

Technology in Task-Based English Sentence Structure Teaching with Law Students: An Experimental Study

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Abstract: Learning is a formal way of acquiring knowledge from teachers. In ancient days, students stayed with the gurus to master learning. As the time period progressed, students and teachers were brought together in a shared learning environment in order to share their expertise. Due to the fact that students have been increasingly connected with technology in recent years, particularly during this epidemic, and because life has become easier with the assistance of technology, the scenario has now altered the way in which students study. Regarding the education of the English language, technology is the space that comes into play when it comes to teaching language. The present study focuses on using technology in task-based learning and the impact of learning outcomes on law students. 35 BA, LLB, (Hons) students were the respondents, and there was a noticeable difference between the pre-test and post-test of the respondents. The post-test revealed that the students' results were 45 percent higher than the pre-test, which was a direct result of the intervention that was implemented using task-based learning. Task-based learning is the primary focus of this investigation, with the primary purpose being to examine the learning outcomes of students.

Keywords: Sentence Structure; Teaching and Technology; Integrated and Experimental; Task-Based Language Learning; Structure Teaching with Law Students; Advancement in Technology; Pre-Test and Post-Test.

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1. Introduction

In recent times, language has been refined compared to earlier times; it was possible only with the help of technology. The world is connected through technology, reflected in the student's day-to-day activities. The major reason is that students are cautious about self-development, so they try to stay connected with native speakers through technology. On the other, it gives a cozy lifestyle to resume learning during this pandemic, bringing the paradigm shift from the regular classes. Teachers are nowhere less competitive because they continue to work by transforming barriers into opportunities, which is possible with an understanding of technology [15]. Traditional teaching methods were upgraded versions of implementing new methodologies in teaching that applied to upgraded task-based teaching. Task-based learning has been grabbing the attention of many in recent decades as it focuses on micro and macro processes [16]. Task-based language teaching involves complete planning and execution, which helps the teacher make learning interesting. Advancements in technology help researchers completely with the approach in which language learners practice and learn English beyond the classroom environment, with reliable sources

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available, such as social media and the internet [2]. The digital world gave a new dimension to learning and teaching. Oliver [14] stated that online technologies influenced learning and teaching. In the digital era, teaching-learning is nothing without the effective use of technology.

1.1. Current Trends in Language Teaching Literature Review

In recent years, language training has moved to the next level of teaching because of the research on language teaching. The current trend of teaching is highly focused on technology rather than a direct method to make the class more interactive. Jackson et al. [7] stated that students exposed to the internet score higher. This shows that teaching through technology can find a better output.

Technology usage will reduce teachers' talk and help students interact more. This was proved in Kern's [13] research. Warschauer et al. [10] stated that technology fills the learning gap of students as few learn through their vision and few with hearing. Wang and Shen's [3] research proved that language could be taught using the Android App, which is available to all, including kids. The app has added advantages as it is customized to the needs of the students. They can use it as they need without any time frame. When an interesting task is added, the learners find it a source of learning rather than entertainment.

2. Literature review on Task-Based Language Learning

Learning an activity by doing helps to retain for the long run; task-based learning is one such type of retention. Learning done through task was drafted by Allen and Prabhu [5] in the early '90s, and he stated that the learners' focus is more on task than language. Bhuvaneswari et al. [4] stated that teaching and learning were effective with the help of the online platform. Especially during this pandemic situation, online classes have reached their doorstep. There is no excuse for learning when it has failed; students should redo the process. Din et al. [9] said that when a classroom activity is added to the task, naturally, the students will get involved and focus on the content. The teacher should ensure the activity has a sense of fulfillment, which helps them be independent while presenting their task. Jung [17] defined that before starting the task, the teachers should analyze and understand the needs of the students; only then can the task be assigned according to the needs. Teaching will become more effective as far as language teaching is concerned.

Shen et al. [18] stated that grammar will lose its function without a verb. If students need to master the language, they should practice grammar. Grammar is essential to communicate our thoughts in a sequence. The activity planned for teaching should cover four requirements: meaning, gap, resources, and outcomes. As stated by Ellis [12], students can learn them as and when they need assistance with software to help them rectify the errors.

2.1. Features of Task-Based Learning

There should be a broad agreement with language learning by following certain principles stated by Swan [8]. The learning should be naturalistic, student-centered, not expecting perfection, with scattered opportunities for all learners and no passive instruction.

2.2. Effective use of Task-Based Learning

To see the best outcome of the task, teachers and students should take on certain roles. According to Klee et al., [1] the mentor must plan the task based on the student's needs and plan the task which induces the learner's thoughts. On the other hand, the students should be active observers, participate in the activity, and be risk-takers.

3. The Thrust of The Study

The major focus of the study is to analyze the importance of task-based language learning through technology. Teaching has taken a new dimension after the intervention of technology. The teaching process became more creative than a monotonous way of dealing with the students only with the help of technology. Hence, involving the learners is easier compared to the traditional method.

3.1. Problem on board

Technology can be included while dealing with the subject but cannot replace teachers. Students rely on their teachers while learning a second language. The difficulty level is higher with non-native speakers, and it is time-consuming to master the language [20]. The basic step to learning a language is sentence structure, which helps to construct the sentence. Apart from learning from teachings, an alternative way to improve is through an environment. A language learning environment must be

planned and organized to allow language exploration [21]. It can be well executed with the help of task-based learning. Even though many researchers are involved in language teaching, a gap still needs to be filled for better language teaching. Focusing on the above, an experimental method was used in the present study to find whether task-based learning fulfills the requirement. The selection of sample size was based on the availability of the students because the pandemic limited students to experiment.

3.2. Sampling

Samplings are probability and non-probability. The present study used non-probability sample techniques such as voluntary or convenience sampling and purposive or judgmental sampling (Figure 1).

Voluntary samples: The target group that self-selects for the action research is the voluntary samples. For instance, people from the crowd are asked to vote for the best dish displayed for tasting and voluntarily cast a vote as part of the study.

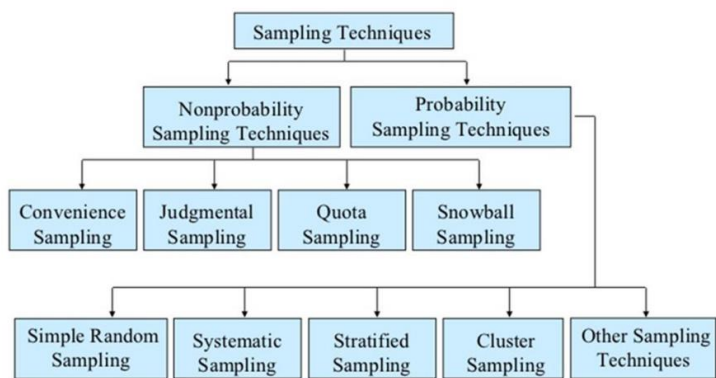


Figure: 1 Classification of samplings

Convenience samples: For the research, the researcher prefers target groups based on the nature of the study. Target people are narrowed down to our need to participate.

Purposive or judgmental sampling: The preference of the target group was patched up in non-probability sampling. Based on the study’s nature, preference was given to convenient sampling. The researcher conducted an experimental study with 35 students. Purposive sampling was the choice made to select 35 law students of Chennai.

3.3. Need of the Hour

Because of the nature of their work, which involves speaking, the study emphasises on the importance of having a second language. The following is a list of the requirements with regard to the linguistic outcome (Figure 2):

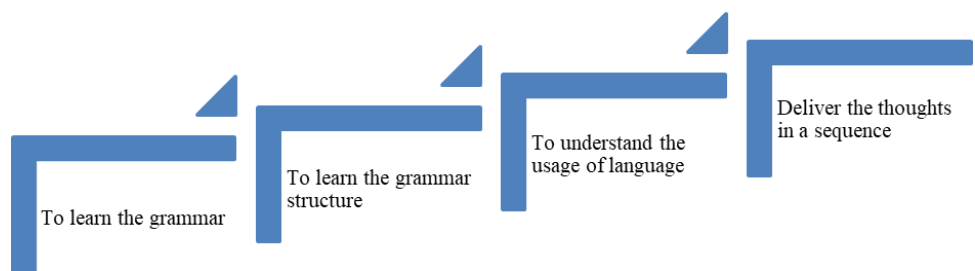


Figure 2: The language outcome

3.4. The objective of the study

The objectives of the study are:

- To determine the most efficient application of technology
- To ascertain whether or whether the students' writing abilities improved as a result of their participation in task-based learning.
- Comparing the results of the pre-test with the post-test in terms of performance

4. Proposed Research Design Model

The proposed research design model is shown in Figure 3.

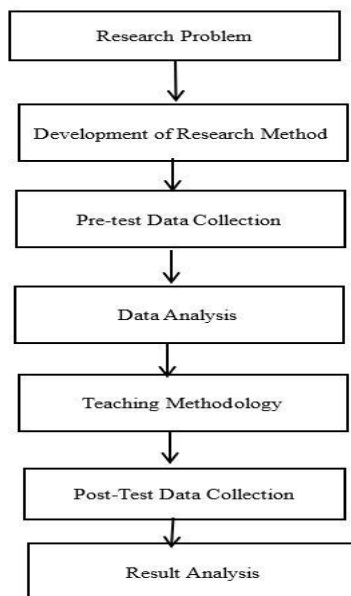


Figure: 3 Research Design

4.1. Research Question

Questions were placed based on the research objective.

- Is task-based learning effective in teaching sentence structure?
- What is the role of technology in task-based teaching?
- Why sentence structure must be taught to law students?

4.2. Research Methodology Primary study

The primary data collection with the lawyers was the first step in the study, which was conducted to determine the significance of the language. Data were gathered from all throughout the state of Tamil Nadu. The winners included the greatest number of professors and attorneys. There are three sections that make up the questionnaire: demographic characteristics, the demand for the language, and the productivity of the language. When determining whether or not the major study was necessary, a five-point scale was utilised (table 1).

Table 1: Need for the English Language

No.	Need for the English Language	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	As a lawyer, I know English communication is necessary for delivering ideas.					
2.	The English Language is important for analyzing the case.					

3.	The English Language helps to understand the client's needs.					
4.	Language is necessary for career growth in this competitive environment.					
5.	Language is essential for achieving the goal.					
6.	Lawyers with good communication skills can see rapid growth.					
7.	English is necessary to understand the Judge's Words.					
8.	It is mandatory to safeguard the clients' language.					
9.	Language is required for preparing legal documents.					
10.	language is required to read law books and to understand the Sections					

(SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree and SA = Strongly Agree)

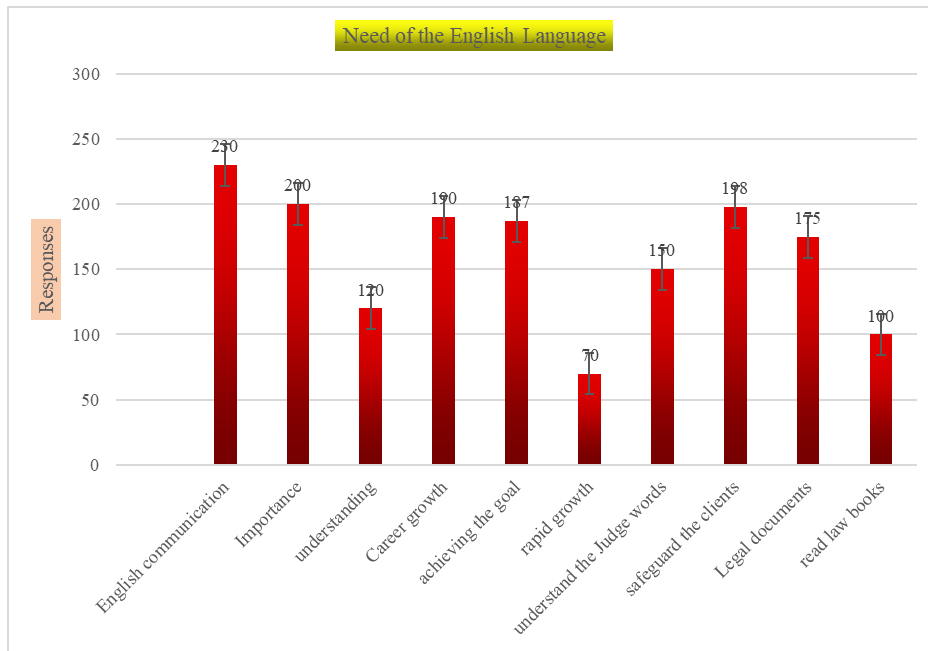


Figure 4: Need of the English Language

Figure 4 proves that communication is the basic step before becoming a lawyer. To be a successful lawyer, one must master the language. Second, it is important to analyze the case more professionally. The clients need moderated acceptance. Next is career growth with an average, and the final is achieving a goal with a poor average, and that is taken to the last because communication is the major source, and that is the ground reality. Clients must be their priority and be fulfilled only through proper communication. As per the survey, preparing legal documents and rapid growth go hand in hand because they fall under the second category. Lawyers must be familiar with the legal terms because a slip of a word can change an individual's life, so they must keep updated. Reading law books can enable the learners to be familiar with the legal words (table 2).

Table 2: Productivity of English Language Through Various Resources for Law Students

No.	Productivity of English Language	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	Introducing reading habits among the students					
2.	Attending the live session to gather points					
3.	Practicing while pursuing the course					
4.	Encouraging language communication among peers					
5.	Introducing EL Labs for better communication					
6.	Encouraging writing skills					

(SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree and SA = Strongly Agree)

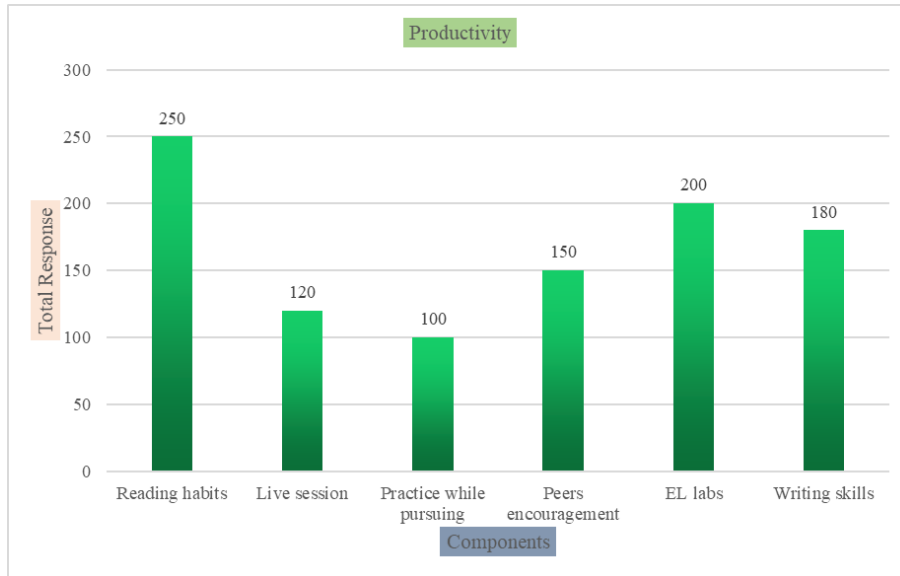


Figure 5: Language Productivity

Figure 5 clearly states that the language must be trained to become successful lawyers within the campus. Encourage the students to take points while accessing the books. Reading habits are to be initiated in the beginning stage. Exposing them to the language lab introduces the usage of proper vocabulary. Live court sessions can be brought to the classroom through technology to give a deeper understanding of the case.

4.3. Secondary Study

The basic data were used to develop a questionnaire that was intended to be distributed to the law students. A determination of the pupils' level was made by the use of demographic factors and grammar in the questionnaire. The research included 35 students who were enrolled in the Bachelor of Arts and Bachelor of Laws Honours programmes. Out of the total number of students, twenty were male and fifteen were female. These individuals were students from the State Board as well as the CBSE Board. The pre-test for the experimental research that was carried out before to the intervention serves as the foundation for this investigation. Below, in Figure 6, you can see the results of the pre-test that the students took.

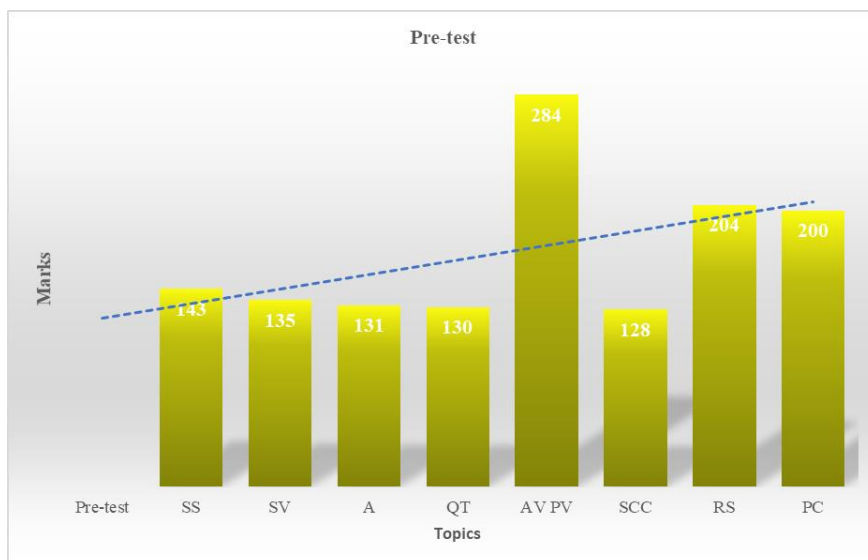


Figure 6: Performance of students in the pre-test

Figure 6 shows the student’s performance in the pre-test. In sentences (SS), out of 350, they scored 143, but in subject-verb agreement (SV), they scored 135 out of 350, which was less than SS. In Article (A), the score was 131 out of 350, less than that of SS and SV. In Question Tag (QT), the score was 130 out of 350; it was lesser than SS, SV, A. Active Voice, and Passive Voice (AVPV), which was 284 out of 700, less than 50% of the total. In Simple Compound and Complex (SCC), the score was 128 out of 350. In Reported Speech (RS) and Phrases and Clauses (PC), out of 525, the score was 204 and 200, respectively. The students attended to the basic sentences, similar to those used daily.

5. Task-based learning

Sundqvist, & Sylvén, [11] stated the pedagogically operational definition for “task”. The task is a set of differentiated sequences with problem-posing activities that involve learners and teachers. Below are the key factors of tasks included to promote teaching to the student. Henceforth, preparing task sequences before dealing with students will help to move the teaching smoother.

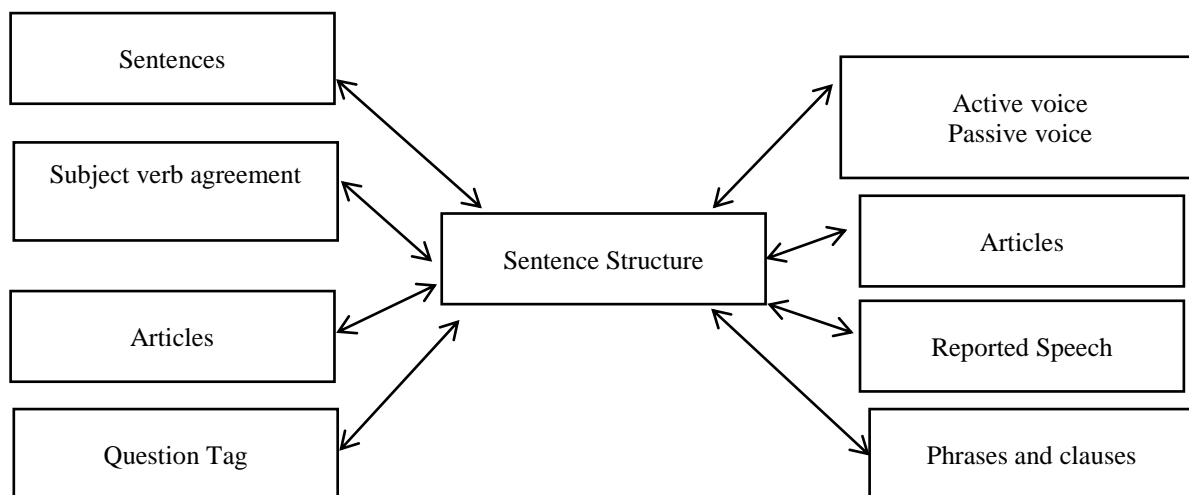
5.1. Essential Key Factors of Tasks

- Input: It is the written, visual, or aural information that learners use when performing a task to achieve the goal of the task.
- Responsibility: The learners perform a task and are a receiver and givers of information.
- Implementing: Arrangements inside and outside classrooms for which pedagogy prepares learners to communicate.
- Execution: These are the procedures to follow in performing the tasks or the steps to be taken further by the learners and must be taken along the road to task completion.
- Supervision: This is monitoring the execution of the task and tracking the performance.
- Result: The oral, written, and or behavioral outcome of the task is intended to result.
- Feedback: This portion includes evaluating the whole or part of the task performance evaluated by the teacher, which includes feedback on language usage.

Task-based learning is full of preparation and execution. It has three major components: task phase, planning, and report. With that note, sentence structure was taught to the students with the help of technology. According to Willis & Willis [6], there are three phases for task planning: Pre-task, Task Cycle, and Language focus. In Pre-task, the teacher brings in the lead with the title and does the activity to check the learners’ prior understanding. Teachers focus on the task cycle. Learners execute the task within the limited group, and teachers play the role of a facilitator. At the time of planning, she plays the role of an advisor.

5.2. Sentence Structure

Sentence structure refers to the basic arrangement of words to form a meaning. This study works with eight types of sentence structure (Figure 7).



- Sentences SS

- Subject-verb agreement SV
- Articles A
- Question Tag QA
- Active voice and Passive voice AV PV
- Simple, compound, and complex SCC
- Reported speech RS
- Phrases and Clauses PC

Figure 7: Sentence structure

Each topic was introduced with a task to keep the topic interesting and give the students opportunities to learn. Task made them more attentive, and quick responses kept the classes lively. Planning before and after the task was challenging, but the pre-planned activity kept the students more interactive. Close monitoring of the students without intimidating paved the way for the learners to improve their communication standards. The outstanding delivery of words is highly remarkable because it reflects task-based learning. While introducing legal words, few were familiar, but many kept quiet because they were new. The students were active in learning the language and were not shown any tiredness at the time of intervention. The reflection of marks shows the involvement of the students.

5.3. Task Assigned for Each Topic

- Kinds of sentences: Comics strips were used; students were asked to read and differentiate the sentences. Later, they were asked to prepare the comic strips using the proper sentence.
- Subject-verb agreement: Teamwork was given to find the difference between the subject and the verb and how the verb agrees with the subject.
- Articles: Clippings were shown, and the students were asked to complete the article. Pairwork was given to create more sentences.
- Question Tag: Finding the partner is assigned, and answers are divided into different strips. The student should find the right partner.
- Active and passive voice: Rules were displayed on the screen in groups; students were asked to create a sentence and ask the opponent to crack the question.
- Simple, compound, and complex: students were asked to write sentences and share them to find the difference with the class.
- Reported speech: the conversation was organized
- Phrases and clauses: Students were asked to frame sentences individually and make them read aloud to the class. Clues were given to identify the difference.

Since students have been learning grammar since primary grade, which helped move the task effortlessly, the problem faced was initially limited by the student’s responses as they were unaware whether they were giving the correct response. Still, the task helped them to place themselves on the right move because students enjoyed the task and tried to correct their friends when they went wrong; it was more of peer learning. The only reward that was encouraged during the class activities was productive learning. Students were given different roles to ensure learning outcomes and were responsible for repeating the activity when required. Their curiosity about learning brought them closer to the activity, and a huge reflection was seen in the learning outcome. Learning occurs when freedom is given to express their view, which is possible in task-based language learning. Students were not penalized for their mistakes; they were allowed to be corrected indirectly. The analysis done during the research is below.

5.4. Based on the Data Compared, Post-Test Analysis Is Presented for Further Clarification

This post-test is a reflection of the learning outcomes that the student has achieved. The pupils were able to improve their learning methods with the assistance of the task-based learning. The utilisation of technology resulted in an increase in the retention of concepts. Prior to the execution of the task, the visual effect of the task was introduced, which assisted the learners in performing better than the task that was already in place. Immediately following the intervention, the students were asked to provide feedback in order to demonstrate their level of self-assurance. The results of Table 2 make it abundantly clear that pupils are able to approach the post-test with self-assurance. It was tested with a small number of people because the pandemic kept many people at home. However, their education was conducted in front of the monitor, and they missed the regular classes a great deal because they were unable to participate in the role-playing activities with their classmates in person. The outcome of the student’s performance on the post-test is depicted in Figure 8, which is the result [22].

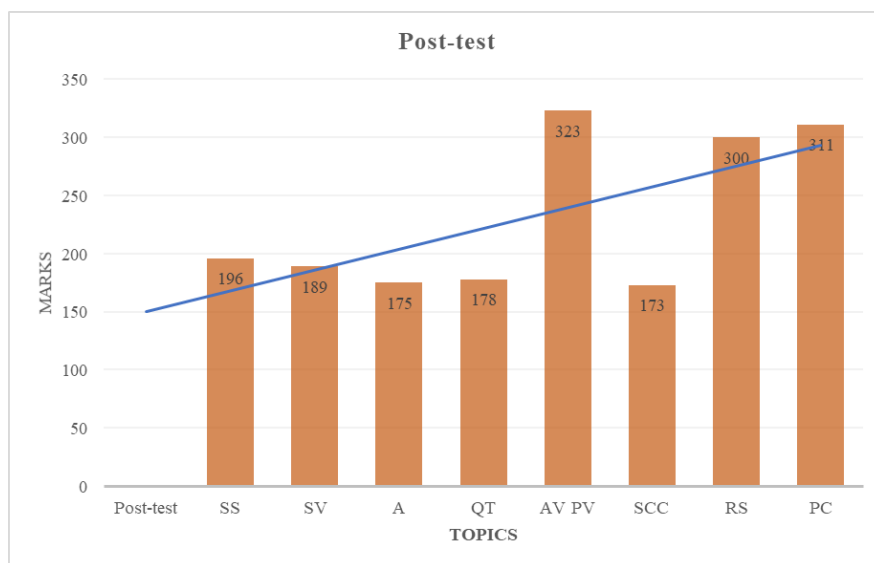


Figure 8: Learning outcome of the students in post-test

In sentences (SS), out of 350, they scored 196, but in subject-verb agreement (SV), they scored 189 out of 350, which was less than SS. In Article (A), the score was 175 out of 350, less than SS and SV. In Question Tag (QT), the score was 178 out of 350, which was lower than that of SS and SV. Active Voice and Passive Voice (AVPV), the score was 323 out of 700, which was higher than the pre-test total. In Simple Compound and Complex (SCC), the score was 173 out of 350. In Reported Speech (RS) and Phrases and Clauses (PC), out of 525, the score was 300 and 311, respectively.

Teaching the English language to a set of non-native speakers is highly challenging. The main reason is the environment they learn in and the mode of instruction. While conducting the research, a few challenges were faced while dealing with the students, especially those from the first language medium, who faced many difficulties while working with the transformation of sentences: continuous practice and the usage of activity through technology removed barriers.

Technology has helped online students merge with offline students. Direct guidance was given to students so that their progress did not deviate. Undoubtedly, students learned sentence structure, which was reflected in the general essay. Many researchers worked on English language teaching to test all four skills (Listening, speaking, reading, and writing). Still, a gap must be filled to improve the student's learning outcomes. This study is designed to evaluate sentence usage in writing skills. Based on the evidence, technology brought learning to the doorstep. Technology-Assisted Language Learning (TALL) is an added advantage for students, allowing them to stay with the environment and connect with learning. Students got ample space to stay safe at home during the pandemic without compromising their studies. Task-based learning is a source to build self-confidence within the self, reflected during and after the task. Students were able to use the technology wisely, and the efficient use of technology gave learning outcomes to students. Students were satisfied with task-based learning as they got space to confidently share their thoughts. Peer learning encouraged the group to understand the performance of the task. They felt that group learning was inevitable in learning the English language. As a result of task-based learning, students could identify the proper usage of sentences and implement them in writing. Students were active during the task, and that kept the activity lively.

Interaction throughout the task is a healthy discussion among students to clarify the topic. The creative level of the students was higher as they were encouraged by their peers. The follow-up task was to allow them to recollect the concepts they had learned in class. The audiovisual treat was classic during the task-based learning process. Reading comics was part of the activity that clarified many unfamiliar words. They created their comic strip for different kinds of sentences. Even the low achievers were able to show their creativity. They felt that those sentences stayed in their minds after the intervention class, reflected in the post-test outcome.

To make the learners perform well in English, linguistic skills enable them to learn systematically. Reading and understanding the language is an unquestionable talent to improve their writing skill. To develop the skill, we can witness the change in teaching methodology during different periods. One method became prominent over the other, and at another time, a different method was brought into the limelight. The best methodology to handle language teaching is the usage of task-based learning. Since the advancement of technology stays within our reach, it is an added aid and user-friendly way to bring change to learning. Shen et al. [19] stated that TBL is an advanced teaching approach firmly based on the findings of current theory, and research

cannot be continuous. The findings are frequently associated with TBL, to the effect that second language learning occurs by noticing communicative activity. TBL provides a different rationale for using tasks and criteria while designing the tasks.

Task-based language pedagogy holds a significant place in second language research. Language is treated as a primary tool in task-based learning, which helps to write. Task-based learning provides meaning to classroom teaching through activity. The task-based methodology is how teachers implement tasks, set learners up to perform the tasks successfully, and manage learners' attention to form-meaning connections. The task helps the learner to comprehend the thoughts and reconstruct the reading material. It prepares the learners to be independent and self-directed individuals. It molds the learners to manage language inside and outside the classroom. The task generally encourages the learners to uplift the standard of learning. Naturally, it occurs inside the classroom and full-fledged outside the classroom. The current clearly shows the outcome of the students before and after the intervention. I tried to distinguish between the break periods clearly stated in Figures 1 to 8. Briefly share the methodology used during the intervention.

6. Conclusion

When it comes to educating law students task-based learning, the findings of the current study focused on the role that technology plays. In addition, the study assisted in determining how technology might be utilised in task-based learning as an alternate source when students are being instructed in English grammar. Students of law were organised into focused groups. When all is said and done, they are considered frontline workers because they are responsible for protecting the lives of customers. They are required to develop communication skills since they work with words on a regular basis, and the only way that this can be accomplished is if they are aware of how to arrange words in order to build a sequence. The mirror of the pre-test was their earlier learning outcome, in which they participated less because they were overwhelmed with uncertainty and anxiety. This was the case because they were less involved. In spite of this, the post-test result boosted their level of interest after the intervention, and their trust in the responses assisted in the construction of sentence structure. Because the students participated in the intervention to the fullest extent possible, they were able to correct the mistakes they had made and improve their grammar skills.

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Ethics and Consent Statement: The consent has been obtained from the colleges during data collection and has received ethical approval and participant consent

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