

**USING TBLT TO ADDRESS READING ANXIETY IN SENIOR HIGH EFL
STUDENTS**

Best Practice

**Presented to The Department of English Language Education as
a Partial Fulfillment of the Requirements for Obtaining a
bachelor's degree in English Language Education**



Presented by

Novi Indriyani

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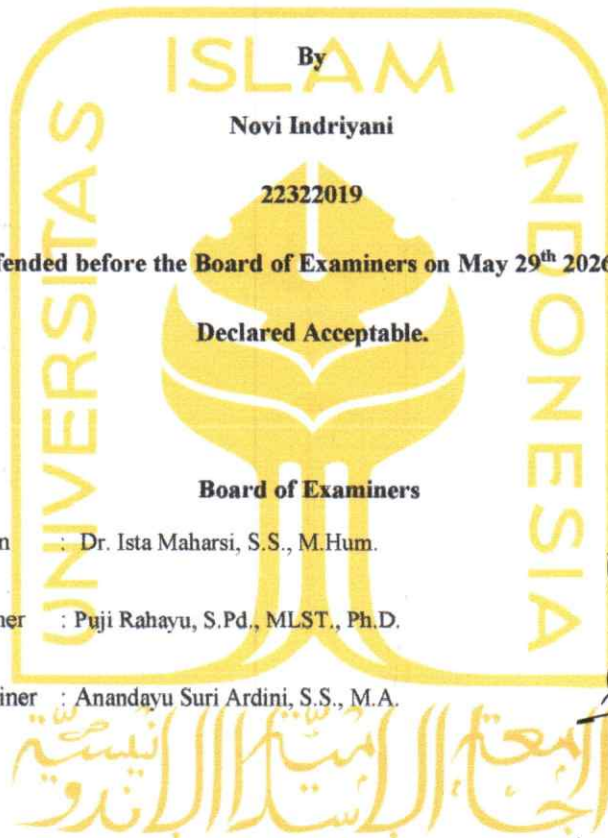
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STATEMENT OF WORK'S ORIGINALITY

This undergraduate thesis is originally complete by myself. I declare wholeheartedly that it does not contain any other people's work or references without quotation.



Novi Indriyani

MOTTO

“Grow with purpose, speak with impact.”

DEDICATION

1. First and foremost, to the writer herself, Novi Indriyani. Thank you for having the courage to start and the courage to finish every journey that has been begun. Not only throughout the process of writing this final project, but also throughout the entire journey since first setting foot in Yogyakarta and learning to stand independently. Thank you for enduring, staying strong, and continuously striving to give the best, both for yourself and for others.
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4. Equally important, this gratitude is dedicated to someone whose presence has become an important part of the writer's life journey, the "laki-laki pencinta orak-arik telur." Thank you for being present, accompanying, supporting, and becoming part of the writer's long process in completing this final project. Thank you for always being there through both happiness and hardship, for becoming a home where the writer could return when feeling exhausted, for listening to every complaint, calming every tear, comforting sadness, and continuously reminding the writer not to give up, even

when the writer almost gave up on herself. Thank you for all the time, energy, attention, prayers, and sincere support you have given. Your presence became one of the greatest reasons why the writer was able to endure until this point. May Allah SWT always protect and bless every path we walk together.

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under the stairs will always remain the warmest corner in the crowded faculty building.

The writer will always remember the stories, lessons, and memories created there.

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The process of completing this Best Practice was not always easy. Throughout the writing process, I experienced many revisions, adjustments, and moments of confusion in determining the most appropriate focus and theoretical framework for my study. I revised the title several times and continuously adapted the content and format to align with the standards of Best Practice writing. However, through patience, guidance, and support, I was finally able to complete this work.

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Finally, I realize that this Best Practice is still far from perfect and may contain many limitations. Therefore, I sincerely welcome any constructive criticism and suggestions for future improvement. I hope this Best Practice can provide useful insights and contributions for readers, future researchers, and English teachers who are interested in implementing Task-Based Language Teaching in their classrooms.

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ABSTRACT

This one-month best practice addressed high reading anxiety and low engagement among Matayom 6 students at Kuwait Pittayapat School, Thailand. Utilizing Task-Based Language Teaching (TBLT), this study aimed to transition students from traditional rote-learning to meaningful communication. The methodology employed Willis's TBLT framework, incorporating guided reading, collaborative dialogues, and photo-based storytelling. Results indicated observable changes in students' classroom behaviour, as participants demonstrated greater participation and a higher willingness to engage with English texts without relying solely on digital assistance. Classroom observations further showed that students who initially hesitated to read English texts and relied heavily on translation assistance gradually became more comfortable participating in collaborative reading activities and discussing text meaning with their peers. Consequently, this practice illustrates how TBLT can serve as an alternative to textbook-centered instruction in EFL classrooms by encouraging learner participation and confidence within a limited timeframe. These observations suggest that integrating collaborative tasks may help create a more supportive learning environment for students who experience difficulties when engaging with English texts.

Keywords: *Task-Based Language Teaching, reading anxiety, EFL classroom, senior high school, student engagement.*

CHAPTER I

INTRODUCTION

In August 2025, I participated in the International Teaching Practice (ITP), a program for English Education students. I was assigned to teach English for almost one month at Kuwait Pittayapat School in Krabi, Thailand. During this program, I taught twelve classes across primary, secondary, and senior high school levels. As a pre-service teacher, my responsibilities included conducting classroom observations, preparing lesson plans, teaching English, and evaluating students' learning progress.

Kuwait Pittayapat School is a private institution accommodating both male and female students. However, this best practice focused specifically on the Matayom 6 (Grade 12) class, which consisted of seven female students within a girls' boarding system. The school implements offline learning where students are permitted to use iPads, supported by facilities such as a computer lab and a library. While the English curriculum followed Thai government standards and relied on prescribed textbooks, classroom observations showed that English lessons were commonly conducted through vocabulary drills, reading texts aloud, and completing textbook-based exercises, with limited opportunities for students to use English meaningfully through interaction. Based on classroom observations, English lessons were commonly conducted through vocabulary drills, reading text aloud, and completing textbook-based exercises, with limited opportunities for students to use English meaningfully through interaction. Such practices contrast with meaning-based approaches, in which learners actively construct and negotiate meaning while using the target language (Motlagh et al., 2014). This limitation was particularly evident in the Matayom 6 class, where a heavy reliance on textbooks failed to bridge the gap between formal language study and meaningful communication.

One consequence of this textbook-centered instruction was students' limited engagement with reading activities, despite being a fundamental skill for academic success, as emphasized by Handayani, Martina, and Rizal (2021) and Nunan (2004). Reading, however,

remains a significant challenge in the Thai educational context. OECD (2022) data reveals that 74% of Thai high school students perform at the lowest reading proficiency level, indicating difficulties in comprehending and processing written information even in their first-language educational context. This issue becomes even more challenging in EFL settings, where students are expected to read and interpret texts in English, a language that is not used as their primary means of communication. This national pattern was clearly reflected during my observations in the Matayom 6 classroom, where students consistently avoided long texts and struggled to comprehend even basic paragraphs. This resistance became apparent during a guided reading task, where several students ceased their effort halfway, stating, “Teacher, too hard,” while others merely skimmed the material without attempting deep comprehension. Such avoidant behaviour suggested that the students’ difficulties extended beyond linguistic challenges and influenced their willingness to engage with reading activities.

Students’ reluctance to engage with reading activities may also be associated with affective factors, particularly reading anxiety. As identified by Nasution et al. (2025), reading anxiety is a specific psychological hurdle that arises when learners are exposed to foreign language texts, causing them to lose concentration and avoid reading activities altogether. This study also notes that anxious students often display nervousness and a fear of misunderstanding (Nasution, Harahap, & Mahrani, 2025). Furthermore, Liu et al. (2023) explain that such affective barriers hinder critical engagement with texts. This was evidenced when I assigned a dialogue reconstruction task, during which students hesitated and repeatedly requested translations instead of referring back to the text, indicating a high dependence on instant digital assistance. Beyond these emotional factors, the students’ learning habits were further influenced by their identity as digital natives.

As digital natives, the students’ preferences for information processing significantly impacted their engagement with written materials. Prensky (2001) reports that digital native learners prefer fast, visual input over dense, traditional texts. This preference became evident

during classroom activities, where students enthusiastically described images but quickly lost focus when required to read longer written descriptions. When allowed to use iPads, many students opted for short videos rather than reading materials, indicating a notable lack of reading stamina. This dependency on visuals and instantaneous input led to a fragmented understanding of complex topics, as students struggled to sustain the focus necessary for deep reading. Consequently, the reliance on rapid digital consumption made traditional, textbook-centered lessons feel more disconnected from their needs.

The mismatch between student habits and instructional methods became even more apparent through classroom observations which revealed that learning remained heavily textbook-centered. Lessons often consisted of repetitive vocabulary drills and mechanical reading-aloud exercises. However, Willis & Willis (2007) argue that learners cannot truly develop language proficiency if activities focus solely on controlled practice and repetition. This argument was consistent with my observations, during which students often completed textbook-based reading activities without demonstrating clear comprehension of the texts. In contrast, when I introduced collaborative dialogue construction, their motivation increased, and they engaged more actively. These observations highlighted a critical need to transition from repetitive drills to a more structured, interactive approach that aligns with the students' collaborative nature.

To bridge the gap between these classroom challenges and effective learning, TBLT was implemented as a strategic solution. Unlike traditional drills, TBLT organizes learning through communicative tasks that prioritize meaning and real-world language use (Motlagh et al., 2014). By utilizing Willis's (1996) three-phase framework, which consisted of the pre-task, task cycle, and language focus stages, this approach aimed to provide a "safe space" where students could approach English texts through supported and collaborative tasks, allowing them to construct meaning gradually rather than feeling overwhelmed by unfamiliar vocabulary or the expectation of immediate understanding. Through this gradual exposure, TBLT was

expected to reduce the psychological pressure of reading by allowing students to engage with texts in a more supportive and collaborative environment. Positive student responses were observed throughout the implementation, as students appeared more willing to participate in discussions, share their ideas, and engage with reading activities that became increasingly familiar and enjoyable, while showing greater readiness to approach tasks through peer support, guided practice, and step-by-step task completion.

Based on the aforementioned challenges and the potential of task-based instruction, this report aims to outline the implementation of TBLT in a high school EFL reading context. Specifically, it describes how students responded to TBLT activities and how the approach addressed their reading anxiety. The ultimate purpose of this best practice is to illustrate the application of TBLT in the Matayom 6 classroom and to demonstrate how meaningful, task-based interactions can foster a more supportive and effective learning environment.

CHAPTER II

CONSTRUCT

TBLT is widely recognized as a language learning approach that emphasizes meaningful communication through the completion of tasks. According to Motlagh et al. (2014), TBLT functions as a meaning-based approach in which learners prioritize communication and meaning-making rather than focusing solely on linguistic accuracy. Because of this emphasis, learners are encouraged to use language as a tool for achieving communicative purposes rather than merely practicing isolated language forms. One widely used model for implementing TBLT is Willis's (1996) three-phase framework, which consists of the pre-task, task cycle, and language focus stages. The pre-task stage introduces learners to the topic and prepares them for the task, the task cycle provides opportunities for meaningful interaction and task completion, and the language focus stage allows learners to reflect on and examine language features that emerge during communication. Together, these stages provide a structured pathway that supports learners in engaging with language gradually while maintaining a primary focus on meaning.

While TBLT provides a framework for organizing meaningful language learning, it is also important to consider the affective challenges that learners may experience during language use. One of these challenges is reading anxiety. Reading anxiety refers to feelings of worry, tension, or discomfort that learners may experience when engaging with reading activities in a second or foreign language. Fitrawati et al. (2023) explain that reading anxiety is often triggered by unfamiliar vocabulary and fear of making mistakes, which may discourage learners from actively engaging with texts. In this context, collaborative task-based activities can serve as a supportive strategy because they allow learners to construct meaning together rather than facing reading tasks individually. Bao and Du (2015) note that TBLT encourages participation, provides greater opportunities for self-expression, and contributes to a more positive learning atmosphere. Similarly, Hadi (2013, as cited in Bao & Du, 2015) suggests that

learners may become more motivated and confident in task-based learning environments because the tasks are interactive, collaborative, and meaningful. Through preparation, peer interaction, and guided task completion, collaborative activities may help reduce the pressure often associated with reading tasks while encouraging learners to participate more actively in the learning process. Beyond supporting affective aspects of learning, TBLT has also been reported to facilitate reading comprehension. Sukma et al. (2022) report that TBLT can support reading comprehension and encourage learners to use language more meaningfully without excessive concern about incorrect or ungrammatical forms.

Although TBLT has been widely examined in language education research, many studies have primarily focused on linguistic outcomes. Shehadeh (2021) argues that TBLT research predominantly investigates aspects such as speaking fluency, grammatical development, and language performance. Likewise, Bao and Du (2015) observe that many TBLT studies emphasize oral communication and are often conducted with learners beyond the beginner level. As a result, fewer studies have explored affective dimensions of learning, such as anxiety, confidence, and motivation, despite their important influence on language development. This observation is supported by Mumtaza et al. (2025), who report that research examining students' perceptions of TBLT and its relationship to motivational factors remains relatively limited. Therefore, exploring the use of collaborative task-based activities within a TBLT framework in relation to reading anxiety provides an opportunity to extend existing discussions beyond linguistic achievement and toward learners' emotional experiences during language learning.

CHAPTER III

IMPLEMENTATION

This chapter describes the implementation of TBLT as a learning innovation to address the learning problems identified in Chapter I, particularly reading anxiety, low motivation, and students' lack of confidence when interacting with English texts. The implementation was conducted during the International Teaching Practice (ITP) program at Kuwait Pittayapat School, Thailand, and focused on the Matayom 6 class, which consisted of seven female students with varying levels of English proficiency. Prior to the implementation, one week was allocated for classroom observation to identify students' learning characteristics and challenges. The implementation itself was conducted over three weeks and consisted of five main instructional meetings, with each meeting lasting approximately 45 minutes. Throughout these sessions, TBLT activities were integrated into reading-related lessons that combined guided reading, collaborative dialogue construction, photo journal activities, storytelling, and visual presentations.

Prior to the implementation, classroom observations revealed several learning challenges among the students. Students tended to avoid English reading texts that they perceived as long or difficult. Several students openly stated, "Teacher, too hard," when encountering reading materials and often remained silent when asked to explain the content of a text. Students also frequently relied on digital translation tools before attempting to understand the text independently, avoided reading aloud, and waited for peers to answer questions. These observable behaviours suggested that students experienced difficulties that extended beyond linguistic challenges and influenced their willingness to participate in reading activities. To address these issues, TBLT, as developed by Willis (1996) and further elaborated by Willis and Willis (2007), was implemented as the primary instructional approach. Through collaborative and meaning-focused tasks, TBLT provided opportunities for students to construct meaning together, gradually engage with texts, and participate in classroom activities

without excessive concern about immediate linguistic accuracy (Motlagh et al., 2014).

3.1 Preparation and Learning Context

Before the implementation began, the teacher reviewed the learning resources available at the school and adapted them to a task-based learning approach. Kuwait Pittayapat School primarily used government-prescribed English textbooks and supplementary learning materials that were accessed digitally through students' iPads during offline classes. Reading texts, dialogues, and grammar materials from these resources were selected and modified into communicative tasks that emphasized meaning construction, collaboration, and interaction rather than isolated language practice.

The implementation was designed around the English curriculum being taught during the semester. The first and second meetings focused on the Present Continuous Tense, particularly negative and interrogative forms used in everyday situations. Short dialogue texts taken from the school textbook were digitized and shared through students' iPads to support guided reading and dialogue construction activities. In subsequent meetings, students applied the same language structures through photo journal tasks that required them to describe real activities occurring within the school environment.

The third and fourth meetings introduced the Present Perfect Tense through reading materials and short examples related to holiday experiences. Students worked collaboratively to construct simple texts describing their own holiday experiences before sharing them through storytelling activities. Building on these activities, the final meeting focused on a visual presentation task in which students used the Present Perfect Tense to describe countries they wished to visit and explain their personal reasons for choosing those destinations.

To maintain consistency with the principles of TBLT, the teacher did not use formal worksheets, PowerPoint presentations, or instructional videos. Instead, digital reading texts, collaborative discussions, classroom interactions, and students' personal experiences served as

the primary learning resources. Instructions were delivered using simple English accompanied by gestures, demonstrations, and visual cues to support comprehension. For example, when introducing a reading activity, the teacher often used instructions such as, “Read with your partner first. Don’t worry about every word. Try to understand the meaning together,” while using gestures to indicate collaboration and discussion.

This learning environment was intentionally designed to reduce the pressure often associated with reading activities and encourage students to engage with texts more actively. Throughout the implementation, students gradually showed greater willingness to participate in discussions, continue working with texts when encountering unfamiliar vocabulary, and seek support from peers before immediately relying on translation tools. An example of students' use of digital reading texts via iPad is shown in Figure 1.



Figure 1. Students accessing English learning materials and digital reading texts via iPads

3.2 Pre-Task Stage: Activating Prior Knowledge and Reducing Anxiety

In the pre-task stage, the teacher focused on preparing students before they carried out the main task. This stage was implemented at the beginning of each lesson and generally lasted between 5-10 minutes. The primary purpose was to activate students’ prior knowledge, introduce the lesson topic, and reduce the anxiety that often emerged when students encountered English reading materials.

To achieve these objectives, the teacher introduced the lesson through light conversations, simple demonstrations, visual prompts, and questions related to students' daily experiences. Instructions were delivered using simple English supported by gestures and facial expressions to ensure comprehension. For example, before beginning a reading activity, the teacher said, "Today we will read together. It is okay if you do not understand every word. Just try to find the meaning with your friends," while pointing to the text and encouraging students to work collaboratively. Before introducing storytelling activities, the teacher asked simple questions such as, "Where did you go on your last holiday?" and "What did you do there?" to help students connect the lesson topic with their personal experiences.

In addition to introducing the topic, the teacher explained the objectives of each task using accessible language. Rather than emphasizing grammatical accuracy, students were encouraged to focus on understanding meaning and sharing ideas. The teacher frequently reminded students that making mistakes was a natural part of learning and modeled simple language that students could use during discussions.

This approach aimed to create a supportive learning environment in which students felt more prepared to participate in subsequent reading activities. Student responses during this stage suggested that they gradually became more comfortable with classroom interaction. During the initial observations, several students tended to remain silent when questions were asked and often waited for their peers to respond first. However, throughout the implementation, more students were willing to answer simple questions, share brief personal experiences, and participate in short discussions before beginning the main task. Some students who had previously avoided speaking in English also began responding with short phrases and simple sentences. These observable behaviours indicated greater readiness to engage with the lesson and provided a smoother transition into the task cycle stage.

3.3 Task Cycle Stage

The task cycle stage constituted the core of the TBLT implementation. In this stage, students worked collaboratively to complete a series of meaning-focused tasks that were developed from reading materials introduced during the lessons. Although several activities involved writing and speaking, these activities were designed as reading-related tasks because they originated from texts, dialogues, and reading inputs that students had previously explored. Through this progression, students were encouraged not only to understand texts but also to use information and language patterns from the readings to construct their own meaning. The task cycle was implemented across five instructional meetings and consisted of guided reading, dialogue construction, photo journal activities, storytelling, and visual presentations.

3.3.1 Task: Digital Dialogue-Based Guided Reading



Figure 2. Teacher-prepared digital dialogue material used in guided reading activities

The first meeting focused on guided reading activities using short dialogues related to the Present Continuous Tense, particularly interrogative and negative forms used in everyday situations. The dialogues were adapted from the school textbook, digitized, and shared with students through their iPads. Before reading, the teacher provided simple instructions such as, “Read the dialogue with your partner. Try to understand the meaning together. You do not need to translate every word.” These instructions were accompanied by gestures and demonstrations to ensure that students understood the task expectations.

Students worked in pairs or small groups to read the dialogue, identify the main ideas, discuss unfamiliar vocabulary, and infer meanings from context. During this activity, the teacher acted primarily as a facilitator, providing assistance when necessary, rather than immediately correcting language errors. This approach encouraged students to focus on understanding meaning before concentrating on language accuracy.

The guided reading activity also served as the foundation for subsequent tasks. Rather than treating the dialogue as a reading exercise only, students were encouraged to examine how language was used within the text and how similar expressions could be applied in their own communication. Evidence of the implementation of digital dialogue-based guided reading is shown in Figure 3.



Figure 3. Example of students’ short dialogue created collaboratively using iPad
 Student responses during this activity reflected several observable changes. During the initial observation period, students frequently responded to unfamiliar vocabulary by immediately opening translation applications or waiting for answers from their peers. During the implementation, however, students increasingly attempted to discuss meanings within their groups before seeking translations. They were also more willing to read sections of the dialogue

aloud with their partners and continued working with the text even when they encountered unfamiliar words. These behaviours suggested a greater willingness to engage with reading materials rather than avoiding them.

3.3.2 Planning: Dialogue Construction and Photo Journal Assignment

Following the guided reading activity, students entered the planning stage by constructing their own dialogues based on the language patterns and communicative functions they had encountered in the reading text. Therefore, the dialogue construction activity functioned as an extension of the reading task rather than an isolated writing exercise. Students first revisited the dialogue, discussed its structure and expressions, and then adapted similar patterns to create new conversations related to daily activities.

The teacher provided instructions such as, “Work together with your group. Use the dialogue as an example and create your own conversation about daily activities.” Students then discussed possible topics, selected vocabulary, and collaboratively produced dialogues consisting of approximately six to nine lines. Each dialogue involved at least two students and reflected everyday situations familiar to them. The collaborative discussion process allowed students to negotiate meaning, exchange ideas, and support one another before producing the final dialogue. The process of group discussion and dialogue writing is shown in Figure 4.



Figure 4. Students composing group dialogues after reading digital texts

The second meeting extended the reading-based activities through a photo journal task.

Prior to the activity, students reviewed examples of simple descriptive texts and sentence patterns that had been introduced in previous reading materials. Students then worked in groups to take photographs of activities occurring within the school environment, including classroom activities and boarding school routines.

The teacher instructed students, “Take photos of activities around the school. Then discuss what is happening in the picture and write simple descriptions using the patterns we have learned.” Through this activity, students connected reading input with real-life experiences by applying vocabulary and sentence structures that had already been encountered in previous texts. An example of students taking photos for the photo journal task is shown in Figure 5.



Figure 5. Students taking photos of real activities in the school environment

After collecting the photographs, students discussed the content of each image within their groups. They identified relevant vocabulary, referred back to language patterns from earlier reading activities, and collaboratively composed short descriptions using the Present Continuous Tense. Through this process, students transformed visual information into written language while drawing on linguistic resources previously introduced through reading tasks. The discussion and collaborative writing process is shown in Figure 6.



Figure 6. Students wrote brief descriptions based on photos in groups

Following the discussion stage, each group finalized their descriptions and compiled them as part of their photo journal work. The completed entries demonstrated how students interpreted their own photographs and expressed those interpretations through simple English sentences. An example of students' photo journal work is shown in Figure 7.



Figure 7. Example of students' photo journal work

Student responses during this stage suggested higher levels of engagement with the learning activities. Because the tasks were connected to their own experiences and school environment, students appeared more willing to discuss ideas, contribute vocabulary, and complete the descriptions collaboratively. In addition, they relied less on direct teacher assistance and increasingly consulted peers when encountering difficulties, indicating greater participation in the learning process.

3.3.3 Report: Storytelling and Visual Presentation

In the report stage, students shared the outcomes of the tasks they had prepared during previous lessons. This stage allowed students to communicate information that had been developed from reading inputs and collaborative discussions. Although the activities involved oral presentations, they remained closely connected to the reading process because students first analyzed model texts, identified language patterns, and constructed their own texts before presenting them to others.

The third and fourth meetings focused on storytelling activities related to holiday experiences. Before producing their stories, students were introduced to short reading examples demonstrating the use of the Present Perfect Tense in describing personal experiences. Working in groups, students read the examples, discussed the meaning of the texts, and identified key vocabulary and sentence patterns. These reading activities served as scaffolding that helped students understand how experiences could be organized into simple narratives.

After examining the model texts, students collaboratively constructed short stories about their own holiday experiences. They exchanged ideas within their groups, discussed appropriate vocabulary choices, and organized sentences into a coherent sequence. The teacher provided support through guiding questions such as, “Where did you go?”, “What activities did you do there?”, and “What was the most memorable part of your holiday?” to help students develop their narratives. Through this process, students transformed information gained from reading activities into their own meaningful texts.

During the storytelling session, students took turns sharing their stories with the class. After each presentation, the teacher encouraged other students to respond by giving simple comments, asking questions, or expressing appreciation for their classmates’ work. The teacher also asked several comprehension questions related to the story being presented to encourage active listening and verify whether students understood the information shared by their peers. Group discussions conducted during the storytelling preparation stage are shown in Figure 8.



Figure 8. Group discussion about personal experiences related to reading tasks

Student responses during the storytelling activities suggested increasing confidence and participation. Compared to the initial observation period, when many students were reluctant to speak or explain their ideas in English, students became more willing to share personal experiences, answer questions from the teacher, and respond to their classmates' presentations. Several students who had previously depended heavily on translation tools also demonstrated greater willingness to communicate using simple English expressions they had learned from the reading texts.

As a continuation of the report stage, students participated in a visual presentation activity during the fifth meeting. Similar to the storytelling task, this activity was developed from reading and language inputs introduced in previous lessons. Before preparing their presentations, students reviewed short example texts and sentence patterns related to countries, travel experiences, and the Present Perfect Tense. They then selected a country they wished to visit and created a drawing, either by hand or digitally using their iPads, to support their presentation.

The teacher provided simple instructions such as, "Draw a country you want to visit. Then tell us why you want to go there, what places you want to see, and what makes the country special." Students used the visual representations they created as prompts while presenting their ideas to the class. During the presentations, students described the location of the country,

places they wished to visit, cultural or natural attractions, seasonal conditions, and personal reasons for choosing the destination.



Figure 9. Students presenting their pictures and explaining their ideas in front of the class

The visual presentation activity encouraged students to combine information from reading materials, personal interests, and previously learned language structures into meaningful communication. Student responses indicated greater willingness to present in front of the class and express their ideas independently. Several students volunteered to present their work, maintained longer interactions with the audience, and appeared more comfortable explaining their ideas compared to earlier lessons. These observable behaviours suggested that students were becoming more willing to engage with English language tasks and communicate their understanding in a supportive classroom environment.

3.4 Language Focus Stage: Reflection and Guided Feedback

After students completed the task cycle, the teacher conducted the language focus stage by reviewing language forms that had emerged throughout the activities. This stage was implemented at the end of each lesson and aimed to help students reflect on their language use after they had focused on meaning and communication during the tasks.

The teacher discussed vocabulary items, sentence patterns, and grammatical structures

that frequently appeared in students' dialogues, photo journal entries, storytelling texts, and visual presentations. Rather than introducing language forms in isolation, feedback was provided using examples taken directly from students' work. This approach allowed students to connect language forms with meaningful contexts that they had already explored during the task cycle.

To maintain a supportive learning environment, the teacher provided feedback in a non-threatening manner and emphasized improvement rather than error correction. For example, instead of immediately pointing out mistakes, the teacher invited students to revisit their sentences and consider alternative forms together. Questions such as "Can we say this in another way?" and "Which sentence sounds clearer?" were frequently used to encourage reflection and discussion. Through this process, students were given opportunities to notice language patterns without feeling pressured by the possibility of making mistakes.

Student responses during this stage suggested greater attentiveness and engagement with feedback. Because the examples originated from their own work, students appeared more interested in discussing vocabulary choices and sentence structures. Several students voluntarily asked questions about grammar and word usage, while others compared their answers with those of their classmates. Compared to the initial observation period, when students often avoided engaging with English texts or relied entirely on translation tools, they demonstrated greater willingness to discuss language forms and revise their own work. These observable behaviours indicated that students were becoming more comfortable interacting with English language materials and participating in reflective learning activities.

3.5 General Student Responses to the Implementation of TBLT

Overall, students' responses to the implementation of Task-Based Language Teaching showed encouraging developments throughout the learning process. At the beginning of the observation period, many students appeared hesitant when interacting with English texts.

Several students openly stated that reading materials were “too hard,” remained silent when asked to explain a text, avoided reading aloud, immediately used translation applications, and frequently depended on their peers when responding to questions. These behaviours served as the primary observational indicators used to identify students’ reading-related difficulties during the initial stage of the practice.

Throughout the implementation, changes were observed in students’ classroom participation and engagement with reading-related tasks. Students gradually became more willing to read texts before relying on translation tools, discuss unfamiliar vocabulary with their peers, and continue working with texts even when they did not immediately understand every word. They also became more active in group discussions, asked questions more frequently, and demonstrated greater willingness to respond in English using simple words and sentences.

Additional changes could be observed during collaborative activities and presentations. Students increasingly contributed ideas during group work, completed tasks with less dependence on direct teacher assistance, and showed greater readiness to share their work with classmates. By the final meetings, students voluntarily read their own texts, presented their ideas in front of the class, and responded to questions from both the teacher and their peers. These behaviours suggested that students had become more familiar with the learning process and more comfortable participating in English language activities.

The indicators of success used in this best practice were primarily observational rather than assessment-based. The implementation aimed to encourage students to engage with reading texts without immediately giving up, participate in discussions, explain the meaning of texts, complete reading-related tasks, produce their own written responses, and present their ideas using English. Based on classroom observations, all seven students demonstrated progress toward these objectives, although the extent of participation varied among individuals. Students were generally able to complete reading tasks, contribute to collaborative activities, and communicate their ideas more actively by the end of the implementation.

However, these observations should be interpreted within the scope of a best practice implementation. Since no formal anxiety measurement instrument was administered, the findings reflected observable changes in students' participation, engagement, and willingness to interact with English texts rather than measurable reductions in reading anxiety. Nevertheless, the implementation suggested that task-based activities provided a supportive learning environment that encouraged students to engage more actively with reading-related tasks and use English with greater confidence throughout the learning process.

CHAPTER IV

REFLECTION

This chapter presents my reflections on the implementation of TBLT during the International Teaching Practice (ITP) program in the Matayom 6 class at Kuwait Pittayapat School, Thailand. The reflection focused on two main aspects: the observable changes in students' learning behavior during the learning process and my personal development as a prospective English teacher. Throughout the implementation, reflections were conducted regularly after each teaching session to evaluate how students responded to the task-based activities and how my instructional decisions helped address the learning problems including, particularly reading anxiety, low motivation, and lack of confidence when interacting with English texts.

From the students' perspective, several positive changes could be observed throughout the implementation. At the beginning of the lessons, many students appeared hesitant and required more intensive guidance, especially when they were asked to read English texts or explain their understanding. Some of them openly expressed the difficulties they faced and showed a lack of confidence when interacting with reading materials. However, with the consistent implementation of task-based activities, students gradually became more engaged in the learning process. They showed greater willingness to participate in group discussions, asked more questions during classroom activities, and appeared more comfortable expressing their ideas in English. Every student demonstrated progress in terms of participation and willingness to engage in learning activities. Even students who previously required considerable assistance became more proactive in attempting tasks rather than avoiding them altogether. These observable changes were further supported by students' own reflections on the learning activities.

To further understand how students perceived the learning activities, written reflections were collected through Padlet. Their comments illustrated their learning experiences

throughout the lessons. One student wrote that she had learned how to use “Is” and “Are” in sentences and mentioned that she “really enjoyed working in groups.” Another student shared that she had learned new vocabulary and enjoyed making sentences and telling stories about her favorite holiday. She also stated that “it was fun to work in groups and express my opinions.” These responses suggested that collaborative activities and experience-based tasks encouraged students to participate more actively in the learning process. Examples of students’ reflections shared on Padlet are presented in Figure 10.

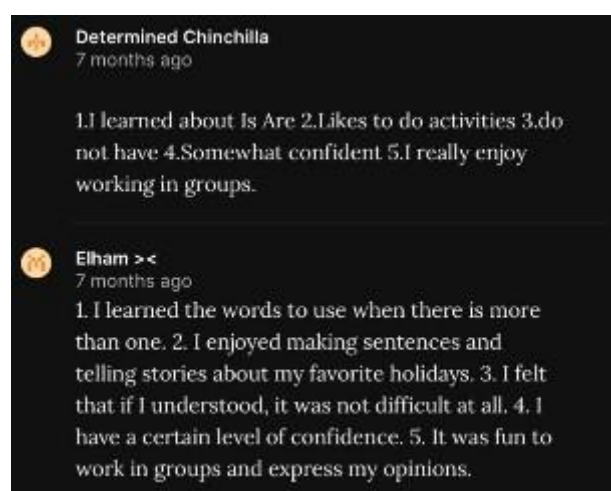


Figure 10. Students’ reflections posted on Padlet

Beyond providing insight into students’ experiences, the implementation also encouraged me to reflect on my own teaching practice. My experience in the International Teaching Practice program also encouraged me to reflect on my development as a prospective teacher, particularly in understanding the importance of flexibility and responsiveness in teaching. I realized that students in this context did not respond well to activities that placed direct pressure on individual performance, such as reading aloud without preparation. Instead, they appeared to benefit more from supported tasks, peer interaction, and clearly defined goals that were embedded within meaningful learning activities. Throughout the implementation, I frequently adjusted my teaching strategies, including simplifying instructions, providing additional examples, and allocating extra preparation time before students completed tasks.

These adjustments helped create a more supportive learning environment and encouraged students to participate without excessive concern about making mistakes.

These teaching experiences also strengthened my understanding of TBLT as a practical and flexible approach in English as a Foreign Language (EFL) classroom. Through guided reading tasks, collaborative dialogue construction, photo-based activities, storytelling, and presentations, students were given opportunities to focus on meaning before accuracy. These activities encouraged students to use English for communicative purposes rather than simply completing textbook exercises. The progression from supported group work to more independent language use suggested that TBLT provided opportunities for students with reading anxiety and limited confidence to engage with English texts in a more supportive manner, particularly in classes with varying levels of proficiency. Although these observations were encouraging, they should be interpreted within the context and limitations of the implementation.

While the implementation showed several encouraging observations, it is important to acknowledge the limitations of this practice. The implementation was conducted within a relatively short period and had to follow the teaching schedule determined by the school. Although the teaching practice lasted approximately three effective weeks, English lessons were divided into separate skill areas, including reading, writing, speaking, and listening. As a result, opportunities to focus consistently on reading activities were limited. In addition, some aspects of the practice could not be carried out as systematically as intended, such as organizing students' work in a more structured manner and preparing detailed lesson documentation for every session, as instructional decisions often needed to be adjusted to the school context and the directions of the mentor teacher. Language differences also became a significant challenge throughout the implementation. Communication relied heavily on English, gestures, and demonstrations, while many students were initially reluctant to communicate in English because they lacked confidence in their language abilities. Furthermore, this best practice

focused on the implementation of a teaching framework rather than measuring its effectiveness through formal assessment instruments. Therefore, the positive changes observed in students' participation, willingness to engage in reading activities, and confidence should be interpreted with caution. Although these observations suggest encouraging developments during the implementation, they do not necessarily indicate that students' reading anxiety decreased in a deep or long-term manner.

Despite these limitations, the implementation still provided valuable insights into how task-based activities could be integrated into reading instruction within this particular context. In conclusion, this practice highlighted the value of reflection in both teaching and learning. The application of TBLT in this context appeared to encourage students to become more engaged and confident when interacting with English reading texts, while also helping me grow as a teacher who continuously reflects on classroom learning. From this experience, I learned that effective teaching is not solely about providing perfect explanations, but also about creating learning conditions that encourage students to participate, experiment with language, and develop at their own pace. In my future teaching practice, I plan to continue using a task-based and student-centered approach while remaining attentive to students' emotional needs, learning habits, and individual differences.

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