Research Article

THE EFFECT OF TASK-BASED LEARNING AND AUTHENTIC MATERIALS ON ENGLISH GRAMMATICAL LEARNING ACHIEVEMENT FOR STUDENTS IN A THAI HIGH SCHOOL

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ABSTRACT

The objectives of this study aimed to compare the mean scores of students' English grammatical tests before and after receiving instruction using the task-based learning and authentic materials, and to investigate students' attitudes toward the learning approach. This study utilized a pre-experimental design (one-group pretest-posttest). The sample consisted of 50 eleventh-grade students from Marie Upatham School, chosen purposively from the first semester of the 2024 academic year. The instruments utilized in this study included: 1) a series of lesson plans spanning eight weeks, employing the task-based learning and authentic materials, 2) pre-post English grammatical tests, and 3) a questionnaire assessing students' perspectives on the task-based learning and authentic materials. The data were analyzed by paired sample t-test, mean, and standard deviation. The findings indicated a significant increase in students' English grammatical test scores after instruction using the task-based learning and authentic materials, with a level of significance of 0.05. Additionally, students showed positive attitudes toward the instructional method. These findings suggested the potential of the task-based learning and authentic materials to enhance English grammatical achievement, offering valuable insights for educators and researchers seeking to optimize teaching practices and educational outcomes.

Keywords: task-based learning, authentic materials, English grammar, attitude

INTRODUCTION

In teaching English, grammar serves as the backbone of the language, providing the structural framework necessary for effective communication. It consists of the rules and principles governing the arrangement of words, phrases, and clauses to convey meaning accurately and coherently. Proficiency in grammar is essential not only for clear and concise expression but also for facilitating comprehension and interpretation among speakers of a language. In the context of English language learning, mastering grammar is crucial as it lays the foundation for linguistic competence across various communication domains, including speaking, writing, reading, and listening. Moreover, mastering grammar improves language learners' capacity to express their thoughts, ideas, and intentions clearly and precisely, thus promoting effective communication and enabling meaningful interactions in both academic and real-life contexts (Dragobuzhda, 2020). Given its fundamental role in language acquisition and communication, the study of grammar remains a cornerstone in language education. This emphasizes the need for ongoing exploration and improvement of teaching methods to optimize learning outcomes.

In the past, educational curricula and various teaching approaches often focused on imparting the grammar structures of a foreign language through traditional methods (Dragobuzhda, 2020). This traditional approach typically involved the use of grammar translation techniques, where students were required to memorize English rules mechanically. However, it became evident that such methods were not effective and often resulted in students losing interest in learning English (Dragobuzhda, 2020). Consequently, this highlighted the need for the communicative language teaching (CLT) approach to equip students with practical skills for real-world scenarios and address these shortcomings.

This shift in teaching methodology prioritized language fluency and communication over rote memorization, fostering a more dynamic and engaging learning environment. As a result, communicative language teaching gained widespread recognition as a more effective and student-centered approach to language instruction, aligning with the evolving needs and expectations of language learners in the modern world.

Task-based learning was one of the communicative language teaching approaches. It served as a motivational tool for students, facilitating the acquisition of language structures and promoting effective grammar learning through communicative competence (Dragobuzhda, 2020). Farahani and Nejad (2009) noted that although task-based learning did not focus specifically on grammar instruction, grammar was naturally acquired through everyday tasks and interactive activities, leading to quicker development of proper grammatical forms. Furthermore, Rashtchi and Keyvanfar (2007) explained that grammatical tasks in task-based learning differed from traditional classroom exercises. During these tasks, students could express whatever thoughts they had, concentrating on conveying meaning and performing well for their peers. This approach resulted in the effective use of grammatical structures. Consequently, students aimed to both convey meaning and utilize specific grammatical elements to complete the task. Studies demonstrated the positive outcomes and advantages of employing task-based learning in teaching grammar (Ejaz & Naz, 2022; Pham & Do, 2021). For example, Ejaz & Naz (2022) highlighted improvements in students' grammatical accuracy through communicative tasks, while Pham & Do (2021) emphasized the increased engagement and practical application of grammar in real-world contexts.

Although task-based learning presented several benefits, various researchers recognized difficulties linked to its implementation. For instance, according to Stroud (2013), resistance toward task-based learning could result from factors like diminished motivation, disturbances in the classroom environment, limited participation, teacher proficiency, and the utilization of students' mother tongue. Ganta (2015) emphasized obstacles such as the complexity of tasks, proficiency in the language, familiarity with the subject matter, student inclinations, teacher viewpoints, and apprehensions regarding language precision, all of which could impact the efficacy of task-based learning. Furthermore, Dickinson (2010) proposed that elements like students' learning preferences, expectations, cultural variety, and geographical and socio-cultural distinctions could impact how students engage in task-based learning activities. As a result, finding appropriate task materials remained a gap in improving the effectiveness of task-based learning.Top of Form

To bridge this gap, incorporating authentic materials into task-based learning could offer a potential solution. Authentic materials, designed for native speakers, comprise genuine texts from everyday communication sources like magazines, websites, and newspapers, providing students exposure to authentic language usage (Berardo, 2006). These resources encompassed diverse formats such as videos, audio recordings, and written content crafted by native speakers for genuine communication purposes (Romero-Molina & Alfonso-Vargas, 2023). Several research studies illustrated positive outcomes in enhancing students' communication skills through the utilization of authentic materials (Sequeni, 2016; Castillo, Insuasty, & Jaime, 2017). Working with real materials immersed students in authentic language contexts, increasing their engagement and relevance to their interests (Nghi, 2023). Hence, the researcher was keen on investigating whether the incorporation of authentic materials into task-based learning method could enhance students' English grammatical achievement.

Even though task-based learning had gained recognition, there was still a lack of research specifically investigating its combination with authentic materials. Additionally, no studies had been identified that employed the integration of task-based learning with authentic materials in teaching grammar at the Thai high school level. Consequently, this study aimed to ascertain whether combining task-based learning with authentic materials could notably improve the English grammatical achievement of Thai high school students learning English as a foreign language. Furthermore, it aimed to explore students' viewpoints regarding this instructional approach.

Research Objectives

1) To compare the mean scores of students' English grammatical tests before and after receiving the task-based learning and authentic materials.

2) To investigate students' attitude toward the task-based learning and authentic materials.

Expected Benefits

The researcher expected:

1. To provide insights into the effects of the task-based learning and authentic materials on the improvement of students' English grammatical achievement.

2. The outcomes of this study to offer readers, including students, teachers, lecturers, and future researchers, innovative information and alternative viewpoints.

3. This research to enable educators teaching English to identify the most effective approach and use it as a guideline for enhancing students' achievements in English studies.

4. English teachers to be able to design innovative pedagogies that led to the highest levels of achievement.

Research Scope

The scope of this study consisted of the following:

Population and Sample

1. The population consisted of 310 high school students studying English as a foreign language at Marie Upatham School during the first semester of the 2024 academic year.

2. The sample consisted of 50 eleventh-grade students studying English as a foreign language at Marie Upatham School during the first semester of the 2024 academic year, selected by purposive sampling.

Variables of the Study

1. The independent variable encompassed task-based learning and authentic materials.

2. The dependent variables in this study included the English grammatical achievement of students who participated in classes utilizing the task-based learning and authentic materials, as well as the attitudes of students toward the approach.

Length of the Study

The study was conducted during the first semester of the 2024 academic year, from March 2024 to April 2024. The 24 lesson periods were developed based on the task-based approach and the authentic materials framework, spanning 8 weeks.

Literature Review

1. Task-Based Learning

Definition of Task-Based Learning

Task-based learning primarily aimed to teach students how to use the target language in authentic and meaningful ways through conversation. Originating in the 1980s, Prabhu (1987) introduced this method, emphasizing language learning centered on understanding and practical application. He suggested that classroom

tasks could engage learners' cognitive processes and facilitate natural language acquisition. Prabhu classified tasks into three categories: information-gap, reason ing-gap, and opinion-gap activities. Information-gap tasks involved sharing information to achieve communication objectives, emphasizing accurate communication. Reasoning-gap tasks prompted students to apply their reasoning skills to solve problems or deduce new information. For instance, students might be tasked with planning a trip and justifying their choices. Opinion-gap tasks encouraged learners to express their beliefs, opinions, or attitudes, typically requiring a certain language proficiency level. The goal was to enhance learners' logical reasoning abilities.

Task-based Learning Model

Willis (1996) adjusted task-based learning model into three main parts: the pre-task stage, the task cycle stage, and the language focus stage. In the first phase, pre-task, learners participated in preliminary activities related to the provided topic and also received clear purposes to guide their learning steps. In the second phase, task cycle, learners were involved in preparing the tasks and planning for presentations. They could share their ideas via writing or presenting and this way reflected on skills acquired both linguistic and non-linguistic. Teachers primarily monitored and facilitated their learners through this stage. In the final phase, language focus, teachers focused on language study and instruction. Learners could explore important aspects of the text and practice new vocabulary, sentence structures, and forms. These three stages aimed to provide students with ample linguistic resources.

Benefits of Task-Based Learning

In previous educational settings, integrating task-based learning into English language instruction in schools offered several notable advantages. Firstly, it promoted a natural learning environment, encouraging students to engage in activities such as teamwork and conversation, which facilitated language acquisition in a meaningful context. Secondly, the structured three-phase methodology inherent in task-based learning provided students with a diverse range of language content, thereby enriching their learning experiences and enhancing language proficiency. Moreover, the emphasis on real-world tasks and activities not only made learning more relevant and engaging but also helped students develop practical

language skills applicable to everyday situations.

Furthermore, task-based learning fostered a positive learning atmosphere characterized by increased student autonomy and collaboration. Unlike traditional methods that often prioritized rote memorization and grammar drills, task-based learning encouraged students to take ownership of their learning process and actively participate in tasks that mirrored authentic communication scenarios. This not only boosted students' confidence in using the English language but also encouraged creativity and critical thinking skills development. Additionally, by providing opportunities for students to freely express themselves and interact with peers in a supportive environment, task-based learning contributed to the creation of a vibrant and inclusive classroom community. Students felt empowered to share their ideas, opinions, and experiences, fostering a sense of belonging and mutual respect among classmates. As a result, learning became a collaborative endeavor where students could learn from each other's perspectives and cultural backgrounds, enriching their overall educational experience.

In conclusion, task-based learning in English language instruction had proven to be a valuable pedagogical tool, offering numerous benefits such as promoting natural learning, enhancing language proficiency, fostering student autonomy, and creating a positive and inclusive learning environment. As educators continued to explore innovative teaching methodologies, task-based learning remained a promising avenue for promoting effective language learning and meaningful engagement in the classroom (Prabhu, 1987; Willis, 1996).

2. Authentic Materials

Definition of Authentic Materials

Authentic materials, also known as contextualized materials, are items encountered in our everyday lives (Martinez, 2002). These materials encompass a wide range of resources such as newspaper articles, movies, advertisements, maps, comic books, brochures, video CDs (VCDs), and digital versatile discs (DVDs). They primarily serve as tools for communication among people. For instance, newspapers convey local and international news, while VCDs and DVDs provide entertainment. Furthermore, Hedge (2000) and Baird and Redmond (2004) suggested that authentic materials could be broadly divided into

spoken form, such as films, radio, and weather forecasts, and written form, including recipes, articles, and application forms.

Benefits of Authentic Materials

Many researchers strongly advocated for the use of authentic materials for several reasons, as supported by scholars like Berardo (2006). These materials offered various benefits, including keeping content current, enhancing learner motivation, comprehension, and satisfaction. They served as a source of inspiration for language learning, provided cultural insights, exposed students to real-world language usage, and promoted creative teaching approaches. Tomlinson (2011) emphasized that students tended to learn a language more rapidly when they had self-confidence. Moreover, scholars like Adams (1995) and Miller (2003) confirmed that authentic materials contained valuable language data and promoted better communication skills in students.

In this study, authentic materials could be effectively utilized in English language classrooms through careful selection and adaptation, in combination with appropriate teaching techniques and tasks.

3. Grammar

Grammar refers to the structural elements of language, including the analysis of syntax (word order), the organization of clauses and phrases, and the classification of parts of speech such as nouns, pronouns, verbs, etc. It is fundamental to the teaching and learning of languages. Grammar elucidates the types of words and word groups that constitute sentences in any language and enables discussions about language. Essentially, grammar dictates how sentences are structured and how the language is systematically arranged. It provides the rules and conventions that govern the correct use of language, ensuring clarity and precision in communication. Although focusing on correct punctuation might seem tedious, it is indeed worth the time and effort. Mastery of grammar not only facilitates effective communication but also enhances comprehension and critical thinking skills. It enables learners to construct coherent and sophisticated expressions, contributing to their overall language proficiency. Without knowledge of grammatical rules, clear and effective communication in the English language would not be possible. Thus, the study of grammar plays a crucial role in both

language acquisition and linguistic competence (NamazianDost, Bohlouzadeh, & Pazhakh, 2017).

4. Attitude

The importance of attitude in the study of English as a foreign language became evident. A positive attitude toward the target language, teaching methodology, and learning materials could significantly enhance a student's language acquisition. Exploring attitude from various perspectives revealed its complex dimensions. Gall, Borg, and Gall (1996) defined attitude as an individual's perception or feeling toward various aspects of language learning, such as people, objects, ideas, and other related elements. Expanding on this, Baker (1992) characterized attitude as a theoretical construct that aided in comprehending people's behavior and the degree of their commitment to specific aspects. Several previous studies consistently emphasized the crucial role of attitude in determining the overall achievement of individuals learning a second language (Azizi, Rezai, Namaziandost, & Tilwani, 2022; Tsunemoto & McDonough, 2021).

Hypothesis

1) The mean score of students' English grammatical tests after receiving the task-based learning and authentic materials was higher than before.

2) Students' attitudes toward the task-based learning and authentic materials were highly positive.

Conceptual Framework

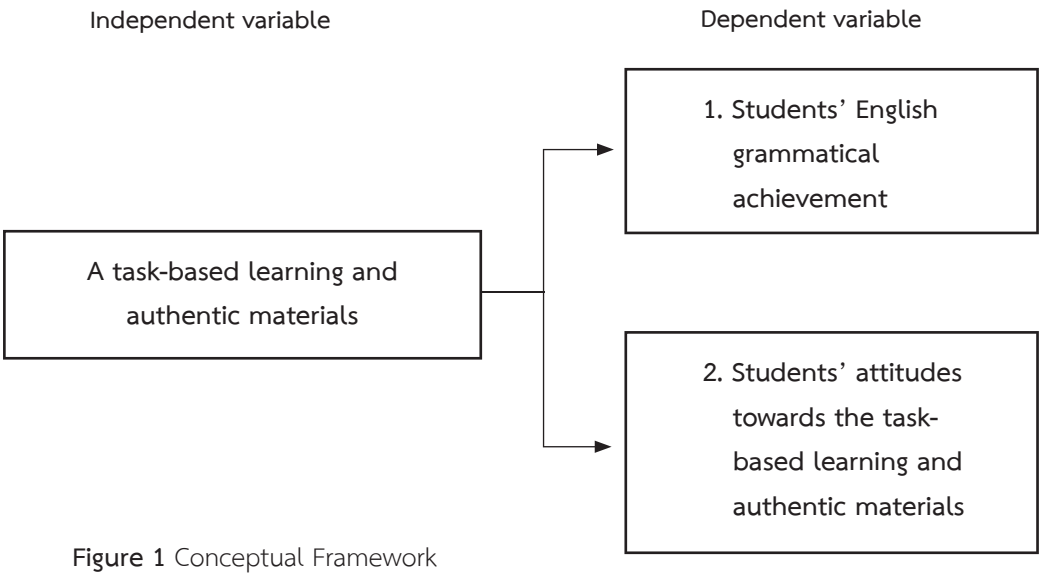


Figure 1 Conceptual Framework

Methodology

This study utilized a pre-experimental design (one-group pretest-posttest) (Fraenkel, Wallen, & Hyun, 2019) with the following components.

Population and Sample

The population was 310 high school students at Marie Upatham School during the first semester of the 2024 academic year. From this population, a sample of 50 eleventh-grade students from the fundamental English class (E32101) during the same semester was selected. These students were chosen using the purposive sampling technique (Fraenkel et al., 2019), based on the following reasons: Tenth-grade students, being new to the high school level, usually had limited study experience and focus. On the other hand, twelfth-grade students, nearing the end of high school, were primarily occupied with university preparations and often completed their studies earlier than other grades. In contrast, eleventh-grade students had already adjusted to high school and had accumulated adequate learning experience. Hence, they were deemed the most appropriate group for inclusion in the study. Their selection was also based on their performance on previous English proficiency assessments.

Instruments

1. Lesson Plans

The lesson plans for an eight-week period were developed using the task-based learning and authentic materials framework. These plans underwent validation by five experts to ensure content validity. The scores on the Index of Item Objective Congruence (IOC) fell within the range of 0.05 to 1.00, affirming their validity.

2. English Grammatical Test

The researcher adopted the TOEFL JUNIOR as the English grammatical test for this study. This selection was made due to the test's established reputation for reliability and global recognition, especially among students aged between 10 and 17, which was considered suitable for high school students. The language form and meaning section of the TOEFL JUNIOR was chosen for both pretest and posttest assessments, with questions rearranged. Each test comprised 40 questions.

3. The Attitude Questionnaire

A questionnaire was created to explore students' attitudes toward the task-based learning and authentic materials. A 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree) was

utilized in the questionnaire. It comprised four sections: learning activities, content, benefits, and suggestions. Five experts examined the questionnaire to ensure its content validity and reliability. Scores on the Index of Item Objective Congruence (IOC) ranged from 0.05 to 1.00. Reliability was evaluated using Cronbach's Alpha (Cronbach, 1990), resulting in a value of 0.88.

Data Collection Procedures

The study was conducted during the first semester of the academic year 2024. In the initial phase, students underwent the pretest to establish their baseline understanding. Following this, they engaged in structured instruction delivered through the task-based learning and authentic materials, following a designed series of eight-week lesson plans. Throughout this period, students actively participated in various learning activities aimed at enhancing their English grammatical skills. Subsequently, students participated in the posttest assessment to measure any changes in their proficiency levels after the instructional intervention. Finally, as a crucial component of the study, students were invited to complete a comprehensive questionnaire aimed at gauging their attitudes and perceptions toward the task-based learning and authentic materials.

Data Analysis

For the first hypothesis, quantitative analysis involved utilizing the paired sample t-test to examine potential changes in students' English grammatical test scores. This statistical method allowed for a direct comparison between scores obtained before and after the integration of task-based learning and authentic materials, offering valuable insights into the effectiveness of the instructional intervention. Regarding the last hypothesis, mean and standard deviation calculations were employed to evaluate student attitudes toward the method. The researcher aimed to identify potential patterns or correlations that might influence student perceptions. Furthermore, qualitative data from open-ended questions in the questionnaire underwent descriptive analysis. Through this qualitative analysis, the researcher gained a nuanced understanding of various qualitative aspects of student attitudes, including their motivations, challenges, and suggestions for improvement.

Results

The study's results were presented in the following sections:

1. The outcomes of the first objective, which aimed to compare students' mean scores on English grammatical tests before and after exposure to the task-based learning and authentic materials, were detailed below:

To assess the mean scores of students' English grammatical tests before and after the implementation of the task-based learning and authentic materials, the paired sample t-test was utilized. The analysis revealed that the mean score on the pretest was 17.32 (standard deviation = 2.50), while the mean score on the posttest was 26.06 (standard deviation = 3.59) (refer to Table 1).Top of Form

Table 1 Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Posttest	26.060	50	3.594	0.508
	Pretest	17.320	50	2.503	0.354

The results of comparing pretest and posttest scores revealed a t-test value of 30.17, with 49 degrees of freedom, and a significance level (sig) of less than .001 (refer to Table 2). Consequently, the findings suggested that the mean score of the posttest exceeded that of the pretest at the 0.05 significance level, thereby confirming the first hypothesis.

Table 2 Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair1	Posttest-Pretest	8.740	2.048	0.290	8.158	9.322	30.169	49	<0.001

2. The outcomes of the last objective, aimed at exploring students' attitudes toward the task-based learning and authentic materials, were detailed as follows:Descriptive statistics were employed to calculate the mean scores and standard deviations of students' attitudes across three categories: task-based learning activities, content, and benefits. The findings revealed that the mean score of students' attitudes toward task-based learning activities was 4.41 (standard deviation = 0.38), content was 4.38 (standard deviation = 0.32), and benefits was 4.34 (standard deviation = 0.38). The total mean score across the three categories was 4.38 (standard deviation = 0.32) (refer to Table 3). Furthermore, students' responses to open-ended questions in the final section of the questionnaire indicated a sense of motivation and satisfaction with the task-based learning and authentic materials. They also reported significant improvements in their English grammatical skills through this approach. Additionally, students provided suggestions, including the need for more time to prepare presentations and to allocate more time for English communication practice. Thus, the collective findings indicated highly positive attitudes toward the task-based learning and authentic materials among students, thereby supporting the last hypothesis.

Table 3 Statistics

Statistics					
		Students' attitudes toward task-based learning activities	**Students' attitudes toward contents**	**Students' attitudes toward benefits**	**Total**
N	**Valid**	**50**	**50**	**50**	**50**
	Missing	**0**	**0**	**0**	**0**
Mean		**4.414**	**4.384**	**4.344**	**4.380**
Std. Deviation		**.379**	**.324**	**.380**	**.324**

Discussion

This section discusses the findings of the study as follows:

1. The findings of the first objective reveal that the mean score of the posttest is higher than the mean score of

the pretest at the 0.05 level of significance, supporting the first hypothesis that students' mean scores on English grammatical tests improve after receiving instruction through the task-based learning and authentic materials. Students' English grammatical achievement improves for several reasons.

Firstly, task-based learning emphasizes learning activities where students actively engage in significant language practice either individually, in pairs, or within groups. This approach provides students with numerous opportunities to use English in authentic communication. Moreover, students can naturally practice grammar with their peers and collaborate to accomplish assigned tasks. This observation is congruent with the findings of Farahani and Nejad (2009), who assert that while task-based learning does not specifically target grammar instruction, grammatical competence is naturally acquired through routine tasks and interactive activities, thereby leading to quicker development of proper grammatical forms.

Secondly, task-based learning activities not only offer students numerous opportunities for collaborative work but also encourage them to express their ideas freely. This collaborative environment cultivates a sense of ownership and engagement among students, motivating them to actively participate and contribute to discussions. Consequently, students feel empowered to utilize their linguistic resources and engage in meaningful communication, thereby fostering success in language learning. This notion is reiterated by Dragobuzhda (2020), who describes task-based learning as a motivational tool for students, facilitating the acquisition of language structures and promoting effective grammar learning through communicative competence.

Thirdly, incorporating authentic materials, such as songs, into tasks encourages students to select their preferred songs and deliver presentations to the class, in which they discuss reasons for their choices, analyze song meanings, and highlight their perceived benefits. Additionally, students are tasked with updating their peers on the latest chart-topping music. This approach not only fosters language learning motivation but also satisfies individual preferences. Another illustration of authentic materials utilized in tasks involves movies. Watching films exposes students to real-world language usage and cultural insights simultaneously,

leading to rapid improvement in English proficiency. This practice is reinforced by Berardo (2006), who elucidates that integrating authentic materials into learning activities provides various advantages, including currency of content, heightened learner motivation, improved comprehension, and overall satisfaction.

Lastly, Willis (1996) revises the task-based learning framework, comprising three primary elements: the pre-task, task cycle, and language focus. Elaborating on this, students engage in authentic language practice during the task cycle phase, prioritizing meaningful communication over grammatical accuracy. However, the language focus stage, which constitutes the final phase, offers students opportunities to explore language structures and vocabulary and practice using them. This enables them to improve not only their fluency but also their ability to communicate with correct forms and appropriate words.

2. The findings of the last objective indicate that students' attitudes toward the task-based learning and authentic materials are highly positive, thus supporting the last hypothesis. This positive perception is evident in each section as outlined below:

In the first section, students' attitudes toward learning activities, students highlight their role in fostering collaborative critical thinking and problem-solving. They emphasize the value of exchanging ideas and sharing experiences within groups, which enhances the learning experience. Additionally, students appreciate the opportunity to engage in English conversations with peers and assist each other in language learning, such as explaining complex vocabulary and grammar usage. Moreover, they derive enjoyment from the learning tasks provided and express enthusiasm for creatively using the English language.

In the second section, students express positive attitudes toward the content of the learning materials. They note that authentic materials such as movies, songs, and news articles are highly relevant to their daily lives, allowing them to engage with real-life situations. Consequently, they find these authentic materials more captivating than traditional textbooks. Furthermore, exposure to authentic materials, such as movies, enhances their understanding of real-world language usage and enables them to learn different English accents. Additionally, movies serve as a gateway

to understanding diverse cultures and traditions from around the globe.

In the third section, students discuss the benefits they derive from the task-based learning and authentic materials. They emphasize that these methods significantly enhance their English vocabulary and grammar skills. Additionally, students express heightened motivation, enjoyment, and a greater sense of independence in their language learning pursuits.

In the final section, suggestions, students express overall satisfaction with the instruction and propose that teachers allocate additional time for presentation preparation and English communication practice. This is particularly important for students with lower English proficiency, as they may require extra time to manage the information and refine their presentation skills. Furthermore, students express a desire for more opportunities to engage in English communication with their peers, suggesting that increased time would allow for further practice and improvement.

The above findings demonstrate that students hold favorable attitudes toward the task-based learning and authentic materials across all sections. This insight is valuable for researchers aiming to enhance teaching approaches. It supports Baker (1992), who characterizes attitude as a theoretical framework essential for understanding human behavior and their level of dedication to the depth of their commitment to specific things.

Conclusion

The findings of this study offer valuable perspectives on the effectiveness of the task-based learning and authentic materials in enhancing students' English grammatical achievement and their attitudes toward the learning methodology. Firstly, the results support the hypothesis that students' mean scores on English grammatical tests significantly improve after receiving instruction through the task-based learning and authentic materials. This progress can be attributed to various factors, such as the focus on meaningful communication, collaborative learning tasks, and exposure to real-world language usage. Secondly, students' positive attitudes toward the task-based learning and authentic materials further affirms the effectiveness of the pedagogical strategy. Students express satisfaction with the engaging nature of the learning activities, the relevance of authentic materials, and the perceived benefits they

offer for language acquisition. Moreover, their suggestions for further improvement indicate a willingness to participate actively in the language acquisition process. These findings hold substantial significance for language educators and curriculum developers aiming to enhance language learning outcomes in academic contexts.

Suggestions and Recommendations

Recommendations from this study:

1. To provide opportunities for collaborative learning and communication within the classroom to stimulate active engagement and peer interaction.

2. To conduct workshops and training sessions for teachers to equip them with the knowledge and skills necessary to implement task-based learning and methods for integrating authentic materials into their teaching methodologies.

Recommendations for future research:

1. To explore the long-term effects of applying the task-based learning and authentic materials on students' English grammatical proficiency and language learning achievements over an extended period.

2. To conduct comparative research studies to evaluate the relative effectiveness of different instructional approaches, such as task-based learning versus Presentation, Practice, Production approach, across a range of language learning environments.

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