The Use of Task-Based Activities in Improving Active Listening Comprehension Skills of Grade 8 ESL Students

Renee Julia D. Blancaflor  
*De La Salle University*
renee_blancaflor@dlsu.edu.ph

Margarita Ines I. Mauleon  
*De La Salle University*
margarita_mauleon@dlsu.edu.ph

Jeanne F. Purpura  
*De La Salle University*
jeanne.purpura@dlsu.edu.ph

Abstract

Listening is a core receptive skill that facilitates language acquisition and proficiency, yet it is often neglected in the 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 task-based activities anchored on the social learning theory. To achieve the research objectives, thirty 32 participants, 17 males, and 15 females were selected to participate and take the pre-and post-tests for Grades 9-10 adapted from the English Language Proficiency Assessments for California (ELPAC). Surveys, focus group discussions, and interviews were also conducted to identify and monitor any improvement in the participants’ active listening comprehension competencies. The quantitative results and analysis showed no significant difference in the pre-and post-tests. However, other findings indicate an important improvement in the participant’s behaviour as manifested in the FGD and interviews. This further implies that effective implementation of the SLT through TBAs could help language learners improve their active listening comprehension skills. English teachers may consider integrating real-life contexts in their classroom tasks to intensify dynamic and collaborative interactions using language-based instructions.

*Keywords:* Social Learning Theory, Active Listening, Task-based Activities,
Introduction

When people convey their ideas and thoughts to others, they activate their listening, speaking, reading, and writing skills. One macro skill that they sometimes neglect to identify is their listening skill. However, listening plays a significant role in daily language user’s socializing activities. When people communicate with others, the total number of time they use in listening is 40-50%, 25-30% in speaking, 11-16% in reading, and only 9% in writing (Gilakjani & Ahmadi, 2011; Mendelsohn, 1994). Listening is a receptive skill that is often associated solely with natural processes (Kannan, 2019). When language users listen, they identify the sounds they hear, connect these sounds as they elicit information, and recall these pieces of information as they form meaning (Ahmadi, 2016; Gilakjani & Sabouri, 2016; Morley, 1991). However, the skill itself requires a crucial process to structurally learn and develop as it is essential to fully understand concepts concerning any spoken discourse (Richards, 2009; Vandergrift, 1997).

In language learning, those who can control their own listening process can enhance their comprehension. Listening plays an intensified role while it facilitates acquisition by gears learners to use it as a tool for language proficiency in any context. The skill serves the specific goals of contributing to achieving communicative competence and activating language skills in the learner’s own repertoire. In the past, it had been an underlying idea that listening is the most neglected component among the four core skills used in achieving competency in language learning. This has led some teachers to assume that enriching listening comprehension skills in the classroom alongside the other comprehensive language learning skills did not actually have to be considered a priority (Kannan, 2019). This commonly known nature of listening being learned in passive practice trivialized the argument that it is still an important skill that language learners should practice.

In more recent years, listening comprehension has finally been brought into the research spectrum and is now seen as a necessity in language learning after the implication was made that priority should be given to the effectiveness of teaching and using language skills rather than focusing solely on the aspects of language itself (Richards, 2009). It is identified as a “complex, active process of interpretation” wherein learners make connections to what they hear with what they already know, thus now deemed as the first and most important of the four English macro skills that everyone learns, being essential to all kinds of effective communication (Vandergrift, 1997 in Rao, 2019, p.9). The development of listening comprehension is also noted as improving learner’s listening skills. Other researchers define listening comprehension as an active process wherein the listener builds on contextual information and from existing knowledge for understanding (Ahmadi, 2016; O’Malley, Chamot & Kupper, 1989; Pourhossein & Ahmadi, 2011).
Active Listening

As mentioned earlier, listening entails a process. The language users who understand that learning requires a process are the same learners who successfully develop their listening comprehension. One important concept that is needed to address in the process is developing active listening. Active listening is involved in developing listening comprehension skills; thus, this contributes significantly to language learning. Active listening is a multistep process that involves understanding, expressions of interest, and relationship building (McNaughton et al., 2008; Nugent & Halvorson, 1995). Additionally, these components are applied while executing listening comprehension. This kind of listening focuses on a person’s communication skills and their ability to be attentive while another person is speaking (Rogers, 1951 in Kourmousi et al., 2017). It involves identifying information to retain it and generate an appropriate response such as making comments, asking questions, summarizing, and even non-verbal responses. These are some of the most important techniques that exhibit expressions of complete concentration towards the speaker. Hence, active listening is listening to take part in encouraging effective communication. Executing active listening skills is vital in developing listening comprehension skills; it is a symbiotic relationship. Both active listening and listening comprehension skills are important in developing communicative skills.

Task-Based Activities in Improving Listening Comprehension

The use of task-based activities (TBAs) in a learning context has shown positive effects on language learners’ proficiency in the target language (Chou, 2017; Ostad et al., 2018; Sangoban & Karakurt, 2016). As a result, integration of student collaboration and social interaction was an effective way to develop listening skills, leading to the development of task-based activities (TBAs). TBAs are activities that require a social basis as they develop target skills that are eventually brought out of the classroom and put into a social context. It is embedded in the idea that students learn to communicate effectively by doing collaborative tasks in the classroom (Sanchez, 2004). These activities also follow a student-centered approach to give students a chance to practice the target language as they address a task. This is why TBAs are successful in language learning as they are used to practice communicative purpose while always working towards a goal (Willis,1996 in Douglas & Kim, 2014).

Social Learning Theory

It was discussed in the previous paragraph that TBAs are activities patterned from situations seen and experienced outside the learning context. Therefore, the use of task-based activities should be closely related to the real-life experiences of the learners. Learners should be able to identify the similarities of the activities used in the classrooms with the day-to-day activities. In this regard, Bandura’s modified Social Learning Theory (SLT) may be used in the planning of such activities. SLT is centered on the concept that cognition comprises knowledge and skills employed during knowledge application (Grusec, 1992). It claims that there is a connection to the ways people think and behave, for an individual learns patterns of behaviour through direct experience and modelling (Bandura, 1971). The theory explains that individuals respond and deal with any confronted situation depending on what they observed and learned in their environment and what they learned from others. Therefore, the learners are considered
the observers, while the people whom they observe and imitate are their models. The learners pay attention to behaviour, remember it, mimic such behaviours, and apply these in their daily tasks. Lastly, as they gain confidence, they are motivated to actually reproduce the behaviour. SLT, in particular, can narrow down and specify the social factors of the learner and the model. Due to being surrounded by fellow learners and teachers, a learner relies on these people and their different behaviours to grow and to recreate any skill. Thus, the implications of this theory in the classroom setting include instances of students who work in groups and engage in social interaction to further develop their overall communicative competence.

**Social Learning Theory in Task-Based Activities**

In the same way that TBAs promote collaboration, SLT also caters to the same concept of students working together in groups during activities. The integration of SLT in TBAs, wherein students are given a chance to observe, retain, and produce new insights, allows students to successfully carry out a TBA with the members of their group. SLT is evident in everyday life situations wherein a learner acts according to what was observed and imitated from a model, while TBA aims to provide the tasks that target practicing skills that eventually help the learner in such real-life situations. Thus, the relevance of the task to real life is an important factor to consider for both SLT and TBA. They are based on social matters because of how easily external factors influence a learner’s behavior and cognition. There is an assurance of success when individualized learning is less focused than when students are given the opportunity to interact with others. With the integration of SLT in TBAs in the classroom, learners may be able to improve their language proficiency which they can apply in real-life contexts.

**Research Questions**

In relation to the promising claims of SLT and TBA in student learning and the dearth of research focusing on the development of listening in language classrooms, the present study has undertaken action research that aims at documenting the effects of implementing SLT and TBA in students’ active listening comprehension skills. Specifically, the present study aimed to provide answers to the following questions:

1. Is there a difference in the pre-test and post-test scores of grade 8 students’ active listening comprehension skills before and after the implementation of social learning theory to task-based activities?
2. What are the effects of implementing the social learning theory to task-based activities on grade eight students’ participation in the English classroom?

**Methods**

**Participants**

The study focused on a grade eight English class from one of Metro Manila’s leading Science high schools. Students in this school are considered to be some of the brightest students in the country, as reflected in passing a rigid qualifying entrance exam. The class consisted of 32 students, 15 of which were girls, and 17 were 12 to 14 years of age. Though most students were fluent in the English language, the national language of the Philippines is Filipino, and all students are considered to be ESL learners.
The students were a batch that exhibited intelligence. They usually did not volunteer to recite yet did not hesitate to answer the teacher when called on. They had difficulty remembering grammatical rules and pronouncing certain terms, but the teacher was quick to correct these errors as soon as they were made. Many, if not all, students did not give their full attention to the teacher when she was speaking. Additionally, there was a lack of eye contact and reassuring gestures on the part of the students. The students would usually engage in conversations with each other at a low to medium volume even as the teacher would speak. They would also forget what and when things would be due. These are what led the study to identify certain problems in the classroom, of which the lack of active listening was evident.

It was recognized that with the intelligence level of the students, active listening comprehension skills should not have been a problem. However, the students were also more accustomed to a passive kind of lecture-based and teacher-centered instruction. They showed their willingness to use only passive and selective listening during class time. Although the capacity for the students to enhance their active listening comprehension skills was high, the lack of practicing the skills seemed to affect their performance in class.

**Instruments and Data Sets**

As the study took place in the grade eight English classroom, the instruments used in this research were used mainly to record and track students’ test scores, attentiveness, and participation before, during, and after the implementation of the social learning theory into the task-based activities, specifically in group works. Observations were conducted, field notes were evaluated, the class teacher was interviewed, the students were surveyed, and a focus group discussion was conducted with selected students in order to obtain all of the necessary information for the study.

**Audio recorded teacher interview.** Interview questions were conducted to get the teacher’s perspective on how learning and interaction take place in the classroom. The interview was audio-recorded and then transcribed and signed for validation.

**Needs analysis survey.** A needs analysis survey was conducted to get a reliable basis of the attitudes, perspectives of the students in the classroom, and their strengths and weaknesses.

**Focus group discussions.** Before TBAs were implemented, six students were randomly selected to participate in focus group discussions (FGD). The FGDs were conducted in a circle desk arrangement. The initial focus group discussion questions aimed to probe deeper into how the students really feel about their performance in the classroom. The students were hesitant to answer, but all of them participated in the initial focus group discussion.

After implementing the intervention program, another FGD was held to see how the students felt during and after the implementation and see if they recognized any changes in their macro skills, specifically their active listening comprehension skills, that may have occurred. Students were selected, once again, through simple random sampling, and the same seating arrangement was used.
Pre-test and post-test. Pre-test and post-tests were conducted and aimed at testing the students’ individual active listening comprehension skills before and after the integration of the social learning theory in the task-based activities. Both tests were adapted from the English Language Proficiency Assessments for California (ELPAC) Practice Test for Grades 9-10. This test was made for students whose first language is any language other than English. This test was used because the participants of this study were advanced learners compared to another grade eight students of their age. For the purposes of the study, the ELPAC was further developed based on the topics the students were already learning at the time.

The pre-test and post-test were utilized to address the first research question. The two tests were constructed with the same level of difficulty. The students were asked to listen to the audio recording of the text played for them twice. After listening to the recording, they answered a ten-question test about the material that they listened to.

Task-based activities incorporation. Components of student collaboration and social interaction were said to be an effective way of developing listening skills. Thus, TBAs were incorporated into the participants’ language lessons. The students created infographics to synthesize a short story read in class. To elicit appreciation for the text discussed in class, they created a slogan, song association, movie comparison. They also created a deconstructed plot line diagram and produced for hire or help wanted posters to identify the elements of a short story; all of these outputs were presented in class. The use of various TBAs also tapped on the multiple intelligences of the learners.

Observational tally chart. During the implementation of the TBAs, a tally chart was managed. It contained tallies of certain gestures such as loss of eye contact, hand raising, recitation, and acknowledgment sounds or gestures to answer the second qualitative research question. The chart had five columns with four rows each. The five columns each represented a group of students. The four rows indicated the mentioned gestures that were observed.

Procedure

To identify the specific language problem needed to be addressed, the students were observed in their language class by the researchers in a span of four weeks. On the third week of the class observation, an online teacher interview was conducted to identify the language needs of the students. Aside from noting the teacher’s point of view, the students’ point of view was considered and analyzed as well through the needs analysis survey. The needs analysis survey and the FGD were administered on the fourth week. The consent forms for the survey and FGD were disseminated during their English class. The FGD was conducted on the last day of the observation.

The implementation of the TBAs lasted for two weeks or 12 school days. Eight days out of the 12 were allotted for the actual lesson implementation, while the remaining four days were for preliminaries and the conclusion of the research. The premise of the study, including the duration, goals, and activities, was explained to the students. This was also the day wherein another set of informed consent forms were disseminated to the participants’ parents. In the session that followed, the pre-test was conducted.
After the pre-test was conducted, eight full class sessions were devoted to the implementation of the TBAs, which were included in the lesson plans following the topics discussed in a regular English class. Every lesson plan contained two TBAs. Moreover, all TBAs were collaborative in nature and were assigned as group works in order to incorporate the Social Learning Theory. Each plan consisted of (1) lesson objectives, (2) materials needed for the session, (3) a motivational activity, (4) the lesson proper, and (5) assessment activities.

The first lesson plan’s subject matter was a literature-based lesson on the short story “The Man from Kabul” by Rabindrajath Tagore, with parental or unconditional love as the core value of the lesson. Throughout the lesson, the students were expected to show how the interplay of story elements helps create the theme of the story and eventually demonstrate understanding of and appreciation for the short story through a group of multiple intelligence tasks. The task-based activity for this lesson focused on literary appreciation. The students were assigned to choose a project type among the options to execute with their assigned group. Based on the observation record, it was evident that all students were participative in the task. They interacted well, and they were focused on the tasks.

The second plan was also a literature-based lesson on another short story called “The Letter” by Gaurishanker Goverdhanram Joshi with core values of persistence, empathy and compassion, and fatherly love. Similar to the first lesson, the students were also expected to show how the interplay of story elements helps create the theme of the story, then demonstrate understanding of and appreciation for the story through individual and collaborative tasks. The task-based activities for this lesson were also collaborative tasks. The first task was for the student groups to develop an informative poster regarding their assigned section under the plot diagram. The students were observed to have addressed the task immediately. During the task-based activity, it was also observed that the students maintained constant communication with one another as well as with the student-teacher. The second task under this lesson plan was for the student groups to create a “For Hire” poster of the qualities that were exemplified by the main character in the story discussed. Similar to the first task-based activity, strong consistent communication was observed. For both activities, it was noted that the students had high enthusiasm to complete and present the task. During the administration of all task-based activities, student motivation, participation, and communication were noted in observation notes.

To verify the survey and reduce the attrition rate, FGDs were conducted to compare the answers to those of the survey. The focus group discussion questions were designed to probe deeper into the responses of the participants in the survey. These responses were analyzed alongside the survey responses to monitor consistencies and attrition rate.

To end the study’s intervention, the post-test was conducted on the 11th day. Additionally, on the 12th day, the final FGD was held based on a review of the materials used throughout the eight days of lesson implementation in order to find out about the students’ attitudes towards it. Finally, a quick debriefing took place on the 12th and last day to end the implementation. The data on FGD and class observation were used as our means of monitoring any behavioural changes among the students during the implementation of TBAs.
Data Analyses

The tests’ scores were encoded, compared, and analyzed through a parametric t-test. A paired t-test was used because this statistical tool focuses on comparing two sets of results from the same respondents. Conducting the t-test allowed the verification of the results through inferential statistics. T-test was used because inferential statistics could determine if there is a significant difference between the means of two groups, in this case, the pre- and post-tests. In data analysis, the two-tailed analysis was employed not only to show if there was an increase between the two sets of scores, but also to indicate if there was a decrease. Since statistical analysis is visualized on a bell curve, any change between the two sets of scores was focused on whether it be positive or negative; hence, the usage of two-tailed analysis. The formula is as follows: t equals the mean from the post-test subtracted from the mean of the pre-test over the standard error of the difference between the means of the two tests. The p value was interpreted by determining if it is less than or equal to .01 or greater than .01. If the p value was less than or equal to .01, it demonstrates that there is a significant difference in the results from the pre and post-tests. However, if the p-value is greater than .01, it could be inferred that little to no change had occurred between the pre and post-tests.

The observational tally charts, which were completed for a total of eight days, were analyzed one after the other as tally marks were totalled. After identifying the totals for each category of each day of observation, a comparison between the totals and the activities from each day was conducted. During the analysis, the researchers noted if the marks for the hand-raising, recitation, and acknowledgment sections would increase while the marks for the loss of eye contact would decrease, this would indicate an improvement in overall student participation. They also noticed if the opposite occurred.

The interpretation and the analysis of the responses from the survey were established to show a comprehensive justification of the data gathered. The responses for these questions were flipped, adjusted, and analyzed to verify whether the survey results for the attrition rates were reduced or not. The incorporation of the SLT was supported in promoting cooperative learning. FGD was employed to identify focus, interest, participation, and motivation among students. Moreover, FGD was used to check and identify any improvement in active listening comprehension skills.

Results and Discussion

The results of the needs analysis showed that the learners need to improve on their listening comprehension skills which led to the implementation of TBAs in their language class. To answer the two research questions of the study, the researchers used the data gathered from the pre-test and post-test to identify the changes in the participants’ listening comprehension skills. The following results summarize the findings of this present study.

Results of Research Question 1: The difference in the pre-test and post-test scores of grade eight students’ active listening comprehension skills before and after the implementation of social learning theory in task-based activities.
A parametric t-Test was made to analyze the results of the pre and post-tests. The test identified the p-value of the data set, which determined the difference between the two variables.

Table 1

Parametric t-Test Results

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Pre-test scores</td>
<td>7.333</td>
<td>73%</td>
</tr>
<tr>
<td>Post Test scores</td>
<td>7.266</td>
<td>73%</td>
</tr>
</tbody>
</table>

\[ t \text{ value} = 0.1199 \]

\[ p \text{ value} = 0.9063 \]

\[ p \geq 0.05 \]

Out of 10 questions, the computed students’ average score was 7.33, which means that their average score was 73%. This is true for the pre and post-test results. The participants’ post-tests scores showed that 100% of the participants passed the administered assessment should the 50% cut-off passing rate be used. However, should the 70% passing rate be applied, 11 out 15 or 73% of the participants obtained a much higher score and remarkable passing rate. This shows that 11 participants had assimilated good active listening skills, which eventually facilitated better reading comprehension skills. On the contrary, only 27 % or 4 out of 15, whose obtained points are 5 and 6, did not perform well. Overall, 73% of the participants had shown remarkable performance in the post-test, and this can be attributed to their favourable one month-learning experiences in line with task-based activities aiming to improve their active listening comprehension skills.

Furthermore, the computed value of the t-test is 0.11 (See Table 1), which revealed that there was no significant difference between the two scores. Likewise, since the p-value was 0.09 and it is greater than 0.01, there was no significant difference at all. Based on the individual test scores, it showed that the students’ performance was almost the same during the post-test as well as the pre-test. Statistically, only 60% or 9 out of 15 participants had demonstrated a slight increase in their test scores. However, despite the quantitative results showing no significant difference in the data analysis, there were still changes shown in answer to the second research question, including their behaviour in the classroom as manifested in the FGD and interviews. The effects of the Social Learning Theory were also manifested by the participants who became more comfortable and relaxed during the actual learning activities.
Table 2

Differences of Scores and Percent of Increase / Decrease Obtained in the Pre-test and Post-Test

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-test score</th>
<th>Post-test score</th>
<th>Difference</th>
<th>Percent of Increase/Decrease</th>
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<tr>
<td>1</td>
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Table 2 exhibits a different result and finding contrary to the computed value using the t-test, which showed no significant difference in the pre and post-test results concerning the means of the scores. Realistically and undoubtedly, the differences of the scores and the percent of increase or decrease as shown in the table above reveal a significant result i.e, 7 out of 15 or 46.67%, 6 out of 15 or 40%, and 2 out of 15 or 13.33%, validate percent of increase, percent of decrease, and no increase, respectively. These data evidently show that there exists a significant difference of 6.67% of increase, thus, such percent of increase show an improvement in the participants’ active listening comprehension skills took place aside from the significant results revealed in the task-based activities.

**Results of Research Question 2:** The effects of implementing the social learning theory to task-based activities on the grade eight students’ participation in the English classroom

In contrast to the quantitative results, the results of implementing the Social Learning Theory to task-based activities on the grade eight students’ participation in the English classroom proved to show a significant difference in student behaviour compared to the initial observations conducted during the needs analysis. Based on the results of the observational tally charts and final FGD, the use of Social Learning Theory in task-based activities among students showed a positive rise in overall observable performance.

The observational tally charts indicated a significant increase in student interest towards the lessons on the following implementation days: the fourth, fifth, seventh, and eighth. During the aforementioned days, the task-based activities were implemented, and most categories within the tally chart drew a higher amount of marks, specifically hand raising, attentiveness
(categorized as loss of eye contact), and recitation. The fourth day was designated for the presentations of the second assigned TBA where recitation first drastically improved. The fifth was the ending of the first discussion and moving on to the second and last day of discussion, where eye contact was held more efficiently, as seen in the lack of tally marks in that section of the tally chart. Compared to the first day of discussion, a significant difference in the loss of eye contact component was evident. The seventh day, much like the fourth, was for the presentation of the second to the last TBA of the intervention, where the loss of eye contact remained low, which implied continuous improvement in that section. Lastly, the eighth and last day was focused on conducting the last TBA of the lesson, where recitation and loss of eye contact levels were observed to be sustained. The collected qualitative data from the observational tally charts showed steady growth in student participation and interest levels daily, and as TBAs were consistently assigned one after the other.

In addition to the results of the observational tally charts, a final post-implementation FGD was conducted on the last day of the study, and the results contributed greatly to the results of the study. Data from the final FGD indicated that the students collectively confirmed that they believe their active listening comprehension skills were strengthened during the intervention. The students claimed that the activities were helpful and beneficial specifically to their “understanding [of] the lesson, hearing or paying attention, and attention to detail.” Moreover, five out of the six FGD participants affirmed that their use of active listening skills increased during the days of intervention as compared to their use of passive listening skills. The participants also stated that they “understood [the] literature immediately especially with [the use of] group activities, and all the [given] activities were very connected to the story”. Ultimately, the students asserted their increase in motivation, saying that they were “motivated to get everything done,” referring to one of the TBAs that were assigned during the implementation.

The collected participant responses from the final FGD indicated their ability to reflect and become aware of the development of their individual active listening comprehension skills. The responses further displayed the participants’ ability to determine the ways in which they believe they have personally improved. The results of the study were greatly affected by the contribution of the final FGD responses. With the students being the main constituents of the research, their insights were essential in understanding what the experience was like from their point of view.

**Conclusion**

This research revolved around the effects of applying the Social Learning Theory (SLT) in Task-Based Activities (TBA) in the Grade 8 ESL English classroom in order to improve students’ active listening and comprehension skills. As previously indicated, specific components of SLT complimented the nature of TBA; thus, it was concluded that incorporating the two would improve students’ active listening comprehension skills. Additionally, the use of a range of data obtained through observational tally charts, focus group discussion, and actual observations during the classes of implementation contributed to the understanding of the study’s effectiveness on the students’ participation. Upon comparison of the pre-test and post-test scores, results showed that there was no significant difference in the scores of the
participants before and after the implementation of SLT to TBA. However, it is evident that the students believe that there is a significant difference in their active listening comprehension skills as seen in the final FGD.

A notable conclusion of this study was the effects of using a number of SLT incorporated TBA in the English classroom as they showed positive results in the participation of the students. The four components present in the observational tally charts varied on certain days; however, significant improvement was identified in the participants’ overall participation. Ultimately, using the collected data, applying the SLT in TBA positively affected the Grade 8 students’ participation and motivation in the classroom. From seeing the interest of the students through observation, noting the focus of the students through tally charts, and understanding the processing and valuing of the students through the focus group discussions, it was inferred that even though quantitative testing did not yield a significant difference between the pre-test and post-test scores, the students believed that they benefited from the implementation specifically in their active listening comprehension skills.

Implications of the Study

The study clearly shows that the implementation of SLT through TBAs could somehow assist language learners in improving their listening skills, more specifically, their active listening comprehension skills. However, students may not be exposed to TBAs if teachers are not aware that TBAs can help students hone such skills. As mentioned in previous studies, listening as a core language skill is often neglected in language classrooms; thus, there is a need to address this concern. Learners’ listening comprehension problems can be resolved by teachers carefully preparing the language materials to be employed in the classroom. Planning communicative and real-life activities should be carefully designed. In creating TBAs, teachers may consider integrating real-life contexts in their classroom tasks so that students may be given the opportunity to use the language based on real-life situations—thus realizing the benefits of the activities in the process. By doing such, the learners may be able to realize the importance of improving their listening comprehension skills to successfully achieve language proficiency that could help them conduct effective communication processes. The researchers hope that the present study may also encourage other researchers to explore other avenues that can help both teachers and students address the needs in improving students' listening skills in different contexts using different groups of learners in different proficiency levels.

References


**About the Authors**

**Renee Julia Blancaflor** was a Bachelor of Secondary Education major in English graduate at De La Salle University-Manila. She graduated Magna Cum Laude and her undergraduate action research paper was awarded best thesis. She is currently a middle school teacher in Agueda Iglesias Johnston Middle School in Guam, USA.

**Margarita Ines I. Mauleon** was a Bachelor of Secondary Education major in English graduate at De La Salle University-Manila. Her undergraduate action research paper was awarded best thesis. She is currently an ESL teacher in the Philippines.

**Jeanne Flores- Purpura** is a faculty in the Department of English and Applied Linguistics of De La Salle University-Manila. She is currently the English Senior High School Coordinator of DLSU Integrated School. She teaches undergraduate courses and is a research adviser. Her research interests are: English Language Learning/Teaching, Pragmatics and Discourse Analysis.