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TASK-BASED LANGUAGE INSTRUCTION AS SCAFFOLDING: A COMPARATIVE STUDY ON ITS IMPACT ON LOW AND HIGH-PROFICIENCY READERS' COMPREHENSION

Nowadays Task Based Language Instruction is considered as one of the widely used approaches in foreign language teaching. Scaffolding, support from teachers to help learners accomplish tasks that can not be completed independently, gradually reduces as students gain skills and confidence, is effective way of improving reading comprehension skills in language classrooms. This study investigates the effectiveness of TBLI scaffolding as a strategy for improving reading comprehension among low and high proficiency students. Quasi-experimental design was employed to compare the effect of it in both proficiency levels before and after exposure to TBLI interventions. Data were collected through pretest, posttest and lesson observations from 30 students of 10th grade in local school. Statistical analyses, including paired-sample and independent-sample t-tests, to evaluate the significance of within and between group differences. Experiment lasted for 6 weeks, where students had 18 academic hours of learning the English language. The findings reveal that TBLI improves reading comprehension skills of both groups, however low language proficiency students gain more advantages in comparison with higher level students. TBLT has great value in supporting learners with limited linguistic resources by making comprehension more accessible. Conversely, high proficiency students, who already feel comfortable demonstrating independent work and complex tasks, which is the main purpose of scaffolding, benefit less from this approach.

Keywords: TBLI, scaffolding, reading comprehension, language proficiency.

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TBLI Scaffolding ретінде: төмен және жоғары тілдік деңгейлі оқушылардың оқылым дағдысына әсерін салыстырмалы зерттеу

Қазіргі кезде тапсырмаға негізделген тілдік оқыту шет тілін оқытуда кеңінен қолданылатын тәсілдердің бірі ретінде қарастырылуда. Оқушылардың өз бетінше орындай алмайтын тапсырмаларды орындауына көмектесу үшін тірек, мұғалімдердің қолдауы оқушылардың дағдылары мен сенімділігіне қарай біртіндеп төмендейді, тілдік сыныптарда оқуды түсіну дағдыларын жетілдірудің тиімді әдісі болып табылады. Бұл зерттеу TBLI тіректерінің тиімділігін төмен және жоғары білікті оқушылар арасында оқуды түсінуді жақсарту стратегиясы ретінде зерттейді. Квази-эксперименттік дизайн оның әсерін TBLI қолданылғанға дейін де, одан кейін де біліктілік деңгейлерінде салыстыру үшін қолданылды. Деректер жергілікті мектептің 10-сыныбының 30 оқушысынан тестке дейінгі, тесттен кейінгі және сабақты бақылау арқылы жиналды. Топ ішіндегі және олардың арасындағы айырмашылықтардың маңыздылығын бағалау үшін статистикалық талдаулар, соның ішінде жұптық және тәуелсіз үлгідегі т-тесттер жасалынды. Эксперимент 6 аптаға созылды, онда студенттер 18 академиялық сағат ағылшын тілін үйренді. Нәтижелер TBLI екі топтың да оқуды түсіну дағдыларын жақсартатынын көрсетеді, дегенмен тілді жетік білмейтін студенттер жоғары фазадағы оқушыларымен салыстырғанда көбірек артықшылықтарға ие болады. TBLT тілдік ресурстары шектеулі оқушыларға қолдау көрсетуде үлкен маңызға ие, бұл түсінуді қол жетімді етеді. Керісінше, қазірдің өзінде өз бетінше жұмыс істеуді және күрделі тапсырмаларды көрсетуді ыңғайлы сезінетін жоғары білікті студенттер, бұл тәсілден аз пайда көреді.

Түйін сөздер: TBLI, тірек, оқу дағдысы, тілді меңгеру.

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«Task-based Language Instruction как Scaffolding»: сравнительное исследование его влияния на понимание текста читателями с низким и высоким уровнем владения языком

В настоящее время обучение иностранному языку на основе заданий считается одним из широко используемых подходов в обучении иностранным языкам. Поддержка со стороны преподавателей, помогающих учащимся выполнять задания, которые невозможно выполнить самостоятельно, постепенно уменьшается по мере того, как учащиеся приобретают навыки и уверенность в себе, что является эффективным способом улучшения навыков понимания прочитанного в языковых классах. В этом исследовании изучается эффективность использования «TBLI scaffolding» в качестве стратегии улучшения понимания прочитанного учащимися с низким и высоким уровнем владения языком. Был использован квазиэкспериментальный подход, чтобы сравнить влияние на уровни владения языком до и после воздействия вмешательств TBLI. Данные были собраны путем предварительного тестирования, после тестирования и наблюдения за уроками у 30 учащихся 10-го класса местной школы. Статистический анализ, включающий парные и независимые выборочные t-тесты, позволил оценить значимость различий внутри групп и между ними. Эксперимент длился 6 недель, в течение которых студенты изучали английский язык в течение 18 академических часов. Результаты исследования показывают, что TBLT улучшает навыки понимания прочитанного в обеих группах, однако учащиеся с низким уровнем владения языком получают больше преимуществ по сравнению со студентами с более высоким уровнем владения языком. TBLT имеет большое значение для поддержки учащихся с ограниченными лингвистическими ресурсами, делая понимание более доступным. И наоборот, студенты с высоким уровнем подготовки, которые уже чувствуют себя комфортно, демонстрируя самостоятельную работу и сложные задания, что является основной целью scaffolding, получают меньше пользы от такого подхода.

Ключевые слова: TBLI, scaffolding, навык чтения, уровень владения языком.

Introduction

Reading comprehension is an essential competence in language acquisition, as it is the cognitive process that enables learners to decode, interpret, comprehend the written work, and apply knowledge proficiently. Strong reading comprehension abilities are essential for academic achievement, professional effectiveness, critical analysis, and problem-solving. In an era where all aforesaid skills are compulsory to understand complex information, make reasonable decisions, and critically assess the digital content, reading comprehension should go beyond drill exercises toward more cognitively engaging approaches, such as Task-Based Language Instruction (further as TBLI).

TBLI is an approach where goal-oriented and authentic activities serve as a cornerstone of language learning. According to Ellis, students' cognitive engagement is increased and general language acquisition is also promoted by interactive and purposeful tasks (Ellis, 2003: 70). Practical value of reading is assessed through the use of real-world tasks, such as predicting texts, discussing them, summarizing, and evaluating. As Long's Interaction Hypothesis suggests, discussion is more effective to reinforce comprehension in comparison with passive comprehension exercises (Long, 1983: 214). Furthermore, according to the basic principles of TBLI, it integrates multiple modalities to enhance comprehension, retention, and application of language skills by strengthening neural connections and deeper encoding in memory.

Scaffolding refers to instructional aids provided by teachers, tutors, or educational resources to help students develop the ability to progressively comprehend and interpret the texts independently including deducing the meaning, summarizing content, and synthesizing the findings. Based on Vygotsky's Zone of Proximal Development (ZPD), this approach provides students with structured initial support that gradually decreases as skills are mastered. Temporary support, skill development and transfer of responsibility, where learners become independent readers at the final stage, are considered to be the key components (Zhetpisbaeva & Shalbaeva, 2019: 137).

According to Common European Framework of Reference for Languages (CEFR), proficiency

levels of students can be categorized into six levels, starting from A1 (beginners) to C2 (proficient language users). Different proficiency learners struggle with distinct challenges: limited vocabulary at the initial stages hinders the grasping meaning, making inferences and understanding implicit meaning, while intermediate learners may face some challenges with cohesion and coherence, finding connection between ideas, sentences, understanding the figurative language often confused with literal meaning. Academic, specialized texts, cultural references, critical reading might impede comprehension for advanced learners.

Most studies focus on the effectiveness of TBLI as a scaffolding strategy, however, the impact on different proficiency learners lacks research. Consequently, it leads to the research question: Does TBLI scaffolding benefit low-proficiency readers more than high proficiency readers? Based on previous research, it can be hypothesized that low-proficiency learners benefit more than high-proficiency readers, as they require more structured instructions while developing their reading skills. Explicit strategies and guided practices might enhance reading comprehension for elementary-level students, while upper-intermediate and advanced learners may acquire the skills with less reliance on scaffolding to navigate the text independently.

The research aims to analyze the effect of TBLI scaffolding on students with low and high language levels and investigate unique challenges and benefits of the given approach through comparative studies.

Literature review

According to Junichi Furuta, criteria such as natural integration of skills and meaningful language are considered to be the primary vehicle of TBLI (Furuta, 2002: 10). Thus, all linguistic skills are interconnected with each other and they serve a common purpose, which is applicable to real-life situations. Rigid skill-based teaching cannot be applied to TBLI, as in authentic scenarios language is not practiced in isolated parts. Students acquire language units from receptive skills (reading and listening) and then rehearse those units by actively practicing them in productive skills (speaking and writing). It leads to enhanced comprehension as frequent exposure in different forms can enhance retention and deeper learning. Moreover, switching from one skill to another flows naturally and students are engaged in both spontaneous and planned activities. Tasks that require integration of multiple skills make learning more meaningful and interactive. Discussing a topic after reading an article, having debates according to contradictory topics where students first listen to the opponents then giving counterarguments, writing reports after listening are the examples of integrated-meaningful tasks that can be used in EFL classes according to TBLI. Niyazova asserts that emerging professionals recognize the significance and necessity of linguistic competencies, including practical language application within their field, proficiency in delivering presentations and speaking at symposiums and conferences, capacity for effective interpersonal communication with international colleagues, and familiarity with professional terminology in the relevant language. It shows that acquired knowledge is not limited in its use (Niyazova, 2021: 30). Hence, these activities align with the principles of inclusive education. Putri, Winarta, Putra found out that integrating TBLI with differentiated instructions has several advantages such as: interaction effectiveness, comprehension effectiveness, learning technical effectiveness and higher quality of teaching materials (Putri & Winarta & Putra, 2024: 223). Clear instructions, access to learning materials, better delivered support via different platforms and personalized feedback enhance interaction between student and teacher. Activities oblige integration of different learning styles by adopting tasks to meet all students' needs (teachers can choose different tasks to meet the requirements of curriculum for various cognitive talents: extensive tasks for higher levelled students, moderate quality tasks are completed by average student and assistance of teacher can be necessary for struggling students) and collaborating them in group, peer and individual works, where each learners' contribution is valuable. In turn, it fosters a supportive and safe environment where all students can thrive on cooperative learning.

Essential part of the given approach is a task and its difference from exercise should be taken into account while implementing them in the classroom. Despite their contribution to language reinforcement, they differ in following characteristics:

Table 1 – Difference between task and exercise

Characteristics	Exercise characteristics	Task characteristics
Authenticity	May be less authentic	Simulate real-world situations
Focus	Form oriented	Meaning oriented
Skill integration	Focuses on one particular skill	Integrate multiple skills
Students engagement	Variable, often individual	High, often collaborative
Outcome	Often lacks clear communicative outcome, focuses on language outcome	Defined, communicative outcome
Flexibility	More rigid structure	Adaptable to context
Note – compiled by the author		

Four fundamental criteria of tasks were pointed out by Ellis and Shintani (Ellis & Shintani, 2013: 28). The first is that the main emphasis should be on conveying meaning. The learner should be mainly concerned with the production and comprehension of meaningful messages rather than with the accuracy of particular grammatical structures. This changes the learner from passive recipient of form-based input to an active user of language for real purposes. It aligns with Widdowson perspective that highlights semantic meaning of exercise and pragmatic meaning of task (Widdowson, 1998: 710). Within the context of reading comprehension, what this implies is that the activity must not be a test of basic knowledge so much as it must get learners involved in being interested in absorbing the overall messages, drawing implications, relating content to personal experience. Activities involving summarizing, evaluating, expressing personal opinion based on reading text can facilitate this emphasis on meaning. Secondly, the task must involve a communicative gap – whether it is informational, opinion-based, or inferential – which shifts the purpose of the task from mechanical repetition to purposeful communication. This can be achieved by exposing learners to various yet related texts followed by joint effort to synthesize or contrast the knowledge they have acquired, and thus closing a meaningful information gap. Alternatively, learners can read a particular piece of text and then use it to complete problem-solving activities or discuss in a group, ensuring interaction is rooted on shared but incomplete knowledge. Thirdly, the learners are anticipated to draw upon their own resources (linguistic or non-linguistic) to accomplish the task instead of being explicitly taught the language forms they need to perform the task. Because Ellis suggests that it limits the opportunity to activate internalized knowledge and learners autonomy (Ellis, 1989: 97). Language input embedded in the task itself still can be implied. Tasks that are designed to foster reading comprehension can address this requirement by encouraging learners to employ contextual clues, prior lexical knowledge, and inferential strategies to interpret a text and implement its content to achieve the goal where provided text is not sufficient. Input-rich-text, in this context, can promote noticing and meaningful intake rather than rote memorization. Last element of the task is that language serves as a means to achieve an outcome, not the goal itself. In reading tasks, making a final product in the form of creating a character profile, presentation with key ideas, preparing advertisement and other final goals can go beyond comprehension questions by requiring learners to transform input into new output, demonstrating both understanding and purposeful language use. These criteria distinguish communicative tasks used in TBLI from traditional exercises, which often lack a meaningful purpose of outcome.

A task-based lesson is not confined to the execution of a single isolated task, rather it encompasses a carefully designed sequence of interconnected tasks, where each task provides support and reinforcement for the next. This sequential structure creates a scaffolding effect, enabling learners with lower proficiency to gradually build their comprehension and language skills through a series of progressively challenging activities. Based on their nature and purpose, tasks can be categorized into different types. Within this framework Richards and Rodgers offer following categorization of tasks based on several key dimensions (Richards & Rodgers, 2002: 65):

1. One-way and two-way tasks: One-way tasks are information exchange in one direction, e.g.,

explaining a picture, whereas two-way tasks entail interaction, negotiation, and mutual information exchange, e.g., role-plays or jigsaw readings. For comprehension scaffolding, two-way tasks can facilitate mutual meaning-making and are beneficial for low-proficiency readers.

2. Convergent and divergent tasks: Convergent tasks direct students towards a single specific answer, while divergent tasks invite numerous interpretations or outcomes. Applied to reading comprehension, convergent tasks might involve summarizing the overall gist of a text, while divergent tasks might involve open-ended debate on the text's implications.

3. Single or multiple solutions: Some activities are designed with one correct answer, while others provide multiple acceptable solutions, encouraging higher-order thinking and flexibility. This distinction also aligns with scaffolding theory, as multiple-outcome activities can challenge advanced-proficiency readers to deeper understanding.

4. Concrete or abstract use of language: Instructions can aim for concrete, readily imaged language or abstract thought. With poor-proficiency readers, starting with concrete language exercises (e.g., retelling pictures, retelling simple narratives) will help with comprehension before transferring to abstract content (e.g., theme analysis, opinion-giving).

5. Simple versus complex cognitive processing: Tasks range from simple recall or matching to analysis, synthesis, or critical thinking. A progression of tasks that gradually builds cognitive complexity can support understanding, providing learners with confidence to move forward.

6. Simple and complex linguistic demands: Activities vary in terms of the lexis and linguistic structures demanded by them. When teaching low-proficiency readers, beginning with activities involving familiar linguistic structures and progressing to more complex syntax is required.

7. Reality-based vs. non-reality-based activities: Reality-based activities have direct relevance to students' real lives, while non-reality-based activities can consist of hypothetical or fantasy scenarios. Scaffolding meaning can involve the incorporation of both categories in order to maintain interest and establish connections with students' existing knowledge.

This multi-faceted task structure supports the process of scaffolding in TBLT, enabling low- and high-proficiency readers to progress through more challenging tasks crafted to their increasing cognitive and linguistic capacities. For low-proficiency readers, such scaffolding can decrease the cognitive load, facilitating understanding and confidence. For high-proficiency readers, scaffolded tasks can boost comprehension through stimulating more advanced use of language and abstract reasoning. Task ordering and correspondence with skill levels are thus a relevant factor in the organization of inclusive language instruction to maximize comprehension attainment for all students. It also aligns with D.N. Kulibayeva findings, that claims providing learners with authentic, context-rich tasks promote interaction, comprehension, and cognitive engagement (Kulibayeva, 2001: 52).

Scaffolding in education is a temporary support for students that allows them to understand new ideas, develop skills or reach a deeper understanding. It's not just about helping with some individual problems; it's an ideal teaching method. Scaffolding serves a variety of purposes and can be integrated into the structure of lessons and activities, making it an essential part of the learning process. Interestingly, although scaffolding is currently a popular and recommended teaching method, Hamidi and Bagherzadeh note that initially it was not just an academic idea (Hamidi & Bagherzadeh, 2018: 9). However, it has become a really important tool, especially in terms of general support for learning a second language. While developing this idea, think about children learning to ride a bicycle. At first, they may need someone to ride a bike (direct help). Since they are poorly balanced, individuals can only interact a little or run in parallel and receive them as needed (gradual removal of responsibility). Eventually, the baby will be able to move independently, and he will no longer need physical support. This comparison with cycling implies the need to use scaffolding for educational purposes. The category of scaffolding can take several forms. For example, a teacher may:

- Give clear advice and role models: show students what to expect and give examples to follow.
- Solve complex tasks: divide large tasks into smaller stages of completion.
- Create a visual framework that will help students build their minds.
- Use questioning techniques: ask questions in a difficult place where students need to think critically and build relationships.
- Use the initials of phrases or choose words: give students a second point to express their thoughts.
- Maintain friendly relations with friends: encourage students to learn from each other and help each other.

- Give a timely response: give special tips and actions that will help students achieve excellence.

The restoration of scaffolding lies in its dynamic nature. Teachers constantly and carefully assess the understanding of their students and adjust the level of support accordingly. As students become more experienced, the framework gradually disappears, which allows them to learn more and build confidence in their abilities. The gradual reduction of this responsibility is crucial for the development of student independence.

In addition, the use of scaffolding goes beyond learning another language. Of particular concern in this area is the fact that with the necessary support for learning new linguistic and cultural complexes, the basics of scaffolding are very effective in all academic areas and are suitable for students of all ages. It is about the student pool where they live and provide appropriate support that will enable them to reach their full potential.

Effective scaffolding in reading comprehension is a multifaceted approach, encompassing several key strategies designed to support students as they engage with texts, with the ultimate goal of fostering independent reading skills. Johnson states these strategies include activating prior knowledge, modeling effective reading approaches, employing guided questioning, using graphic organizers, providing targeted clues and cues, and systematically fading support (Johnson, 2019: 120). By activating prior knowledge, educators can establish connections between new material and existing cognitive frameworks, thereby enhancing comprehension. Muzammil & Saifullah argues activating prior knowledge involves priming students to relate the text's content to their existing knowledge base, which can significantly enhance accessibility (Muzammil, 2021: 98). According to Channa, pre-reading discussions, predictive exercises, and brainstorming sessions are effective methods for achieving this (Channa & Nordin.., 2015: 183). Modeling strategies by teachers, such as think-alouds, provides students with explicit demonstrations of proficient reading techniques, including inference-making and vocabulary analysis, which students can then emulate. Wodaj claims the use of varied scaffolding strategies equips students with the tools needed to become independent, self-regulating thinkers and learners, thereby reducing their dependence on the teacher (Wodaj & Belay, 2021: 32). Scaffolding approaches should also be integrated into teacher training programs. Guided questioning is another critical element, prompting students to think critically about the material, which facilitates a deeper understanding of key ideas and details

Research methodology and methods

Based on the research topic and research questions, thorough theoretical analyses were conducted taking into account domestic and foreign scholars who made great contributions to the task based learning. Moreover, this study employed a comparative quasi-experimental design with pre and post tests results to investigate the effectiveness of task-based language teaching as scaffolding in improving reading comprehension among low and high language proficiency students. The study sample comprised 30 students enrolled in grade 10 at a local secondary school and thor proficiency levels were pre-determined based on cambridge english placement test (CEPT). However, tasks were adapted from a recognized standardized assessment. Participants were divided into two groups based on the test result: low(A2) and high (B2). All participants were aged approximately 15-16 years old and had similar educational backgrounds according to the national curriculum for secondary education and language exposure. Although students' guardians were informed about the experiment, assent was secured from the participants themselves.

Pre and post tests were designed to evaluate reading comprehension skills, including identifying main ideas, making inferences, interpreting vocabulary in context and summarizing in the format of multiple-choice, true/false, and short-answer questions. The test items were selected to meet the criteria of reliability and validity. They were divided into three parts:

Part 1. To measure the pupils' ability to recognize word and sentence meaning.

Part 2. To measure the students' ability to understand the main points in extended tals on a wide range of general and curricular topics.

Part 3. To measure the ability to give argumentative answers based on reading text.

The experimental group received the treatment based on interactive scaffolding activities designed and taught by the researcher during six weeks in the first term of 2024-2025 academic year. One lesson out of three lessons were dedicated to the experiment of scaffolding for reading comprehension. During the experimental lessons students exchanged information to complete missing parts of a text, collaboratively solved comprehension-based

scenarios, read different parts and then shared it with other students to reconstruct the whole text. All instructional sessions were based on TBLT to ensure consistency and minimize teacher effect. Posttest allowed to compare the results of reading comprehension performance before and after intervention. All assessments were administered under similar conditions (number of questions, time given to students, language topics). During the experiment, feedback from the students, their engagement, participation were taken into account to contextualize the quantitative data.

The data were analyzed using SPSS (version 25). Calculation of mean scores and standard deviations for reading comprehension assessment before and after graduation for both low and high skill groups. This made it possible to obtain a summary of the changes in the indicators in each group and make a general comparison between the groups. To assess the significance of intragroup differences between pre-and post-test results, t-tests were performed using paired samples in both experimental (tplt) and control (conventional) groups. This analysis allowed us to determine whether the interventions significantly improved the understanding of the indicators. To compare the results after the Test between groups with a low and high level of language proficiency, an independent sample of t-tests was used, which revealed whether the level of language proficiency affects the effectiveness of the TPT technique. It also made it possible to assess whether readers with low language proficiency benefited more from the intervention.

For each comparison, the Cohen coefficient was calculated to estimate the magnitude of the observed effects with interpretations based on standard parameters (small: 0.2, medium: 0.5, large: 0.8). The magnitude of the effect allowed us to get an idea of the practical significance of the results, which goes beyond statistical significance.

Results and discussion

The results showed a significant improvement in reading comprehension among readers with low and high levels of language skills after the intervention.

In linguistically competent low-level groups, t-tests with paired samples before and after the test also show very significant advantages ($T(14)=8.10$, $p<0.001$)with significant effects (Cohen $D=3.09$), which indicates a clear improvement in understanding due to TBLT scaffolding. The average score increased from 55 (sustainable development=6) to 75 (sustainable development=5), which indicates that functional education provides strong support for the development of reading skills in this group.

For groups with a high level of language skills, preliminary and subsequent comparisons showed statistically significant results ($T(14)=3.94$, $y=0.001$), despite a smaller effect (Cohen $D=1.24$) compared to groups with a low level of language skills. The average score increased from 78 (SD = 5) to 85 (SD=4), and although this method contributes to a deeper understanding, the results were less impressive than expected for this group with a higher level of language skills and ceiling effects.

T – test of an independent sample comparing the results of the reading test response test with a low and high level of language skills reveals significant differences ($T(28)=-5.58$, $p<0.001$)with significant negative effects (Cohen $D=-2.04$). This suggests that although comprehension levels in the low-ability groups improved significantly, the overall level of comprehension in the high-ability groups is higher after treatment.

These results highlight the various effects of using the TP framework, with readers with low language skills particularly helped by this intervention, as predicted by Wired learning theory.

Table 2 – T-test and Effect size results

Comparison	t-value	p-value	Cohen's d
Low-Proficiency Pre vs Post	8.1	0.0	3.09
High-Proficiency Pre vs Post	3.94	0.001	1.24
Low vs High Posttest	-5.58	0.0	-2.04
Note – compiled by the author			

The results of both groups improved in comparison with the pre-test results as it is shown in table – 2. For students with high level of language proficiency, the given method showed smaller and less pronounced gains.

As for low-proficiency language learners, TBLT intervention provided contextual support, giving them opportunity to engage with the text in a meaningful and collaborative ways. Cognitive load was reduced by incorporating visual aids, peer interaction adn authentic texts and these result coincide with Ellis finding, where he suggested that TBLT has great value in supporting learners with limited linguistic resources by making comprehension more accessible (Ellis, 2003: 71). These results align with Vygotsky's sociocultural theory, which postulates that learning is mediated through interaction and scaffolding just beyond their current abilities. Low-proficiency students generally have a wider zone of proximal development (ZPD), which means that the gap between what they can do independently and achieve with assistance is more. TBLI provides structured support through tasks and activities that gradually increase their complexity and that build confidence in students. Students with high level of language acquisition might already be comfortable with complex tasks and accordingly gain smaller benefits from scaffolding. This pattern is attributed to a ceiling effect, where students experience limited room for measurable experiences. Furthermore, traditional exercises may be struggling and demotivating, while TBLI's interactive and goal-oriented tasks can make them more invested in the learning process.

Practical implications of this research finding advocates TBLT for supporting struggling readers. This kind of thoughtful, deliberate support is absolutely vital, especially for those learners who find reading tough. When we do this, it allows them to truly get involved, make sense of what they're reading, and most importantly, build up their confidence in their own reading skills.

Despite providing valuable insights, several limitations of this research can be acknowledged. In order to generalize the findings to the broader population, sample size (30 participants) is not sufficient. Additionally, conducting longitudinal research to assess the retention of reading comprehension over extended periods should be considered. As a short duration of intervention (6 weeks) may not have allowed us to evaluate the full consolidation of reading strategies. Different age group and educational background can also be the factors that have crucial effect on the finding.

Conclusion

This research has demonstrated that Task-Based Language Teaching (TBLT) provides a robust pedagogical framework for enhancing reading comprehension within diverse language learning environments. The result of the experiment and statistical data revealed improvements in reading comprehension skills of low-proficiency and high-proficiency students. Low-proficiency students derive more advantages from TBLI as scaffolding because of serving as a potent mechanism for solving foundational comprehension challenges. The distinguishing characteristics of TBLT, including natural integration of skills, focus on cooperative skills, contextualized support, meaning oriented tasks, clear and structured instructions facilitate the engagement with the reading text. Moreover, this approach alleviate common barriers encountered during the comprehension such as mostly individual form-oriented exercises, focused on one particular skill and less authentic exercises.

The educational impact of these findings are crucial as it suggests that learners with low level of language skills need structured, step-by-step instructions more than higher level students. It is explained with the fact that higher level students are already able to understand the tasks with ease and are familiar with learning strategies. Consequently, breaking down into manageable tasks, setting clear outcomes from the task reduces confusion among students. Thus, make the process achievable. Furthermore, the role of authentic and real-life-scenario tasks is essential. While learning the language, students understanding the importance of a particular task serves as an accelerator by giving them a clear vision of using them in real life, not in simulated scenarios. Hence, educators are encouraged to design tasks that involve the strategic combination of visual aids, authentic real-world contexts, and peer collaboration to optimize comprehension development.

High-proficiency readers also benefit from the given approach. Nature of some tasks promoted higher thinking skills, such as analyzing, synthetizing and argumentation. When the tasks are designed in a way to provide opportunity for independent exploration, creativity and critical reflection, students tend to use lexical units and grammatical constructions effortlessly. Although they need less direct scaffolding, TBLI still offers meaningful opportunities for advancing skills, strategic learning and linguistic knowledge.

In conclusion, the research highlights the importance of TBLI as scaffolding by showing high efficiency in developing reading comprehension. Further research and pedagogical practice may extend these finding by observing long-term effects of TBLI on learners' autonomy and examining its impact across other language skills such as writing, listening and speaking.

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