for empirical data to evaluate TBLT's effectiveness in improving grammar skills in this specific learner population, which this study seeks to address.

Therefore, this study addresses a critical gap by examining how TBLT responds to the specific linguistic realities of Filipino learners. By focusing not only on grammar competence but also on grammar performance in authentic contexts, the study contributes to a more localized understanding of effective grammar instruction and offers evidence-based support for pedagogical approaches that are responsive to the needs of Philippine classrooms. The



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

research aims to merge standard grammar teaching methods with communicative language education by examining how Task-Based Language Teaching assists Grade 8 learners in mastering grammar concepts. It examines whether TBLT generates quantifiable outcomes that improve student performance in grammar usage for spoken and written tasks. The research output will help expand knowledge about task-based language teaching by investigating its use in English instruction within Philippine educational sites.

Despite sustained emphasis on grammar instruction in the English curriculum, a persistent gap remains between students' knowledge of grammatical rules and their ability to apply these rules effectively in authentic communication. Classroom observations and assessment results reveal that while many Grade 8 learners can identify correct answers in isolated drills or recognize rules during structured exercises, they struggle to transfer this knowledge to writing tasks, spoken presentations, and spontaneous communication. In other words, students may demonstrate procedural familiarity with grammar forms in controlled settings, yet fail to use cohesive devices, parallel structures, and other grammatical features accurately when meaning-making becomes the primary goal. This disconnect suggests that traditional, rule-based approaches may promote surface-level recognition rather than deep, functional mastery. Consequently, there is a need for an instructional approach that moves beyond mechanical practice and situates grammar within purposeful communication. Task-Based Language Teaching (TBLT) addresses this gap by embedding grammatical structures within meaningful tasks that require learners to use language to solve problems, express opinions, and construct texts. By shifting the focus from memorizing rules to applying them in real communicative contexts, TBLT offers a theoretically and pedagogically justified alternative to traditional methods and directly responds to the identified gap in grammar transfer and application.

Recent international literature also highlights how post-pandemic language instruction has shifted toward more flexible, technology-supported, and communicative approaches to learning. The widespread use of online and blended learning environments after the COVID-19 pandemic encouraged educators to integrate digital platforms, AI-assisted language tools, and interactive learning strategies to address declining student engagement and language performance. Studies show that AI-assisted language learning applications, such as grammar checkers, chat-based platforms, and adaptive learning systems, can support learners by providing immediate feedback and personalized practice opportunities. However, researchers also emphasize that technology alone cannot fully develop communicative competence unless learners are actively engaged in meaningful interaction and authentic language use. Because of this, blended communicative pedagogy combined with Task-Based Language Teaching (TBLT) has gained increasing attention in contemporary language education. TBLT remains highly relevant in modern grammar instruction because it allows learners to apply grammar in authentic communicative tasks while integrating digital and collaborative learning environments. Recent studies further suggest that post-pandemic learners continue to experience challenges in grammar acquisition, particularly in applying grammatical structures accurately during communication, making task-based and interaction-focused approaches more necessary in today's classrooms (Belda-Medina, 2021; Butler, 2022; Xu & Fan, 2021).

Additionally, the significance of this study extends to international language education discourse because it addresses a persistent challenge in second language acquisition: the gap between grammatical knowledge and communicative performance, which continues to be widely observed across ESL and EFL contexts. Recent research shows that learners in various settings can often demonstrate grammatical understanding in controlled tests but still struggle to apply these structures in spontaneous interaction, writing, and discourse-level communication (East, 2024; Liao, Ye, & Yang, 2023). By examining the effectiveness of Task-Based Language Teaching (TBLT) in addressing this gap among Grade 8 learners, the study contributes to ongoing global discussions on how grammar instruction can better develop interactional competence and communicative language performance. In this way, the findings extend beyond Philippine classrooms and align with contemporary international research supporting task-based and communicative approaches that integrate grammar learning with meaningful and authentic language use (Mudinillah et al., 2024).

The study investigates how meaningful language learning affects grammar development through strong evidence of TBLT's effectiveness. The study provides valuable teaching recommendations to educational professionals who want to implement task-based approaches for enhanced student English language development.

Review of Related Literature and Studies

The reviewed literature highlights the effectiveness of Task-Based Language Teaching (TBLT) in enhancing grammar mastery among language learners. These findings are directly relevant to the present study, which aims to determine how TBLT impacts the grammar proficiency of Grade 8 students at Dasmariñas East Integrated High School. By examining how TBLT has been implemented and evaluated in various educational settings, the reviewed literature



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

provides a strong foundation for understanding the potential benefits and challenges of adopting this teaching approach.

Task-Based Instruction Model

Task-Based Language Teaching (TBLT) has become one of the most recognized approaches in language instruction because it emphasizes meaningful communication and authentic language use. Unlike traditional grammar instruction, which commonly focuses on memorization and repetitive drills, TBLT encourages learners to use language while accomplishing specific communicative tasks. These tasks are often connected to real-life situations, allowing students to practice language naturally while developing their communicative competence. According to Bygate, Samuda, and Van den Branden (2021), learners become more engaged in language learning when classroom activities reflect realistic communication and purposeful interaction.

TBLT shares several principles with Communicative Language Teaching (CLT), particularly the idea that language is learned more effectively through interaction. However, TBLT differs from CLT because tasks serve as the central unit of instruction rather than simply functioning as supplementary classroom activities. In this approach, students are expected to solve problems, exchange ideas, and complete meaningful objectives using the target language. Van den Branden (2022) explains that tasks help learners experience language as a practical communication tool instead of merely studying grammatical rules in isolation.

Recent studies also emphasize the importance of contextualized learning in TBLT. Learners tend to understand grammatical structures more effectively when grammar is presented within authentic communicative situations instead of isolated exercises. Belda-Medina (2021) states that communicative tasks increase learner participation because students focus more on expressing ideas and completing objectives than on memorizing rules. As a result, learners become more confident in using language during interaction.

The development of TBLT emerged as a response to the limitations of traditional language teaching approaches that relied heavily on the Presentation–Practice–Production (PPP) model. Earlier methods often emphasized grammar memorization and controlled exercises, which allowed students to recognize grammatical structures but did not always help them use language effectively in real communication. Contemporary researchers argue that grammar learning becomes more meaningful when learners encounter grammatical forms within authentic communication rather than through repetitive drills alone (Lee, 2021; Pawlak, 2021).

In TBLT classrooms, tasks are designed to encourage learners to communicate, collaborate, and negotiate meaning. Students are not expected to produce perfect language immediately; instead, they are encouraged to participate actively while gradually improving their grammatical accuracy through interaction and feedback. Sato and McDonough (2021) explain that collaborative communicative tasks help learners improve both fluency and accuracy because they use language in meaningful exchanges with peers.

Another important principle of TBLT is that errors are viewed as part of the learning process. During communicative activities, students are encouraged to experiment with language while focusing on meaning and message delivery. Through repeated exposure and interaction, learners gradually become more aware of grammatical structures and improve their language performance. This learner-centered environment reduces anxiety and encourages greater classroom participation.

Effectiveness of TBLT in Grammar Mastery

In the context of this study, grammar mastery does not simply refer to obtaining high scores in objective tests or identifying correct answers in isolated grammar exercises. Instead, grammar mastery refers to the learners' ability to apply grammatical structures accurately and appropriately in meaningful communication. Specifically, the study focuses on the use of cohesive devices and parallel structures in written and spoken language. Although the researcher-made multiple-choice test serves as the primary quantitative tool for measuring improvement, it is considered only one indicator of grammatical understanding.

This distinction is important because students may sometimes perform well in written grammar assessments while still struggling to apply grammatical rules correctly during communication. A learner who memorizes grammatical rules may recognize the correct answer in a test but fail to use those structures effectively in authentic speaking or writing situations. For this reason, the present study views grammar mastery as both knowledge and functional application. Learners are expected not only to understand grammatical forms but also to use them appropriately in communication tasks.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Recent studies support this broader understanding of grammar mastery. Pawlak (2021) explains that grammar instruction becomes more effective when learners process grammatical structures through meaningful communication. Similarly, Xu and Fan (2021) found that task-based instruction improved learners' grammatical accuracy, classroom participation, and communicative competence because students actively engaged in purposeful language activities. These findings suggest that grammar learning becomes more meaningful when students use language naturally instead of simply memorizing rules.

Research also shows that communicative engagement helps learners retain grammatical structures more effectively. Belda-Medina (2021) explains that learners develop deeper understanding when they are required to use language purposefully during collaborative tasks. In this way, grammar learning becomes connected to actual communication rather than isolated classroom exercises. The communicative nature of TBLT therefore supports both grammatical development and learner confidence.

Contextualized Learning and Real-World Application

Contextualized learning remains one of the most important principles of TBLT. According to recent studies, learners acquire grammatical structures more effectively when instruction occurs within meaningful and authentic situations (Bygate et al., 2021; Van den Branden, 2022). Through realistic communicative tasks, students become active participants in learning rather than passive recipients of grammatical information. This allows learners to understand grammar as a functional component of communication.

In the present study, communicative activities are designed around realistic classroom situations that require students to use target grammatical structures meaningfully. Through these tasks, learners are expected to improve not only their grammatical competence but also their communication skills. Authentic activities encourage students to connect classroom learning to everyday experiences, making grammar instruction more relevant and engaging.

Recent classroom-based research supports the effectiveness of TBLT in grammar instruction. Chen and Zhang (2022) found that students exposed to task-based instruction demonstrated significantly higher grammatical accuracy and communicative competence than those taught through traditional methods. Their findings suggest that meaningful communication and authentic interaction contribute to stronger retention and application of grammatical structures.

Collaborative Learning and Sociocultural Relevance

The collaborative nature of TBLT may be explained through Vygotsky's Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD). Vygotsky (1978) explains that learning occurs more effectively when learners interact with others through collaboration and guided participation. This principle aligns closely with TBLT because students complete communicative tasks through peer interaction, group discussions, and shared problem-solving activities.

The present study incorporates collaborative tasks that encourage students to negotiate meaning, exchange ideas, and assist one another in completing language activities. Through peer interaction, learners are expected to improve both grammatical understanding and communicative confidence. Collaborative learning also creates opportunities for students to learn from one another while receiving immediate feedback during interaction. Recent studies continue to highlight the importance of collaboration in successful TBLT implementation. Dao and Newton (2021) explain that meaningful interaction and peer support play important roles in improving learner participation and language development. Similarly, Butler (2022) notes that task-based instruction creates interactive classroom environments that strengthen communicative competence and learner engagement. These findings support the use of collaborative tasks in grammar instruction, particularly among secondary learners.

Despite the growing body of international research supporting TBLT, studies focusing on grammar mastery among junior high school learners in the Philippine setting remain limited. Many previous studies focus primarily on university students or adult learners. Because of this research gap, the present study aims to examine the effectiveness of TBLT among Grade 8 learners through a quasi-experimental design utilizing pretest and posttest assessments.

Implications for Educational Practice

The reviewed literature presents important implications for classroom instruction and curriculum development. Findings from recent studies suggest that TBLT may serve as an effective instructional approach for improving grammar learning while simultaneously promoting communicative competence. Because TBLT emphasizes meaningful communication, contextualized learning, and learner participation, it aligns with contemporary educational goals that prioritize authentic language use and student-centered instruction.

The findings of this study may encourage teachers to integrate more communicative and task-based activities into grammar instruction. Likewise, curriculum developers and school administrators may recognize the value of



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P - ISSN: 3116-4374; E - ISSN: 3116-4382

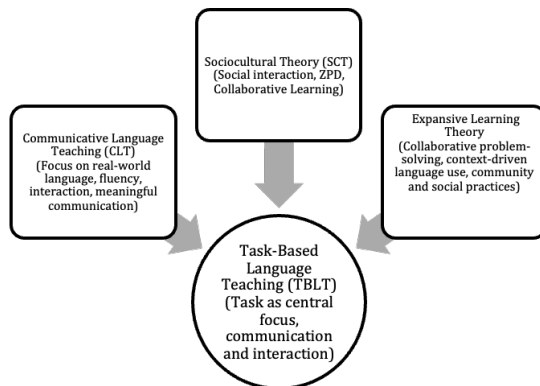
PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

incorporating TBLT principles into language education programs. Chen and Zhang (2022) explain that task-based instruction enhances learner motivation, participation, and grammatical development by making learning more interactive and meaningful.

Overall, the reviewed literature strongly suggests that TBLT is an effective approach for improving grammar instruction because it promotes meaningful communication, contextualized learning, collaboration, and learner engagement. Unlike traditional methods that emphasize memorization, TBLT encourages learners to apply grammar actively in authentic situations. The literature therefore provides strong support for the present study's investigation of the effectiveness of Task-Based Language Teaching in improving the grammar mastery of Grade 8 learners.

Theoretical Framework



Task-Based Language Teaching (TBLT) serves as the primary instructional framework of this study and is supported by three complementary theories: Communicative Language Teaching (CLT), Sociocultural Theory (SCT), and Expansive Learning Theory (ELT). These theories are not combined into a single framework; instead, each one explains a specific aspect of how task-based instruction contributes to grammar mastery. CLT primarily guides the communicative nature of the intervention, SCT explains the role of interaction and collaboration in learning, while ELT supports the sequencing and progression of classroom tasks. Together, these theories provide a clearer understanding of how learners develop grammatical competence through meaningful communication and structured learning experiences.

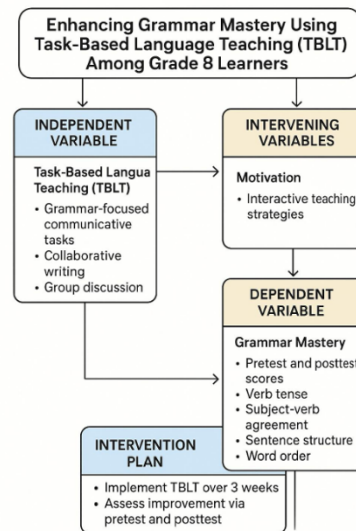
Communicative Language Teaching (CLT) serves as the main pedagogical foundation of the intervention. It emphasizes the importance of meaningful communication and authentic language use rather than the memorization of isolated grammar rules. Within TBLT, learners are encouraged to express ideas, solve problems, and complete tasks using the target language in realistic situations. This allows students to develop fluency and grammatical awareness simultaneously. Supporting this perspective, Sociocultural Theory (SCT) explains that learning occurs through interaction, collaboration, and scaffolding. Through peer discussions, group activities, and teacher feedback, learners gradually refine their grammatical understanding while actively participating in communicative tasks.

Expansive Learning Theory (ELT), on the other hand, explains how learning develops progressively through structured task sequencing. In TBLT, learners begin with simple meaning-focused activities before moving toward more cognitively demanding and accuracy-oriented tasks. This progression allows students to first build confidence in using language communicatively and later focus on grammatical refinement through reflection and feedback. The post-task stage becomes particularly important because it helps learners examine their language use and improve grammatical accuracy without interrupting meaningful communication. Through this process, learners move from basic language performance toward more controlled and accurate grammar use.

Overall, the theoretical framework highlights the distinct contribution of each theory within the study. CLT guides the communicative dimension of the intervention, SCT supports the collaborative learning process, and ELT explains the gradual progression of tasks from fluency to accuracy. Grounded in these complementary perspectives, TBLT provides a strong foundation for improving grammar mastery among Grade 8 learners by combining meaningful communication, social interaction, and structured learning progression.



Conceptual Framework



The conceptual framework of this study illustrates the relationship between Task-Based Language Teaching (TBLT) and students' grammar mastery among Grade 8 learners. It visualizes how the independent variable, TBLT, influences the dependent variable, grammar mastery while considering the intervening variables, such as student motivation, prior knowledge, and classroom environment.

Task-Based Language Teaching (TBLT) serves as the core instructional approach in this study. TBLT is a learner-centered teaching strategy that uses real-world tasks to facilitate language acquisition. According to Nunan (2004), tasks are goal-oriented activities that require learners to use the target language to achieve specific outcomes. In this study, TBLT will be implemented through grammar-focused tasks, such as collaborative writing exercises, problem-solving activities, and group discussions. These tasks promote active learning and authentic language use, encouraging students to apply grammatical structures in meaningful contexts.

Grammar Mastery serves as the dependent variable, indicating a student's proficiency in accurately and effectively utilizing grammatical structures in both written and oral communication. This mastery will be assessed through pre-test and post-test scores, focusing on learners' proficiency in areas such as verb tense, subject-verb agreement, sentence structure, and word order. As emphasized by Rahman and Pandian (2018), Task-Based Language Teaching (TBLT) can greatly enhance grammar acquisition when learners participate in communicative tasks that necessitate precise language use.

The study also considers intervening variables that may influence the effectiveness of TBLT in enhancing grammar mastery. These include students' motivation, prior knowledge, and classroom environment. Motivation plays a crucial role in task completion, as highly motivated learners are likelier to engage with the tasks and apply grammar rules effectively (Dörnyei, 2001). Prior knowledge, including students' existing grammar skills, can affect how easily they grasp new concepts during task-based lessons. The classroom environment, including teacher support, peer collaboration, and available resources, can facilitate or hinder learning outcomes.

Statement of the Problem

Despite the continued emphasis on grammar instruction in English language education, many learners still experience difficulty achieving grammar mastery and applying grammatical structures effectively in authentic communication. Although traditional grammar instruction provides learners with knowledge of grammatical rules, students often struggle to transfer this knowledge to meaningful written and spoken communication. This gap between grammar competence and communicative performance highlights the need for more interactive and context-based instructional approaches.

Task-Based Language Teaching (TBLT) has emerged as a communicative approach that promotes authentic language use through meaningful tasks and learner interaction. However, there remains limited empirical evidence regarding its effectiveness in improving grammar mastery among Grade 8 learners within the Philippine educational



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

context. In particular, there is a need to determine whether TBLT contributes to measurable improvements in learners' grammatical competence and communicative language performance compared to conventional grammar instruction. This study therefore examines the effectiveness of Task-Based Language Teaching in improving the grammar mastery of Grade 8 learners. Specifically, it investigates learners' grammar performance before and after the implementation of TBLT and determines whether significant differences exist between groups and within groups across pretest and posttest measures. The findings of the study are expected to contribute to more responsive, communicative, and evidence-based instructional practices in English language education and grammar pedagogy.

Research Objectives

General Objective

To determine the effectiveness of Task-Based Language Teaching (TBLT) in improving the grammar mastery of Grade 8 learners and to propose an intervention plan based on the findings.

Specific Objectives

1. To assess the pretest grammar mastery levels of Groups A and B before the implementation of TBLT.
2. To evaluate the posttest grammar mastery levels of Groups A and B after exposure to both Task-Based Language Teaching (TBLT) and conventional grammar instruction implemented in a counterbalanced sequence.
3. To determine whether a significant difference exists between the pretest scores of Groups A and B.
4. To determine whether a significant difference exists between the posttest scores of Groups A and B.
5. To determine whether significant differences exist between the pretest and posttest scores within Groups A and B.
6. To propose an intervention plan for Grade 8 learners based on the findings of the study.

Research Questions

1. What are the pretest grammar mastery levels of Groups A and B before the implementation of TBLT?
2. What are the posttest grammar mastery levels of Groups A and B after exposure to both Task-Based Language Teaching (TBLT) and conventional grammar instruction?
3. Is there a significant difference between the pretest scores of Groups A and B?
4. Is there a significant difference between the posttest scores of Groups A and B?
5. Are there significant differences between the pretest and posttest scores within Groups A and B?
6. Based on the findings of the study, what intervention plan may be proposed?

Hypotheses

Hypotheses

H01: There is no significant difference between the pretest scores of Groups A and B.

H02: There is no significant difference between the posttest scores of Groups A and B.

H03: There is no significant difference between the pretest and posttest scores within Group A.

H04: There is no significant difference between the pretest and posttest scores within Group B.

METHODOLOGY

Research Design

This study employed a quasi-experimental counterbalanced crossover design to evaluate the effectiveness of Task-Based Language Teaching (TBLT) in enhancing grammar mastery among Grade 8 students. Two pre-existing classes, designated as Group A and Group B, participated in the study.

During the first instructional phase, Group A received instruction using the Task-Based Language Teaching (TBLT) approach, while Group B received conventional grammar instruction. During the second instructional phase, the instructional approaches were reversed, wherein Group A received conventional grammar instruction and Group B received TBLT. Through this arrangement, both groups experienced both instructional approaches in different instructional sequences.

The chosen research design was appropriate for this context as it allowed for a meaningful comparison between Task-Based Language Teaching and conventional grammar instruction within a natural educational



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P - ISSN: 3116-4374; E - ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

environment. Since the participants were drawn from pre-existing classes and random assignment was not feasible due to ethical and logistical considerations, the study is classified as quasi-experimental in nature.

Although the absence of randomization may introduce potential threats to internal validity, particularly selection bias, efforts were made to minimize these risks by matching the two groups in terms of class size, prior academic performance, and teaching schedules.

Additionally, several measures were implemented to reduce the Hawthorne effect, which may occur when participants alter their behavior due to awareness of being observed. The lessons were integrated into regular classroom instruction to maintain normal classroom conditions. Classroom routines remained uninterrupted throughout the intervention period, and the researcher assumed the role of the regular class teacher without emphasizing the observational nature of the study. These measures were intended to preserve the authenticity of classroom interactions while supporting the reliability of the findings.

Participants / Population and Sampling

The study was conducted at Dasmariñas East Integrated High School during the third quarter of School Year 2025–2026. The target population consists of Grade 8 students currently enrolled in the researcher's English classes. To ensure ethical compliance, minimize coercion, and maintain consistency in instructional delivery, the study employed purposive sampling to select two intact classes composed of approximately 30 students per group, totaling 60 participants. This approach allows for a uniform and manageable group size, which is essential for implementing a focused intervention and maintaining the integrity of instruction. Some classes contained 45 students while others had 50 students; therefore, limiting participation to 30 students per class ensured comparability and reduced variability in classroom dynamics.

The selected classes consist of both male and female students who exhibit similar academic performance in English based on their second-quarter grades. Selection criteria include: (1) students must be officially enrolled in the researcher's Grade 8 English class; (2) both student and parent/guardian must provide written informed consent; and (3) students must not be participating in any remedial, pull-out, or special education English programs during the intervention period.

Research Instruments

The researcher used a researcher-made test in gathering the data for the study. The test was developed based on the study objectives. The test had twenty (20) multiple choice-items which assessed the students' knowledge about the lesson. The items focused specifically on cohesive devices and parallel structure, aligned with the Department of Education's Most Essential Learning Competencies (MELCs) for the third quarter of School Year 2025–2026.

The research instruments underwent a thorough validation process prior to the implementation of the study. Three expert validators—two Master Teachers in English and one university professor with a specialization in English language education—reviewed both the grammar test and the lesson plans. Their feedback focused on content relevance, clarity, alignment with the Most Essential Learning Competencies (MELCs), and overall appropriateness for the target Grade 8 learners. Based on their comments, several revisions were made, including the rephrasing of ambiguous test items, adjusting difficulty levels, and ensuring a logical progression of tasks in the lesson plans to better match the learners' developmental level.

Prior to the implementation of the instrument, pilot testing was conducted among students who were not included in the study to determine item difficulty indices and the effectiveness of distractors. The responses were converted into binary values, with correct answers coded as 1 and incorrect answers coded as 0. This transformation allowed for the computation of the Kuder-Richardson Formula 20 (KR-20), a reliability coefficient designed for dichotomously scored items. KR-20 is mathematically equivalent to Cronbach's Alpha when applied to binary data. The Cronbach's Alpha for the overall test was computed at 0.706, indicating a moderate level of internal consistency. This suggests that the test items are reasonably consistent in measuring the intended construct. A reliability coefficient of approximately 0.70 is generally considered the minimum acceptable level for research instruments.

Data Collection

The data collection process followed ethical and institutional guidelines approved by the City Schools Division of Dasmariñas. First, a formal request letter was submitted and approved. An orientation session was conducted for both students and their parents or guardians to explain the purpose, procedures, potential benefits, and ethical safeguards of the study. Informed consent from parents and assent from students were secured prior to participation. After securing consent, the validated grammar test was administered as a pretest to all 60 participants under standardized classroom conditions to determine their baseline grammar mastery. The intervention lasted for three



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

weeks and was conducted during regular English class hours. Both groups covered the same MELCs and experienced both instructional approaches. The counterbalanced implementation enabled comparison of learners' grammar performance following exposure to Task-Based Language Teaching (TBLT) and conventional grammar instruction delivered in different instructional sequences.

In this study, three task types—information-gap, reasoning-gap, and opinion-gap tasks—were used during the TBLT instructional phases experienced by both groups. These tasks were implemented to facilitate the application of grammatical structures through meaningful interaction in pair and small-group work. The teacher acted as a facilitator while students engaged in task-based activities simulating real-world communication. At the end of the intervention, the same grammar test was re-administered as a posttest to measure changes in grammar mastery. All test scores were encoded, securely stored, and prepared for statistical analysis.

Data Analysis

The data were analyzed in accordance with each Research Questions to ensure systematic alignment with the research objectives and to provide a clear basis for interpretation. To determine the students' level of grammar mastery before and after the intervention (Research Questions 1 and 2), descriptive statistics—specifically the mean and standard deviation—were employed to summarize and describe the pretest and posttest performance of both groups. Establishing the comparability of the groups prior to the intervention (Research Question 3) required the use of an independent samples t-test to examine whether a significant difference existed between the pretest scores of Group A and Group B. Similarly, to determine the impact of the instructional approaches after the three-week period (Research Question 4), another independent samples t-test was conducted to compare the posttest scores of the two groups. To further examine improvements within each group (Research Question 5), paired samples t-tests were utilized to compare pretest and posttest scores and determine whether statistically significant improvements in grammar mastery occurred following exposure to the instructional approaches implemented during the intervention period. All inferential statistical tests were conducted at a 0.05 level of significance to ensure rigor and reliability of findings. Finally, in addressing Research Question 6, the quantitative results were interpreted to formulate a proposed intervention plan, which was grounded in the statistical evidence and designed to strengthen grammar instruction through evidence-based task-based strategies. Because both groups were exposed to both instructional approaches through a counterbalanced crossover design, the study primarily examined overall changes in grammar mastery from pretest to posttest and compared posttest performance between groups following different instructional sequences. The findings were interpreted within the context of learners' exposure to both TBLT and conventional instruction rather than attributing improvements exclusively to a single instructional approach.

Ethical Considerations

This study rigorously observed the ethical standards governing research involving human participants, with particular adherence to Republic Act No. 10173, also known as the Data Privacy Act of 2012, which governs the protection and lawful processing of personal information. The Act mandated the protection of individual personal data and upholds the rights of data subjects, which included students participating in this research. Additionally, all participants were required to sign an informed consent form before any data collection took place. This document clearly explained the purpose of the study; the nature of their involvement, including what they were asked to do; the duration of their participation; and the assurance that participation is voluntary, and that they could withdraw at any time without any consequences or penalty.

RESULTS and DISCUSSION

Table 1.

Pretest results of Group A and B

Group	Mean	SD
A	9.30	2.8666
B	9.47	3.3294

Table 1 presents the pretest results of Group A and Group B prior to the implementation of Task-Based Language Teaching (TBLT). Group A obtained a mean score of 9.30, while Group B recorded a slightly higher mean of 9.47 out of 20 items. Although Group B's mean appears marginally higher, the difference of 0.17 is minimal and practically insignificant. This small gap suggests that both groups began the study with nearly the same level of grammar proficiency. From an experimental standpoint, this is important because it establishes baseline equivalence



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

between the two groups. In other words, neither group had a substantial advantage before the intervention, which strengthens the validity of any comparison made after the instructional period.

Looking more closely at the scores, both groups performed below 50% of the total test items, indicating limited mastery of cohesive devices and parallel structure at the outset. This raises an important consideration: if students had already encountered these topics in previous lessons, why were the scores relatively low? The findings suggest that prior exposure alone did not guarantee retention or deep understanding. Students may have recognized the concepts but struggled to apply them accurately in context. This gap between familiarity and functional mastery points to the need for instructional approaches that promote active engagement and repeated meaningful use of grammatical forms. The standard deviations further explain the distribution of scores within each group. Group A recorded a standard deviation of 2.87, while Group B had a slightly higher standard deviation of 3.33. These values indicate moderate variability in student performance, meaning that some learners performed noticeably higher or lower than the group average. The higher variability in Group B suggests a wider spread of abilities, with some students possibly demonstrating stronger grammar knowledge while others struggled significantly. Such dispersion implies uneven understanding of grammar concepts, highlighting the need for instructional strategies that can address diverse learning needs within the classroom.

Taken together, the pretest results reveal three essential insights: both groups started with low grammar mastery, the difference between groups was negligible, and there was moderate variation in individual performance. These findings justify the implementation of TBLT as an intervention aimed at improving grammar competence through active and meaningful language use. By establishing that both groups were comparable at baseline and that grammar mastery was generally limited, Table 1 provides a strong foundation for evaluating whether the instructional approach significantly influences posttest outcomes.

In line with this, International second-language acquisition (SLA) and grammar pedagogy research continues to emphasize the shift from traditional form-focused instruction toward communicative and task-based approaches that integrate grammar within meaningful use. In multilingual classrooms, learners often show gaps between grammatical knowledge and actual performance, which is why interaction-based and task-supported instruction is widely recommended (Ellis, 2021). Recent discussions also reinforce that Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) address persistent global concerns in second-language education by promoting fluency alongside accuracy, especially in diverse ESL/EFL contexts (Nunan, 2021). These perspectives align with the present findings, where low pretest scores and varied performance reflect a common international pattern of limited procedural mastery prior to communicative intervention.

Table 2.

Posttest results of Group A and B

Group	Mean	SD
A	12.30	3.7614
B	12.57	3.0815

Table 2 presents the posttest results of Group A and Group B after the implementation of the instructional intervention. Group A obtained a mean score of 12.30, while Group B recorded a slightly higher mean of 12.57 out of 20 items. Compared to their pretest means (9.30 and 9.47), both groups improved by approximately three points, indicating a clear gain in grammar mastery. This improvement suggests that students demonstrated better understanding and application of cohesive devices and parallel structure after the instructional period. However, while the numerical increase reflects progress, it is important to question whether this gain alone confirms the superiority of one teaching approach over the other. Descriptive increases show improvement, but only inferential analysis can determine whether the difference between groups is statistically significant. Despite the improvement, the posttest means indicate moderate rather than high mastery, as both groups scored slightly above 60% of the total test items. This raises an important consideration: does improvement necessarily mean mastery? The results suggest that while students benefited from the instruction, grammar development remains gradual and requires continuous reinforcement. The three-point increase reflects meaningful learning gains, yet it also implies that sustained exposure and repeated application of grammar concepts may be necessary to achieve higher proficiency levels. Thus, the findings demonstrate progress but not complete mastery.

The standard deviations further explain how students responded to the instruction. Group A's standard deviation increased from 2.87 to 3.76, indicating greater variability in posttest performance, while Group B's standard



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

deviation slightly decreased from 3.33 to 3.08, suggesting more consistent scores. The increased spread in Group A may indicate that some learners progressed significantly while others improved more gradually, reflecting varied responses to task-based activities. Since TBLT allows multiple approaches to task completion, learners may advance at different rates depending on engagement and skill level. Overall, Table 2 shows that both groups improved, but differences in score distribution suggest that instructional approaches may influence not only overall achievement but also patterns of learner progress.

From a broader SLA and global pedagogy perspective, the posttest gains in both groups reflect ongoing international shifts toward communicative and task-based grammar instruction, where accuracy develops through meaningful use rather than isolated rule practice. Recent studies emphasize that in multilingual classrooms, grammar learning is strengthened when learners negotiate meaning, collaborate, and use language in authentic tasks, aligning with global reforms in CLT and TBLT frameworks (Richards, 2022; Ellis, 2021). However, research also notes that such approaches often produce uneven gains, as learners progress at different rates depending on interaction quality, task design, and language exposure (Burns & Richards, 2023). This explains why improvement may not immediately translate to high mastery, reinforcing the idea that grammar development in second-language contexts is incremental and sustained by continued communicative practice.

Table 3.

Independent sample t-test on pretest scores of Group A and B

Variable	Mean difference	SD	t	df	p-value	Remarks
Group A Pre-Test vs Group B Pre-Test	-0.167	0.802	-0.208	58	0.836 ^{ns}	No significant difference

Note. ns = not significant at 0.05

Table 3 presents the results of the independent samples t-test conducted to determine whether a significant difference existed between the pretest scores of Group A and Group B. The mean difference of -0.167 indicates that Group B scored approximately 0.17 points higher than Group A prior to the intervention; however, this difference is extremely small and practically negligible. The computed t-value of -0.208 with 58 degrees of freedom further supports the observation that the groups performed almost identically at baseline. Most importantly, the p-value of 0.836 is substantially higher than the 0.05 level of significance, leading to the conclusion that there is no statistically significant difference between the two groups' pretest scores. This finding is crucial for the internal validity of the study. A key question to consider is: why is it important that there is no significant difference before the intervention? In quasi-experimental research, establishing baseline equivalence ensures that any changes observed in the posttest can be attributed more confidently to the instructional treatment rather than pre-existing differences. Since both groups demonstrated similar grammar mastery prior to the implementation of Task-Based Language Teaching (TBLT), the study can reasonably assume that subsequent improvements are more likely influenced by the teaching approach rather than unequal starting abilities. The statistical evidence therefore confirms that the two groups were comparable in grammar proficiency before instruction began.

Moreover, this result aligns with recent TBLT research emphasizing the importance of balanced starting points when evaluating instructional effectiveness. Studies such as those by Dineshika and Manathunga (2024) and Gong, Mohd Said, and Adnan (2025) highlight that meaningful task-based improvements are more accurately observed when learners begin at similar proficiency levels. When baseline differences are minimal, the instructional impact becomes clearer and more measurable. In summary, Table 5 strengthens the methodological soundness of the study by confirming group equivalence, thereby providing a reliable foundation for examining whether TBLT significantly enhances grammar mastery in the subsequent analysis.

Table 4.

Independent sample t-test on posttest scores of Group A and B

Variable	Mean difference	SD	t	df	p-value	Remarks
Group A Post-Test vs Group B Post-Test	-0.26667	0.88776	-0.300	58	0.765 ^{ns}	No significant difference



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Note. *ns* = not significant at 0.05

Table 4 presents the results of the independent samples t-test conducted to determine whether a significant difference existed between the posttest scores of Group A and Group B after the instructional period. The mean difference of -0.26667 indicates that Group B scored approximately 0.27 points higher than Group A; however, this difference is very small in practical terms. The computed t-value of -0.300 with 58 degrees of freedom resulted in a p-value of 0.765, which is considerably higher than the 0.05 level of significance. Statistically, this means that the observed difference in posttest means is not large enough to conclude that one group outperformed the other. In other words, any slight variation in scores is likely due to random variation rather than the instructional method itself.

The absence of a statistically significant difference carries an important implication. It suggests that both groups reached comparable levels of grammar mastery after the intervention. The small mean gap of 0.27 points is too minimal to reflect a meaningful instructional advantage. Therefore, the results imply that the gains observed in grammar competence were shared across groups rather than concentrated in only one.

Furthermore, this finding highlights that improvements in grammar may not always manifest as dramatic differences between groups, especially when baseline equivalence has already been established. Since both groups began at similar proficiency levels and both showed improvement, the lack of significant difference suggests that the instructional exposure—whether task-based or traditional—supported grammar development. The slight numerical variation in favor of Group B is most likely attributable to normal individual differences in learning pace, engagement, or prior familiarity with the content rather than to a decisive instructional advantage. Thus, Table 6 demonstrates that while improvement occurred, the difference between the two teaching approaches in terms of posttest performance was not statistically distinct.

Table 5.

Paired t-test on pretest and posttest scores of Group A and B

Variable	Mean	SD	t	df	p-value	Remarks
Group A						
Pretest- Posttest	-3.00000	3.10728	-5.288	29	<0.001*	Statistically Significant
Group B						
Pretest- Posttest	-3.10000	2.38313	-7.125	29	<0.001*	Statistically Significant

Note. **P-value* < 0.005

Table 5 presents the results of the paired samples t-test comparing the pretest and posttest scores within each group. For Group A, the mean difference of -3.00 indicates that posttest scores were, on average, three points higher than pretest scores. Similarly, Group B showed a mean difference of -3.10 , reflecting an average gain of slightly more than three points. The negative sign simply indicates the direction of subtraction (pretest minus posttest), not a decline in performance. A critical question to ask is: is a three-point increase meaningful on a 20-item test? In percentage terms, this represents roughly a 15% improvement, which is educationally substantial within a short three-week intervention period. Thus, beyond statistical significance, the numerical gain reflects practical instructional impact.

The computed t-values further clarify the strength of the improvement. Group A recorded a t-value of -5.288 , while Group B obtained a larger t-value of -7.125 , both with 29 degrees of freedom. These relatively high absolute t-values indicate that the observed improvements were not small fluctuations but consistent increases across students. The p-values for both groups were reported as <0.001 , which are far below the 0.05 (and even 0.005) significance threshold. This leads to another probing question: what does a p-value of <0.001 actually imply? It means that the probability of observing such improvements by chance alone is less than 0.1%. In statistical terms, this provides very strong evidence that the instructional period significantly enhanced grammar mastery in both groups. Examining the standard deviations offers additional insight into learner progress. Group A had a standard deviation of 3.11 for the difference scores, while Group B had a slightly lower value of 2.38. This suggests that improvements in Group B were somewhat more consistent among students, whereas Group A showed slightly greater variability in gains. Why might this be the case? Differences in engagement levels, adaptation to tasks, or individual learning pace may have influenced how much each student benefited from instruction. Nevertheless, despite slight differences in variability, both groups demonstrated statistically significant improvement, indicating that the overall instructional experience, which included exposure to both Task-Based Language Teaching (TBLT) and conventional grammar instruction, supported grammar development across diverse learners.

Overall, Table 5 provides the strongest statistical evidence in the study. While earlier tables showed no significant difference between groups, this table confirms that meaningful improvement occurred within each group over time. The results suggest that structured grammar instruction implemented through a combination of



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

communicative and conventional approaches can produce measurable gains in learners' proficiency. The findings align with previous research, such as Reyes (2024), which reported significant improvements in grammar usage following task-based instruction. Therefore, beyond the numerical results, Table 5 demonstrates that sustained instructional engagement with grammatical structures contributes to statistically and educationally significant progress in student learning.

Although the independent samples t-test revealed no significant difference in posttest scores between the two groups, qualitative observations during the intervention period suggest that the learning experience in the TBLT sessions was notably richer. Classroom observation notes indicated that students demonstrated higher levels of participation, collaboration, and engagement during the instructional phases in which Task-Based Language Teaching (TBLT) was implemented. Learners actively negotiated meaning, asked clarification questions, and corrected one another's grammatical errors during group discussions and collaborative writing activities. In contrast to traditional sessions, where participation was often limited to responding to teacher prompts, the TBLT sessions encouraged sustained peer interaction and spontaneous language use.

Task-Based Language Teaching Grammar Intervention Plan

The proposed Intervention Plan was developed based on the study's findings, which revealed that although students demonstrated improvement in grammar performance, many still struggled to apply grammatical rules effectively in communicative contexts. The pretest results showed low baseline mastery, indicating a gap between students' knowledge of grammar rules and their ability to use them accurately in writing and speaking. While traditional instruction contributed to measurable gains, the absence of a significant difference between groups in the posttest suggests the need for a more structured and communicative approach to strengthen grammar application.

Grounded in Task-Based Language Teaching (TBLT), the Intervention Plan aims to bridge this gap by embedding grammar instruction within meaningful, real-life tasks. By integrating the task cycle (pre-task, task, and post-task), the plan promotes active engagement, contextualized learning, and sustained grammar development aligned with the MELCs. Ultimately, the Intervention Plan seeks to enhance grammar mastery not only in test performance but also in authentic language use among Grade 8 learners.

Table 6.

Task-Based Language Teaching Grammar Intervention Plan

Objectives	Activities	Timeline	Budgetary Allocations	Plan of Action / Expected Output
Integrate grammar into meaningful communicative tasks	Implementation of Information-Gap, Reasoning-Gap, and Opinion-Gap tasks (debates, role-plays, storytelling, collaborative writing, surveys, campaigns)	3–6 weeks (English class sessions)	Printing of materials, ICT usage (school facilities), bond paper, visual aids	Conduct regular task-based sessions where students apply grammar in authentic contexts; monitor outputs through speaking and writing tasks; expect improved grammar accuracy and reduced errors in real communication
Apply the TBLT Task Cycle (Pre-task, Task, Post-task)	Pre-task: Exposure to authentic texts (news, social media posts, dialogues). Task: Group-based communicative projects (campaign creation, interviews, presentations). Post-task: Peer feedback, teacher scaffolding, grammar correction sessions	Weekly cycle implementation	Minimal (existing textbooks, digital resources); optional internet data	Implement structured task cycles weekly; guide students from fluency to accuracy through feedback and reflection; expect improved contextual use of cohesive devices and parallel structures



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P - ISSN: 3116-4374; E - ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Integrate ICT in grammar learning	Use of Google Docs, Padlet, Canva, and presentation tools for collaborative outputs	Throughout intervention	ICT lab usage; internet access (if needed)	Facilitate digital collaboration and submission of outputs; monitor student engagement through ICT-based tasks; expect enhanced participation and improved collaborative grammar outputs
Strengthen assessment and feedback mechanisms	Formative quizzes, rubrics for performance tasks, self-assessment checklists, peer evaluation forms	Bi-weekly formative; final summative task	Printing of rubrics and checklists	Conduct continuous assessment and immediate feedback; involve learners in self and peer evaluation; expect measurable improvement and increased awareness of grammar use
Provide teacher capacity-building support	Conduct TBLT workshop for English teachers; develop Task-Based Resource Pack (lesson plans, activity bank, rubrics)	1-day workshop; resource development phase	Training materials and handouts; snacks for participants	Organize training workshops and LAC sessions focused on task design, scaffolding, and classroom management; implement peer observation and demonstration teaching; develop and maintain a shared Task Bank for sustainable use; expect improved teacher competence, consistent TBLT implementation, and long-term integration of task-based strategies

Conclusion

The findings revealed that both groups demonstrated statistically significant improvement in grammar mastery following the instructional intervention. Both instructional approaches were associated with significant improvements in grammar mastery. The findings suggest that the incorporation of communicative task-based activities alongside conventional grammar instruction may support learners' grammar development. The results suggest that meaningful and communicative learning experiences contribute positively to grammar development among Grade 8 learners.

Classroom observations indicated that instructional phases utilizing TBLT were associated with increased learner participation, collaborative interaction, and authentic language use during communicative tasks. These findings highlight the value of integrating communicative and learner-centered approaches into grammar instruction to support both grammatical accuracy and communication competence. The study contributes to English language teaching and communicative grammar pedagogy by providing evidence that task-based approaches can enhance learner engagement while supporting meaningful language development in secondary education contexts.

Recommendations

1. English teachers may integrate Task-Based Language Teaching (TBLT) principles into grammar instruction to promote meaningful and communicative use of grammatical structures in authentic contexts.
2. School administrators may provide professional development opportunities focused on TBLT principles, communicative task design, and learner-centered instructional strategies for English teachers.
3. Future researchers may conduct longer-term investigations of TBLT implementation to further examine its effects on grammar mastery and communicative competence over extended instructional periods.
4. Researchers may explore the use of TBLT in digital and blended learning environments, including digital storytelling, collaborative writing platforms, and interactive communication tools.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

5. Educational institutions may incorporate task-based instructional strategies into curriculum planning, teacher training programs, and school-based language development initiatives to strengthen communicative grammar instruction.
6. English departments may develop centralized repositories of curriculum-aligned communicative tasks and grammar activities to support sustainable implementation of TBLT strategies across grade levels.
7. Teachers may adopt hybrid instructional approaches that combine pre-task preparation, communicative classroom interaction, and post-task feedback to maximize learner participation and grammar application.

REFERENCES

- Belda-Medina, J. (2021). Promoting inclusiveness, creativity and critical thinking through digital storytelling among EFL teacher candidates. *International Journal of Inclusive Education*, 25(2), 109–123. <https://doi.org/10.1080/13603116.2019.1678322>
- Burns, A., & Richards, J. C. (2023). *The Cambridge guide to learning English language teaching*. Cambridge University Press.
- Butler, Y. G. (2022). Task-based language teaching in primary and secondary school settings. *Language Teaching Research*, 26(3), 451–470. <https://doi.org/10.1177/13621688211004632>
- Bygate, M., Samuda, V., & Van den Branden, K. (2021). *Task-based language teaching: Theory, research, and practice*. John Benjamins Publishing Company.
- Chen, X., & Zhang, L. J. (2022). Effects of task-based language teaching on learners' grammatical competence and classroom interaction. *System*, 105, Article 102728. <https://doi.org/10.1016/j.system.2022.102728>
- Dao, P., & Newton, J. (2021). Task repetition and interactional feedback in task-based language teaching. *ELT Journal*, 75(2), 146–156. <https://doi.org/10.1093/elt/ccaa062>
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- East, M. (2021). *Foundational principles of task-based language teaching*. Routledge. <https://doi.org/10.4324/9780429293078>
- Education First. (2024). *EF English Proficiency Index*. <https://www.ef.com/wwen/epi/>
- Ellis, R. (2021). *Grammar teaching and learning in communicative classrooms*. Wiley-Blackwell.
- Febrianti, M., Dinata, R. P., Miranty, D., Gloria, I. R., & Imran, M. C. (2024). Effectiveness of the task-based language teaching method in improving foreign language writing skills. *International Journal of Language and Ubiquitous Learning*, 2(1). <https://doi.org/10.70177/ijlul.v2i1.774>
- Gong, Y., Mohd Said, N. E., & Adnan, A. H. (2025). Task-based language teaching and learner engagement in ESL classrooms. *TESOL Quarterly*, 59(1), 88–105.
- Kannan, S. (2023). *Importance of grammar in communication*. 21K School. <https://www.21kschool.com>
- Lee, J. F. (2021). The role of tasks in promoting grammar acquisition in second language classrooms. *Language Teaching Research*, 25(4), 567–585. <https://doi.org/10.1177/1362168819879021>
- Liao, L., Ye, S. X., & Yang, J. (2023). A mini review of communicative language testing. *Frontiers in Psychology*, 14, Article 1058411. <https://doi.org/10.3389/fpsyg.2023.1058411>
- Mudinillah, A., Rahmi, S. N., & Taro, N. (2024). Task-based language teaching: A systematic review of research and applications. *Lingeduca: Journal of Language and Education Studies*, 3(2), 102–115. <https://doi.org/10.70177/lingeduca.v3i2.1352>
- Nordquist, R. (2020). *Definition and examples of English grammar*. ThoughtCo. <https://www.thoughtco.com/what-is-grammar-1690909>
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Pawlak, M. (2021). *Investigating grammar learning and teaching in second language acquisition*. Springer. <https://doi.org/10.1007/978-3-030-53258-3>
- Rahman, M. M., & Pandian, A. (2018). A critical investigation of English language teaching in Bangladesh: Unfulfilled expectations after two decades of communicative language teaching. *English Today*, 34(3), 43–49. <https://doi.org/10.1017/S026607841700061X>
- Reyes, M. (2024). Effects of task-based instruction on grammar performance in secondary learners. *Journal of Language Teaching and Research*, 15(2), 210–220.
- Richards, J. C. (2022). *Communicative language teaching today*. Cambridge University Press.
- Sato, M., & McDonough, K. (2021). Practice and feedback in communicative language teaching and task-based language teaching. *Studies in Second Language Acquisition*, 43(2), 401–428. <https://doi.org/10.1017/S0272263120000368>



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P - ISSN: 3116-4374; E - ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

- Van den Branden, K. (2022). *Task-based language education: From theory to practice* (2nd ed.). Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Xu, J., & Fan, Y. (2021). The effectiveness of task-based language teaching in improving learners' grammatical competence and communicative performance. *Frontiers in Psychology, 12*, Article 735112.
<https://doi.org/10.3389/fpsyg.2021.735112>