USING TASK-BASED LANGUAGE TEACHING TO ENHANCE THE ORAL COMMUNICATION SKILLS OF GRADE 11 STUDENTS

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Abstract:

This mixed-methods research evaluates the impact of the Task-Based Language Teaching (TBLT) approach on Grade 11 students' oral communication skills. Considering the learning obstacles students encounter in building confidence and fluency while speaking English, this study seeks to assess whether the impact of TBLT teaching is more effective than traditional teaching methods in increasing students' oral proficiency. The study was conducted in public high schools in Davao City with a sample of 120 Grade 11 students. Students in the experimental group were taught using TBLT, while the control group was taught using lecture-based teaching methods. Students' speaking skills regarding fluency, accuracy, vocabulary, and coherence were assessed through pre- and post-assessments. Statistical analysis of the data indicated that the gains in oral communication skills for the experimental group were significantly higher than those of the control group. This implies that TBLT, which employs real-life tasks and student-

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centred learning, is more effective in developing oral communication skills than traditional teacher-centred approaches. The research results support using TBLT in language instruction, suggesting that the approach can improve student engagement and confidence in speaking English. Future research could explore the long-term impact of TBLT and its applicability across various educational contexts.

Keywords: task-based language teaching, oral communication, language learning, English proficiency, Grade 11 students, traditional teaching methods, active learning, student engagement, student-centered learning

1. Introduction

Grade 11 students often face challenges in speaking English confidently and fluently, a skill critical for their academic and future professional lives. Many struggle due to language anxiety and a lack of engaging learning methods, leaving their oral communication skills underdeveloped. This issue emphasizes the need for innovative teaching strategies that make learning both practical and enjoyable.

Task-Based Language Teaching (TBLT) is an instructional approach that emphasizes real-world tasks, enabling students to use language meaningfully and practically. Recent research highlights its effectiveness in reducing anxiety and fostering active participation in language learning. Panduwangi (2021) conducted a systematic review, revealing that TBLT enhances speaking and listening skills while promoting learner autonomy. Similarly, Littlewood (2021) found that TBLT supports authentic communication and improves linguistic competence. These findings underscore the global recognition of TBLT as a transformative method in language education.

In the Philippines, recent research continues to highlight the transformative potential of Task-Based Language Teaching (TBLT) in reshaping traditional teaching methods. Lume and Hisbullah (2022) conducted a study on Filipino high school students, demonstrating that TBLT effectively addresses grammatical challenges and fosters authentic communication. Locally, educators still face significant hurdles in bridging communication gaps among students, often constrained by limited resources and traditional approaches. This study aims to explore how TBLT can empower Grade 11 learners to communicate effectively and confidently, addressing these pressing challenges.

From a local perspective, particularly in public schools in Davao City, students share the same struggle in oral communication. Starting with their confidence in speaking English as a non-native speaker, they experience nervous feelings and avoidance of communication. Furthermore, inadequate exposure to the target language, coupled with the tendency to rely on their mother tongue, significantly impedes the development of practical oral communication skills.

This study seeks to explore how TBLT can bridge these gaps, empowering Grade 11 learners to communicate effectively. In a world where clear communication is vital, enhancing this skill is not just important—it is essential.

2. Objective of the Study

This study aims to investigate the impact of the Task-Based Language Teaching approach in enhancing the oral communication skills of Grade 11 students. Specifically, it seeks to answer the following questions:

1) What is the mean gain score of students' oral communication skills in a control group when exposed to the traditional teaching method?
2) What is the mean gain score of the students' oral communication skills in an experimental group when exposed to task-based language teaching?
3) Is there a significant difference in the mean gain score of the students in the control and experimental group?

3. Review of Related Literature

Task-based language Teaching (TBLT) has become a vibrant and student-focused methodology in language learning. TBLT seeks to promote communicative competence by focusing on real-life tasks, moving beyond rote memorization or separate practice of grammar. This approach challenges standard paradigms by adopting the complexities of authentic language use, equipping learners for realistic communication contexts.

Within the framework of English as a Foreign Language (EFL) pedagogy, TBLT has been universally praised for its coherence with contemporary principles of pedagogy. Many studies reaffirm its success in overcoming typical challenges confronting students, including anxiety, self-doubt, and a few moments of authentic interaction. In positioning language acquisition within genuine tasks, TBLT provides an authentic setting that stimulates learners to engage actively and test communication.

This emphasis on authentic engagement has translated into significant improvements in oral communication skills. Noroozi and Taheri (2022) emphasize its power to enhance fluency, accuracy, and language use confidence. The paper captures how immersing learners in meaningful, context-grained tasks allows learners opportunities to deploy the language in genuine manners, helping to eliminate the barriers of the old teacher-centred approach.

Similarly, Kong *et al.* (2022**)** highlighted the importance of TBLT in promoting active learner engagement. Through real-world and participative activities, learners are motivated to employ language dynamically, thus responding to core challenges like speech hesitation and monotony. The findings corroborate the general principles of student-centred learning, where students actively engage in their language acquisition process.

Despite its established efficacy, TBLT's achievement is contingent upon environmental factors, including cultural expectations, institutional policies, and teacher preparedness levels. In some contexts where students are used to hierarchical teaching methods, transitioning to a student-centred paradigm requires phased integration to work effectively and be well-received. However, TBLT's comparative strengths over other teaching methods reflect its differential approach to language acquisition. Traditional methods, usually typified by grammar practice, lecture or discussions, and rote memorization, establish a systematic framework but can fall

short of the dynamic aspect of being applicable in real-life situations. These methods concentrate a lot on rule-based learning, which, although crucial for accuracy building, can impede learners in communicating fluently and confidently.

In contrast, TBLT focuses on task achievement, interaction, and cooperation, which facilitates the learners' ability to utilize the language with a purpose. Shintani and Ellis (2021) carried out a comparative study that proved that students exposed to TBLT experienced significant enhancements in speaking ability, engagement, and self-efficacy compared to those instructed through conventional means. These results confirm the claim that communicative competence is best developed by meaningful interaction instead of passive learning.

Even so, traditional methods retain their value in specific contexts, such as foundational grammar instruction or situations requiring structured frameworks for beginning learners. A harmonious blend of the two approaches, taking the good from both, could provide the best integration of solutions for varied learner needs.

Although the effectiveness of TBLT is firmly established, there are some gaps in the research literature. One of the important limitations is the lack of research on the long-term effect of TBLT on long-term language proficiency. With most of the current research emphasizing short-term gains, questions relating to the long-term stability of improvement remain unaddressed. Investigating longitudinal studies would yield worthwhile insights into the likely capacity of TBLT to increase language capability over the long term.

Moreover, hybrid models that integrate TBLT with traditional approaches or other innovative teaching methodologies are being explored only in limited detail. Such models could offer more versatility, catering to learners with varying needs and preferences. For example, blending TBLT's emphasis on practical communication with structured grammar-focused activities could create a more holistic and practical learning environment.

Finally, the role of teacher training in implementing TBLT effectively warrants further investigation. Teachers play a pivotal role in designing and facilitating task-based activities, and their proficiency in utilizing TBLT principles directly influences student outcomes. Future research could delve into the development of specialized training programs and frameworks to empower educators and optimize TBLT's implementation.

4. Method

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to comprehensively assess the impact of Task-Based Language Teaching (TBLT) on the oral communication skills of Grade 11 students. The quantitative component measured gains in speaking performance through pre- and post-assessments, while the qualitative component explored student perceptions and experiences through thematic analysis of interview data.

4.1 Participants
The study was conducted at three public high schools in Davao City, Philippines. A total of 120 Grade 11 students from Reading and Writing classes participated. Three intact classes were

selected using non-random sampling to avoid disrupting existing class schedules. These were divided into two groups:

- **Experimental Group:** Students received instruction using the TBLT approach, focusing on interactive speaking activities such as picture analysis, role-plays, debates, and problem-solving tasks.
- **Control Group:** Students were taught using traditional lecture-based methods, including grammar-focused instruction and textbook exercises.

4.2 Procedures
4.2.1 Quantitative Procedures
To determine the effectiveness of TBLT, a pretest-posttest design was used. Pretests assessed baseline oral communication proficiency, and posttests measured improvement after the intervention. Assessment criteria included fluency, accuracy, pronunciation, vocabulary, and coherence. All sessions were documented to ensure consistency in instructional delivery.

4.2.2 Qualitative Procedures
To supplement the quantitative results, qualitative data were collected through semi-structured interviews with selected students from the experimental group. These interviews explored students' experiences, behaviors, and perceptions related to the TBLT approach. Responses were transcribed and analyzed using thematic analysis, resulting in six key themes that provided more profound insight into the impact of TBLT on students' confidence, engagement, and language development.

4.2.3 Instrument Validation
A panel of language specialists validated the oral communication rubrics for the pretest-posttest assessments. A pilot test ensured the instrument's reliability and accuracy. Qualitative research experts reviewed interview questions for clarity and relevance.

4.2.4 Data Analysis
Quantitative data were analyzed using paired and independent sample t-tests to compare performance gains between the control and experimental groups. Qualitative data were analyzed thematically to identify patterns and recurring themes in student responses. The integration of both data types offered a holistic understanding of how TBLT affects oral communication proficiency.

4.2.5 Ethical Consideration
This study ensures that activities are planned to support various levels of understanding and interaction styles so as not to be biased or exclusionary. Furthermore, safeguarding students' privacy and securing informed consent during data collection is necessary to maintain their rights and dignity. Ethical language teaching principles also entail building up students' confidence and alleviating fear of speaking without forcing them, ensuring equal participation, and employing culturally inclusive and non-stereotypical materials. Through its resolution of

these ethical aspects, the research improves oral skills and enables learners to become worthwhile and considerate language users.

5. Results and Discussion

5.1 Cronbach's Alpha Result of Reliability Test

	Pronunciation & Clarity (20)	Fluency (20)	Coherence and Logical Flow (20)	Confidence & Engagement (20)	Total
1	18	17	17	19	71
2	14	16	16	15	61
3	13	14	11	14	52
4	14	14	10	16	54
5	14	14	16	16	60
6	15	14	16	16	61
7	14	15	13	12	54
8	14	14	16	15	59
9	14	14	15	15	58
10	15	14	17	17	63
11	14	15	17	16	62
12	14	15	18	15	62
13	15	16	16	17	64
14	15	16	17	16	64
15	14	15	16	18	63
16	16	16	17	17	66
17	18	16	16	17	65
18	16	15	16	16	63
19	15	15	15	16	61
20	16	15	16	16	63

Cronbach Alpha Result = 0.757197175

5.2 Mean Gain Score of Students in the Control Group
Table 1 presents the mean gain score of students in the control group exposed to traditional teaching methods. The pretest results show a mean score of 48.50 (SD = 11.32), while the posttest results increased to 51.48 (SD = 9.39), resulting in a mean gain score of 2.98 (SD = 1.93). This indicates that even without exposure to the intervention, students improved their test scores.

Table 1: Mean Gain Score of Students in the Control Group (Traditional Method)

Group	N	Pretest Mean (SD)	Posttest Mean (SD)	Mean Gain Score (SD)
Control Group (Traditional Method)	60	48.50 (11.32)	51.48 (9.39)	2.98 (1.93)

These findings reflect the structured approach of traditional teaching methods, as supported by Noroozi & Taheri (2022). While these methods effectively reinforce foundational knowledge,

their emphasis on rote learning and grammar-focused activities may limit opportunities for authentic language use. The modest improvement observed here underscores the limitations of passive, teacher-centered instruction in engaging students and promoting comprehensive language development.

Traditional instruction, often characterized by passive learning and direct instruction, has been widely used in educational settings due to its structured nature (Bonwell & Eison, 1991). However, research suggests that such methods may limit student engagement and critical thinking (Freeman *et al.*, 2014). This aligns with the present study's findings, where students in the control group improved but did not show the same level of progress as their counterparts in the experimental group.

5.3 Mean Gain Score of Students in the Experimental Group (Task-Based Language Teaching)

Table 2 presents the mean gain score of students in the experimental group exposed to Task-Based Language Teaching. The pretest results reveal a mean score of 60.53 (SD = 13.25), while the posttest scores increased significantly to 70.03 (SD = 7.55). This yielded a mean gain score of 9.5 (SD = 5.7), which is notably higher than the control group's improvement.

Table 2: Mean Gain Score of Students in the Experimental Group (Task-Based Language Teaching)

Group	N	Pretest Mean (SD)	Posttest Mean (SD)	Mean Gain Score (SD)
Experimental Group (Task-Based Language Teaching)	60	60.53 (13.25)	70.03 (7.55)	9.5 (5.7)

This notable gain supports the effectiveness of Task-Based Language Teaching (TBLT), as emphasized by Xu & Fan (2022) and Alasal (2025). TBLT's focus on engaging students in real-world communication tasks aligns with its learner-centered philosophy, promoting fluency, accuracy, and confidence in language use. The literature further highlights TBLT's ability to make language learning meaningful and relevant by incorporating tasks that mirror authentic contexts, reinforcing its advantages over traditional methods. TBLT empowers students to actively construct knowledge and apply it in practical scenarios, leading to significant gains in oral communication proficiency.

5.4 Significant Difference in Mean Gain Scores Between Control and Experimental Groups

An independent sample t-test was conducted to determine whether the difference in mean gain scores between the control and experimental groups was statistically significant. The results in Table 3 reveal a t-value of 5.7 and a p-value of 0.001. Since the p-value is less than 0.05, the null hypothesis of no significant difference is rejected, indicating that the intervention had a meaningful impact on student learning outcomes.

Table 3: Test of Significant Difference in Mean
Gain Scores Between Control and Experimental Groups

Group	Mean Gain Score (SD)	t-value	p-value	Interpretation
Control Group (Traditional)	2.98 (1.93)	5.7	0.001	Significant
Experimental Group (Task-Based Language Teaching)	9.5 (5.7)			

These results align with Rahman (2020), who emphasizes that active learning approaches like TBLT significantly outperform traditional methods in fostering communication skills. The experimental group's gains validate the findings in your review, showcasing TBLT's alignment with constructivist theories. These theories emphasize the importance of learner interaction, collaboration, and real-world application in achieving meaningful learning outcomes. Compared to the modest improvements in the control group, the experimental group's results highlight the limitations of traditional methods and the transformative impact of interactive, task-based approaches.

The significant difference between the two groups highlights the potential limitations of traditional teaching methods, particularly in fostering deep learning and engagement. Although the traditional method improved learning, it was less effective than TBLT. This suggests that incorporating more interactive, student-centered pedagogical approaches may lead to better academic performance and long-term knowledge retention.

The findings of this study have important implications for educators, curriculum developers, and policymakers. Given that the experimental group exhibited significantly higher gains, it is recommended that TBLT be incorporated into instructional practices to enhance student learning.

Educators should consider shifting from teacher-centered instruction to more interactive approaches that foster active problem-solving, collaboration, and inquiry-based learning. This is particularly relevant in senior high school English and other subjects where higher-order thinking skills are essential for effective communication and critical analysis. By integrating student-centered methodologies, teachers can enhance engagement and equip learners with the skills necessary for academic and real-world success.

Furthermore, these findings support constructivist learning theories, which emphasize that students learn best when actively engaging with content, collaborating with peers, and applying knowledge to real-world situations (Vygotsky, 1978; Piaget, 1952). Future studies could explore longitudinal effects of such interventions and student perceptions and engagement levels to validate these results further.

This section presents the findings from the data analysis. To provide a thorough explanation of the themes, discussions are also provided. To refer to the students' quoted answers to the interview. The transcription of the interview is found in the appendices.
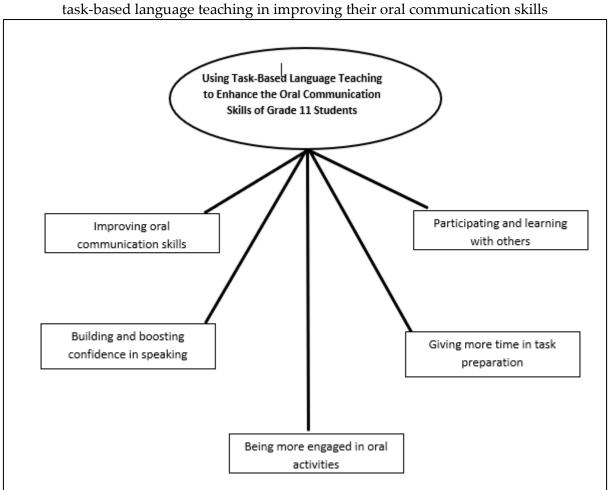
Figure 1: Themes describing the perception of Grade 11 students on the use of
task-based language teaching in improving their oral communication skills

Thematic analysis of the interview data revealed five core themes that reflected Grade 11 students' perceptions of Task-Based Language Teaching (TBLT) in enhancing their oral communication skills. These themes include: (1) Improving oral communication skills, (2) Building and boosting confidence in speaking, (3) Being more engaged in oral activities, (4) Participating and learning with others, and (5) Giving more time to task preparation. These themes were derived from the participants' responses to open-ended interview questions designed to explore their experiences, behaviors, and perceptions regarding the use of TBLT. The themes aim to explain how this learner-centered teaching strategy influenced their communicative competence, motivation, and classroom participation in oral communication skills.

A. Improving Oral Communication Skills

The first theme, "Improving oral communication skills," highlights how students recognized TBLT as an effective method for developing their English-speaking abilities. Many students reported that engaging in task-based activities such as debates, role-plays, and oral presentations allowed them to practice using English in realistic, meaningful situations.

"TBLT approach helped me in a lot of ways for example in debating, debating help me through my communication skills and speaking skills" (Student 1, L3-4)

"The TBLT approach helps me to do better in class by improving how I speak in front and understand English." (Student 2, L8-9)

"…through orals and activities I have improve my communication skills, problem solving abilities and corabo…collaboration with peers". (Student 3, L7-9)

"...it helped me improve my pronunciation and my delivery sa speech nako." (Student 5, L9-10)

Engaging in real-life, communicative tasks helped them articulate ideas more clearly and improved their ability to express themselves in English. It also helped them speak better in class and understand English more clearly, indicating a practical improvement in both fluency and comprehension.

This perception is supported by Noroozi and Taheri (2022), who emphasized that TBLT significantly improves fluency, accuracy, and overall confidence in language use. By engaging learners in authentic tasks, TBLT moves beyond rote memorization and grammar drills, enabling students to use the language as a functional tool for communication. Thus, the theme confirms that TBLT fosters a deeper, more applicable understanding of language, making oral communication more natural and spontaneous for learners.

B. Building and Boosting Confidence in Speaking

The second theme, "Building and boosting confidence in speaking," emphasizes students' emotional growth as they adapt to task-based activities. Several participants admitted that

"...debates and speeches really help me boost my confident in terms of speaking in front of everyone…" (Student 1, L46-47)

"...speaking in front of the whole class was really made me really made me nervous…" (Student 1, L28-29)

"Ang oral jud kay kini nga feature maka pataas jud ug confident sa students…" (Student 4, L38)

"Task-based language teaching…, helped me build my confidence and encouraged me to participate more in class. (Student 6, L9-10)

Confident students are more likely to participate actively in class discussions, express their ideas, and engage with others. This engagement helps them connect more deeply with the content and with their peers.

This finding relates to Bandura's self-efficacy theory. Bandura defined self-efficacy as an individual's belief in their ability to execute tasks and achieve goals. This also suggests that

students' belief in their ability to succeed in speaking tasks directly impacts their performance. Structured practice, positive feedback, and gradual exposure to speaking opportunities build this self-efficacy.

C. Being More Engaged in Oral Activities

The third theme, "Being More Engaged in Oral Activities," plays a vital role in enhancing the students' communicative competence. TBLT emphasizes the use of meaningful tasks that mirror real-life situations actively involved in oral tasks such as role-plays, group discussions, and problem-solving activities; they not only practice language structures but also develop confidence and fluency. As mentioned by the students,

> "...after the TBLT approach was introduced, learning became more interactive and engaging..." (Student 1, L39-40)

> "...compare to traditional teaching method, it is more effective and engaging." (Student 3, L21-22)

> "Kay makatubag naman ug mag oral recitation and inig mag activities kay maghunahuna nag tarong ug unsa ang i answer." (Student 4, L33-34)

> "But after it was applied, I became more involved…" (Student 6, L23-24)

This increased engagement in oral activities reflects the effectiveness of TBLT in creating a student-centered environment where communication becomes the primary goal of learning. This ultimately leads to more authentic language use and improved speaking skills.

This finding is aligned with the study of Wagas *et al.* (2024), which revealed that students exposed to TBLT showed greater improvements in speaking proficiency than those taught using traditional methods. TBLT's focus on task completion and interaction promotes a deeper understanding and practical application of language skills.

D. Participating and Learning with Others

The fourth theme, "Participating and learning with others," is a key aspect of the learning process. Through collaborative tasks such as peer discussions, and role-plays, students actively engage with their classmates to complete meaningful language tasks. As mentioned by the students,

> "… I also like we got to work into the discussions sometimes because we could help each other and learn together…" (Student 1, L48-49)

> "...This helps us to speak, to listen and share our ideas and knowledge to others." (Student 2, L26-27)

"... focuses on communication, and encourages active learner parci… participation." (Student 5, L28)

"I found the individual and by pair oral activities most effective because it allowed us to participate..." (Student 6, L27-28)

By working together, learners improve their communication skills, build confidence, and develop social and teamwork abilities. TBLT thus fosters a supportive learning environment where students learn from and with each other.

This finding is supported by Noroozi and Taheri (2022), who underscore its ability to improve fluency, accuracy, and confidence in language use. Their study highlights how engaging learners in meaningful, context-based tasks provides them with opportunities to apply language in authentic ways, reducing the barriers associated with traditional teacher-centered methodologies.

E. Giving More Time to Task Preparation

The fifth theme, "Giving more time in task preparation" means allocating additional or sufficient periods for students to get ready for a task, assignment, or assessment. This approach recognizes that students need adequate time not just to complete a task, but to understand instructions, gather resources, plan their strategy, and develop their ideas before beginning the actual performance. Students shared,

"...to give more preparation time before doing task…" (Student 1, L53)

"...to give more time preparation in doing a task..." (Student 2, L 29-30)

"...give students more time to prepare before doing the task…" (Student 6, L30)

"Ang akong ma suggest lang kay i 2 to 3 time a weak ang oral ug activities para mas effective." (Student 4, L44-45)

Suggesting that allocating more time in preparation enables students to perform more effectively.

This finding is supported by Vygotsky's Sociocultural Theory, which explains the necessity of scaffolding and preparation in learning. This theory relates Task-Based Language Teaching (TBLT) to the development of communicative competence, as laid out in the Swedish curriculum and other educational frameworks, emphasizing the value of preparation for authentic language use.

The themes illustrate how students perceive Task-Based Language Teaching (TBLT) as significantly beneficial for enhancing their oral communication skills. TBLT improves their speaking abilities, fosters confidence, reduces anxiety, and increases engagement in oral activities. The collaborative nature of TBLT encourages participation and peer learning. While

TBLT requires additional preparation time, the enhanced confidence and improved communication skills make it a worthwhile approach.

6. Conclusion

This mixed methods study examined the impact of Task-Based Language Teaching (TBLT) on the oral communication skills of Grade 11 students.

The quantitative analysis revealed that students exposed to TBLT showed significantly greater oral communication improvements than those taught using traditional methods, affirming the advantages of task-based learning in fostering fluency, accuracy, and coherence in spoken English. This reinforces findings from Noroozi & Taheri (2022), who highlighted TBLT's role in improving fluency, accuracy, and communicative competence through context-based tasks. The statistical results established that TBLT led to improved proficiency, greater engagement, and enhanced communicative competence.

Beyond numerical improvements, the qualitative findings deepened this understanding, revealing six interconnected themes from student interviews: improved oral communication skills, enhanced confidence, increased engagement, collaborative learning, the value of preparation time, and greater speaking confidence. These insights align with Kong *et al*. (2022), who emphasized TBLT's role in reducing anxiety and fostering active participation. Similarly, Vygotsky's Sociocultural Theory (1978) supports the importance of collaborative learning and peer interaction, as reflected in students' positive experiences with group discussions and task-based speaking exercises.

The psychological and social dimensions of language learning were evident throughout the study. Thematic analysis highlighted heightened engagement, enhanced peer collaboration, and the importance of preparation time for effective task execution—aligning with Waqas *et al*. (2024), who found that active learner involvement fosters deeper language acquisition. Students reported that structured speaking tasks, such as debates and role-plays, helped reduce nervousness and boost confidence, reinforcing Bandura's Self-Efficacy Theory, which suggests that increased exposure to communicative tasks enhances learner motivation.

These findings illustrate the dual impact of TBLT: measurable improvements in communication skills, as evidenced by the quantitative results, and positive shifts in student attitudes toward language learning, as revealed in the qualitative themes. By integrating both data sets, this study confirms that TBLT is statistically effective and pedagogically transformative, providing a holistic approach to English language education.

6.1 Recommendations

Based on the findings, educators should consider incorporating Task-Based Language Teaching into their instructional strategies to enhance student performance and engagement. School administrators are encouraged to provide professional development opportunities and allocate resources to support the implementation of active learning approaches. Additionally, policymakers may explore integrating student-centered teaching strategies into curriculum frameworks to foster more effective learning environments. Future research should investigate

the long-term impact of TBLT on knowledge retention and motivation and explore its applicability

Consent Statement
As per international standards, parental written consent has been collected and preserved by the author(s).

Disclaimer (Artificial Intelligence)
The author(s) hereby declare that generative AI technologies were utilized during the writing and editing process of this manuscript titled "Using Task-Based Language Teaching to Enhance the Oral Communication Skills of Grade 11 Students". Specifically, the assistance was provided in refining the structure, improving clarity, replacing unverifiable references with recent scholarly sources, and editing for cohesion and academic tone.
    Details of the AI usage are as follows:
- Rewriting sentences for clarity and coherence
- Editing content to ensure citation relevance and accuracy. The author(s) have reviewed and taken full responsibility for the final content and ensured that the AI-generated content was used ethically, with no compromise to academic integrity.

Conflict of Interest Statement
The authors declare that there are no conflicts of interest related to the research, authorship, or publication of this work.

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