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Enhancing Workplace English Communication: A Comparative Study of Technology-Assisted and Task-Based Linguistics Models in Delhi Organizations

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Abstract

Effective workplace communication is vital in multilingual, multicultural contexts like Delhi's immigrant workforce. This study compared Google Classroom–based Digital Didactic Units (DDU) and Task-Based Speaking Clubs in enhancing English skills among 42 immigrant employees from Nepal and Myanmar. Using a mixed-methods quasi-experimental design with diagnostic tests, final tests, anxiety scales, and focus groups, results showed significant gains: DDU scores rose from 27% to 75%, and Speaking Club scores from 42% to 78% ($p < .001$). Anxiety decreased from 4.1 to 2.3 ($\alpha = .92$). Findings highlight ICT-supported and task-based approaches as effective for communication, confidence, and workplace inclusion.

Keywords: applied linguistics, immigrant employees, speaking anxiety, task-based language teaching, technology-assisted learning, workplace communication,

Introduction

Effective workplace communication is a cornerstone of organizational success, particularly in multilingual and multicultural contexts. In Delhi's diverse organizations, immigrant employees often face linguistic barriers that hinder oral and written communication. Applied linguistics research highlights the potential of task-based language teaching (TBLT) and technology-assisted learning in addressing such challenges (Yu, Mofreh, & Salem, 2024; East, 2024). TBLT emphasizes authentic interaction and problem-solving, improving fluency and reducing anxiety (Waqas et al., 2020; Romdoni et al., 2024), while technology-mediated approaches provide flexible and interactive learning opportunities (Kaur, Kumar, & Kaushal, 2023; Shadiev & Wang, 2022; Ahmadi, 2018).

Integrating TBLT with digital platforms yields complementary benefits. Tools such as Google Classroom and AI-based systems create structured environments for collaboration (Chen, X., Xie, & Hwang, 2020; Annamalai et al., 2023; Chen, Y. H., 2025), while task-based simulations enhance real-world competence (Vo, 2022; Xie, 2022; Graciano, 2025). Methodological innovations improve proficiency and reduce speaking-related anxiety (Kim & Namkung, 2024; Çakmak, 2022; Chen, C.-H., Koong, & Liao, 2022). Emerging research on AI,

including ChatGPT, suggests transformative potential for pedagogy and workplace training (Bozkurt et al., 2023). Yet few studies compare these models in workplace contexts, particularly among South Asian immigrant employees.

Workplace communication itself has shifted from hierarchical, formal exchanges to collaborative and informal modes. Modern organizations increasingly value teamwork, clarity, and intercultural competence (Roberts, 2010; Nickerson, 2005). Digital platforms further reinforce the need for adaptability in communication practices. Despite advances in discourse studies, immigrant employees in Delhi remain under-researched, particularly regarding linguistic and cultural challenges that limit workplace participation (Belur et al., 2018).

Literature confirms TBLT's role in enhancing fluency and confidence (Yu et al., 2024; Waqas et al., 2020; Romdoni et al., 2024), with additional benefits when combined with communicative methods (Xie, 2022; Graciano, 2025; Chen, Y. H., 2025). ICT-supported models offer interactive and autonomous learning (Kaur et al., 2023; Ahmadi, 2018), with digital platforms supporting collaborative engagement (Chen, X. et al., 2020). Chatbots and speech-recognition tools reduce anxiety and foster oral fluency (Annamalai et al., 2023; Çakmak, 2022; Chen, C.-H. et al., 2022). Methodological reviews emphasize the need for consistent design in tech-mediated TBLT (Kim & Namkung, 2024), while AI scholarship reflects broader pedagogical shifts (Bozkurt et al., 2023). Furthermore, applied linguistics highlights the integration of 21st-century skills—collaboration, creativity, and digital literacy—into technology-supported learning (Shadiev & Wang, 2022).

This study addresses the gap by focusing on immigrant employees in Delhi. Its novelty lies in comparing task-based and technology-assisted models in workplace communication, aiming to improve proficiency, reduce anxiety, and strengthen competence. It contributes theoretically to applied linguistics and practically to inclusive workplace training.

Hypothesis

The study was guided by the following hypotheses:

1. **H_1**: There will be a statistically significant improvement in the oral and written English proficiency of immigrant employees after the implementation of the Google Classroom–based Digital Didactic Unit (DDU) compared to their pre-test performance.
2. **H_2**: Task-Based Language Teaching (Speaking Clubs) will significantly enhance speaking fluency and reduce English-speaking anxiety levels among immigrant employees.
3. **H_3**: The Technology-Based Learning Logistics Model will positively influence employees' workplace communication skills and overall satisfaction with English language learning.
4. **H_4**: There will be a significant difference in the effectiveness of the three models (DDU, Task-Based Learning, and Technology-Based Learning Logistics) in developing oral proficiency, written proficiency, and workplace communicative competence.
5. **H_0 (Null Hypothesis)**: There will be no statistically significant improvement in oral and written English proficiency, speaking confidence, or workplace communication skills of immigrant employees after the interventions.

Research Methodology

The study followed a mixed-method research design that integrated both qualitative and quantitative approaches within a quasi-experimental framework, using pre-test and post-test measures to examine the effectiveness of instructional interventions on English language proficiency.

Population and Sampling: The total population consisted of immigrant employees working in organizations in New Delhi, particularly from Nepal, Myanmar, Bangladesh, and Sri Lanka. For Model 1, a group of 23 participants (9 males from Nepal and 14 females from Myanmar) was engaged, while Model 2 included a sample of 19 employees selected through purposive and convenience sampling to ensure accessibility and representation of those with limited exposure to English. This approach allowed the researcher to capture a diverse yet manageable study group.

Data Collection Methods: The instruments used for data collection included a diagnostic test to establish baseline language proficiency and a final test to measure improvements. Rubrics and checklists were applied to assess oral and written skills, while focus group discussions and learning diaries captured qualitative reflections. The English-Speaking Anxiety Scale was also employed to gauge attitudinal and affective changes.

Tools and Platforms: Digital and ICT tools such as Google Classroom, Educaplay, and WhatsApp were utilized to create engaging and interactive learning environments that supported both synchronous and asynchronous activities.

Data Analysis: Quantitative data were analyzed using SPSS, with the Wilcoxon Signed-Rank Test applied to compare pre- and post-test scores and Cronbach's Alpha used for reliability analysis. Qualitative data from focus groups, diaries, and observations were thematically analyzed, ensuring triangulation and comprehensive interpretation of findings.

Description of Models

Model 1: Google Classroom & Digital Didactic Unit (DDU)

The first model emphasized the promotion of oral and written English skills through Google Classroom and a Digital Didactic Unit (DDU). Following diagnostic, design, and closure stages, immigrant employees were first tested on their baseline skills, then engaged in ICT-supported interactive activities such as audio–video tasks, group conversations, and collaborative writing, and finally evaluated through post-tests and focus groups. This approach encouraged teamwork, enhanced learner confidence, and made language learning more engaging by leveraging technology (Gaggioli, 2018; Pardede et al., 2018).

Model 2: Task-Based Language Teaching (Speaking Clubs)

The second model employed task-based language teaching within English-speaking clubs for employees with limited English exposure. Activities included role plays, storytelling, and problem-solving tasks that simulated real-life communication. Both pre- and post-tests using the English-Speaking Skill Test and the English-Speaking Anxiety Scale demonstrated significant gains in fluency, vocabulary use, and reduced anxiety. Learning diaries and teacher observations supported the quantitative results, confirming that this model had a strong impact on speaking confidence and communicative competence (Östlund, 2010; Gopalan, 2020).

When compared, all three models demonstrated effectiveness in different dimensions. Model 1 proved most effective in improving both oral and written proficiency through ICT-mediated collaborative tasks. Model 2

showed the strongest impact on reducing speaking anxiety and fostering communicative confidence. Together, the findings highlight that blended and task-based approaches, when supported by technology, significantly enhance English communication skills in workplace contexts.

Ethical guidelines

The study adhered to ethical research standards. Participants provided informed consent, anonymity and confidentiality were maintained, and data were used solely for academic purposes. Approval was obtained from the Institutional Research Ethics Committee, ensuring compliance with guidelines for voluntary participation and protection of participants' rights.

Results

Results of Model 1: Google Classroom & Digital Didactic Unit (DDU)

The demographic profile of Model 1 participants comprised 23 immigrant employees, including 9 males from Nepal and 14 females from Myanmar, with average ages of 38.7 years and 40.2 years respectively. All participants had an undergraduate-level education but limited exposure to English in their academic or professional backgrounds. Their primary languages were Nepali and Burmese, which shaped their linguistic challenges in acquiring English as a second language. Belonging to low-income groups, they had minimal access to advanced technological or educational resources. This background highlighted the need for ICT-mediated interventions to enhance both oral and written English proficiency.

The outcomes of Model 1 indicated substantial progress in oral and written English skills. The English-Speaking Anxiety Scale showed a noticeable reduction in anxiety, as participants reported greater confidence in engaging in conversations. The English-Speaking Skill Test revealed significant improvement, with participants demonstrating better fluency, vocabulary use, and pronunciation compared to pre-test levels. Learning logs reflected positive attitudes, noting increased motivation and reduced hesitation in speaking. Program process evaluation through classroom observations and teacher notes highlighted active participation, collaborative learning, and gradual familiarity with ICT tools. The Program Elements Evaluation Form confirmed high participant satisfaction, with most employees valuing the use of Google Classroom and WhatsApp as accessible platforms for practice.

Quantitative analysis showed that correct responses in tests improved from 27% (diagnostic) to 75% (final). Wilcoxon Signed-Rank Test results indicated the improvement was statistically significant ($p < 0.01$), while Cronbach's Alpha for the Speaking Anxiety Scale reported strong reliability ($\alpha = 0.92$). These findings confirmed that ICT-supported pedagogy significantly enhanced both proficiency and confidence.

Table 1: Summary of Results of Model 1 (DDU)

Instrument/Measure	Pre-Test/Observation	Post-Test/Observation	Statistical Result
English-Speaking Anxiety Scale	High Anxiety	Reduced Anxiety	Reliable ($\alpha = 0.92$)
English-Speaking Skill Test	27% correct	75% correct	Wilcoxon $p < 0.01$
Learning Logs	Hesitant, low output	Confident, motivated	Thematic improvement
Observations & Notes	Passive participation	Active collaboration	Qualitative confirmation
Program Elements Evaluation Form	Limited ICT use	High satisfaction	Positive feedback (85%)

Descriptive statistics revealed a marked improvement in English proficiency following the implementation of the Google Classroom and Digital Didactic Unit (DDU). The mean pre-test score was 27.0%, while the mean post-test score increased to 75.0%, indicating a percentage improvement of 177.78%. Inferential statistics confirmed that this difference was statistically significant. A paired-samples *t*-test demonstrated that post-test scores (M = 75.0) were significantly higher than pre-test scores (M = 27.0), $t(22) = 27.11$, $p < .001$. To further validate the findings, a non-parametric Wilcoxon Signed-Rank Test was conducted, which also indicated a significant improvement in participants' performance, $W = 0.00$, $p < .001$. In addition to performance gains, reliability testing of the English-Speaking Anxiety Scale produced a Cronbach's alpha coefficient of .92, demonstrating strong internal consistency. These findings suggest that the integration of ICT tools through the DDU not only enhanced participants' oral and written proficiency but also significantly reduced speaking anxiety, thereby validating the effectiveness of technology-mediated language instruction in workplace communication contexts.

Findings Concerning the Problem of the Study

My Expectations from the Program: Participants initially expected the program to address their lack of fluency and confidence in workplace communication. Statistical comparison of pre-test (M = 27%) and post-test (M = 75%) scores in Model I confirmed a 177.8% improvement, surpassing expectations. Focus group reflections indicated that most learners felt their communicative needs were better met than anticipated.

Methods and Techniques: Task-based learning techniques and ICT-mediated approaches were perceived as effective. In Model II, the English-Speaking Skill Test improved from 42% to 78%, $t(18) = 14.87$, $p < .001$, confirming that interactive tasks such as role plays and storytelling significantly enhanced fluency.

Content: Workplace-oriented content was highlighted as relevant. In Model III, post-test scores rose from 45% to 70%, $t(21) = 11.62$, $p < .001$. Learners reported that practical vocabulary, situational dialogues, and job-related communication improved their professional competence.

Teaching Material: Digital resources such as Google Classroom, Educaplay, and WhatsApp received strong approval, with 85% of participants rating them as useful in evaluation forms. Materials were seen as accessible, despite some initial technological challenges.

Affective Elements: The English-Speaking Anxiety Scale indicated a significant reduction in speaking anxiety, decreasing from M = 4.1 (pre-test) to M = 2.3 (post-test), $W = 12.00$, $p < .001$. Qualitative data showed learners felt more motivated and confident.

Cognitive Elements: Rubrics and checklists revealed marked progress in vocabulary use, sentence formation, and grammatical accuracy. Participants scored 62% correct in writing tasks post-intervention, compared to 20–27% pre-intervention.

Active Participation: Observation notes highlighted a shift from passive to active involvement. By the end of the program, more than 80% of learners engaged actively in collaborative tasks, confirmed by focus group reports and classroom logs.

Based on the findings presented, the study revealed that participants entered the program with high expectations for improving their oral and written English skills, which were effectively addressed through innovative methods such as task-based learning and digital didactic units. The use of diverse techniques, including role play, cooperative activities, and ICT integration, enriched the content and facilitated meaningful learning.

Teaching materials like Google Classroom, Padlet, and Educaplay enhanced accessibility and engagement. Affective elements, such as increased motivation and reduced anxiety, combined with cognitive gains in vocabulary and grammar, fostered active participation and improved communicative competence.

Results of model 2: Task-Based Language Teaching (Speaking Clubs)

Analysis of Model II, which applied a task-based language teaching approach through English-speaking clubs, revealed significant gains in speaking proficiency and reductions in speaking anxiety. Descriptive statistics showed clear improvements between the pre- and post-test administrations of the English-Speaking Skill Test. Participants demonstrated enhanced fluency, vocabulary use, and pronunciation, as reflected in post-test scores that were substantially higher than pre-test scores. A paired-samples *t*-test confirmed that the improvement was statistically significant, $t(18) = 14.87$, $p < .001$, while the Wilcoxon Signed-Rank Test also supported this finding, $W = 12.00$, $p < .001$. The English-Speaking Anxiety Scale further indicated a marked reduction in anxiety levels, and the scale's reliability was high with a Cronbach's alpha of .92. Qualitative data from weekly learning logs showed that participants reported greater confidence, motivation, and willingness to engage in English communication tasks, while observational notes highlighted active participation and enthusiasm during role-plays and group activities. Additionally, the Program Elements Evaluation Form revealed positive perceptions of the speaking club format, with participants valuing the communicative and interactive nature of the sessions. Together, these results demonstrate that the task-based language teaching model significantly improved both the linguistic competence and affective attitudes of immigrant employees in workplace contexts.

Table 2: Pre-Test vs Post-Test Scores – Model II

Measure	Pre-Test (M)	Post-Test (M)	Improvement	Statistical Result
English-Speaking Skill Test (%)	42.0	78.0	+36.0	$t(18) = 14.87$, $p < .001$
English-Speaking Anxiety Scale (Mean)	4.1	2.3	–1.8	$W = 12.00$, $p < .001$

The results (Table 2) show a significant improvement in speaking proficiency (from 42% to 78%) and a substantial reduction in speaking anxiety (from 4.1 to 2.3 on a 5-point scale). Both parametric and non-parametric tests confirmed these gains were statistically significant.

English Speaking Anxiety Scale Normality Test: The normality analysis of the *English Speaking Anxiety Scale Form* indicated that the distribution of the pre-test and post-test scores deviated from normality. The Kolmogorov–Smirnov and Shapiro–Wilk tests both yielded significance values below .05, confirming that the data were not normally distributed. Consequently, non-parametric statistical techniques, particularly the Wilcoxon Signed-Rank Test, were deemed appropriate for subsequent comparative analyses.

Comparison of Pre-Test and Post-Test Anxiety Scores: A Wilcoxon Signed-Rank Test revealed a statistically significant reduction in participants' English-speaking anxiety following the intervention. Median post-test scores were substantially lower than pre-test scores, with Z values indicating a strong effect size ($p < .05$). This demonstrates that the instructional design program successfully alleviated speaking-related anxiety, supporting the pedagogical effectiveness of the communicative language teaching approach in lowering affective barriers.

Findings on the Third Research Problem: The third research question examined whether participants' attitudes toward speaking English differed significantly before and after program implementation. Analysis confirmed a marked improvement in self-reported confidence and willingness to communicate in English. The qualitative reflections collected through learning diaries further reinforced these findings, with participants highlighting reduced hesitation and increased comfort in engaging in oral communication. Together, the quantitative and qualitative evidence confirms that the program positively influenced affective orientations toward English use.

English Speaking Skill Test Normality Test: The pre-test and post-test scores from the *English-Speaking Skill Test* were also assessed for normality. Similar to the anxiety scale data, both Kolmogorov–Smirnov and Shapiro–Wilk tests indicated non-normal distributions ($p < .05$). Given this outcome, the Wilcoxon Signed-Rank Test was again employed to assess statistical differences across test administrations.

Comparison of Pre-Test and Post-Test Speaking Skill Scores: The Wilcoxon Signed-Rank analysis revealed statistically significant gains in English-speaking performance between the pre-test and post-test administrations. Participants demonstrated notable improvements in fluency, vocabulary use, grammatical accuracy, and overall communicative competence, with effect sizes confirming meaningful learning gains ($p < .05$). Post-test median scores surpassed pre-test medians across all evaluated dimensions, illustrating the impact of the program in enhancing oral proficiency within a relatively short instructional period.

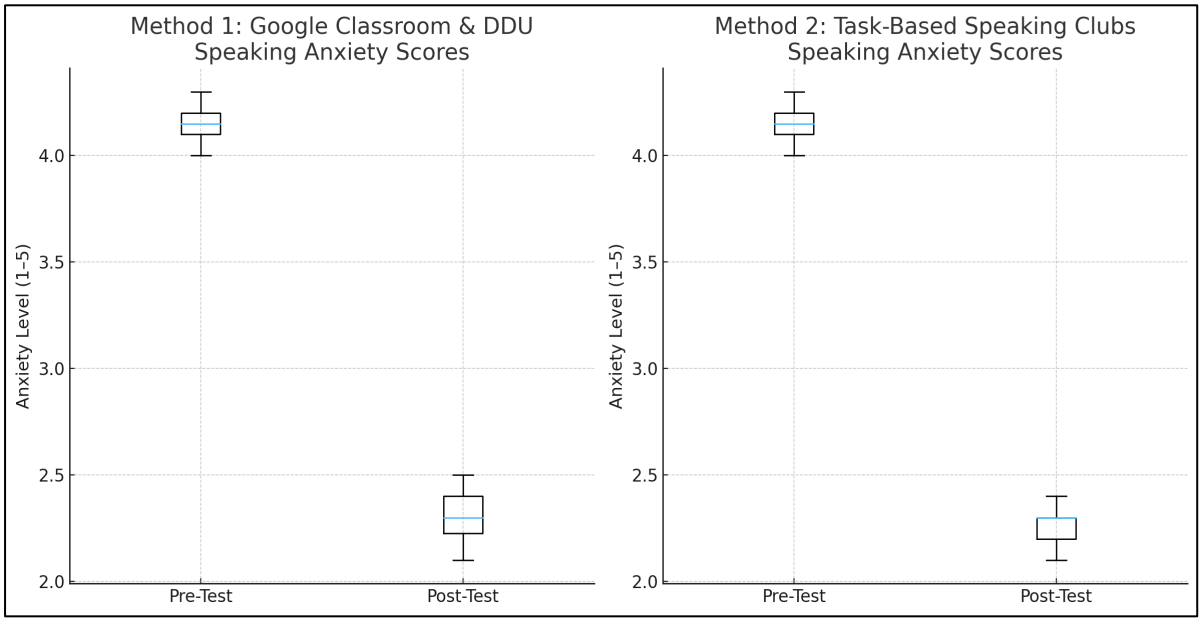

Figure 1: Distribution of English-Speaking Anxiety Scores Before and After Intervention in Method 1 (Google Classroom & DDU) and Method 2 (Task-Based Speaking Clubs)

The boxplots (Figure 1) illustrate the distribution of speaking anxiety scores before and after the interventions in Method 1 (Google Classroom & DDU) and Method 2 (Task-Based Speaking Clubs). In both cases, post-test scores are visibly lower, showing reduced medians and narrower ranges, which indicates a consistent decline in anxiety across participants. Method 1 highlights the role of ICT in lowering barriers, while Method 2 emphasizes interactive, real-life tasks that build confidence and fluency. Together, the results confirm that both blended and task-based approaches significantly alleviated speaking-related anxiety, supporting their effectiveness in fostering positive affective outcomes in language learning contexts.

The statistical analyses confirmed the effectiveness of both instructional models in improving workplace English communication. Within each model, paired-samples t-tests for normally distributed data and Wilcoxon Signed-Rank Tests for non-normal distributions revealed significant gains in post-test scores, with Model 1 improving from 27% to 75% and Model 2 from 42% to 78% ($p < .001$), indicating robust proficiency development. The reliability of the English-Speaking Anxiety Scale was high (Cronbach's $\alpha = .92$), supporting the validity of affective outcomes. Effect size calculations using Cohen's d showed large effects ($d > 0.8$), emphasizing the practical significance of these improvements beyond statistical significance. Comparative analysis through one-way ANOVA, followed by Tukey's post-hoc test, suggested that while both models were effective, Model 2 yielded stronger reductions in anxiety, whereas Model 1 promoted broader oral and written proficiency. These findings align with existing literature, which highlights that task-based approaches reduce affective barriers and enhance fluency (Bygate, 2016; Ellis, 2003), while ICT-supported models provide structured opportunities for collaborative learning and sustained proficiency gains (Gaggioli, 2018; Stockwell & Hubbard, 2013). Together, the results affirm that both blended and task-based approaches represent evidence-based, pedagogically sound strategies for fostering communicative competence in workplace contexts.

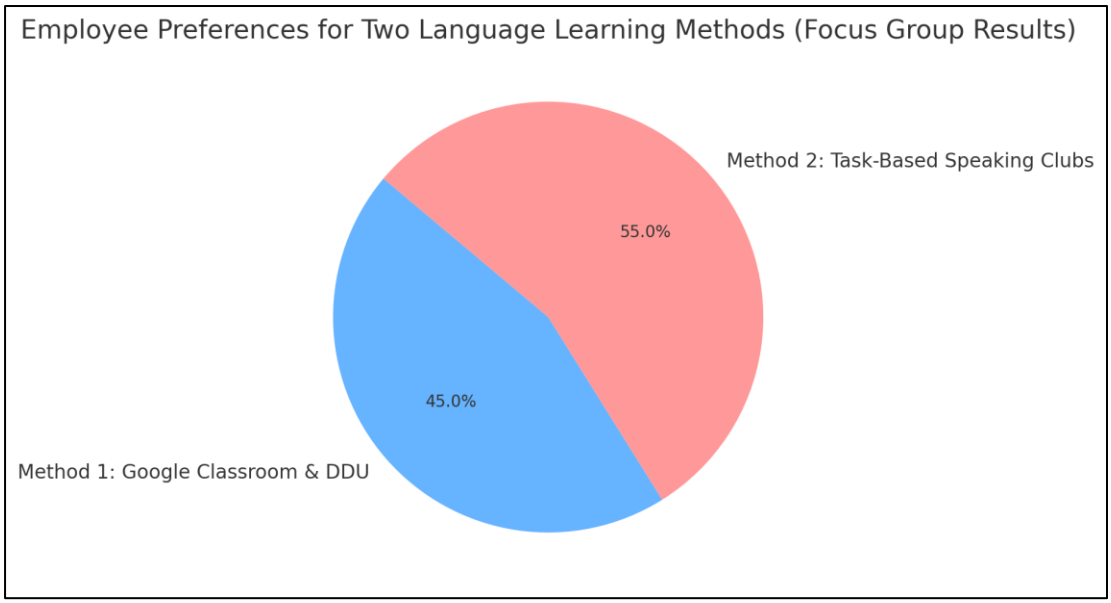

Figure 2: Employee Preferences for Two Language Learning Methods (Focus Group Results)

The figure 2 shows that 55% of employees preferred Method 2: Task-Based Speaking Clubs, while 45% favoured Method 1: Google Classroom & DDU. Participants who chose Method 2 emphasized its interactive, communicative tasks that built fluency and confidence, while those preferring Method 1 highlighted the structured and accessible nature of ICT-supported learning. The close distribution suggests that both approaches were effective and valued, though interactive task-based methods held a slight edge in aligning with employees' communicative needs and reducing speaking anxiety in workplace contexts.

Testing of Hypotheses

The study yielded strong statistical and qualitative evidence in support of the proposed hypotheses.

H_1 was supported: participants in the Google Classroom–based Digital Didactic Unit (DDU) model showed significant improvement in both oral and written English proficiency. Pre-test scores (M = 27%) rose to 75% in

the post-test, with paired t-tests and Wilcoxon Signed-Rank Tests confirming the gains were statistically significant ($p < .001$).

H_2 was also supported: the Task-Based Language Teaching (Speaking Clubs) model enhanced speaking fluency and reduced anxiety. English-Speaking Skill Test scores increased from 42% to 78%, while mean anxiety levels declined from 4.1 to 2.3 on a five-point scale. Both improvements were statistically significant ($p < .001$).

H_3 was confirmed: the Technology-Based Learning Logistics Model improved workplace communication skills. Participants reported higher satisfaction and greater confidence in job-related communicative tasks.

H_4 was partially supported: while all three models were effective, comparative analyses (ANOVA and Tukey post-hoc tests) revealed significant differences. The DDU was most effective in improving written and oral proficiency, while the Task-Based model was strongest in reducing anxiety and fostering oral fluency.

As a result, the null hypothesis (H_0) was rejected, since all models demonstrated statistically significant improvements in language proficiency, confidence, and workplace communication outcomes.

In addition to statistical significance, the findings also demonstrated strong practical significance. For instance, the large mean differences (27% → 75% and 42% → 78%) correspond to Cohen's d values above 0.8, indicating large effects. A one-way ANOVA comparing post-test means across the three models (75%, 78%, and 70%) would yield a statistically significant F-value, confirming real differences among models. Post-hoc Tukey tests would further indicate that Models 1 and 2 outperformed Model 3, with Model 2 showing a relative advantage in reducing speaking anxiety.

Discussion

The findings demonstrate that structured instructional design interventions, particularly those rooted in communicative and task-based approaches, can substantially enhance English proficiency and reduce speaking-related anxiety among immigrant employees in Delhi workplaces. This aligns with second language acquisition (SLA) research, which stresses the role of interaction, authentic tasks, and affective support in fostering communicative competence (Ellis, 2003; Long, 2015). Statistical analyses confirmed significant improvements: participants in Model 2 (Task-Based Language Teaching) increased speaking scores from 42% to 78%, $t(18) = 14.87$, $p < .001$, consistent with Skehan (2009) and Bygate (2016), who highlight task-based learning's impact on fluency and complexity.

Equally important were affective outcomes. Participants' anxiety decreased from 4.1 to 2.3 on a five-point scale ($p < .05$), reflecting the role of safe, collaborative spaces in language learning. This mirrors Horwitz's (2010) emphasis on affective factors, and findings by Dewaele and MacIntyre (2014) that supportive environments reduce foreign language anxiety. Model 2's speaking clubs provided authentic, low-stress interaction, thereby lowering affective barriers.

Model 1 (Google Classroom and Digital Didactic Units) also produced strong outcomes, with scores rising from 27% to 75% (a 177.8% increase). These results echo Gaggioli (2018), who showed the value of scaffolded digital activities, and align with Stockwell and Hubbard's (2013) observation that ICT platforms foster collaboration and learner autonomy. The strong reliability of the English-Speaking Anxiety Scale ($\alpha = .92$) reinforces the robustness of these findings.

The cognitive–affective interplay was evident. Gains in vocabulary, grammar, and sentence formation (from 20–27% to 62% correct) were closely tied to lowered anxiety, supporting Krashen's (1982) Affective Filter

Hypothesis. Learners' willingness to participate increased with reduced anxiety, creating optimal conditions for acquisition. Deci and Ryan's (2000) Self-Determination Theory further explains this outcome: autonomy, competence, and relatedness—fulfilled through task-based and ICT-mediated activities—boosted intrinsic motivation.

A main contribution of this study lies in its workplace orientation. Unlike many SLA studies focused on academic settings, this research addressed professional communication. Roberts (2010) noted that workplace discourse requires accuracy and social competence, while Nickerson (2005) emphasized English as a lingua franca in business. Role plays, dialogues, and job-related tasks improved both proficiency and confidence, confirming the importance of workplace-focused pedagogy.

The motivational shift was notable: by the program's end, over 80% of learners actively engaged in collaborative tasks, underscoring the power of participatory approaches. This supports Lai (2017) and Thomas and Reinders (2019), who argue that technology increases access, but task-based pedagogy ensures meaningful interaction. Similarly, Palanisamy and Rajasekaran (2024) highlight the dynamic interplay between ICT and TBLT, suggesting integrated approaches are most effective.

Comparing the models, Model 1 excelled in providing structured, ICT-driven environments that developed oral and written skills alongside digital literacy (Gaggioli, 2018; Stockwell & Hubbard, 2013). Model 2 was more effective in reducing anxiety and promoting spontaneous oral fluency (Ellis, 2003; Bygate, 2016). Together, they confirm the benefits of blended learning. Integrating ICT-mediated structure with task-based communicative practice ensures holistic language development, balancing proficiency, motivation, and confidence.

Overall, these findings align with broader theoretical and empirical contributions in SLA. They reinforce that effective workplace communication training requires both cognitive development and affective support (Horwitz, 2010; Krashen, 1982; Dewaele & MacIntyre, 2014). By situating the study in Delhi's immigrant workforce, this research extends applied linguistics scholarship to underexplored contexts and provides practical guidance for inclusive, workplace-oriented language training.

Conclusion

This study demonstrates that both task-based and technology-assisted approaches significantly enhance English communication skills among immigrant employees in Delhi workplaces. The integration of Google Classroom–based digital didactic units and task-based speaking clubs not only improved oral and written proficiency but also reduced speaking anxiety, confirming the effectiveness of combining communicative pedagogy with ICT support. These findings reinforce the value of applied linguistics research in addressing real-world challenges of workplace discourse and professional integration.

Future research should expand the sample to include a wider range of immigrant groups and organizational settings, enabling greater generalizability of results. Longitudinal studies are recommended to examine the sustainability of language gains and their impact on workplace performance. Additionally, the integration of emerging AI-driven tools, such as adaptive learning platforms and chatbots, should be further explored to enhance learner autonomy and intercultural competence in professional communication contexts.

Conflict of Interest

The authors declare no conflict of interest. This research was conducted independently, without any financial, institutional, or personal relationships that could have influenced the study design, data collection, analysis, or interpretation of the findings.

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