

# The Impacts of Task-based language instruction on the development of learners in language schools

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## Abstract

This Task-approach depends on students' experience and their inclinations to get familiar with the objective language. The academic classes can be educated by a local speaker or non-local speaker. Educator propelled the understudies to build up their language capability and the substance capability. The fundamental goal of the current examination was to research the viability of Task Based Language Instruction in Reading Comprehension for English as a Foreign Language upper level understudies in language schools. The subjects of this study were 40 pre-intermediate level students, ages 18-20, who were randomly selected and assigned to two groups. The tools used in this study included the pretest and posttest test, a checklist for instructors' approaches to whether or not they use task-based language instruction in their classes, and the opening and closing for evaluation. The Task Based Instruction framework in reading comprehension was administered to the experimental group in this study. The International English Language Testing System (IELTS) test was used to investigate how homework impacts students. The results of the present study showed that the Task based language teaching approach was more effective than previous traditional methodologies. Task based language teaching is more powerful than the open strategy in showing perusing appreciation when all is said in done and in English as a foreign language perusing specifically. Task based language teaching adds increasingly peculiar viewpoints to top-down perusing hypothesis through its total pattern of assignments. It completely causes understudies to produce more thoughts, actuates their layouts and earlier information, inspires understudies and urges them to peruse smoothly without agonizing over language attributes.

**Keywords:** English as a foreign language, learner's motivations, task-based method, experimental method, development tasks.

## INTRODUCTION

Approaches have a similar objective in language educating. Assignment - based language approach improves understudies' ability and procuring English language. Educators pick which fitting methodology for understudies that dependent on their requirements and understudies are have the option to impart precision and familiarity.

The reason for this examination is to explore whether showing perusing Task-Based Language encouraging methodology has any impact on the perusing understanding of unfamiliar capability students. Furthermore, the current examination will research to check whether there is any huge contrast or likenesses between strategies utilized in instructing perusing to the unfamiliar students. Additionally, this examination endeavors to see if

task-based methodology has any favorable circumstances in showing perusing expertise to English as an unfamiliar student.

This investigation concerned perusing appreciation that is significant for students and capability students. Students expected to comprehend when they read messages in various field. This examination will research how unfamiliar students comprehend messages in English language courses. Additionally, how techniques and approaches have been utilized in the class? Is there any adequacy? The principle center in this examination is to research if task-based can be affected to the perusing understanding of unfamiliar students.

## LITERATURE REVIEW

Richards ([1985) expressed that task-put together language educating is focused with

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respect to study hall structures in which sentence structure and make capacities can be created by including understudies in keen considerations. This method moreover focuses on figuring out which understudies are isolated into get-togethers to take an interest together.

Anthony (1963) reports Task-based Approach as an amazing system for preparing that should be told. Considering social affairs, English teachers should attract their understudies with homeroom open and insightful tasks.

In an assessment, Bowen (2004) states that teachers can use their capacities through tasks learning measure. The crucial purpose of task-based approach is to make understudies dynamically fruitful in correspondence. Task set up technique focuses as for criticalness rather than shape.

As shown by Breen (1989), an endeavor is a plan for the refinement of limits and data in an ensuing language and it is brought out through correspondence. He moreover raised that a task is a preparation that relies upon essentialness during joint effort.

Further, Willis (2004) separated undertaking put together learning with structure concentrated with respect to approaches. He recommended that TBL incorporates the usage of a course of action of open tasks as opposed to language master things. Thusly, a task consolidates various things that people can do in real situation. Undertakings are the activities that understudies need to do.

Richards et al. (1985) fought that a task is an action used through correspondence and did the technique of language. They additionally expressed that undertakings might possibly incorporate language creation. The educator is needed to determine the constraint of the undertaking.

As per Crookes (1986), an errand is a movement that can be determined in the targets of the exercise.

Nunan (1989) brought up that an assignment is a creation of data during correspondence which includes understanding and connection in order to zero in on importance instead of structure.

Skehan (1996) revealed that an errand is a bunch of important guidelines for students to interface utilizing another dialect since it has a type of relationship with this present reality.

Likewise, Lee (2000) recommended that an errand has a goal feasible through connection among students in the homeroom. He explained that undertakings center fundamentally around significance and language learning.

Breen et al. (1989) agreed to the same definition

of task, as activities where the learners use the target language during communication in order to achieve an outcome.

Willis (2004) all definitions proposed for task share a few highlights for all intents and purpose. He contends that another element of errand is "a result, an objective or a target" which can be accomplished by the assignment finishing.

Ellis (2005) proposed six basic highlights of an undertaking. An assignment can be distinguished as:

- 1- Constituting a work plan. A task is plan for learner activity. This plan takes the form of teaching materials for activities that arise in the course of teaching.
- 2- A task outcome is to engage learners in using language that focuses on meaning through communication. It requires L2 proficiency to promote their knowledge through communication.
- 3- Involving real-world processes of language use. A task may require learners to use a language activity in the real-world.
- 4- Involving any of the four skills. Listen to or read a text, produce an oral or written text, or employ a combination of receptive and productive skills.
- 5- Engaging cognitive processes. This work plan requires learners to select, classify, order, reason, and evaluate information in order to carry out the task.
- 6- Defining communicative outcomes. It requires a task to serve the meaning when participants have completed a task.

All of these critical features are common among the tasks but two of them are more important than others in determining whether an activity is a task or not. A primary focus on meaning and having the communicative outcomes are the two necessary features of any task according to Ellis (2003). Task as work- plan refers to the teacher's work based on the mind; the students may or may not match the teacher's work-plan. Long (1985) cited in Willis (1998) stated that task-process refers to the real-world communication.

Recent Studies Literature, Ongoing Studies Literature, Hersong Tang, Jer-Shiou Chiou and Oliver Jarsaillon (2015) their examination was to researched task-based learning task-based language in Chinese students of English by two quantitative and subjective investigations. They applied on middle of the road level, 67 English as a foreign language student. Their discoveries were compelling impact and exactness.

Hamid Marashi (2012) his assessment about the impact of task set up creation regarding EFL Iranian

understudies. He accumulated data 56. Concerning results, the treatment for the two social events PET and the ACT were coordinated and the results were benefitted basically through endeavour-based synthesis.

Romance (2018) Task-Based Language (TBL) to show English for distant English as an unfamiliar understudy and to research their sentiments towards task-based language at Thammasat University. Forty understudies were picked by methods for deliberately picked looking at. The investigation instruments fused an examining and making pretest-posttest, a talking pretest-posttest, and a study. The results of this assessment showed that the scrutinizing making and working limits out of English unknown dialect understudies through errand-based language approach after the preliminary were basically higher at the .05 level. Similarly, they were particularly satisfied to focus with task-based language.

Shakika Rubaiat (2018) gathered data from 201 understudies and 10 instructors of five schools in Dhaka city of Bangladesh to research task-based language educating have any impact in improving assistant level English as a second language understudies scrutinizing fitness with respect to Bangladesh. The investigator used audit reviews and study corridor recognition plan for surveying the disclosures which achieved thoughtfulness of using task-based language educating in homeroom setting close by revealing several imprisonments of it.

## METHODS

Quantitative and qualitative methods were used in the study in order to investigate the impact of Task-Based approach on language learners. The researchers collected data from the learners reading test. A total of 40 pre-intermediate learners from two different language schools participated in the study. The researchers selected randomly 20 EFL learners from language schools, and this experimental group engaged in exercises in classroom for 12 weeks, one hour a week. The researchers contacted instructors individually for 15 min and explained to them some instructions on how to teach reading comprehension using tasks with examples. The researchers helped instructors on how to teach all reading strategies through tasks before entering into the classroom. The researchers helped instructors to determine how to manage time with each phase tasks, in pre-task, during-task and post-task. They showed the instructors how to carry out task activities through content and using material outside the book, such as internet, maps,

pictures, charts etc. After 12 weeks, the researchers used the same International English Language Testing System test to determine the effects of Task-Based approach. The second group consists of 20 participants from language schools.

The participants were also at the pre-intermediate level. The test was given to this conventional group without treatment. This group took the same example of International English Language testing System (IELTS) test, from IELTS center; at the beginning of the semester and at the end of the semester, the same test was administered to them. The aim of this group was to determine whether they will remember the test, as well as determine how tasks impact on them. The researcher compared the results in the beginning and the end using t-test Kruskal Wallis. The second instrument that was used in this study was classroom observation. The researcher visited the English as a foreign language classroom before starting to read comprehension in the development program through task-based instruction. The aim of the classroom observation was to investigate whether the teachers use task-based approach or different methods. Also, the researcher aimed to determine if teachers use reading activities and techniques in the classroom through tasks. The researcher visited the class one hour three times a week. The English instructors were three: two from first language school in a university and one from second language school in a University. The third instrument was opening-closed interview with instructors. This study used two different groups of learners: The learners who attended the first University language center and learners who attended the second University language center. The sexual age between male and female were varied.

The researchers used pilot questions to determine whether the instructors used task-based language method or a different one in the classroom. The aim of the interview was to compare what the researchers observed through checklist classroom and what the instructors said in the interview.

## Instruments

The researchers used three main instruments in this study: observation classroom, opening-interview and IELTS version reading test through TBLT method. The researchers selected 40 EFL learners. This study also carried reliability statistic and recorded the Cronbach alpha test. According to Tavakol and Dennick, the rule of thumb is that alpha values that are close and above 0.6 indicate a

suitable consistency result high enough to warrant high level of reliability.

## RESULTS

### Participants

The researchers chose 40 members arbitrarily from two language schools: 20 understudies from first language school in a University and 20 understudies from second language school in another University. The test was given to test pack close to the beginning of the semester, and after treatment for 12 weeks, the test was offered again to the get-together.

The resulting gathering was given the test without treatment. They took the International English Language Testing System (IELTS) test toward the start and toward the finish of the semester. The semester period was three months. The IELTS adaptation test contained 12 things.

### Data collection

The researchers utilized three instruments in this investigation. The treatment continued for one hour in seven days for 12 weeks. In the beginning of

the course, examining test was managed for two social events: preliminary and standard get-together. Around the completion of the course, a comparative test was given again for two get-togethers. Exploratory assembling just got examining capacities through task-based language teaching method. The analysts visited the classes of English as an unknown dialect student prior to beginning the program. They dealt with an opportunity to meet teachers before every exercise. The educator just showed perusing perception in the class in the wake of clarifying the idea of undertaking based exercises with the analysts.

The subsequent gathering was ordinary gathering from second University. This gathering stepped through the exam just toward the start. Following 12 weeks, a similar test was managed to similar students.

### Data analysis

This study used t-test Kruskal Wallis to analyze the results of both groups and compare the scores of pre- and post-tests (Table 1).

*Table 1: Analyzes of the results of the groups.*

	Pre-Test	Post Test
Conventional Group N=20	Reading comprehension for EFL learners. Time t <sup>o</sup>	Communicative method & reading comprehension for EFL learners-Time t <sup>1</sup>
Experimental Group N=20	Reading comprehension for EFL learners Time t <sup>o</sup>	TBLT method and reading comprehension for EFL learners-Time t <sup>1</sup>

### Response and execution rate

Due to the nature of the study, information was sourced internally from lecturers/instructors and students through administered tests, observations and interviews. A total of forty students constituting the conventional and experimental groups were given the tests. Three instructors were observed during a class session and ten questions answered on TBLT and their teaching mode of delivering lectures was compared. Thereafter, the three lecturers were interviewed briefly and willingly gave answers to questions asked. All Learners in the conventional and experimental group test scores were quantified and recorded on SPSS and they were used in t-tests to analyse any significant difference.

Random sampling was used to allocate the leaners into conventional and experimental group before the data were put into the model to avoid spurious results and obtain similar characteristics of learners in each group.

Interviews were done individually for each instructor for 15 min and the researcher explained to them how to use tasks in reading comprehension. The instructors were three, who specialized in teaching English language in language university center. They were all available and information was solicited.

(ANOVA) tests were carried out on SPSS.

### Reliability Statistics

Chi-square test for consistence of the item parameters across the reading comprehension test measure.

The researcher also carried reliability statistic and recorded the Cronbach alpha test. According to Tavakol & Dennick (2011), the rule of thumb is that alpha values that are close and above 0.6 reveals a suitable consistency result high enough to warrant high level of reliability. Reliability tests was conducted for the test scores results and results are shown in table 2. below. The reliability estimate is

close to 0.6 thus we can conclude that the variables shows a reliable explanation of the effects of Task-based Language Teaching on reading comprehension for foreign proficient learners.

Table 1: Results for Reliability T

Cronbach's Alpha	N of Items
.563	4

### Analysis procedures

The objective of this research was to establish if:

- (1) Showing perusing Task-Based Language Teaching (TBLT) has any impact on the perusing appreciation of outside capability students.
- (2) There is any huge contrasts or similitudes between techniques utilized in instructing perusing to the outside students.
- (3) Learners improve behaviors and attitude to learning when taught by TBLT as compared with conventional teaching methods.

The modeled data results were investigated and analyzed in segments as per data presentation plan, that was guided by the 3 zones of obligations as indicated in the research objectives stated above. The main focus areas were Task Based Language Teaching (TBLT) and its effects on reading comprehension on learner.

### Pre test and post test results for the experimental group

The result is illustrated by the mean scores for the experiment group before and after the experiment. As shown in Figure 1, the mean score was lower before the test with about 4.5 and increased to 8.5 after the learners were taught with Task Based method. This shows a significant improvement in the learner proficiency of reading comprehension. TBLT has a substantial positive effect on reading comprehension by proficient learners of EFL in two language schools.

The results in Table 3 show that the learners did considerably lower in the post test than in the pre-tests in reading comprehension in English proficiency. Reading English with conventional method was statistically significant at 5% two tailed tests with ( $t= 3.243$ ;  $df = 19$ ; sig. 2-tailed tests=0.04). This implies that reading English comprehension for proficiency learners under the conventional methods approach was considerably better at first than at the end of the test period.

### Pre-test results between experimental and conventional group

Shows Analysis of Variance (ANOVA) for Experimental group pre and post tests

EXPERIMENTAL GROUP	PRE-TEST	POST-TEST
N	20	20
$\bar{X}$	4.55	8.25
SD	1.761	2.552
SE	0.394	0.571

Notes:  $\bar{X}$  = Mean; SD = Standard Deviation; SE = Standard Error

As shown by the results in table above, the proficient learners in Experimental group performed significantly better after task-based language teaching was employed that's on post-test than on pre-tests on reading English comprehension. ( $t=-5.808$ ;  $df = 19$ ; Sig (2-tailed) = .000). Task based method of learning is statistically significant at 5 % significant level, with  $p < 0.001$ . This basically means that the reading comprehension of learners under the Task based language teaching (TBLT) method was significantly better at the end of the experiment that it was at the start.

The learners in the conventional group performed better before the experiment than after. The mean score was higher before with 5.9 and dropped to 4.5 after the learners were taught with the traditional conventional methods of teaching. This shows that the conventional methods of teaching reading comprehension are considerably insignificant and reduces learner's performance in test as compared with the Task based language teaching method.

The paired sample t-tests that were carried out to compare the pretest and post test scores across both the conventional and experimental groups are shown Table 3. The pre and post tests show statistically significant results with ( $p < .05$ ) between each group score. This could be attributed to students being given enough time to prepare for their tests from before experiment and after and the number of proficient learners in each group being considerably higher and they improved their scores after TBLT method was used in the experimental group. In the conventional group, only three students improved their score after the conventional teaching method was used, the rest became worse. While in the experimental group 19 students except one improved significantly after the new method of teaching was carried out. This shows that TBLT is very important in teaching reading comprehension to proficient learners.

### Instructor observations data analysis



In the view to answer research objectives, three educators were seen in a class introduction and these perceptions results were utilized to decide whether there are any noteworthy contrasts or likenesses between strategies utilized in instructing perusing to outside students in both two language Universities. Ten inquiries were stamped watched or not saw in the midst of a class presentation for the three instructors and the results were analyzed in SPSS as shown in Table 4.

**Table 4: Analysis of Variance (ANOVA) for Experimental group pre and post tests**

	Experimental group	PRE-TEST	TESTPOST-
Pre-test	4.55	8.25	
Post-test	1.761	2.552	

The mean and standard deviation of the observed instructors shown in Table 5 range between 1.00 and 0.000-0.577, respectively. Of the ten aspects observed during the class, the first one observed if the instructor has a very much planned exercise plan. As per the recurrence appeared in Table 2, educators had a very much structured exercise plan yet one didn't have. Accordingly, a higher percentage of 66.7% shows that lecturers had a well-design lesson plan in delivering their reading comprehension lectures. The mean was higher with 1.33 and SD 0.577, indicating that instructors mostly plan their lesson plans before they teach reading comprehension classes.

#### Interview data analysis

Inquiries Questions were likewise arranged and answers were gotten from three educators in an offer to accomplish the destinations of the investigation. All the three inquiries questions were open-finished and the educators were allowed to give their own answer which they think and regard right. The meetings were managed to three teachers and were up close and personal meetings, thus all the members were accessible for their planned meeting times that was earlier reserved. This was better since it didn't confine the instructors on strategies for noting and it gives unprejudiced data applicable to the investigation.

#### DISCUSSION

This investigation focused in on examination, translation and introduction of data gathered during the exploration. Much focal point of this exploration paper is on key examination discoveries so as to reach determinations to on the impacts of Task-Based Language instructing on perusing

appreciation in EFL classes.

The assortment of information from essential sources was done to give answers to the investigation questions. The investigation is introduced in three sections, with the initial segment being the exploratory examination of the ordinary and trial bunch tests to build up the effects of Task-set up language instructing as for scrutinizing discernment on EFL understudies. Area 2 remembers impression of three teachers for class to sort out which preparing methodology and mode are comprehensively used by educators to pass on their discussion. The last part incorporates surveys to choose whether there are any resemblances among Task-based language educating and the traditional methods for demonstrating getting English. The specialist basically depended on the conveyed pre and post test scores for Task Based Language Teaching (TBLT), arranged and organized perceptions results and meetings which were used to assemble basic data from students and speakers or educators pertinent to the current examination. The specialist directed tests to students for English as an unknown dialect and looked at the consequences of the customary and exploratory gatherings. Analysts likewise noticed three teachers' style and structure of conveying their exercise plan and checked noticed or not saw on the organized perception questions. The specialist additionally had the advantage of meeting with the three educators and did a concise meeting on the strategies they use to convey exercises to students and ensure each understudy appreciates and gets a handle on the main ideas of the talk on task-based language instructing (TBLT).

The outcomes are introduced as tables, diagrams and outlines such that the clients of the data gave can without much of a stretch decipher it and dissect the effects of Task-Based Language Teaching on Reading Comprehension in English as an unknown dialect Classes.

#### LIMITATIONS AND FURTHER RESEARCH

The limitations of this investigation are as per the following:

1. Age limit, the members of the investigation inside a huge age scope of 25 to 40.
2. Just a single aptitude, in the perusing understanding of remote students who have been shown perusing TBLT.
3. Approach limit, Task-Based Language Teaching (TBLT).
4. Two Years limit, the members were at capability level.
5. Area limit, the members of the examination were

confined to language schools at two Universities.

The authors suggested other researchers to focus on area grammar, vocabulary through task-based language approach.

The authors suggested other researchers to implement new tasks techniques on writing to improve learners' ability in strategies skills in EFL classes in different level of English classes.

## CONCLUSION

The researchers conclude that Task-based Language Teaching (TBLT) method develops EFL learners' communicative competence because it focuses on the significance. TBLT urges the student to comprehend the composed content with an oblivious and fringe center around the type of the language. As per Ellis (2004), TBLT gives a genuine, deliberate and purposeful foundation for cognizance which is a support to English as a foreign language student. TBLT causes the language students to be higher in full of feeling factors which decrease their tension.

TBLT is an extremely supportive pre-task stage in which the educator attempts to cooperate with the student's foundation information and the related schemata by including the students in finishing undertakings like during – task which ought to be worked out. TBLT has an increasingly powerful, real, significant and deliberate pre-understanding stage. It progressively intricate and complete. TBLT, which typifies the pre-perusing stage in perusing understanding expertise, is a sort of undertaking that ought to be completed by students. Interestingly, in different strategies, there is an extremely basic rundown of inquiries or a few figures for pre-understanding activators. TBLT focuses on the content and the students are concerned with mere information that has been documented.

Task-based language teaching is considered as both learning and control of language. Undertakings assume a part as the administration of correspondence of significance through language. Understudies are elevated to interface with one another by bunches to finish an errand. The topic demonstration is the contributions for accomplishing an etymological objective, which ought to be acquired to finish task.

This examination has been planned as an exercise plan as per Task-Based Language Teaching and has been brought from hypothetical to useful. In view of the discoveries up until now, the analysts found that educators are inexperienced with this technique. It was hard for instructors toward the starting to show utilizing task-based methodology.

Subsequent to showing their understudies for quite a while, instructors are willing and keen on the new strategy and exercises. In this way, it is energetically suggested by the analyst that TBLT ought to be utilized in additional investigates. The purpose of this study was to determine how reading comprehension is being taught through task-based approach in B2 EFL lessons. As a result, lessons were observed and interviews were held with English instructors and data were collected in this study. The present study was based on:

1. Framework of task-based activities pre-reading and post-reading presented in lessons.
2. Reading materials used to develop reading comprehension.
3. Reading comprehension strategies integrated with all skills listening, speaking and writing.
4. Collaborative approach considered in B2 lessons.

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