Perceptions of Grade 11 Senior High School Students on Task-based Language Teaching in a Hybrid Oral Communication Class

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

Original Research Article

ABSTRACT

Task-based Language Teaching (TBLT) is defined as the strong version of the communicative approach [1]. It focuses on the implementation of tasks that are meaningful and require students to communicate. This study's objective is to know the perceptions of twenty Grade 11 senior high school private students on Task-based Language Teaching in a hybrid oral communication class. The following research questions were posed: 1) What are the experiences of senior high school students in relation to Task-based Language Teaching in a hybrid oral communication class? and 2) How do students perceive the impact of Task-based Language Teaching on the development of their oral communication skills? Students' experiences and perceptions were inquired through survey and interview which were then analyzed through thematic approach and Voyant tools. The findings revealed that the respondents who voluntarily participated in the study viewed TBLT positively. The experiences of senior high school students in relation to TBLT were represented by

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three themes: Enjoyed activities, Challenged by activities, and Gained Confidence. Students' perceptions on the impact of TBLT on the development of their oral communication skills were divided into three: Confident, Engaging, and Prepared. The findings of this study could contribute to the growing field of English language teaching using TBLT.

Keywords: Task-based language teaching; oral communication; hybrid set-up.

1. INTRODUCTION

1.1 Background of the Study

In the field of education, it is essential for educators to employ various techniques to turn their classroom learning plans into reality. In turn, students are exposed to different teaching strategies with the end goal of aiding them to improve their skills. Task-based Language Teaching (TBLT) is defined as the strong version of the communicative approach [2]. It focuses on the implementation of tasks that are meaningful and require students to communicate. It is grounded on the concept of constructivism by John Dewey, which posits that students must be involved in constructing their own knowledge through exposure to activities that require critical thinking and problem-solving.

As stated by Ahmad [2], Task-based Language Teaching is effective when it comes to improving the communication skills of students, and recommends that more studies be conducted to further understand the effects of TBLT on students' performance. In a related study by Murtikusuma et al. [3], it was found that the utilization of blended learning augments the likelihood for students to perform better as it combines online and in-person components in the teaching and learning process. In the Philippines, educational institutions are continuously shifting from purely online to hybrid setup in consideration of the COVID-19 situation that improves. Both students and teachers are tasked to adapt since hybrid learning is a huge leap from the pure online setup since the former does not just happen in one modality but consorts online and in-person sessions. Educators use TBLT with the aim of improving the skills of their students while they accompany them in the process of adapting to the continuous changes brought by unpredictable times.

This study's objective is to know the perceptions of Grade 11 senior high school students on Task-based Language Teaching in a hybrid oral communication class. Students' experiences and perceptions were inquired through the instruments that were employed which were then analyzed. The findings of the study aim to contribute to the growing field of English language teaching using TBLT.

1.2 Review of Related Literature

1.2.1 Foreign studies on task-based language teaching

The use of Task-based Language Teaching has been claimed to be effective. During the peak of the COVID-19 pandemic, Belda-Medina [4] conducted a study that aimed to analyze student interaction and multimodal communication through Task-based Language Teaching in synchronous computer-mediated communication. Research findings revealed a positive reaction toward the utilization of TBLT in synchronous computer-mediated communication.

Additionally, according to Mulyadi et al. [5], integrating TBLT and learning technologies can be the potential framework for enhancing learners' listening comprehension and speaking skills. It was also pointed out that not many past studies have explored how technology enhanced TBLT. In the said study, ninety-seven Nursing students participated in the study and findings showed that technology improved TBLT particularly if it is merged with role-playing. In relation to the amalgamation of technology and Task-based Language Teaching, the study of Fang et al. [6] aimed to address the challenges of limited language proficiency and provide needed feedback in the implementation of TBLT through a mobile-supported application. Sixty-six English as a foreign language students participated in the study and their self-perceived use of oral communication strategies was one of the aspects measured to check the effectiveness of the scaffolding technique used. The study concluded that the use of mobile-supported TBLT resulted in greater awareness of fluency and accuracy for speaking performances.

Akalu [7] also studied Task-based Language Teaching and its effects on students' oral

communication skills, particularly TBLT which is context-specific. Speaking tests and students' questionnaires were used for data gathering. It was found that context-specific TBLT resulted in significant improvement in the oral communication performance of the respondents, compared to those who were exposed to the tasks based on textbooks. Another technique in testing the effectiveness of Task-based Language Teaching was employed by Rachayon and Soontornwipast [8]. Said researchers utilized a digital game to conduct TBLT and see if there is an improvement in the oral communication skills of students. Findings revealed that the participants' average post-test score was significantly higher than their average pre-test score, hence, the integration of a digital game in TBLT was found effective. The findings of the mentioned studies support Samarsono et al.'s [9] study which found that TBLT improved the students' speaking performance as said technique allowed the students and teachers to discuss the tasks during the teaching and learning process. The study also highlighted that the self-efficacy of students affected the speaking performance of students.

The flipped learning environment, which is one of the many trends in language teaching, was touched on in the study of Muntrikaeo and Poonpon [10] in relation to Task-based Language Teaching's use in improving the oral communication skills of students. Eighty students participated and were divided into experimental and control groups. Findings revealed that the flipped learning environment when combined with TBLT was effective in improving the English oral communication ability of students. According to Masuram and Sripada [11], listening and speaking skills are not usually focused on in teaching, hence, students find it difficult to academically converse continuously. As a result, they conducted a study on TBLT and its effect on the oral communication skills of students. The design of their research had two parts: the pre-task and the post-task. The pre-task was conducted to prepare the students while the post-task was conducted to evaluate the effectiveness of the teaching intervention. The researchers concluded that real-life tasks could improve the fluency of students when it comes to speaking. Fluency could be achieved through corrective feedback, which was the focus of Shariq's [12] study in relation to TBLT. The study aimed to fill the gap by specifically assessing the aspects of speaking proficiency after students have been exposed to Task-based Language Teaching with an emphasis on the corrective feedback given.

1.2.2 Local studies on task-based language teaching

In 2022, Amat et al. [13] studied second language acquisition that is related to two language approaches, namely, Content-based Language Teaching (CBLT) and Task-based Language Teaching (TBLT). The authors deduced that the said approaches strengthen the role, effectiveness, and importance of improving language instructions and learning processes. In relation to this, Maming et al. [14] employed communicative language education to assist public school students in Tondo, Manila, in improving their English communication skills. The researchers used the direct teaching method along with TBLT as an intervention for the students who were then given a speaking test. The results revealed that task-based language teaching gives learners a natural setting to use language in their conversations and speech deliveries. The results also presented several opportunities for interactions while students try to accomplish tasks that allow them to communicate with one another to articulate their meanings. Indeed, Task-based Language Teaching is deemed beneficial when it comes to students' process of acquiring, learning, and improving skills. As stated above, TBLT aids in the students' improvement of speaking skills, hence, its utilization in the classroom.

Task-based Language Teaching was also employed in the study of Blancaflor et al. [15]. They focused on listening, which is a core receptive skill that is often neglected in English teaching and learning process. This research was conducted to investigate if there was any significant difference in the participants' active listening comprehension skills before and after the implementation of the intervention which focused on task-based activities. The quantitative results and analysis did not show any significant difference in the pre and post-tests but other findings reveal an essential improvement in the participants' behavior as manifested in the focused group discussion and interviews conducted. This could be interpreted that TBLT could aid language learners in improving their active listening comprehension skills. It is recommended that educators come up with tasks that focus on real-life contexts to intensify dynamic and collaborative interactions while honing students' communication skills. In honing

one's communication skills, it is important to consider self-efficacy. It was cited in the study of Flores-Sim [16] that students with moderate to high self-efficacy will naturally participate and undertake more mastery experiences which could strengthen their speaking skills. On the other hand, students with low self-efficacy are likely to move away from speaking opportunities and soon, fail to develop their communication skills. The said study stated that even students with low self-efficacy could benefit from an educational intervention such as Task-based Learning Teaching as this could develop their oral communication skills and confidence. The respondents of the said study were not resistant to the intervention used and were positive about its use in the classroom.

Lumabi [17] found that Task-based Language Teaching particularly task-based dictation improved the communication skills of research participants. The researchers also noticed that TBLT provides students with opportunities for student-centered learning through discussions, peer feedbacking, critical analysis, and problem-solving. Through TBLT, the research participants were said to have improved their listening and speaking skills and became more aware of problematic language areas to work on. In the same light, the study of Llena et al. [18] employed communicative language education as well as Task-based Language Teaching as their intervention. Students were given a speaking test to gauge their oral communication skills. Task-based learning was found to be excellent in cultivating language ability because it allows students to participate in natural conversations. Teaching using this approach is said to be effective since this permits interactions among students while they learn about the process of speaking and appealing to their audience to be effective in sharing their thoughts and ideas through this mode of communication.

1.3 Gap of the Study

The reviewed studies focused on Task-based Language Teaching and enhancing oral communication skills. Both foreign and local studies were reviewed to cover studies that were conducted in and out of the country. It was found by the researcher that studies reviewed proposed TBLT as an intervention to improve the performance of student participants in terms of oral communication or speaking activities. Given the overall purpose of the studies, it was a commonality that improvement was assessed

through different methods such as surveys, interviews, and focused group discussions, to name a few. Student participants in the studies reviewed were comprised of high school and college students. In consideration of all these, it was found by the researcher that the gap of the study is that hybrid setup was not focused on. Due to the height of the pandemic, online classes were conducted, and currently, classes are shifting to hybrid setup. With this occurring, it ignited the researcher's intention to focus on this setup in relation to TBLT. Apart from this, it was a commonality among the studies reviewed that student participants were observed, tested, and soon inquired about the effectiveness of TBLT in terms of their oral communication skills enhancement. The current study's focus is on the perceptions of the students so that these are taken into full account. With all these mentioned, the current research aims to put emphasis on the perceptions of senior high school students in a hybrid oral communication class.

1.4 Research Questions and Significance of the Study

The study aims to answer the following research questions:

1. What are the experiences of senior high school students in relation to Task-based Language Teaching in a hybrid oral communication class?

2. How do students perceive the impact of Task-based Language Teaching on the development of their oral communication skills?

The researcher envisions to answer the research questions above to understand how TBLT affects the process of honing oral communication skills based on the perspective of the students. Answers to the research questions above would contribute to the field as this would present an overview of how students respond to TBLT based on their experiences and perceptions. Apart from this, the answers to the research questions would provide educators insights into how TBLT works in their classes particularly in honing students' oral communication skills. Educators would be given the idea to reevaluate their teaching techniques to fit TBLT's nature. They could improve their pedagogy based on the responses that would be elicited from the student participants. The research topic is also timely given the current shift from pure online classes to

hybrid learning, in consideration of the continuous betterment of the COVID-19 situation in the country. With all these said, the study could provide answers to some questions with regard to Task-based Language Teaching with the objective of contributing relevant findings to the growing field of English Language Teaching.

2. METHODS

2.1 Research Design

Qualitative method is the design of this research. It is a method of analyzing a certain subject using non-numeric and non-quantifiable indicators. According to Efron and David [19], the focus of the qualitative investigation is on the meanings of the experiences of individuals in various settings. As the main objective of the study is to ascertain the perceptions of Grade 11 senior high school students on Task-based Language Teaching in a hybrid oral communication class, the researcher focused on the qualitative responses of the participants. The study did not touch on the quantitative aspect as this did not aim to measure performance improvement. The study aimed to highlight the experiences and perceptions of the student participants, hence, the utilization of said research approach.

2.2 Participants

The participants of the study are Grade 11 senior high school students in a private school in the city of Manila who are taking the hybrid class Oral Communication in Context, a core subject in the senior high school curriculum. The said class uses Task-based Language Teaching in delivering the lessons. Volunteer sampling was used to complete the participants of the study, twenty in total. Out of the sample, five students were randomly selected and interviewed to further acquire details to answer the research questions. The said sampling technique was employed in consideration of the limited time for this research. The research participants were asked to sign the consent form in observance of the process of research ethics. They were reminded that the details collected from them were for the sole purpose of research.

2.3 Instruments

Two instruments were used to answer both research questions posed by this study. First, an open-response survey through Google Forms was shared with the student participants to elicit their answers to the research questions with regard to their experiences and perceptions in relation to Task-based Language Teaching in a hybrid oral communication class. The survey instrument was adapted from the study of Hadi [20], which also focused on the perceptions of learners on TBLT. Questions were divided into the following segments: learners' understanding of TBLT, learners' views on the implementation of TBLT, and learners' experiences in relation to the use of TBLT. The last segment was included to fit the current study and replaced the original instrument's last segment which is on the reasons learners choose or avoid TBLT as this was deemed inappropriate by the researcher since TBLT is already used in the class taken by the student participants.

To further generate responses from the participants, a Zoom interview was conducted where semi-structured questions were asked to five randomly selected students. The following questions were posed:

1. What is your understanding of Task-based Language Teaching?

2. What do you think is the importance of implementing tasks in an oral communication class?

3. Which tasks do you find helpful?

4. Which tasks do you find challenging?

5. How do these tasks affect your oral communication skills enhancement?

2.4 Procedures and Data Analysis

After securing the consent of the school administrators as well as the student participants, the researcher sent the Google Forms link for the student participants to take part in the open-response survey. After receiving the survey responses, five students from the ones who responded to the survey were randomly selected for the Zoom interview. Before the interview started, the student interviewees were reminded that the interview will be recorded for the purpose of data analysis. The participants were not required to turn on their cameras for data privacy. After conducting the survey and interview, data analysis ensued to provide answers to the research questions.

Thematic analysis by Braun and Clarke [21] was employed to interpret the data collected from the student participants. Braun and Clarke's method consists of six steps: 1) becoming familiar with the data 2) generating codes 3) generating themes 4) reviewing themes 5) defining and naming themes and 6) locating exemplars. The researcher started by being immersed in the data from the survey and interview. After generating codes, the researcher came up with themes that correspond to higher-level topics or categories. The generated themes were reviewed by critically comparing these with the generated codes and making sure that parallelism in construction is observed. The codes and themes created were elucidated for these to answer the research questions. To reinforce the analysis of data, Voyant tools (https://voyant-tools.org/) was employed.

3. RESULTS

Fig. 1 shows the dominant words from the answers of the respondents to the survey question "What is the importance of tasks in a hybrid oral communication class?" From the words shown, the word "students" was mentioned most (11 times), followed by "tasks" (8 times), and "oral" (7 times). From the responses, it could be deduced that students find Task-based Language Teaching to be beneficial to them. In support of this, one respondent, when asked about the importance of tasks, said "This is to make sure the students were able to understand the lessons given to them."

Fig. 2 presents the dominant words from the answers of the respondents to the survey question "When do you consider tasks to be meaningful and purposeful?" From the words shown, the word "task" was mentioned most (5 times), followed by "use", "purposeful", "meaningful", and "future" (4 times). From the mentioned dominant answers, it could be implied that students find tasks to be meaningful and purposeful when these are of great use in preparing them for real-world scenarios. One respondent answered, "One that as you accomplish the task, you will be able to learn or improve on your skills."

Fig. 1. Perceptions on the importance of tasks in a hybrid oral communication class
Most frequent words in the corpus: students (11); tasks (8); oral (7); communication (7); hybrid (6)

Fig. 3 shows the dominant words from the answers of the respondents to the survey question "How did Task-based Language Teaching affect your oral communication skills enhancement?" From the words shown, the word "skills" was mentioned most (12 times), followed by "communication" (10 times), and "task" and "oral" (8 times). From the responses, it could be implied that students find TBLT to be effective in honing their oral communication skills through the tasks that are assigned for them to accomplish; students have a positive take on TBLT in relation to the enhancement of their oral communication skills. As stated by one respondent, "I think my oral communication skills were enhanced in such a way that I know how to apply my knowledge in the said subject because I've experienced doing a task related to the topic. So my knowledge isn't simply "theoretical".

Fig. 4 presents the most mentioned words from the answers of the respondents to the survey question "Which task/s did you enjoy the most in your hybrid oral communication class?" From the words shown, the word "discussion" was mentioned most (8 times), followed by "task",

"panel", and "enjoyed" (7 times). From the responses, it was revealed that panel discussion, a collaborative speech delivery, along with on-the-spot speaking, were the activities enjoyed the most by the respondents. As stated by one of them, "I really like the task when we're randomly called to answer but at the same time it makes me nervous because I'm scared to say the wrong answer."

Fig. 5 presents the dominant words from the answers of the respondents to the survey question "Which task/s did you find challenging in your oral communication class?" From the words shown, the word "task" was mentioned most (10 times), followed by "challenging" (9 times), and "impromptu" (7 times). From the responses, it was revealed that impromptu speaking and informative speech delivery, which required them to pre-record a speech, were found to be the most challenging activities they had. One student said, "The task that I find challenging in class is the impromptu speeches because I can't really organize my thoughts quickly and share it. I need a lot of practice with impromptu speeches because this would be helpful in the future."

Fig. 2. Factors in considering tasks to be meaningful and purposeful
Most frequent words in the corpus: task (5); use (4); purposeful (4); meaningful (4); future (4)

Fig. 3. Perceptions on how Task-based Language Teaching affects oral communication skills enhancement
Most frequent words in the corpus: skills (12); communication (10); task (8); oral (8); helped (5)

Fig. 4. Tasks enjoyed the most in a hybrid oral communication class
Most frequent words in the corpus: discussion (8); task (7); panel (7); enjoyed (7); really (5)

Fig. 5. Tasks found most challenging in a hybrid oral communication class
Most frequent words in the corpus: task (10); challenging (9); impromptu (7); spot (4); really (4)

Table 1 summarizes the responses of the interviewees to the question "What do you think is the importance of implementing tasks in an oral communication class?" One of the common responses of the interviewees is that tasks are assigned for students to practice what they have learned from the discussions, which would allow them to hone their skills. The interviewees also expressed that tasks are ideal in making them prepare for real-world scenarios as not all of these could be learned through traditional teaching which includes administering standardized tests.

Table 2 presents the summarized responses of the interviewees to the question "Which tasks do you find helpful?" The interviewees had a unanimous answer that impromptu speaking activity was the most helpful for them. Although it was a bit stressful because of the need to speak spontaneously in front of an audience, the interviewees had a positive take on this due to its impact and benefits on their oral communication skills enhancement.

Table 3 presents the summarized responses of the interviewees to the question "Which tasks do you find challenging?" The interviewees had a unanimous answer that impromptu speaking activity as well as informative speech delivery which required them to pre-record their speeches were the most challenging. It could be deduced that students find it challenging to speak on the spot, however, it was also disclosed that they had difficulties recording their speeches for the informative speech delivery due to it being demanding of their time which could be due to the possibility of repeating takes to perfect the delivery, which could not be done when speaking at the spur of the moment.

Table 4 shows the condensed responses of the interviewees to the question "How do these tasks affect your oral communication skills enhancement?" The answers presented show that the interviewees noticed a significant improvement in their oral communication skills specifically with the way they answer questions on the spot and with the approach they employ in facing an audience. It was also revealed that the interviewees were able to gain confidence after accomplishing the tasks assigned to them in the hybrid oral communication class.

Table 1. Perceptions on the importance of implementing tasks in a hybrid oral communication class

Interviewees	Quotes
1	"It is crucial for the subject teacher to assign tasks to their students in an oral communication class because this would help the students enhance their speaking skills. These tasks also allow them to apply the lessons they learned in class and give them a glimpse of what they might be assigned to do in the future."
2	"With this the learners will be able to learn what their mistakes were and fix it. This could also help them to see what it will look like as if it was the "real world" instead of the usual textbook style of teaching."
3	"In oral communication, it's more of a practice than just knowledge. Yes, you can know all the speaking techniques and all, but when you are actually speaking in front of someone, you won't even open your mouth, so it's useless."
4	"In my opinion, there is only one way to become better in communication and that is to talk with people, engage in discussions and deliver speeches. Not everything can be learned through standardized tests and lectures, we need students to experience doing the tasks for themselves."
5	"With this the learners will be able to identify their weaknesses and improve their strengths. This also helps in preparing them to real life situations in which you will have to speak up."

Table 2. Tasks found to be helpful

Interviewees	Quotes
1	"I truly find every task that was assigned to me by the teacher to be extremely helpful, especially the Impromptu Speech. As a student, there will surely be times that I must speak or discuss a certain topic, and I should make it a goal always to do it with ease."
2	"It was able to help me see what I was capable of when it comes to impromptu. I was able to learn how I could improve on the mistakes that I have made."
3	"When our task is about presenting in front of a live audience. I loved it because it really boosted my confidence."
4	"The Impromptu Speech Task was the most helpful and also stressful task during the Oral Communication course. It tested my skills when it comes to thinking, organizing, and forming thoughts as fast as possible."
5	"The task that was very helpful for me was the impromptu speeches. It was one of the reasons why I've felt more confident in speaking up whenever I need to and whenever I was asked to do so."

Table 3. Tasks found to be challenging

Interviewees	Quotes
1	"I also thought that delivering my Informative Speech would not be that hard, but as I recorded, I would forget the lines and get frustrated that I just read some parts of my speech. Aside from that, I found the Impromptu Speech and the Final Panel Discussion to be the most challenging for me."
2	"It was hard to concentrate properly as you will be standing in front of a crowd and can only be semi prepared for what will happen. You would need to come up with every possible question that could be come up and be ready with a suitable answer"
3	"When I have to record my presentations because it's wired, usually recording a video should be easier, but to me, when I am in life, I don't have time to think about messing up, but if I am recording, I mess up more because I think too much. so it took a lot of tries."

Interviewees	Quotes
4	*"*The Impromptu Speech was the most challenging task we were asked to do. It was a "one shot, one time, no error" kind of task. There is nothing you can do to prepare yourself for the task besides being media/street-smart and hoping that you don't mess up during the speech delivery.
5	"It was hard for me to keep being professional despite the mistakes that I've done in filming. Although the task was difficult, it was still very helpful since it allowed me to estimate how much I should research given a topic."

Fig. 6 presents the results of the thematic analysis done to answer the research questions posed by this study. Based on the answers of the respondents to the survey and interview questions, three themes were generated with regard to the experiences of senior high school students in relation to TBLT in a hybrid oral communication class: Enjoyed activities, Challenged by activities, and Gained confidence. The respondents of the study mentioned that they enjoyed the activities, hence, it being the first theme, and is supported by the following codes that also correspond to the most enjoyed activities of the respondents: Impromptu speaking and Panel discussion. Additionally, the respondents stated that they were challenged by activities, hence, it being the second theme that is supported by the following codes: Impromptu speaking and Informative speech delivery. The third theme that was generated from the survey and interview answers is that the respondents gained confidence from the speaking activities conducted, which is supported by the following codes, factors that allowed them to acquire confidence: Collaborative activities and Individual deliveries.

Fig. 7 presents the themes and codes generated from the answers of the respondents to the survey and interview questions with regard to their perceptions on the impact of TBLT on the development of their oral communication skills. From the answers provided by the respondents, three themes were generated: Confident, Engaging, and Prepared. The first theme that focuses on students feeling confident is supported by the following codes, reasons why the respondents think they were able to gain confidence: Ready for individual deliveries and Better communicator. The respondents also perceive themselves to have become engaging, and this is supported by the following codes: Not afraid to face an audience and Can appeal to the audience. Lastly, the respondents perceive themselves to be prepared, the third theme generated, and is supported by the following codes: Ready for presentations and Can relate to the world.

Table 4. Perceptions on how the tasks affect oral communication skills enhancement

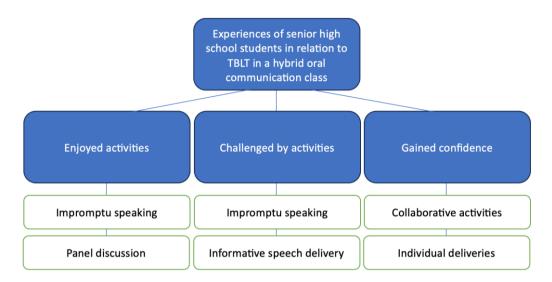| Interviewees	Quotes
1	"I can clearly tell that I am currently more confident in communicating with others, I don't stutter much anymore, and less dead air is present when I talk. And all of these enhancements just warm my heart and fill me with joy because I finally stepped out of my bubble for my betterment and growth as an individual."
2	*"*It was able to help me be able to come up with a suitable answer in a matter of seconds. It was also able to make me stutter less, which was a huge problem for me in the past."
3	*"*These tasks helped me by making me think outside the box, I had to do stuff that is hard for me. When I really got it and did the task, I really felt like I had learned."
4	*"*I noticed that after the course I became more eager in joining discussions and conversations with people. I can express myself in a better way and I also became more mature in some way."
5	"It affected me greatly as it allowed me to have more confidence in what I say and what I know. These tasks also taught me to always be prepared of things especially when speaking about a topic that is not well known so that I can answer questions properly."

Fig. 6. Experiences of senior high school students in relation to task-based language teaching in a hybrid oral communication class
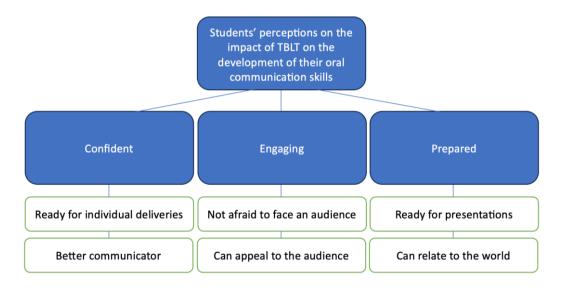

Fig. 7. Students' perceptions on the impact of task-based language teaching on the development of their oral communication skills

4. DISCUSSION

4.1 What are the Experiences of Senior High School Students in Relation to Task-based Language Teaching in a Hybrid Oral Communication Class?

The respondents of the study expressed that they had varied experiences in a hybrid oral communication class where Task-based Language Teaching was employed. The respondents' experiences were categorized into three themes: Enjoyed activities, Challenged by activities, and Gained Confidence. These themes were generated from the responses of the students to the survey and interview that were conducted.

Based on the students' responses, impromptu speaking, as well as panel discussion, served as the most enjoyable activities for them. Impromptu speaking is a speech delivery type that requires students to speak on the spot. Panel discussion, on the other hand, requires presenters to state their thoughts on an issue being discussed using their expertise, but in the context of the hybrid oral communication class observed, students were asked to simulate an actual panel

discussion by assuming a number of professional roles. As stated by one survey respondent with regard to their delivery of impromptu speeches, "I enjoyed giving my speech about LGBTQIA+ community. It gives me an avenue to talk about the things I am passionate about." Another survey respondent said something about the panel discussion, to be specific, "I enjoyed the panel discussion as it served as a challenge to me to confidently speak in front of many." One interviewee said that "I truly find every task that was assigned to me by the teacher to be extremely helpful, especially the Impromptu Speech. As a student, there will surely be times that I must speak or discuss a certain topic, and I should make it a goal always to do it with ease."

Moreover, the survey and interview responses revealed that students found some activities to be challenging. Interestingly, student participants enjoyed impromptu speaking and at the same time, found said activity to be challenging. Apart from this, the students had a unanimous take on the informative speech delivery being a challenging activity. In the context of the hybrid oral communication class observed, the informative speech delivery required students to pre-record a speech on the topic approved. With that, they were allowed to retake their speech delivery to avoid mistakes as cutting or editing of speech recording was not permitted. In support of the said claims, one survey respondent expressed this with regard to the activity that they found most challenging: "On the spot talking because you could forget what you have to say, you might be repeating things and your ideas could be a mess when delivering it." In addition, one survey respondent expressed this with regard to the activity they found most challenging: "It would be the impromptu task because it was nerve-racking, however it is a good task for us to be challenged." In relation to informative speech delivery being challenging, one interviewee said, "It was hard for me to keep being professional despite the mistakes that I've done in filming. Although the task was difficult, it was still very helpful since it allowed me to estimate how much I should research given a topic."

The students who participated in the survey and interview expressed that through the activities they encountered, both enjoyable and challenging, they were able to gain confidence, hence, this being the third theme that was generated. As stated by the respondents, they were able to gain confidence through the collaborative activities they were asked to participate in, such as formative assessments and panel discussion. Apart from this, the respondents expressed that they were able to gain confidence through individual deliveries, as most of the activities in the hybrid oral communication class required the students to speak individually. As stated by one survey respondent with regard to the importance tasks in a hybrid oral communication class, "This is to make sure the students were able to understand the lessons given to them." In support of this, another survey respondent expressed how the activities made them gain confidence: "It helped me to be more confident when I talk or when I answer in front of my classmates." The statement of one of the interviewees also supports this claim about how respondents gained confidence through the activities assigned: "It affected me greatly as it allowed me to have more confidence in what I say and what I know. These tasks also taught me to always be prepared of things especially when speaking about a topic that is not well known so that I can answer questions properly."

The findings of the study relate to Suthiwartnarueput's [22] research on the effectiveness of impromptu speaking. The said study experimented on impromptu speaking practice, which is a recognized English speaking method. The data gathered indicated that impromptu speaking was effective as an activity in class. The researcher also interviewed respondents and found out that students find impromptu speaking practice as an authentic class activity and similar to activities that they do on almost a daily basis. Impromptu speaking, hence, is an individual speech delivery that although challenging, students find helpful and insightful in the current study. With regard to the expressed experiences of the respondents of the current study about collaborative activities such as the panel discussion, the study of Zambrano et al. [23] links to it as it focused on collaborative learning. It is suggested by the authors of the said study that in designing group activities, prior tasks must prepare the students in taking complex activities. In the context of the current study, panel discussion is one of the activities enjoyed the most by students due to its nature, at the same time, because of the process undertaken by students before, that is accomplishing formative speaking activities, before participating in a collaborative task such as the panel discussion. Both individual and group tasks, hence, must be conducted in a

hybrid oral communication class, for students' oral communication skills enhancement to be complete and effective.

4.2 How do Students Perceive the Impact of Task-based Language Teaching on the Development of Their Oral Communication Skills?

After the conduct of both survey and interview, the perceptions of senior high school students on the impact of Task-based Language Teaching on the development of their oral communication skills were made clear to the researcher. Three themes were generated in relation to the perceptions of students on the impact of TBLT on the enhancement of their oral communication skills: Confident, Engaging, and Prepared. These perceptions correspond to how students view themselves after undergoing the activities in the hybrid oral communication class.

Student participants expressed that they perceive themselves to be confident after being exposed to oral communication activities in class. Two codes support this theme; these are students' claims that they are ready for individual deliveries and that they have become better communicators. Due to the students' exposure to series of individual deliveries, they have perceived themselves as prepared for this type of delivery. In addition, they perceive themselves as better communicators because in class, they were required to accomplish series of oral activities, both individually and by group. One survey respondent mentioned this in relation to the activities they were exposed to: "It really pushed me to my limits and forced me to adapt." In support of this, an interviewee expressed, "In my opinion, there is only one way to become better in communication and that is to talk with people, engage in discussions and deliver speeches. Not everything can be learned through standardized tests and lectures, we need students to experience doing the tasks for themselves."

Another perception that emerged as a theme from the survey and interview responses is being engaging. This pertains to how students view themselves as part of a group or in connection to their audience. Two codes provide reinforcement to the said theme; students expressed that they are not afraid to face an audience and can also find ways to appeal to them. These perceptions could be due to how the students were prepared to deal with an audience by knowing how to

design speeches with their audience as their top consideration. It was also revealed that the collaborative tasks in class permitted the students to find ways to communicate with their peers both online and in person. One survey respondent expressed that TBLT utilization in class made them achieve this: "Become more confident in speaking towards other people or speaking up for others." Additionally, one of the interviewees expressed this: "I noticed that after the course I became more eager in joining discussions and conversations with people. I can express myself in a better way and I also became more mature in some way."

The third emerging perception based on the survey and interview responses is being prepared. This refers to how students perceive themselves in preparation for actual presentations and real-world scenarios. The said theme is supported by the following codes that correspond to their perceived extent of preparedness: ready for presentations and can relate to the world. This perception is due to the tasks they were asked to accomplish in the hybrid oral communication class. These tasks were mostly speech deliveries or presentations as the class is on speaking, and these were based on real-world situations. As stated by one of the survey respondents with regard to this theme: "It allowed me to get used to the real world wherein we work and learn at the same time." Furthermore, one of the interviewees stated how the tasks assigned allowed them to be prepared for future speech deliveries and real-world situations: "I can clearly tell that I am currently more confident in communicating with others, I don't stutter much anymore, and less dead air is present when I talk. And all of these enhancements just warm my heart and fill me with joy because I finally stepped out of my bubble for my betterment and growth as an individual."

The perceptions expressed by the student respondents, lead to the point that Task-based Language Teaching continues to be effective specifically in an oral communication class. In the study of Santhosh and Meenahski [24], it was mentioned that TBLT is more effective than the traditional method as tasks implemented in a classroom utilizing TBLT interest students. The authors added that if tasks are implemented for students to hone their oral communication skills, they initiate and become active in the accomplishment of these. Due to this, students become comfortable in stating their thoughts and

in participating in oral communication-related activities. This relates to the study authored by Xuyen and Trang [25] where the respondents said that TBLT is beneficial due to the tasks or activities assigned to them as oral communication class students. The perceptions of the current study's respondents that the tasks assigned to them in their hybrid oral communication class are effective are supported by the presented studies. For oral communication students to continuously perceive themselves as confident, engaging, and prepared, tasks must be well-designed and be able to hone the potentials of students, in a way that they are guided and scaffolded. Variety of activities in an oral communication class allows students to improve their speaking skills while enjoying the learning process.

5. CONCLUSION AND RECOMMENDA-TIONS

The study provided answers to the following research questions: 1. What are the experiences of senior high school students in relation to Task-based Language Teaching in a hybrid oral communication class? 2. How do students perceive the impact of Task-based Language Teaching on the development of their oral communication skills? After gathering data from the respondents through survey and interview and analyzing these using a thematic approach and Voyant tools, themes were determined for each research question. The experiences of senior high school students in relation to TBLT were represented by three themes: Enjoyed activities, Challenged by activities, and Gained Confidence. Student participants enjoyed impromptu speaking and panel discussion the most; impromptu speaking and pre-recorded informative speech delivery were found to be challenging; participants expressed that they gained confidence through the collaborative and individual activities they were exposed to. Students' perceptions on the impact of TBLT on the development of their oral communication skills were divided into three: Confident, Engaging, and Prepared. The respondents of the study expressed that they perceive themselves to have become confident as they are ready for individual deliveries and have become better communicators; participants expressed that they perceive themselves as engaging because they are no longer afraid to face an audience and they can appeal to them; the perception of participants that they are prepared were due to

their self-assessment that they are ready for presentations and can relate to the world.

The researcher recommends that further studies be conducted to ascertain students' perceptions with regard to their hybrid oral communication class, since classes are now shifting to the said setup due to the improving situation in the country. As the current study focused on the quantitative approach, the researcher recommends that the number of respondents be increased in future studies or explore another approach such as qualitative or mixed-method. Another recommendation that springs from the findings of this study is for oral communication class teachers to implement activities such as impromptu speaking and panel discussion for students to hone their speaking skills at the same time be given the opportunity to collaborate with their groupmates. It is recommended by the researcher that educators must see to it that the tasks they are asking the students to accomplish are meaningful and purposeful. They should also balance activities that are enjoyable and at the same time challenging. In an oral communication class and even in other language-related classes, tasks assigned must be based on actual scenarios for students to relate to and be prepared for the professional world. It is recommended by the researcher that oral communication teachers be ready to accompany their students in their skills enhancement journey for them to receive ample support or scaffold from their mentors. Oral communication educators must be able to accompany their students and as mentioned, provide tasks that would make students gain confidence, be engaged with their audience, and be prepared for what could happen once they are already in the professional world. Continuous exploration of the utilization of Task-based Language Teaching in hybrid classes must be done to improve the pedagogy of educators and the learning experience of students.

CONSENT AND ETHICAL APPROVAL

A letter of permission was sent to the school administrators before the start of data collection. Once approved, the Google Forms link was shared with the students. The said data collection tool contained the consent form. The students were duly informed of the purpose of the study and to what extent their participation was needed. Student interviewees were reminded of the purpose of the study before the interviews started. Their consent was asked

before the interviews were recorded. To protect their privacy, respondents were not required to turn on their cameras during the interviews.

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COMPETING INTERESTS

Author has declared that no competing interests exist.

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