

THE IMPACT OF ENGLISH LANGUAGE TASK-BASED TEACHING ON CHINESE  
STUDENTS' COMPETENCES: PART 3

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## The Impact of English Language Task-Based Teaching on Chinese Students' Competences:

### Part 3

#### Discussion

The study results indicate that TBLT had a significant impact on improving the learners' language competences in reading and writing. In comparison to the results of the control group, the members of the experimental group succeeded in improving their results in post-testing in reading and writing. The participants' positive attitude to TBLT and its impact on their competences was further supported by their statements in interviews. In particular, the task-based English language instruction helped to deduce students' anxieties and boosted self-confidence, which are the underlying predictors of developing the English language competence. The results show that linguistic confidence can contribute to learning in the second language learning environments.

Mainly, tasks provide students with more opportunities to train their skills and communicate with group members while making written and oral presentations to the entire class. Such approaches motivate and even inspire students to use English during lessons actively and improve fluency (Pierson 2015). The study was based on the model of by Ellis (2017), which explained the students' success in learning new information with a focus on TBLT, improving reading comprehension, and becoming aware of their unique skills and abilities (Yildiz and Senel, 2017). As such, the learners acquired deep-thinking skills in reading various texts by focusing more closely on the meaning rather than on mastering the English language. In addition, tasks improved the students' writing competence by enhancing logical thinking and their ability to organize ideas in the English language with the help of following hints in tasks.

These results are in line with the findings by many researchers who studied perspectives of using TBLT in classrooms. Derakhshan (2018) and Bava Harji and Gheitanchian (2017), who noted that complex and challenging tasks contribute to the acquisition of new rules and restructuring the English language system in reading, writing, and speaking proficiency. According to Pierson (2015), tasks pervade a plethora of features of language teaching research and practice besides having diverse forms under various appearances, and they are viewed as closely related to real life. These ideas were supported by the participants' responses to the interview questions. The participants stated that they developed specific skills related to reading and writing, as well as skills in critical thinking, organizing, and problem solving. According to NamazianDost, Bohloulzadeh, and Pazhakh (2017), learners performing tasks demonstrate the improved competency in English grammar. In addition, the approach contributes to the increased motivation of EFL learners and language mastery abilities. The use of different types of tasks led to positive effects on Iranian EFL learners' improvement in grammar, and these results are correlated with this study's findings.

This study shows that constructing a framework of TBLT and applying a proper assessment system influences the development of learners' competences in different dimensions, including reading and writing. Overall, the language instruction approach was effective in augmenting learners' competence because of applying TBLT, and this idea is supported by Ellis, (2017). According to Ellis (2017), instructors succeed when designing tasks using the cognitive method to help learners practice multiple intellectual strategies and processes. Engaging students in pre-task, during task, and post-task stages in tasks is critical to promoting positive outcomes in vocabulary, grammar, pronunciation, speaking, and discourse management. The task-based method entails the program designing using a sequence of tasks that focus on the teaching and

learning processes to enhance students' learning (Yildiz and Senel, 2017). Additionally, TBLT helps in changing the instructors' role from demanding to dialog organizers and language mentors, which allows learners to share more significant responsibilities in the learning process. Moreover, task-based language instruction enhances students' freedom to express themselves besides enhancing their autonomy in the learning process.

### Conclusion

This research study has focused on exploring the impact of task-based English language teaching on students' competences, especially in EFL and ESL learning settings. According to the findings, TBLT applied for Chinese students learning English has a positive effect on developing their competences in reading and writing. These improvements are also noticed by students and reported during interviews. In the last decade, TBLT has evolved rapidly and elicited the attention of linguistic educators and researchers. A growing body of literature evidences the effectiveness of task-based language instruction in improving learners linguistic and non-linguistic skills. Most studies analyzed in this paper were conducted in developing countries, where English is learned as a foreign or second language. The approach encompasses crucial components such as the designing of tasks, student interactions, teamwork, and assessment methods, which influence its effectiveness.

The study proposes a framework of the TBLT approach and an assessment system to improve students' competences. The study investigated the impact of TBLT on selected proficiencies, such as thinking, reading comprehension, cognition, language acquisition, and doing. The paper suggests that an effective TBLT should encompass three phases, which are pre-task, during task, and post-task. The pre-task entails activities that prepare students for the main tasks, introduces them to the topic, and provides adequate information to bridge the language

gap. Researchers insist that the pre-task phase should allow students to design tasks and establish a systematic sequence of conducting them, and determine evaluation criteria.

The during-task stage involves the grouping of students to carry out the tasks. In this stage, the instructor and peers assess the performance of students in a formative evaluation. The post-task stage involves an evaluation exercise, which comprises several components, including comments, class presentations, and language focus. It is essential for teachers to provide positive remarks with constructive recommendations to motivate students to partake in future tasks. The study reveals that tasks should display creativity, decision-making, teamwork, and innovation. Instructors should involve learners in decision-making in the teaching process to increase their motivation, productivity, and confidence in using a new language. In addition, the tasks should be designed to spur the creation of novel ideas and enhance the opportunities for language use.

Overall, this research study has shown that TBLT is effective in enhancing interrelationships between learners and develops the students' capacity of self-regulation, improvement, and autonomy. TBLT is beneficial for improving both linguistic and non-linguistic competences. Mainly, it helps learners to strengthen organizing, critical thinking, interactive communication, and decision-making skills. Moreover, task-based teaching changes a learner's attitude to English learning. This approach also creates an environment for collaborative learning. Moreover, it has shown that most students prefer task-based English teaching because it permits communicative interactions and relates to real-life. TBLT changes the passive, teacher-centric instruction into student-centered teaching, which enhances learners' participation in EFL and ESL contexts. Nevertheless, further research is necessary to investigate the effects of technology integrated task-based English language instruction on learners' proficiency.

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