Task-Based Language Teaching and Oral Communication Engagement of English Major Students in Kolehiyo ng Pantukan

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ABSTRACT

Task-Based Language Teaching (TBLT) is an approach to language instruction that emphasizes the use of meaningful and communicative tasks to develop learners' ability to use language in real-life situations. It provides opportunities for students to actively participate in communication and apply their language knowledge to develop their oral communication engagement. This study aimed to determine the level of task-based language teaching and the frequency of oral communication engagement among BSED English students at Kolehiyo ng Pantukan, as well as the relationship between the two variables. The study utilized a quantitative descriptive-correlational research design, and the respondents were 339 BSED English students from all year levels of the academic year 2025–2026. For the data gathering, a validated researcher-made questionnaire was used. The findings revealed a low positive correlation between task-based language teaching and oral communication engagement, with a Spearman rho value of 0.36. The null hypothesis was rejected because the p-value was less than .001, which is below the 0.05 level of significance. Although the correlation was low in strength, the relationship was statistically significant. The relatively large sample size of 339 respondents may have provided sufficient statistical power to detect this association. The level of task-based language teaching was interpreted as often, with an overall mean of 4.27, while the frequency of oral communication engagement was also interpreted as often, with an overall mean of 4.34. The coefficient of determination was 0.13, indicating that 13% of the variation in oral communication engagement was associated with task-based language teaching, while the remaining 87% was associated with other factors not examined in the study. Thus, the null hypothesis was rejected, indicating a statistically significant but low positive relationship between task-based language teaching and oral communication engagement among BSED English students in Kolehiyo ng Pantukan.

Keywords*:* education, task-based language teaching, oral communication engagement, quantitative method, Philippines.

INTRODUCTION

In the context of education, oral communication engagement is connected to academic participation. It is not limited to the simple exchange of words; rather, it is a social and interactive process that allows individuals to build relationships, share knowledge, and negotiate meaning in real time (Ismael and Li, 2025). However, despite of the ongoing exposure to the English language, many students are still struggling to express their thoughts effectively through oral communication engagement. A study in Kuwait showed that students are not willing to communicate in the English classroom. Students are passive in the language classroom and choose not to use the target language most of the time. Further, due to the minimal exposure to the target language, EFL learners in general are relatively poor in oral communication. Moreover, in most EFL classrooms, a weakness in using the language through oral communication and interaction has been observed and emphasized the need for teaching approaches that actually promote active engagement and practical language use in classroom settings (Alrowayeh, 2017).

Globally, a study in India has highlighted that issues with oral communication are becoming increasingly visible in today's educational landscape, especially in EFL/ESL contexts. Mostly schools often place an exaggerated emphasis on reading and writing, leaving a gap in the skills learners truly need. The lack of focus on the phonological, morphological, syllabic, semantic, and syntactic aspects of language has turned into a significant barrier for English language learner (Robert & Meenakshi, 2022). Moreover, Mahbub & Hadina (2021) said that EFL in this technology-driven world is required to develop strong oral communication engagement to navigate both online and offline interactions. Within the global context, oral communication engagement in English learners is essential to communicate effectively and make an impact in personal, professional, social, and political settings.

In the Philippines, hindrances to oral communication engagement stems from various sources, ranging from personal barriers to environmental factors. Low confidence and difficulties in speaking correctly, as well as limited vocabulary, prevent students from communicating effectively in English. In addition, the oral communication engagement of Filipinos alongside their overall English language proficiency are declining. This illustrates that despite exposure to the English language, Filipino learners may encounter challenges in enhancing their English proficiency particularly in oral communication engagement (Quimba, 2022).

In a local setting, a study conducted in public high schools in the Davao Region by Baillo et al. (2025) revealed that learners face challenges in their oral communication engagement. These challenges stem from anxiety and a lack of engaging learning methods, leaving their oral communication engagement underdeveloped. Further, Chentez et al. (2020) reveal that learners commonly experience difficulties in their oral communication engagement, often due to their infrequent use of English in daily interactions and nervousness, which makes it hard for them to express themselves effectively.

However, despite the numbers of research on oral communication engagement among English learners in other regions, there is no existing study how Tasked-Based Language Teaching (TBLT) addresses the oral communication challenges unique to English major students in Kolehiyo ng Pantukan, particularly in relation to limited classroom resources, students' varying English proficiency levels, and their low opportunities for authentic language use. The researchers believe that such urgency is needed in investigating the effectiveness of Task-Based Language Teaching in enhancing oral communication engagement that can give practical strategies to improve students' confidence, fluency, and overall communicative competence. Thus, such findings are important not only for classroom practice but also for the preparation of future educators who can model strong oral communication in their own teaching careers.

Research Questions

This study aimed to determine the level of Task-Based Language Teaching (TBLT) and the frequency of oral communication engagement among English majors in Kolehiyo ng Pantukan, as well as the relationship between the two variables.

Specifically, the study sought to answer the following questions:

1. What is the level of Task-Based Language Teaching (TBLT) among English majors in Kolehiyo ng Pantukan in terms of:

1.1 authenticity;
1.2 meaning emphasis;
1.3 learner-centeredness;
1.4 interactive & communicative tasks; and
1.5 performance-based assessment?

2. What is the frequency of oral communication engagement among English majors in Kolehiyo ng Pantukan in terms of:

2.1 audience engagement;

2.2 context;
2.3 transactional skills;
2.4 interpersonal skills;
2.5 medium of exchange; and
2.6 paralinguistics?

3. Is there a significant relationship between Task-Based Language Teaching (TBLT) and oral communication engagement of English majors in Kolehiyo ng Pantukan?

LITERATURE REVIEW

Task-Based Language Teaching

Task-based language teaching is rooted in the constructivist school of teaching methods. Learners learn easily when they focus more on tasks rather than language forms; thus, by engaging learners in meaningful tasks, they can develop their English level in a more natural and practical manner. The task-based language teaching approach develops communication and enables learners to apply their language knowledge in authentic contexts. In addition to this approach, it places tasks at the heart of the teaching approach, viewing the learning process as a sequence of tasks directly tied to and supporting the curricular objectives (Li, 2023).

In addition, according to the study of Ellis (2023), language is most effectively acquired through purposeful activities that encourage genuine interaction and practical skill use. In addition, Mudinillah et al. (2024) demonstrate that TBLT enhances both linguistic and communicative competence by providing learners with real-world language tasks. Overall, by emphasizing authentic, purposeful tasks, TBLT not only fosters language development but also equips learners with the skills and confidence necessary for effective communication across diverse educational contexts (Alasal, 2025).

Oral Communication Engagement

A study by Baclayon et al. (2025) found that factors such as self-confidence, vocabulary, pronunciation, and comprehension play a vital role in enhancing oral communication engagement. Similary, Lopez (2025) examined the factors associated with students' engagement in oral communication tasks, focusing on affective filters and willingness to communicate. The study further emphasized the importance of developing learners' self-confidence, reducing anxiety, and creating opportunities for students to effectively develop oral communicate engagement.

In addition, a study by Apat et al. (2023) revealed that the students who demonstrated a good level of oral communication showed a significant and higher academic performance enhancing overall engagement through oral communication. Moreover, oral communication engagement are a foundational aspect in fostering positive social connections and overcoming cultural barriers. Students who have strong oral communication engagement are more likely to mold positive relationships with their peers and teachers, feel welcome and motivated to learn, and navigate social challenges effectively. Hence, oral communication engagement also enable learners to articulate and act out their learning outcomes and achieve effective learning results (Reyes & Signey, 2024).

RESEARCH METHODOLOGY

Research Design

The researchers utilized a descriptive-correlational research design, which is considered the most appropriate approach for this study. According to Bhat (2023), descriptive-correlational research is a type of research design that explains the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them. This design is suitable in educational research contexts where the goal is to assess the level of certain

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teaching approaches and engagement among students and determine how these variables are associated to each other.

In this study, descriptive-correlational research design was applied to assess the level of Task-Based Language Teaching (TBLT) and oral communication engagement of English majors in Kolehiyo ng Pantukan, and to examine the relationship between the two variables. The use of this design is justified because the researchers aim to describe existing conditions (levels of Tasked-based language teaching and oral communication engagement) and analyze the correlation between the two variables without implementing experimental interventions.

Respondents

The respondents of the study were students enrolled in the 1st to 4th year levels of the BSED English program in Kolehiyo ng Pantukan for the academic year 2025–2026. These respondents were identified through official enrollment records provided by the registrar's office, ensuring that only currently enrolled students were included in the study. The researchers used a complete enumeration sampling technique in conducting the study. According to Encycluhob (2024), complete enumeration involves collecting data from every individual or element within the population of interest. This approach aims to include all members of the population without exclusion to ensure a comprehensive and accurate representation of the respondents. Through this technique, all 339 BSED English students at Kolehiyo ng Pantukan were included in the study.

Instruments of the Study

The study made use of a researcher-made survey questionnaire specifically designed to measure the level of task-based language teaching and the frequency of oral communication engagement of BSED English major students in Kolehiyo ng Pantukan. The study was composed of eleven (11) indicators in total, consisting of five (5) indicators for TBLT and six (6) indicators for oral communication engagement.

For the independent variable, task-based language teaching (TBLT), the indicators include authenticity, meaning emphasis, learner-centeredness, interactive and communicative tasks, and performance-based assessment. Each indicator was measured using five (5) questionnaire items.

For the dependent variable, oral communication engagement, the indicators include audience engagement, context, transactional skills, interpersonal skills, medium of exchange, and paralinguistics. Similar to the independent variable, each indicator was also measured using five (5) items, ensuring uniformity in the assessment of respondents' reported oral communication engagement. All items were rated using a 5-point Likert scale, where 5 = Always, 4 = Often, 3 = Sometimes, 2 = Seldom, and 1 = Never, to determine the frequency of the behaviors described in each statement.

In addition, the research instrument underwent content validation by experts in language education and research methodology to ensure its clarity, appropriateness, and alignment with the constructs being measured. Revisions based on expert feedback were incorporated to enhance the validity of the instrument. With these procedures, the researcher-made questionnaire was deemed valid and suitable for use in the final data collection process, ensuring the reliability and accuracy of the gathered data.

Procedure

In the gathering of data, the researchers observe the following steps. First, seeking permission to conduct the study. After the research proposal and validation of questionnaire was approved, the researchers prepared a formal letter addressed to the acting college president, VP for research and administration, research adviser and program head. Upon approval, the researchers asked for the respondents' consent, administered the questionnaire, and retrieved it afterward. Proper and specific instructions on how to answer the items in the questionnaire were given beforehand.

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Moreover, the researchers administered the questionnaire through both printed copies and an online version using Google Forms. The printed questionnaires were distributed to respondents during their designated free time at school, with clear instructions provided to ensure accurate and consistent responses. To reach students who we were unable to answer during school hours and to provide convenience for some respondents, the Google Forms link was also sent to the English Major Club. Which allowed broader participation and ensured that all target respondents had equal opportunity to accomplish the questionnaire. After data collection, the researchers retrieved the printed questionnaires personally and monitored the Google Forms responses to ensure completeness, accuracy, confidentiality, and proper handling of all gathered data. Thus, the results were analyzed and interpreted based on the purpose of the study

Limitations of the Study

The study relied on self-reported questionnaire responses, which may be influenced by participants' perceptions and social desirability. It also did not include a direct performance assessment of oral communication or control for other factors that may be associated with oral communication engagement. Therefore, the findings should be understood as respondents' reported engagement rather than a direct measure of oral communication proficiency.

Ethical Considerations

This study adhered to the ethical standards and guidelines established by the Research Office. Informed consent was obtained from all respondents prior to data collection. The selection of respondents was carried out with careful consideration of possible physical, psychological, and social risks. They were fully informed about the purpose of the study, the procedures involved, and their rights as research participants. Participation was entirely voluntary, with respondents willingly completing the questionnaire without any form of coercion or intimidation. Their rights, dignity, and personal autonomy were respected throughout the research process. Confidentiality was also strictly maintained, and all collected data were handled with care to protect participants' identities. Furthermore, individuals who chose not to participate were fully respected, and no penalties or negative consequences were imposed on students who declined involvement. All data collection instruments and materials were securely stored and properly managed to ensure data protection and ethical compliance.

RESULTS AND DISCUSSION

The data collected from the respondents' completed questionnaires was presented, examined, and interpreted in this section of the study. The presentation was in line with the particular queries that were raised in light of the study's goals

Task-based Language Teaching

Table 1 Summary on the Level of Task-Based Language Teaching of BSED English Students at Kolehiyo ng Pantukan

Indicators	**Mean**	**Interpretation**
1. Authenticity	4.22	Often
2. Meaning Emphasis	4.24	Often
3. Learner-Centeredness	4.31	Often
4. Interactive And Communicative Tasks	4.29	Often
5. Performance-Based Assessment	4.31	Often
Overall Mean	4.27	Often

Legend: 4.50–5.00, Always; 3.50–4.49, Often; 2.50–3.49, Sometimes; 1.50–2.49, Seldom; 1.00–1.49, Never.

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Table 1 presents the summary of the level of task-based language teaching. With an overall mean of 4.27, with the description of often. This means that the level of task-based language teaching among BSED English major students at Kolehiyo ng Pantukan is high. Among the indicators, the indicators learner-centeredness and performance-based assessment obtained the highest mean of 4.31, both with the description of often, followed by the indicator interactive and communicative tasks, which obtained the second highest mean of 4.29, with the same description, often. Meanwhile, authenticity recorded the lowest mean of 4.22, still with the description of often.

This study is supported by East (2021), who emphasized that TBLT encourages active learner engagement, collaboration, and communicative competence through carefully designed tasks. The study also noted that task-based instruction allows students to use language meaningfully while developing confidence and practical oral communication engagement.

Similarly, Long (2016) stated that task-based language learning is a learner-centered and communication-based approach that enhances language acquisition through meaningful task performance. Thus, it supports the present study, where students demonstrated strong engagement and participation in task-based learning activities.

Oral Communication Engagement

Table 2 Summary of the Frequency of Oral Communication Engagement of BSED English Students at Kolehiyo ng Pantukan

Indicators	**Mean**	**Interpretation**
1. Audience Engagement	4.24	Often
2. Context	4.33	Often
3. Transactional Skills	4.32	Often
4. Interpersonal Skills	4.40	Often
5. Medium of Exchange	4.34	Often
6. Paralinguistics	4.38	Often
Overall Mean	4.34	Often

Legend: 4.50–5.00, Always; 3.50–4.49, Often; 2.50–3.49, Sometimes; 1.50–2.49, Seldom; 1.00–1.49, Never

Table 2 presents the frequency of oral communication engagement among BSED English major students at Kolehiyo ng Pantukan. The overall mean of 4.34, interpreted as often, indicates that the respondents frequently engaged in behaviors associated with oral communication. Interpersonal skills obtained the highest mean of 4.40, followed by paralinguistics with 4.38. Meanwhile, audience engagement recorded the lowest mean of 4.24, which was still interpreted as often.

This finding is supported by the study of Toro et al. (2018), which explained that the communicative language teaching approach improves students' oral communication engagement and strengthens communicative competence through communication activities and oral production tasks. Moreover, Tipmontree and Tasanameelarp (2020) found that communicative classroom activities improve oral English communication skills and strengthen learners' self-confidence in speaking English.

Table 3 Significant Relationship Between the Level of Task-Based Language Teaching and the Frequency of Oral Communication Engagement of BSED English Students at Kolehiyo ng Pantukan

Variables	**Correlation Method**	Spearman rho	**Interpretation**	**p-Value**	**Decision on Ho at α=0.05**	**Conclusion on Relationship**
Task-based Language Teaching				< .001		

Oral Communication Engagement	Spearman rho	0.36	Low Correlation		Rejected	Significant
Coefficient of Determination						0.13

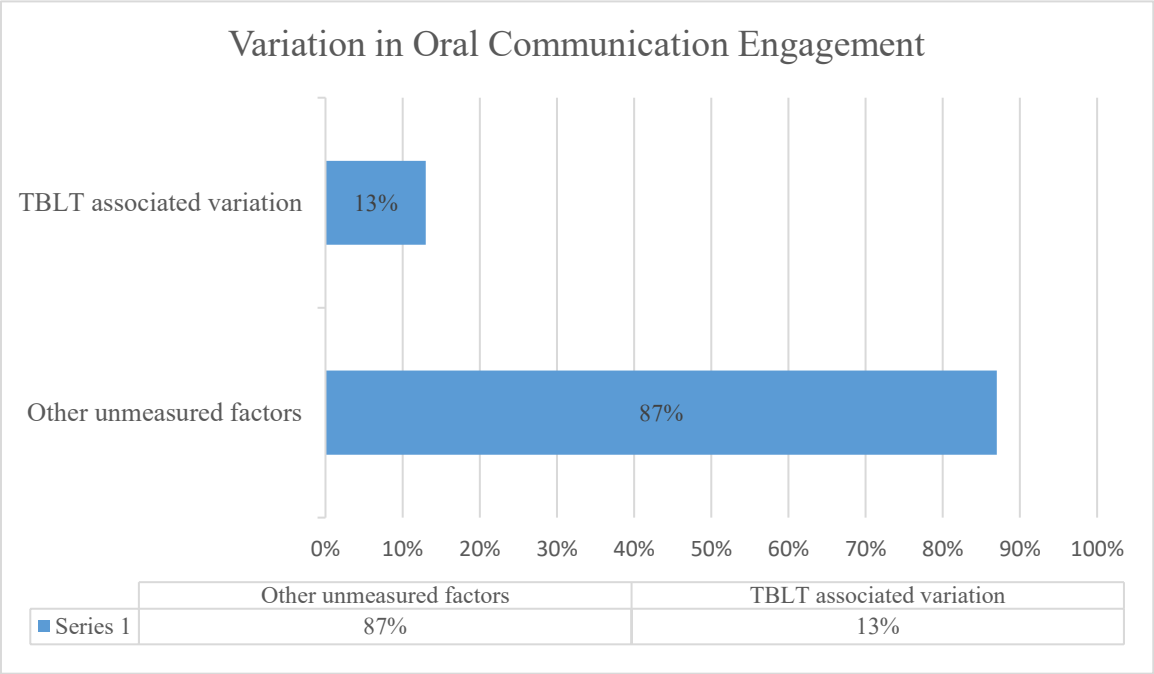

Figure 1. Proportion of variation in oral communication engagement associated with TBLT and other unmeasured factors.

Table 3 presents the significant relationship between task-based language teaching and the frequency of oral communication engagement among BSED English students at Kolehiyo ng Pantukan. The table shows that the computed Spearman rho value is 0.36, which indicates a low positive correlation between the two variables. This means that higher levels of task-based language teaching tend to be associated with more frequent oral communication engagement. Moreover, the p-value was less than .001, which is below the 0.05 level of significance, indicating that the relationship is statistically significant. Although the correlation is low in strength, the relationship is statistically significant. The relatively large sample size of 339 respondents may have provided sufficient statistical power to detect this association. Therefore, the null hypothesis is rejected. Thus, the result indicates a statistically significant but low positive relationship between task-based language teaching and oral communication engagement.

The coefficient of determination was 0.13, indicating that 13% of the variation in oral communication engagement was associated with task-based language teaching, while the remaining 87% was associated with other factors not included in the study. This indicates that task-based language teaching is related to oral communication engagement, but the strength of the relationship is limited. The findings therefore suggest that other unmeasured factors may also be associated with students' oral communication engagement.

Furthermore, a number of research studies supported this result. East (2019) explained that task-based language teaching strengthens oral communication engagement through meaningful interaction and increased target language use. Additionally, Ahmadian (2016) stated that TBLT emerged out of the need for language educators to help learners with both acquiring the knowledge of language and honing their skills and abilities to use their knowledge in real-world activities, especially in developing oral communication engagement.

CONCLUSION

The study's findings revealed that the level of task-based language teaching among English major students was high, based on the reported level of TBLT practices. The frequency of oral communication engagement was also interpreted as often. Furthermore, the study revealed a statistically significant but low positive relationship

between the level of task-based language teaching and the frequency of oral communication engagement, with a Spearman rho value of 0.36 and a p-value of less than .001.

In the findings and conclusions, the following recommendations are presented:

Students may further focus on developing their ability to engage audiences during oral communication by actively participating in presentations, discussions, and interactive speaking activities. Engaging in various speaking activities may help students build rapport with listeners, maintain confidence while speaking, and develop strategies that encourage audience participation and attention. Teachers may also provide more authentic and real-life communicative tasks in classroom instruction to enhance students' communication skills and language use. In addition, school administration and curriculum planners may support the integration of authentic communicative activities and audience-centered speaking tasks into instructional programs through seminars, speaking workshops, interactive performances, and communication-based assessments. Future researchers may further explore other factors associated with task-based language teaching and oral communication engagement. They may include direct performance assessments using objective speaking rubrics to complement self-reported questionnaire data and provide a more objective measure of students' actual oral communication performance. Future studies may also examine other variables, such as English media exposure, speaking anxiety, and peer interaction, and may use multiple regression analysis to determine which factors significantly contribute to oral communication engagement. These approaches may provide a more comprehensive understanding of the factors associated with students' oral communication development in different educational settings.

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