

## The Impact of Task-Based Language Teaching on Learning English Grammar at Secondary School Level

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### ABSTRACT

*The current study analyzed the impact of TBLT on the learning of grammar at the secondary school level in Faisalabad. The research was based on the objectives to see the role of TBLT at the secondary school level and how it could impact the grammar learning of students at the secondary school level. 80 pupils were selected as samples for the research based on the random sampling method and the researcher used a pretest-posttest experimental group design for the study because of its experimental nature. The researcher used an independent sample t-test for comparing the average scores of experimental and control groups so that the impact of TBLT in the experimental group was compared with the traditional approach used by teachers for teaching grammar to the control group. The results of the research concluded that the TBLT approach was significantly better for the learning of grammar by the pupils at the secondary school level. It was concluded that the usage of the TBLT approach enhanced the grammar competence of students more than the traditional approach for teaching grammar used by teachers in schools. The research provided and elaborated on TBLT so that it could be implemented for the learning and teaching of grammar.*

### KEYWORDS

TBLT, Grammar Mastery, English Grammar, Secondary School, Experiment, Pretest-posttest design.

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### INTRODUCTION

TBLT was established on the belief that language learning creates the right types of synergistic procedures in the pedagogy and is the finest way to establish designed instructional tasks. The successful implementation is not necessarily guaranteed except that the instructor, the expeditor and regulator of task performance, comprehends the task working in the pedagogy. A teacher plays a vital part in the promotion of using tasks in language pedagogy. For the implementation of a new curriculum, the implementation of a novel method or textbook has to be adapted within the instructor's sub-structure of teaching principles for any change in classroom practice.

Learning and teaching a foreign language has become an ongoing procedure from the past thousands of years. It is systematically examined and practically practiced nowadays. There are lots of diverse techniques and applications in second language education for people who need to learn in compliance. Vocabulary and grammar are some parts that influence the command of four language skills (Li, 2022). These two components have a very huge role in spoken and written language forms. Grammar is one of the parts that support language as it is very significant because it influences the syntax and semantics of communication. The importance of grammar can also be identified by this as the use of incorrect grammar can change the meaning of our message or can make our message meaningless. It is a ground fact that a person communicating by using any language is aware of the grammar of that language either consciously or subconsciously. Tense is one of the many grammatical items used in English as it is a form of a verb that is used to show time and also used to indicate the completion or continuation of the action. Tenses play an important function in producing sentences grammatically accurate in speaking and writing. Students face a lot of difficulties while learning English as a foreign language because grammatical items like tenses are quite difficult to learn and each of these items has certain rules that must be obeyed while using them in the language (Lee, 2021). TBLT is a method in which the preparation and instruction in language education rely on how to use the task which is in the instructional method. TBLT is similarly known as task-based instruction which essences on the original language to ample the significant tasks in the target language. TBLT is also efficient for learning grammar effectively because it makes grammar learning much more convenient by using different tasks. Learning the grammar of L2 is a challenging task. Learners mostly make grammatical mistakes in language use. TBLT has great potential for improving students' L2 grammar. This study emphasised investigating the influence of TBLT on improving students' L2 grammar. Learners can learn the concepts of grammar. This research analysed the role of TBLT to see how this can improve the grammar mastery of students, especially language learners.



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## RESEARCH OBJECTIVES

The objectives of the current study are as follows:

- 1) To investigate the role of TBLT in English grammar at the secondary school level.
- 2) To analyse the influence of TBLT in learning English grammar at the secondary school level.

## RESEARCH QUESTIONS

- 1) What is the role of TBLT in learning English grammar at the secondary school level?
- 2) What is the impact of TBLT on learning English grammar at the secondary school level?

## NULL HYPOTHESIS

TBLT and the traditional approach used by teachers for teaching grammar mastery to secondary school-level pupils have an equal impact on the students.

$H_0$ TBLT approach = Traditional Approach

## SIGNIFICANCE OF THE RESEARCH

The significance of the study is for students it will be a means to get help and for professionals, it will mean a source of improvement also for philosophers it will give them new ideas and ways of thinking. The significance of this research lies in its practicality as this research will help in the learning of grammar. It was observed that students especially L2 learners make mistakes in grammar so by using TBLT this problem can be overcome. The research will help language practitioners to revise certain elements which can bring marvelous improvements in grammar teaching to make grammar learning easy. The researcher intends to discover the feasibility of employing TBLT for teaching English grammar to pupils at the secondary school level.

Keeping in view all the points, the researcher aims at finding the results which would explain the use of TBLT at the secondary school level and its effectiveness for students regarding English grammar learning.

## LITERATURE REVIEW

### THEORETICAL BACKGROUND

The model of Willis' (Willis, 1996b, 1996a; Yuan & Willis, 1999) was adopted for this research because this model had a very precise design which enhanced the approach and understanding of teachers toward TBLT and made the task Sequencing easy and eligible for the teachers. Moreover, the choice of model depends on the setting of the research and the goals of the research and nowadays many language learning textbooks are using this model.

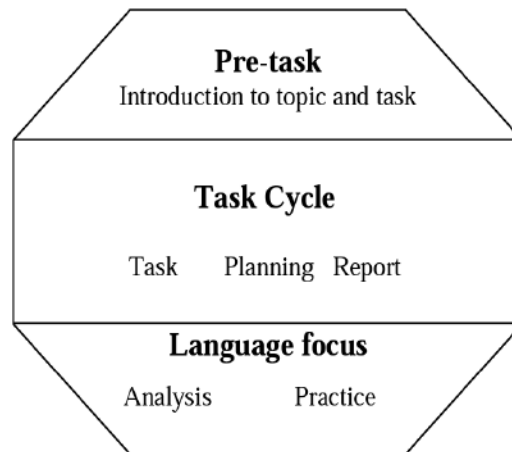


Figure 1. Willis' framework of TBLT

## TBLT

TBLT is among the communicative approach methods that focus on the process of learning and instruction because in communicative language teaching teachers assign different tasks to the students to engage them. Tasks were divided into two branches which contain tasks that belong to the real world and tasks that belong to the classroom (Nunan, 2004). Real-world tasks are those which have a relationship to the activities conducted outside the classroom whereas, in contrast to real-world tasks classroom (pedagogical), tasks are those that are performed inside the classroom.

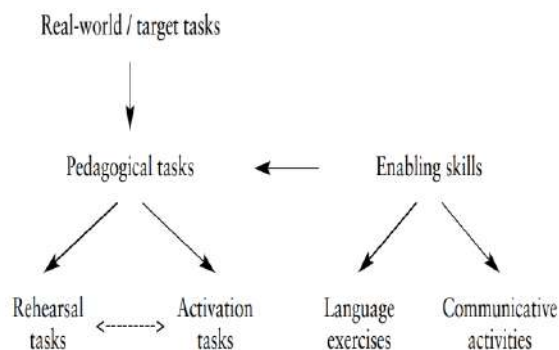


Figure 2. Framework for TBLT (Nunan, 2004)

The task is an activity in the classroom in which learners modify, synthesise, comprehend, or interact in the target language. Then learners are doing this their attention is on utilising knowledge of grammar so that they can express meaning and can make others understand their meanings. A task is a plan in which the learners are required to practise language meaningfully to get the results that can tell whether the true and required content has been delivered and whether appropriate meaning is understood and told. It demands complete semantic and lexical focus through the use of appropriate lexicons so that the task can be achieved. The focus of TBLT is on the completion of tasks that were being conducted in a group form. Some key characteristics of the tasks that should be fulfilled are (Richards, 2006);

- The utilisation of existing language knowledge and resources.
- There is language acquisition as the learner shows progress in the task and moves toward the completion stage.
- The focus is on meaning.
- Communicative strategies and interaction skills are focused when two or more learners are involved.

Focus on meaning, focus on form, and emphasis on forms are the main goals of tasks (Oxford, 2006). The difficulty of TBLT materials was solved by the teachers by familiarising the textbooks (Xu & Fan, 2022). The association between EFL teachers' insight into TBLT and their teaching elegance was explored and it was concluded that there is a relationship between them (Aliasin et al., 2019). In this study 180 EFL teachers took part. Another research was based on the language instruction method to explain terms and phrases for those learning Turkish as a second language and sample doings (Şimşek & Bakir, 2019) This study was formed into two sections. The first section was based on the introduction, literature review, and general data regarding TBLT methods. The second section was based on 7 sample activities which were formed with the instructional design of TBLT methods. The researcher attempted to teach terms and phrases through different tasks.

### TBLT OVER THE YEARS

TBLT narrowed the gap that existed between class and real life and also changed the practice of teaching in which teachers isolated traditional language teaching of foreign language from real-life situations (Hismanoglu & Hismanoglu, 2011). The researcher also described that the purpose of TBLT was not to help learners in the achievement of their targets but to provide them with the context and details regarding language acquisition so that they could understand and learn it in a better way. In the TBLT approach the roles of teachers had also been changed from instructors to the establishers of study settings, assistants, advocates of learning doings, and guides.

### PROCEDURE OF TEACHING GRAMMAR USING TBLT

TBLT is widely used for teaching grammar mastery at the secondary school level and other levels of education. Two sessions were conducted in which different tasks were given based on the task language teaching approach to find success by implementing this approach (Xu & Fan, 2022). The tasks in the two sessions were quite different based on the level of the stage. (Willis, 1996b) proposed six task types which were more or less based on the hierarchies of traditional knowledge.

TBLT was implemented into online learning technologies and was defined as technology-enhanced TBLT (Mulyadi et al., 2021). The procedure of technology-enhanced TBLT consisted of pre-tasks in which detailed instructions were shared via WhatsApp groups on the day before classroom meetings and the teachers also used to share learning materials through links. TBLT beliefs were seen in university lecturers and how it is being practised (Lam et al., 2021). The sequence of activities was also recommended by (Willis, 1996b).

### MEASURING INSTRUMENTS

Different types of instruments were used to measure the effect of TBLT on grammar mastery.

(Prasad Bhandari, 2020) conducted a qualitative study with the help of observations and interviews in ethnographic research whereas (Xu & Fan, 2022) also did the qualitative study and for that, conducted interviews of both teachers and students involved in the study to get a better understanding of their perspective regarding the TBLT approach along with the reforms of curriculum, English learning, textbooks and learning, and training practices of them. (East, 2019) led a study to see the reflection of teachers on TBLT after gaining 3 years of experience in education. Semi-structured interviews were utilised by

the researcher to gather data for this qualitative study and the interviews were recorded digitally and then transcribed. (Aliasin et al., 2019) led a study to understand the relationship between the insight of TBLT by EFL teachers and their prominent style of teaching. Two adapted survey instruments were used, among which a questionnaire was used to understand teachers' insight about TBLT and it was an adapted version used by (Xiongyong & Samuel, 2011). The first part of the instrument explored the understanding of teachers about principles and tasks related to TBLT. The next part of the instrument explored the views of teachers regarding the implementation of TBLT. The replies were based on a 5-point Likert scale reaching from strongly agree to strongly disagree.

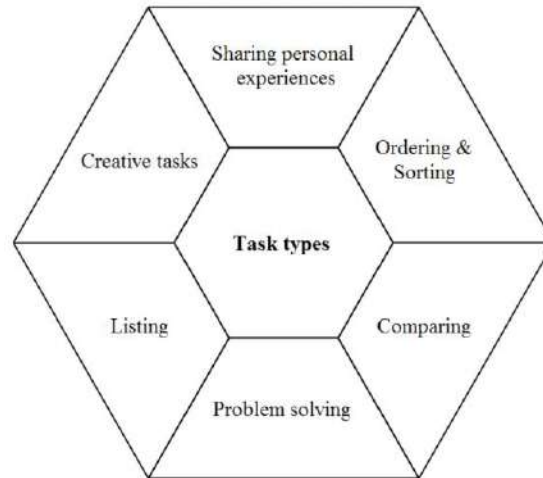


Figure 3. Task types

(Lam et al., 2021; Prianty et al., 2021; Taourite & Cecilia, 2020) used Jeon and Hahn's (2006) questionnaire to understand the insights of the teachers about the TBLT approach. The questionnaire has 17 items with 5 subsections. (Lam et al., 2021) administered the questionnaire with the help of Google forms and then conducted interviews online. The interviews were anonymized so that general perspectives can be drawn without any biased judgment. (Taourite & Cecilia, 2020) also measured the application of TBLT among EFL teachers of primary institutes. (Prianty et al., 2021) used some items from this questionnaire and also used a questionnaire by Dörnyei (2007). The questionnaire contained yes and no questions along with multiple-choice questions. (Zhang & Luo, 2018) used a quantitative and qualitative approach for which a questionnaire was administered along with semi-structured interviews and observations. The questionnaire was designed to explore beliefs about TBLT and the traditional values of China. (Sholeh et al., 2021) conducted a descriptive study to understand the perceptions and attitudes of Indonesian EFL learners about TBLT. The researcher used a questionnaire that was adapted from (Jeon, 2005; Zhu-Xiu, 2016). The questionnaire was translated into the Indonesian language so that it could be understood by the learners. The questionnaire was comprised of 4 parts. (Liu et al., 2021) conducted a mixed-method study to investigate the perceptions of EFL teachers about TBLT. The questionnaire was administered online and interviews with some participants were also conducted. The research followed the design of the questionnaire (Dörnyei, 2007) and a questionnaire was developed with 16 items in it.

## RESEARCH GAP

The current study focused on measuring the influence of Task-based language instruction on learning English grammar at the secondary school level in Faisalabad, Pakistan. The study was an experimental study in which both the control group and experimental group would be pre-tested and post-tested. This research analysed the role of TBLT to see how this could improve the grammar mastery of students, especially language learners. None of the previous studies discussed the usage of TBLT in the context of Pakistan and especially for secondary school-level students. This research tried to cover this gap in literature so that the use of TBLT could be investigated in the context of Pakistan for grammar mastery of students in a more better and effective way.

## RESEARCH METHODOLOGY

### PARTICIPANTS

The researcher conducted the research at a secondary school in Faisalabad and the participants for the study were 80 pupils belonging to the secondary school level among which 40 students belonged to class 9 and 40 belonged to class 10. The age of students varies from 16 to 18 years. The reason for which the researcher chose these classes was due to the low mastery of the grammar of these students.

## **ETHICS OF RESEARCH**

If participants feel uncomfortable at any stage answering the question or want not to answer a specific question, then to maintain ethics that question will not be considered. The researcher has no right to force the respondents to any question for which they are not willing to answer. The purpose of the test will be discussed with them and they will have full freedom to agree or disagree either for the whole questionnaire or any specific part of the questionnaire.

## **RESEARCH DESIGN**

The study is an experimental study conducted by using a pretest and posttest for the research. Experimental research is research in which the researcher manipulates at least one variable (Mills & Gay, 2019). The pretest and posttest were used from the research conducted by (R. Marlina, 2014). A pretest was administered to respective groups and then the treatment was specified to the experimental group and then both groups were post-tested. The reasons for choosing these classes were due to the low mastery of the grammar of these students. Student's ability to understand and comprehend English grammar also varied from highest to lowest marks and this was observed in the pretest conducted by the researcher. The results of the pretest showed that the comprehension of students needed a lot of improvement along with classroom conditions. Furthermore, the reason for choosing this class was that the learning process teacher centred and the teacher was dominant in the learning process due to which students were not enthusiastic about learning grammar. Another reason for choosing this class was that this would give a significant contribution to the students so that they can experience the learning process to improve their grammar mastery along with their language skills. This will also enable learners and instructors to reflect upon the learning process so that they can benefit from the feedback which will ultimately be helpful for teachers to modify their teaching methods so that students can learn in a better way by adopting new learning strategies.

The students of four classes were made part of the research and among these two classes were educated employing TBLT and the remaining two classes were taught by their regular teaching methods through which they were already being taught. The students were taught tenses of English and how to identify the correct use of the correct verb according to the tense. The emphasis was not only on the correct use of verbs in the tense but also on the meanings according to the situation, form, and when to use them properly and adequately. Moreover, the objective of this course was also to make students able to identify tenses in different sentences to understand the patterns of these tenses. It's also taught to choose correct tenses along with correct patterns to write English sentences in the right form along with the use of appropriate form and meaning of these tenses along with the use of these tenses for the communication process. The purpose was to encourage students to learn tenses so that they could be well aware of the standard English language and its uses according to different situations.

The research had two groups among which one was an experimental group and the other was a control group. The experimental group was the group that received the treatment and in the case of this research, it was the group that was educated through the TBLT approach. The control group in this study was educated by the traditional method through which they were already being taught and their environment was also being controlled by the researcher. There is a misconception that the control group does not receive treatment but a group with no treatment rarely provides valid results. The control group was also controlled by the researcher so that the threats related to the validity of the experimental research could be overcome. Control here refers to the efforts made by the researcher to control the influence of all other variables (extraneous variables) other than the independent variable.

## **DATA COLLECTION TECHNIQUES**

After the recruitment of the participants, data were collected from them, and for this test were used (N. Marlina, 2014). In this study, the researcher used a pretest and posttest to collect quantitative data from the participants. The same test was cast off as the pretest and posttest by the researcher so that the threat of instrumentation for the internal validity of the research could be prevented. The test was divided into three parts;

1. In this part participants had to pick the correct form of the verb from the options given in the test.
2. The second part was about the completion of the sentences by putting the correct verb according to the tense.
3. The last part of the test is about the identification and correction of verb errors in the sentences given.

The researcher conducted the tests so that the grammar mastery of students could be measured and then by giving treatment to the experimental group which in this case was the use of "task-based language teaching". Posttest was steered so that the results of the pretest and posttest could be compared to make predictions and to decide about the approach to teaching grammar mastery. The data was collected by quantitative methods as in this study the researcher cast off a pretest and posttest to collect the quantitative data from the participants.

## **DATA ANALYSING**

The data was analysed by using SPSS version 26 and Microsoft Excel 2021. The data of both pretests and posttests of the control and experimental groups were put in software so that the analysis could be done. The results of both pretests and posttests of the groups were compared to see the result of independent variables on the dependent variable.

## RESULTS AND DISCUSSION

### PRETEST ANALYSIS

Table 1. Independent sample t-test for pretest of the experimental and control group

		Levene's Test for		t-test for Equality of Means				
		Equality of						
		Variances						
		F	Sig.	t	df	Sig.	Mean	Std.
						(2-tailed)	Difference	Error
							Difference	
Ma	Equal variances	.112	.738	.541	78	.590	.475	.878
rks	assumed							
	Equal variances			.541	77.82	.590	.475	.878
	not assumed				2			

T-test was applied by the researcher on pretests so that the difference between the experimental and control group can be observed before experimenting. The p-value was  $> 0.590$  which showed that both groups are equal as the p-value is  $> 0.001$ . The t-test showed that both groups are equal at the start of the experiment which meant that the students in both groups had equal knowledge of grammar at the start of the experiment which would prevent the study from internal and external threats.

### EXPERIMENTAL GROUP

The experimental group is the one which got the treatment and for which the result of the independent variable is seen on the dependent variable. In this study, the result of TBLT was observed in the grammar mastery of secondary school students.

Table 2. Participants of the research for the experimental group

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	15	37.5	37.5	37.5
Female	25	62.5	62.5	100.0
Total	40	100.0	100.0	

### CONTROL GROUP

The control group is the one that does not receive treatment and is used for the comparison of the results of the experimental group so that the effect of treatment given to the experimental group can be studied in a better way. The extraneous variables are also controlled for the control group so that the effect of other variables can also be nullified for this group during the experiment. The control group does not receive treatment does not mean that it is left unchecked, it means that it does not receive the same treatment that is given to the experimental group.

Table 3. Participants of the research for the control group

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	27	67.5	67.5	67.5
Female	13	32.5	32.5	100.0
Total	40	100.0	100.0	

In the control group, table 3 identified that among 40 participants in the experimental group, 27 are males and 13 are females. These males encompassed 67.5% of the control group and females encompassed 32.5% of the control group.

Table 4. Pretest and posttest comparison of the experimental group

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Pre-Test	40	13.73	4.517
	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Post Test	40	26.05	5.751

Table 4 represents the evaluation of the pretest and posttest of the experimental group which was educated by using the TBLT method and tenses were focused for that purpose. The table presented that in the pretest the usual score of the participants of the experimental group was 13.73 with a standard deviation of 4.52 among the experimental group. The scores varied after the insinuation of the TBLT approach and the average score rose to 26.05 with a standard deviation of 5.75 among the experimental group. It was observed the mean scores of the participants increased by (26.05-13.73) 7.48 and the increase was also seen in standard deviation by 1.23 among the participants of the experimental group after the treatment. This was measured with the help of a test that was conducted as a pretest and then as a posttest after the application of the TBLT approach. This showed that the result of students increased by 40.28% after the implementation of the TBLT approach.

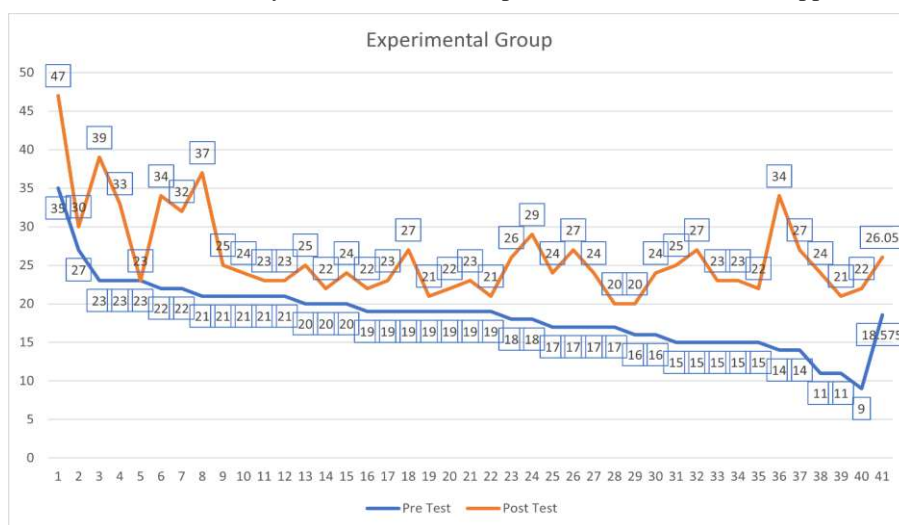


Figure 4. Pretest and posttest comparison of the experimental group

The graphical representation of the comparison of pretests and posttests conducted by the researcher from experimental research explained the outcomes of the treatment given to the experimental group. The chart depicts that there was a reasonable increase in the scores of students after treatment was the implementation of the TBLT approach.

Table 5. Pretest and posttest comparison of the control group

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Pre-Test	41	13.25	3.967
Posttest	41	17.65	3.561

Table 5 represents the comparison of the pretest and posttest of the control group which was educated by using the traditional method and tenses were focused for that purpose. The table showed that in the pretest the usual score of the participants of the control group was 13.25 with a standard deviation of 3.967 among the control group. The scores of the control group also showed an increasing trend during the post-test as the mean scores for the post-test were 17.65 with a standard deviation of 3.561. It was observed that the mean scores of the participants increased by (13.25-17.65) 4.4 and a declining trend was seen in the standard deviation by 0.41 among the participants of the control group. This was measured with the help of the pretest and posttest conducted by the researcher. The scores of the posttest showed an increase of 33% than the pretest conducted by the researcher from the control group.

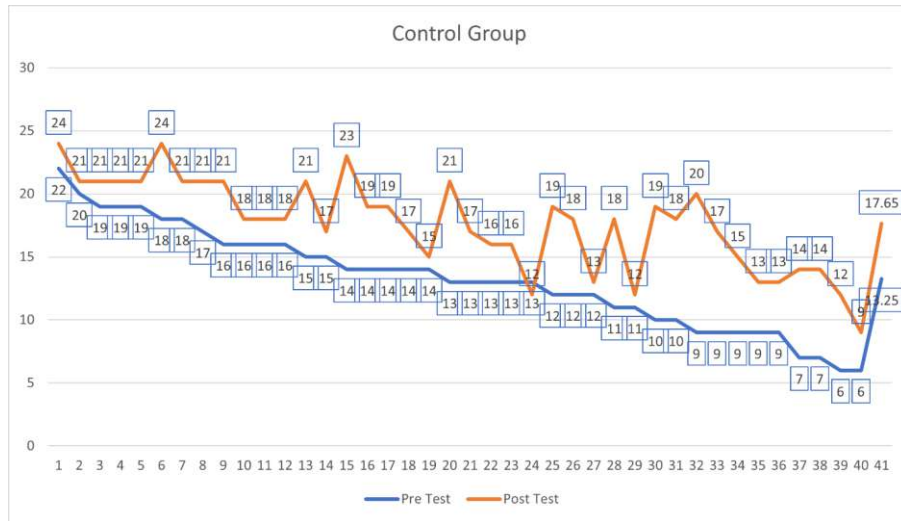


Figure 5. Pretest and posttest comparison of the control group

The graphical representation of the comparison of pretests and posttests conducted by the researcher from experimental research explained the outcomes of the results of the control group. The chart depicts the scores of the members in the control group increasing but by a very small margin.

**POSTTESTS ANALYSIS**

An Independent sample t-test was conducted for the posttests of both the experimental and control group so that the supposition can be accepted and rejected according to the results. Table 10 illustrated the results for both groups of the research which are the TBLT group also known as the experimental group and the control group which was taught with the regular approach already being cast off by the teachers.

Table 6. Independent sample t-test for posttest of the experimental and control group

		Levene's Test		t-test for Equality of Means			
		for Equality of Variances					
		F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference
Marks	Equal variances assumed	3.604	.061	7.826	78	.000	1.073
	Equal variances not assumed			7.826	65.559	.000	1.073

The results showed that  $p < 0.001$  which means that the null hypothesis is being rejected. This displays that TBLT and the traditional approach do not have the same impact on the grammar mastery of the students. The average scores of the experimental group are higher than the control group which clearly states that the TBLT approach is better significantly than the traditional approach as the individual scores of the students also improved in TBLT. It was also observed that the individual score of each student was also improved after the operation of TBLT. This showed that the result of students increased by 40.28% after the implementation of the TBLT method whereas, for the traditional approach, it was observed that the individual scores of students also improved but not for all the pupils. The outcomes also showed that the increase among the average scores for the participants for grammar mastery of the control group is 33%.

**FINDINGS OF THE STUDY**

The findings of the study are summarized by the researcher in the following points;

- TBLT and the traditional approach for teaching grammar had different impacts on the vocabulary of secondary school level students (Null hypothesis rejected).

- The average scores of posttests of the experimental group increased by 40.28% from the pretest scores.
- The average scores of posttests of the control group increased by 33% from the pretest scores.
- TBLT proved extra beneficial than the traditional approach for the teaching of grammar mastery to secondary school level students.
- The students made mistakes in selecting the correct form of the verb in the pretest but this error decreased in the posttest for the experimental group.
- The independent t-test confirmed that the TBLT approach and traditional approach were not of the same status and this was further proved by the usual scores of the students of both the control and experimental group.
- The post-test scores of individual students for the experimental group showed an increasing trend to the pretest scores.
- The posttest scores of individual students for the control group showed a mixed trend in which some students' scores increased while some students' scores decreased than the scores in the pretest.
- The findings of the outcomes indicated that the TBLT approach was very beneficial for the students rather than the traditional approach for teaching grammar to the students at the secondary school level.
- It was also observed that students had positive insight into two words TBLT because they were actively participating in the learning process rather than being dominated by the teacher in the classroom.
- The tasks provided to the students work completed by them in a very active manner and it was evident from the scores of posttests that TBLT had a very encouraging impact on the grammar learning of students.

### **DISCUSSION ON LESSON PLANS AND TASKS**

The researcher conducted an experimental study for which lessons were planned accordingly so that students can perform tasks according to these lesson plans by the usage of TBLT these lesson plans were established by the researcher for the experimental group containing both tasks that were related to the real world and the classroom. (Nunan, 2004) explained that tasks should be of two types that should be related to the real world and classrooms and this was kept in mind by the researcher while designing the activities for the experimental group for which the treatment of TBLT would be used.

Different tasks were allocated to the experimental group based on TBLT and for the development of these tasks and the researcher considered that the task should be an activity that is conducted so that the understanding or processing of language can be done by the students (Richard, 2004). It was also kept in mind that as described by (Bygate et al., 2019; Ellis, 2003; Hismanoglu & S. Hismanoglu, 2011) a task should be a plan that required learners to practice language meaningfully so that they can deliver the appropriate meaning which could understand. The researcher assigned the tasks related to the correction of the verb by considering the real-life situations and the questions asked in the pretest and posttest were also developed by considering it (Hismanoglu & S. Hismanoglu, 2011). The reason for focusing so much on tasks in TBLT was as pointed out (Mao, 2012) that TBLT focused on how to learn so the basic focus in TBLT should be on the tasks to provide students with a better strategy for learning.

### **DISCUSSION ON THE FINDINGS BASED ON THE TESTS**

The results of the research showed that the TBLT approach for teaching grammar pause is more effective than the traditional approach used by teachers for teaching grammar to secondary school-level students. It was observed that students improved by more than 40% because of Task-based language teacher whereas this percentage was less than 33% for the control group which was educated by the traditional approach used for grammar teaching (Aliasin et al., 2019) and found that there was a relation between TBLT and the teaching elegance of the students. The results of the post-test elaborated that the scores of the experimental groups improved more than the control group. The results coincide with the study led by (Namaziandost et al., 2019) which settled that the TBLT approach was more operative than content-based language teaching and our content-based language teaching was replaced by the traditional method of teaching grammar used by the teachers at secondary school level. In this study, the researcher used pretest and posttest designs often experimental study research, and this was also used by (Milarisa, 2019) for research as this method approved very effective to measure the comparison of TBLT with traditional approach for teaching grammar to the students at secondary school level so that their grammar learning strategies could be modified for better results.

The results showed improvement in students because of TBLT and showed a positive attitude towards the TBLT approach and had a positive insight towards TBLT which was also confirmed by (Taourite & Cecilia, 2020) as the students showed a great insight towards TBLT due to which their scores improved because the factors like motivation, academic wish, and willingness to converse affect grammar learning policy (Li, 2022) that could affect the grammatical structures and vocabulary of the students (González et al., 2019).

The results showed the average score of students in the experimental group increased from 13.73 to 26.05 whereas for the control group, the average score increased from 13.25 to 17.65 and the reason for this was the positive attitude of teachers

and students toward TBLT which was also identified by (Milarisa, 2019; Prianty et al., 2021) and claimed that students had a very optimistic attitude towards the TBLT and also the point of view of teachers was also very positive. (Lam et al., 2021; Liu et al., 2022) observed that teachers provided the view that students were inspired by the TBLT method and were learning their target language. (Xu & Fan, 2021) conducted research and observed the use of TBLT for reading at the secondary school level whereas the current study was focused on grammar learning of students and the secondary school level by the use of TBLT and both studies provided a positive result towards the use of TBLT. (Eftita, 2019) elaborated on the importance of learning grammar and that grammar learning could affect the writing of students as it could help them in improving their writing regarding this research that learning grammar was also focused so that the students could learn grammar more effectively at the secondary school level. (Yuliawati, 2021) also emphasized the role of grammar mastery for the students to be proficient in writing. In the current study, the researcher discussed the use of TBLT for the learning of grammar for secondary school-level students. The researcher emphasizes the learning of grammar in the research because of its importance in language learning. Learning grammar is very beneficial and it was elaborated by (Oktari et al., 2019) who stated that grammar mastery was very effective for translation so that the meaning of the idea could be understood in a better way.

The findings of the research proved that TBLT was more beneficial than the traditional approach used by instructors for teaching grammar at the secondary school level. The findings of the research rejected the null hypothesis devised in the research which was that the TBLT approach and the traditional approach used by the teachers for teaching grammar were equally significant but this was rejected by the results obtained by the researcher from the participants involved in the research and proved that TBLT was more beneficial than the traditional approach.

## CONCLUSION

Based on the findings of the research and discussion it is determined that the TBLT approach has shown significant improvements in grammar learning classrooms at the secondary school level. It can be concluded that the usage of the TBLT approach enhanced the grammar competence of students more than the traditional approach for teaching grammar used by teachers in schools. Students applied the rules of language directly while completing the tasks assigned to them using different activities and the TBLT approach which TBLT approach provided improved results. Results exhibited that the pretest scores of both the experimental and control group for about the same but after giving treatment of TBLT to the experimental group and the traditional approach which was already being used by the control group significant differences were found in the average results of both experimental group and control group's posttest. Most of the students were facing problems regarding verb agreements and the use of different auxiliaries and verb forms. The problems of students related to grammar learning were solved by the use of the TBLT approach which was evident from the posttest.

The results and discussion of the research lead to the conclusion that the TBLT approach has improved the grammar learning of students at the secondary school level significantly more than the traditional approach used by teachers for the learning of grammar by the students. Both research questions were answered and it could be determined that the TBLT had a very prominent role in the learning of grammar at the secondary school level and had a very positive impact on the grammar learning of students as the grammar competence of students elevated because of this teaching approach. The study also concluded that students showed an optimistic attitude towards TBLT because they were also involved in active learning and then passive learning in which the teacher had the dominant role in the classroom. So, the researcher concluded that the learning of grammar can be made easy by implementing TBLT in which different tasks are provided to the students which they have to perform by using different strategies and techniques which will enhance their language learning capabilities and will also make them able to use language in real life situations because the tasks provided in TBLT are based on real-life situations to make students perform better in real situations.

## SUGGESTIONS

The researcher draws some suggestions based on the results, findings, and conclusion of the research. The researcher provides suggestions for both teachers and students based on the current study.

### SUGGESTIONS FOR THE STUDENTS

Following are the suggestions made by the researcher for students so that they can improve their learning of grammar in an effective and better way. The suggestions are;

- The students should be mindful of the importance of grammar learning for the acquisition of a second language.
- Students should practice the application of grammar in speaking and writing because by the application of the correct grammar, they can communicate in an easy and better way and it can also help minimize the misunderstanding of meanings.
- As the TBLT approach provides different tasks which students have to complete by using different strategies to learn the language so in a way this approach provides students with the freedom to learn language by using strategies that they feel easy and comfortable with. So, students should focus on learning grammar by application of different strategies so that they can learn grammar in an easy way which can be beneficial for them in learning the language.

## SUGGESTIONS FOR TEACHERS

Teachers are also an integral part of the learning process and they are expected to develop the ability and knowledge of the learners in this perspective the researcher also draws suggestions regarding the teachers. The suggestions for the teachers are the following;

- Teachers should be aware of the needs of students in learning grammar because the teaching of grammar is not limited to the form but also includes the understanding of the meaning.
- The teachers should be careful in designing the tasks and activities for TBLT by considering the needs of learners.
- The teachers should carry different varieties of tasks so that students can get a variety of tasks and develop a positive attitude towards tasks to progress in the learning of grammar.

## CREDIT AUTHOR STATEMENT

**Hira Ejaz:** Conceptualization, Methodology, Writing- Original draft preparation, Visualization, Investigation, Writing- Reviewing, Revision, Data Reporting, Software, Data curation, Analysis **Dr. Shahida Naz:** Validation, Supervision

## COMPLIANCE WITH ETHICAL STANDARDS

It is declared that all authors don't have any conflict of interest. It is also declared that this article does not contain any studies with human participants or animals performed by any of the authors. Furthermore, informed consent was obtained from all individual participants included in the study.

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