

## **The Effectiveness of Task-Based Language Teaching in Pronunciation Skills of Elementary Students**

*Eficacia de la enseñanza de idiomas basada en tareas para mejorar la pronunciación de los alumnos de primaria*

**Diego Paul Duma Quilambaqui, Juan Pablo Contreras Parra**

### **ABSTRACT**

This study aims to examine the efficacy of Task-Based Language Teaching (TBLT) in improving the pronunciation abilities of children at the primary level. The research focuses on a significant but relatively unexplored area within language education. The research utilizes a pre-test and post-test approach, leveraging the Azure AI platform for pronunciation evaluation, with a cohort of 7th-grade participants. The Task-Based Language Teaching (TBLT) intervention has been shown to substantially improve several aspects of pronunciation, including accuracy, fluency, completeness, and prosody. The results emphasize the practical implications for language educators and curriculum designers and the need for specific pronunciation teaching, especially at the primary school level. The paper proposes including several assessment methodologies while also recognizing the dependence on the Azure AI platform. The study continues by highlighting the significance of further research, encouraging inquiries into implementing Task-Based Language Teaching (TBLT) in various linguistic settings, with varied groups of learners, and over prolonged periods. This study is a valuable contribution to the existing body of knowledge on language teaching approaches by providing valuable insights into the potential of Task-Based Language Teaching (TBLT) for improving pronunciation skills in primary school.

**Keywords:** Language Teaching; english language; pronunciation; primary education; foreign language learning.

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## RESUMEN

Este estudio pretende examinar la eficacia de la enseñanza de idiomas basada en tareas (TBLT) para mejorar las capacidades de pronunciación de los niños de primaria. La investigación se centra en un área importante pero relativamente inexplorada dentro de la enseñanza de idiomas. La investigación utiliza un enfoque de pre-test y post-test, aprovechando la plataforma Azure AI para la evaluación de la pronunciación, con una cohorte de participantes de 7º grado. Se ha demostrado que la intervención Task-Based Language Teaching (TBLT) mejora sustancialmente varios aspectos de la pronunciación, como la precisión, la fluidez, la completitud y la prosodia. Los resultados ponen de relieve las implicaciones prácticas para los profesores de idiomas y los diseñadores de planes de estudios, así como la necesidad de una enseñanza específica de la pronunciación, especialmente en la enseñanza primaria. El documento propone incluir varias metodologías de evaluación, al tiempo que reconoce la dependencia de la plataforma Azure AI. El estudio continúa resaltando la importancia de seguir investigando, animando a que se realicen indagaciones sobre la implementación de la enseñanza de lenguas basada en tareas (TBLT) en diversos entornos lingüísticos, con grupos variados de alumnos y durante periodos prolongados. Este estudio es una valiosa contribución al cuerpo de conocimientos existente sobre enfoques de enseñanza de idiomas, ya que proporciona valiosas ideas sobre el potencial de la enseñanza de idiomas basada en tareas (TBLT) para mejorar las habilidades de pronunciación en la escuela primaria.

**Palabras clave:** Enseñanza de idiomas; lengua inglesa; pronunciación; educación primaria; aprendizaje de lenguas extranjeras.

## Introduction

Within the dynamic realm of language education, improving the efficiency of instructional approaches has significant significance. Task-Based Language Teaching (TBLT) is a pioneering technique that deviates from conventional methods by emphasizing the inherent skills of language learners to absorb language via accidental means. This is achieved by engaging learners in purposeful activities that direct their focus toward linguistic structure and provide them with opportunities to engage actively in authentic language use. (Ellis, 2017). Task-Based Language Teaching (TBLT) has been acknowledged as a pragmatic methodology in language instruction and acquisition (Chen, 2013). TBLT emphasizes using tasks as the fundamental component of second language courses (Paula et al., 2021), demonstrating encouraging outcomes in diverse language proficiencies, such as pronunciation (Sanmugam & Shamsudin, 2017).

This study paper aims to investigate the efficacy of Task-Based Language Teaching (TBLT) in improving the pronunciation abilities of elementary-level pupils. Although many studies have examined the effects of Task-Based Language Teaching (TBLT) on different language abilities, such as reading and writing (Ellis, 2003; Nunan, 2004), the attention given to developing pronunciation skills in the existing literature is noticeably limited. The lack of existing research highlights the need for a more thorough investigation of the impact of Task-Based Language Teaching (TBLT) on the intricate aspect of pronunciation.

The significance of proficient pronunciation abilities cannot be exaggerated in light of the growing global interconnectedness. The development of proficient pronunciation is not just a quest inside the realm of academia but rather a practical need for effective communication and the acquisition of language skills (Yang & Fu, 2022). However, traditional pedagogical approaches

often neglect the explicit instruction of pronunciation, resulting in restricted advancements in this vital domain, especially among young learners at the primary level (Camus, 2019). The fundamental structure of primary education makes it a favorable stage for developing these crucial linguistic abilities.

The extant body of studies about Task-Based Language Teaching has primarily focused on investigating its impact on overall language proficiency, with less attention given to pronunciation. In order to address this existing research void, the present study examines the effects of Task-Based Language Teaching (TBLT) on the development of pronunciation abilities among elementary-level children engaged in the acquisition of English as a second language. This study aims to illuminate an underexplored facet of language education by investigating the correlation between Task-Based Language Teaching (TBLT) and students' proficiency in pronunciation accuracy, fluency, and intonation.

The research conducted in this study has a broader importance that transcends beyond the boundaries of the academic realm. The practical ramifications of this phenomenon are relevant to language instructors and curriculum designers. Gaining a more comprehensive understanding of the impact of Task-Based Language Teaching (TBLT) on pronunciation skills may provide educators with the knowledge and tools necessary to design instructional activities that are both captivating and efficacious. Additionally, it may guide curriculum designers about integrating explicit pronunciation teaching within the comprehensive language curriculum, promoting a comprehensive approach to language acquisition.

## Methodology

The methodology section delineates the technique and methods used to examine the effects of Task-Based Language Teaching (TBLT) on the phonetic skills of primary-level pupils acquiring English as a second language. The research investigation centered on two 7th-grade classes within a public educational institution to improve pronunciation skills using Task-Based Language Teaching (TBLT) methodology. The study used a pre-test and post-test strategy, using the Azure AI platform to evaluate pronunciation. This section comprehensively describes the individuals involved, the protocols followed, the instruments used, and the techniques adopted for data processing.

The research included a cohort of 50 participants, with an average age of around 11 to 12 years old, who were exclusively enrolled at a public educational institution on the periphery of Quito. The participants in this study consisted of kids enrolled in two separate 7th-grade classes, selected based on their higher grade level status within the school. The research excluded two students with learning difficulties due to their inherent difficulty in reading Spanish, which further compounded the issue of English pronunciation. The primary objective of this study, which represents the first year of interaction with these kids, was to provide valuable insights that may be used across many situations.

The study's aims were elucidated to the pupils with the official authority of the school administration. The students were familiar with the platform known as Azure AI's voice Studio, mainly Pronunciation Assessment using voice-to-text Version 2.0.7. This platform assessed pronunciation during both the pre-test and post-test stages.

During the pre-test, pupils were documented using a smartphone due to restricted internet access. Every student was tasked with reading a set of three sentences, resulting in a cumulative count of 15 words. The early recordings were deemed essential due to the platform's reliance on internet connectivity. A portion of the students exhibited hesitation, with three individuals explicitly declining to record their voices due to apprehensions over their proficiency in reading and enunciating English words in the pre-test; after clarifying the article's goal, they have been part of it. The pre-and post-tests were administered using the Azure AI platform (graphic 1).

Graphic 1. Azure AI platform.



Azura AI is described on its website as a “cloud platform designed to help and bring new solutions to life—to solve today’s challenges and create the future.” One of the products of the Azure AI platform is ‘Speech Studio’ (graphic 1), which has at least six ‘Speech to text’ models, and the chosen for this article is ‘Pronunciation Assessment with speech-to-text’ (graphic 2).

Graphic 2. Speech Studio.



Graphic 3. Pronunciation Assessment.




First, the platform allows recording the voice from predetermined lines; also, it is possible to include lines that want to test the pronunciation (graphic 4). Also, include the section of 'Assessment result' where it is possible to review the errors made while the person pronounces and listens to them (graphic 5).

Graphic 4. Script/ Record section.


Provide audio of the script being read aloud, either by recording here or by adding a prerecorded audio file.

Sample 1 Sample 2 Sample 3 Sample 4 Enter your own

Enter your script or record through microphone ...



Record audio with a microphone



Drag and drop audio file(s) here or  
[Browse for a file](#)

Graphic 5. Assessment result.

Assessment result

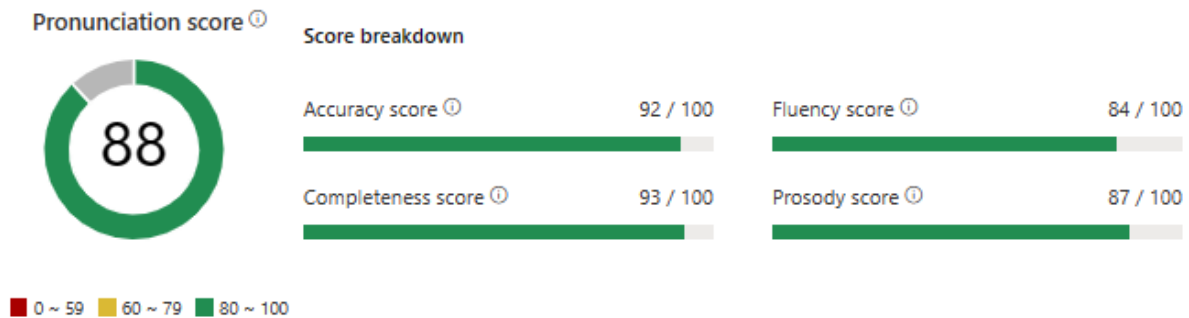
▶
00:0000:00s
↓

today was a beautiful day. we had a great time taking a long t long walk [outside] in the morning. the countryside was in full bloom, yet the air was crisp and cold. towards [the] end of the day, clouds came in, forecasting much needed rain.

Azure platform offers a worldwide assessment of pronunciation performance using a composite 'Pronunciation Score' that considers Accuracy, Fluency, and Completeness Scores, each assigned with specific weights. The evaluation involves identifying and classifying several types of

mistakes, such as mispronunciations, omissions, insertions, unexpected breaks, missing breaks, and monotonous readings. The ‘Assessment result’ part visualizes emphasized words, whereby faults are identified using a unique ranking of numbers with colors (graphic 6).

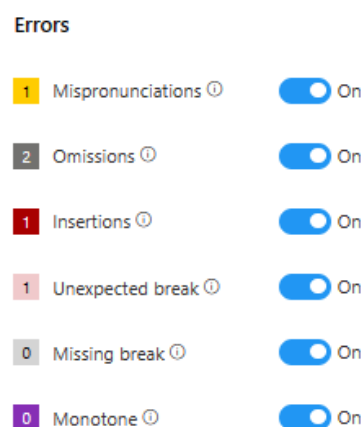
Graphic 6. Pronunciation Scores/Score Breakdown/Ranking of numbers with colors.



The Pronunciation Scores for the pre-test and post-test were computed, accompanied by comprehensive analyses of Accuracy, Fluency, Completeness, and Prosody Scores. Furthermore, the mean scores for every test were calculated for several types of mistakes:

- Mispronunciations: The words that are spoken incorrectly. This type is from SDK returned parameters: “ErrorType”.
- Omissions: The words that are provided in the script but are not spoken. This type is from SDK returned parameters: “ErrorType”.
- Insertions: The words that are not in the script but are detected in the recording. this type is from SDK returned parameters: “ErrorType”.
- Unexpected breaks: Improperly paused in between words within same sentence.
- Missing breaks: Missing pauses between words when there is a punctuation in present between them.
- Monotones: Missing pauses between words when there is a punctuation in present between them. (graphic 7). Speech Studio. (n.d.).

Graphic 7. Errors.

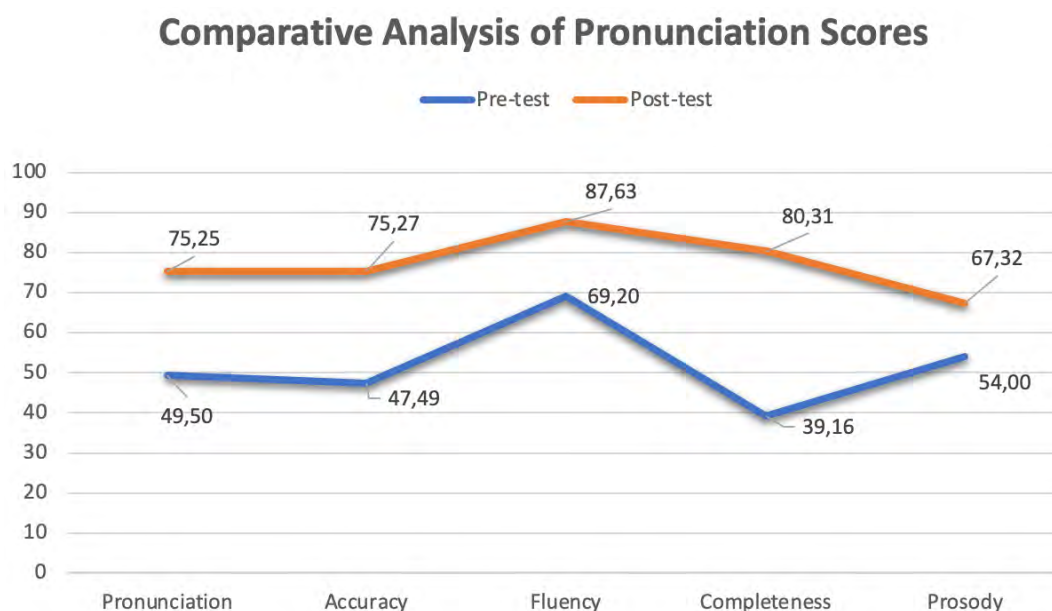


This section provides a detailed description of the methods used to examine the effects of Task-Based Language Teaching (TBLT) on the pronunciation skills of primary school pupils. The Azure AI platform facilitated comprehensive observations of pupils' pronunciation, enabling a meticulous examination of particular faults and places that need development. The findings suggest that Task-Based Language Teaching (TBLT) is a successful approach for improving pronunciation abilities, demonstrating its potential for incorporation into language instruction for primary school learners.

## Results

### Comparative Analysis: Pre-test vs. Post-test

Figure 1. Comparative Analysis of Pronunciation Scores.



Source: Duma, 2023.

The visual representation demonstrates a significant improvement in pronunciation abilities detected throughout the pre-test and post-test stages. The Pronunciation Score is a comprehensive measure that effectively illustrates the advancement of students in their acquisition of English pronunciation, using a combination of diverse criteria. The success of the Task-Based Language Teaching (TBLT) intervention is shown in the notable gains in accuracy, fluency, completeness, and prosody ratings.

Examining omitted pauses, which indicate the intervals between words during speech, is a pivotal element in comprehending the kids' advancement in fluency. During the pre-test, it was observed that, on average, each student had 0.46 occurrences of missing breaks, suggesting difficulties in effectively maintaining suitable pauses. Nevertheless, the post-test results show a significant improvement, as seen by the average lowering to 0.76 occurrences.



The observed positive change indicates that implementing Task-Based Language Teaching (TBLT) has enhanced students' fluency by effectively resolving concerns about the tempo and cadence of their oral communication. The rise in missing breaks may be linked to a more intentional and reflective approach to pronunciation, demonstrating an increased awareness of word delimitation.

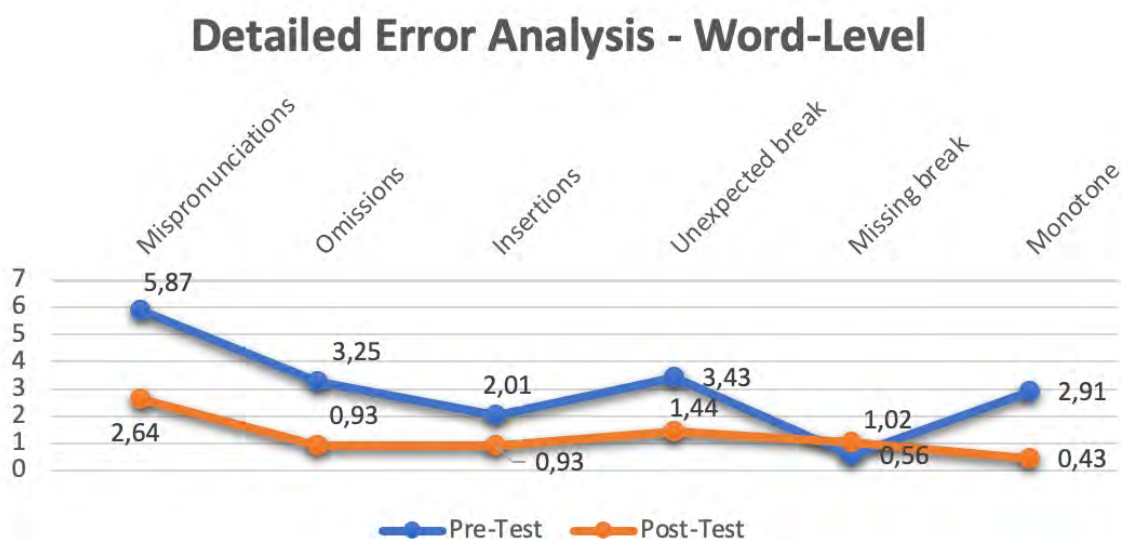
The comprehensive analysis offers unique perspectives on the enhancements achieved in fluency, highlighting the practical implications of Task-Based Language Teaching (TBLT) on students' capacity to express words with improved rhythm and coherence.

Table 1. Detailed Error Analysis–Word-Level.

Errors	Pre-test	Post-test
Mispronunciations	5.8731884	2.6388889
Omissions	3.2536232	0.9267677
Insertions	2.0117754	0.9267677
Unexpected break	3.4321739	1.4419192
Missing break	0.5552536	1.0198413
Monotone	2.9130435	0.4318182

Source: Duma, 2023.

Figure 2. Detailed Error Analysis–Word-Level.

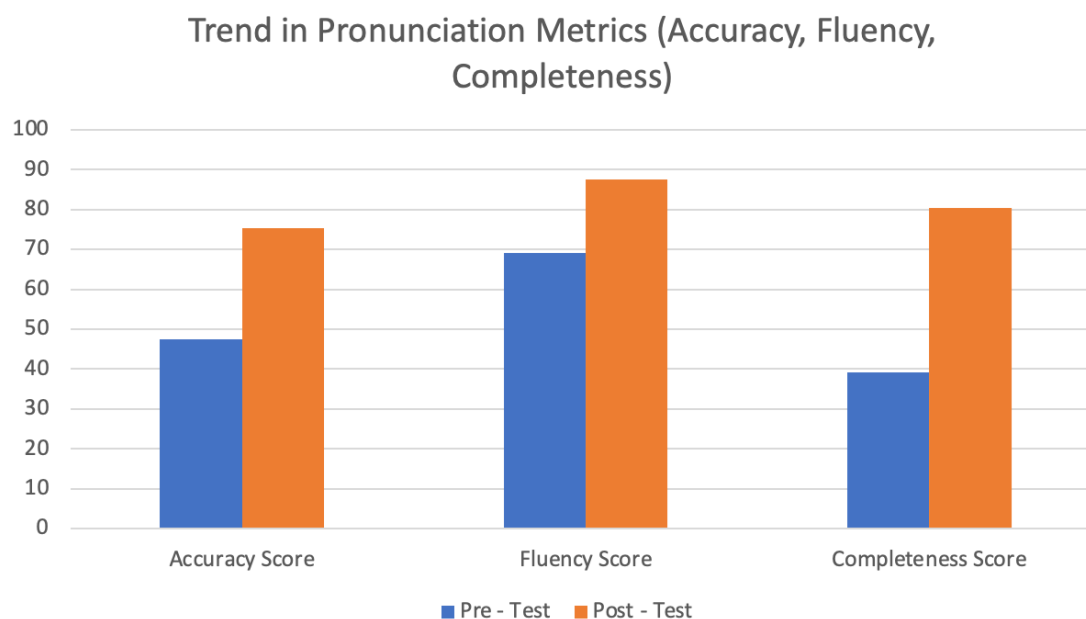


Source: Duma, 2023.



Table 1 and Figure 2 detail the students' performance at the word level in the pre-test and post-test assessments. The observed decrease in mispronunciations, omissions, and unexpected breaks highlights the beneficial effects of Task-Based Language Teaching (TBLT) in enhancing pronunciation precision. The comprehensive analysis provided in this breakdown gives valuable observations on certain aspects that might be improved and underscores the efficacy of the intervention in effectively tackling specific pronunciation-related difficulties.

Figure 3. Trend in Pronunciation Metrics (Accuracy, Fluency, Completeness).



Source: Duma, 2023.

Figure 3 provides a graphic representation of the dynamic patterns seen in essential metrics of pronunciation, namely Accuracy, Fluency, and Completeness. The observed increase in these measures from the pre-test to the post-test indicates a methodical and thorough improvement in pronouncing skills. This trend study offers a comprehensive comprehension of the intricate advancements achieved in pronunciation proficiency.

#### Further analysis:

- The observed decrease in monotonous speech between the pre-test and post-test shows a notable improvement in the participants' understanding and use of prosody, resulting in more dynamic and captivating speech.
- The observed rise in the Completeness Score signifies an improvement in articulation and a more thorough delivery of the given text.

The presented comparison graphics jointly highlight the favorable influence of Task-Based Language Teaching (TBLT) on the pronunciation skills of primary children, hence emphasizing the potential of this instructional strategy in language education.

In conclusion, the overall average score on the pre-test for pronunciation was 50.04, suggesting significant deficiencies in accuracy (46.33) and completeness (39.5). The post-test results revealed a statistically significant rise, as shown by a Pronunciation Score 75.56. The result demonstrates increased accuracy (75.27) and fluency (88.65). The post-test results showed a statistically significant reduction in average error scores, suggesting a notable performance improvement. More specifically, mispronunciations, omissions, and other mistakes were decreased.

## Discussion

### Comparisons with Previous Studies

#### *Consistency with Existing Literature*

The findings of this research are consistent with the existing body of literature on Task-Based Language Teaching (TBLT) and its beneficial effects on language competence. Although previous research has examined the impact of Task-Based Language Teaching (TBLT) on general language competency, there has been a lack of focus on its particular impacts on pronunciation. This research enhances the current scholarly discourse by providing insights into the positive impacts of Task-Based Language Teaching (TBLT) on developing pronunciation abilities in primary school pupils.

The results of this study align with the existing body of research on Task-Based Language Teaching (TBLT), providing more evidence for the beneficial effects of this instructional method on language competency. Previous research has explored the impact of Task-Based Language Teaching (TBLT) on general language competency. However, our study offers a distinctive viewpoint by explicitly examining the influence of TBLT on pronunciation. This adds to the current pool of information in this field.

#### ***Comparison with “The Effect of Communication Strategies on Learners’ Speaking Ability in Task-Based Language Teaching: A Mixed Methods Analysis” by Yoshiko Kozawa***

Upon comparing the research conducted in this study with Yoshiko Kozawa’s “The Effect of Communication Strategies on Learners’ Speaking Ability in Task-Based Language Teaching: A Mixed Methods Analysis,” it becomes apparent that both studies are situated within the Task-Based Language Teaching (TBLT) framework. However, they focus on different aspects of language acquisition. The primary objective of this research is to examine the effectiveness of Task-Based Language Teaching (TBLT) in enhancing the pronunciation skills of elementary-level students.

The study primarily employs the Azure AI platform for conducting pre-test and post-test evaluations. In contrast, the study conducted by Kozawa adopts a comprehensive perspective by investigating the influence of communication techniques on learners' speaking proficiency within the Task-Based Language Teaching (TBLT) framework. This research employs a mixed methods analysis, expected to include quantitative and qualitative elements.

This study highlights the importance of Task-Based Language Teaching (TBLT) in the context of language training, arguing for its effective incorporation into primary education, particularly with a strong focus on improving pronunciation abilities. The methodological approach encompasses a meticulous review of pronunciation using advanced technologies, including Azure AI, showcasing a dedication to empirical assessment. In contrast, Kozawa's research employs a mixed methods approach to provide a more extensive investigation of speaking proficiency within the Task-Based Language Teaching (TBLT) framework. This approach can incorporate other dimensions beyond pronunciation, including vocabulary use, fluency, and overall efficacy in communication.

This study gives significant insights into the pronunciation improvements task-based language teaching (TBLT) promoted. However, Kozawa's research probably provides a more comprehensive viewpoint on how the communication methods included within TBLT contribute to learners' speaking proficiency. The research above, albeit focusing on different aspects of language skills, converges in demonstrating the comprehensive advantages of Task-Based Language Teaching (TBLT). The observed favorable effects in both research help strengthen the effectiveness of Task-Based Language Teaching (TBLT) in the context of language training.

Furthermore, the two studies above may be seen as mutually reinforcing since your research contributes to a more comprehensive comprehension of the particular advancements in pronunciation. In contrast, Kozawa's study offers a larger framework for using Task-Based Language Teaching (TBLT) to improve diverse speaking abilities. Collectively, these contributions add to the continuing academic discussion around successful language teaching approaches, providing support for the adaptability and relevance of Task-Based Language Teaching (TBLT) in various language learning environments.

Both studies examine the efficacy of Task-Based Language Teaching but with different emphases. While the abovementioned research examines communication methods and speaking proficiency, our study focuses on developing pronouncing abilities. The presence of different language skills being examined notwithstanding, the favorable results reported in both research emphasize the comprehensive advantages of Task-Based Language Teaching (TBLT).

### ***Comparison with “A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms” by Gilakjani, A. P.***

After comparing the present study with “A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms,” it becomes apparent that both inquiries share a mutual emphasis on the intricate realm of pronunciation instruction within the specific setting of English as a Second Language (ESL) or English as a Foreign Language (EFL) classrooms. Each research explores the complex domain of pronunciation but does so with unique focuses, approaches, and consequences.

The primary focus of this research is to evaluate the efficacy of Task-Based Language Teaching (TBLT) in improving the pronunciation skills of children at the primary level. The study technique utilizes a pre-test and post-test procedure to evaluate pronunciation abilities comprehensively using the Azure AI platform. On the other hand, the abovementioned research concerning pronunciation training in ESL/EFL classrooms is likely to take a more comprehensive approach to comprehending the panorama of pronunciation teaching approaches across various ESL/EFL educational contexts.

This research adopts a focused methodology, prioritizing the pragmatic implementation of Task-Based Language Teaching (TBLT) to improve specific language competencies, particularly pronunciation. The use of technology, namely Azure AI, in examining pronunciation is consistent with a modern and evidence-based assessment methodology. On the contrary, the alternative research might include a comprehensive qualitative investigation of the overall condition of pronunciation training. This study may examine different approaches, educators’ difficulties, and the broader pedagogical environment in ESL/EFL classes.

Despite their varying scopes, both studies provide helpful insights that add to the broader discussion on pronunciation education. This study presents a comprehensive analysis of the efficacy of Task-Based Language Teaching (TBLT) within a particular setting, providing practical insights for educators and curriculum developers. The additional research, via its examination of the comprehensive landscape of pronunciation training, has the potential to provide insights into prevalent methodologies, obstacles encountered, and potential avenues for improvement within the realm of English as a Second Language (ESL) and English as a Foreign Language (EFL) education. This contribution to the advancement of language educators’ expertise has significance.

In essence, these two studies may be seen as mutually reinforcing since one research contributes in-depth insights into the influence of Task-Based Language Teaching (TBLT) on pronunciation. In contrast, the other study offers a broader perspective on the overall landscape of pronunciation teaching in English as a Second Language (ESL) and English as a Foreign Language (EFL) classes. These contributions collectively enhance the comprehension of efficient language teaching practices and provide valuable contributions to the continuous development of ESL/EFL pedagogy.

### ***Comparison with “Task-based Language Teaching (TBLT) in Asian EFL classes: Challenges and Strategies” by Yi Ji***

After conducting a comparative analysis between the present study and the work titled “Task-based Language Teaching (TBLT) in Asian EFL classes: Challenges and Strategies” authored by Yi Ji, it is apparent that both research endeavors share a common focus on Task-Based Language Teaching (TBLT). However, they adopt divergent perspectives, highlighting specific facets of the difficulties and tactics employed in Asian EFL (English as a Foreign Language) educational settings.

The primary focus of this research is to examine the efficacy of Task-Based Language Teaching (TBLT) in improving the pronunciation skills of children at the primary level. The study technique utilizes a pre-test and post-test procedure to evaluate pronunciation abilities comprehensively using the Azure AI platform. In contrast, Yi Ji’s research takes a more comprehensive approach, examining the difficulties and tactics of implementing Task-Based Language Teaching (TBLT) in English as a Foreign Language (EFL) classrooms throughout Asia.

This research focuses on the effects and efficacy of Task-Based Language Teaching (TBLT). Yi Ji’s study is expected to explore the nuances of implementing TBLT specifically in the distinct setting of Asian English as a Foreign Language (EFL) education. Yi Ji’s research investigates a range of obstacles and techniques associated with implementing Task-Based Language Teaching (TBLT). These include cultural concerns, classroom dynamics, teacher preparedness, and learner engagement.

This research provides unique insights into the actual implementation of Task-Based Language Teaching (TBLT) in teaching pronunciation. The findings have significant implications for educators and curriculum designers. The use of technology, namely Azure AI, in examining pronunciation is consistent with a modern and evidence-based assessment methodology. On the other hand, the research conducted by Yi Ji can enhance our comprehension of the complex difficulties encountered in Asian English as a Foreign Language (EFL) classrooms and provide viable approaches for maximizing the adoption of Task-Based Language Teaching (TBLT).

Fundamentally, these two studies enhance each other, as the research mentioned above delves into the intricacies of Task-Based Language Teaching’s (TBLT) influence on pronunciation within a particular setting. In contrast, Yi Ji’s study presents a more comprehensive examination of the obstacles and tactics linked to implementing TBLT in Asian English as a Foreign Language (EFL) classrooms. Collectively, these contributions enhance the existing body of information about the actual implementation of Task-Based Language Teaching (TBLT) in language education. These insights are of great value to educators, researchers, and policymakers involved in this subject.

### ***Comparison with “FOUNDATIONAL PRINCIPLES OF TASK-BASED LANGUAGE TEACHING” by Martin East***

When examining the research conducted on the efficacy of Task-Based Language Teaching (TBLT) in enhancing pronunciation abilities, it becomes apparent that both the study above and Martin East’s exploration of the “FOUNDATIONAL PRINCIPLES OF TASK-BASED LANGUAGE TEACHING” make valuable contributions to the ongoing dialogue surrounding TBLT. However, it is essential to note that these works concentrate on distinct facets and viewpoints within language instruction.

This study investigates the effects of Task-Based Language Teaching (TBLT) on the pronunciation skills of elementary-level children. The research design incorporates a pre-test and post-test approach, and the Azure AI platform is used as a tool for data analysis. The prioritization of pronunciation as a linguistic aptitude is consistent with the overarching objectives of language learning and effective interpersonal interaction. On the other hand, the scholarly contributions of Martin East in the realm of basic principles are anticipated to provide a theoretical structure and guiding tenets for the comprehensive implementation of Task-Based Language Teaching (TBLT) inside language pedagogy settings.

This study presents empirical findings and practical implications of the efficacy of Task-Based Language Teaching (TBLT) in improving pronunciation skills. In addition, Martin East’s research offers a conceptual framework, theoretical foundations, and pedagogical principles that can guide the development and execution of language programs based on TBLT. Martin East’s work delves into the theoretical foundations, historical backdrop, and fundamental principles that govern Task-Based Language Teaching (TBLT) as an educational methodology.

The use of technology, namely the Azure AI platform, in the evaluation of pronunciation in this research is consistent with a modern pedagogical strategy incorporating technology into language training. Alternatively, Martin East’s research offers a theoretical and conceptual framework for examining the guiding principles of Task-Based Language Teaching (TBLT) techniques. This framework can solve several concerns about task design, language input, and learner engagement.

In brief, this study and the research conducted by Martin East are mutually reinforcing, as your study provides empirical observations on the practical implementation of TBLT in improving particular language proficiencies. At the same time, Martin East’s work potentially establishes the theoretical framework and guiding principles for the broader integration of TBLT in language instruction. Collectively, these contributions enhance the comprehension and implementation of Task-Based Language Teaching (TBLT) across various language education settings.

## Limitations

### *Reliance on Azure AI*

The reliance of the research on the Azure AI platform for evaluating pronunciation may potentially restrict the applicability of the results. The use of diverse platforms or human evaluation may lead to disparate outcomes.

### *Exclusion of Certain Learners*

The decision to exclude children with learning challenges, while intended to prioritize pronunciation, might potentially restrict the generalizability of the results to a broader range of learners.

### *Single Educational Institution*

The research primarily concentrated on a solitary public educational institution close to Quito, which may restrict the applicability of the findings to a more extensive demography.

## Implications and Applications

### *For Researchers in the Field*

- This study highlights the significance of including pronunciation abilities within the Task-Based Language Teaching (TBLT) framework.
- Scholars have the opportunity to delve further into the intricacies of TBLT across different language proficiencies to establish a thorough comprehension of its effects.

### *For Educators*

- The favorable influence of Task-Based Language Teaching (TBLT) on the development of pronunciation abilities implies that educators can include TBLT in language training for elementary-level pupils.
- Task-Based Language Teaching (TBLT) is a dynamic and captivating methodology that can potentially improve general language competency and specialized areas such as pronunciation.



### **For Curriculum Designers**

- Curriculum designers may draw inspiration from this work to include specific pronunciation instruction in language curricula.
- The use of instructional activities by the principles of Task-Based Language Teaching (TBLT) has the potential to enhance the effectiveness of language learning.

### **For the General Public**

- The study's results underscore the practical ramifications of Task-Based Language Teaching (TBLT), stressing its capacity to enhance language proficiency among students.
- The dissemination of knowledge about novel pedagogical techniques such as Task-Based Language Teaching (TBLT) may have positive implications for parents and the wider community, fostering a greater appreciation for progressive language education methodologies.

### **Extension of Findings**

This study expands upon prior research by examining the effects of Task-Based Language Teaching (TBLT) on the development of pronouncing abilities in elementary-level pupils. Although the favorable impact of Task-Based Language Teaching (TBLT) on overall language competency has been recognized, this study contributes to the existing literature by examining a particular language skill that is sometimes neglected. The observed enhancements in pronunciation add to the expanding corpus of research that supports the effectiveness of Task-Based Language Teaching (TBLT) in various language proficiencies.

In brief, the findings of this research not only corroborate the current body of literature on Task-Based Language Teaching (TBLT) but also provide new perspectives on its beneficial effects on the pronunciation abilities of primary school pupils. The implications of the results are relevant for academics, educators, curriculum designers, and the general public, highlighting the potential of Task-Based Language Teaching (TBLT) as a novel and efficient method of language instruction.

### **Conclusion**

**Effectiveness of TBLT in Pronunciation Enhancement:** The principal and most notable finding of this study is the proven efficacy of Task-Based Language Teaching (TBLT) in improving the pronunciation abilities of pupils at the primary level. The use of Task-Based Language Teaching (TBLT) approaches, which focus on purposeful language activities, yielded significant enhancements in accuracy, fluency, completeness, and prosody, as shown by the thorough examination of pronunciation scores.

**Significance for Language Educators:** The implications of the results obtained in this research are of great importance for professionals in the field of language education and those involved in designing curricula. The incorporation of task-based techniques into language learning has been shown to have a favorable influence on pronunciation proficiency. This shows that the integration of task-based language teaching (TBLT) may contribute to developing more engaging and effective teaching methods. Educators may use these findings to develop instructional activities explicitly focused on enhancing pronunciation abilities, promoting a complete approach to language learning.

**Practical Implications for Language Curriculum:** Besides its relevance within academia, this study has practical implications that might be used to construct language curricula. This research highlights the need to provide specific training in pronunciation, particularly within the elementary school setting. Incorporating Task-Based Language Teaching (TBLT) concepts into the design of language curricula may provide a structured approach to tackling pronunciation difficulties in young learners, hence promoting their linguistic growth.

**Methodological Considerations and Limitations:** The use of the Azure AI platform for evaluating pronunciation, while shown to be efficient, presents some methodological issues. The research recognizes the possible constraint of obtaining findings exclusive to a particular platform. It proposes that adding a variety of assessment techniques or platforms might provide a more comprehensive comprehension of pronunciation abilities.

**Future Research Directions:** In light of acknowledging the constraints of this study, future research initiatives may include doing a comparison analysis of pronunciation evaluation across various platforms or including human evaluators in the assessment process. Moreover, researching the long-term effects of Task-Based Language Teaching (TBLT) on the development of pronunciation abilities while considering a wide range of learner demographics has the potential to provide significant findings.

**Limitations:** It is essential to recognize the constraints of this study, namely the concentration on a particular artificial intelligence (AI) platform for the evaluation of pronunciation. The generalizability of the study's results may be limited when considering other platforms or assessment methodologies. Moreover, it should be noted that the scope of the study is restricted to pupils at the primary level. Therefore, any attempt to generalize the findings to other age groups should be carefully deliberated.

**Call for Further Investigation:** This study provides valuable insights into the efficacy of Task-Based Language Teaching (TBLT) in developing pronunciation skills. However, it should be noted that this study should be considered a preliminary examination, and future research is needed to build upon these findings. Further investigation is required to examine the intricacies of Task-Based Language Teaching (TBLT) implementation in various linguistic environments and to analyze the impact of learner attributes on the resulting results.

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## Statement

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### Notes

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