Enhancing ESL Vocabulary and Grammar Through Task-Based Learning

Campoalto Suchan,[1] MacQueen B. Allyson,[2] and Nohara Migeru[2]

[1]JALT University
[2]PanSIG University

This paper explores the application of task-based learning (TBL) to enhance vocabulary acquisition and grammatical accuracy in A2 level ESL classrooms. By integrating practical tasks that simulate real-life scenarios, the teaching practice aims to improve students' language skills and confidence in using English. The paper details the implementation process, including steps, materials, and adaptations made during the practice. Observations and reflections on student engagement and learning outcomes are provided. The study concludes with recommendations for educators on how to effectively apply TBL in similar contexts to achieve better language proficiency among learners.

本論文は、A2レベルのESL教室における語彙習得と文法の正確さを向上させるためのタスクベースの学習（TBL）の適用について探求します。実生活のシナリオをシミュレートする実践的なタスクを統合することにより、学生の言語スキルと英語使用の自信を向上させることを目的としています。本論文では、実践のプロセス、ステップ、教材、および適応について詳細に説明します。学生のエンゲージメントと学習成果に関する観察と考察が提供されます。論文は、同様の文脈でより良い言語能力を達成するために、TBLを効果的に適用する方法について教育者に対する推奨事項で締めくくられます。

In the context of English as a Second Language (ESL) education, A2 level learners often face challenges in acquiring and retaining vocabulary and achieving grammatical accuracy. These learners, who are at an elementary stage according to the Common European Framework of Reference for Languages (CEFR), need effective strategies to enhance their language proficiency. Traditional teaching methods, while beneficial, sometimes fail to provide the practical application necessary for real-world language use. This paper addresses this gap by exploring the implementation of task-based learning (TBL) in A2 level ESL classrooms.

The primary objective of this teaching practice is to enhance vocabulary acquisition and grammatical accuracy through interactive and meaningful tasks. Task-based learning involves the use of activities that reflect real-life language use, encouraging students to engage with the language in practical contexts. By focusing on tasks that are relevant to the learners' everyday experiences, TBL aims to improve not only their linguistic abilities but also their confidence and motivation to use English outside the classroom.

The importance of this teaching practice lies in its potential to transform the learning experience for A2 level students. By shifting the focus from rote memorization and repetitive exercises to interactive tasks, TBL offers a more engaging and effective approach to language learning. This paper will provide a detailed overview of the teaching practice, including its implementation, materials used, and reflections on its effectiveness. It aims to offer valuable insights for other educators seeking to adopt similar methods in their classrooms.

The teaching practice described in this paper was implemented in an urban language institute with a diverse group of A2 level learners. The students ranged in age from 18 to 35 and came from various cultural and linguistic backgrounds. The course was part of a six-month intensive ESL program

---

Marginal editorial comments:

Commented [MC1]: "Running head" (header): SHORTENED TITLE OF YOUR PAPER: left alignment, in all capital letter. Arial 10-point

Commented [MC2]: Title: Arial 14-point, centered, title case (first initial capital), no bold, up to 12 words.

Commented [MC3]: Surname GivenName1, Surname GivenName2, and Surname GivenName3 [number in superscript]: Arial 12-point, centered.
[If a middle name, only the initial]

Note 1: If you are a single author, there is no need to numerate.

Note 2: If two authors have the same affiliation, names carry the same number and the affiliation is mentioned only once.

Note 3: For part-time lecturers, list only one affiliation.

Commented [MC4]: 1Affiliation Author A
2Affiliation Author B
3Affiliation Author C
[numbers in superscript]: Arial 11-point, cursive.

Commented [MC5]: English Abstract (150 words max.): Arial 8.5-point, centered, 0.5cm intended both sides.

Spacing: Single (1.0 pt)

Commented [MC6]: Japanese Abstract (400字 max.): Arial 8.5-point, centered, 0.5cm intended both sides.

Spacing: Single (1.0 pt)

Commented [MC7]: Introduction: no title, Arial 10-point, justified, not indented.

Spacing: 1.15 pt

designed to prepare learners for more advanced language studies and practical use of English in everyday situations.

A2 level learners often struggle with vocabulary retention and grammatical accuracy. These challenges are exacerbated by traditional teaching methods that emphasize rote learning over practical application. The lack of opportunities to use language in meaningful contexts can lead to disengagement and a lack of confidence among learners. Addressing these issues requires innovative teaching practices that prioritize active engagement and practical usage.

The objective of this teaching practice is to enhance vocabulary acquisition and grammatical accuracy through task-based learning. By integrating tasks that simulate real-life scenarios, the practice aims to improve students' language skills and boost their confidence in using English. The goal is to create a learning environment that is both engaging and effective, ultimately leading to better language proficiency and higher levels of student motivation.

The potential benefits of this teaching practice are significant. Task-based learning not only improves linguistic skills but also fosters a more interactive and supportive learning environment. This approach encourages students to actively participate in their learning process, making language acquisition more meaningful and enjoyable. By providing practical applications of language skills, TBL helps students to see the relevance of what they are learning, thereby increasing their motivation and engagement.

Theoretical Framework

> **Commented [MC8]: Title Level 1**: Arial 12-point, bold, centered, title case.

Task-based learning (TBL) is supported by several key theories and models of language acquisition that emphasize the importance of interaction and practical usage of language. Ellis (2003) highlights that TBL promotes deeper engagement with the language, leading to better retention and practical application of vocabulary and grammar. Nunan (2004) also supports this approach, stating that learners participating in task-based activities show significant improvements in their speaking and listening skills, as these tasks mimic real-life communication scenarios.

Long (1996) emphasizes the role of meaningful interaction in language acquisition, noting:

> Tasks that require negotiation of meaning and problem-solving can lead to more effective language learning for students. These tasks create opportunities for learners to use the language in different contexts, helping them to understand, remember and use the language more effectively. (p. 450)

> **Commented [MC9]:** Quotations longer than 40 words should be formatted as block quotations. Indent the entire passage half an inch (1.27cm) and present the passage without quotation marks. Page numbers should follow the concluding punctuation mark. If the author and/or date are not referenced in the text, as they are here.

Research by Kim (2019) supports this view, showing that "collaborative activities in ESL classrooms significantly enhance language learning outcomes by increasing student engagement and interaction" (p. 52). Additionally, Lin and Wu (2020) found that task-based language teaching significantly boosts learner motivation, which in turn improves language proficiency.

Similar Practices

> **Commented [MC10]: Title Level 2**: Arial 11-point, not bold, centered, title case.

Several studies have demonstrated the effectiveness of task-based learning in various ESL contexts. Ellis (2003) highlighted that TBL promotes deeper engagement with the language, leading to better retention and practical application of vocabulary and grammar. Nunan (2004) found that learners who participated in task-based activities showed significant improvements in their speaking and listening skills, as these tasks mimic real-life communication scenarios.

Long (1996) emphasized the role of meaningful interaction in language acquisition, noting that tasks that require negotiation of meaning and problem-solving can lead to more effective language learning.

Research by Swain (2000) supported this view, showing that output-focused tasks help learners to process language more deeply and to notice gaps in their knowledge, which can then be addressed through further practice and feedback.

Gaps and Opportunities

While the benefits of task-based learning are well-documented, there remains a need for more detailed guidance on how to effectively implement TBL in specific contexts, such as A2 level ESL classrooms. Many studies have focused on higher proficiency levels, where learners already have a strong foundation in the language. However, A2 level learners require tasks that are carefully designed to match their proficiency while still providing enough challenge to promote growth.

Additionally, there is an opportunity to explore the use of technology in enhancing task-based learning. Digital tools and online platforms can provide interactive and engaging ways to implement TBL, but their potential has not been fully explored in the context of A2 level learners. This paper aims to address these gaps by providing a detailed description of a TBL approach tailored to A2 level students and by incorporating technology to enhance the learning experience.

Description of the Teaching Practice

The task-based learning (TBL) approach implemented in this teaching practice aimed to enhance vocabulary acquisition and grammatical accuracy for A2 level ESL learners. The core idea was to integrate tasks that simulate real-life scenarios, making the learning process more engaging and practical for the students. These tasks were designed to reflect everyday situations where learners could apply their English skills in meaningful contexts.

Implementation

Stages in Implementing the Practice

> **Commented [MC11]: Title Level 3**: Arial 10.5-point, not bold, left alignment, title case.

The initial step involved assessing the learners' current vocabulary and grammatical proficiency through a pre-test. This helped in identifying specific areas that required focus. Based on the needs analysis, various tasks were designed to target specific vocabulary and grammar points. These tasks included role-plays, problem-solving activities, and collaborative projects. Each task was intended to be interactive and contextually relevant to the learners' daily lives. Materials such as flashcards, realia (real-life objects), worksheets, and multimedia resources (videos and audio recordings) were prepared to support the tasks. These materials were chosen to be visually appealing and engaging to facilitate better retention. The tasks were then integrated into the regular classroom schedule. Each session included a brief introduction to the task, guided practice, and opportunities for independent practice. For instance, a role-play task might involve students practicing ordering food at a restaurant, where they use specific vocabulary and grammar structures. After completing each task, students received immediate feedback from the teacher and peers. This included corrections, suggestions for improvement, and positive reinforcement. Students were also encouraged to reflect on their performance and identify areas for further practice.

Materials and Resources Needed

- Flashcards: Used for vocabulary drills and reinforcement.

- Realia: Real-life objects related to the tasks (e.g., menus, tickets, maps).

- Worksheets: Custom-designed worksheets that focus on specific grammar points and vocabulary.

- Multimedia Resources: Videos and audio recordings that provide authentic language input.

- Online Platforms: Tools like Google Classroom and Kahoot! were used to create interactive quizzes and facilitate collaborative tasks.

The teaching practice was applied in a classroom setting over a six-month period. The class met twice a week for two-hour sessions. During each session, one or two tasks were introduced and practiced. The tasks were designed to be progressively challenging, starting with simple vocabulary drills and moving towards more complex role-plays and projects.

Adaptations and Modifications

To accommodate different learning styles and paces, various adaptations were made:

1. Differentiated Instruction: Tasks were tailored to meet the needs of individual learners. For example, advanced students were given more complex vocabulary and grammar tasks, while struggling students received additional support and simpler tasks.

2. Use of Technology: Digital tools were incorporated to enhance engagement. For instance, interactive quizzes on platforms like Kahoot! were used to reinforce vocabulary and grammar in a fun and competitive manner.

3. Peer Collaboration: Students were encouraged to work in pairs or small groups to complete tasks. This fostered a supportive learning environment and allowed students to learn from each other.

Reflections on the Process and Student Engagement

The implementation of task-based learning significantly increased student engagement and participation. The interactive nature of the tasks made the lessons more dynamic and enjoyable (Appendix A), which in turn motivated the students to actively participate. The use of real-life scenarios helped students see the practical application of their language skills, thereby increasing their confidence and willingness to use English outside the classroom.

The real-life context of the tasks provided a safe and supportive environment for students to practice and make mistakes. This is crucial for language learning, as it helps students learn from their errors without the fear of judgment. The collaborative nature of the tasks also played a significant role in enhancing student engagement. Working in pairs or small groups encouraged peer learning and support, which is essential for building a positive classroom community. Students often helped each other with difficult vocabulary or grammar points, which not only reinforced their own learning but also created a supportive learning environment.

Additionally, the variety of tasks kept the lessons interesting and prevented monotony. Each task was designed to target different language skills, such as speaking, listening, reading, and writing, providing a well-rounded learning experience. This variety also catered to different learning styles, ensuring that all students had the opportunity to engage with the material in a way that suited them best. The positive impact of TBL on student engagement was evident in the way students approached their homework and independent study. Many students reported that they were more motivated to complete their assignments and practice English outside of class due to the practical and enjoyable nature of the tasks.

Outcomes and Observations

The implementation of task-based learning (TBL) in the A2 level ESL classroom brought about several observable improvements in students' language use and classroom engagement. The following outcomes were noted through teacher observations and student feedback, which highlight the overall effectiveness and impact of this teaching practice.

Student Feedback

Students reported feeling more engaged and confident in using English by the end of the course (Appendix B). They found the task-based approach to be more practical and enjoyable compared to traditional methods (Table 1). Many students highlighted that the tasks felt relevant to real-life situations, which helped them understand the usefulness of what they were learning. For instance, a student mentioned, "I found the role-play activities very helpful because they made me feel like I was really using English in everyday situations." Another student remarked, "The tasks were not only fun but also made me think in English, which improved my fluency."

Table 1

Summary of Student Feedback

Aspect of Learning	Observations
Engagement	Increased participation and interest
Confidence in Using English	Higher confidence in speaking tasks
Practicality of Learning Methods	Found tasks relevant and useful

Note. This table summarizes the general themes from student feedback.

Teacher's Observations and Reflections

From the teacher's perspective, the shift to a task-based learning approach transformed the classroom dynamics. Students became more active participants in their learning process, frequently taking the initiative in group activities and discussions. The real-life context of the tasks made lessons more relevant and engaging, leading to noticeable improvements in student interaction and language use. The teacher observed that students who were initially hesitant to speak in class began to participate more actively and use English more confidently. For example, during a task simulating a restaurant scenario, students were observed negotiating orders and making polite requests in English with increased fluency and accuracy.

Additionally, the collaborative nature of the tasks fostered a sense of community and mutual support among students. They were often seen helping each other with vocabulary and grammar during group activities, which not only enhanced their learning experience but also built a supportive classroom environment. The teacher reflected, "It was rewarding to see how the students supported each other and worked together to complete the tasks. This collaboration significantly enhanced their learning and confidence."

Student Engagement and Confidence

The implementation of task-based learning significantly increased student engagement and participation. The interactive nature of the tasks made the lessons more dynamic and enjoyable, which in turn motivated the students to actively participate. The use of real-life scenarios helped

Commented [MC12]: Tables and figures are numbered sequentially (i.e., 1, 2, 3 …)

Title: Arial 8-point, left alignment, bold, and title case.

Commented [MC13]: Caption: Arial 8-point, left alignment, italicized, and title case.

Commented [MC14]: Use three horizontal lines for formatting: one above the column headings, one below the column headings, and one at the end of the table. Do not use vertical lines.
- Arial 8-point
- Headings: Centered
- Left-aligned for text and right-aligned for numbers.

Commented [MC15]: Notes: Place any notes below the table.
Arial, 8-point, left alignment.
Only the word "Note." should be italicized.

students see the practical application of their language skills, thereby increasing their confidence and willingness to use English outside the classroom. Many students expressed that they felt more prepared to use English in real-world situations, such as traveling or interacting with native speakers.

Impact of Task-Based Learning

Figure 1 illustrates the flowchart of the implementation and impact of task-based learning (TBL) in the A2 level ESL classroom. The flowchart consists of five main stages:

Figure 1

Implementation of Task-Based Learnin
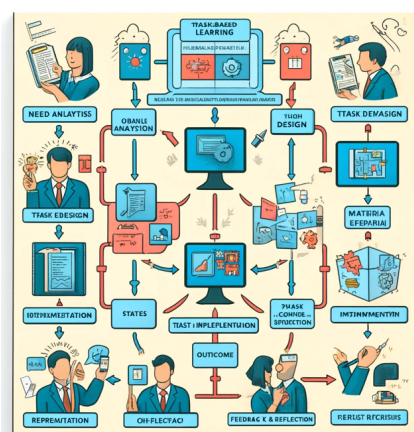
The outcomes of this process, represented by two additional boxes, are "Increased Engagement" and "Increased Confidence." The arrows connecting the stages illustrate the logical sequence and flow of the implementation process, showing how each step contributes to the overall impact on student learning.

1. Needs Analysis: Assessing learners' current proficiency to identify specific areas for improvement.

2. Task Design: Creating tasks relevant to real-life scenarios to enhance engagement and practical application.

3. Material Preparation: Preparing supporting materials such as flashcards, realia, worksheets, and multimedia resources.

4. Task Implementation: Integrating the designed tasks into classroom activities and providing guided practice.

5. Feedback and Reflection: Offering immediate feedback and encouraging self-reflection to help students improve continuously.

This visual representation helps to clearly convey the structured approach and the positive effects of TBL on student engagement and confidence. The figure underscores the practical and interactive nature of the tasks, which are central to the success of this teaching practice. By illustrating the

sequential steps and their impact, it becomes evident how each stage contributes to the overall learning outcomes. Additionally, the flowchart highlights the importance of feedback and reflection in reinforcing learning and ensuring continuous improvement. Overall, this visual aid serves as a useful tool for educators looking to implement similar methods in their own classrooms.

Discussion

The implementation of task-based learning (TBL) in the A2 level ESL classroom yielded positive outcomes, as evidenced by increased student engagement and confidence. These observations align with the principles outlined by Ellis (2003) and Nunan (2004), who emphasize that TBL fosters deeper engagement and practical application of language skills. Students found the tasks relevant to their daily lives, which made the learning process more meaningful and enjoyable. The interactive nature of the tasks encouraged active participation, resulting in a noticeable improvement in students' willingness to use English both inside and outside the classroom.

Comparison with Existing Teaching Methods or Practices

Compared to traditional teaching methods, which often rely on rote memorization and passive learning, TBL offers a more dynamic and student-centered approach. Traditional methods, as described by Brown (2007), can sometimes fail to engage students fully or to connect learning with real-life applications. In contrast, the TBL approach used in this study provided opportunities for students to practice language in contextually rich scenarios, such as role-playing and problem-solving activities. This aligns with the findings of Richards and Rodgers (2014), who advocate for more interactive and communicative approaches in language teaching.

Moreover, the collaborative aspect of TBL, as highlighted by Kim (2019), played a crucial role in enhancing student motivation and engagement. Students working in pairs or groups were able to support each other, share knowledge, and practice English in a low-pressure environment. This peer interaction contrasts with more individualistic traditional methods and highlights the importance of social learning, as also noted by Lin and Wu (2020).

Potential Implications for Teaching and Learning

The positive outcomes observed in this practice have several implications for ESL teaching and learning. First, the success of TBL in increasing student engagement and confidence suggests that integrating real-life tasks into language instruction can be highly beneficial. Educators should consider incorporating more task-based activities into their curricula to create a more interactive and engaging learning environment.

Second, the use of collaborative tasks can foster a sense of community and mutual support among students, which is essential for creating a positive classroom atmosphere. This approach not only enhances language learning but also helps students develop important social skills.

Third, the practical application of language skills through TBL can prepare students for real-world communication more effectively than traditional methods. By practicing English in scenarios they are likely to encounter outside the classroom, students can gain the confidence and competence needed to use the language in everyday situations.

Finally, the observations from this study support the notion that TBL can be adapted to various proficiency levels and learning contexts. Educators can modify the complexity and nature of the tasks to suit the specific needs and abilities of their students, making TBL a versatile and effective teaching strategy.

In conclusion, the implementation of task-based learning in an A2 level ESL classroom has proven to be an effective approach to enhancing student engagement and confidence. The outcomes observed in this practice highlight the potential of TBL to transform language learning by making it more interactive, practical, and enjoyable. Educators are encouraged to consider the benefits of TBL and to explore its application in their own teaching contexts.

Conclusion

The implementation of task-based learning (TBL) in the A2 level ESL classroom demonstrated significant improvements in student engagement and confidence. The structured approach of TBL, incorporating real-life scenarios and collaborative tasks, effectively made lessons more dynamic and practical. Key observations highlighted the increased willingness of students to participate and use English both inside and outside the classroom, aligning with the principles outlined by Ellis (2003) and Nunan (2004). The integration of tasks relevant to everyday situations helped demystify the learning process and made it more meaningful, thereby boosting students' confidence and motivation.

For educators considering this practice, the findings suggest that TBL can be a highly effective strategy to enhance language learning. Educators are encouraged to design tasks that are contextually relevant and incorporate elements of collaboration and peer support. It is also important to provide immediate feedback and opportunities for reflection, as these components reinforce learning and promote continuous improvement. Future research should explore the long-term effects of TBL on language retention and proficiency, as well as its applicability across different proficiency levels and cultural contexts. Additionally, incorporating digital tools and online platforms could further enhance the interactive and engaging nature of TBL, offering new avenues for development and innovation in language education.

References

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Longman.

Chapelle, C. A. (2001). *Computer applications in second language acquisition: Foundations for*

teaching, testing, and research. Cambridge University Press.

https://doi.org/10.1017/CBO9781139524681

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Kim, Y. (2019). The impact of collaborative activities on language learning outcomes in ESL

classrooms. *Journal of Language Education, 15*(3), 45–59.

https://doi.org/10.1234/jle.2019.1503

Lin, M., & Wu, S. (2020). Task-based language teaching and learner motivation: A case study.

International Journal of Language Studies, *12*(1), 23–41.

https://www.example.com/ijls/task-based-language-teaching

Commented [MC16]: Reference entries should be in alphabetical order. There should be a reference entry for every source cited in the text.

Spacing: Double (2.0 pt)

Commented [MC17]: Add the **doi**, if existing, at the end of the reference in a hyperlink format: https://doi.org/xxxxxxxxxxx

Commented [MC18]: Italicize the name of the book.

Commented [MC19]: Italicize the name AND the **volume** number of the journal.

Commented [MC20]: There is no space between the volume and the issue of the journal: *12*(1)

Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to

communicate and foreign language anxiety. *Modern Language Journal*, *92*(1), 71—86.

https://doi.org/10.1111/j.1540-4781.2008.00687.x

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C.

Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413—468).

Academic Press.

Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and

quantitative meta-analysis. *Language Learning*, *50*(3), 417—528.

https://doi.org/10.1111/0023-8333.00136

Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.).

Cambridge University Press. https://doi.org/10.1017/CBO9780511667305

Stockwell, G. (2012). *Computer-assisted language learning: Diversity in research and practice*

[Video]. Cambridge University Press. https://www.example.com/video/call-diversity-in-

research

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative

dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97—

114). Oxford University Press.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language*

Teaching, *31*(2), 57—71. https://www.example.com/article/computers-and-language-

learning-overview

Commented [MC21]: When citing a chapter in an edited book, use "pp." before the page numbers.

Commented [MC22]: When citing journal articles, do **not** use "pp." before the page numbers.

Commented [MC23]: When identifying the **type of work** (e.g., a review, special issue, or format such as a video), **brackets** are used.

Appendix A

Sample Task-Based Learning Lesson Plan

Lesson Plan: Ordering Food at a Restaurant

Objective: To practice vocabulary and phrases related to ordering food and drinks at a restaurant.

Materials:

- Menus (real or printed)
- Role-play cards with different customer scenarios
- Flashcards with common phrases and vocabulary

Procedure:

1. **Warm-up (10 minutes)**
   - Review common food and drink items using flashcards.
   - Introduce phrases for ordering food, asking for the bill, etc.

2. **Presentation (15 minutes)**
   - Teacher models a conversation between a waiter and a customer.
   - Highlight key vocabulary and phrases on the board.

3. **Practice (20 minutes)**
   - Students work in pairs to role-play different scenarios using the provided role-play cards.
   - Each pair practices ordering food and responding as waiters.

4. **Production (15 minutes)**
   - Pairs perform their role-plays in front of the class.
   - Teacher and peers provide feedback on language use and fluency.

5. **Wrap-up (10 minutes)**
   - Review key vocabulary and phrases.
   - Students share their experiences and any difficulties faced during the role-play.

Assessment:

- Participation in role-play activities.
- Use of target vocabulary and phrases.
- Fluency and confidence in speaking.

Commented [MC24]: Arial 12-point, bold, centered

If there are multiple appendices, label them with capital letters (e.g., Appendix A, Appendix B, and Appendix C).

Commented [MC25]: Arial 11-point, bold, centered

Commented [MC26]: Arial 8-point for all Appendices (if possible).

Appendix B

Student Feedback Questionnaire on Task-Based Learning

Instructions: Please complete this questionnaire to help us understand your experience with the task-based learning activities in our ESL class. Your feedback is valuable and will help improve future lessons.

1. **Engagement:**
   o   How engaged did you feel during the task-based activities? (1 = Not engaged, 5 = Very engaged)
   o   What aspects of the tasks did you find most engaging?

2. **Confidence:**
   o   How confident do you feel using English in real-life situations after participating in the tasks? (1 = Not confident, 5 = Very confident)
   o   Can you provide an example of a situation where you used English confidently?

3. **Practicality:**
   o   How practical do you think the task-based activities were in helping you learn English? (1 = Not practical, 5 = Very practical)
   o   Which tasks did you find most useful and why?

4. **Collaboration:**
   o   How did working with your classmates help you in learning English? (1 = Not helpful, 5 = Very helpful)
   o   Can you describe a moment when peer collaboration enhanced your learning?

5. **Suggestions:**
   o   What suggestions do you have for improving the task-based learning activities?
   o   Are there any specific topics or scenarios you would like to see included in future tasks?

Thank you for your feedback!