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| **RESEARCH ARTICLE**

Content-Based and Task-Based Language Teaching in L2 Classroom

Eleanor N. Amat[1], John Karl SP. Tejada[2] and Ramil G. Ilustre[3] ✉

[1][2]*Graduate School, Bulacan State University, Brgy. Guinhawa, City of Malolos, Bulacan, Philippines*
[3]*Professional Lecturer of English, Bulacan State University, City of Malolos, Philippines*
Corresponding Author: Ramil G. Ilustre, PhD, TESOL, **E-mail**: johnkarl.tejada.sp@bulsu.edu.ph

| **ABSTRACT**
This recent journal offered a brief review of significant research findings on second language acquisition related to two language approaches, namely, Content-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT). Based on different research provided in this journal, the following strengthen the role, effectiveness, and importance of CBLT and TBLT in a language classroom by improving language instructions and learning processes during the acquisition of a second language.

1. Introduction
Language is an important tool an individual can use in communicating with others, and through this, a person can effectively express his emotions, feelings, opinions, and knowledge. The 21st Century has been focusing on global interaction and globalization. For this reason, proficiency in other kinds of language is now a vital skill that will give people the opportunity to engage with the world in a meaningful way and prepare to compete and succeed in the global community. In order to link and interact with other people around the world for many purposes, a desire to adapt to new types of people is needed to acquire a second language L2 other than L1 or mother tongue language.

The ability to communicate in more than or multiple languages is becoming more and more beneficial in the increasing interaction in a global community. Language is a key aspect in setting up children for success in their future professions. That is why many educational institutions around the world offer opportunities to learn a second language at very young ages, just like here in the Philippines, wherein the Filipino language serves as the mother tongue language, and English is considered the second language of the population.

English, an important world language, is becoming more and more important in Filipino culture. Therefore, the academic environment and community have been affected by the implementation of teaching English as a second language to many people. The whole process of teaching English has been challenging during the last decades. Students already start learning their first or second language at a primary school level, and teachers have to be flexible to enable students to learn. In relation, teachers not only educate students about what English is and how it works but also the usage of it and particularly communication skills.

The primary role of the language teachers in language class becomes to focus on the establishment conditions and the development of effective and appropriate activities so that students will be able to acquire and use the target language in a meaningful context. It is the teachers who act as facilitators, resource persons, and language models for the second language classroom.

In addition, teachers are also instrumental in creating a positive and supportive learning environment within the class. Students should feel safe and secure, and in return, they will be much more willing to practice a second language. A healthy classroom environment and climate will lead to positive experiences and attitudes toward the learning of the second language. For these reasons, teachers are encouraged to become more knowledgeable about theories and methods of second language instruction prior to and during the learning and teaching process, and by the use of Content-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT), acquisition of the second language can become successful in the part of the students.

In connection, this research journal aims to answer how Content-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT) will really affect teaching instructions and learning processes in a language classroom. This objective will provide a clearer and further understanding of the possible implications of these approaches based on different research findings made and done by different researchers covering different locales and times.

2. Literature Review
2.1 Content-Based Language Teaching (CBLT)
According to Roy Lyster, as cited by Loewen and Sato (2017), Content-Based Language Teaching (CBLT) is an instructional approach in which nonlinguistic curricular content such as geography or science is taught to students through the medium of a language that they are learning as an additional language. CBLT is also known by other names such as Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL). Whether called CBLT, CBI, or CLIL, a range of instructional initiatives can be identified as the same and equal on the side of second language acquisition.

Based on the compilation made by Lyster (2017), CBLT faced many problems and issues based on different research results made by many researchers in different settings. First, based on the outcomes of French immersion programs, Swain (1988) proposed that content teaching on its own is not necessarily good language teaching and needs to be manipulated and complemented in ways that maximize target language learning. Otherwise, she argued, the use of the target language to teach content has limitations in terms of the range of the language forms and functions to which it exposes students.

Second, Moriyoshi (2010) conducted an observational study of two postsecondary CBLT classes in Japan, a geography class and a sociology class taught in English. The results found that the instructors provided extensive comprehensible input to students, focusing exclusively and more on content, especially on vocabulary, while students had limited opportunities to produce the language or use the language in the actual interaction and scenario.

Among these sample findings from different researchers, a useful way for teachers to manage the integration of language and content-based approach is to adopt a counterbalanced approach to CBLT that shifts students' attention between language and content, specifically toward language if the classroom is primarily content-driven or toward content if the overall classroom context is predominantly language-driven, as with many second language classrooms.

A notable strength of CBLT has been its effectiveness based on the outcomes of some studies, which suggests that, for CBLT to achieve its goal of fostering rather than hindering a multilingual mindset, it needs to continue supporting languages other than only the second language, moreover English in order to maintain the linguistic diversity that is more likely contribute to human development than convergence toward a single lingua franca.

2.2 Researches on Content-Based Language Teaching (CBLT)
This compilation selected and gathered some published research and studies in order to provide diverse theoretical perspectives on the L2 acquisition of the students through CBLT. The review focused on recent quantitative and qualitative studies on L2 acquisition using two of these said language approaches on different groups of participants in various cultural contexts from different parts of the world. Due to the limited scope of this review, studies with important contributions to theoretical refinement of the second language teaching approaches and the effectiveness they have in different instances.

Source	Method of Investigation	Research Aims	Context and Participant
Adhikary (2020)	Test items for data collection were used. Also, marking schemes and pre- and post-tests were designed with ten items.	To examine the effectiveness of Content-Based Instruction in teaching reading.	All Grade 9 students of Shree Jalpa Devi Secondary School were selected as the respondents.
Vanichvasin (2019)	The research instruments consisted of: lesson plans for content-based instruction, an evaluation form of lesson plans, an effectiveness questionnaire on the use of content-based instruction, and English language performance tests.	To provide a better understanding of content-based instruction and for the betterment of strategies in developing content-based learning experiences.	The participants were 19 Thai undergraduate students who enrolled in the 2nd Semester of a bachelor-level course on communication skills.
Sibulkin (2018)	A qualitative survey was administered in this study.	To establish a common relationship between CBI methods and the perceived benefits of this approach on academic achievement among students in higher education.	360 fourth-year undergraduate students divided among the engineering, science, and art department were selected.
Rohmah (2017)	The data were taken through the interview, observation, and analysis of students' and teachers' documents.	To explore the implementation of Content-Based Instruction and the effect of implementing Content-Based Instruction on young learners.	This research was conducted on 24 Grade 5 students of Madrasah Ibtida'iyah International Class Program.
Davis (2016)	It used a survey to ascertain Social Work students' reactions to the learning of English using CBI.	To highlight the efficacy and viability of content-based language teaching offered by the EFL teachers to Social Work students.	Two classes of second-year Social Work students were chosen for this small-scale research consisting of one day and one evening class, comprising 27 and 20 students.
Arulselvi (2016)	A randomized pretest, post-test, control group, and experimental group design were employed.	To investigate the effectiveness of the Content-based instruction (CBI) method over the conventional	Control and experimental groups consisted of 30 learners of the College of Education in the Salem

		method in learning Optional 1 English.	District of the Tamil Nadu state in southern India.
Amiri & Fatemi (2014)	Three instruments were employed: the Nelson test of achievement form 050 C, the Language Learning Orientation Scale (LLOS) questionnaire, and a final achievement test.	To diagnose the effect of Content-based Instruction (CBI) on students' English language learning.	The subjects consisted of 82 freshmen who were randomly assigned into two groups at Gonabad University of Medical Sciences in Razavi Khorasan, Iran.
Corrales & Maloof (2011)	The participants were asked to complete a learning journal during the last 15-minutes of their class session and answer semi - structured interviews individually.	To provide strong evidence as to the effectiveness of this methodology in developing language and content knowledge in students	The class under study was composed of 16 university students between the ages of 17 and 22 from various semesters in their academic medical program.

A recent study made by Adhikary (2020), based on the comparison of scores obtained by the students in pre-test and post-test, reveals that teaching reading through Content-Based Instruction (CBI) is an effective method of developing student's" reading skills. Among the given questions, CBI was found to be effective in eight questions, where the correct responses are also increased in post-test than in pre-test. These results from both pre-test and post-test only showed the real effectiveness of content-based instruction in teaching reading among Grade 9 students in Kathmandu, Nepal. Thus, CBI somewhat became an appropriate and suitable approach to learning and teaching a second language.

Also, a study done by Vanichvasin (2019) concluded that the use of content-based instruction contributed to and became beneficial to improving the English language performance of Thai undergraduate students as it can help them learn English and perform better. For this reason, content-based instruction can be considered an effective instructional approach in teaching a second language or L2. He added that to successfully implement content-based instruction in the classroom; language teachers should play an important role in taking essential features of content-based instruction into account by supplying meaningful topics, creating an appropriate learning environment, and engaging students in a variety of learning activities such as discussions, presentation, and situation-based games to offer multiple opportunities for students to participate and practice English frequently as observed in the study.

On the same side, as Sibulkin (2018) stated in his study, the findings presented a positive relationship between content-linked curriculum and enhanced or sustained improvement in overall student academic achievement scores. It demonstrated the perceived benefits that students and faculty have towards CBI methods, which indicate that commonly, participants feel confident that a content-linked curriculum leads to enhanced long-term improvement in academic performance, as compared to traditional ESL pedagogy. Also, the result indicated that the majority of participants consider CBI methods as a suitable pedagogical technique to acquire language and content knowledge while enhancing academic achievement.

According to the research of Rohmah (2017), the implementation of content-based instruction among fifth-grade classes is well implemented; it showed that they use the English language to communicate. The implementation of content-based instruction was effectively based on two aspects: (1) improving students' speaking ability wherein students' speaking level increased, students' ability to answer the teacher's questions, and students' capability to communicate with their friends by using simple grammatical forms and appropriate vocabulary; (2) in improving class situation wherein the atmosphere of the class became alive, students have chance to practice their speaking skill, students had great motivation to learn English, and English became easy and fun to the students.

Despite the limitation of sample size, Davis (2016) from Macao Polytechnic Institute, discovered something in his study, where content-based education has proved to be an effective and promising method for the teaching of English as a foreign language

to the participants and as a support for their career professionalization. Evidence revealed that depth of language content and use of social work context in supporting undergraduate students in their specialization is much appreciated.

In addition, the investigation of the efficacy and effectiveness of the teaching and learning activities has revealed the popularity of the socially-oriented mechanism of group work, together with a creative activity such as drawing. It showed and testified to the importance of tapping into the human need for social interaction and creativity, which is why Vygotsky's (1978) Sociocultural theory of learning should be investigated and applied further as an effective theory to support language acquisition.

As stated by Arulselvi (2016) from the findings of his study, CBI is more effective than the traditional approach in enhancing the academic achievement of learners. The results indicated that the CBI method could be used for students of diverse abilities, and it can be easily used as a modification to instruction with no extra time or effort required of the teacher. One lesson plan using the Content-based instruction method has built-in peer tutoring and support within the class groupings, which eliminates the requirement for several different plans to meet the needs of all students.

Then, Amiri & Fatemi (2014) also recommended, based on their research findings, that the CBI be more practiced and implemented in classes if language teachers want students to be successful learners in terms of learning and acquiring the foreign language and consequently reflect their performance in examinations. Furthermore, to change students' orientation and attitude toward learning English using CBI, the use of group work, cooperative learning, student involvement, providing comprehensible input, and teaching at the right level are the things that should be maximized in implementing CBI and in result students will achieve better scores and performance outputs.

Lastly, as Corrales & Maloof (2011) stated from the data collected through students' own interviews, answers, and learning journals made revealed that the exposure to material that was meaningful, interesting, and relevant to students' present and future needs, activation of prior knowledge, and the specific methodology used in class were the most important factors which supported language and content development.

2.3 Task-Based Language Teaching (TBLT)

Language Teaching has been an area for change and innovation for the past decades. In the 20th century, Language teaching faced great challenges due to the fast-evolving technology, which affected the language learners' motivation and study habits in learning the language. The research was conducted in response to these changes, which prompt language educators to modify existing language teaching approaches and also innovate methods to respond to the demands of the generation.

Task-Based Language Teaching progresses from communicative language teaching, which emerged in the late 1970s (Elis, 2017) and focuses on the use of meaningful and purposeful activities to promote language learning (Prabhu 1987; Willis 1996. It is a replacement for existing conventional practice (Bruton, 2007) and evolved due to some limitations of the traditional PPP approach (In-Jae & Jung-won, 2006) represented by the procedure of presentation, practice, and performance (Ellis, 2003; Long & Crookes, 1991). Jeon and Hahn (2006) described TBLT for its provision of real opportunities to expose learners to use the language inside the classroom (as cited by Liu, Mishan, & Chambers, 2018), which the researchers consider necessary for the Asian EFL environment since learners are given limited opportunities to use English on a daily basis (Liu, Mishan, & Chambers, 2018). Bygate (2016) argues that TBLT has emerged because language educators need to help language learners to acquire the knowledge of the language as well as to hone their skills and abilities to use their knowledge about the language in real contexts (as cited in Ahmadian,2016).

According to Izadparah (2010), it is an approach to teaching where the task is the central component in facilitating the learner's language acquisition. Language experts have varying definitions of tasks. In his work "A Study on Task-Based Language Teaching from Theory to Practice", Izadparah (2010) discussed in chronological order how the definition of task evolved over the years. He cited that Long (1985) described tasks as something that people do in everyday life, at work, at play, and in between, while Breen (1987) defined it as a range of work plans for exercise and activities in language instruction. On the other hand, Littlejohn (1998) defined a task as any proposal within the materials for activities undertaken by the learners to bring up the foreign language learning, and Skehan (1996) defined a task where meaning, task completion, the real-world, and outcome are focused. Furthermore, Willis (1996) defined a task as a classroom undertaking for a communicative purpose to achieve an outcome, while Ellis (2003) defined it as a work plan that requires learners to process language pragmatically to achieve an outcome. Lastly, Nunan (2005) defines a task as a piece of classroom work to convey meaning rather than to manipulate form. With these definitions, it can be concluded that a task is an endeavor in a language classroom that aims to produce pragmatic language use. Bruton (2007) argued that tasks should be given not only as "rehearsal scenarios" but, most specifically, a venue to acquire language as well. Liu, Mishan, & Chambers (2018) summarized the features of the task in TBLT as goal-oriented activity, excluding language-free activities, authentic and engaging, primarily focusing on meaning, and should use the target language for communicative purposes.

TBLT has captured the interest of language educators for the past decades (Ahmadian, 2016), and since strategies and methods have been changing rapidly, research over the years has been conducted to explore TBLT in EFL classrooms, to investigate the effectiveness of TBLT in L2 classroom, and to find out the factors that affect the implementation of TBLT in teaching and learning processes (In-Jae & Jung-won, 2006; Rahimpour, 2011; Bao & Du, 2015; Tavakoli, Lotfi, Biria, 2019; Xu & Fan, 2021), to name a few, for the purpose of improving instruction.

2.4 Researches on Task-Based Language Teaching (TBLT)

Source	Method of Investigation	Research Aims	Context and Participant
In-Jae & Jung-won (2006)	The data for this study were collected through survey questionnaires	The purpose of this study is to explore EFL teachers' perceptions of task-based language teaching (TBLT) in a Korean secondary school context.	The participants were 228 teachers at 38 different middle and high schools in Korea.
Shabani & Ghasemib (2014)	The researcher used independent samples t-test and paired samples t-test to analyze the collected data.	To investigate the impact of Task-Based Language Teaching (TBLT) and Content-Based Language Teaching (CBLT) on the reading comprehension of Iranian intermediate ESP learners.	The participants of this study were chosen randomly from the students of Islamic Azad University majoring in accounting.
Bao & Du (2015)	Participatory observation and semi-structured interviews were carried out	To investigate the effects of TBLT on beginner learners of Chinese as a foreign language (CFL) in Denmark.	The subjects consisted of 18 participants from two beginning-level Chinese classes
Pohan et al. (2016)	This study was conducted in a descriptive qualitative approach. A survey questionnaire is used to collect data.	The purpose of the study is to find out how the state junior, senior, and vocational high school teachers in Tanjungpinang, Riau Archipelago Province, know well about the TBLT in English classroom practice.	This study was participated in by 55 EFL teachers from 23 schools in Tanjungpinang, Riau Archipelago Province, Indonesia.
Amera & Demirelb (2017)	A mixed-method was utilized in this, where qualitative and quantitative data were collected through an observation checklist, interview questions, and IELTS test.	To investigate the effects of Task-Based Language Teaching (TBLT) on reading comprehension in EFL classes at proficiency Cyprus Universities	The participants of this study were chosen randomly from 2 groups of 80 learners who attended EFL classes in Fall-2017, each group.
Irfan (2017)	The data was collected through reading comprehension tests and was analyzed by using an independent t-test assisted by SPSS 22.	The aim of this research study was to find out whether there could be a significant improvement in students taught reading comprehension using Task-Based Language Teaching (TBLT)	The population for this study was 162 second-grade students from SMA Negeri 1 Gandapura, from which 2 classes were chosen by random sampling.

Liu, Mishan, & Chambers (2018)	A mixed-method methodology was used with quantitative and qualitative data collected via questionnaires and interviews.	To investigate EFL teachers' perceptions of TBLT and assessing the current implementation of TBLT in China.	EFL teachers for Non-English majors in Chinese universities were randomly chosen to respond to this study, and using the snowball sampling, 66 valid responses were obtained
Astuti & Priyana (2020)	A mixed-method was utilized in this research where qualitative data were collected through observation and students' interviews, and quantitative data were in the forms of students' scores in the English reading comprehension performance test and quantification of the ratings of students' self-reflection.	To explores the effects of Task-Based Language Teaching (TBLT) on the reading comprehension ability of the students	The subjects of the research were the teacher and the students of Grade VIII MTs Negeri Yogyakarta II in the Academic Year of 2014/2015. The class target in this research was class 8D, which is composed of 32 female students.
Xu & Fan (2021)	A qualitative case study approach was employed in this study. Pre-lesson interviews, class observations, post-lesson interviews, and course document collection were utilized.	To investigate the teacher as the change agent in the implementation of TBLT in the Chinese EFL context	The two teacher participants were selected by purposeful sampling
Duong & Nguyen (2021)	A mixed-method was utilized in this study where quantitative data were collected through a survey questionnaire, and quantitative data were collected through an interview.	The aim of this paper is to explore the challenges experienced by secondary school EFL teachers during the task-based teaching process.	This study was participated in by 96 Vietnamese English teachers from sixteen secondary schools in Vung Tau City who were selected using a convenience sampling method.

In TBLT, the teacher's role is very crucial. To implement TBLT in the classroom successfully, teachers must be equipped with the necessary knowledge and skills. A recent study conducted by Xu & Fan (2021) investigated how teachers' agency is being enacted in the classroom where TBLT is implemented. The researchers closely observed two Chinese teachers. They conducted pre-lesson interviews, class observation, post-lesson interviews, and course document collection to gather the data needed. The findings revealed that teacher agency is crucial in the successful implementation of TBLT in the Chinese EFL context, though teachers differ in terms of implementing instructions in TBLT activities in the classroom which is highly influenced by their beliefs and knowledge about tasks and TBLT. On the other hand, teacher agency was enabled by a number of factors in the context, such as teachers' beliefs, social relations, and institutional support. This suggests that in order for the teachers to successfully implement TBLT in the classroom, professional training opportunities which promote an explicit understanding of the implementation and advantages of TBLT must be conducted. Furthermore, curriculum reform is necessary.

In the study conducted by Liu, Mishan, & Chambers (2018), where teachers' perceptions of task-based language teaching in the Chinese context were explored, the researchers also tried to assess the ongoing implementation of TBLT in EFL classrooms since TBLT is a teaching methodology recommended by the Chinese Ministry of Education. Using a snowball sampling method, the researchers collected data through questionnaires and interviews and obtained 66 valid responses. The data collected showed that the teachers viewed TBLT implementation positively, and most of them tried implementing TBLT in their classrooms. On the other hand, the researchers also found that most of the teachers are doubtful about their own understanding of TBLT, which led to the researchers' conclusion that the potential of a successful implementation of TBLT in the Chinese context is high. With this potential,

the researchers recommended that further studies should be conducted and analyzed, which can serve as the basis of policy making. Also, teachers should be exposed to more practical and efficient teacher training programs to strengthen their confidence in TBLT.

In-Jae & Jung-won (2006) also explored teachers' perceptions of task-based language teaching, focusing on the context of Korean secondary schools. The researchers investigated three related domains, particularly teachers' understanding of TBLT concepts, teachers' views on TBLT implementation, and practical reasons teachers choose or avoid implementing TBLT in the classroom. Through the survey participated by 228 teachers from 38 different middle and high schools in Korea, the researchers concluded that most of the teachers have a higher level of understanding of TBLT concepts, regardless of teaching levels; however, there are some negative views on implementing TBLT in terms of its classroom practice. These findings imply that teachers' positive attitude toward TBLT as an instructional approach greatly impacts its successful implementation inside the classroom.

Another study conducted by Dong & Nguyen (2021) investigated the challenges experienced by secondary school EFL teachers during the task-based teaching process. The researchers surveyed 96 Vietnamese English teachers from sixteen secondary schools in Vung Tau City, Vietnam, where they answered a closed-ended questionnaire and participated in semi-structured interviews. The results gained from the study specified objective and subjective challenges experienced when TBLT was implemented. The objective challenges cited were the large class size, which is considered the biggest obstacle for the teachers to apply TBLT in the English classroom, and the inappropriateness of TBLT as a language teaching method since national examinations are language knowledge-focused. The preparation time in designing tasked based activities, as well as the psychological burdens experienced by the teachers, were also cited as hindrances in the implementation of TBLT in the classroom. The appropriateness of the activities in the textbook is also one of the main concerns of the teachers; however, this study revealed that the textbooks used in this context are a sufficient learning source to be used in the TBLT classroom. Furthermore, the study revealed that teachers are having confusion about assessing learning performance in task-based classrooms, although they claimed that they were geared up with the required skills and knowledge in the implementation of TBLT since all teachers have passed the Vietnamese Standard Framework required by the MOET with C1 or B2 certificates and participated in training courses which focus on TBLT that was conducted by the government annually. These imply that teachers are more than willing to implement TBLT in their teaching practices, given the necessary support from the administration. Teachers' knowledge of TBLT was also explored by Pohan et al. (2016), where 55 EFL teachers from India were surveyed about how well they know TBLT in classroom practice. The findings showed that most of the teachers hold positive attitudes/views of TBLT and have a good understanding of how it should be implemented in the classroom.

Researchers also explored the effectiveness of TBLT in an English classroom. Bao & Du (2015) focuses on the effects of TBLT on beginner learners of Chinese as a foreign language (CFL) in Denmark. The results of this study showed that in terms of increasing participation, creating more opportunities for speaking, easing learners' anxiety, and enhancing the enjoyment, TBLT is beneficial. Nonetheless, challenges in implementing TBLT in this context were encountered, such as lack of Chinese pronunciation practice, difficulty in balancing learners' different preferences for learning strategies, and a lack of sufficient instructional time support. Researchers such as Shabani & Ghasemib (2014), Amera & Demirelb (2017), Irfan (2017), & Astuti & Priyana (2020) explored the effectiveness of TBLT in improving the reading comprehension of the learners in L2 Classrooms. The findings of these researches proved that TBLT is an effective method for improving the reading comprehension of learners. According to Amera & Demirelb (2017), TBLT was a successful method to use when activating the background knowledge of the learners and provides varied activities which are very clear and simple to manipulate by the learners. Astuti & Priyana (2020) added that TBLT activates the interests of the learners to learn reading, and the students get to enjoy the reading teaching-learning process using TBLT, which eventually improves the students' reading comprehension. It was proved in the study conducted by Shabani & Ghasemib (2014), where the subjects in the TBLT group performed better on reading comprehension compared to the group that observed another approach to reading. Thus, the study conducted by Irfan (2017) revealed that learners who were exposed to TBLT reading classes outperformed those students exposed to another approach.

3. Methodology

This research journal utilized the mixed methods review technique that combines the findings of different qualitative and quantitative studies within a single systematic review to address the same overlapping or complementary review goal (Harden A. 2010). By using this technique, the findings found answers to the following goals: to determine not only the effects of these approaches but also their appropriateness in a language classroom and to identify research gaps with explanations for possible differences between different studies. Furthermore, through careful and logical analysis of different findings, this compilation met and achieved its sole purpose and objective to identify and understand the impacts of integrating CBLT and TBLT in a language classroom. Also, because of it, the authors came up with better and appropriate conclusions and recommendations for the integration of these two language approaches.

4. Results and Discussions

4.1. On Content-Based Language Teaching (CBLT)

In this research journal, the findings from different studies show that CBLT supported language development in the following ways:

1. Learners learned language and content through CBLT, in which the information was meaningful, interesting, and met the present and future needs.
2. It allowed students to learn the language through students prior knowledge about some of the topics.
3. CBLT founded special-designed activities in language learning and teaching in which socialization and cooperation were also developed.

Also, based on some studies regarding CBLT, the results obtained from the analysis of the findings reveal that the use of CBLT seemed to be effective in a language classroom because of the positive impact it had on areas such as motivation, interest, lowering of anxiety levels, and meeting learners'' specific present and future needs.

Furthermore, one of the observable features of CBI is the use of content material. The compilation of different research suggests that the use of different content-related materials can motivate students to learn. It implies that the learning process was effective with regard to language and content development because learners became interested and motivated by the materials. Also, for students who had difficulty learning English in the past, the topics related to their area of interest helped students feel more positive about the language in general.

Additionally, the integration of a content-based approach seems to lessen anxiety and raise students' self-confidence. Also, because of CBLT implementation, teaching focuses more on content material than components and structures of a second language or L2. Especially when students were asked to speak, they were able to focus on communicating meaning rather than using certain grammatical patterns. That is why the authors feel that this aspect appeared to lower their anxiety and help increase their confidence.

Another aspect that we thought was important for the lessening of anxiety was the sense of camaraderie that the second language learners felt with their classmates. This positive attitude was instrumental in not only them feeling more comfortable in the class, but also this comfort level helped their development of language.

4.2. On Task-Based Language Teaching (TBLT)

In this article review, the findings of the different studies showed that teachers' role in the TBLT classroom is very important. Teachers, as a facilitator inside the classroom, must be equipped with the necessary skills and knowledge on the implementation of TBLT. Thus, specialized training on the implementation and advantages of TBLT, as well as institutional support, are equally important to cater to teachers' needs to successfully implement TBLT in the classroom.

Moreover, this review revealed that TBLT could be useful to promote active participation, create more opportunities for speaking, ease learners' anxiety, and enhance enjoyment in Language classrooms. Learners' active participation in accomplishing the task requires them to be more involved in strengthening and making sense of their L2 which is favorable in contexts where the language is not commonly used outside the classroom. Furthermore, TBLT has been found to be an effective method in improving the reading comprehension of the students in L2 classrooms. Hence, the task plays a major role in the TBLT classroom; it can be used to activate the learners' knowledge about the reading material.

Also, its feature, which allows learners to be involved in the task itself, activates learners' interest in learning reading as well as enjoying the reading teaching-learning process. Indeed, TBLT is a beneficial method to use in L2 classroom given its features centered on the usage of the target language; however, limitations such as teacher's insufficient knowledge of the implementation of TBLT, as well as a scarcity of learning materials to support its implementation hinder teachers to apply the method in their classroom.

5. Conclusion

Sufficient and ample studies mentioned above in this journal on Content-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT) provide strong evidence as to the effectiveness of these two language teaching approaches. With all the evidence and results provided in this journal, we come up with the conclusion that CBLT and TBLT will really increase motivation among students of the second language in a language classroom. Through interdisciplinary integration of L2 and task/activity-based teaching, learning can be an easy process for students learning a second language.

Thus, we suggest that to erase the "artificial" boundary between second language and content as well as the tasks being given, we must be careful in integrating the approaches and, at the same time, make the flow of teaching smoother than the usual process and procedure. Therefore, it is up to teachers to create a warm and comfortable environment in which learners can grow to learn the complexities of language. The experiences and skills that L2 students can learn during the application of the two approaches will be the foundation for their abilities in the future in using the said second language. Strong language skills are an asset that will promote a lifetime of effective communication.

Lastly, in the future, bringing up and establishing studies related to Content-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT) will have a major significant effect on many educational institutions around the world. The possible enrichment of the research interests in the two existing language teaching approaches will give and provide the impetus for the expansion and pure implementation of CBLT and TBLT in second language learning and teaching. These vast and wide theoretical perspectives and recommendations on the effectiveness of CBLT and TBLT will all help language teachers and academe in making learning easier. And also, by knowing and finding the gaps between instructions and the capability of L2 learners to acquire a second language, language teachers can be able to effectively teach and learn a second language.

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