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Boosting Mathematics Engagement Through Task-Based Strategies for Grade 7 Learners

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Abstract

This study investigated how the different task-based strategies can boost Mathematics engagement among Grade 7 learners. Specifically, the three approaches involve Self-directed Task, Rotated Task, and Sequence task were implemented and examined if these have an impact on the learners' engagement and with their academic performance in Mathematics. The study was anchored in the theories of Constructivism, scaffolding, and other learning theories, such as collaborative and self-directed theories, emphasizing active participation and meaningful learning experiences.

The study used descriptive and experimental designs, involving Grade 7 Canary learners as participants in the school year 2025-2026, who were exposed to three task-based strategies. A formative assessment, in the form of a teacher-made quiz, was also used to measure learners' performance. An engagement survey question was also included to determine learners' engagement for each strategy type. The data analysis used a weighted mean, a t-test, and Analysis of variance (ANOVA).

Based on the findings, learners who were exposed to task-based strategies demonstrated significant improvements in both engagement and academic performance. The Rotated Task Strategy produced the highest level of engagement. The Sequence Strategy followed it; the Self-directed Strategy also had a positive impact; however, to enhance learners' confidence, particularly in problem-solving, additional scaffolding is needed. In addition, the learners' mean scores across the three strategies showed significant differences. This indicates that the three types of Task-based strategies influence learners' engagement and performance. The study also revealed significant differences in the mean scores of Grade 7 learners when grouped by the types of task-based tasks used for the two learning competencies. Meanwhile, no significant differences were found in the mean scores of the Grade 7 learners when grouped by the types of Task-based strategies used in the third learning competency. Between engagement and the performance of Grade 7 learners in task-based strategies, there was a weak but positive relationship between engagement and mathematics performance.

The study concludes that using task-based strategies can effectively enhance engagement among Grade 7 learners in mathematics. It is recommended that varied task-based approaches promote active participation and improve learners' academic performance. It is therefore suggested that teachers integrate diverse task-based strategies in mathematics instruction to address learners' varying needs and strengthen meaningful engagement in the educational process.

Keywords: *Mathematics Engagement, Task-Based Strategies, Directed Task, Rotated Task, Sequence Task, Grade 7 Learners*

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I. Introduction

Mathematics is one of the major subjects that significantly influences logical reasoning, problem-solving ability, and overall academic performance. However, many learners see mathematics as a difficult subject, leading to low motivation, poor engagement, and a decline in learners' performance. Determining possible ways to enhance male learning experiences and make mathematics more meaningful and enjoyable for learners should be prioritized.

As Wu's research study notes, mathematics is pivotal in shaping the intellectual and economic landscapes worldwide. It is also essential for individuals to explore the complexities of the modern world through scientific innovation, technological progress, and critical thinking to be proficient in Mathematics (Wu, Y.2025)

Learners' engagement in Mathematics is a significant concern in many countries. Some issues affecting learners' interest, motivation, and participation in math may have deep roots. These challenges often have interconnected roots. There are possible approaches to improve learners' engagement in math. To encourage a learning mindset, math ability can be developed and emphasized through effort and strategies. Mathematics can be transformed from a feared subject into an enabling tool for understanding and shaping the world by fostering interest, building motivation, and encouraging active participation.

However, sustaining learners' engagement in Mathematics is a significant challenge for many teachers, particularly in Grade 7. These learners show low motivation and less participation in different tasks, which are frequently observed, and this can affect their understanding and may also lead to reduced academic performance. A traditional lecture-based method that heavily relies on memorization and repetitive exercises may not sufficiently address issues of engagement.

Educational research emphasizes the importance of active learning strategies. Task-based learning has been identified as a promising approach to enhance instruction by focusing on meaningful tasks that require learners to apply mathematical knowledge to solve problems.

Lack of engagement is one of the issues that many teachers face, particularly in Mathematics. Various studies have examined student engagement in the classroom (Bennett & Boesdorfer, 2020). Learner engagement is a factor in a learner's educational success. When they are disengaged in the classroom, their focus is diminished, which may affect their ability to make progress in their learning. The teacher in the classroom plays an important role in keeping learners motivated and engaged. The teachers must know the right way to intervene and implement changes or tasks when learners need them.

A practical knowledge gap is that many Grade 7 learners struggle to transfer theoretical concepts to real-world situations. Some learners may demonstrate proficiency in solving problems, but they sometimes have difficulty applying these skills in different situations. This suggests that both meaningful and context-based learning experiences can shape engagement.

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In response to the identified gaps, the present study aims to determine the effectiveness of task-based strategies in enhancing the engagement of Grade 7 learners in Mathematics. By observing learners' participation in practical tasks, assessing their performance in applied problem-solving, and comparing different tasks of task-based activities, this study seeks to provide evidence-based insights that can guide teachers in implementing more engaging and effective mathematics instruction.

Moreover, Vale and Barbosa noted that Mathematics learning is largely shaped by the teacher, the tasks proposed, and the strategies used to convey them. Thus, the teacher must contribute to the development of students' mathematical understanding by creating opportunities for them to be challenged and engaged in high-level thinking through thoughtful choices of strategies and tasks.

The Task-based Strategies focus on real-life tasks and problem-solving activities that encourage learners to explore, collaborate, and apply mathematical ideas in practical contexts. This instructional approach centers on learning and engaging in tasks rather than simply giving something to memorize. Its principal focus is completing meaningful tasks.

According to Corwin (2022), one advantage of Task-Based learning is that it encourages learners to take responsibility for engaged learning. The purpose is to make their classroom more learner-centered, communicative, and collaborative by incorporating more interactive tasks.

In addition, Anives and Ching (2022) mentioned that when utilizing task-based learning, teachers have to ask their students to perform tasks that resemble authentic "real-life situations. The tasks given ask more of the learners than mere understanding of the lessons. Accordingly, learners have different ways of learning the subject matter. Thus, providing learners with tasks within their abilities is necessary for learning to occur. The activity reflects real-life learning where learners focus on meaning. (Bowen, 2020)

This research is relevant to the day-to-day classroom setting since task-based strategies connect to the real experiences and situations that learners may encounter outside the classroom. This study may strengthen their engagement, as they no longer view math as an abstract subject but as a useful tool that they can apply in daily decision-making.

Grade 7 learners frequently engage in group activities, projects, and collaborative tasks. Under Task-based strategies, natural learning routines should be reinforced through teamwork, communication, and shared responsibility. To promote active learning, these strategies served as a powerful and meaningful approach that helped learners adjust to more complex math concepts. It became an effective bridge to address learning gaps, thereby developing mathematical competence, confidence, creativity, and communication skills essential for both academic success and real-world application.

In addition, the study planned to address familiar concerns such as low motivation, limited classroom engagement, and difficulties understanding mathematical concepts.

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This study aimed to boost Mathematics Engagement through Task-based Strategies during the 4th Quarter of the Grade 7 students of Abra High School for the School Year 2025-2026.

Specifically, the research sought to answer the following questions:

1. What is the Pre-test performance of Grade 7 Learners before using the task-based strategies in teaching Mathematics?
2. What is the Post-test performance of Grade 7 Learners after using the task-based strategies in teaching Mathematics?
3. Is there a significant difference between the pre-test and post-test performance of learners in Mathematics exposed to task-based learning strategies?
4. Are there significant differences in the mean scores of the Grade 7 learners when grouped according to types of Task-based strategies that will be used?
5. What is the level of engagement of Grade 7 learners per the task-based strategy?
6. What is the relationship of engagement to the performance of Grade 7 learners?

Hypotheses

This study tested the following hypotheses.

1. There is a significant difference between the Pre-test and Post-test of Experimental group.
2. There is a significant difference in engagement across the Task-based strategies.
3. There is a relationship between engagement level and the performance of Grade 7 learners.

II. Materials and Methods

Research Design

The study used both descriptive and experimental research designs. The study used a quasi-experimental design because respondents were not randomly selected. The research chose to designate the experimental group from one of the Grade 7 classes in the local study. On the other hand, the descriptive technique was used to describe the level of performance in Mathematics of Grade 7 learners who were exposed to different Task-based strategies across different content learning areas.

Participants

The participants in the study were Grade 7 learners from Section Canary, comprising 49 learners enrolled during the School Year 2025-2026 at the Abra High School Main Campus, Bangued, Abra. The learners participated in the conduct of the different task-based strategies.

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Instruments

A formative assessment tool was used to measure learners' performance. In this case, a 15-item quiz taken from the Matatag exemplar and textbook was administered as a pre-test and post-test for each competency. Three competencies were used in the Fourth quarter. Some activities for the different Task-based strategies adopted are from the Learning Activities Sheets prepared by the DepEd, and the rest were teacher-made. The teacher-made activities underwent content validity testing. A survey form (learners' questionnaire responses) was administered to assess learners' engagement. The questionnaires consisted of closed-ended Likert-scale items. The learners selected their level of engagement on a scale from always = 4, usually = 3, sometimes = 2, not usually = 1, usually = 1, and never = 0.

Procedure

The study followed the following steps to ensure appropriate procedures, accurate data, and high ethical standards.

The initial procedures included informing the School Principal of Abra High School of the study's conduct and obtaining the official enrollment list of Grade 7 students from the class adviser of one section participating in the study, as listed in the Basic Enrollment Information System (BEIS). Upon approval, the researcher conducted an orientation and briefing for the parents or guardians of participants and obtained their written informed consent. Parents or guardians were informed about the procedures and ethical standards of data collection and implementation.

After which, the tools were constructed, followed by their validation and pilot testing. Following the abovementioned activities, the inventory of learners' engagement prior to the implementation of strategies was also conducted by having learners complete a set of questionnaires on their level of engagement in Mathematics.

After which, the predefined intervention and implementation techniques were done, in this case, the utilization of Task-based Strategies in the teaching and learning process during the 4th Quarter. The learners from the chosen section were engaged in three types of Task-based strategies, namely Rotated Task, Self-directed Task, and Sequence Task, which enabled them to establish connections between activities and thus gain deeper knowledge and understanding of mathematics.

For the entire quarter, Section Canary covered the same learning content areas and was exposed to three different task-based learning strategies. Each week, the three types of Task-based strategy were used for the intended competency.

To assess the effectiveness of the three Task-based strategies mentioned above and students' improvement, a formative assessment was conducted after each lesson. The post-test was administered after each strategy had been used.

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Data Analysis

To substantiate the description, interpretation, and analysis of the data gathered, the following statistical tools were used.

1. Weighted mean for the level of engagement using students' responses on the engagement scale and for the level of academic performance achievement of Grade 7 learners in Mathematics.
2. T-test for dependent samples to determine the significant difference between pre-test and post-test performance of the respondents.
3. ANOVA for the difference between the mean scores of the Grade 7 learners when grouped according to types of Task-based Strategies.

III. Results

Table 1. The Level of the Pre-Test Performance of Grade 7 Learners Before Using the Task-Based Strategies in Teaching Mathematics

Learning Competencies	Self-Directed Task		Rotating Task		Sequence Task		Overall	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR
LC1 Evaluate algebraic expressions given the value/s of the variable/s.	74.94	DNME	75.37	FS	77.63	FS	75.98	FS
LC2 Illustrate the properties of equality.	70.61	DNME	71.12	DNME	71.53	DNME	71.09	DNME
LC3 Write numbers in scientific notation to represent very large or very small numbers, and vice versa.	78.51	FS	74.16	DNME	73.39	DNME	75.35	FS
Overall	**74.68**	**DNME**	**73.55**	**DNME**	**74.18**	**DNME**	**74.14**	**DNME**

Norms

Scale	Descriptive Rating
90-100	Outstanding (O)
85-89.99	Very Satisfactory (VS)
80-84.99	Satisfactory (S)
75-79.99	Fairly Satisfactory (FS)
Below 75	Did Not Meet Expectation (DNME)

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Table 2. The Level of the Post-Test Performance of Grade 7 Learners after Using the Task-Based Strategies in Teaching Mathematics

LEARNING COMPETENCIES	Self-Directed Task		Rotating Task		Sequence Task		Overall	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR
LC1 Evaluate algebraic expressions given the value/s of the variable/s.	93.53	O	98.33	O	97.33	O	96.39	O
LC2 Illustrate the properties of equality.	86.57	VS	89.9	VS	90.04	O	88.84	VS
LC3 Write numbers in scientific notation to represent very large or very small numbers, and vice versa.	91.45	O	93.96	O	93.71	O	93.04	O
Overall	**90.51**	**O**	**94.06**	**O**	**93,69**	**O**	**92.75**	**O**

Norms

Scale	Descriptive Rating
90-100	Outstanding (O)
85-89.99	Very Satisfactory (VS)
80-84.99	Satisfactory (S)
75-79.99	Fairly Satisfactory (FS)
Below 75	Did Not Meet Expectation (DNME)

Table 3a. Comparison of Pretest and Posttest Mathematics Performance of Learners Exposed to Self-Directed Tasks in a Task-Based Learning Strategy

Learning Competencies	Pretest	Posttest	Effect Sizes (Hedges' g)	t-value	t-Prob Value
LC1 Evaluate algebraic expressions given the value/s of the variable/s.	74.94	93.53	7.09	18.51	<0.01
LC2 Illustrate the properties of equality.	70.61	86.57	5.14	21.93	<0.01
LC3 Write numbers in scientific notation to represent very large or very small numbers, and vice versa.	78.51	91.45	6.52	13.99	<0.01
Overall	**75.98**	**96.39**	**4.23**	**34.06**	**<0.01**

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Table 3b Comparison of Pretest and Posttest Mathematics Performance of Learners Exposed to Rotating Tasks in a Task-Based Learning Strategy

Learning Competencies	Pretest	Posttest	Effect Sizes (Hedges' g)	t-value	t-Prob Value
LC1 Evaluate algebraic expressions given the value/s of the variable/s.	75.37	98.33	5.51	29.4	<0.01
LC2 Illustrate the properties of equality.	71.12	89.9	4.16	31.87	<0.01
LC3 Write numbers in scientific notation to represent very large or very small numbers, and vice versa.	74.16	93.96	5.5	25.39	<0.01
Overall	**71.09**	**88.84**	**3.33**	**37.65**	**<0.01**

Table 3c. Comparison of Pretest and Posttest Mathematics Performance of Learners

Table 4. Summary of ANOVA of the Comparison Between and Among the Mathematics Performance of the Learners when Grouped According to Types of Task-Based Strategies

Task-based Strategies	Learning Competency 1	Learning Competency 2	Learning Competency 3	Overall
Self-Directed	93.53[b]	86.57[b]	91.45[a]	91.45[a]
Rotating Task	98.33[a]	89.9[a]	93.96[a]	93.71[a]
Sequence Task	97.33[a]	90.04[a]	93.71[a]	93.96[a]
F-value	14.295	7.591	3.287	18.798
F-prob Value	<0.01	<0.01	0.07	0.846

*Any two means with the same letter code are not significantly different

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Table 5. Level of Engagement of Grade 7 Learners with the Task-Based Strategy

Indicators	Self -Directed		Rotating task		Sequence Task	
	Mean	DR	Mean	DR	Mean	DR
1. I enjoy doing task-based activities in Math class	3.06	HE	3.22	VHE	3.17	HE
2. The tasks given help me understand the lesson well.	3.12	HE	3.12	HE	3.12	HE
3. I actively participate in solving tasks during class	2.82	HE	3.04	HE	2.98	HE
4. The activities make learning more interesting.	3.12	HE	3.27	VHE	3.08	HE
5. I stay focused when working on a math task.	2.98	HE	3.14	HE	3.00	HE
6. I enjoy working with my classmates during math tasks	3.12	HE	3.27	VHE	3.14	HE
7. I share my ideas when doing group activities.	2.98	HE	2.98	HE	2.98	HE
8. I listen to others' ideas in group tasks.	3.22	VHE	3.51	VHE	3.10	HE
9. Group work helps me learn better in Math.	3.20	HE	3.43	VHE	3.22	VHE
10. I contribute actively to my group's tasks.	3.06	HE	3.16	HE	3.10	HE
11. I try different ways to solve Math problems.	3.00	HE	3.29	VHE	3.06	HE
12. The tasks challenge me to think deeply.	3.14	HE	3.43	VHE	3.12	HE
13. I can explain how I solved a problem.	2.69	HE	3.12	HE	2.82	HE
14. I do not give up easily when solving a difficult task.	2.84	HE	3.02	HE	3.27	VHE
15. I feel confident in solving Math problems.	2.59	HE	2.59	HE	3.06	HE
16. I feel motivated to complete Math task.	3.10	HE	3.33	VHE	3.18	HE
17. I try to improve my work after doing tasks.	3.10	HE	3.35	VHE	3.43	VHE
18. I can work independently on Math activities.	2.82	HE	3.12	HE	3.08	HE
19. I am willing to learn from my mistakes in the task,	3.33	VHE	3.51	VHE	3.43	VHE
20. I look forward to Math activities in class.	3.04	HE	3.20	HE	3.24	VHE
Overall	**3.02**	**HE**	**3.21**	**VHE**	**3.13**	**HE**

Norms

Scale Range	Verbal Interpretation
3.21 – 4.00	Very Highly Engaged (VHE)
2.41 – 3.20	Highly Engaged (HE)
1.61 – 2.40	Moderately Engaged (ME)
0.81 – 1.60	Slightly Engaged (SE)
0.00 – 0.80	Not Engaged (NE)

Table 6. Correlation Matrix Showing the Relationship Between the Engagement and the Performance of Grade 7 Learners in the Task-Based Strategy

Performance	Engagement with Task-based strategies			
	Self-Directed Task	Rotation Task	Sequence Task	Overall
Self-Directed task	0.235	0.265	.290*	.298*
Rotation Task	0.036	0.121	.391**	0.162
Sequence Task	0.051	0.134	0.159	0.117
Overall	**0.145**	**0.214**	**.317***	**0.237**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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Discussion

1. The Level of the Pre-Test Performance of Grade 7 Learners Before Using the Task-Based Strategies in Teaching Mathematics

The pre-test results indicate that learners had varying levels of prior knowledge and skills across the competences before entering the instructional phase. The learners' performance, categorized as Fair in Learning Competencies 1 and 3, suggests that they already had a basic understanding. In this regard, it can be further enhanced through the use of task-based strategies. More guided activities and the use of different teaching approaches, such as task-based strategies, are needed to strengthen foundational understanding, as learners' low performance in Learning Competency 2 was recorded. This marked a learning gap that requires focused attention and remedial instruction.

Moreover, many studies in Mathematics Education focus specifically on low-performing learners before the start of any intervention. To identify who falls below the expected proficiency, a pre-test is administered.

Furthermore, recent educational data indicate that after disruptions such as the pandemic, insufficient mastery of concepts was observed. Learning gaps and low start performance have shown or even widened in recent years (2025)

2. The Level of the Post-Test Performance of Grade 7 Learners after Using the Task-Based Strategies in Teaching Mathematics

3.

The task-based strategies significantly improved learning outcomes, as shown by the post-test results. This indicates that engaging with the different tasks provided the learners' understanding and retention of the lesson.

Recent studies conducted by Anives and Ching (2021) found that the post-test performance significantly improves when the learners are exposed to task-based and learner-centered strategies, particularly the use of task-based learning modules in mathematics, specifically about problem-solving, sequencing, and computational skills, after the intervention.

3a. Comparison of Pretest and Posttest Mathematics Performance of Learners Exposed to Self-Directed Tasks in a Task-Based Learning Strategy

The results reveal a substantial increase in learners' performance across all learning competencies after the intervention. Based on the overall effect size of 4.23, it is further confirmed that the task-based learning strategy enhanced learners' performance in mathematics. Implementing Self-Directed Tasks significantly improves learner learning outcomes, thus promoting independent thinking and strengthening their understanding of mathematical concepts.

Across all competencies, there was a significant improvement, suggesting that allowing learners to work independently can enhance understanding, retention, and application of

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mathematical concepts. According to the findings, the Self-Directed Task is highly effective in improving the performance of Grade 7 learners.

3b Comparison of Pretest and Posttest Mathematics Performance of Learners Exposed to Rotating Tasks in a Task-Based Learning Strategy

The results in Table 3b indicate that learners demonstrated consistent and substantial improvement in their mathematics performance after being exposed to the Rotating Tasks strategy. Across all three learning competencies, the post-test mean scores were higher than the pre-test mean scores. The results of the pretest and posttest performance for learners exposed to the Rotating Task strategy indicate notable improvements across all competencies. It is also confirmed that these improvements are not due to chance, as the consistently high t-values and p-values less than 0.01 across the three competencies indicate statistical significance. Moreover, the Rotating Tasks strategy produced meaningful and impactful learning gains, as evidenced by its large effect sizes.

3c. Comparison of Pretest and Posttest Mathematics Performance of Learners Exposed to Sequence Task in a Task-Based Learning ategy

The data reveal a significant improvement in learners' performance across all learning competencies following the implementation of the strategy. Based on the results, the Sequence Strategy shows effectiveness in improving the performance of Grade 7 learners in Mathematics. The progress in mean scores across all competencies suggests that presenting tasks in a clear, organized manner can help learners better understand and remember the concepts. It also indicates great and meaningful improvements, as shown by its very large effect sizes, not just small gains. These learners were initially struggling, but gradually, through the sequence of tasks, they built understanding.

4. Summary of ANOVA of the Comparison Between and Among the Mathematics Performance of the Learners when Grouped According to Types of Task-Based Strategies

From the results, it is clear that teachers should carefully select task-based strategies based on the target competency, as some strategies are more effective than others. Since the Rotating Task and the Sequence Task consistently obtained higher mean scores than the Self-directed task, particularly in Learning Competency 1 and Learning Competency 2, these strategies are more effective. Rotating tasks and sequencing tasks can be integrated to improve learners' performance, particularly in foundational or skill-based competencies.

5. Level of Engagement of Grade 7 Learners with the Task-Based Strategy

The overall mean score of 3.02 for self-Directed, with a descriptive interpretation of Highly Engaged, indicates that learners can be highly engaged when working independently. The self-directed strategy promotes **,** but it may require additional scaffolding to strengthen learners' .

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The overall mean of 3.21 (VHE) shows that the Rotating Task strategy yields the highest level of engagement among the three task-based strategies. This suggests that learners were consistently active, participative, and motivated when exposed to varied,

Meanwhile, the Sequence Task has an overall mean of 3.13, with a descriptive rating of Highly Engaged, which indicates a high level of engagement, though slightly lower than the rotating task strategy.

6.Correlation Matrix Showing the Relationship Between the Engagement and the Performance of Grade 7 Learners in the Task-Based Strategy

The relationship between learners' engagement in task-based learning and their performance in mathematics is shown in the table above. In general, the results reveal that as learners become more engaged, their performance tends to improve slightly, suggesting a weak positive relationship. In general, it reveals that among Grade 7 learners, there is a weak but positive relationship between engagement and mathematics performance. Among the different task-based strategies, engagement in sequence tasks demonstrates the most consistent relationship with performance. This suggests that structured and progressive activities may be better supports for learners' achievement. Even though the results show a weak relationship, other factors beyond engagement can also affect learners' performance.

V. Conclusion

1. The mathematics performance of Grade 7 learners before the implementation of task-based learning strategies is generally low, highlighting the need for an effective instructional approach.
2. The mathematics performance of Grade 7 learners after the implementation of task-based learning strategies is generally high, indicating that the strategies were effective.
3. There is a significant difference between pre-test and post-test performance, as task-based strategies have a significant impact on Grade 7 learners' performance.
4. All task-based learning strategies—Self-Directed Task, Rotating Task, and Sequence Task—are effective in enhancing learners' mathematical performance. The rotating task yielded the greatest improvement, as reflected in its highest post-test mean scores across most competencies.
5. All three Task-based strategies effectively promote high levels of engagement among learners in Mathematics. Rotating tasks is encouraged, though the other two tasks can still foster meaningful engagement.
6. Between the learners' engagement and their mathematics performance, there is a positive but generally weak relationship.

Recommendations

1. It is recommended to explore further and evaluate the effectiveness of the different task-based Strategies in improving learners' performance in mathematics. Future studies can focus on implementing these instructional approaches over an extended period to examine the

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potential long-term impact on learners' achievement. Additionally, investigating specific Task-based strategies that apply to a specific competency.

2. Further analysis and research are necessary to assess the impact of task-based strategies on learners' engagement in mathematics. To maximize learning outcomes, tasks should align with competencies, and strategies should be embraced, with clear, structured tasks integrated.

3. To equip teachers with the necessary skills and strategies to design and deliver instruction, the administration should provide professional development programs and training on the effective implementation of Task-based strategies. Ongoing support and collaboration among teachers can facilitate the successful implementation of the strategy.

4. Comparative studies across other factors that may affect learners' engagement should be considered.

5. To support progress, learners engaged in Self-Directed learning should receive additional guidance through monitoring and feedback.

6. Research initiatives among teachers should be encouraged to improve instructional practices by adapting task-based strategies to meet learners’ needs.

7. Allocation of school resources, including funding for technology and instructional materials needed to support the implementation of Task-based strategies.

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