Designed Tasks Participation and the Linguistic Performance of Students Toward the Development of an Interactive Learning Portal

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Abstract

Teaching Filipino as a second/foreign language is relative to teaching English as a second/foreign language. Students and teachers are both confronting with difficulty sustaining learners' participation and improving linguistic skills. High economic status children are vastly exposed to the English language in their formative years; moreover, English dominates in all subject content. Students are required to study the Filipino subject as it is in the basic curriculum despite the difficulties and challenges such as a lack of materials, standard competencies, and teachers' training. Frequently, Filipino teachers are code-switching to facilitate learning. And learners use language-mixing largely English-structure-based or Engalog (Ramos, 1979). Henceforth, the overall purpose of this study is to suggest the application of a task-based approach in teaching the Filipino language to non-native speakers. The designed tasks were administered through an interactive learning portal (ILP).

Tasks measured were listing and ordering, telling and describing details, making and answering questions, and sharing personal experiences. A quasi-experimental design was employed for twenty- three (23) grade three participants from Keys School Manila. Survey questionnaires, and pre- and post- oral tests were also administered. Data gathered were analyzed using the Cronbach Alpha for reliability, weighted mean, and Wilcoxon Signed Rank Test for significance. The findings exhibited that a) students are more participative using the TBLT; b) students' linguistic performance slightly improved in terms of listing and ordering skills, giving and describing details skills, making and answering question skills, and sharing personal information skills; and c) the students' participation differs significantly after the intervention using the technology-mediated task-based approach.

Keywords: *Task-Based Language Teaching, Designed-Task, Interactive Learning Portal, Linguistic Performance, Skill*

1. Introduction

Language professionals and researchers unceasingly explore ways to address the problem of teaching additional languages. Many teachers use the conventional way of language teaching, focusing on form. The teacher's method is more on lecturing concentrating on grammatical rules and structure (Lochana & Deb, 2006; Munirah & Muhsin, 2015). Russo (2007) asserted that children are demotivated when the teacher spends most of the class time on the discussion in which the teacher talks hence, it limits students' interaction and participation. Hashim (2006) affirmed that allowing and providing opportunities for students to communicate in authentic situations helps in learning the target language. Moreover, oral interaction plays a major role in learning a foreign language to develop the students' literacy skills in both reading and writing, and improve their academic learning (McKay, 2006 p. 180; Nget, et.al 2020).

Teaching the Filipino language to Filipino non-native speakers instigates teachers to further venture into teaching strategies and approaches addressing the diverse needs of language learners. This requires creativity and innovation in delivering a multidimensional language classroom. It is pivotal for the teacher to design tasks that provide real-life, meaningful, and purposeful language interaction in order for students to effectively express their thoughts, ideas, and share information not only during class hours but to communicate effectively to anyone using the Filipino language even outside the classroom. In modern studies, it is believed that Task-Based language teaching, or TBLT is an efficient way to engage learners in language learning by allowing them to produce authentic language-learning experiences. Tasks, therefore, provide structures that support many of the key elements understood to develop language acquisition and facilitate effective instruction, negotiation of meaning, developing assumptions, and learner's self-

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governance cited in Shehadeh & Coombe (2010).

Students in prominent schools are required to study Filipino subjects as it is mandated by the Department of Education despite the difficulties and challenges that both teachers and students are experiencing due to a lack of materials, standard competencies, and teachers' training in teaching the Filipino language as a second/foreign language.

The majority of these students have limited knowledge of the Filipino language, as they use English during their formative years and barely use Filipino. At school, English dominates all subjects. In light of this context, it is primarily the same concern at Keys School Manila. It is a 15-year progressive school in Mandaluyong City. Generally, children are from high-income economic status. High economic status children are vastly exposed to the English language in their formative years; more so, in school English dominates predominantly in all subject content from Kindergarten to Senior High School except during Filipino classes.

At the primary level, the Filipino subject is being taught four (4) times a week for 45 minutes; however, during the COVID-19 crisis, the allotted meetings were affected. There were changes to adapt to the online learning modality. From 180 minutes to 60 minutes done twice a week during 30-minute synchronous classes. The said change results in students' limited exposure to the language which builds a huge learning gap thus impeding language acquisition, and hindering language development.

Related Review of the Study Task-Based Language Teaching or TBLT is an educational framework whose aim is to provide learners the opportunities to use the target language for social functional action and situational communication according to Branden, Bygate & Norris, (2000). Contrary to the form-based teaching approach, TBLT is a meaning-based teaching approach that enables students to communicate in meaningful ways, and the tasks indicated in the lessons are based on real-life scenarios. One of the main distinguishing characteristics of TBLT is that the learners are taking control of the language in contrast with the language being given by the teachers implied by (Willis,1996; Qian, 2013) remarked that the task meaning is like a language problem to solve in relation to real-world situations. A teacher and researcher in Bangalore, South India in the 1980s, first developed Task-Based Language Teaching or TBLT. Prhabu proposed that language acquisition is a natural process of saying and doing. He thought that using tasks would help drive learners' natural avenues for second language acquisition. Despite the fact that TBLT is presented from explicit Communicative Language Teaching, it is beyond communication by encompassing real-life language needs in the learning process. J. Willis, (1996) explained the task as a goal-oriented and purposeful activity. Learners can achieve it by doing a communicative task that creates a final product. They can use the tasks as the central component of a three-part framework: "pre-task," "task cycle," and "language focus." These components are designed to create four optimum conditions for language learning and acquisition, and thus provide rich learning opportunities to suit different types of learners. The Pre-Task stage is the opportunity for learners to use their prior knowledge. The Task Cycle allows learners to interact in oral and written forms exposing them to learning from each other. The Language Focus stage provides learners close attention to grammar. The Language Analysis Stage is the time provided to students to investigate language by themselves and explore how language works. The final stage yet not the least is the Practice Stage, students practice new words, phrases, and sentence patterns.

2. Objectives

The researcher suggests the use of a task-based approach in carrying out language instruction to improve the linguistic performance of non-Filipino speakers. This allows them to find meaning in every task they accomplish and value the language and Filipino culture as well.

Consequently, this study aims to:

1. investigate the impact of task-based learning on the improvement of learner's linguistic performance through technology-mediated tasks;

2. examine the significant difference in the student participation between the PPP and the TBLT approach. Tasks are measured through listing and ordering, telling and describing details, making and answering questions, and sharing personal information experiences; and

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3. determine the significant difference in the linguistic performance of students between the PPP and the TBLT.

3. Materials

The study used four instruments survey questionnaires, pre and post-oral tests, informal interviews, and participatory class observations. Twenty-Three (23) participants, twelve (12) males and eleven (11) females actively participated in a quasi-experimental design. Three (3) weeks were allotted to Task- Based language instruction. Both classes went through the same conditions as approved by the school's

administration to provide fair treatment. Teachers facilitated language instruction through an interactive learning portal (ILP) as an intervention of the task-based language teaching (TBLT) approach. Learners completed technology-mediated purposeful tasks following three phases

Pre-Task is an introduction to the topic and task. This is an engagement stage. It serves as the mentoring activity that students will perform in the main task. This consists of two (2) tasks: a) listening to dialogue; and b) vocabulary Development.

Task 1: Pakingngan Mo!

Instruction: Listen to the dialogue and answer the questions that follow.

Students will listen to the dialogue of two students talking about their experiences on vacation through an interactive video. Students will press the button that appears during the video and do the task.

Task 2: Bigkasin Mo!

Instruction: Practice saying the words.

Students may hear six (6) vocabulary words through flash cards. In front of the card, students will press the button to hear the word/phrase. Students may press it multiple times to listen and practice the words. The teacher may ask the students to record their voices so they may listen to their voices and check if they pronounce them correctly.

Task Cycle

At this stage, the teacher will scaffold the students in the three task cycles.

Task 3: Isulat Mo!

The teacher activates the learners' prior knowledge or experience.

Instruction: List three (3) activities you did during the vacation before the pandemic.

Students will accomplish two tasks: a) Listing - students will be given time to recall their past experience during the vacation before the pandemic and list three activities he/she has done, and b) Ordering - students will sort the activities according to the most favorite activities to the least activity.

Task 4: Ikuwento Mo!

The teacher stands by to facilitate students' language exploration.

Instruction: Write a short paragraph composed of 3-5 sentences talking about your experiences during the vacation. Feature your favorite place or activity that you did. Describe the food, people, tourist spots, emotion, and animals if there are any.

Task 5: Ibahagi Mo!

The teacher provides opportunities for students to interact with each other and draw authentic language encounters. The teacher will group the students into three and allow them to share their experiences. Students are encouraged to make-meaning questions to elicit more information from their classmates and answer the question meaningfully.

Instruction: Share your personal experiences during your last vacation before the pandemic.

Language Focus

At this phase, the teacher conducts a mini-discussion focusing on form. The teacher gives a chance for learners to conduct peer critiquing to build interaction and practice more asking and answering questions skills guided by the teacher.

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Task 6: Alamin Mo!

Instruction: Reread your written paragraph and check grammar rules.

The teacher presents guidelines or checklists to assist learners in analyzing grammar focus. At this stage, after the teacher conducts a mini-discussion, students will assess their work with their team. Students choose one sentence and read it in class. The team will then ask questions focusing on the following:

1. *Kumpleto ba ang diwa ng pangungusap;*
2. May simuno ba at panaguri;
3. Tama ba ang verb tense;
4. Tama ba ang gamit ng mga salita; and
5. Tama ba ang baybay ng mga salita?

Task 7: Magsanay Ka!

The students practice more on grammar, structure, and correct usage occurring in the task text.

Instruction: Look at the picture. Write a sentence about it and follow the correct verb tens being asked.

Method

A quasi-experimental design was utilized in this study as it focuses on an educational situation and causes as little disruption as possible. Cronbach Alpha was utilized to test the reliability of survey questionnaires. The pre-test and post-oral test were administered using a 4-point likert scale questions ranging from 1 (Maaari pang Mapabuti/poor), 2 (Katanggap-tanggap/fair), 3 (Kasiya-siya/good), and 4 (Napakagaling/excellent) to assess students' linguistic performance in terms of the following skills: a) listing and ordering; b) giving and describing details; c) asking and answering questions; and d) sharing personal experiences. Furthermore, data gathered were analyzed using the weighted mean to get the average mean of the student's participation between the PPP and TBLT approaches. Lastly, Wilcoxon Signed Rank Test was used to confirm the significant difference between the average means of the students' linguistic performance between the PPP and TBLT approaches.

4. Results and Discussion

Data collected in this study were analyzed using the average weighted mean and Wilcoxon Signed Rank Test mainly used to compare the students' participation in the assigned tasks between the PPP approach and TBLT approach used by the teachers in class. This test was also used to compare the students' linguistic performance in the class when the teacher used the PPP approach versus when the teacher used the TBLT approach in the class.

4.1 Extent of Students' Participation in Presentation, Practice, Production (PPP) approach, and Task-based Language Teaching (TBLT) approach 1.1 Listing and Ordering of Information Skill

4.1.1 Listing and Ordering Information Skill

Table 1 displays the extent of students' participation in the PPP and the TBLT approaches based on the assessment of their participation in assigned tasks in terms of their "Listing and Ordering of Information" skills.

Table 1 Extent of Students' Participation in PPP and TBLT approaches in terms of "Listing and Ordering of Information" Skill

Listing and Ordering of Information	PPP		TBLT	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Task #1. "Pakikinig ng diyalogo at pagsagot sa interactive video."	1.00*	*Hindi Nakikilahok o Hindi Gumagawa*	3.30*	*Nakikilahok*
Task #2. "Paglilista at pagsasaayos ng lugar, bagay, pagkain at pangyayari sa interactive video."	2.30*	*Hindi gaanong Nakikilahok*	3.13*	*Nakikilahok*
Overall Weighted Mean	1.65*	*Hindi Gaanong Nakikilahok*	3.22*	*Nakikilahok*

Legend: *3.50 to 4.00 = Lubos na Nakikilahok; 2.50 to 3.49 = Nakikilahok; 1.50 to 2.49 = Hindi Gaanong Nakikilahok; 1.00 to 1.49 = Hindi Nakikilahok o Hindi Gumagawa*

As per the presented results in Table 2 regarding the measured extent of students' participation in the assigned tasks in the class in terms of their "Listing and Ordering of Information" Skill between the PPP and TBLT approaches used by their teacher, students seem to be not very participative in the assigned Task #1 (*Pakikinig ng diyalogo at pagsagot sa interactive video*) when the teacher used the PPP approach, having a weighted mean of 1.00 which has a verbal interpretation of "*Hindi nakikilahok o Hindi gumagawa*". Also, the students were found slightly not participative in the assigned Task #2

(*Paglilista at pagsasa-ayos ng lugar, bagay, pagkain at pangyayari sa interactive video*) when the teacher used the PPP approach as well, having a weighted mean of 2.30 which indicates a verbal interpretation of "*Hindi gaanong Nakikilahok*". The resulting overall weighted mean for the extent of students' participation in the assigned tasks in the class when the teacher used the PPP approach is 1.65, which has a verbal interpretation of "*Hindi gaanong Nakikilahok*". This may imply that generally the students were slightly not participative in doing the tasks in terms of their "Listing and Ordering of Information" Skills when the teacher used the PPP approach. Meanwhile, the students seem to be participative in doing the assigned Task #1 (*Pakikinig ng diyalogo at pagsagot sa interactive video*) and assigned Task #2 (*Paglilista at pagsasa-ayos ng lugar, bagay, pagkain at pangyayari sa interactive video*) when the teacher used the TBLT approach, having a weighted mean of 3.30 and 3.13 respectively which has a verbal interpretation of "*Nakikilahok*".In general, the resulting overall weighted mean for the extent of students' participation in the assigned tasks in the class when the teacher used the TBLT approach is 3.22, which has a verbal interpretation of "*Nakikilahok*". This may imply that the students were generally participative in doing the tasks in terms of their "Listing and Ordering of Information" Skills when the teacher used the TBLT approach.

4.1.2 Making and Answering Questions Skill

Table 2 depicts the extent of students' participation in PPP and TBLT approaches based on the assessment of their participation in assigned tasks in terms of their "Making and Answering questions" skills.

Table 2 Extent of Students' Participation in PPP and TBLT approaches in terms of "Making and Answering questions" Skills

Making and Answering questions	PPP		TBLT	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Task #3. " Paglikha at pagsagot sa tanong sa pangkatang gawain."	2.48*	*Hindi Gaanong Nakikilahok*	3.04*	*Nakikilahok*

Legend: *3.50 to 4.00 = Lubos na Nakikilahok; 2.50 to 3.49 = Nakikilahok; 1.50 to 2.49 = Hindi Gaanong Nakikilahok; 1.00 to 1.49 = Hindi Nakikilahok o Hindi Gumagawa*

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Based on the results shown in Table 2 regarding the measured extent of students' participation on the assigned tasks in the class in terms of their "Making and Answering questions" Skill between the PPP and TBLT approaches used by their teacher, students seem to be slightly not participative in the assigned Task #3 (*Paglikha at pagsagot sa tanong sa pangkatang gawain*) when the teacher used the PPP approach, having a weighted mean of 2.48 which has a verbal interpretation of "*Hindi gaanong Nakikilahok*". On the other hand, the students were found participative in the assigned Task #3 (*Paglikha at pagsagot sa tanong sa pangkatang gawain*) when the teacher used the TBLT approach, having a weighted mean of 3.04 which indicates a verbal interpretation of "*Nakikilahok*". The resulting weighted means for the extent of students' participation in the assigned tasks in the class when the teacher used PPP and TBLT approaches may imply that the students were generally more participative in doing the tasks in terms of their "Making and Answering questions" Skill when TBLT approach is used by the teacher over the PPP approach. This is similar to the outcome found in the study of Baralt & Gomez, (2017). They followed the same framework as Willis & Willis, (1996, 2012) and found out that allowing students for meaning-making questions provide opportunities for learners to get to know more about each other which is a good way of stretching interaction to communicate in a more spontaneous way.

4.1.3 Telling and Describing Details Skill

Table 3 presents the extent of students' participation in PPP and TBLT approaches based on the assessment of their participation in assigned tasks in terms of their "Telling and Describing details" skill

Table 3 Extent of Students' Participation in PPP and TBLT approaches in terms of "Telling and Describing Details" Skill

Telling and Describing Details	PPP		TBLT	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Task #4. "Pagdedetalye ng ideya, sitwasyon at/o pangyayari"	2.39*	*Hindi gaanong Nakikilahok*	3.30*	*Nakikilahok*
Task #5. "Paglalarawan ng tao, bagay, lugar at pangyayari"	2.30*	*Hindi gaanong Nakikilahok*	3.30*	*Nakikilahok*
Overall Weighted Mean	2.35*	*Hindi gaanong Nakikilahok*	3.30*	*Nakikilahok*

Legend: 3.50 to 4.00 = Lubos na Nakikilahok; 2.50 to 3.49 = Nakikilahok; 1.50 to 2.49 = Hindi Gaanong Nakikilahok; 1.00 to 1.49 = Hindi Nakikilahok o Hindi Gumagawa

As per the presented results in Table 3 regarding the measured extent of students' participation on the assigned tasks in the class in terms of their "Telling and Describing Details" Skill between the PPP and TBLT approaches used by their teacher, students seem to be slightly not participative in the assigned Task #4 (*Pagdedetalye ng ideya, sitwasyon at/o pangyayari*) and Task #5 (*Paglalarawan ng tao, bagay, lugar at pangyayari*) when the teacher used the PPP approach, having a weighted mean of 2.39 and 2.30 respectively which both has a verbal interpretation of "*Hindi gaanong Nakikilahok*". The resulting overall weighted mean for the extent of students' participation in the assigned tasks in the class when the teacher used the PPP approach is 2.35, which has a verbal interpretation of "*Hindi gaanong Nakikilahok*". This may imply that the students were slightly not participative in doing the tasks on average in terms of their "Telling and Describing Details" Skill when the teacher uses the PPP approach.

Meanwhile, the students seem to be participative in doing the assigned Task #4 (*Pagdedetalye ng ideya, sitwasyon at/o pangyayari*) and Task #5 (*Paglalarawan ng tao, bagay, lugar at pangyayari*) when the teacher used the TBLT approach, both having a weighted mean of 3.30 respectively which has a verbal interpretation of "*Nakikilahok*". In general, the resulting overall weighted mean for the extent of students' participation in the assigned tasks in the class when the teacher used the TBLT approach is 3.30, which has a verbal interpretation of "*Nakikilahok*". This may imply that the students were participative in doing the

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tasks on average in terms of their "Telling and Describing Details" Skill when the teacher uses the TBLT approach. The scaffolding in the task cycle played an important role in generating and activating students pre-existing knowledge that resulted in student's agency in accomplishing tasks that is comparable to the studies (Parcon, 2021; Chalak, 2015; Hokmi, 2005; Iranmher et.al, 2011).

4.1.4 Sharing Personal Experiences Skill
Table 4 presents the extent of students' participation in PPP and TBLT approaches based on the assessment of their participation in assigned tasks in terms of their "Sharing personal experiences" skill.

Table 4 Extent of Students' Participation in PPP and TBLT approaches in terms of "Sharing Personal Experiences" Skill

Sharing Personal Experiences	PPP		TBLT	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Task #6. "Pagbabahagi ng karanasan"	1.00*	*Hindi Nakikilahok o Hindi Gumagawa*	3.30*	*Nakikilahok*
Task #7. "Pag-aanalisa sa gamit ng wika"	1.00*	*Hindi Nakikilahok o Hindi Gumagawa*	3.04*	*Nakikilahok*
Overall Weighted Mean	1.00*	*Hindi Nakikilahok o Hindi Gumagawa*	3.17*	*Nakikilahok*

***Legend**: 3.50 to 4.00 = Lubos na Nakikilahok; 2.50 to 3.49 = Nakikilahok; 1.50 to 2.49 = Hindi Gaanong Nakikilahok; 1.00 to 1.49 = Hindi Nakikilahok o Hindi Gumagawa*

As shown in the results in Table 4 regarding the measured extent of students' participation on the assigned tasks in the class in terms of their "Sharing Personal Experiences" Skill between the PPP and TBLT approaches used by their teacher, students seem to be not very participative in the assigned Task #6 (*Pagbabahagi ng karanasan*) and Task #7 (*Pag-aanalisa sa gamit ng wika*) when the teacher used the PPP approach, both having a weighted mean of 1.00 respectively which both had a verbal interpretation of "*Hindi Nakikilahok o Hindi Gumagawa*". The resulting overall weighted mean for the extent of students' participation in the assigned tasks in the class when the teacher used the PPP approach is 1.00, which has a verbal interpretation of "*Hindi Nakikilahok o Hindi Gumagawa*". This may imply that the students were fully not participative in doing the tasks on average in terms of their "Sharing Personal Experiences" Skills when the teacher uses the PPP approach. Meanwhile, the students seem to be participative in doing the assigned Task #6 (*Pagbabahagi ng karanasan*) and Task #7 (*Pag-aanalisa sa gamit ng wika*) when the teacher used the TBLT approach, having a weighted mean of 3.30 and 3.04 respectively which has a verbal interpretation of "*Nakikilahok*". In general, the resulting overall weighted mean for the extent of students' participation in the assigned tasks in the class when the teacher used the TBLT approach is 3.17, which has a verbal interpretation of "*Nakikilahok*". This may imply that the students were participative in doing the tasks on average in terms of their "Sharing Personal Experiences" Skill when the teacher uses the TBLT approach. Sharing personal history or experiences drives students to communicate purposefully hence making their learning more fun, exciting, and engaging while exploring the use of the target language which is very similar to the studies of (Ellis, 2003; Willis & Willis, 2007; Calvert & Sheen, 2015; Cho, 2018) that Task-based instruction is stimulating, engaging, and an effective way in facilitating L2. Zhang, (2017).

Linguistic Performance of the Students in Pre-Test and Post-Test
Table 5 displays the linguistic performance of students' participation in pre and oral post-tests.

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Table 5 Students' Linguistic Performance and Participation in Pre and Post Oral Tests

Items	Pre-Test		Post Test	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Paghahanda: Tingnan ang larawan. Siya si Arjohn, hilig niya ang makinig sa musika. 1. Tanong: Ikaw ano ang hilig o libangan mo? Idetalye mo ito.	2.30*	*Katanggap-tanggap*	2.61*	*Kasiya-siya*
Paghahanda: Tingnan ang larawan. Nariyan si nanay, si tatay, si bunso at si Ate. May malaking telebisyon sa harap nila. 2. Tanong: Ilarawan ang ginagawa ng pamilya.	2.26*	*Katanggap-tanggap*	2.74*	*Kasiya-siya*
Paghahanda: Tingnan ang larawan. Isipin na ikaw ang inahing manok o amang manok. Magluluto ka para sa iyong pamilya. 3.Tanong: Ano-ano ang bibilhin mo? Paano mo ito iluluto?	1.78*	*Katanggap-tanggap*	2.61*	*Kasiya-siya*
Paghahanda: Tingnan ang larawan. Siya si Mina. Pansinin ang ginagawa niya. 4.Tanong: Nagluluto ba si Mina?Ano-ano kaya ang sunod-sunod na gagawin niya sa paglilinis?	1.70*	*Katanggap-tanggap*	2.35*	*Katanggap-Tanggap*
Paghahanda: Tingnan ang larawan. Pansinin ang ginagawa ng bata. Kung tatanungin mo siya ano ang itatanong mo? 5.Tanong: Bumuo ng pangungusap na patanong batay sa larawan.	2.22*	*Katanggap-tanggap*	2.74*	*Kasiya-siya*
Paghahanda: Tingnan ang larawan. Umisip ng pangyayari sa buhay mo na kaugnay sa larawan. 6.Tanong: Ikuwento mo ang iyong karanasankaugnay sa larawan.	1.65*	*Katanggap-tanggap*	2.57*	*Kasiya-siya*
Paghahanda: Tingnan ang larawan. Nanlaki ang kanyang mga mata at bibig. Gamitin ang iyong imahinasyon. 7.Tanong: Ilarawan ang kanyang nakita.	1.91	*Katanggap-tanggap*	2.48*	*Katanggap-Tanggap*
Paghahanda: Tingnan ang larawan. Pansinin ang bata, ang laruan at ang aso. 8.Tanong: Lumikha ng tanong tungkol sa larawan.	2.17*	*Katanggap-tanggap*	2.83	*Kasiya-siya*
Paghahanda: Pansinin ang bata sa larawan. Siya si Marc at paborito niya ang noodles. 9.Tanong: Ikaw ano ang paborito mong pagkain. Idetalye ito.	1.83*	*Katanggap-tanggap*	2.3	*Katanggap-Tanggap*

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Items	Pre-Test		Post Test	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Paghahanda: Pansinin ang ginagawa ng mga bata sa klase sa P.E. 10. Ikaw, isalaysay mo naman ang karanasan mo sa klase ninyo sa P.E.	1.74*	*Katanggap-tanggap*	2.22	*Katanggap-Tanggap*
Overall Weighted Mean	1.96*	*Katanggap-tanggap*	2.54*	*Kasiya-siya*

***Legend**: 3.50 to 4.00 = Napakagaling; 2.50 to 3.49 = Kasiya-siya; 1.50 to 2.49 = Katanggap-tanggap;1.00 to 1.49 = Mapapabuti pa*

Based on the presented results in Table 5, it can be observed that the students generally had an acceptable linguistic performance when the PPP approach was used in the class as per the assessment of the teacher, having an overall weighted mean of 1.96 which indicates a verbal interpretation of "Katanggap-tanggap". Meanwhile, it can be observed from the presented results that the students generally had a satisfactory linguistic performance when the TBLT approach was used in the class based on the assessment of the teacher, having an overall weighted mean of 2.54 which has a verbal interpretation of "Kasiya-siya". In totality, these results may initially imply that though the students had an acceptable linguistic performance in the PPP approach, they seem to perform much better in the TBLT approach for having a satisfactory linguistic performance on average. Varied studies focused on the learners' authentic meaningful experiences, stimulating engagement and participation in the development of linguistic performance through tasked-based language instruction in a digital classroom. (Ellis, 2003; Willis & Willis, 2007; Calvert & Sheen, 2015; Cho, 2018).

4.2 Difference in the Students' Participation in terms of their Different Skills between the Presentation, Practice, Production (PPP) Approach and the Task-Based Language Teaching (TBLT) Approach
Table 6 shows the results of the test of significant difference in the Students' Participation in the assigned tasks in their class using their different skills between the PPP and TBLT approaches used by their teacher.

Table 6 Difference in the Students' Participation in terms of their Different Skills between the PPP approach and TBLT approach

Variables Tested		p-value (2-tailed)	Decision
Independent Variables	**Dependent Variables**		
Listing and ordering of information*	Students' Performance in PPP approach** Students' Performance in TBLT approach** Rotation with Specific Activities**	0.000***	Reject Ho1
Making and answering questions*	Rotations Provided with Student Choices**	0.000***	Reject Ho1
Telling and describing details*	Students' Performance in PPP approach** Students' Performance in TBLT approach**	0.000***	Reject Ho1
Sharing personal experiences*	Students' Performance in PPP approach**	0.000***	Reject Ho1

Independent Variables being compared
**Dependent Variables tested in terms of the independent variables
***Difference is significant at the 0.05 level of significance (2-tailed)

Based on the results shown in Table 6, testing the significant difference in the student's participation using their four major skills in the class between the PPP and TBLT approaches used by their teacher, Wilcoxon-Signed Rank Test produced p-values of 0.000 in all the variables being compared that is less than the significance level of 0.05. Hence, the researcher has rejected the first null hypothesis. Meaning, there is a significant difference in the student's participation in the assigned tasks in the class when the teacher uses

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the PPP approach versus when the teacher uses the TBLT approach in terms of their Listing and Ordering of Information skills, Making and Answering Questions Skill, Telling and Describing Details Skill, and Sharing Personal Experiences Skill. This is related to the study conducted by Erten & Altay, (2009) confirmed that task-based speaking activities create a more collaborative learning environment, more beneficial and an event to real-life language use. Open discussion in cooperative groups enables clarification of ideas and perspectives in a context free of the perpetual scrutiny of the teacher and the wider class group Gillies, (2006).

4.3 Difference in the Linguistic Performance of the Students between Pre-Test and Post-Test

Table 7 shows the results of the test of significant difference in the Students' Linguistic Performance in the class between the PPP and TBLT approaches as assessed by their teacher.

Table 7 Difference in the Students' Linguistic Performance Between Pretest and Post Test

Variables Tested		p-value (2-tailed)	Decision	Remarks
Independent Variable	**Dependent Variables**			
Pretest*	Students' Linguistic Performance**	0.000***	Reject Ho2	Significant Difference
Post Test*				

Independent Variables being compared

**Dependent Variables tested in terms of the independent variables

***Difference is significant at the 0.05 level of significance (2-tailed)

As per the results presented in Table 7, testing the significant difference in the students' linguistic performance between the PPP and TBLT based on the assessment of their teacher, Wilcoxon-Signed Rank Test produced a p-value of 0.000 in the variables being compared that is less than the significance level of 0.05. Thus, the researcher has rejected the second null hypothesis. Meaning, there is a significant difference in the students' linguistic performance in the class when the teacher uses the PPP approach versus when the teacher uses the TBLT approach. It is comparable to the studies of Francisco (2019); Mauria, (2013) attested that task-based instruction addressed learners' specific language gaps. Students found the implementation of TBLT helped in the improvement of their purposive communication skills. That correlates to the results of the studies of Canilao, (2016) in which through the application of task-based instruction students' potential in pragmatic skills is enhanced, and learners emerged themselves in interaction, comprehension, and production. Rayon, (2017).

5. Conclusion

In the case of Keys School Manila, following the TBLT framework allows learners a greater chance of creative language use. The findings exhibited that a.) in the extent of students' participation between the PPP and the TBLT approach students became more participative in class b.) with regards to different skills performed by the students, TBLT supports students' participation and varies significantly; and d.) the linguistic performance of students between Pretest and Post test unveil that students' linguistic performance significantly differ. It is evident that through purposeful tasks, learners' engagement, and language encounters provide authentic language exploration.

Listing information skills activates the student's prior knowledge. These gave opportunities for students to recall some language useful in accomplishing the main tasks. Ordering information drives students to think logically. Sanchez, (2004) pointed out that a sound outcome of a task hinges on how the different steps directing to the final goal follow each other. Moreover, telling and describing details bring greater chances for students to explore the language as they add and explain information in detail. It sustained children's engagement and interaction. In the PPP method, students have less chance to experiment with the language because they practiced new vocabulary words in a controlled activity. In terms of asking and answering question skills, students created meaning-making questions as the tasks allowed them to get to know more information about each other. This stretched interaction and a high chance of language production. Compared to the student's participation in the PPP method where there was a very limited

opportunity for the actual use of language. Meanwhile, sharing personal experiences was the main task. The teacher explicitly guided the students on how they can be able to collaborate and communicate productively. In doing the task, students were engaged through the actual exchange of life-like situations, thus making their learning more fun, stimulating, and exciting while exploring the language. With regard to the different skills performed by students, TBLT supports students' participation. Tasks were scaffolded and explicitly directed students to work toward a goal. The exchange of thoughts, information, and experiences was evident when the teacher used task-based instruction compared to the conventional method of teaching.

In totality, task-based instruction played an important role in the development of the student's linguistic performance. Results of the findings revealed that the application of technology-mediated task-based language instruction was significantly responsible for the improvement of the student's participation and linguistic performance hence the task-based language teaching or TBLT should be imposed in teaching the Filipino language to non-native speakers. It will serve as a benchmark for all private schools, colleges, and universities that offer basic curriculum and special Filipino classes.

It is also recommended for the administrators to provide the following:

1.1 training for teachers on Task-based approach in language teaching; and

1.2 training in designing technology-mediated tasks.

And for Language teachers are encouraged to a) increase awareness and attend trainings and workshops on task-based approaches to execute effectively task-based instruction; b) revitalizing strategies, multi-skilling, upskilling are highly valued to adapt to the constant challenges in teaching the target language; c) design task-based instruction that is meaning-making and purposeful that would sustain students' engagement, interaction, and collaboration; and d) follow and execute the proposed work plan to address and respond to the diverse language needs of the learners.

6. Acknowledgement

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