TASK-BASED LANGUAGE TEACHING VS. TRADITIONAL WAY OF ENGLISH LANGUAGE TEACHING IN SAUDI INTERMEDIATE SCHOOLS:
A COMPARATIVE STUDY

A dissertation submitted to the
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English language teaching and learning receive considerable attention in Saudi Arabian schools as seen in existing efforts of development. A primary purpose of this study is to participate in these efforts of development through the application of a modern constructivist instructional practice for English language teaching and learning on the intermediate school level. This study, in part, strives to determine whether or not the adoption of Task-Based Language Teaching (TBLT) would be a more effective means of increasing the students’ reading comprehension achievement scores when compared to the traditional teaching method of the English language that involves (among other things) prompting and drilling of students. This study also strives to gain issues and insights that accompany the application of TBLT through constant comparison and contrast with those that accompany the traditional teaching method.

This mixed-method study is quasi-experimental that uses a pretest and posttests for collecting quantitative data, and classroom observation and researcher log for collecting qualitative data. The study involved 122 participants divided into treatment and control groups. The treatment group has received ten weeks of English language instruction via the TBLT method while the control group has received ten weeks of
English language instruction via the traditional teaching method. The independent variable is the use of TBLT in the classroom and the effect/dependent variable is the students’ reading comprehension achievement scores.

A Two-Factor Split Plot analysis with the pretest as the covariate is used for analyzing the quantitative data. Analysis of qualitative data included synthesis, rich, and detailed description for classroom observation and grounded theory for researcher log data. The findings show that teaching via the TBLT method has significantly helped students increase their reading comprehension achievement scores more than that of the traditional teaching method of the English language. The findings also suggest that the TBLT method, as a constructivist practice, is a better way for English language teaching and has involved practices that are desired in a modern educational context when compared to the traditional teaching method of the English language.
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CHAPTER I
BACKGROUND, RATIONALE, AND THEORETICAL FRAMEWORK

Introduction

This chapter provides background information for the study, including information about the current curriculum for teaching English in Saudi Arabia and a definition of Task-Based Language Teaching (TBLT). It also addresses the purpose, significance of the study, and presents its theoretical framework. The last two parts of the chapter articulate research questions and present a brief glossary of terms.

Background

Saudi Arabia is located in the Middle East at the western part of the Asian Continent. The country occupies 2,149,690 square kilometers and has a population in excess of 27,000,000 (Central Department of Statistics & Information, 2010). Saudis make up 69% of the population and Arab and non-Arab nationalities constitute the remainder; the latter group also accounts for a greater percentage of the labor force (Central Department of Statistics & Information, 2010). The predominant and official language of the country is Arabic.

There are three institutes that are responsible for education in Saudi Arabia: the Ministry of Education, which is in charge of general education; the Ministry of Higher Education, which controls education above secondary school; and the Technical and Vocational Training Corporation, which is responsible for technical and vocational training.
Education in Saudi Arabia receives noticeable attention from the government. In fact, in 2010/2011, 25% of the Saudi Budget (150,000,000,000 Saudi Riyals/ USD 40,000,000,000) was allocated for this purpose. Within education, English language teaching and learning receives great emphasis and efforts of development. This could be linked to the realization that English has become the predominate language of the world and the discourse of international business, medicine, technology, and other fields. Therefore, Ministry of Education has placed a particular emphasis on the teaching and learning of this subject. Accordingly, students in Saudi Arabia begin studying English at age 12 and there are plans to have students start learning the English language at an earlier age.

Despite the efforts and expense, there is considerable dissatisfaction in the country about student proficiency (Maroun & Samman, 2008). This dissatisfaction is explicitly seen in the way the private sector in Saudi Arabia conceives graduates or “outputs” of the educational system believing they are characterized by lacking in specialization, practice, credibility in assessment systems, and work ethics. Also, the students’ skills are “soft” and that there is inadequate coordination between business and education (Maroun & Samman, 2008). Many families feel similarly and have chosen to send their children (after school and on vacation) to private, specialized English language institutes to learn the language. Many families believe that their children learn the English language in those private institutes better than in governmental schools linking that, in part, to the existence of better English language teachers in private institutes who
could teach their children through modern teaching practices. Consequently, the demand for these institutes has increased; in 1999, there was only one private English language institute in Buraydah; so far in 2013, there are more than 15, with the possibility of more to come.

**Targeted Curriculum**

In this study, the author targets the English language curriculum that is taught in Saudi Arabia in the third intermediate grade. By the time students enter this grade, they have already completed six years of general study in elementary school and two years in intermediate school and have studied English for three years (in Saudi governmental schools, students start learning English at age 12, in the sixth year of elementary school). After third intermediate grade, they will study English for three more years in secondary school. This study chose this age group because it falls in the middle of the seven years of English language study that is taught in Saudi schools and because the author believes that students in the third intermediate grade at the age of 15 have enough English language background to be involved successfully in this study.

**Task-Based Language Teaching (TBLT)**

Since Task-Based Language Teaching (TBLT) is the treatment (theme of emphasis) of this study, it is crucial to introduce it to the reader. Task-Based Language Teaching (TBLT) uses meaningful, inquiry-based, real world activities (Brown, 2007; Willis & Willis, 2007). Many researchers view this method as emerging from Communicative Language Teaching (CLT) (Brown, 2007; Ellis, 2003). Others see it as a new approach to English language teaching and learning (Kumaravadivelu, 2006).
In TBLT, priority is placed on the completion of tasks that are assessed in terms of outcome (Brown, 2007; Willis & Willis, 2007). Also, students pass through three stages when adopting TBLT in an English language lesson. In the first stage, groups of students engage in real life situations that are similar to the task they will perform in the classroom (pre-task stage). In the second stage, groups of students perform the main task of the associated lesson or content (running task stage). In the third stage, groups of students display or provide an indicator that they have successfully completed the task for the purposes of assessment and evaluation (task completion stage). The task as a workplan (Breen, 1989; Ellis, 2003) is specified by the four competencies it can serve: linguistic, sociolinguistic, discourse, and strategic (Canale, 1983). The inner design or “complexity” of the task itself can be viewed from both cognitive and sociocultural perspectives (Skehan, 1998).

Cognitively, the task is a means of carrying topics into classrooms, setting the discourse motion, and encouraging students to produce an output (Wright, 1987). Tasks require that learners build (a) an exemplar-based system that is lexical in nature and includes both discrete lexical items and—importantly—ready-made formulaic chunks of language; and (b) a rule-based system that consists of abstract representations of the underlying patterns of the language, requires more processing, and is best suited for more controlled, less fluent language performance (Skehan, 1998). When performing tasks, learners pass through three stages during the process of producing the language: conceptualization, formulation, and articulation (Levelt, 1989).
Socioculturally, tasks are designed to provide students with dialogic interaction that can provide a “window for viewing the cognitive processes the learner is internalizing” (Ellis, 2003, p. 184). In this way, learning is mediated through interaction with others (Vygotsky, 1978). (For further information about TBLT, see the vignette, lesson plan sample under Chapter III, and further lesson plans in Appendix K).

**Rationale**

**Purpose of the Study**

Some teachers, the author among them, believe that one reason for families’ dissatisfaction with English language learning and teaching in intermediate schools is related to the existence of the traditional way of English language teaching in schools. This traditional way of teaching includes instructional practices that are collectively referred to as ‘prompting’ because they involve the prompting and ‘drilling’ of students. These practices are also described colloquially as ‘drilling and killing,’ ‘memorizing,’ ‘answering and not questioning,’ ‘checking and not correcting,’ ‘individual learning’ (as opposed to group work learning), ‘teachers are the sources and producers of knowledge,’ ‘students are the recipients,’ and ‘leaving no place for much thinking and understanding.’ Due to research scope purposes, this study assumes that the traditional way of English language teaching does not help students better comprehend English when the emphasis is placed on reading comprehension.

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1 Further connection between TBLT and the sociocultural theory is discussed under the Theoretical Framework and under Chapter II.
In contrast to this behaviorist approach, this study hypothesizes that a constructivist instructional practice such as TBLT might lead to improved language reading comprehension reflected through insights obtained while observing students and through students’ achievement test scores in reading comprehension. This study introduces TBLT as a transitional step for teaching practices in Saudi Arabia—a moving away from skills-based (behaviorist) teaching and learning and towards practices that are grounded in constructivism. Anticipated findings and recommendations out of this study will help teachers make changes and avoid certain practices in the curriculum in favor of having concrete progress and development in the instructional practices and which by the end will lead to better teaching practices and learning in public schools.

**Significance of the Study**

The notion of significance varies from one society or culture to another and from one person to another within the same community. What is important or meaningful to one person could be nonsense to another and vice versa. However, there are universal issues that are perceived to be positive and desired by the majority of people, such as positive growth, morals and ethics, peace, and a good education. This study defines significance as that which helps to bring about desirable results or when it helps avoid undesired results. Applying this definition, investigation of this study, primarily, seeks to determine whether the implementation of Task-Based Language Teaching in intermediate schools will have a significant impact on student reading comprehension.

The significance of the study extends to help all parties involved directly and indirectly in the educational process achieve desired outcomes through the avoidance of
doing inappropriate instructional practices that lead to undesired learning outcomes. The avoided instructional practices should be replaced by more appropriate ones that could help teachers develop professionally and which would lead to better learning situations.

Significance of this study extends to the contribution it provides the targeted curriculum with; this study aims to representation of a transitional phase between a highly-standardized curriculum to a more constructivist best practice curriculum. The findings out of the adoption of the TBLT method would suggest or explain issues related to its adequacy, advantages, and disadvantages, to the intermediate level. Knowledge and practice of modern instructional practices could help English language teachers develop professionally and, accordingly, students would learn more and even be more accurate and fluent in the language of the world, the English language. By the time, the students become accurate and fluent in English, more opportunities would be available for them to pursue advanced studies in many countries and in various fields such as medicine, politics, business, and industry, and which would lead to distinguished growth in society and even more civilized culture.

**Why TBLT Method in this Study**

Besides the good qualities mentioned earlier that hopefully would take place in the targeted curriculum when applying a constructivist practice rather than practices that can be described by being behaviorist (constructivism and behaviorism are elaborately discussed under Chapter II) and after reviewing the literature of second language acquisition (SLA), and working and learning in the field of second language teaching and learning, this study argues that TBLT is a suitable method that helps learners be fluent,
accurate, and even increase their reading comprehension achievement. It also argues that TBLT serves the ultimate goal of learning a language which is using it. The general goal of language learning is the fluent, accurate, and pragmatically effective use of the target language and TBLT is a form of teaching that treats language primarily as a tool for communication rather than as an object for study or manipulation (Ellis, 2003).

Although emphasis in this study is placed on reading comprehension, TBLT incorporates the four language skills as it is manipulated through oral and written (Bygate, Skehan, & Swain, 2001). It also develops students’ competence that enables them to use the language in the kinds of situations outside the classroom that imitate real life as well as a tool for communicating inside it. It is also beneficial to both the teacher and the learners as they are focusing on a language as a tool (Brindley, 2009).

**Theoretical Framework (Foundation for TBLT)**

There is a new social attitude that argues that there is no one comprehensive theory for learning but, instead, a combination of learning theories or inter-disciplinary learning theories (Jarvis, 2006; Jarvis & Parker, 2005). TBLT is grounded in constructivist theories, which adds strength and value to this method of teaching. The following intends to demonstrate how constructivist theories embody TBLT.

TBLT is theoretically framed by Piagetian (cognitive) and Vygotskian (sociocultural) perspectives as they both emphasize the role of social interaction in cognitive development (Piaget, 1970; Vygotsky, 1978) and which is a fundamental component of TBLT (Lee, 2000). For clarification, the cognitive and sociocultural perspectives of learning, the psychological (cognitive) theories trace the arrows from the
person to the external objectified culture while sociological (sociocultural) learning theories start with objectified culture and point inwards to the individual and, hence, learning should be seen from both perspectives (Jarvis, 2009).

Two principles of TBLT suggest that it is theoretically framed and influenced by Vygotsky’s (1978) sociocultural theory. First, learning through interaction among learners is a fundamental principle of TBLT (Lee, 2000). At the same time, this principle is partially resembled by or linked to *mediation* in the sociocultural theory and which, in essence, suggests that learning is *socially constructed* (Vygotsky, 1978). (Further details about Vygotsky’s sociocultural theory are discussed under Chapter II). Tasks in TBLT include mediation by others in social interaction, by self through private speech, and through artifacts (Lantolf, 2000).

Second, the sequence of TBLT in classroom and the roles played by both of the students and teacher (Brown, 2007; Ellis, 2003; Skehan, 1998) are consistent with or guided by the implications of Vygotsky’s (1978) theory of the *Zone Proximal Development* ZPD. In essence, ZPD refers to what the learner can do without the help of others and what the learner cannot do alone, but with the help of others. Linkage of TBLT to ZPD suggests that the latter one guides task-based learning from two perspectives. The first one is that in ZPD, “learning is oriented toward developmental levels already reached by the learner and it does not aim for a new stage of the developmental process but rather lags behind this process” (Vygotsky, 1978, p. 89). This suggests that learning advances development where the learner builds new knowledge (the things that she/he needed help from others to learn) upon the already known
knowledge (the learner’s actual knowledge). Similarly, when adopting tasks, it is important to emerge from the known (in the pre-task stage) to the unknown or intended to be learned (in the running and post task stages). Also, task-based learning needs to be an appropriate challenge by requiring learners to use the language in situations that enable them to dynamically build ZPDs.

The second perspective is that the nature of the ZPD requires the presence of self and others so as to provide the necessary interaction for learning to take place. This is similar to the case in TBLT since it requires the presence of the learner (the one who has the limited knowledge) and the presence of the more knowledgeable others (these could be the more knowledgeable peers or most likely their teacher who models the facilitator role). The interaction required by the ZPD is present in the TBLT and which can be seen by the roles played by students in groups work while performing tasks and the role of their teacher as a facilitator. (Further details about TBLT principles in literature and linkage to the Vygotsky’s learning perspectives are elaborately discussed under Chapter II).

From a cognitive perspective, knowledge is the product of learning and is neither totally external nor totally internal, but a result of interaction between heredity (internal) and environment (external) (Piaget, 1969). This theoretical perspective embodies the TBLT method involves two factors to be present when producing the language, which are (a), the simultaneity of the information processed by the learner and (b) involvement in context (Cummins, 1983). In other words, the nature of tasks requires students to have a
reciprocal interaction of language with their colleagues through production (within the
self) and reception (from the environment).

Principles of TBLT are further informed by a number of curriculum theorists and
thinkers. For instance, tasks which are seen as a synonym of activities and problem-
solving exercises (Brown, 2007; Wright, 1985) are informed by the notion of learning
through activities (Dewey, 2009), which holds that the curriculum “should exhibit these
activities to the child, and reproduce them in such ways that the child will gradually learn
the meaning of them, and be capable of playing his own part in relation to them” (p. 36).
Similarly, the best way to learn is through the exercise of problem-solving (Bruner,
1961). At last but not least, the notion of imitation of real life world to be present in
curricula (Friere, 2009) is a fundamental characteristic of tasks implemented in task-
based language teaching and learning (Fulcher, 2000). At last, the notion of dialogue
needed to be present in curricula (Schubert, Marshall, Sears, Allen, & Roberts, 2007) is
present among learners and teacher when performing a task (Willis & Willis, 2007).

**Research Questions**

1. Is using the TBLT method for teaching English as a second language for male
third-grade students in intermediate schools in Saudi Arabia more effective in the
acquisition of the English language, in terms of students’ achievement on reading
comprehension, than using the traditional “prompting” method?

2. What insights and issues can be gained about implementing TBLT in this research
setting?
Terms

1. Constructivist best practice curriculum is grounded in the idea that learners build their own reality or at least interpret it based upon their perceptions of experiences (Vygotsky, 1978), so that an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events (Jonassen, 1991). The curriculum focuses on performances of subject matter understanding informed by traditions of disciplined/disciplinary knowing (Henderson & Gornik, 2007). Following best practice implies that the practitioner is aware of the current research and consistently offers clients the full benefits of the latest knowledge, technology, and procedures (McKeon, 1998). (More details about constructivism are discussed under Chapter II).

2. Communicative language teaching (CLT) is a catch all term for an approach to language teaching that focuses on meaning, fluency, the roles of teachers and students, and effective communication (Brown, 2007). It also “aims to develop the ability of learners to use language in real communication” (Ellis, 2003, p. 27).

3. Second language acquisition (SLA) research refers to the research that characterizes learners’ underlying ability to use their knowledge of a second language to communicate (Ellis, 2008).

4. Standardized curriculum is the curriculum in which the students are assessed through tests (Wiggins & McTighe, 2005).
5. **Targeted curriculum** is the curriculum of the English language course of the third intermediate school in Saudi Arabia. (More details are presented under *The Targeted Curriculum* under Chapter I.

6. **Tasks** are activities that require the use of meaning-focused language (Skehan, 1998; Ellis, 2003).

7. **Task-based assessments (TBA)** are performance assessment tools that can assess the learners’ communicative abilities in a second language (Ellis, 2003).

8. **Task-based language teaching/task-based teaching (TBLT/TBT)** is a method of language teaching in which meaning is primary, there are real world problems to solve, and priority is placed on the completion of the tasks, which are assessed in terms of the outcome (Brown, 2007; Willis & Willis, 2007). This method is seen by many researchers to be emerging from Communicative Language Teaching (CLT) (Brown, 2007; Ellis, 2003). Others see it as a new approach to English language teaching and learning (Kumaravadivelu, 2006).

9. **Traditional method** is the current instructional practice in Saudi Arabia, which is characterized by prompting, drilling, memorizing, students’ answering and not questioning, teachers’ checking and not correcting students’ homework and tests, and individual learning (versus group learning). In this system, teachers are the sources and producers of knowledge and students are the recipients—there is no room for thinking and understanding (Maroun & Samman, 2008).
Summary

The study will take place in Buraydah, Saudi Arabia, where education, in general, and the teaching of the English, in particular, receives considerable attention from the Ministry of Education, business leaders, and families. There is considerable dissatisfaction in the country with the quality of English language instruction. This study argues that this dissatisfaction is due, in part, to the “prompting” method used to teach English, and seeks whether or not the TBLT method will increase students’ reading comprehension achievement. The TBLT method is theoretically framed by Piagetian (1969) (cognitive) and Vygotskian (1978) (sociocultural) perspectives and is also informed by Dewey’s (2009) notion of “learning through activities.” The Research Questions clearly show that this study intends to find out whether or not the TBLT method can help the students better acquire the English language through increasing their achievement scores on reading comprehension and also seek for insights or issues that can be gained about the TBLT method in this research setting. Towards the end of the chapter is a brief glossary of the terms used in the study.
CHAPTER II

LITERATURE REVIEW

Introduction

This chapter discusses the literature that relates to the study. It consists of five major sections. The first section outlines the principles of constructivism and behaviorism, which are two of the theories on which the study is based. The treatment group is grounded in constructivism and the control group is based on behaviorism. The second section in this chapter discusses the evolution of Task-based Language Teaching (TBLT) in second language acquisition (SLA) including subsections about foundational thinkers of tasks, tasks across time, psycho and sociolinguistic dimensions of tasks, differentiating Task-Based Teaching TBT from Task-Based Assessment TBA, and research on TBLT. The third section focuses on TBLT basic principles shared by other disciplines (Developmentally Appropriate Practice from early childhood, Whole Language from literacy education, and Continuous Progress from educational leadership). The fourth section outlines reading process including reading comprehension and miscue analysis. The last section of this chapter concludes with a general overview of mixed method research, observation, and measuring language production with an emphasis on the two types of tests used in this study (placement and achievement tests).

Learning Theory: Understanding Behaviorism and Constructivism

Observations of human learning led to the emergence of a number of theories; the common and influential of which are behaviorism and constructivism. The principles
underlying these theories of learning have greatly influenced education systems and instructional practices around the world. The skills-based approach to learning is grounded in behaviorism; task-based learning has its roots in constructivism.

**Behaviorism**

The behaviorist school of thought arose before constructivism and is largely credited to the Russian physiologist, Ivan Pavlov (1927/1960). Pavlov’s work was originally known as *contiguity conditioning*. The terms *contiguity conditioning* developed later on to be known as behaviorism when the term *behaviorist* was introduced by Watson (1924) and whose work was a progress or development of Pavlov’s. Since then, a set of learning theories which are built upon certain assumptions and share similar characteristics are generally attributed to the school of behaviorism as discussed below.

Generally Speaking, behaviorist learning theories or assumptions emphasize the external workings of humans and animals and implies that learning takes place through a structure or pattern of behavior that the learner must go through for learning to occur (Guthrie, 1935; Hull, 1935; Pavlov, 1927/1960; Skinner, 1938; Thorndike, 1913; Watson, 1924). One of these assumptions is that human behavior (learning) is a reflexive reaction to environmental stimuli and that humans and animals share the same basic laws of behavior (Pavlov, 1927/1960). This practice involved ringing a bell at the same time that food was given to a dog; after consecutive repetitions, the dog associated the bell with the food and salivated when the bell rang, even without the presence of food. That experiment outlined that the first cue (the food) was innately effective or previously learned (*the unconditioned stimulus*) and the second and new cue (the bell) was the
conditioned stimulus and, hence, the repeated association between the unconditioned and conditioned stimuli resulted in a conditional reflex (salivation).

Another assumption of behaviorism, which is a progress of the reflexive reaction to environmental stimuli, is that behavior is a product of the brain (Watson, 1924). This assumption infers that all learning can be attributed to environmental stimuli and responses. Laws for learning under this theory included frequency—which is the theory that strength of a bond depends on the number of associations (repetition)—and recency, which refers to the response that comes right after the stimulus and is usually paired with it. In essence, this theory sees that learning happens due to the accumulation of habits.

Learning assumptions under the school of behaviorism after then started to be simpler by having fewer laws. For instance, the law of contiguity, one-trial learning, is introduced to be responsible for human learning and that the stimulus gains its associative strength through its first pairing with the response (Guthrie, 1935). This law also suggests that eliminating bad habits can be realized through: (a) the incompatible response, which consists of connecting specific stimuli with specific response; (b) the fatigue method, which allows an unwanted act to be repeated until it fatigues; and (c) the threshold method, through which the cues that normally elicit the unwanted behavior are introduced at a low intensity, to prevent the behavior from reoccurring.

The preceding and even the following assumptions of the behaviorist school do emphasize two important characteristics for learning occurrence as outlined which are repetition and motivation. These two characteristics needed to be present when learning since learning takes place due to the stimulus and response bond and happen through trial
and error (Thorndike, 1913). The notion of learning due to stimulus and response bond and happens through trial and error involves three major laws and five minor laws for this vision of learning: (a) the law of effect, which proposes that the responses that lead to satisfaction are repeated while those that lead to annoyance are not; (b) the law of readiness, which states that the annoyance and satisfaction depend on the state of the behaving organism; and (c) the law of exercise, which states that learning is enhanced by practice. The minor laws for learning include: (a) the law of multiple responses, which states that, when the learner is faced with a problem and produces an unsatisfying response, s/he tries again to produce something satisfactory; (b) the law of attitude, which holds that learning does not occur independently of the state of the behaving organism; (c) the law of the prepotency of elements, where the learner responds only to the relevant aspects of a situation; (d) the law of response by analogy, which states that the learner can respond to a situation with the responses learned in a similar previously learned situation; and (e) the law of associative shifting, which refers to a transfer of stimulus control from one cue to another. In essence, these major and minor laws infer that better learning and teaching involves motivation and repetition.

Placing the most important goal first when teaching and designing lesson plans is another characteristic of the behaviorist school of learning (Hull, 1935). This characteristic is inferred from the Hull’s (1935) Molar behavior Theory which was based on stimulus as an independent variable (stimulus) and response as the dependent variable (response). This theory involves five major variables that intervene with learning. The first, which Hull termed drive was defined as an aroused state of the learner, caused
either by the lack of some needed substance or a painful stimulation. The second variable was *habit strength* which connected the stimulus with the response. The third variable is *reaction potential* which referred to the tendency to give a learned response to a given stimulus at a particular time. *Reactive inhabitation* is the fourth variable, which involved a muscular effort that led to fatigue. The final variable is *conditioned inhabitation* referred to stopping the *drive*. In essence, this theory in one perspective suggests that a learner comes with a desire or need where she/he begins to learn (*Drive*) and becomes involved in the process of learning (*habit strength, reaction potential, reactive inhabitation*) until is satisfied and learned is accomplished (*conditioned inhabitation*).

A turning assumption under the behaviorist school of learning is that learning happens through *operant conditioning*, where the learner acts in response to the environment and receives a reward (reinforcement) for a particular behavior, which eventually produces a bond between the operation (behavior) and the stimulus (Skinner, 1938). This assumption involves two classes of reinforcers: positive reinforcers, to elicit a desired response and aversive stimuli, to repress those that are deemed undesirable or to be avoided. In practical words, reinforcement types could be positive such as encouraging the repetition of the response by rewarding the learner with a prize or negative such as encouraging repetition by exempting the learner from homework following an exceptional accomplishment. Punishment is inferred to be type of reinforcement by itself such as not giving a learner a privilege s/he usually receives (Good & Brophy, 1990).
To conclude, there are some key assumptions under the behaviorist school of learning. One assumption is that learning is a reflexive reaction to environmental stimuli (Pavlov, 1927/1960). Another, learning is the product of learning and can be attributed to environmental stimuli and responses (Watson, 1924). Also, the one-trial learning is responsible for human learning and that the stimulus gains its associative strength through its first pairing with the response (Guthrie, 1935). Moreover, learning takes place due to the stimulus and response bond and happens through trial and error (Thorndike, 1913). Further, learning is attributed to independent and dependent variables (Hull, 1935). Furthermore, learning occurs through operant conditioning which takes place in response to the environment and receives a reward (reinforcement) (Skinner, 1938). At last but not least, these assumptions of the behaviorist school of learning had had considerable implications on schools and instructional practices. The practices informed by behaviorism are usually characterized by repetition, drilling, individualized (versus group) learning, and recently placing emphasis on motivating learners through both types of reinforcement. At last, these practices underlie the traditional method of teaching used in the control group in this study.

**Constructivism**

The constructivist school of thought appeared early in the 20th century and has roots in psychology and physiology (D’Angelo, Touchman, & Clark, 2008; Driscoll, 1994). The constructivist school of thought, unlike the behaviorist one, does distinguish the study of human behavior from that of the animal. The constructivist school of thought emphasizes the role of social interaction in cognitive development (Piaget, 1970;
Vygotsky, 1978). A number of foundational thinkers under the constructivist school contributed to our understanding of how learning takes place from various perspectives. However, this study is not intended to emphasize the differences among the constructivist school foundational thinkers or to support one vision over another, but instead, outlines the major assumptions and principles of constructivism and which embody the treatment (Task-Based Language Teaching) of this study as going to be demonstrated later on.

A fundamental assumption underlies the constructivist school is that human processes can be understood only by considering where they occur in growth (Vygotsky, 1978). This assumption involves a genetic or developmental method that higher mental (cultural) processes in the individual have their own origin in social processes and the claim that mental processes can be understood by identifying the tools and signs that mediate them. In other words, human behavior (i.e., learning) occurs according to a genetic development within the child accompanied by the trigger of culture and which are supported by unique tools of humans (such as speech) that mediate learning. Development of human behavior (learning) can be understood when examining the chronological order of speech and action. At an early stage the child’s action precedes his/her speech while in a later stage the child’s speech precedes his/her actions (Vygotsky, 1978).

Another assumption that interacts with learning is that, within society, individuals have the property of the Zone of Proximal Development (ZPD) which refers to the phase between what the child could do alone and what s/he can do or learn with the help of a more knowledgeable other (Vygotsky, 1978). This assumption necessarily infers that
“learning oriented toward developmental levels already reached is ineffective from the viewpoint of a child’s overall development. [Learning] does not aim for a new stage of the developmental process but rather lags behind this process” (p. 89). In other words, the Zone of Proximal Development (ZPD) suggests that learning should be in advance of development. To conclude, the Vygotskian vision, as a fundamental component of the constructivist school of thought, sees that learning is socially constructed. Learners build their own reality or at least interpret it based upon their perceptions of experiences. Knowledge, then, is a function of prior experiences, mental structures, and beliefs that are used to interpret objects and events.

Another vision of learning under the constructivist school of thought was that learning was more cognitive than social but included maturational variables that were affected or shaped by the environment (Piaget, 1970). This vision of learning proposed three types of experience: (a) exercise that is self-directed and self-rewarded; (b) physical experience, which is a process of learning about the properties of objects; and (c) logico-mathematical, which is a higher type of learning. These experiences yield knowledge that is spontaneous and directly related to the maturation of the brain. Thus, cognitive perspective of learning suggests that learning involves (a) equilibration, which is responsible for development (defined as the physical and social experience of the environment); (b) assimilation, which is the process of adding new experiences or inputs to old and existing ones; and (c) accommodation, which involves building new experiences by integrating new and old ones.
Cognitive development is highly emphasized under this vision of learning proposing four stages of development (Piaget, 1970). In the first one, sensorimotor period, from birth to two years old, the child progresses from unintentional behavior to learning from “trial and error” and begins thinking of symbols and causality. In the second one, pre-operational period, from two to seven years old, the child begins to show some conceptual behavior. In the third one, concrete operations, from seven to eleven years old, the child displays reversible thinking and understands the change in the appearance of some substances. In the fourth one, formal operations, from eleven to fifteen years old, the child arrives at a higher-order schema by going beyond the immediate sensory experience and thinking abstractly.

A very important vision under the constructivist school of thought emphasized the role of experience arguing that individuals learn through activities (Dewey, 1938/1997). This argument sees that when the child is involved in activities will gradually learn their meanings and can do his/her own part in relation to them. This vision of learning sees learning to be a continuous process:

The present affects the future anyway. The persons who should have some idea of the connection between the two are those who have achieved maturity. Accordingly, upon them devolves the responsibility for instituting the conditions for the kind of present experience which has a favorable effect upon the future. (Dewey, 1938/1997, p. 50)

One more vision of learning under the constructivist school of thought is the emphasis of meaning construction through culture (Bruner, 1984). This vision sees that
reality is synonymous with learning and the product of meaning-making that was shaped by traditions and culture (Bruner, 1984). In other words, culture could not be excluded and that individuals were only mirrors that reflected culture. A vital component of this vision for learning is interaction which provides “a communal cast to individual thought and impose[d] certain unpredictable richness on any culture’s way of life, thought, or feeling” (p. 11). Education, in this regard, is to aid individuals in making meaning and constructing reality and that the best way to learn is through the exercise of meaningful problem-solving.

To conclude, the constructivist school of thought emphasized for learning the roles of culture, interaction, cognitive development, experience, and meaning making. Making meaning is an active process in which meaning is constructed via personal experience and conceptual growth comes out of the negotiation (Driscoll, 1994; Merrill, 1991). Recently, constructivism has received greater status and appreciation by educators around the world and has started to influence schools and instructional practices with the above constructivist stated assumptions. Some of the considerable implications of the constructivist school of thought include emphasis on comprehension rather than memorization, group work rather than solo or individualized learning, and imitation of real life experiences. The principles of the constructivist school of thought underlies the principles of TBLT as will be revealed shortly, which is the treatment used in this study.
Evolution of Tasks-Based Language Teaching in Second Language Acquisition

The use of tasks (or activities as called earlier in literature) began in the field of second language acquisition SLA towards the end of 1960s and at the beginning of 1970s (Burt & Dulay, 1973; Hakuta, 1976; Krashen, 1994; Long, 1996). Tasks, at the beginning, were used to describe particular aspects of language acquisition such as that of grammar and, later, were based on theories such as those related to language production. Across time, a task was sometimes used as a synonym with *problem-solving* and *role-play techniques* and the vice versa (Brown, 2007). The use of tasks in English language teaching and learning was linked to the development of SLA research (Ellis, 2003). The following intends to show a number of aspects related to the evolution of Task-Based Language Teaching TBLT in the field of SLA. Some of these aspects include foundational thinkers of tasks, definitions of tasks including the one this study was based upon, cognitive and socio-cultural dimensions of tasks, distinguishing task-based teaching from task-based assessment, and finally research on task-based learning and teaching.

**TBLT Foundational Thinkers**

Every field has foundational thinkers who share certain characteristics. One of these characteristics is that the scholar has provided the field, through his/her work, with an original contribution. Another characteristic is the influence of the scholar’s work needed to be observable. The last characteristic to be considered is the extent to which the scholar’s work informs the current and future generations. This study discusses
foundational thinkers in the TBLT field and the important contributions made by each as they arise starting from the following section.

Tasks Across Time

Attempting to define and theorize tasks has developed and accumulated across time beginning in the mid of 1980s (Breen, 1989; Bygate, Skehan, & Swain, 2001; Crookes, 1986; Ellis, 2003; Lee, 2000; Long, 1985; Nunan, 1989; Prabhu, 1987; Richards, Platt, & Weber, 1985). These attempts have sometime provided literature with a broader definition of tasks (Breen, 1989; Crookes, 1986; Richards, et al) and sometime with a narrower definition of tasks (Bygate, Skehan, & Swain, 2001; Ellis, 2003; Lee, 2000; Long, 1985; Nunan, 1989; Prabhu, 1987). The broader attempts have suggested that a task is an activity that helps accomplish language learning or simply a piece of work that provides learners with opportunity and knowledge to communicate in the target language. The narrower attempts have suggested that a task is a piece of work related to the real world, facilitated by the teacher, urged learners to comprehend, manipulate, produce, and interact in the target language, and call for primarily meaning-focused language use. Examining these definitions of tasks by each foundational thinker separately shows defining and designing tasks for this study are grounded in two definitions. The first one suggests that a task is an activity characterized by interaction, structuring and sequencing, a focus on meaning, comprehension, manipulation, and production of the target language (Lee, 2000). The second one suggests that a task requires learners to use the language in a meaningful way (Bygate, Skehan, & Swain, 2001).
Cognitive Dimension of Tasks

One component that accompanied the evolution of Task-Based Language Teaching was attempts to cognitively theorize and describe tasks (Kumaravadivelu, 1991; Prabhu, 1987; Robinson, 2001). Tasks are cognitively analyzed to have thought, negotiation between the learner and the teacher, and varied in their formation according to the learners’ cognitive needs and goals. Cognitive processes involved in tasks included understanding language (Richards, et al, 1985) and “comprehending, manipulating, producing, and interacting in the target language” (Nunan, 1989, p. 10).

Analysis and processes of the cognitive dimension of tasks discussed above placed noticeable and careful consideration when designing tasks (Brown, 2007; Wright, 1987). Tasks are designed as a means of instruction that carry topics into the classroom settings, set the flow of instruction, and urge the students to produce an output. Tasks are designed as a workplan (Breen, 1989) and are also designed based on the four aspects they could serve, which includes: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence (Canale, 1983). The multiple aspects of the cognitive dimension of tasks yielded a crucial conclusion that tasks can be focused tasks, structure-based tasks, comprehension tasks, and consciousness-raising tasks (Ellis, 2003).

Socio-cultural and Psycholinguistic Dimensions of Tasks

Socio-cultural dimension. Another component that accompanied the evolution of Task-Based Language Teaching was linking TBLT to existing learning theories. For instance, the Socio-cultural Theory of Mind (SCT) originally brought by Vygotsky (1978)
does theoretically embody tasks (as explained earlier in Chapter I and later through Chapter II) and has greatly participated in shaping tasks. For instance, the *Socio-cultural Theory of Mind* (SCT) proposed three ways for *mediated* learning to take place which include: the use of material tools, the use of interaction with others, and/or the use of symbols (Vygotsky, 1978). Tasks do go along with the *mediated* learning since the application of tasks in classroom requires interaction among learners including their teacher.

Linking tasks in language learning to the *mediation* underlying SCT has been perceived similarly in literature (Lantolf, 2000). This linkage suggests that mediated learning can be carried out through three ways: (a) by others in social interaction, (b) by self through private speech, and (c) by artifacts such as tasks. Also, that external mediation serves as the means by which internal mediation is achieved and, hence, the new linguistic forms and meanings arise out of the social or interpersonal linguistic activity that learners engage in while they are performing a task (Ellis, 2003). This is to say that an important phase of the evolution of TBLT in second language acquisition was linking tasks when used in language learning and teaching to a constructivist learning theory as shown clearly in the exposed relationship between TBLT and the SCT.

**Psycholinguistic dimension.** Summarily, the psycholinguistic dimension accompanied the evolution of TBLT in the field of second language acquisition was present through attempts to psychologically theorize or explain tasks and linking them to existing psychological theories (Long, 1996; Skehan, 1998; Yule, 1997). The first attempt is the *Interaction Hypothesis* which is built on the premise that learners obtain
comprehensible input when given the opportunity to negotiate meaning when communication breaks down (Long, 1996). The second one is the *Cognitive Approach to Tasks* which indicates that learners build (a) an *exemplar-based system*, which is lexical in nature and includes both discrete lexical items and, importantly, ready-made formulaic chunks of language and (b) a *rule-based system*, which consists of abstract representations of the underlying patterns of the language, requires more processing, and is best suited for more controlled, less fluent language performance (Skehan, 1998). The third model is *Communicative Effectiveness* which explains how learners attempt or undertake the various problems that appear when performing a task through the *identification of the referent* and through the *role taking* where learners need to identify and encode the referents they wish to communicate about (Yule, 1997). Such attempts helped greatly researchers and teachers who were interested in investigating or adopting TBLT in language classrooms understand the psychological processes underlying the application of TBLT.

Recently there is even a sounding linkage of the psycholinguistic dimension of tasks to Vygotsky’s (1978) *Zone of Proximal Development* theory (ZPD) (Ellis, 2003). The ZPD basically explains the difference between an individual’s actual and potential levels of development (what the learner can do without the help of others and what the learner cannot do alone, but with the help of others). Linkage of TBLT to ZPD suggests that the latter one guides task-based learning from two perspectives. The first one is that in ZPD, “learning is oriented toward developmental levels already reached by the learner and it does not aim for a new stage of the developmental process but rather lags behind
this process” (Vygotsky, 1978, p. 89). This suggests that learning advances knowledge and the learner builds new knowledge (the things that she/he needed help from others to learn) upon the already known knowledge (the learner’s actual knowledge). Similarly, when adopting tasks, it is important to emerge from the known (in the pre-task stage) to the unknown or intended to be learned (in the running and post task stages). Also, task-based learning needs to be an appropriate challenge by requiring learners to use the language in situations that enable them to dynamically build ZPDs.

The second perspective is that the nature of the ZPD requires the presence of self and others so as to provide the necessary interaction for learning to take place. This is similar to the case in TBLT which requires the presence of the learner (the one who has the limited knowledge) and the presence of the more knowledgeable others (these could be the more knowledgeable peers or most likely their teacher who models the facilitator role). The interaction required by the ZPD is present in the TBLT which can be seen by the roles played by students in group work while performing tasks and the role of their teacher as a facilitator.

Task-Based Teaching (TBT) and Task-Based Assessment (TBA)

In a later phase of the evolution of task-based language teaching appeared the distinction of the terms Task-Based Teaching (TBT) (sometimes used interchangeably with TBLT to refer to the same concept) and Task-Based Assessment TBA in the field of second language acquisition (Brindley, 2009; Brown, 2007; Ellis, 2003; Fulcher, 2000; Kumaravadivlu, 2006). There is fine thread of difference between the two terms TBT and TBA. In TBT, participants learn collaboratively through tasks and can also be
assessed through performance tools. TBA, on the other hand, involves performance assessment tools only that can assess the learners’ second language communicative abilities (Chalhoub-Deville, 2001). This means that there are teaching tasks (TBT) and assessment tasks (TBA) (Brindley, 1998). The reason for presenting the distinction between TBT (TBLT) and TBA lies behind the frequent confusion among practitioners who use TBA thinking they are applying TBLT in classroom. The following will provide further description of both terms to clarify each concept.

**Task-based assessment (TBA).** There are key characteristics that distinguish TBT from TBA (Ellis, 2003). TBA requires extensive attention for task selection to maintain validity and the focus of TBA is on measuring task performance. Further, TBA tasks are holistic tools that are used for evaluating communicative performance from learners in the context of language use that is meaning-focused, imitates real world behavior, and is aimed at a specific objective. Among the three language assessment paradigms (psychometric, integrative, and communicative language testing), TBA falls under communicative language testing and requires three things: performance, authenticity, and imitation of real life situations (Fulcher, 2000). In practical words, TBA is used as a test tool for measuring a particular language aspect/s and involves communication within the assessment by the test taker, measures what it is intended to measure, and the nature of the assessment content needed to imitate real life experiences.

**Task-based teaching (TBT).** TBT (or TBLT) method on the other hand is seen as a new teaching method by itself (Kumaravadivelu, 2006). Whereas others view it not as a method of instruction by itself, but a perspective within the Communicative
Language teaching (CLT) framework that places more emphasis on tasks (Brown, 2007). TBLT is also a method of teaching to run the instruction in classroom that is characterized by being (a) a method where meaning is primary, (b) a problem to solve, (c) related to the real world, and (d) a method were much priority is placed on the completion of the tasks, which are assessed in terms of the outcome (Willis & Willis, 2007). Discussion of the distinction between TBLT and TBA during the evolution of task-based language teaching in second language acquisition helped both of researchers and teachers employ either or both concepts as needed in classrooms.

**Research on Task-Based Learning and Teaching**

Research literature has addressed important aspects or issues of task-based learning and teaching (De Bot, 2001; Kim, 2008; Rivers, 2010; Skehan, 1998; Stevens, 1983; Swain & Lapkin, 2000; & Swan 2005). These aspects included the complexity of tasks, efficiency of task-based learning and teaching, enhancing language production when adopting task-based learning, and criticism of task-based learning and teaching. The following presents the reviewed research literature on each of these aspects.

**Complexity of tasks.** The complexity of tasks has been a central theme for task-based research due to its immediate relevance to learner production (Carless, 2008; Robinson, 2001; Skehan, 1998). The (inner) complexity of tasks influences learner production and, hence, attention needs to be paid for sequencing tasks on the basis of their cognitive complexity is preferable to sequencing them based on difficulty (the learner’s building new knowledge on previous obtained or learned knowledge). It is obvious that emphasis on the (inner) complexity of tasks goes along with the principles of
the Zone Proximal Development ZPD (as further discussed earlier in Chapter I and II) proposed by Vygotsky (1978). The (outer) complexity of tasks needs to be organized and designed carefully due to its beneficial effects on learner production. Task-based lesson is organized in accordance with the three stages of a task (pre-task, during task, and post-task) (Ellis, 2003).

Efficiency of tasks. Learning efficiency through tasks has been demonstrated in research literature of task-based learning and teaching (Brown, 2007; Swain & Lapkin, 2000). Task-based teaching promotes pedagogical tasks which form nucleus of the classroom activity. Also, Oral and written tasks provided the learners with opportunities to learn language. In addition, children know far more language through activities (tasks) than what they exhibit in response to classroom drills (Stevens, 1983). Moreover, artifacts such as tasks helped in tracking learner development over time and also contributed to shaping the teacher’s interactions with learners as they pulled into focus a range of mediating alternatives of varying explicitness (Poehner, 2009).

Research on efficiency of tasks in teaching extends to suggest that tasks participate in creating a real purpose for language use and provides a natural context for language study (Izadpanah, 2010; Swain & Lapkin, 1998). In other words, learning through tasks helped students learn language since the context the tasks present does provide the students with a real learning purpose. Providing learners with a purpose while performing tasks helped students also solve linguistic problems through dialogue. At last, efficiency of tasks showed a significant effect on acquisition in experimental settings (De Bot, 2001; Swain & Lapkin, 2000).
Enhancing TBLT. Another aspect of TBLT research literature is related to enhancing language production when adopting task-based learning in classroom (Albert & Kormos, 2004; Kim, 2008). For instance, creativity is found to affect participants’ output in oral narrative tasks moderately. Similarly, learner’s higher level of involvement during the task promoted more effective initial vocabulary learning and better retention of the new words. Also, learners need to know that the task outcome (completing the task) is the most important thing as the purpose of the task to use the language rather than display it (Ellis, 2003). In addition, learning through any given task should represent a rehearsal for future social or professional interaction (Rivers, 2010).

Criticism of TBLT. However, fewer researchers had quite different opinions or were skeptical about the efficiency of tasks in language teaching (Mohamed, 2004; Swan 2005). For instance, task-based instruction is not greatly better than the traditional methods and is based on unproved hypotheses (Swan, 2005). Also, learners’ preferences relating to deductive and inductive tasks and how learners see the effectiveness of both types showed that learners see both types to be useful and there are no significant differences in learners’ preference to either type (Mohamed, 2004). Although those opposing perspectives about the efficiency of tasks in language teaching were explained in TBLT literature as discussed below, the main purpose that made this study bring those two opposing perspectives prior to the application of this study is to have an outlook to which perspective the results of this study might support.

Criticizing perspectives of the efficiency of tasks in language teaching (those who are not in favor of or against task-based learning) are also explained or challenged in
TBLT research literature (Murphy, 2003; Plews & Zhao, 2010; Swain and Lapkin, 2000). One explanation in a study about Canadian English as a second language revealed that teachers adapt TBLT in ways that do not go along with or contradict its theoretical principles. In other words, some teachers implement TBLT in way that they do not follow all of TBLT principles and, hence, students might not get the desired outcome. This makes teachers mistakenly refer this problem to the application of TBLT. Another explanation of task-based learning lacking significance is attributed to factors beyond its principles such as that of learners’ influence that is found to jeopardize or hinder the task designer’s goals. A final explanation for the emergence of the opposing perspectives about the efficiency of tasks in language teaching could be attributed to the need of further research to cover various aspects of task-based learning and teaching (Candlin, 2001; Samuda & Bygate, 2008) and one of the purposes of this study is to participate in adding a line to the TBLT literature.

**TBLT Basic Principles Shared by Other Disciplines**

Although the notion of Tasked-Based Language Teaching in this study is tightly related to second language acquisition, there are three other disciplines of knowledge that share characteristics similar to TBLT. These disciplines include: (a) Developmentally Appropriate Practice in Early Childhood Education, (b) Whole Language in Literacy Education, and (c) the concept of Continuous Process within Educational Leadership. The following intends to outline the basic principles those disciplines share with TBLT.
Developmental Appropriate Practice (DAP)

*Developmental Appropriate Practice* DAP is a comprehensive approach that was developed by the National Association for the Education of Young Children (NAEYC) and focuses on age appropriateness, individual appropriateness, and knowledge of children’s social and cultural contexts (Kasten, Lolli, & Wilt, 1998). DAP involves that children need to construct their own knowledge through exploration and interaction (Bredekamp & Copple, 1997). Also, teachers using DAP prepare the learning environment and plan authentic experiences in which children will become actively involved. In addition, from a DAP perspective, curriculum is integrated and assessment is authentic and emerges from the “experiences” in which the children have been actively engaged (Bredekamp, 1987).

The above characteristics of DAP do exist in TBLT. TBLT, for instance, requires providing the students with the context while performing a task (Willis & Willis, 2007). TBLT requires the appropriateness *level of difficulty* of the task to the students’ level (Ellis, 2003). TBLT is designed as a *workplan* (Breen, 1989). Assessment in TBLT requires three characteristics including performance, authenticity, and imitates real life situations (Fulcher, 2000).

**Whole Language**

*Whole Language* is a broad concept and takes its roots from various disciplines of knowledge and which refers to the “beliefs and assumptions that represent the best in what the field of language arts/reading has to offer in terms of the emerging body of knowledge regarding language and becoming literate” (Kasten, Lolli, & Wilt, 1998, p.
24). *Whole Language* is a constructivist philosophy about learning and teaching and is connected to the work of Vygotsky (1978), Piaget (1970), and Dewey (1938/1997). A vital principle underlying *Whole Language* is that the learner is active and involved in the process (Cazden, 1992). Other principles include emphasis on integrated curriculum and that learning environment be authentic, meaningful, and stimulate real life situations (Crafton, 1991).

The above characteristics of Whole Language do exist in TBLT. The emphasis of TBLT, for instance, is placed on learner as s/he does most of the work during the stages of tasks (Ellis, 2003). Also, imitating real life experiences and focus on meaning and understanding are key components when designing tasks (Willis & Willis, 2007). At last but not least, the nature or complexity of task-based learning and teaching makes it necessary to use or integrate more than one learning skill such as that of reading with writing and speaking with listening (Skehan, 1998). At last, the terminology used for forming the principles of *Whole Language* shows that *Whole Language* is more holistic and more comprehensive than that of the terminology used in TBLT and even more than that of DAP and Continuous Progress.

**Continuous Progress (Educational Leadership)**

*Continuous Progress* is a “continuous movement through the curriculum” (Kasten, Lolli, and Wilt, 1998, p. 28). *Continuous Progress* and TBLT share a number of characteristics. For instance, *Continuous Progress* promotes that children be aware of their learning based on their interests, needs, and abilities (Anderson & Pavan, 1993) and which is the case of the principle of negotiation under TBLT (Skehan, 1998). While
Continuous Progress promotes meaningful learning and exposure of learners to outside experiences (Anderson & Pavan, 1993), TBLT stresses learners’ imitation of real life situations (Ellis, 2003). Teachers play very much similar roles in both of Continuous Progress and TBLT as they are responsible for creating the learning experiences based on the learners’ needs. (Anderson & Pavan, 1992; Willis & Willis, 2007). At last but not least, the only part that Continuous Progress is quite different from TBLT is the part related to assessment which requires very long term in Continuous Progress (Anderson & Pavan, 1992) which might not be a must in TBLT as assessment in the latter one could be determined by the completion of the task (Ellis, 2003). At last, what is said about the overall description of DAP and Whole Language to TBLT is also applicable to Continuous Progress since the principles underlying each show the possibility of describing TBLT as a form of practice of Continuous Progress.

Reading Process

As this study uses reading comprehension as an outcome measure, it is crucial to shed some light on or discuss what reading means and what happens when reading. Each discipline defines reading from different perspectives or with different lenses. In this study, reading is defined from a literacy perspective. From that point of view, reading is a problem-solving, meaning-making process, in which the reader considers the meaning the author is making while at the same time building her/his own (Goodman, Watson, & Burke, 1996). From this perspective, reading can also be described as a receptive language process in which the reader constructs meaning from print. As Goodman (2003) explained:
Reading is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and though in reading. The writer encodes though as language and the reader decodes language to thought (p. 95).

Five processes take place during reading, (a) recognition-initiation, where the brain recognizes a graphic display in the visual field as written language and initiates reading; (b) prediction, where the brain starts anticipating and predicting while seeking order and significance in sensory inputs; (c) confirmation, where the brain verifies the obtained predictions; (d) correction, where the brain reprocesses when finding inconsistencies; and (e) termination, where the brain terminates the reading when the task is completed (Goodman, 2003; Smith, 1994; Weaver, 1988).

**Reading Comprehension**

Comprehension is considered to be the ultimate aim of reading (Nation, 2005; Spear-Swerling, 2006). It involves making explicit what is implicit in a sentence or in a situation (Schank, 1982). Comprehension is a result of, or accompanied by, a set of fundamental procedures or principles (Smith, 1994). These include cognitive structures, which function as a summary of the reader’s past experience that organizes everything the reader knows about the world and functions as the basis of all his/her perceptions and understanding of the world. Those cognitive structures include understanding spoken and written language. Comprehension and prediction are related as prediction means asking questions while comprehension means being able to answer some of these questions.
Reading cannot be separated from thinking since reading is a form of thought that is focused on or stimulated by written text. These principles give three implications about reading: (a) reading needs to be fast because the brain must move ahead quickly to avoid becoming bogged down by the visual details of the text, (b) the brain directs eyes to select the visual information in the text and where to move next, (c) and reading depends on non-visual information (Smith, 1994). So as to help students effectively achieve reading comprehension, a teacher needed to consider four important issues (Fielding & Pearson, 1994). These include allowing sufficient time for actual text reading, teacher’s guiding students to focus on understanding the text, providing students with opportunities for peer and collaborative learning, and giving students chance to talk to their teacher and one another about their responses to reading.

Reading comprehension is achieved when meaning is constructed out of text (Goodman, Watson, & Burke, 1996). The meaning is based on information tied to the reader’s purpose for reading, which is then integrated with existing knowledge and linguistic schema. This schema is used to produce and comprehend language (Goodman, 2003; Weaver, 1988).

**Miscue Analysis**

Miscue is defined as “an oral response to the text which does not match the expected response” (Goodman, 2003, p. 88). This means that cues are the responses that match the expected ones. Hence, when analyzing miscues, a teacher or researcher compares the observed responses to the expected ones. Miscue analysis emphasizes the notion that the crucial difference between good readers and poor readers is not the
quantity of miscues, but the quality (Weaver, 1988). Reading is not an exact process and readers develop understanding of the parameters of a process by exploring them (Goodman, Watson, & Burke, 1996). The relationship between reading miscues and comprehension is attributed to the brain. As Goodman (2003) explained, “Oral reading is not what the eye has seen but what the brain has generated the mouth to report. The text is what the brain responds to; the oral output reflects the underlying competence and the psycholinguistic responses that have generated it” (p. 237).

**Mixed Method Research**

At this point, this chapter addresses the last section of literature that relates to the study emphasizing mixed method research with subsections of observation and testing. Mixed method research refers to the research that involves two or more methods, such as quantitative and qualitative, in the same study (Tashakkori & Teddlie, 1998). Also, mixed method research is more common in quasi-experimental studies that are linked to evaluation purposes such as the value of instructional practices.

Mixed method research, when done properly, can provide a number of advantages. Those advantages include that the study avoids possible unimethod bias (Wiersma & Jurs, 2009). Also, mixed method research can speak to and be heard by different audiences—those who are convinced with numbers and those who are more attracted to understanding and meaning. Mixed methods help investigators look at the data from multiple perspectives, which can lead to a more complete understanding of the findings. This advantage also enables researchers to address or answer more than one question in a study, which is the case in this study.
Observation

Since observation, as a research data collection technique, is classified as a qualitative research method, it is valuable to clearly understand some of the characteristics of qualitative research. Qualitative research is characterized by the search for meaning and understanding. It is considered to be an inductive process, in which a researcher is the primary tool or instrument for collecting and analyzing data and the final product contains descriptive data (Merriam, 2002).

Observation is defined in qualitative research literature as “the systematic description of events, behavior, and artifacts in the social setting chosen for study” (Marshall & Rossman, 1989, p. 79). Observation also helps an investigator describe the existing situations under study using his/her five senses to gather data to provide a written form (Erlandson, Harris, Skipper, & Allen, 1993). Observation as a qualitative data collection technique can be used with other data collection methods in a study or by itself as the main data collection technique, such as in grounded theory research and case studies (Merriam, 2002). When collecting data through observation, a researcher is the primary instrument of data collection and analysis as the nature of observation triggers him/her to code, compare, and analyze data as s/he begins collecting it (Merriam, 2002).

Testing

Testing began at the end of the 1800s and at the beginning of 1900s when Binet, a science French scholar, developed the first IQ tests in France which aimed at improving the use of mental resources to increase student intelligence (Binet, 1899). Simultaneously, testing began in the United States with the U.S. Army for both medical
and IQ purposes (Yerkes, 1930). American psychologists at the beginning of the previous century found a strong relationship between IQ scores and real life suggesting that individuals with lower IQ scores were unskilled workers and that, the higher the score, the greater the skills (Terman, 1916). That finding promoted and presented IQ test results as a scientifically exact measure of fixed traits.

Tests are defined as a subset of assessment that has administrative procedures that occur at identifiable times in a curriculum when learners “muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated” (Brown & Abeywickrama, 2010, p. 3). It can be inferred from this definition that the purpose of testing is to measure the student’s knowledge and/or abilities. It is also inferred from the outlined definition that tests are a subset of assessment.

Standardized tests are based on a set of standards—a set of carefully defined competencies that apply to course or curriculum objectives (Cunningham, 1998; Oosterhof, 2001; Zucker, 2003). Standardized tests have advantages as well as disadvantages and hence are accepted and adopted by some countries and rejected by others. The advantages include high levels of practicality and reliability, availability, ease of administration to large groups, and validity. Disadvantages include lack of accountability, curricular narrowing (teaching for the test), test biases, and the possibility that indirect testing might not elicit a good sample of performance (Brown & Abeywickrama, 2010).

Reviewed TBLT Literature showed a number of types of exams that could be used for assessing or testing while adopting TBLT (Brown, 1991; Newton & Kennedy,
1996; Swain & Lapkin, 2001; Willis & Willis, 2007). These types of tests include: (a) to test one or more of the four language skills (reading, listening, writing, speaking), (b) for tasks done outside the classroom, (c) to assess with marks or grades based on how well test takers meet the overall language demands of the tasks, and (d) to assess communicative criteria. The tests in this study belong in the first category.

Literature also presented five purposes for testing that are linked to language learning: (a) proficiency, (b) diagnostic, (c) placement, (d) achievement, and (e) aptitude (Brown & Abeywickrama, 2010; Willis & Willis, 2007). In this study, there are two primary reasons for using tests: (a) to determine the students’ current level of language proficiency (via a placement test), and (b) to measure the students’ achievement after the application of the treatment (via an achievement test).

**Placement tests.** Placement tests involve such tasks as responding through oral and written performance, open-ended and limited responses, selection, and gap-filling formats (Brown & Abeywickrama, 2010). The primary reason for a placement test is to measure the students’ language proficiency level. Knowing this information helps teachers assign or match the students to their appropriate levels. Teachers assign the students to a level that is challenging but not too difficult.

**Achievement tests.** Achievement tests are summative measures of learning abilities within a classroom lesson, unit or course (Cunningham, 1998). Achievement tests can play a crucial formative role by offering as the achievement tests can offer feedback about the quality of the learners’ performance in the subsets of the unit or
course. Achievement tests can range from five minutes to a three-hour final exam (Brown & Abeywickrama, 2010).

Summary

This chapter extensively reviewed literature related to this study. A careful analysis of the basic principles underlying behaviorism and constructivism showed that the teaching practice of the control group is grounded in behaviorism, while the teaching practice of the treatment group (TBLT) is informed by constructivism. Research in Second Language Acquisition (SLA) began in late 1960s. The literature on TBLT shows that tasks are supported and have roots from psycho and sociolinguistics. The reviewed literature in this chapter identified some of the differences between Task-Based Teaching and Task-Based Assessment and previewed research literature of TBLT. Three vital issues in the reading literature were presented, which included reading process, reading comprehension, and miscue analysis.

At last but not least, this chapter described Developmental Appropriate Practice from Early Childhood, Whole Language from Literacy, and Continuous Progress from Educational Leadership, noting the principles they shared with TBLT. At last, mixed method research literature was reviewed with an emphasis on measurement of language production and testing including the two types of tests used in this study (placement and achievement).
CHAPTER III
METHODOLOGY AND DESIGN

Introduction

This chapter outlines the steps necessary to answer the following questions:

1. Is using the TBLT method for teaching English as a second language for male, third-grade students in intermediate schools in Saudi Arabia more effective in the acquisition of the English language, in terms of students’ achievement on reading comprehension, than using the traditional “prompting” method?

2. What insights and issues can be gained about implementing TBLT in this research setting?

Specifically, the chapter will focus on: (a) the selection of the subjects for the study; where they come from and who they represent and how they were selected (b) the research design of the study (c) the instruments that will be used for data collection (d) the steps that will be followed for collecting the data (e) the internal validity of the study, and (f) data analysis.

Subjects of the Study

Participants

This study targets third intermediate grades (15 year old students) in governmental schools in Saudi Arabia. English language curriculum for the intermediate schools in Saudi Arabia is highly standardized across the country—all follow the same curriculum and use the same textbooks for teaching the English language. Students’ final
assessments in all subjects, including English, are based on standardized tests that are supervised by the ministry of education and administered by the schools. Because the processes and the tests are the same country-wide, the findings of this study are potentially relevant for all intermediate school students and English teachers in Saudi Arabia. Thus, although the subjects or the study are all from Buraydah, Saudi Arabia, the targeted population is all third intermediate level students and their teachers in Saudi Arabia. This will help to establish an acceptable level of external validity, especially when the study is replicated in different parts of Saudi Arabia.

**Students (participants).** Most of the intermediate schools in Buraydah city in Saudi Arabia have two sections (classes) at each level with approximately 25-30 students in each class. Subjects in the study included four sections (classes) of the third grade of the intermediate level from two governmental schools, for a total of 122 students. All students participating in both schools are Saudis, mostly from the middle class, and share similar characteristics in terms of socio-economic status.

**Teachers (participants).** Two English language teachers are included in the study. One has taught the treatment group and the other one has taught the control group. The treatment group teacher is the researcher since he is the most familiar with the treatment method of instruction. The other teacher has been teaching the control group through the use of the traditional method and who has been assigned by the school. To control for the teacher effect on the outcome variable, a between teacher effect will be included in the design as a factor.
Settings

Schools. Two intermediate governmental schools are selected from all of the schools in Buraydah. These two schools are similar in terms of size, resources, and location. Because, as a male, the investigator cannot have access to schools for girls, the two schools chosen are for boys only.

Classroom settings. As the study is implemented in classrooms in schools, it is important to ensure the similarities of both of the control and treatment groups. The effect of the classroom setting (such as those with well-equipped laboratories with computers and high technology as opposed to those without) is a controversial issue. While Foster (1998) suggests that there is a difference in the amount of negotiation of meaning between the classroom setting and the laboratory setting, in favor of the latter, Gass, Mackey, and Ross-Feldman (2005) argue that the setting is not in itself a significant variable in their analysis of research. To be on the safe side, this study has involved classrooms with similar settings for both the treatment and control groups. The time of the class (i.e., beginning, middle, or end of the day) are also similar.

Design and Method

This mixed-method study investigates the effectiveness of using the TBLT method for teaching English as a second language to male third-grade students in the intermediate schools in Saudi Arabia. The study is based on a mixed method design (quantitative and qualitative) where the quantitative part includes a two-factor split-plot analysis with a pretest (covariate) and posttests as a part of quasi-experimental design. The qualitative part is based on observational data and a researcher log.
Researchers who employ quasi-experimental designs rely on various techniques to control (or at least reduce) the threats to the internal validity of the study. In this study, one technique is to randomly assign the classrooms to the treatment and control groups (Wiersma & Jurs, 2009). Variables such as the students’ gender, age, and citizenship, the time of the class, classroom settings, teaching aids, the teachers, and the school are already being controlled for due to the design of the study or statistically in the analysis of the study (see Figure 1).

In addition to the tests’ scores of the students for the quantitative part of the study, the researcher collects observational data as a quality check for the fidelity of the study and as the qualitative part of the design of this mixed method study.

Data Collection Tools

To gather data, the study uses: (a) a pretest—to document the level of students’ English language reading comprehension they have at the beginning of the study; (b) observation of the treatment group (researcher log) and control group (classroom visits); and (c) posttests—to evaluate particular areas of student study.

Pretest. The primary purpose of the pretest is to function as the main covariate. It is used to provide a baseline for the students’ current English language reading comprehension levels so this study can examine the effect of treatment, relative to initial English language proficiency. The pretest also helps increase the power of the study by reducing the error that can be attributed to prior differences among students and its relation to the outcome. It is not used to place students in certain levels or groups. Two reading passage practice tests were used and which were developed by Ohio Department
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O = pretest
XE = experiment (treatment) group
CT = Traditional (control) group
ORPA = observation (researcher prepared assessment posttest)
OTET = observation (textbook established posttest)
Sections A & B = both of the treatment and control groups have two sections of each.

Figure 1 Quasi-Experimental Design
of Education as the pretest in this study (See Appendix G). There are two reasons that justify the choice of this particular test; one is that this reading test has met the criteria of validity and reliability (Moore, 2008). The second reason is that this reading test is the most appropriate placement test as it specifically designed to measure the reading comprehension of the students and, hence, is compatible with the posttest (both of pre and post tests measure students’ reading comprehension). Based on the identified characteristics of the participating students (age, English language level), those two reading passages are appropriate. The two reading passages have a total of 22 questions that measure reading comprehension. Test scores are going to be based on a retelling rubric².

**Observation.** This study places great emphasis on this data collection tool and is aware that field notes gathered are going to represent the eyes, ears, and the perceptual senses of the reader (Patton, 2002). The form and notes provides insights and issues about implementing both of the TBLT and traditional methods in the control and treatment groups in this research setting. Observational data are accurate, detailed, and rich in nature (Schram, 2006). Among the techniques used when taking field notes is the usage of direct quotes, paraphrases, description of the context, and description of any behavioral experience that take place in the classroom (Schneider, 2005).

**Observation of the control group.** The treatment teacher (researcher) conducts ten visits to observe the control group. These observations provide data for the study, and help determine fidelity of the study. Two types of notes during these visits are used.

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² More details about the retelling rubric are provided under posttests.
In the first, a checklist is filled out and which is designed to give insights about the engagement of the students and teacher in the lesson and the flow of instruction (see Figure 2). In the second, open handwritten notes are gathered for collecting data that are not covered by the first type of observational data. When observing the control group, the observer does not interact with the teacher or students during the observation, make any actions, or bring anything into the classroom other than a pen and a note pad. If the observer has any questions, he is to talk to the teacher after the end of the class session.

**Observation of the treatment group.** A colleague who is also knowledgeable of TBLT observes the treatment teacher (researcher) while teaching the treatment group via the TBLT method. This observer has several years of experience in English language teaching as an English language teacher. He has also had studied advanced courses in English language teaching methodology, teaching skills, curriculum and Instruction, and most importantly is familiar with the TBLT method.

Roles and duties of the observer while observing the treatment group are typical to those adopted by the researcher when observing the control group. For clarification purposes, two types of notes during these visits are used. In the first, a checklist is filled out and which is designed to give insights about the engagement of the students and teacher in the lesson and the flow of instruction (see Figure 2). In the second, open handwritten notes are gathered for collecting data that are not covered by the first type of observational data. When observing the TBLT group, the observer does not interact with the treatment teacher or students during the observation, make any actions, or bring anything into the classroom other than a pen and a note pad. If the observer has any
questions, he is instructed to talk to the teacher after the end of the class session.

Analyzing collected data about both of the control and the treatment groups is carried out by both of the treatment teacher (researcher) and the observer, as explained with more details under Chapter IV., through comparison and contrast between the two sets of observational data.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the stage</td>
<td>Yes</td>
</tr>
<tr>
<td>Task sequence</td>
<td>No</td>
</tr>
<tr>
<td>Engaging the students</td>
<td>N/A</td>
</tr>
<tr>
<td>Running the task</td>
<td>N/A</td>
</tr>
<tr>
<td>Task completion</td>
<td>N/A</td>
</tr>
<tr>
<td>Students’ attitudes</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher’s attitude</td>
<td>N/A</td>
</tr>
<tr>
<td>Difficulties</td>
<td>Yes</td>
</tr>
<tr>
<td>Advantages</td>
<td>No</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Figure 2. Classroom Observation Checklist*
**Researcher log.** As the researcher is doing the teaching part for the treatment group using the TBLT, he cannot take notes (observed data) while he is teaching though he might observe valuable data. Hence, the treatment teacher (researcher) creates a log where he writes down notes as he recalls them by the end of each day he teaches the treatment group (McNiff, Lomax, & Whitehead, 1996). Those notes include insights and issues about implementing TBLT in this research setting. Out of the numerous visits of writing to researcher log, data can be described by being rich, detailed, and accurate (Schram, 2006).

Recalled data in researcher log can take the form of direct quotes, paraphrased responses, conversations, description of the context, and description of any behavioral experience that take place in the classroom (Schneider, 2005). When logging into researcher log by the end of each day, recalled data would be related to three types of interactions that take place in classrooms: student-to-student (such as group work or pair activities), student-to-teacher interaction (such as instruction by the teacher or questions and participation by the students), and students-to-curricular materials (such as textbooks and workbooks).

**Posttests.** Posttests are administered at the end of each two weeks to assess students’ reading comprehension on the content covered in those two weeks. This process continues for ten weeks, which is the duration of the study. Each posttest consists of two formats; one is the researcher’s prepared assessment (RPA) and the other one is the text established test (TET) and which students need to do it all in English. The RPA posttest is mainly retelling where the students read a passage and then are asked to
retell the passage using on their own words as they have understood it. Only on this retelling question, students are allowed to retell in their first language (Arabic) so as to reflect the level of their comprehension. The retelling question/s is designed in a way that a) measures the students’ reading comprehension, b) imitates real life experiences, and c) open ended questions (See Appendix H).

Subjects in both of the treatment and control groups are tested with both formats each time they have the posttest. This study has opted to adopt two formats of the posttests for two reasons; one is to correlate the RPA posttest with the TET one and which can, accordingly, establish concurrent validity. The second reason is that the researcher and a group of experts in literacy believe that the RPA can be a more accurate instrument for measuring the students’ reading comprehension. The order of the two formats in each posttest is administered interchangeably during the duration of the study to control for order effects that might bias responses on either instrument.

The questions on the RPA posttest are prepared by the researcher on the reading content covered during the application of the study. Hence, the RPA format is created when the reading content is determined. To maintain an acceptable level of content validity of the RPA format, it is evaluated before using it by a group of experts in literacy. RPA scores are based on a retelling rubric provided under Figure 3. The second posttest format, text established test (TET), is an existing instrument provided by the curriculum. This test is also on the covered content through the duration of the study (See Appendix H for posttests). This study assumes that the psychometric properties of this instrument have already been established by the curriculum designer. Both (RPA &
Retelling rubric. Test scores of both the pretest and posttests are based on a retelling rubric originally designed by Applegate, Quinn, and Applegate (2008) and which is shown in Figure 3. The retelling rubric consists of nine grading levels ranging from zero to four where four represents the highest grading score and zero represents the lowest one. The grading level starts with four points and decreases by half of a point with each lower grade until it reaches zero as explained in the following.

A comprehensive retelling includes all information of the passage and a well-supported personal response is graded with four points. Three and a half points is the grade for an exceptionally strong retelling that omits a small but significant part of the information but still includes a well-supported personal response. A very strong retelling that includes all information, but does not include a personal response is graded with three points. Two and a half points is the grade for a strong retelling that includes many pieces of information in a variety of combinations and may include a personal response; a reader who achieves this score has clearly comprehended the primary gist of the text. A solid retelling that includes most information but that is also characterized by some key omissions and that may include a personal response receives a grade of two points. One and a half points is the grade for a fairly weak retelling that includes some information but also omits a good deal of key information and may contain some factual distortions and that may include a personal response. A weak retelling that includes little information but is also characterized by some glaring omissions and factual distortions
and that does not include a personal response is graded with only one point. At last but not least, half of a point is the grade for a very weak retelling that includes little disjointed information and factual distortion and that does not include a personal response. At last, a retelling that may include nothing more than a vague idea of the topic of the text and that does not include a personal response receives a grade of zero.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A virtually perfect retelling that includes all information and a well-supported personal response</td>
</tr>
<tr>
<td>3.5</td>
<td>An exceptionally strong retelling that omits a small but significant part of the information but still includes a well-supported personal response</td>
</tr>
<tr>
<td>3.0</td>
<td>A very strong retelling that includes all information, but does not include a personal response</td>
</tr>
<tr>
<td>2.5</td>
<td>A strong retelling that includes many pieces of information in a variety of combinations and may include a personal response; a reader who achieves this score has clearly comprehended the primary gist of the text</td>
</tr>
<tr>
<td>2.0</td>
<td>A solid retelling that includes most information but that is also characterized by some key omissions and that may include a personal response</td>
</tr>
<tr>
<td>1.5</td>
<td>A fairly weak retelling that includes some information but also omits a good deal of key information and may contain some factual distortions and that may include a personal response</td>
</tr>
<tr>
<td>1.0</td>
<td>A weak retelling that includes little information but is also characterized by some glaring omissions and factual distortions and that does not include a personal response</td>
</tr>
<tr>
<td>.5</td>
<td>A very weak retelling that includes little disjointed information and factual distortion and that does not include a personal response</td>
</tr>
<tr>
<td>.0</td>
<td>A retelling that may include nothing more than a vague idea of the topic of the text and that does not include a personal response</td>
</tr>
</tbody>
</table>

*Figure 3* Retelling Rubric
Procedural Details

Treatment. As described in chapter one, TBLT is a method of language instruction that uses a problem-solving approach to meaningful, real world tasks. In this method, priority is placed on task completion and tasks are assessed according to outcome (Brown, 2007; Willis & Willis, 2007). Students pass through three stages in a TBLT lesson: (a) groups of students engage in real life situations that are similar to the task they are going to perform in the classroom (pre-task stage), (b) groups of students do the intended goal or task of the lesson (running the task stage), and (c) groups of students display or provide an indicator that they have successfully completed the task for the purposes of assessment and evaluation (task completion stage) (See Appendix K for lesson plans implemented in this study). The following provides a vignette on TBLT and a TBLT lesson plan sample as presented in Figure 4.

Treatment vignette: The case of Ali. The following shows how Ali, an English language teacher of third grade in intermediate school in Saudi Arabia, has implemented TBLT method while teaching English as a second language for the students. The emphasis in that class was on the reading skill (particularly reading comprehension). The reading passage in that lesson was about the Advantages and Disadvantages of Watching TV.

As Ali entered the classroom, he and the students rearranged tables and chairs to form circles for groups that suite from three to four students. When the students joined their groups, Ali aimed first at engaging the students in the reading topic of the lesson (pre-task stage). To do this, groups of students were involved in an activity to do an
opinion survey that contained ten statements. Those statements represented different point of views about watching TV. For each statement, groups of students were to select either “Strongly Agree,” “Agree,” “Neutral,” or “Disagree”) and justify their choice. Students spent fifteen minutes to complete the survey, discuss it, and justify their opinions in their groups. The students were highly interested in the topic; when they had completed the survey, each group enthusiastically reported and justified their opinions to the other groups.

The students then moved to a reading task (running the task). Ali told them that they were going to read an opinion about the advantages and disadvantages of watching TV and do a retelling for the passage they had read. Groups of students were provided with sheets of paper to restate or retell the author’s opinion on their own words followed by their opinions whether they agreed or did not agree with author justifying their decisions. The teacher explained few new vocabularies existing in the author’s opinion. Groups of students spent fifteen minutes to complete this task. After groups of students had finished reading, they took turns to share their retellings and their opinions (task completion). Each group of students was strongly engaged as they were sharing with their teacher and other groups their opinions.

At the end of class, Ali gave the students instructions for that night’s homework, which was to create two lists of words—one with words that were likely to be found in opinions about the advantages of watching TV, and the second, with words about the disadvantages.
Subject: English / Grade: 3rd I. Class / Duration: 45 min. / Topic: Eiffel Tower

The aim or main goal of the lesson: Pupils are expected by the end of the lesson to comprehend a reading passage about Eiffel Tower.

<table>
<thead>
<tr>
<th>Task Sequence (Procedures)</th>
<th>Content</th>
<th>Materials &amp; Equipment</th>
<th>Indicators for pupils’ achievement of the main goal of the lesson (Application &amp; Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task engagement</strong></td>
<td>Throughout the lesson, groups are going to suggest landmarks and label the pictures of some famous landmarks around the world with their countries such as Pyramids in Egypt, Petra in Jordon, Liberty Status in the United States, Saleh’s Cities in Saudi Arabia. Students are going to read a passage about Eiffel Tower in the pupil’s textbook on pages 39-40. Through the reading passage, students are going to get introduced to the following new words: tower, popular, tourist, festival.</td>
<td>Tables and chairs are formed into circles for groups. Pupil’s textbook (it has the passage about Eiffel Tower). Sheets for groups’ work. PowerPoint slides Pens or pencils.</td>
<td>Students show interests when engaging in the lesson topic. Groups enthusiastically compete in suggesting and labeling the pictures of famous landmarks within their countries and others. Students complete reading the passage and discuss in groups the basic details or information about Eiffel Tower. <strong>Teacher passes</strong> around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling their families about the tower in their own words in written and/or oral format.</td>
</tr>
</tbody>
</table>

| **Running the task**       | Together the teacher and the students are going to rearrange tables and chairs to form circles for groups of three to four students. **For 3 min. the teacher** introduces the topic of the lesson (what they are going to do). **Students** involve in a group (competition) discussion for suggesting landmarks for their families to visit **for 10 min.** The winning group is **a) the first one** that manages to correctly label names of countries to the provided pictures of famous landmarks around the world **b) suggest** landmarks other than presented for their families. | **Task Completion** The teacher asks groups to imagine that they decided to suggest Eiffel Tower for their families to visit and their task is to tell their families as much as they could about the tower on a sheet of paper in their own words **for 10-15 min.** | **Teacher passes** around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling their families about the tower in their own words in written and/or oral format. |

Students then to discuss on their groups some of the basic information they learned about Eiffel Tower (such as (height, location, dates of construction) **for 5-10 min.**

**Task Completion** The teacher asks groups to imagine that they decided to suggest Eiffel Tower for their families to visit and their task is to tell their families as much as they could about the tower on a sheet of paper in their own words **for 10-15 min.**

**Figure 4.** TBLT Lesson Plan Sample
Control. The 56 students in the control group receive traditional instruction. As noted in Chapter I, this way of instruction is referred to as prompting and involves having students work independently and passively. The following provides a vignette on the traditional method.

Control vignette: The case of Khalid. Khalid is a third-grade English language teacher in an intermediate school in Saudi Arabia; he teaches English as a second language to his students. The emphasis of that class was on reading comprehension and the lesson’s reading passage was about Great Little Inventions.

As Khalid entered the classroom, students were seated in rows at their individual tables. Khalid began writing on the board the topic of the lesson he was going to teach the students. He told them that they were going to deal with an important and an interesting topic about great little inventions. He said that he expected them to remain quiet and concentrate on the reading topic. Then, he instructed them to open their textbooks to the reading passage and carefully follow along as he read. When Khalid came across a word that he thought the students might not understand, he would raise his head and ask the students, “Do you know the meaning of this word?” Sometimes they responded “yes we do” and other times “no, we do not,” but most of the time they remained silent. Khalid read the passage three times, while explaining the meaning of certain words; this took about twenty minutes. The students’ reaction or attitude towards the lesson varied. Three of the twenty students were concentrating and responding to the Ali and ten were talking to each other quietly so Khalid would not hear them. The rest of the students were busy doing things that were unrelated to the lesson at hand. Khalid
then asked the students whether they had understood the passage or not and if anyone had questions. When there was no response, Khalid exclaimed, “That is great.” For the next fifteen minutes, five different students took turns reading the passage in a loud voice while their classmates were supposed to follow along. For the rest of the class, Khalid and the students did the exercises or activities provided by the book. Khalid read the exercise question and asked if anyone could do it. When a student knew the answer and did it right, Khalid praised the student for being good, “unlike his classmates,” and said that he would add a bonus to that student’s score record. When none of the students knew the answer, Khalid gave it to them or wrote it on the board and the students copied it into their notebooks. At the end of the class, Khalid explained that, for homework, the students were to complete the remaining exercises for the reading passage and that, if they did not do so correctly, they would lose the score specified for that homework.

Permissions and Regulations

There are a number of permissions and regulations that the researcher is required to have for the application of the study. Those permissions and regulations include:

- Approval of the proposal by the committee members after obtaining permission for the use of human subjects from Institutional Review Board (See Appendix A);

- Upon arrival in Saudi Arabia, permission from the educational directorate of Qassim, Buraydah, which is handled through correspondence between Qassim University and the directorate (See Appendix B);
• Permission and facilitation by the researcher’s sponsor in Saudi Arabia (Qassim University) (See Appendix C), which is handled through correspondence with the Saudi Cultural Mission in the United States, to allow the researcher to enroll in a “Research Trip” to Saudi Arabia;

• Permissions from the two schools that are involved in the study (See Appendix D), and which includes permissions from:

  - the principals of the two schools,
  - the English language teachers in the two schools, and
  - the parents of the students to have their children (to obtain this, the researcher has prepared a consent form for the parents to complete) participate in the study (See Appendix M).

  During and after the research trip, the researcher is to contact his committee members for advice and update them about his progress. At the end of the study, Qassim University issues a letter about what the researcher did during the research trip and how long it took.

  This study needs four weeks to obtain the above permissions. The study starts at the beginning of the school year on Saturday\(^3\) Jan. 19, 2013 and end on Wednesday Mar. 27, 2013. The first week of the study is used for setting the stage and administering the pretest on the students. The treatment lasts for ten weeks. At the end of every two weeks, this study involves administering the two formats of the posttest. To ensure

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\(^3\) School days in Saudi Arabia are Saturday through Wednesday; weekend days are Thursday and Friday.
fidelity of treatment (i.e., teaching with the TBLT method), the researcher administers the
treatment part of the study (teaching with TBLT) as well as monitors the control group
teacher (who teaches through the traditional method).

The study is administered by the researcher (as the data collector and the
treatment teacher) who is subjected to the following regulations:

- Obtain the required permissions for the conduction of the study;
- Teaches the treatment group through the TBLT method of teaching.
- Provide a “road map” for the study;
- Distribute tasks;
- Logs into the researcher log by the end of each day he teaches the treatment
group and jot down the notes based on recalling.
- Conduct 8 observational visits to the control group.
- With the control group English language teacher, administer and grade the pre
  and post tests;
- Host regular meetings with the control group teacher, to discuss any
difficulties or problems;
- Be available for consultation or problems; and
- Analyze the results of the study.

The control group English language teacher is expected to:

- Follow the instructions of the researcher;
- Do the teaching part as outlined by the study for the control group;
● With the researcher, administer the pre and post tests;
● Together with the researcher, grade the pre and post tests; and
● Ask for advice from the researcher for any problem or difficulty he might encounter.

**Internal Validity**

To establish internal validity, the relationship observed between two or more variables should be unambiguous and not attributable to something else (Fraenkel, Wallen, & Hyun, 2012). Many of the possible threats to the internal validity of the study are controlled by its design. However, there are a few other threats to internal validity, including:

- subject characteristics (i.e. individual differences);
- location;
- data collector characteristics and bias;
- attitude of the subjects;
- implementation;
- test threat; and
- maturation.

To reduce or eliminate such threats, this study takes steps to maintain internal validity—for example; the subjects’ characteristics are captured and controlled through the pretest, which provides a base line to eliminate the threat of subjects’ characteristics to the internal validity.
The effect of the study’s location is minimized by selecting two schools that share similar characteristics and are from the most common neighborhoods of the city. Similar conditions and environments are created for both treatment and control groups to help reduce this threat to the internal validity of the study.

Because the study is relatively small, data collection bias is expected to be minimal and at its lowest level. Data collection bias is reduced greatly by a number of factors, including the extensive description of instrumentation, sample selection, procedural details, and multiple data sources. For instance, as discussed under “Data Collection Tools,” there are three processes that should ensure unbiased data collection: (a) data collection is done through multiple collectors (visions) rather than a solo vision (the control group teacher, the checker, and the researcher), (b) the design of the study greatly participates in eliminating the data collection bias by providing two groups for the treatment and two groups for the control, (c) the researcher teaches students in the treatment group using the TBLT method and another teacher teaches the students in the control group using the traditional method. The four instruments of data collection (pre, post tests, observation, researcher log) are administered in a controlled environment with supervision of the researcher.

The adoption of pre and post tests also helps eliminate bias that is attributed to the pre-existing differences among the students. The pre test shows the levels of language proficiency of the students before they receive the treatment, otherwise, an increase or decrease in the students’ achievement scores on reading comprehension might be attributed to individual differences among the students. Supervision of the instruments
by the researcher helps reduce the test administration bias. Administering and grading the pre and post tests by the researcher and the control group teacher eliminates the researcher’s bias when analyzing the results. The researcher’s doing the teaching part for the treatment group and observation of the control group ensure the fidelity of the study and offer insights and issues that the pre and post tests cannot provide about implementing TBLT in this research setting.

The lengthy description of procedural details ensures the validity of the study. For example, the sample selection (four groups of students from two schools and two English language teachers) follows strict criteria to maintain unbiased data. The selection of the two schools is done by the researcher and the school district of Buraydah pursuant to the criteria set forth in this proposal under “Procedural Details.” Complying with the required permissions and regulations includes monitoring from the researcher’s sponsor (Qassim University) and the School District of Buraydah.

The implementation of the study as described above follows certain procedural steps and certain tools for instrumentation. To ensure internal validity when implementing the study, the treatment group is taught by the researcher, as he is the most familiar with the treatment method of instruction and the only one who can teach with this new method. During the implementation of the study, the treatment teacher (researcher) works closely with the control group teacher and monitors his instruction through regular visits and meetings hosted by the treatment teacher outside of school. The treatment and the control teachers work together as a team to administer and grade the pre and post tests. For tests threat effect, this study is controlling this threat by using
different pretest form from the posttest forms, which will assess different content. The posttest is about the unit/s the students have studied or covered while receiving the treatment; the pretest, as previously mentioned, measures the students’ reading comprehension in the English language before they receive the treatment.

Maturation threat to internal validity is at its lowest levels and that is due to the duration of the study (ten weeks) is short enough to not to see any maturation over time on the one hand and the fact that the design of the study involves testing students every two weeks controls for or extremely minimizes the threat of maturation on the other. Sharing between the treatment and control groups is also minimized by the design of the study since it involves two schools in different but similar neighborhoods. This means that students from the treatment (school) most likely do not interact with students from the control (school). Attitudes of the subjects, often defined by *Hawthorne effect* can be reduced by acknowledging all the students and their participation in the study without identifying their group membership. All students in the treatment group (who are participating in the experiment) and the control group (who are taught through the regular or traditional method) have the same pre and post tests, and all students provide the researcher with permission from their parents to participate in the study.

**Data Analysis**

To answer the two research questions for this study, data are collected from three sources: a pretest, posttests, and through observation (see Table 1).
Table 1. *Data Analysis*

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Pretest (Placement Test)</th>
<th>Observation</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Researcher Log</td>
<td>Classroom Visits</td>
</tr>
<tr>
<td>Q 1: Is using the TBLT method for teaching English as a second language for male, third-grade students in intermediate schools in Saudi Arabia more effective in the acquisition of the English language, in terms of students’ achievement on reading comprehension, than using the traditional “prompting” method?</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Q 2: What insights and issues can be gained about implementing TBLT in this research setting?</td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**Analysis of Pre and Post Test Scores**

Analysis involves entering the collected pre and post tests data into an SPSS data file with multiple accuracy checks. Analysis will also provide descriptive statistics, such as frequency tables, means, and standard deviations for all the variables in the study. The descriptive statistics helps identify any abnormalities in the collected data, such as missing values and outliers and help assess some of the assumptions needed for testing hypotheses related to the first research question.

As a primary tool to analyze the data for this study, a Two-Factor Split Plot ANOVA with a covariate involves one between subjects factor (Teaching method) and one within subjects factor; the repeated measure of the subjects five times over the
duration of the study (more details about the Two-Factor Split Plot are discussed under Chapter IV). Using the pretest as a covariate in the analysis properly provides two benefits (Howell, 2002). The first is to control for the effects of the students’ prior knowledge of the English language reading comprehension and which could be related to the outcome variable. This control helps level the ground for the two groups we are trying to compare by eliminating the pre-existing effects of such covariates on the outcome variable before comparing the effectiveness of the treatment group to the control group. This process helps boost the internal validity of the study by eliminating some feasible alternatives to the results. The second benefit is to achieve higher power when comparing the treatment and control groups. Introducing the pre test as a covariate to the model helps explain some of the inconsistencies in the outcome variable that otherwise summed under the error variance. Thus, reducing the error variance leads to a more powerful test of the intended null hypothesis.

To address the research question stated earlier in the chapter, the analysis will test the following:

- The null hypothesis: There is no overall significant difference in students’ achievement between the TBLT teaching method of the English language and the traditional teaching method.

\[ H_0: \mu_{TBLT} = \mu_{Traditional} \]

- The alternative hypothesis: There are significant differences between the TBLT method in teaching English compared to the traditional method, with higher means demonstrated by the TBLT method.
In addition to the above main hypothesis, the following are also tested:

- The null hypothesis: there is no interaction effect between treatment type and the repeated measures across time.
  \[ H_0: \mu_{TBLT_i} = \mu_{Traditional_i} \]
- The alternative hypothesis: There is an interaction effect between the treatment type and the repeated measures across time.
  \[ H_A: \mu_{TBLT_i} \neq \mu_{Traditional_i} \]

Where \( i \) is equal to 1, 2, 3, 4, 5 teaching units defined by two weeks period.

The above hypotheses are tested with a probability of controlling type one error (alpha level of significance) at \( \alpha .05 \). Previous research such as Gass, Mackey, and Ross-Feldman (2005) have shown that the chosen alpha level of significance (.05) with the given sample size and study design, provides an acceptable level of power.

**Analysis of Observational Data and Researcher Log Data**

Enormous amount of field notes emerges from classroom observation and researcher log. Hence, data analysis of observational data gathered from classroom observations (from the control group) and from researcher log (from the treatment group) includes categorization, description, and synthesis. This process of data reduction is vital for the description and interpretation of the phenomenon under study (Wiersma & Jurs, 2009). Analysis will first involve making a base on repetitions or themes across the data. This process of organization should reduce the data and is often described as coding.
(Wiersma & Jurs, 2009). Analysis then involves a description of the categories using little technical language. Both observational data from classroom visits and from researcher log are presented to a peer to read and get his thoughts and impressions about the observed data. To retain the confidentiality of the schools and participants, participants are anonymous and data are reported collectively. Results or interpretation of data are presented with thick description that strives to make meaning and interprets how participants (teachers and students) behave during the application of the study. To ensure the validity of the findings of the data collected via observation, this study presents a detailed description of the observation visits.

**Limitations of the Study**

As the scope of this dissertation does not allow for a comprehensive and in-depth analysis of the targeted curriculum, this study, though they are considered among the most crucial components, does not and will not assume that instructional practices and methods of English language teaching are, by themselves, the only reason for the dissatisfaction with English language teaching and learning in Saudi public schools. However, for research purposes, this study focuses on examining the effectiveness of TBLT on students’ achievement in reading comprehension. Another limitation is that this study involves a constructivist practice (TBLT) that is applied to an existing highly standardized curriculum established by an outside organization. Also, implementing the TBLT method by the researcher can contaminate the true effects of the TBLT method. At last but not least, the sample selection limits the generalization of the findings to only schools similar in nature to those used in the study. At last, comprehensive change in the
targeted curriculum needs to take its course; hopefully, this study leads to a transitional phase—away from highly standardized curriculum and towards a more constructivist best practice curriculum.

Summary

This study addresses two questions:

1. Is using the TBLT method for teaching English as a second language for male third-grade students in intermediate schools in Saudi Arabia more effective in the acquisition of the English language, in terms of students’ achievement on reading comprehension, than using the traditional “prompting” method?

2. What insights and issues can be gained about implementing TBLT in this research setting?

To answer the research questions, the study examines the implementation of TBLT in two intermediate schools in Saudi Arabia. The study compares the treatment group to the control group on the outcome after controlling for the students’ pre-existing knowledge of the English language as a covariate. One hundred and twenty-two students, the investigator as the treatment group teacher, and an English language teacher for the control group participates in this study. This study has a mixed-design design (quantitative and qualitative) where quasi-experimental analysis with pre and post tests represent the quantitative part and synthesis of observational data represent the qualitative part. The treatment is the application of the TBLT method through a time frame of ten weeks. The regulation and permission procedures include dissertation committee members’ approval for the study and a number of permissions from the IRB at
Kent State University, the sponsoring agency (Qassim University), the host of the study, and participants and their parents in the study. Quantitative data are analyzed through using a Two-Factor Split Plot analysis; qualitative data are analyzed through categorizing, describing, and synthesizing the observed insights.
CHAPTER IV

ANALYSIS AND RESULTS

Introduction

This chapter presents the results of the analyses adopted to answer the following two major research questions of the study.

1. Is using the TBLT method for teaching English as a second language for male, third-grade students in intermediate schools in Saudi Arabia more effective in the acquisition of the English language, in terms of students’ achievement on reading comprehension, than using the traditional “prompting” method?

2. What insights and issues can be gained about implementing TBLT in this research setting?

A mixed-method analysis (Quantitative and Qualitative) is used to address the two research questions above. Three major sections will cover the discussion of the findings. The first section will cover the results of the quantitative analysis for the first research question. The second section will present the findings from the observed data that address the second question. The third section will integrate the findings from both of the first and second sections to give a complete picture of the findings of the study.
Results of the Quantitative Analysis
of the First Research Question

1. Is using the TBLT method for teaching English as a second language for male, third-grade students in intermediate schools in Saudi Arabia more effective in the acquisition of the English language, in terms of students’ achievement on reading comprehension, than using the traditional “prompting” method?

Nature of Quantitative Data

The statistical analysis needed to address this research question was the Two-Factor Splilt-Plot design. The Two-Factor Splilt-Plot design is often called a mixed design and that is due to the combination of the characteristics of the One-Factor Repeated Measures and the Two-Factor Fixed-Effects models (Lomax, 2007). In this study the repeated measures (within-subject factor) is the posttest and the treatment (i.e., TBLT and Traditional teaching method) represents the between-subject factor (see Figure 1).

Variables included in the design are:

1. Pretest measure of students’ initial level of the English language reading comprehension. This measure is used as the covariate in the design to help control for students’ differences in their initial knowledge of the English language. The covariate will also increase the power of the analysis by explaining some of the variability in the posttests scores that is attributed to differences in students’ initial level of the English language rather than the TBLT treatment effect.
2- Treatment factor with two groups. The treatment group consists of students taught the English language with emphasis on reading comprehension through using the TBLT method. The control group consists of students taught the English language with emphasis on reading comprehension through using the traditional method. The treatment factor is the between-subjects factor in the design.

3- Each student will be tested over time using five sets of posttests measures administered two weeks apart after introducing the two treatments (teaching with TBLT and traditional methods). Each set of the tests consists of one standardized test and one researcher-prepared assessment. Both tests are intended to measure students’ reading comprehension in the materials covered during the preceding two weeks. Standardized posttests are the traditional tests used in all the intermediate schools in Saudi Arabia. To accommodate the use of the TBLT teaching method of the English language, this study recognizes the need to develop another test (researcher-prepared assessment) to assure a valid assessment of students reading comprehension. The multiple posttests over time represent the within-subject factor of the design.

Pretest summary statistics. The average score on the pretest for all the 122 students who took the test was 19.885 with minimum and maximum scores of 11.00 and 30.00 respectively. The standard deviation for the pretest scores was 4.03. Table 2 presents summary statistics for the pretest broken down by the two groups of the treatment.
Table 2. *Pretest Summary Statistics*

<table>
<thead>
<tr>
<th>Treatment Groups</th>
<th>n</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBLT Group</td>
<td>66</td>
<td>19.561</td>
<td>4.218</td>
</tr>
<tr>
<td>Control Group</td>
<td>56</td>
<td>20.268</td>
<td>3.802</td>
</tr>
</tbody>
</table>

*Note: TBLT= Task-Based Language Teaching*

An independent t-test was conducted to answer the question, “Is there a significant difference in the pretest score between the TBLT and the traditional teaching methods groups?” There was no statistically significant differences, \( t(120) = -.965, p = .336 \) between students taught by the TBLT method and students taught by the traditional method of teaching on their pretest score suggesting that the two groups’ initial proficiency of the English reading comprehension before administering the treatment is about the same.

**Posttests summary statistics.** There are five sets of posttests. Each set consists of a standardized test and a researcher-prepared assessment. Each set designed to measure students’ level of learning the English language material covered in the segment preceding the tests. Standardized posttests were developed and being used to assess students’ achievement of the reading passages before the introduction of the TBLT teaching method. To have a comprehensive assessment of students’ reading comprehension, whether they were taught with TBLT method or the traditional method, the researcher prepared posttests that help complement standardized posttest in the assessment of students’ reading comprehension.

All five standardized posttests have a scale that ranges from zero to eight. The other five researcher-prepared assessment posttests are measured on a scale ranges from
zero to four. Table 3 provides summary statistics for the five standardized posttests broken down by the two treatment groups.

Table 3. *Standardized Posttests Summary Statistics*

<table>
<thead>
<tr>
<th>Treatment Groups</th>
<th>Posttest 1</th>
<th>Posttest 2</th>
<th>Posttest 3</th>
<th>Posttest 4</th>
<th>Posttest 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBLT Group</td>
<td>$M$</td>
<td>7.035</td>
<td>5.246</td>
<td>6.632</td>
<td>5.719</td>
</tr>
<tr>
<td>(n = 57)</td>
<td>$SD$</td>
<td>.906</td>
<td>1.675</td>
<td>1.046</td>
<td>1.998</td>
</tr>
<tr>
<td>Control Group</td>
<td>$M$</td>
<td>1.128</td>
<td>1.904</td>
<td>5.617</td>
<td>1.723</td>
</tr>
<tr>
<td>(n = 47)</td>
<td>$SD$</td>
<td>1.498</td>
<td>1.421</td>
<td>1.739</td>
<td>1.470</td>
</tr>
</tbody>
</table>

*Note. TBLT= Task-Based Language Teaching*

Table 3 shows that there are pronounced differences between TBLT and control groups across all the five posttests measures, with the exception of the third posttest. The largest difference, $(M_{TBLT} - M_{Control} = 5.907)$ between the two groups was on the first posttest. The smallest difference $(M_{TBLT} - M_{Control} = 1.015)$ between the two groups was on the third posttest.

Summary statistics for the five researcher-prepared posttests broken down by the two treatment groups are presented in Table 4. Similar to standardized posttests there are sizable differences between the TBLT and control groups on the five researcher-prepared posttests with the exception of the third posttest. The largest difference $(M_{TBLT} - M_{Control} = 1.014)$ between the two groups was on the fourth posttest. The smallest difference $(M_{TBLT} - M_{Control} = - 0.119)$ between the two groups was on the third posttest.
Table 4. *Researcher-Prepared Posttests Summary Statistics*

<table>
<thead>
<tr>
<th>Treatment Group</th>
<th>Posttest 1</th>
<th>Posttest 2</th>
<th>Posttest 3</th>
<th>Posttest 4</th>
<th>Posttest 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBLT Group</td>
<td>M</td>
<td>2.228</td>
<td>2.667</td>
<td>2.360</td>
<td>3.237</td>
</tr>
<tr>
<td>(n = 57)</td>
<td>SD</td>
<td>1.161</td>
<td>.970</td>
<td>1.125</td>
<td>.808</td>
</tr>
<tr>
<td>Control Group</td>
<td>M</td>
<td>1.745</td>
<td>1.692</td>
<td>2.479</td>
<td>2.223</td>
</tr>
<tr>
<td>(n = 47)</td>
<td>SD</td>
<td>1.117</td>
<td>1.337</td>
<td>1.402</td>
<td>1.250</td>
</tr>
</tbody>
</table>

*Note.* TBLT = Task-Based Language Teaching

**Results for treatment effect.** Treatment effect makes up the major part of the quantitative analysis of this study in addressing the first general question. The adopted Split-Plot design for this analysis allows for answering several sub-questions that collectively address the general research question. These sub questions are.

1. Does the pretest have a significant effect across all the five posttests? If so, does this effect vary across the different posttests?

Having the pretest in the design helps remove some of the variability in the posttests that can be attributed to the pretest, reduce the error term in the design, and, thus, increase the power of the analysis. Answering this question helps in examining the effect of the pretest on the posttests and in assessing its contribution to the model before examining the main effect of the treatment. It furthers examine whether or not the effect of the pretest on the posttests varies across the five posttests.
2- Is there a significant treatment effect across all the five posttests after controlling for the pretest? If so, does the treatment effect on the posttests vary across the different posttests?

The first part of the second question simply examines the difference between the two groups (TBLT versus traditional teaching methods) on all the posttests simultaneously. The second part of the question helps us examine if the differences between the two groups (TBLT versus traditional teaching methods) varies across the five different posttests. That is simply checking the interaction between the two levels of the treatment and the five posttests.

3- Are there significant differences across the posttests? If so, do these differences constitute a specific pattern?

The third question investigates the differences among the posttests. Further, it looks into whether these differences fit a specific trend.

The above sub-questions will be addressed a couple of times. Once when standardized posttests were used to assess students’ reading comprehension and another time when researcher-prepared posttests were used as an outcome.

**Standardized posttests results.** A mixed Split-Plot design with one between-groups (TBLT teaching method versus traditional teaching method) factor and one within-subjects (standardized posttest1 to posttest5) factor plus a pretest was adopted to answer the three sub-questions above. A check of the required assumptions for the analysis revealed that the assumption of Sphericity was violated where Mauchly’s test of Sphericity was statistically significant ($\chi^2(9) = 34.464$, $p = .000$). Violating the
assumption of Sphericity can lead to invalid $F$-tests ratio, which can result in a loss of power (Lomax, 2007). Several corrections have been proposed, most notably the Greenhouse-Geisser, Huynh-Feldt epsilon and Greenhouse-Geisser lower-bound estimate corrections. These do not affect the computed $F$-statistic, but instead raise the critical $F$ value needed to reject the null hypothesis by adjusting the degrees of freedom. Greenhouse-Geisser $F$-test adjusted is reported with the adjusted degrees of freedom for any within-subject effect test that is tested.

**Pretest effect.** A between-subjects test for the pretest ($F(1, 101) = 25.260, p=.000$) revealed that there is a significant effect of the pretest across the five posttests with a large effect size ($partial \eta^2 = .200$). From this test, we can infer that having the pretest in the model contributed significantly to the model and any derived conclusion from the treatment effect is adjusted for this significant contribution of the pretest.

Further look at the within-subjects test for examining whether the effect of the pretest varies significantly across the five posttests, ($F(3.411, 344.509) = 2.269, p=.072$) revealed no statistical significant for this variation. This test infers that the pretest effect on the posttests does not vary significantly across the five posttests. Both of the between and within-subjects tests indicate that the pretest effect on the posttests is invariant across the five posttests.

**Treatment effect.** The between-subjects test for examining the treatment effect indicates that there is a significant treatment effect on the posttests scores ($F(1,101) = 518.311, p=.000$) with a relatively large effect size ($\eta^2 = .837$). Students taught with
TBLT method on average scored \( M=6.373, SE=0.108 \) higher across the posttests than students taught with the traditional teaching method \( M=2.694, SE=.119 \).

Looking at the treatment effect within the five standardized posttests (within-subjects effect) showed a significant interaction with the five posttests \( F(3.411, 344.509) = 45.701, p=.000 \) with a large effect size \( \eta^2=.312 \). Based on the estimated model Table 5 shows that the largest difference between TBLT \( M = 7.050, SE = .160 \) and control \( M = 1.110, SE = .176 \) groups occurred on the first standardized posttest. The smallest difference was found on the third posttest where TBLT students \( M = 6.667, SE = .178 \) on average scored a bit higher than control group students \( M = 5.574, SE = .196 \).

Table 5. Standardized Posttests Estimated Means and Their Standard Errors

<table>
<thead>
<tr>
<th>Treatment groups</th>
<th>Posttest 1</th>
<th>Posttest 2</th>
<th>Posttest 3</th>
<th>Posttest 4</th>
<th>Posttest 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBLT (n = 57)</td>
<td>( M )</td>
<td>7.050</td>
<td>5.285</td>
<td>6.667</td>
<td>5.774</td>
</tr>
<tr>
<td></td>
<td>( SE )</td>
<td>.160</td>
<td>.198</td>
<td>.178</td>
<td>.220</td>
</tr>
<tr>
<td>Control (n = 47)</td>
<td>( M )</td>
<td>1.110</td>
<td>1.856</td>
<td>5.574</td>
<td>1.657</td>
</tr>
<tr>
<td></td>
<td>( SE )</td>
<td>.176</td>
<td>.218</td>
<td>.196</td>
<td>.242</td>
</tr>
</tbody>
</table>

*Note.* TBLT= Task-Based Language Teaching
Figure 5 depicts the estimated means in Table 5. The graph shows that TBLT students, on average, performed better than control group students on all the five posttests with varying degrees.

**Figure 5.** Estimated Means of Standardized Posttests for TBLT and Control Groups

**Posttest effect.** One aspect of the analysis is examining the pattern of the differences among the posttests regardless of the group (TBLT vs. control) membership. The within-subjects effect for testing the differences between the five posttests is statistically significant \( F (3.411, 344.509) = 6.252, p = .000 \) indicating that, on average, students’ posttests scores do differ significantly from one posttest to another with a medium effect size \( (partial \ \eta^2 = .058) \). Table 6 presents the five standardized posttests estimated means, their standard errors of estimation, and the 95% confidence interval associated with each estimated mean.
Table 6. *Standardized Posttests Estimated Means with Their Standard Errors and 95% Confidence Interval*

<table>
<thead>
<tr>
<th>Posttest</th>
<th>M</th>
<th>SE</th>
<th>(95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.080</td>
<td>.118</td>
<td>(3.845, 4.315)</td>
</tr>
<tr>
<td>2</td>
<td>3.571</td>
<td>.147</td>
<td>(3.279, 3.863)</td>
</tr>
<tr>
<td>3</td>
<td>6.121</td>
<td>.132</td>
<td>(5.859, 6.382)</td>
</tr>
<tr>
<td>4</td>
<td>3.716</td>
<td>.163</td>
<td>(3.392, 4.039)</td>
</tr>
<tr>
<td>5</td>
<td>5.182</td>
<td>.135</td>
<td>(4.914, 5.449)</td>
</tr>
</tbody>
</table>

The 95% confidence intervals for the posttests’ means show that all of the posttests means are significantly different from zero. Figure 6 displays the estimated means of the five posttests. Students’ highest score was on the third posttest when compared to the remaining four posttests.

*Figure 6. Estimated Means for the Five Standardized Posttests.*
The fact that the five posttests were conducted over a period of 10 weeks with two weeks apart, allows for further investigation for the presence of possible significant trends in students’ scores over time. There was a significant quadratic trend \((F(1, 101) = 5.107, p = .026)\) and Order 4 trend \((F(1, 101) = 19.264, p = .000)\). While both trends are feasibly possible to represent the fluctuation in the posttests means, Order 4 appears to be the representation of that fluctuation (i.e., note the \(p\) value). The posttest means tend to decline on the second posttest, incline sharply on the third, decline again on the fourth, then moderately incline on the fifth posttest giving us the significant Order 4 trend.

Bonferroni pairwise multiple comparisons of the posttests means gives another closer look at the posttests means’ fluctuation. Table 7 presents the ten pairwise comparisons among the posttest scores with their statistical significance. Eight out of the ten pairwise comparisons were large enough to be statistically significant. The largest significant difference in posttests scores was between the second and the third posttests \((-2.550, \text{ with } p = .000)\). Out of the two insignificant pair wise comparisons, the smallest difference was between the second and the fourth posttests scores \((-1.45, \text{ with } p = 1.000)\).

Table 7. Bonferroni Pairwise Comparisons Among Standardized Posttests

<table>
<thead>
<tr>
<th>Posttest</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.509</td>
<td>-2.041***</td>
<td>.364</td>
<td>-1.102***</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>-2.550***</td>
<td>-.145</td>
<td>-1.611***</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>2.405***</td>
<td>.939***</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>-1.466***</td>
</tr>
</tbody>
</table>

Note. *\(p < .05\), **\(p < .01\), ***\(p < .001\).
**Researcher-Prepared Posttests Results**

Researcher-prepared posttests were examined as the other outcomes of the study. The tests were prepared by the researcher to accommodate the TBLT method of teaching, capture, and assess any aspect of students’ English reading comprehension that cannot be addressed with standardized posttests. Administering RPA tests is at the same time of administering standardized posttests. To avoid recall contamination, randomization to the order of the tests (standardized vs. researcher-prepared) administration was applied during students testing.

To answer the three sub-questions stated earlier, similar analysis for standardized posttests is used, Split-Plot design, to analyze researcher-prepared posttests score. These questions examine the effects of the three factors in the split-plot design, which are the between-groups (TBLT teaching method versus traditional teaching method) factor and the within-subjects (researcher-prepared posttest1 to posttest5) factor plus controlling for a pretest as a covariate in the model. Mauchly’s test of Sphericity was not statistically significant (Mauchly’s $W = .873, \chi^2(9) = 13.542, p = .140$). This test infers that the assumption of Sphericity was not violated and, hence, there is no need for adjustments to the $F$-tests.

**Pretest effect.** A between-subjects test of the pretest revealed that there was a significant effect of the pretest across the five researcher-prepared posttests ($F(1, 101) = 13.611, p = .000$) and effect size ($\eta^2 = .119$). This test infers that having the pretest in the model contributed significantly to the model and any derived conclusion from the
treatment effect on researcher-prepared posttests scores is adjusted for this significant contribution of the pretest.

A within-subjects test for examining if the effect of the pretest varies significantly within the five researcher-prepared posttests revealed no statistical significant for this variation \( F(4, 404) = .106, p = .980 \) with a small effect size \( (\eta^2 = .001) \). This test indicates that the pretest effect on the posttests does not vary significantly across the five posttests. Both of the between and within-subjects tests suggest that the pretest significant effect on the posttests is invariant across the five posttests. These findings are similar to those obtained when using standardized posttests scores. That is the pretest does have about the same significant effect on the five posttests.

**Treatment effect.** The between-subjects test for examining the treatment effect indicated that there is a significant treatment effect on the posttests scores \( F(1,101) = 24.483, p = .000 \) with relatively small to moderate effect size \( \eta^2 = 0.195 \). Students taught with TBLT method on average scored \((M = 2.768, SE = .101)\) higher across researcher-prepared posttests than students taught with the traditional teaching method \((M = 2.024, SE = .111)\).

Looking at the treatment effect within the five researcher-prepared posttests (within-subjects effect) revealed a significant interaction of the treatment with the five posttests \( F(4, 404) = 9.061, p = .000 \) with a medium to a large effect size \( \eta^2 = .082 \). Based on the estimated model, Table 8 shows that the largest difference between TBLT \((M = 3.261, SE = .127)\) and control \((M = 2.088, SE = .140)\) groups occurred on the fifth researcher-prepared assessment. The smallest difference was found on the third posttest
where TBLT students ($M = 2.382, SE = .164$) on average scored a bit lower than control group students ($M = 2.452, SE = .180$).

Table 8. *Researcher-Prepared Posttests Estimated Means and Their Standard Errors*

<table>
<thead>
<tr>
<th>Treatment groups</th>
<th>Posttest 1</th>
<th>Posttest 2</th>
<th>Posttest 3</th>
<th>Posttest 4</th>
<th>Posttest 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBLT (n = 57)</td>
<td>$M$</td>
<td>2.247</td>
<td>2.691</td>
<td>2.382</td>
<td>3.260</td>
</tr>
<tr>
<td></td>
<td>$SE$</td>
<td>.149</td>
<td>.148</td>
<td>.164</td>
<td>.132</td>
</tr>
<tr>
<td>Control (n = 47)</td>
<td>$M$</td>
<td>1.722</td>
<td>1.662</td>
<td>2.452</td>
<td>2.195</td>
</tr>
<tr>
<td></td>
<td>$SE$</td>
<td>.164</td>
<td>.163</td>
<td>.180</td>
<td>.145</td>
</tr>
</tbody>
</table>

*Note. TBLT= Task-Based Language Teaching*

Figure 7 below depicts the estimated means in Table 8. The graph shows that TBLT students, on average, performed better than control group students did on four of the five posttests. Students from both groups scored about the same with slightly higher scores in favor of the control group on the third researcher-prepared posttest.

![Figure 7](image-url)  
*Figure 7. Estimated Means of Researcher-Prepared Posttests for TBLT and Control Groups.*
**Posttest effect.** As in the analysis of standardized posttests, the following shows examination of the pattern of the differences among researcher-prepared posttests regardless of the group (TBLT vs. control) membership. The within-subjects test for examining the differences between the five posttests is not statistically significant indicating that, on average, students’ posttests scores did not differ significantly from one posttest to another ($F (4, 404)= .341, p=.850$) and a small effect size ($\eta^2=.003$). Table 9 presents the five researcher-prepared posttests estimated means, their standard errors of estimation and the 95% confidence interval associated with each estimated mean.

Table 9. *Researcher-Prepared Posttests Estimated Means with Their Standard Errors and 95% Confidence Interval*

<table>
<thead>
<tr>
<th>Posttest</th>
<th>M</th>
<th>SE</th>
<th>(95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.984</td>
<td>.111</td>
<td>(1.765, 2.204)</td>
</tr>
<tr>
<td>2</td>
<td>2.176</td>
<td>.110</td>
<td>(1.959, 2.394)</td>
</tr>
<tr>
<td>3</td>
<td>2.417</td>
<td>.122</td>
<td>(2.176, 2.658)</td>
</tr>
<tr>
<td>4</td>
<td>2.728</td>
<td>.098</td>
<td>(2.533, 2.922)</td>
</tr>
<tr>
<td>5</td>
<td>2.674</td>
<td>.094</td>
<td>(2.487, 2.862)</td>
</tr>
</tbody>
</table>

The 95% confidence intervals for the posttests mean show that all of the posttests means are significantly different from zero. Figure 8 displays the estimated means of the five posttests. Students’ highest score was on the third posttest when compared to the remaining four posttests.
Table 10 presents the ten pairwise comparisons among researcher-prepared posttests scores with their statistical significance. Five out of the ten pairwise comparisons were large enough to be statistically significant. The largest significant difference in posttests scores was between the first and the fourth posttests (-.743, with \( p = .000 \)). Out of the remaining five insignificant pairwise comparisons, the smallest difference was between the fourth and the fifth posttests scores (.053, with \( p = 1.000 \)). Interestingly enough when the five significant contrasts depicted on the graph in Figure 8, it is obvious that there is a consistent gradual pattern of significant differences. Differences between the posttests start to be significant as we move from the first to the third posttests and gradually continue to be significant all the way to the fifth posttest. Difference between the first and the second posttests was not large enough to be statistically significant. Similar pattern inhibited in the second row of Table 10, where the significant differences started in comparing the second posttest with the fourth and
the fifth posttests. Comparison between the second and the third posttests were deemed not to be significant. Such pattern does not exist when comparing the third posttest to the fourth or the fifth posttests as the means in these comparisons are from posttests either next to each other or very close. This is also true for the last comparison between the fourth and the fifth posttests. Furthermore, all differences have a negative values indicating that there is a gradual improvement in students’ performances over time except between the fourth and the fifth posttests where that difference was very small in magnitude yet positive value. This difference is not significant and could be an artifact of a random error in the sample.

Table 10. Bonferroni Pair Wise Comparisons Among Researcher-Prepared Posttests

<table>
<thead>
<tr>
<th>Posttest</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-.192</td>
<td>-.432*</td>
<td>-.743***</td>
<td>-.690***</td>
</tr>
<tr>
<td>2</td>
<td>-.240</td>
<td>-.551***</td>
<td>-.498***</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>-.311</td>
<td>-.258</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>.053</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* *p* < .05, **p** < .01, ***p*** < .001.
Results of the Qualitative Analysis of the Second Research Question

2. What insights and issues can be gained about implementing TBLT in this research setting?

Nature of Qualitative Data

Data for this research question were gathered through two data collection techniques. The first one was observation for both of the control and the treatment groups. This data collection provides observational data about the control and TBLT groups. The second data collection technique was researcher log where notes were written down as recalled after each time the treatment teacher (researcher) taught the treatment group. Data from both types of data collection techniques took the form of written notes. The following presents the analysis and results for the second research question from both qualitative data collection techniques.

Observation of the Control and Treatment Groups

With reference to Figure 2 in Chapter III, the study focused on nine categories to be considered when writing down observational notes. The first one was (1) setting the stage which described what the teacher mainly did to create a desired atmosphere for starting the lesson he had planned such as having the students sit on groups or pairs and also introducing the lesson at hand. The second category of observational notes, (2) engaging the students, were interested in showing how the teacher and the students got involved in the main goal of the lesson such as linking the content of the lesson to something the students already knew in their daily lives. The third one, (3) running the
task, described how and what both of the teacher and the students did to learn the targeted content (achieve the main goal of the lesson). The fourth one, (4) task completion, provided notes that describe how both of the teacher and students ensured achieving the main goal or content of the lesson. The fifth and the sixth categories of observational notes described the attitudes of both of (5) the students and (6) the teacher throughout the entire the lesson. The seventh category of observational notes emphasized (7) the difficulties that faced both of the teacher and the students for achieving the main goal of the lesson. The eighth and ninth categories of notes stated (8) the advantages and (9) disadvantages of the teaching method used while teaching the lesson. Table 11 (for the control group) and Table 12 (for the treatment group) represent a comparison, using the above categories of observational notes, between the control group, which had been taught using the traditional teaching method, and the treatment group, which had been taught using the TBLT method. Each column in Table 11 and Table 12 represents an observational visit.

**Observational visits to the control group.** Data were gathered upon classroom visits to the control group. Analysis of data out of those observational visits was through a process of reading written notes multiple times. This process of reading helped in forming trends. These trends aim at describing, making meaning, and explaining the nature of the teaching and learning situations that accompanied teaching for reading comprehension in an English as a second language classroom via the traditional ‘prompting’ teaching method (see Appendix I for observational data sample about the control group).
### Table 11. Observational Visits to the Control Group

<table>
<thead>
<tr>
<th>T= Teacher</th>
<th>Weeks 1&amp;2 Jan 19- Jan 30</th>
<th>Weeks 3&amp;4 Feb 02- Feb 13</th>
<th>Weeks 5&amp;6 Feb 16- Feb 27</th>
<th>Weeks 7&amp;8 Mar 02- March 13</th>
<th>Weeks 9&amp;10 Mar 16- March 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS= students</td>
<td>Traditional Method (Control Group)</td>
<td>Traditional Method (Control Group)</td>
<td>Traditional Method (Control Group)</td>
<td>Traditional Method (Control Group)</td>
<td>Traditional Method (Control Group)</td>
</tr>
<tr>
<td><strong>Setting the Stage</strong></td>
<td>T asks ss to be seated on their seats</td>
<td>T asks ss to sit down and get their materials ready.</td>
<td>T asks ss to be quiet and seated properly.</td>
<td>At the request of T, researcher reminded ss about the importance of what they are doing.</td>
<td>T asks ss to be seated and their materials ready.</td>
</tr>
<tr>
<td><strong>Engaging the Student (Control) = Pre Task Stage (Treatment)</strong></td>
<td>T instructs ss to open their textbooks on Bill Gates reading passage.</td>
<td>T instructs ss to open their textbooks on Calvin Hutt reading passage.</td>
<td>T instructs ss to open their textbooks on Different customs reading passage.</td>
<td>T instructs ss to open their textbooks on Sherlock Holmes reading passage.</td>
<td>T instructs ss to open their textbooks on Eating Habits reading passage.</td>
</tr>
<tr>
<td><strong>The way the main goal is learned (control) = Running the Task (Treatment)</strong></td>
<td>T reads Bill Gates passage and explains the meaning of the new vocabularies. Three ss take turns to read the passage loudly for the class.</td>
<td>T reads Calvin Hutt passage and explains the meaning of the new vocabularies. Three ss take turns to read the passage loudly for the class.</td>
<td>T reads Different customs passage and explains the meaning of the new vocabularies. Three ss take turns to read the passage loudly for the class.</td>
<td>T reads Sherlock Holmes passage and explains the meaning of the new vocabularies. Three ss take turns to read the passage loudly for the class.</td>
<td>T reads Eating Habit passage and explains the meaning of the new vocabularies. Three ss take turns to read the passage loudly for the class.</td>
</tr>
</tbody>
</table>

*Note. T= teacher/ SS= students*
Table 11 (Continued)

<table>
<thead>
<tr>
<th>T= Teacher</th>
<th>Weeks 1&amp;2 Jan 19 - Jan 30</th>
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<td>Traditional Method (Control Group)</td>
<td>Traditional Method (Control Group)</td>
<td>Traditional Method (Control Group)</td>
</tr>
<tr>
<td>Assessment (Control) = Task Completion (Treatment)</td>
<td>T asks ss to do the provided exercises and complete the remaining as homework.</td>
<td>T asks ss to do the provided exercises and complete the remaining as homework.</td>
<td>T asks ss to do the provided exercises and complete the remaining as homework.</td>
<td>T asks ss to do the provided exercises and complete the remaining as homework.</td>
<td>T asks ss to do the provided exercises and complete the remaining as homework.</td>
</tr>
<tr>
<td>Student Attitudes</td>
<td>Ss are distracted. E.g. one s plays with his cell phone, two ss are chatting secretly. The front line of the class seemed to be following greatly with T.</td>
<td>SS are very quiet and few of them are yawning.</td>
<td>SS do not like the reading lesson. E.g. one s says quietly to his neighbor &quot;do we have to study this?&quot;</td>
<td>SS show more enthusiasm. E.g. about six ss show interest while T is reading a story (the reading passage) e.g. They asked some questions.</td>
<td>Few SS want to complete writing math notes on the board from previous lesson. SS are tired.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS show lack of interest in the lesson as they asked about topic not related to the lesson. Two ss have a battle of words for a reason I do not know. SS with lower abilities have trouble doing the reading exercises/ few ss give up.</td>
<td>SS show better attention with the T as he reads the passage than before.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Some students want to bother themselves with anything to avoid following with the reader. E.g. eyes wandering, playing with pens, using body languages to communicate with other ss so as not to be overheard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Easily sensed the discomfort of ss. Some ss blew breath strongly out of their mouths/ dropping the textbook strongly on a table. One s said &quot;yea it is going to be the last time to do this&quot;</td>
</tr>
</tbody>
</table>

*Note. T= teacher/ SS= students*
### Table 11 (Continued)

<table>
<thead>
<tr>
<th>Teacher Attitudes</th>
<th>Weeks 1&amp;2</th>
<th>Weeks 3&amp;4</th>
<th>Weeks 5&amp;6</th>
<th>Weeks 7&amp;8</th>
<th>Weeks 9&amp;10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T</strong>= Teacher</td>
<td>Jan 19- Jan 30</td>
<td>Feb 02- Feb 13</td>
<td>Feb 16- Feb 27</td>
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<td>Mar 16- March 27</td>
</tr>
<tr>
<td><strong>SS</strong>= students</td>
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<td>Traditional Method (Control Group)</td>
<td>Traditional Method (Control Group)</td>
</tr>
<tr>
<td><strong>Difficulties</strong></td>
<td>Having ss concentrate on the lesson.</td>
<td>Having ss concentrated on the lesson.</td>
<td>SS do not want to read the passage.</td>
<td>SS are concentrating on another lesson.</td>
<td>SS do not show care about the topic at hand.</td>
</tr>
<tr>
<td><strong>T</strong> is tensed. E.g he repeatedly asks ss to pay attention and follow with him as he was reading.</td>
<td>T has a hard time making ss active and follow with him as he is reading. E.g. T raises his voice and asks ss to pay attention.</td>
<td>T is keeping control of the class. Ss need a verbal permission from T to do anything i.e read, write, leave the class.</td>
<td>T promises to give extra points for those who volunteer to read.</td>
<td>T gives a general warning at the beginning of the lesson that he is going to take points off of those who do not pay attention.</td>
<td>T looks inconvenient at the situation. T uses some humor to withdraw ss attention.</td>
</tr>
<tr>
<td><strong>T</strong> looks more relaxed this time. Probably due to the interesting story he is teaching or maybe because ss are interested and enthusiastic.</td>
<td>T shows concentration while reading the passage. T is prompting the ss with all info. E.g. T says something and asks ss to repeat after him.</td>
<td>T continues to do what he usually does (reading). T picks three ss to take turns to read loudly for the class.</td>
<td>T does not show care whether ss liked the lesson or no. T continues to do what he usually does (reading). T picks three ss to take turns to read loudly for the class.</td>
<td>T shows concentration while reading the passage. T is prompting the ss with all info. E.g. T says something and asks ss to repeat after him.</td>
<td>T does not show care whether ss liked the lesson or no. T continues to do what he usually does (reading). T picks three ss to take turns to read loudly for the class.</td>
</tr>
</tbody>
</table>

*Note. T= teacher/ SS= students*
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<tr>
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<td>Traditional Method (Control Group)</td>
<td>Traditional Method (Control Group)</td>
<td>Traditional Method (Control Group)</td>
</tr>
<tr>
<td><strong>Advantages</strong></td>
<td>Easy for T to control the class.</td>
<td>A very quiet class.</td>
<td>The class is extremely quiet.</td>
<td>Easy control for the class.</td>
<td>T is intelligent for using his sense of humor.</td>
</tr>
<tr>
<td><strong>Disadvantages</strong></td>
<td>T centered. SS seemed to be board.</td>
<td>T centered. Passive SS.</td>
<td>Ss are passive i.e could not find any token of enthusiasm. E.g. T asks a question no one volunteered to answer. Ss never ask questions. So T has to pick one.</td>
<td>T centered. SS are passive. Individual work.</td>
<td>Boring class. Passive ss. T centered.</td>
</tr>
</tbody>
</table>

*Note. T= teacher/ SS= students*
<table>
<thead>
<tr>
<th>T= Teacher</th>
<th>SS= students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting the Stage</strong></td>
<td>Teaching with TBLT (Treatment)</td>
</tr>
<tr>
<td><strong>Engaging the Student</strong></td>
<td>SS have prepared themselves and set in groups of four to five ss. 2 ss help the T hock the computer and projector. T provides a road map to the ss/ what they are going to do/ and what is expected out of the lesson.</td>
</tr>
<tr>
<td><strong>Running the Task (TBLT) The way the main goal is learned (control Group)</strong></td>
<td>T runs PowerPoint slides (exercise) about rich people whom ss know in their real lives. This exercise is related to the main goal of the lesson. T accepts almost all participation from groups.</td>
</tr>
</tbody>
</table>

### Table 12. Observational Visits to the Task-Based Language Teaching TBLT Group

**Weeks 1&2**
**Jan 19- Jan 30**
- **Teaching with TBLT**
  - SS have prepared themselves and set in groups of four to five ss. 2 ss help the T hock the computer and projector. T provides a road map to the ss/ what they are going to do/ and what is expected out of the lesson.

**Weeks 3&4**
**Feb 02- Feb 13**
- **Teaching with TBLT**
  - SS have prepared themselves and set in groups of four to five ss. 2 ss help the T hock the computer and projector. T provides a road map to the ss/ what they are going to do/ and what is expected out of the lesson.

**Weeks 5&6**
**Feb 16- Feb 27**
- **Teaching with TBLT**
  - SS have prepared themselves and set in groups of four to five ss. 2 ss help the T hock the computer and projector. T provides a road map to the ss/ what they are going to do/ and what is expected out of the lesson.

**Weeks 7&8**
**Mar 02- March 13**
- **Teaching with TBLT**
  - SS have prepared themselves and set in groups of four to five ss. 2 ss help the T hock the computer and projector. T provides a road map to the ss/ what they are going to do/ and what is expected out of the lesson.

**Weeks 9&10**
**Mar 16- March 27**
- **Teaching with TBLT**
  - SS have prepared themselves and set in groups of four to five ss. 2 ss help the T hock the computer and projector. T provides a road map to the ss/ what they are going to do/ and what is expected out of the lesson.
#### Table 12 (Continued)

<table>
<thead>
<tr>
<th></th>
<th>Weeks 1&amp;2 Jan 19- Jan 30</th>
<th>Weeks 3&amp;4 Feb 02- Feb 13</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>T= Teacher</strong></td>
<td>Teaching with TBLT (Treatment)</td>
<td>Teaching with TBLT (Treatment)</td>
<td>Teaching with TBLT (Treatment)</td>
<td>Teaching with TBLT (Treatment)</td>
<td>Teaching with TBLT (Treatment)</td>
</tr>
<tr>
<td><strong>SS= students</strong></td>
<td>Teaching with TBLT (Treatment)</td>
<td>Teaching with TBLT (Treatment)</td>
<td>Teaching with TBLT (Treatment)</td>
<td>Teaching with TBLT (Treatment)</td>
<td>Teaching with TBLT (Treatment)</td>
</tr>
<tr>
<td><strong>Task Completion (assessment)</strong></td>
<td>SS do the provided exercises in groups and share what and how they answered the questions. Each S does the narrative question by himself.</td>
<td>SS do the provided exercises in groups and share what and how they answered the questions. Each S does the narrative question by himself.</td>
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<td>SS do the provided exercises in groups and share what and how they answered the questions. Each S does the narrative question by himself.</td>
</tr>
<tr>
<td><strong>Student Attitudes</strong></td>
<td>SS are interested in the lesson. SS like the idea of being in groups. E.g., one s said “we are studying differently”. Group work is new to them. This provided extra burden on T to explain groups’ duties over and over again.</td>
<td>SS showed concentration while reading the passage. SS seem to enjoy being in groups, which appears in their serious discussions.</td>
<td>SS show great enthusiasm. E.g., it looks like groups are competing against each other i.e which one can give more information about the passage.</td>
<td>SS are attentive and excited which is shown through their sharing with other groups and through their questions to their T</td>
<td>SS are very active in participation. They speak far more than the T. However, there is slightly side chat that is not relevant to the story. However, ss gave wonderful point of views about the main character of the story.</td>
</tr>
<tr>
<td><strong>Teacher Attitudes</strong></td>
<td>T is anxious about the time. T gives clear instruction. T gives ss a great deal of encouragement and praise to ss.</td>
<td>T is more relaxed this time. T gives ss a great deal of encouragement and praise to ss.</td>
<td>T models a facilitator as he passes among groups. T is always tolerant. E.g., he accepts almost all participation i.e not picking on ss, which is right or wrong.</td>
<td>T gives clear instruction. T is anxious about the time. T gives ss a great deal of encouragement and praise to ss.</td>
<td>T is a little annoyed from the counselor who interrupted the class. T is very anxious about the time.</td>
</tr>
<tr>
<td><strong>Difficulties</strong></td>
<td>SS lack the knowledge of the meaning of group work. Time is elapsing quickly. Side chats among few ss. Hard for the teacher</td>
<td>T is standing all the duration of the lesson and passes through groups.</td>
<td>T continuously passes through groups and provides attention to all groups.</td>
<td>Keeping track of time as the time elapsed before completing the lesson. This is due to the interruption made by the counselor. Time is not sufficient. Side chat among few ss.</td>
<td>T’s breath shows that he is fainted.</td>
</tr>
</tbody>
</table>
Table 12 (Continued)

| T= Teacher | Weeks 1&2  
Jan 19- Jan 30 | Weeks 3&4  
Feb 02- Feb 13 | Weeks 5&6  
Feb 16- Feb 27 | Weeks 7&8  
Mar 02- March 13 | Weeks 9&10  
Mar 16- March 27 |
<table>
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<tr>
<td>SS= students</td>
<td>Teaching with TBLT (Treatment)</td>
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</tr>
<tr>
<td><strong>Advantages</strong></td>
<td>$S_s$ centered. $S_s$ are active in asking questions and providing responses. Teaching focuses more in understanding. <strong>T</strong> is a facilitator.</td>
<td>All groups are busy working. $S_s$ negotiate the meaning of the reading passage they have. <strong>T</strong> is passing groups and provides guidance for $S_s$. <strong>T</strong> provides guidance</td>
<td>$S_s$ speak far more than their teacher. $S_s$ seem to learn from each other more than that from their <strong>T</strong>.</td>
<td>It is all about understanding. <strong>SS</strong> are very active in participation (asking questions and sharing responses). <strong>T</strong> is a facilitator.</td>
<td><strong>SS</strong> are active in asking questions and providing responses/ learning is ss centered/ <strong>T</strong> role is minimal.</td>
</tr>
<tr>
<td><strong>Disadvantages</strong></td>
<td>Requires mental and physical attendance of <strong>T</strong>. Time needs to be highly organized.</td>
<td>Requires mental and physical attendance of <strong>T</strong>. <strong>T</strong> has the required skills to teach via TBLT. Other <strong>Ts</strong> might need training to be able to teach via TBLT.</td>
<td>Requires mental and physical attendance of <strong>T</strong>.</td>
<td>Requires mental and physical attendance of <strong>T</strong>. <strong>T</strong> has the required skills to teach via TBLT. Other <strong>Ts</strong> might need training to be able to teach via TBLT.</td>
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</tr>
</tbody>
</table>

*Note. TBLT = Task-Based Language Teaching/ T= teacher/ SS= students*
One of these trends, as interpreted from Table 11, is that teaching via the traditional method is *monotonous*. In other words, the way the lessons were introduced, run, and assessed, students and teacher’s attitudes, difficulties, advantages, and disadvantages were pretty much similar across most of the observational visits. For instance, teacher’s asking students to be seated with their textbooks opened on the reading passage was a mundane introduction to almost all reading lessons observed. Also, reading the passage solely by the teacher and a couple of students took turns to read aloud for the whole class, and had, afterwards, all students individually do the provided exercises were common themes among running the lesson and assessing students for achieving the main goal of the lesson. The monotonous nature of the traditional teaching method yielded almost similar observational notes for the students and teacher’s attitudes, difficulties, and advantages and disadvantages.

Analyzing data related to students’ attitude showed that students lacked interest in the reading lessons. This interpretation is obtained from a number of responses and actions done by the students across the several visits. For instance, eyes wandering in the ceiling and sometimes yawning of students were pretty much common across most of the observational visits. In earlier visits, students in the control group would remain quite and not take the initiative to ask questions, provide answers to questions asked by the teacher or, even volunteer to read the passage for the class. Later on, when the presence of the investigator in the classroom became a regular matter, students started to show more courage to display their attitudes towards the learning situations taking place. For example, in the third week, one student said quietly to his neighbor, “do we have to study
this?” showing little care to be overheard by the investigator who was sitting next to them. Also, in the seventh week, students asked about things that were totally unrelated to the reading lesson. They wanted to do anything but not reading. The last week provided a valuable insight about the students’ lack of interest in the reading lesson; almost all students exclaimed with happiness that it was their last time in the semester to do reading.

Teacher’s attitudes, on the other hand, provided another evidence of inadequacy of the traditional teaching method. In other words, teacher was tensed with the situation that students were not paying the expected attention across most of the observed reading lessons and, hence, repeatedly asked students, in a tune that showed inconvenience, to follow with him and concentrate at the reading passage. The teacher even pointed out in the eighth week that he would take off points of students who did not follow with him as he was reading the passage. Also, it was obvious that the teacher was annoyed of the students being passive and not volunteering to ask questions or respond to questions he asked. To overcome this problem, the teacher promised to give extra credit points for students who showed active involvement in the reading lesson.

Consistent difficulties across most of the observed lessons can be classified into two main categories. The first and most important difficulty the teacher faced was having students involve and concentrate on the reading lesson. For example, the teacher repeatedly and with louder voice asked students to pay attention to what he was reading and students were almost always reluctant to participate through reading, asking, or responding to questions. The second category of difficulties was emerging from the solo
work of students. In other words, the nature of the implemented traditional teaching method required students to individually do the provided reading exercises. Students who did not know what or how to do those exercises found themselves left alone and finally gave up.

The advantages of the traditional teaching method seemed to be far less than the observed disadvantages. One advantage of the traditional teaching method was that it was easy for the teacher to teach and enabled him to have control over class the entire duration of the lesson. Another controversial advantage was that students were quiet across most of the lessons observed.

Disadvantages, on the other hand, could be seen from three main perspectives. The first one was that the traditional teaching method was highly teacher-centered. In other words, it was the teacher who did most of the work in the reading lesson. The teacher would read the passage, explain the reading passage, assign two or three students to read, give instructions to students, and read exercises and ask students to do them. The teacher alone used about 70 to 80% of time of the duration of the reading lesson. The second perspective was that the students were bored with the English language reading class. Students used from 70 to 80% of time listening to their teacher while speaking. Students did not have any types of activities to do during the reading lesson except the one they do individually towards the end of the lesson. The third perspective of disadvantages was that the traditional teaching method heavily relied on prompting practices. In other words, instruction and explanation were always orally by the teacher.
Students also did several drills to memorize the correct pronunciations of some English words.

**Observational visits to the TBLT group.** Observational data gathered about the treatment (TBLT) group were through classroom visits by a knowledgeable colleague of TBLT to the treatment teacher (researcher) who was teaching English with emphasis on reading comprehension via the TBLT method to the treatment group. Analysis of those observational data was through a process of reading written notes multiple times. This process of reading helped in forming trends. These trends aim at describing and explaining the nature of the teaching and learning situations that accompanied teaching reading in an English as a second language classroom via the TBLT method (see Appendix J for observational data sample about the treatment group).

One of the trends, as interpreted from Table 12, was that teaching via the TBLT method took longer time to describe. In other words, written notes about the teaching and learning situations while implementing TBLT had more descriptive details. The reason behind that is that the nature of the TBLT method consists of various elements that lead to more actions to take place in classroom from all parties involved in the lesson being taught. In essence, there were more things that took place while running the lesson and, hence, needed more words to describe them.

Another interpreted trend about the implementation of TBLT was consistency. In other words, the *skeleton* of the reading lesson taught via TBLT consisted of three main stages. The first one, *pre-task*, aimed at engaging students into the main goal of the lesson. The second stage, *running the task*, described students while they were actually
doing what they were intended to do. In the third stage, *task completion*, students provided their teacher with a product for the purposes of assessing to what extent students had achieved the main goal of the lesson.

Having said that the observational data suggested consistency following the three stages of the TBLT method, teaching and learning were also characterized by having a great deal of variety. In other words, various activities took place during the three fixed stages of the TBLT method. For example, in a reading lesson in the second week about *Calvin Hutt’s Career Life*, students in the *pre-task* stage provided their classmates with lists of video games they were playing at home and read a passage about *Calvin Hutt’s Career Life* in the *running task* stage. Students in the *task completion* stage imagined they were participating in a live competition show to answer a question asked by the interviewer where they told the audience (their teacher and other groups of students) as much details as they could about *Calvin Hutt’s Career Life*.

The most prevailing trend across most of the nine observational data categories in Table 12 was that learning via the TBLT method was *learner-centered*. Learner-centered meant here that that the students were the central focus of instruction and students participated in creating their learning situations. To clarify this notion, a careful investigation is bestowed to the nine observational data categories in Table 12. Students were described or mentioned by the observer almost in every cell across all columns unlike the teacher whom the observer mentioned fewer times and described in roles of being a facilitator rather than a source of instruction. In other words, students were *active learners* (i.e., they were discussing, negotiating, reading, and displaying their
understanding of what they had been learning). This meant the learning situation via the TBLT method revolved around the learners.

Students had realized in the first week of the study the difference occurred in the way they were taught and which appeared in one student’s comment to his group, “we are studying differently.” Studying via TBLT or “studying differently” had positively enhanced students’ verbal responses towards the learning situation, and which was revealed in multiple occasions across the following weeks of the study. For instances, students tended to organize themselves at the beginning of each lesson, join their groups, and show readiness to start the reading lessons without much efforts or further notices from the treatment teacher (researcher). Also, the students always showed engagement in group works and enthusiastically shared their responses with their classmates.

Difficulties as observed when adopting the TBLT method could be seen from three perspectives. One difficulty was related to the design of the lesson plan. The design of lesson plan was compound involving three interrelated stages (pre-task, running the task, and task completion). The interrelation among those three stages meant that they all strived to accomplish the intended goal of the lesson. This interrelation required a kind of coherence or unity in the mechanism of those three stages where each stage was derived from or built upon the other stages. In other words, the pre-task stage primarily introduced the running task stage and the task completion stage investigated or showed to what extent the task was run and learned. To visually see how the unity of mechanism was carried out, see lesson plans in Appendix K.
The second difficulty about implementing the TBLT method was the factor of time. Since there were multiple activities to be carried out by students across the three stages of the lesson, keeping track of time seemed to be the most challenging difficulty that the treatment teacher. Upon designing the lesson plan, each one of the three stages of the lesson was allotted a certain amount of time of the duration of the lesson. The occurrence of unintended loss of time or spending more time than planned in one stage might lead to not achieving the main goal of the lesson as hoped or planned. The problem of the time factor happened in the seventh week when there was an interruption by the counselor, who took about ten minutes from the time of the class, a failure to comply with the designed lesson plan took place. The students did not have time to go the task completion stage in that lesson.

The third difficulty was pretty much related to the teacher role in the classroom. Mental and physical attendance needed to be present by the teacher. In other words, the teacher needed to physically pass through all groups of students who were discussing or sharing information and be mentally available for guidance to students. Besides responding to any group questions, the teacher needed to even engage or participate with every group as a sign of paying attention to what students were saying in groups and value their inputs. The absence of appropriate physical and mental attendance of the teacher might lead to a deviation of groups of students from the intended group work to unrelated lesson talks. This suggests that teacher’s role can be described by being a facilitator in the TBLT method and which is even more demanding on the teacher physically and mentally.
Careful analysis of the two categories of observational data related to the advantages and disadvantages of the implementation of the TBLT method in Table 12 showed that the advantages and disadvantages went along with or supported by the interpreted trends earlier. Examples of advantages related to learners included; that students were very active in terms of asking questions and sharing responses, negotiation of meaning was always present among groups of students while reading passages, focus was on students since they tended to speak far more than their teacher, presence of peer or collegial learning as students learned more details about the reading passage from shared responses by groups of students, and students’ comprehension of meaning was always the ultimate aim targeted by the practices involved in the TBLT lesson.

Interpreted advantages related to the work of the teacher were much less than the observed ones about the students. The reason was that the teacher was not the central focus or the main source of information and, hence, focus was more on the students who were making action. Among the advantages that described the work of the teacher included that he was modeling the role of a facilitator as he was passing among groups providing them with guidance, monitoring group works, relaxed, and frequently used his sense of humor.

Disadvantages were minimal and related to the work of the teacher in the classroom rather than that of students. The most prevailing disadvantage about the implementation of the TBLT method was that it was demanding on the teacher and
required mental and physical attendance by the teacher. At last but not least, implementing TBLT required more time and, hence, any unintended loss of time might easily lead to failure to achieve the main goal of the lesson as planned. At last, teaching via the TBLT method was not easy work for the teacher and required certain skills and background about the TBLT method before implementing it on the classroom, and which the treatment teacher had while he was teaching.

**Researcher Log**

With reference to *researcher log* in Chapter III, data gathered under this data collection tool were the observed data by the treatment teacher (researcher) as he recalled them after each time he taught the TBLT group. In other words, analyzed data under this tool were restricted to the TBLT group and not the control group. Analysis of these data followed a systematic process known in qualitative research as *Grounded Theory*. The reason for using *Grounded Theory* is that the observed data under *researcher log* primarily serve most of the five interrelated jobs of a theory which include: enabling prediction or explanation of behavior, being useful in theoretical advance in sociology, being usable in practical applications as predication and explanation foster practitioners to understand and have some control of situations, providing a perspective on behavior, and guiding and providing a style of research on particular areas of behavior (Glaser & Strauss, 1973).

*Grounded Theory* is a method of analyzing qualitative data (Glaser & Strauss, 1973). In essence, *Grounded Theory* works in reverse to the function of the regular

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4 This notion is elaborately explained under the observed difficulties that accompanied the implementation of the TBLT method earlier in this chapter.
theory. Whereas the regular theory starts with a hypothesis and then strives to gather *examples* or data to support the theoretical hypothesis, in *Grounded Theory* data are first gathered and based upon which a hypothesis emerges through a systematic process. This systematic process includes first collecting data, drawing a base line of repeated data, assigning codes for the repeated data, grouping these codes into similar concepts from which categories are formed. Categories become the basis for the creation of a theory.

Analysis of the observed data under *researcher log* accordingly followed a systematic process. After the data were collected, they were read many times. During reading, some collected data were repeated and which enabled to start assigning codes for those repeated data. As this process was repeated many times, a base line was developed for repeated data. This process yielded a number of codes that represented the repeated data. These codes were grouped into similar categories. This analysis also included thoughts and understanding of the meaning of the collected data of a peer who read the collected data under *researcher log*.

The analysis of data collected via *researcher log* showed that they revolved around four categories. Not surprisingly, the two most prevailing categories were about the students’ roles and attitudes in the classroom. The collected data under those two categories support the observational data interpreted under Table 12 and which adds further strength to the findings. The third category was very much related to running TBLT as a method of teaching with emphasis on reading comprehension in an English as a second language classroom in this research setting. The fourth category of data was related to the role and impression of the teacher (researcher) in the classroom while he
was teaching via the TBLT method in this research setting. *Figure 9* shows the numbers of counted *key words* that describe each category.⁵

![Figure 9. Number of Counted Key Words under the Four Categories.](image)

The reasons that made students’ roles and attitudes be the two most prevailing categories in a reading lesson taught via the TBLT method could be linked to the reality that they had played a central role or were the action makers during the flow of the reading lesson. Data out of *researcher log* repeatedly described the roles of students they had been playing in the classroom. The three most frequent roles included reading, discussing, and sharing. Collected data also tended to report what students had been doing in the classroom. Students started every reading lesson with a group discussion, *the pre-task stage*, involving an activity that imitated students’ daily lives and which

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⁵ *Figure 9* includes counted numbers of key words under each category and excludes neutral words such as articles, prepositions, and verbs to be.
helped engage the students in the intended reading content. Every group of students extended its work after the engaging activity to read the reading passage, group members discussed their understanding of what they had read, and formulated an agreed-upon response to share with other groups.

The second half of the prevailing data was a description of students’ attitudes towards the reading lesson. The two most common words used to describe the students’ attitudes were *enthusiasm* and *involvement*. Enthusiasm and involvement in this setting referred to the manner in which the students were performing the aforementioned roles (reading, discussing, and sharing). Two examples derived from the raw data could give a picture of enthusiasm and involvement of students in the reading lesson. In the third week, two groups of students had an argument about who should have the turn first to start sharing their responses with other groups. The group that started first usually had the opportunity to share another time as long as the time allotted for group sharing was not consumed. The second example was about a student who actually broke the boundaries of group work in the fifth week. When the turn was for his group to share with a response, that student enthusiastically stood up and orally narrated the whole of the reading passage consuming more than the time allotted for his group. In the meantime, the teacher (researcher) tried to politely give the chance to another group but the student would not stop and continued all the way to the end of his long response.

Students’ attitude towards the reading lesson taught via the TBLT method was positive. Interpreted data showed that they even loved and enjoyed what they were doing in the reading lesson. Beside the never observed complain or lack of interests tokens that
universally accompany any an undesired class by students at the age of the students participating in the study, the treatment teacher (researcher) considered an incident that had happened in the fourth week as an evidence or at least an indicator that the students loved the reading lesson taught via the TBLT method.

It was Wednesday (the last day of school week days in Saudi Arabia) when the teacher (researcher), as usual after teaching students the reading class, headed towards the teachers’ office room. The counselor stopped the treatment teacher and asked him if he gave his instructions to five of the students not to participate in a tour outside the school hosted by an outsider organization. The treatment teacher told the counselor that he had not given any instructions in this regards. In the middle of that conversation, the treatment teacher was shocked out of surprise and wondered about the reason that prevented the five students from going on the tour as he knew that every student wished to participate in similar tours. The treatment teacher asked the counselor about the reason that made the students opted not participate in the tour. The counselor replied that the students said that they had had an English reading class and they did not want go on the tour. That incident was complemented by a phone call after the end of the study by the original teacher to the treatment teacher (researcher) stating that some students asked him to teach them the way the treatment teacher (researcher) was teaching them.

The third category was related to the application of the TBLT method in this research setting. Interpreted data out of researcher log suggested some difficulties that the treatment teacher had faced when implementing the TBLT method. One of those difficulties was that the students did not know the meaning or not used to group work. At
the beginning, students were sitting in groups but working individually which made the
treatment teacher correct that at once explaining duties and expectations out of group
work. Another difficulty, which might be a consequence of the first one, was the
existence of minimal side talks (not related to the lesson at hand) among some students at
the beginning of the study. However, as the study progressed and students understood
the meaning of group work, those minimal side talks started to vanish. The last difficulty
was related to the challenge of time. Time was congesting and reading lessons taught in
this study tended to finish exactly by the end of the allotted duration of time and
sometime a minute or two minutes were to be borrowed from the breaks following the
lessons. That warned that any unintended loss of time might severely prevent students
from achieving the goal of the lesson as planned.

The fourth category was related to the teacher’s (researcher) role and impression
in this research setting. Interpreted data out of researcher log showed that the treatment
teacher (researcher) had described what he was doing in every class he had taught. The
way he was teaching was consistent across all lessons and strictly followed the principles
of the TBLT method he was implementing including the three stages of a TBLT lesson
(pre-task, running the task, and task completion). The treatment teacher precisely
followed the lesson plans he designed for every reading lesson class. To engage students
in the main task of the lesson, those lessons tended to start with group activities that were
derived from students’ daily lives while ensuring the achievement of the main goal of the
lesson (running the task) was through a retelling activity that too imitated students’ real
lives. The teacher’s (researcher) impression showed always satisfaction about the way he
taught and the way students were working in the classroom. However, a couple of times the TBLT teacher mentioned that he was exhausted and that might be linked to the continuous physical motion the treatment teacher was doing while passing among groups and paying attention to groups’ discussions as well as participating with them.

**Combining Quantitative and Qualitative Results**

Each of the previous two sections (quantitative & qualitative analyses) provided detailed description of the analysis and the findings of the study. While each analysis revealed specific findings that were related to the nature of the data collection tools used to answer one of the two research questions, this section attempts to combine findings of both quantitatively and qualitatively collected data to provide a full or complete picture about the findings of the study. The two research questions were:

1. Is using the TBLT method for teaching English as a second language for male, third-grade students in intermediate schools in Saudi Arabia more effective in the acquisition of the English language, in terms of students’ achievement on reading comprehension, than using the traditional “prompting” method?

2. What insights and issues can be gained about implementing TBLT in this research setting?

The overall of the statistical analyses of the quantitatively collected data provided valuable findings to answer the first research question. The major finding that explicitly answered this question was: yes, the application of the TBLT method for teaching English as a second language for male, third-grade students in intermediate schools in Saudi Arabia was more effective in the acquisition of the English language, in terms of
students’ achievement on reading comprehension, than using the traditional “prompting” method. In other words, the application of TBLT method in this research setting helped increase the students’ achievement scores in reading comprehension. That major finding was statistically reported by two sources of data (researcher-prepared assessments and standardized text-established tests), and which even increased the validity of the findings. The pretest results also showed that students were equal across the control and treatment groups eliminating the possibility for effect of initial level of the English language reading comprehension before the application of the TBLT method. The average scores of both types of posttests (researcher-prepared assessment and standardized text-established tests) of the control and treatment groups were highly significant in favor of the treatment group.

Qualitatively collected data on the other hand greatly helped describe and explain the surroundings of the application of the TBLT method in this research setting. Because neither group knew their group identification (treatment or control) nor knew the way they were going to be taught before the beginning of the study, this study assumes that students in both groups have a very low level of possibility to form a prejudice that might interact with their attitudes towards the learning situations. Hence, the interpreted qualitative data showed that teaching via the TBLT method in this research setting helped students develop a desired attitudes towards the learning situations, unlike the traditional teaching method that showed that students had developed undesired attitudes towards the learning situations as elaborately explained under the analyses of the qualitative data. Another vital finding interpreted from the qualitative data was that teaching via the TBLT
method required both of the students and their teacher to play roles or involve in practices that went along with the practices of the constructivist learning theory, unlike the traditional teaching method which involved practices and roles of students and their teacher that went along with the behaviorist learning theory as elaborated in Chapter Two and under the analyses of the qualitative data.

Interpreted quantitative and qualitative data when combined showed that they had provided support and evidences for the findings suggested by each set of data. In other words, qualitative findings that suggested that the TBLT method had helped the students in the treatment group develop desired attitudes towards the learning situations were supported by the quantitative findings that showed that the TBLT method had also helped students increase their achievement scores in reading comprehension of the English language. Also, the quantitative findings that showed that the traditional teaching method did not help students in the control group increase their achievement scores in reading comprehension as compared to that of the TBLT method were supported by the qualitative findings that showed that the traditional teaching method also did not help the students develop desired attitudes towards the learning situations as that of the TBLT method.

**Summary**

Chapter IV presented the analyses and results of this study. The chapter had begun with an introduction that warned in advance that the analyses and results will be organized or divided into three main sections. The first section was related to the results of the quantitative analysis of the first research question. This section had shown that the
statistical analysis addressed the first research question was the Two-Factor Spilt-Plot design. Interpreted quantitative results from the pre-test showed that students in both of the treatment and control groups were equal in terms of their prior knowledge of reading comprehension of the English language. Interpreted quantitative results showed that students’ posttests scores for the treatment group were higher and statistically significant than those of students’ ones in the control group.

The second section was related to the results of the qualitative analysis of the second research question. This section had shown that observational data were distributed into two tables (Table 11 and Table 12) for the purposes of comparison and contrast between the traditional teaching method and the TBLT method. This section had also shown that analysis of data out of researcher log were via Grounded Theory. Interpreted results out of the qualitative data showed that the TBLT method helped students develop desired attitudes towards the learning situations and involved practices and roles of students and their teacher that went along with the constructivist learning theory. Interpreted results out of the qualitative data showed that the traditional teaching method did not help students develop desired attitudes towards the learning situations and involved practices and roles of students and their teacher that went along with the behaviorist learning theory. The Third section focused on combining both of the quantitative and qualitative findings. This section had shown that they had provided support and evidences for the findings suggested by each set of data.
CHAPTER V

DISCUSSION, IMPLICATIONS, AND CONCLUSION

Introduction

Chapter V discusses the findings of the study and aims at linking them to some of the existing educational issues. For the purposes of organization, this chapter consists of three main parts. The first part, Discussion, addresses the major quantitative and qualitative findings of the study. Discussion of these findings provides the opportunity to address sub-topics related to where TBLT falls in a pedagogical context, student-centered vs. teacher-centered approach of instruction, classroom communication, and the methodological limitations of the quantitative and qualitative findings of this study. The second part, Implications, mainly addresses how the reported findings speak to the related educational context of the study. Benefited educational issues from this context include English language teaching method in Saudi Arabia, English language teacher education, educational policies related to designing the English language curriculum, and recommendations for future research. The third part, Conclusion, summarizes Chapter V and concludes the study.

Discussion

As the nature of the study has a mixed-method design (quantitative and qualitative data collection techniques), it is easier for the reader to discuss each type of findings by itself. The discussion of the findings attempts to make connections to some of the existing educational issues including teacher-centered vs. student-centered
instruction and classroom communication. The discussion will begin with the quantitative findings and then followed by the qualitative ones.

**Quantitative Findings**

Quantitative findings were mainly obtained from two data collection tools that included conducting a pretest and five posttests for 122 students divided into two groups (i.e., control and treatment). The pretest primarily aimed at measuring students’ initial level of the English language reading comprehension. Pretest scores showed that there were no statistically significant differences between the treatment group (students taught by the TBLT method) and control group (students taught by the traditional teaching method) suggesting that the two groups’ initial level of the English language reading comprehension before administering the treatment was about the same. The finding of equivalence between the control and treatment groups prior to the application of the experiment validates attributing any positive or negative change that occurs on the students’ reading comprehension achievement (posttest scores) to the effect of the method of teaching (TBLT vs. Traditional), especially when known that similar learning conditions were ensured for both of the treatment and control groups.

Posttests aimed at testing students over time using five measures administered two weeks apart after introducing the two treatments (teaching with TBLT and traditional methods). Each set of the tests consisted of one standardized test and one researcher-prepared assessment resulting in ten sub-tests (five standardized and five researcher-prepared assessment tests). Both sets of tests intended to measure students’ reading comprehension in the materials covered during the preceding two weeks. Reasons for
adopting two formats of posttests included having an accurate and comprehensive assessment of students’ reading comprehension as researcher-prepared assessment complements standardized posttest in the assessment of students’ reading comprehension. The treatment teacher (researcher) as well as the control group teacher graded both types of posttests. The grading process showed a very low level of disagreement (i.e., less than .03%).

Posttest scores showed that there were differences between treatment and control groups across all the posttest measures in favor of the treatment group, with the exception of the third posttest. Across the first, second, fourth, and fifth posttests, students in the treatment group significantly scored higher than students in the control group. In the third posttest, neither group scored significantly higher than the other one. That is, the control group scored a little bit higher than the treatment group in researcher-prepared assessment part while the treatment group similarly scored a little bit higher than the control group in the standardized part.

One reason that might help explain why students’ test scores did not have significant differences in the third posttest between the treatment and control groups is history. History in this context refers to the situation when unanticipated events occur while the treatment is being conducted and participate in changing participants’ behavior (Wiersma & Jurs, 2009). Those events become alternative explanations for the changes in participants’ behavior rather than treatment. During the third posttest time for the
treatment group, it happened that the school had had an open day.\textsuperscript{6} Students in the treatment group had to finish their third posttest before they could join their colleagues and have fun in that open day.

Knowing some of the common characteristics and needs of students at this age may explain why students in the treatment group did not score significantly higher than students in the control one as they had done in the first, second, fourth, and fifth posttests. During the application of the third posttest, some students in the treatment group were most likely thinking of their colleagues who were having fun outside of the class. Other students might have wanted to finish as soon as they could so as not to miss much fun of the open day. Thus, it is possible that the effect of history interacted with the third posttest had led to nonsignificant differences. This is to say that students in the treatment group could have done better and might have scored significantly higher than students in the control group if there were no open day during the time of the third posttest. This means that students in the treatment group’s not scoring significantly higher than that of students in the control group should not be attributed to the treatment effect but to the effect of an outside event (the open day) known quantitatively as history. This claim is supported by the other four posttests in which students in the treatment group have scored significantly higher than students in the control group.

The findings of the pretest and posttest scores together answered the first research question. The pretest results, as mentioned earlier, showed equivalence of students’ initial level of the English language reading comprehension before the

\textsuperscript{6} In an open day, the school cancels all classes, gathers all students in one place, and do fun activities.
application of any of the two teaching methods (i.e., TBLT vs. traditional) in both groups. The average scores of both types of posttests (researcher-prepared assessment and standardized text-established tests) of the control and treatment groups were significant in favor of the treatment group. That finding meant that the application of TBLT method in this research setting helped increase the students’ achievement scores in English language reading comprehension more than that of the traditional teaching method. Equivalence of both groups attained prior to the application of the treatment and reporting significant differences from two data sources (researcher-prepared assessment and standardized text-established tests) increased the validity of the findings.

Observed data help in explaining reasons related to having better quantitative results (posttest scores) in favor of the TBLT group. These data hypothesize that characteristics and procedures associated with TBLT help students, as reported quantitatively, increase their reading comprehension achievement scores more than those associated with the traditional teaching method. TBLT procedures and characteristics include teacher’s role as a facilitator, group work, students’ roles within group work, the type of activities in which students are involved, complexity of tasks, and lesson plan.

Yet all these procedures and characteristics of TBLT work in harmony and complement the work of each other, three elements of TBLT seem to make the greater difference from the traditional teaching method. First, the structure of the lesson that divides the duration of the lesson into three phases (*pre task, running the task, task completion*) accompanied by what this study would describe as a *unity of mechanism* that requires interrelation of these three phases where every phase is built upon the other.
Second, the type of activities in which students are involved does imitate their daily lives. Third, the greater amount of space (time) that students have in groups to discuss, negotiate meaning, and share responses. (More details about how these elements work in classroom are elaborately discussed under Chapters I and II).

The above quantitative findings show a desired or better learning outcome achieved when applying the TBLT method. Better learning is always a primary common aim of learning theories and which strive to describe how learning occurs and, consequently, what practitioners and learners should do towards having better learning and teaching. Careful examination of the TBLT principles and characteristics and those of the constructivist learning theory reveals strong connections between the constructivist learning theory and the TBLT Practice. These connections are addressed later on this chapter under the pedagogical context of the TBLT method.

Quantitative findings emerging out of the application of TBLT in this study are supported by findings of other studies that implemented TBLT in other teaching and learning settings (Aljarf, 2007; De Bot, 2001; Ellis & Fotos, 1991; Lopez, 2004; Stevens, 1983; Swain, & Lapkin, 2000). Connection between the findings of those studies and the findings of this study is seen through the significant results of the positive effect of TBLT when it is applied in various teaching and learning settings. For examples, students who were taught via task-based instruction learned more than those who were taught via presentation (Lopez, 2004). A significant interaction is found between achievement (acquisition of language) and the use of task in teaching (De Bot, 2001; Swain & Lapkin, 2000). TBLT helped students know far more language through activities (tasks) than
what they exhibit in response to classroom drills (Stevens, 1983). The application of TBLT has motivated students, improved their speaking skills, and helped them use grammar and pronunciation correctly (Aljarf, 2007). Teaching students via TBLT helped them increase their knowledge of advanced grammatical rules (Fotos & Ellis, 1991). Such positive findings about TBLT in other research settings provide further validity and reliability to the findings of this study.

**Qualitative Findings**

Qualitative findings were mainly obtained from two data collection sources that included observation and researcher log. Qualitative findings helped explain or visualize the surroundings of the application of the traditional and TBLT teaching methods in this research setting. Discussion of the qualitative and quantitative findings shows that they are in agreement; both types of findings suggest that when emphasis is placed on English language reading comprehension, TBLT is a better way of instruction than the traditional teaching method as discussed quantitatively earlier and qualitatively below.

The first theme of findings obtained out of observation provided certain characteristics or trends that tended to accompany the application of both types of teaching methods. Characteristics and trends associated with the traditional teaching method were mostly undesired in an educational setting. For examples, teaching via the traditional teaching method lacked variety and was almost always monotonous. Students lacked interest in reading lessons and which was reflected on the teacher’s attitudes who was tensed during most of those lessons. Students’ repeated solo work across all lessons resulted in a very weak participation by students who preferred to remain passive most of
the time. The flow of the lesson was highly teacher-centered as a natural result of repetition and the prompting way of instruction run by the teacher.\textsuperscript{7} Two controversial advantages were observed about the traditional teaching method. Those advantages included that the traditional method helped the teacher have control over students and the class was quite most of the time. These undesired characteristics of the traditional teaching method are not surprising, and can, further, be described by being a natural scenario for a teaching practice that is built on some assumptions of the behaviorist learning theory, as it is the case of the traditional teaching method.

A major assumption underlying the behaviorist learning theory (as discussed earlier in Chapter II) is the emphasis of the external workings of humans and animals where learning takes place through a structure or pattern of behavior that the learner must go through for learning to occur (Guthrie, 1935; Hull, 1935; Pavlov, 1927/1960; Skinner, 1938; Thorndike, 1913; Watson, 1924).\textsuperscript{8} Examination of the assumptions of the behaviorist learning theories reveals excessive emphasis on the way an individual learns as an isolated unit from culture. This is to say that interaction with culture is hardly given attention as a powerful means of or even a cause for learning. Such assumption informs solo working in classroom and which is the case of the traditional teaching method where students work individually to read the reading passages and do attached exercises.

The behaviorist learning theory further informs the traditional teaching practice in this study setting with the assumption that learning happens due to the accumulation of

\textsuperscript{7} More details will be discussed later on this chapter about student-centered vs. teacher-centered.

\textsuperscript{8} More details about the assumptions of the behaviorist learning theory are elaborately discussed under Chapter II.
habits (Frequency or repetition) (Watson, 1924). This type of frequency or repetition is seen in the drillings of students and the way the teacher repeatedly reads the reading passage for the students. Another vital assumption of behaviorism that informs the traditional teaching method in this setting is the positive and negative reinforcement (Skinner, 1935) which is seen through the given extra points or taken off points from students depending on their participation quality in classroom when teaching via the traditional teaching method.

However, characteristics and trends associated with the TBLT method were mostly recommended and desired in an educational setting. Those trends and characteristics could be classified into four themes. The first theme was related to the nature of the TBLT method. The findings showed that teaching via TBLT had a great deal of variety since it used more words and time to describe what had been taking place during observation. Taught lessons via TBLT were consistent to have the three main stages of the lesson (pre-task, running task, and task completion).

The second theme of trends and characteristics was related to the roles and attitudes of students. In contrast to the solo work, lack of interests, weak participation of students, and highly teacher-centered instruction when learning and teaching via the traditional method, the findings showed that group work and imitation of students’ real lives were common themes among all lessons taught via the TBLT method. The flow of the lesson was mostly student-centered of lessons taught via TBLT as constructivist
Students were active learners in ways that they were discussing, negotiating, reading, and displaying their understanding of what they had been learning. Students showed positive attitudes orally and verbally towards the English language reading class; they had the initiative to volunteer to organize the settings of the classroom to form groups prior to the beginning of each lesson and the students’ request by the end of the study to continue learning in the same way with their original English language teacher. The third theme of trends and characteristics was related to the roles and attitudes of the teacher. The findings showed that the teacher modeled the facilitator role rather than the source of information while teaching via the TBLT method. These desired findings so far about the TBLT method as an instructional practice imply a number of issues for teachers and interested researchers to consider.

One issue is that teaching via TBLT, due to the great deal of variety involved, helps in providing teachers and learners with rich lessons. When lessons are rich, several good qualities of teaching come along the way. These qualities include students and teachers’ high motivation and interest in the lesson, absorbing knowledge through multiple dimensions, experience sharing, and providing teachers and learners with opportunities for critical and creative thinking.

Another issue inferred from the findings is that learners are key participants along with their teacher in creating the learning situations as the mainstream of the lesson revolves around them (student-centered instruction). Needless to say how this is

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9 More details will be discussed later on this chapter about where TBLT falls in a pedagogical context and when addressing issues related student-centered vs. teacher-centered.
beneficial to students (as will be discussed later on this chapter), this is also beneficial for facilitating the work of the teacher; a teacher will be working with partners who are interested on what the teacher is saying and doing. To clarify this notion, when an individual shares a personal story or any topic with someone and the latter shows lack of interest, the speaker tends to finalize the topic fast and which might lead to deletion of important details. However, the speaker tends to provide more details and even includes personal thoughts as long as the listener is showing interest on what is being said.

A further issue inferred from these findings is that the teacher is not the source of knowledge in classroom, but a component that facilitate the work of students who are learning. It is vital that teachers understand that their primary job in classroom is not making students learn but helping them learn (as will be addressed shortly). In other words, once a teacher attempts to make students learn, s/he unintentionally plays the role of learning cause or creator. Such way of teaching prevents students from playing a vital role of the learning process, which is the creation of their learning. Learning should not be considered an outcome package to obtain but a process run through. Teachers in the Saudi context and in other contexts need to facilitate their students learning (where students participate in the process of learning) rather than making students learn (where students do not participate in the process of learning, but get a pre-packed learning outcome delivered by the teacher).

The fourth theme of trends and characteristics was related to the difficulties and challenges associated with teaching via the TBLT method. The findings showed that the path was not paved all the way when implementing the TBLT method in this research
setting. Application of the TBLT method had a few difficulties some of which were unavoidable. One of those difficulties was related to the compound design of the lesson plan; it required a kind of coherence or unity in the mechanism of the three interrelated stages (pre task, running the task, and task completion) as each stage was derived from or built upon the other stages. This challenge urges teachers in the Saudi context and other contexts to have a solid background and understanding about the TBLT method before implementing it in classroom. Otherwise, implementation of TBLT might deviate from following its fundamental principles and, consequently, lead to unwanted results.

Another challenge was keeping track of time; due to the multiple activities and roles played by students during the three stages of the lesson, any unintended loss of time could result in failure to achieve the main goal of the lesson as planned. This challenge is difficult to control for and, hence, teachers need to be cautious about the factor of time when implementing the TBLT method. An idea that might help reduce the challenge of time effect is to try it out first and see if extending the time of lesson or combining two lessons would be more effective.

A further difficulty was related to the excessive mental and physical efforts by the teacher; teaching via TBLT required a careful design of the lesson plan, a continuous movement inside the class, and being available physically and mentally to cope up with the demands of groups of students. This suggests that teaching via the TBLT method is more work on the teacher than when teaching via the traditional teaching method. Although the teacher tends to talk a lot more in the traditional teaching method than that in the TBLT one, teacher’s mental work that precedes the class through planning and
designing the lesson, and the continuous physical and mental presence with groups of students when teaching via TBLT far exceed the work of the teacher in the traditional teaching method. This means that good language teaching as represented by TBLT in this study requires far more work than in traditional way of language teaching. Some teachers might say that TBLT is more work on teachers and adds further burden to their work. Response to this point of view is seen from two perspectives. First, teaching is a time consuming and requires continuous development and, therefore, by definition is very complex. Second, the outcome associated with this time consuming work (teaching practices) is worth the investment.

Qualitative findings obtained from researcher log provided further understanding about the application of the TBLT method in this research setting. Findings out of researcher log about the TBLT method went along with those obtained from classroom observation. An outer look showed that findings out of researcher log were classified into four categories. Two of those categories were related to the students, one was related to the teaching method, and the last one was related to the teacher.

The first category of findings was related to the students’ roles they had been playing in the classroom. The three most frequent roles showed that groups of students were reading, discussing, and sharing. The second category of findings was related to the students’ attitudes towards the reading lesson. The two most common words used to describe the students’ attitudes were enthusiasm and involvement while they were working in the classroom. Enthusiasm and involvement of students represent a source of motivation to their teacher. The students’ attitudes were positive towards the reading
lessons taught via the TBLT method and which can be concluded from the never
observed complaining or lack of interest that universally accompany any an unmotivated
class of students. The students recognized that they were unwilling to miss any reading
classes.

Plural verbal and non-verbal responses derived from the raw data show the
positive attitudes of students taught via TBLT towards the reading lesson. For examples,
a student excitedly exclaimed, “We are studying differently” in the first week of the
implementation of TBLT. Another one enthusiastically stood up and orally narrated his
understanding of the entire reading passage consuming more than the time allotted for his
group. Two short stories observed while teaching students via TBLT could expresses far
more than what words could do about how students loved the way they were learning.

The first story is about five students who refused to participate in a tour outside of
the school and preferred to attend the reading class. It was Wednesday (the last day of
school week days in Saudi Arabia) when the treatment teacher (researcher), as usual after
the end of the reading class, headed towards the teachers’ office room. The counselor
stopped the treatment teacher and asked him if he gave his instructions to five of the
students not to participate in a tour outside the school hosted by an outsider organization.
The treatment teacher had neither known about the tour nor given any instructions in this
regards. To the treatment teacher and consoler surprise, they found out that those five
students preferred to attend the English language reading class rather than joining the trip.

The second story is about two groups of students who were having an argument
about who would have the first turn to start sharing responses with other groups. With
efforts to calm the arguing groups, the teacher told them that there is no need for this argument as every group is going to have the chance to share its responses with other groups. The arguing groups justified their argument with fact they observed across previous lessons; that the group that usually starts first tends to have the opportunity to share one more time as long as time allows. All these examples and stories are complemented by students’ request to their original teacher to teach them the way the TBLT teacher (researcher) had been teaching them.

The third category of findings was related to the application of the TBLT method in this research setting. The application of TBLT involved some difficulties that are associated with students’ adaptation to the new teaching method, TBLT. These difficulties included students’ lack of knowledge and training about how group work was done. At the beginning students were sitting in groups but working individually in addition to the existence of minimal side talks that were unrelated to the lesson. However, when expectations and duties of group work were explained, students started to work effectively in groups as expected.

The fourth category of findings was related to the teacher’s role and impression while he was implementing TBLT in this research setting. The teacher (researcher) frequently described himself being careful to follow the principles of TBLT in every reading lesson. His impression always showed satisfaction about the way he was teaching and the way students were working in the classroom. A couple of times the teacher (researcher) mentioned that he was exhausted and linked that to the continuous physical motion he was doing while passing among groups and paying attention to
groups’ discussions as well as participating with them. To conclude, findings out of
classroom observation, researcher log, and quantitative tests had shown that teaching via
TBLT had promoted learning far more than that of the traditional teaching method. This
is to say that qualitative findings have presented TBLT as a teaching method that helps
students develop desired attitudes towards learning situations and which are also
supported by the quantitative findings that have presented TBLT as a teaching method
that helps students increase their achievement scores in reading comprehension of the
English language.

Involvement and data collection in the setting of this study have provided the
treatment teacher (researcher) with valuable experiences about teaching the English
language with emphasis on reading comprehension through the two implemented ways in
this study (the TBLT and the traditional teaching methods). One experience is that better
learning occurs when learners are given the chance to learn (i.e., students in the TBLT
group have learned more because they are given more time to participate in creating their
learning through discussion, negotiation, sharing, and working in groups, unlike students
in the traditional group who are mostly listening to what their teacher wants them to
learn). This suggests that a teacher who talks more and has control over every element in
classroom does not necessarily provide students with more knowledge and experience.
Another experience is that a very quiet class (such as that of the control group) is not a
positive sign for students’ learning. It could be quite the opposite; it might indicate that
students are either not interested in what is being offered or are not sure what to do.
Action and sound of classroom (such as that of the TBLT group) refer to engaged
students who are interested in what is being offered. A final valuable experience is that the fastest way to have students engage in the lesson is through providing them with intro activities (tasks) that imitate their daily lives and which are related to the main goal of the lesson.

**TBLT Pedagogical Context**

As the major focus of this study was on the application of TBLT in an educational setting, it would be beneficial to discuss where TBLT falls in a pedagogical context. Knowing that the quantitative findings showed that TBLT had promoted growth in English language reading comprehension achievement, the qualitative findings presented some of the principles and characteristics of TBLT in its pedagogical context. TBLT, as an instructional practice, falls under or goes along with the principles of the constructivist learning theory. Although the constructivist learning theory is elaborately discussed under Chapter II, the following discusses several linking ties of TBLT found throughout this study to the constructivist learning theory.

One of these ties is that teaching via TBLT involved practices that promote the role of social interaction in cognitive development emphasized by Piaget (1970) and Vygotsky (1978). Learning through interaction among learners is a fundamental principle of TBLT (Lee, 2000). For instance, the findings of this study show that students have been learning through group work where students interact with their colleagues and their teacher through self-thinking, discussion within group members, and sharing with other groups. The design of a TBLT lesson that involves three stages (*pre-task, running task, and task completion*) all of which help facilitate the process of group
Use of language in interacting groups of students has served in mediating learning presented by the sociocultural theory and which, in essence, suggests that learning is socially constructed (Vygotsky, 1978). Further linkage of TBLT practices to the role of social interaction in cognitive development is seen in the way the tasks work which requires students to have a reciprocal interaction of language with their colleagues through production (within the self) and reception (from the environment). The function of tasks is, then, consistent with the cognitive vision that sees learning to be neither totally external nor totally internal, but a result of interaction between heredity (internal) and environment (external) (Piaget, 1969), and which group work has served as described earlier.

Another tie of TBLT to the constructivist learning theory is seen in the process of those three stages of a TBLT lesson that is consistent with the implications of Vygotsky’s (1978) theory of the Zone Proximal Development ZPD. In essence, ZPD refers to what the learner can do without the help of others and what the learner cannot do alone, but with the help of others. ZPD guides task-based learning from two dimensions. The first one is that in ZPD, “learning is oriented toward developmental levels already reached by the learner and it does not aim for a new stage of the developmental process but rather lags behind this process” (Vygotsky, 1978, p. 89). The second perspective is that the nature of the ZPD requires the presence of self and others so as to provide the necessary interaction for learning to take place.

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10 More details about how those three stages work are discussed a couple of times under Chapters I and IV.
The first perspective implies that learning advances development where the learner builds new knowledge (the things that she/he needed help from others to learn) upon the already known knowledge (the learner’s actual knowledge). Similarly, when adopting tasks, it is important to emerge from the known (in the pre-task stage) to the unknown or intended to be learned (in the running and post task stages). Also, task-based learning needs to be an appropriate challenge by requiring learners to use the language in situations that enable them to dynamically build ZPDs.

The second perspective is similar to the case in TBLT since it requires the presence of the learner (the one who has the limited knowledge) and the presence of the more knowledgeable others (these could be the more knowledgeable peers or most likely their teacher who models the facilitator role). The interaction required by the ZPD is present in the TBLT and which can be seen by the roles played by students in groups work while performing tasks and the role of their teacher as a facilitator.\footnote{Further details about TBLT principles in literature and linkage to the Vygotsky’s learning perspectives are elaborately discussed under Chapter II.}

Another tie this study shows is that the application of TBLT highly emphasizes imitation of students’ daily lives during learning. This characteristic exactly matches the need to present imitation of real life in curricula (Friere, 2009). For example, in a reading lesson about “Calvin Hutt’s Career Life,” groups of students have begun engaging in the lesson by sharing lists of video games they have at home. After reading the passage students have imagined they that they have been participating in a live competition show to answer a question asked by the interviewer where they are to tell the audience (their
teacher and other groups of students) as much details as they can about “Calvin Hutt’s Career Life.” The findings of this study has also shown that during the application of TBLT, the teacher facilitates learning rather than being the source of knowledge, and which is consistent with the roles of the facilitator teacher (Barrows & Tamblyn, 1980). For instance, the findings show that the teacher has been the least one in the classroom who speaks; students have been the ones who have been creating their learning while the teacher has been monitoring group works and providing assistance when needed.

At last but not least, ties to constructivism extend to show that teaching and learning via TBLT necessarily involve activities or problem-solving exercises (tasks) to be carried out in groups as discussed earlier. This way of learning is informed by the notion of learning through activities (Dewey, 2009) and learning through the exercises of problem solving (Bruner, 1961). At last, it is concluded from the reviewed literature and the findings of this study that the TBLT practice from the field of second language acquisition shares some principles and characteristics with other constructivist practices from other disciplines of knowledge such as Whole Language from Literacy Education, Developmentally Appropriate Practice from Early Childhood Education, and Continuous Progress from Educational Leadership (Kasten, Lolli, & Van der Wilt, 1998).12 The constructivist learning theory embodies the principles and characteristics of these practices.

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12 More details about the connections between Whole language, Developmentally Appropriate Practice, Continuous Progress, and TBLT are presented under Chapter II.
Student-Centered Instruction vs. Teacher-Centered Instruction

Two findings involved classroom communication in this study were about the teacher-centered teaching when learning via the traditional teaching method and about the student-centered teaching when learning via TBLT. Teacher-centered teaching is contrasted to student-centered and refers to the traditional way of teaching where lecturing by the teacher is the primary means of instruction, the teacher decides how the class is run, what is to be studied and tested, and involves little input from students (Brown, 2007; Guaverra, 2010). Literature has shown advocacy of replacing teacher-centered instruction with student-centered learning (Kain, 2002; Keengwe, Onchwari, & Onchwari, 2009; Yilmaz, 2008). Teacher-centered approach in teaching is often criticized for involving judgments about what to be studied, how to be studied, and what constitutes knowledge solely rests on the teacher.

Excluding learners from roles related to how the class is run and what is to be studied and tested shows that teacher-centered approach does not go along with “the constructivist views of education, in which the construction of knowledge is shared and learning is achieved through students’ engagement with activities in which they are invested” (Kain, 2002, p. 104). Teacher-centered instruction in the context of this study is presented through the description of how the teacher has been teaching and how the students have been learning in the control group. For instance, the findings show that the teacher has been the action maker during the reading class. It has been the teacher who has been doing most of the work in the reading lesson; the teacher has tended to read the

13 More details about classroom communication will be addressed later on this chapter.
passage, explain the reading passage, assign two or three students to read, give
instructions to students, read exercises, and ask students to do them. The teacher alone
has used about 70 to 80% of time of the duration of the reading lesson. Students have
been mostly listeners and have not had any types of activities to do during the reading
lesson except the one they used to do individually towards the end of the lesson.

This type of instruction enables passive learning and has the least amount of
benefits to learners when compared to the student-centered instruction. Beside evidence
presented by the findings of this study, other logical reasons for this judgment include
that it is actually the teacher who is primarily targeted by learning when instruction in
classroom is teacher-centered due to roles played by the teacher as described earlier.
This is definitely not the primary goal for a classroom; classrooms are there to educate
children in the first place and then other parties involved. Therefore, this study argues for
minimizing teacher’s control of everything taking place in classroom and shifting more
roles to learners presented by student-centered instruction as discussed in the following.

Student-centered instruction, a characteristic of teaching via TBLT, is defined as a
broad teaching approach that includes replacing the teacher-oriented instruction with
active learning where students integrate self-paced learning with cooperative group
learning, and holds up that the student be responsible for his own learning (Felder &
Brant, 1996). Literature has positively recognized student-centered learning over the
traditional ways of teaching such as that of the teacher-centered (Bonwell & Eisen, 1991;
Johnson, Johnson, & Smith, 1991; McKeachie, 1994; Meyers & Jones, 1993; Nanney,
Student-centered learning increases motivation for learning, retention of knowledge, depth of understanding, and appreciation of the subject matter.

The settings of student-centered learning have more desired characteristics than those of the traditional ways of learning as the case of teacher-centered (Nanney, 2004). Desired characteristics include group activities, interaction, students’ participation in creating their own learning interests and needs, and which all lead to increase of understanding and appreciation of the subject matter. Student-centered learning in the context of this study was presented through the description of how the teacher was teaching and how students were learning in the TBLT group. The students were the central focus of instruction and participated in creating their own learning situations. Students in groups were active learners (i.e., they were discussing, negotiating, reading, and displaying their understanding of what they had been learning). Reported findings from this study showed that students tended to use about 70-80% of the time of the class. This meant that the learning situation via the TBLT method revolved around the learners. The teacher modeled the role of a facilitator rather than the source of instruction. For instance, the findings show that the TBLT teacher’s roles have facilitated students learning through organizing group works, giving students most of the time to learn, providing students with challenging tasks that imitate their daily lives, and providing knowledge and experience that students could not get by themselves.

That is all to say that the quantitative and qualitative findings of this study showed that students in the TBLT group (characterized by having student-centered instruction) had done far better than students in the control group (characterized by having teacher-
centered instruction). Quantitatively, students in the TBLT group had significantly higher scores than the control group. Qualitatively, students in the TBLT group had developed positive attitudes and played roles that are desired in modern educational setting, unlike students in the control group.

**Classroom communication.** Communication, scientifically, consists of interrelated processes of message production, message processing, interaction coordination, and social perception (Burleson, 2010). In classroom, communication is a continuous process of sending and receiving messages that help communicators share knowledge, attitudes, and skills (Miller, 1988). This suggests that through communication knowledge is transmitted. When teachers and students interact, classroom communication is taking place. The following intends to present some aspects of classroom communication.

Forms of classroom communication include verbal and nonverbal (Johnson, 1999; Zoric, Smid, & Pandzic, 2007). Verbal communication includes the use of words for sending and receiving messages while in nonverbal communication messages are sent and received without the use of words such as facial expressions, touching, and body gestures. Nonverbal communication primarily supports verbal communication.

For the effective communication to take place, it needs to be accompanied by a suitable environment that is guided by four guidelines (Miller, 1988). The first guideline is the presence of a variety of stimuli. The second one is that communicators should feel secure. The third one is that the classroom should be suitable for communicators to make

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14 Due to the broadness of the topic of classroom communication, this section focuses on some aspects of classroom communication that interacts with the study at hand.
activities. The last guideline is that the classroom should provide privacy. These guidelines contribute to effective learning environment where the sense of community in classroom climate is present; community members rely and depend on each other through working alone and together and sharing responsibilities of daily life (Kasten & Lolli, 1998).

Synthesis of these guidelines of communication and the findings of this study help identify some facets about classroom communication when teaching via the TBLT and traditional teaching methods in this study setting. Teaching via TBLT explicitly goes in accordance to the first guideline in way that includes great variety of stimuli. The presence of wide variety of stimuli is a result of the nature of TBLT that includes group work, imitation of students’ real lives, and active involvement in the lesson through discussing, questioning, and sharing. However, findings of this study showed very limited stimuli for students in the control group who were studying via the traditional teaching method.

Feeling of security during communication, as suggested by the second guideline, can be found in learning via TBLT more than that in the traditional way of teaching. The reason is that when all students communicate in groups the student’s inner feeling of being afraid of making a mistake gets vanished; a reluctant student would most likely be encouraged to communicate as long as he sees everyone is communicating. This is definitely not the case for students in the control group. A student needed to be brave and very sure that he would not make a mistake before he participated as everyone in the
classroom was listening to him. This nature of classroom does not provide students with the feeling of security.

The adequacy of classroom for communicators to make activities, as suggested by the third guideline mentioned earlier, is more found in the settings of the TBLT classroom rather than that of the traditional classroom. A TBLT classroom required students to do activities in groups and which enhances further communications among group members. However, the traditional classroom showed that students were sitting in rows on individual chairs and tables. When every student sits isolated on his own chair and table, he most likely communicates much less than when he sits with a group of students.

The reviewed literature of communication in classroom (Barry, 2011; Ferrara, Goldberg, McTighe, 1995; Ibad, 2013; Johnson, 1999; McCroskey, Richmond, & McCroskey, 2005; Miller, 2005; Suinn, 2006) show several roles and characteristics of good communication in classroom. Roles of good communication help maintain affinity, acquire information or understanding, influence others, confirm beliefs, and reach decisions (McCroskey, Richmond, & McCroskey, 2005). When comparing and contrasting these roles to the findings of this study, it becomes obvious that teaching via the traditional teaching method lacks most of these roles of communication in classroom. Some of these roles have mostly been part of the teacher’s role, but not the students’. For instance, students have been mainly receptors while the teacher has been the dominant producer of communication when teaching and learning via the traditional teaching method. Students have been barely communicating with each other and with their
teacher, which made even hard for them to have influence on each other, acquire knowledge or understanding, or even arrive at decisions.

However, the findings have shown that teaching via TBLT involved most of these roles of good classroom communication as part of the students’. For example, students who have been working in groups have shown a high level of gaining affinity, as they have been very comfortable communicating with each other and with their teacher. Also, students have managed to influence each other through group discussion and response sharing with other groups and with their teacher. Further, students have been able to arrive at decisions which can be seen through the agreed upon response that each group have to formulate for sharing with other groups.

One characteristic of good communication in classroom is clarity of communication through explaining and understanding expectations and duties of all parties involved (Ferrara, Goldberg, McTighe, 1995; Ibad, 2013). This characteristic is reflected by the observed data that show that both of the control and treatment teachers have explained in advance expectations and duties to students. Synthesis of these data has shown that this characteristic of communication has been clearer to students taught via TBLT. Together the teacher and students have created the learning situation situations through sharing and switching roles. For example, some students tend to explain during group work to their classmates things that they have not understood from their teacher. This suggests that there are multiple sources of explanation, and which yields further clarity of communication. In the contrary, the teacher of the traditional teaching method has been alone the source of knowledge and has been striving to create a
learning atmosphere for students to learn. Students’ role is to wait for their teacher to make them learn. If a student had not understood something from their teacher, this would mean that the student had missed that point. This solo source of explanation might yield to unclear communication for some students who could not cope up with the teacher.

A further characteristic of communication in classroom is that it requires two ways of sending and receiving (Barry, 2011; Johnson, 1999; Suinn, 2006). These ways are sending and receiving messages by the teacher and sending and receiving messages by students. Teachers will find that communicating effectively begins with the environment. Findings out of this study have shown that classroom communication in the traditional teaching method has involved mostly a one-way of communication; the teacher has been sending messages and students have been receiving those messages. However, a two-way of communication (student-student/ teacher-student) have been present when teaching via TBLT; students have been sending and receiving messages during group works and during sharing responses with their teacher and other groups, and teacher has been sending and receiving messages while modeling the role of a facilitator.

**Limitations**

The careful design of the study and the accuracy of implementing the design helped reduce several limitations that exist when conducting research in educational settings. However, the nature of this study and similar studies yield few unavoidable limitations. The following presents these limitations and what has been done to reduce their effects.
Most of these limitations are categorized as methodological limitations. For example, in the quantitative portion, there was only one control variable included in the design and analysis of the study that determined equivalence of the two groups – the pretest. However, the nature of quasi-experimental studies helps reduce the effect of this limitation through ensuring similarities of participants’ characteristics when selecting the sample of the study, the random assignment of classrooms to treatment and control groups, and creating similar learning conditions during the implementation of the study.

Another methodological limitation in this study was the non-random selection of sample, which has an impact on the external validity (i.e., generalizability) of the findings. In other words, the non-random selection of sample limits the generalization of the findings to only schools similar in nature to those used in the study. Randomization is not always appropriate or feasible practically and conceptually in all educational research situations (Wiersma & Jurs, 2009), which is the case for this study. In addition to the expensive costs and difficult access to schools in various cities, the large size of the country that hosts the study, Saudi Arabia, prevents from maintaining randomization in sample selection. However, in contrast to the lower level of external validity, this study maintained higher level of internal validity\textsuperscript{15}.

The duration of data collection for the study (10 weeks) was an unavoidable methodological limitation for the qualitative portion of the study. Qualitative data collection requires longer time demanded by the primary purpose of qualitative research which is striving at describing and making meaning of an existing phenomenon (Schram, 1982).

\textsuperscript{15} Further details about the internal validity are elaborately discussed under Chapter III.
2006). That limitation was due to restrictions and regulations of data collections imposed by the researcher’s sponsoring agency. This study used the maximum amount of time allowed for data collection. The limited access of this study to only male schools was also unavoidable limitation and beyond the abilities of the investigator. Another limitation was that the study involved a constructivist practice (TBLT) that was applied to an existing highly standardized curriculum established by an outside organization. That limitation was determined by the scope of this dissertation which did not allow for a comprehensive and in-depth analysis of all aspects of the targeted curriculum.

A final methodological limitation could be attributed to the fact that implementing the TBLT method by the treatment teacher (researcher) could contaminate the true effects of the TBLT method, and might in some cases yield biased data. To reduce the effect of this limitation, a number of factors were considered in the design of the study including the extensive description of instrumentation, sample selection, procedural details, and adopting multiple data sources. For instance, there were three processes that should ensure unbiased data collection: (a) data collection and analysis involved multiple visions rather than a solo vision (the researcher, the control group teacher, and a knowledgeable colleague of TBLT), (b) the design of the study greatly participated in eliminating the data collection bias attributed to pre-existing differences among participants, (c) the researcher teaches students in the treatment group using the TBLT method and another teacher teaches the students in the control group using the traditional method. The four instruments of data collection (pretest, posttests, observation, researcher log) were administered in a controlled environment with supervision of the researcher.
Implications

This section of the chapter discusses how the reported findings speak to the related educational context of the study. Benefited educational issues from this context include English language teaching method in Saudi Arabia, English language teacher education, educational policies related to designing the English language curriculum, and recommendations for future research. Before discussing any of these educational issues, it is crucial to remind the reader that continuous development, some of which have become effective during data analysis of this study, has been taking place since the past seven years in various educational institutes. This movement of development increases the chances that implications out of this study find parties involved directly and indirectly in the educational process who will appreciate these implications and work towards adapting constructivist learning and teaching.

English Language Teaching Method Saudi Arabia (the Existing and the Expected)

English language instructional practices need further study and more development so as to cope up with the other rapidly developing aspects of curriculum in Saudi Arabia. The dominant English language way of teaching is highly teacher-centered which implies the presence of undesired instructional practices in modern educational settings. Those practices involve lecturing by teachers and listening by students, teaching to the test, drilling, memorization, passive students who work individually and lack interests, and teachers are the sources of knowledge. Development of this traditional way of teaching clashes with the need for effective cooperation of the human factor. In other words, great
teaching practices are available in books and in some policies; however, implementing them requires willingness, knowledge, and training by the existing teachers.\footnote{16}

The expected English language instructional practices should be based on the constructivist theory of learning. Student-centered based instruction such as the TBLT method implies the presence of desired instructional practices in modern educational settings. Those practices involve group works (tasks/activities or problem-solving exercises) by students, students are motivated active learners who play several roles in the classroom, imitation of students’ daily lives, focus is on comprehension, and the teacher facilitates learning. Those practices greatly help learners be fluent and accurate in the English language.

**Teacher Education**

Teacher education of English language teachers for intermediate and secondary levels has undergone through several plans of development recently. Although some aspects of teacher education development have reached an acceptable level such as the legislation and application of evaluation for new teachers before hiring them as will be discussed shortly. However, a lot of development work is urgently needed in various aspects of teacher education especially those related to professional development and teaching license. Regardless of the satisfaction and dissatisfaction about the past and present development, the current presence of the notion of development in teacher education is promising. Implications out of this study partially aim at helping move the wheel forward towards more developed teacher education. The following discusses the

\footnote{16 More details about the expected roles and qualifications of teachers are discussed later on this chapter.}
current teacher education, consideration of existing development efforts, and some recommendations for developing teacher education.

Newly hired secondary and intermediate English language teachers can start teaching English at an early age right away after their graduation from the university around the age of 22-23 years old. Actual teacher education begins preparing teachers in the university level. Depending on the curriculum implemented by the university or college, new English language teachers are bachelor’s degrees holders in English language and Translation. In the four to five years of the bachelor’s degree, English language teachers are exposed to English grammar, listening, reading, writing, some pieces of English literature, phonetics, some linguistic theories, few and brief courses in psychology, curriculum, and teaching skills, and translation from English into Arabic and the vice versa.

It is assumed that teachers are then qualified to teach and there are no requirements for certain certificates or degrees to be pursued in teaching or in curriculum and instruction. The only training that teachers receive before going to teach is a one-semester practicum during their last year of study of their bachelor’s degree. However, there is a great new plan that will be effective starting from next year by some universities to add a fifth year to their bachelor’s degree programs for students who are interested in teaching where they mainly do practicum and study advanced educational

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17 It should be noted that hiring teachers are determined by the needs, vacancies, and recently qualifications of applicants suggesting that if there were no need, a teacher could get older before he/she becomes a teacher.

18 In new bachelor’s program, student-teachers neither study any courses in curriculum, teaching, nor have any teaching practicum during their university courses of study, but can pursue a diploma in education for a fifth year which involves advanced courses in curriculum, teaching, and practicum.
courses related to curriculum and various aspects of the teaching profession. Teachers who complete the fifth year will be awarded with a diploma in education. The teachers are assumed, then, to have the abilities to teach all the levels of the English language courses starting from the fifth grade in the elementary level to the third and last grade in the secondary level. Therefore, new teachers have no opportunity to think about what it means to teach, how to be a teacher, how to think about learning and student growth, and certainly little skills for management of students.

There are no obvious criteria or a set of qualifications that a teacher should obtain to teach a certain level. There is a general test, imposed recently, for all teachers interested in teaching all levels called in Arabic Kefayat or Teachers’ Test that teachers need to pass before they can enroll to the teaching profession. This test primarily assesses whether or not the minimum set of qualifications are met for those who are applying for teaching jobs (National Center for Assessment in Higher Education, 2013). The test has major sections that include general information, science, and basic teaching skills.

Existing development efforts started to sound recently, some of which are mentioned above. Existing development involved enforcing some regulations that new teachers had to go through before enrolling to the teaching profession. One of those regulations that greatly reduced hiring extremely unqualified teachers was enforcing Kefayat Examination Teachers’ Test by both of the Ministry of Education and the Ministry of Civil Service with the cooperation of National Center for Assessment in Higher Education. Another developmental regulation is seen through an experiment for
the purposes of teaching development that has started with a sample of schools from over
the country. This developmental experiment targets already hired English language
teachers in the sampled schools. This experiment involves having a more experienced
English language teacher (First Teacher) in a school and who gets a reduced teaching
load. In return, the First Teacher supervises and collegially helps other English language
teachers in the same school. Other developmental efforts are seen through the numerous
teaching workshops organized by school directorates over the country for English
language teachers. However, enrolment and attendance of those workshops are optional.

Existing development of teacher education for English language teachers extends
to the efforts paid by English language supervisors whose primary job is to foster English
language teachers overcome any difficulties related to teaching or work in general.
However, several obstacles prevent from having an acceptable level of satisfaction about
efforts spent in supervision which include and not limited to the fewer number of
supervisors compared to the huge number of English language teachers, responsibilities
and administrational work that keep supervisors busy from doing their major roles, and
absence of effective policies that organize supervision work and processes.

A promising developmental plan appears in the horizon that is expected to move
teacher education forward several steps if organized and applied properly. This
developmental plan is introduced by the Ministry of Education, which, in essence,
classifies English language teachers into four levels depending on their experience,
qualifications, and readiness to develop professionally. This plan suggests that teachers
are to be hierarchically classified into teacher, first teacher, supervisor teacher, and
expert teacher. A set of procedures, responsibilities, and benefits are attached to each level. Hopefully, this promising plan sees the light soon as it could represent a turning point in teacher education.

With respect and recognition to the helpful existing developmental efforts, implications out of this study, partially, provides some recommendations for teacher education development. For development in the medium to long term, this study highly recommends legislation and creation of a Continuous Professional Development Plan for all existing and new teachers. Enrollment to this Continuous Professional Development Plan involves courses, workshops, seminars, and assignments that provide teachers with the necessary exposure to knowledge and modern practices in the field and which could help them develop professionally. A set of regulations and procedures should accompany the Continuous Professional Development Plan that organizes its work, processes, benefits for enrollment, penalties for non-enrollment, and knowledge and expertise sharing by educators from Saudi Arabia and from around the world. This study highly recommends the presence of license to practice teaching and which could be based on success and valid enrolment to the suggested Continuous Professional Development Plan. This study also recommends attaching the new-promised developmental regulation that classifies teachers into four levels as discussed earlier to the recommended Continuous Professional Development Plan.

For development in the short to medium term, this study recommends offering existing English language teachers a workshop about a modern way of language instruction investigated by this study, the TBLT method. The workshop should provide
English language teachers with TBLT theoretical framework (constructivist learning theory), the way a TBLT lesson is planned, the way TBLT lesson is run in class, advantages, disadvantages, and difficulties of the application of TBLT. Knowledge and practice of modern instructional practices could help English language teachers develop professionally and, accordingly, students would learn more and even be more accurate and fluent in the language of the world, the English language.

**Educational Policies**

Educational policies related to teaching and learning English language in general education have some great policies while some need to be created or developed. For example, an admired existing educational policy is the one related to continuously revising and developing the content introduced to students (textbooks). This policy urges having more authentic textbooks and which participates in serving the general aims of education in Saudi Arabia. Even policies related to teaching and learning practices are to some extent great in words, as they exist in the policy guide. However, implementation of those instructional practices policies seems to be below expectations. Due to the vast scope of the topic of educational policies and the limited scope of this study, the following intends to present a list of practical recommendations for curriculum decision makers in the country to consider for implementing constructivist practices such as that of the TBLT method.

- Revision, evaluation of the existing educational policies, and adding new policies. Teachers, educators, students, administrators, and families should all participate in those processes. This policy should be done on continuous and regular bases.
• Re-conceptualizing the meaning of curriculum in education from its limited meaning (textbook) to its wide scope where the textbook is a part of it.

• Building curriculum upon a constructivist best practice paradigm.

• Ensuring that educational policies lead to or go along with constructivist learning and teaching.

• Developing the existing facilities in schools and classrooms to accommodate the constructivist curriculum.

• Curriculum needs to emphasize the purpose of learning for students and the purpose of teaching for teachers.

• Reorganizing policies, work, and processes related to English language supervision. This recommendation aims at overcoming existing obstacles that prevent English language supervisors from doing their expected roles.

• Creation of policies that participate in changing the vision of teaching from a job to do towards a profession to master. Teachers need to participate in the creation of those policies. The new plan suggested by the Ministry of Education related to classifying teachers into four levels is greatly desired and can effectively participate in changing this vision.

• Creation and legislation of the Continuous Development Plan to move teacher education development steps ahead forward as discussed earlier in the previous section of this chapter.
Legislation of license to practice teaching. Teacher’s license needs to have prerequisites and post-requisites to maintain its validity. Teacher’s license needs to be obtained by new and existing teachers to practice teaching.

Revision and evaluation of the policies related to the unified curricula across the country. How about providing standards and having each school directorate creates its own curricula. This would create an atmosphere of competition among school directorates and provide a variety of educational products. Ministry of Education is to evaluate the products of all school directorates based on the given standards.

Encouraging knowledge and expertise sharing of teaching and learning practices by educators from Saudi Arabia and from around the world. This is could be done through hosting international conferences and through academic journals and periodicals.

For development in short term, this study recommends offering existing English language teachers a workshop about a modern way of language instruction investigated by this study, the TBLT method.

Implications out of this study suggest that the above recommendations to be considered, especially after future replication of this study in different groups and contexts, by curriculum decision makers when creating and revising educational policies. Some of the suggested recommendations are interrelated or overlapping which means application of one policy or recommendation will necessarily imply the application of the other. This is natural and healthy in educational settings.
Recommendations for Future Research

At this point of a study, typical researchers would look back at what they have found, learned, and make decisions on what they would want to do differently in future studies. This critical phase in research often implies a researcher’s self-critique, can influence other colleagues’ research interests through guiding them to investigate a certain topic, and can provide hints about a researcher’s line of inquiry. The following presents some research ideas and recommendations to consider in future studies.

Hopefully, there would be a chance in the near future to investigate the application of TBLT in other aspects related to English language teaching and learning such as and not limited to listening comprehension and writing quality (semantically and syntactically). It is going to add greater value to the major theme of this study (TBLT) when finding out whether or not the findings out the study would be similar if applied on girls rather than boys or when the study is applied in different parts of Saudi Arabia. Replication of this study in different settings will increase the reliability of the findings. Due to the tremendous work involved, one recommendation for colleagues who would like to further investigate this study in different settings or any of the above suggested research topics related to the application of TBLT in educational settings is to have more than one investigator in the design of the study. This is also going to enhance the quality of work and increase the validity of the findings. This should be true in most research areas and, especially, in experimental ones.

A very rich research topic would be about the extent English language teachers in Saudi schools are satisfied with their current teaching practices and current teaching and
learning policies. Another beneficial research idea suggested for future research, which can also provide researchers with a great number of research topics and research questions, is to survey and interview English language teachers, students, and families about issues related to teaching and learning the English language in schools. Some of these issues include what they want out of learning and teaching English, how they want to learn or teach English in schools, what is missing in learning and teaching English, and what should be done differently while learning and teaching the English language in schools.

**Conclusion**

This study has taken place in Buraydah, Saudi Arabia, where education, in general, and the teaching of English, in particular, receives considerable attention from the Ministry of Education, business leaders, and families. This study has involved the application of Task-Based Language Teaching TBLT into the existing curriculum. The study has strived to find out whether or not the TBLT method can help the students better acquire the English language through increasing their achievement scores on reading comprehension and also seek for insights or issues that can be gained about implementing the TBLT method in this research setting.

Literature reviewed has shown that the TBLT method is theoretically framed by the constructivist learning theory, which emphasizes the role of social interaction in cognitive development (Piaget, 1970; Vygotsky, 1978) and is also informed by Dewey’s (2009) notion of learning through activities. Tasks in language learning and teaching have developed across time. Literature has also presented other practices in other
disciplines of knowledge that share similar characteristics and principles of TBLT which include Developmental Appropriate Practice from Early Childhood, Whole Language from Literacy, and Continuous Progress from Educational Leadership.

The study has examined the effect of TBLT on reading comprehension in two intermediate schools in Saudi Arabia through a time frame of ten weeks. The treatment group is compared to the control group on the outcome after controlling for the students’ pre-existing knowledge of the English language as a covariate. The study has had a mixed-design (quantitative and qualitative) where quasi-experimental analysis with pre and posttests represent the quantitative part and synthesis of observational data from classroom observation and researcher log represent the qualitative part.

The statistical analysis that has addressed the quantitative part (the first research question) is the Two-Factor Spilt-Plot design. Findings out of the pre-test have shown that students in both of the treatment and control groups are equal in terms of their prior knowledge of reading comprehension of the English language. Findings out of the posttests have shown that students in the treatment group have scored significantly higher than students in the control group suggesting that the TBLT method has helped students increase their reading comprehension more than that of the traditional teaching method.

Qualitative analyses for the second research question have been through Grounded Theory for data obtained from researcher log and through a set of procedures to compare and contrast data obtained from classroom observation. Findings out of the qualitative data have shown that the TBLT method has helped students develop desired attitudes towards the learning situations and has involved practices and roles of students
and their teacher that go along with the constructivist learning theory. Qualitative findings have also shown that the traditional teaching method has not helped students develop desired attitudes towards the learning situations and involved practices and roles of students and their teacher that went along with the behaviorist learning theory. Both of the quantitative and qualitative findings have provided support and evidences for the findings presented by each set of data.

Discussion of the findings of the study has shown that the major theme of this study (TBLT) falls in a constructivist pedagogical context. Discussion of the findings has also shown that learning and teaching via TBLT is student-centered while learning and teaching via the traditional teaching method is highly teacher-centered. Reviewed literature of classroom communication has even provided further merits to teaching and learning via TBLT over that of the traditional teaching method suggesting that the application of TBLT encourages or goes along with most of the desired characteristics of effective classroom communication. Methodological limitations have included the presence of only one (statistically) controlling variable for determining equivalence of the control and treatment groups, the non-random selection of sample, the duration of data collection, and the implementation of a constructivist practice (TBLT) into an existing standardized curriculum.

At last but not least, implications have addressed some aspects related to how the study’s educational context can benefit from the findings presented by the study. Benefited educational issues in this context have included English language teaching method in Saudi Arabia, English language teacher education, recommendations for
educational policies related to English language teaching and learning, and
recommendations for future research. At last, efforts invested in this study are rewarded
with findings discovered and, hopefully, help interested educators in Saudi Arabia and
around the world to pursue beneficial education for themselves, students, and their
societies.
APPENDIX A
INSTITUTIONAL REVIEW BOARD IRB PERMISSION
Appendix A

Institutional Review Board IRB Permission

KENT STATE

IRB approval for protocol #12-234 - retain this email for your records

Fri, May 11, 2012 at 1:11 AM

KIEHL, LAURE<lkioh@kent.edu>
To: "salmuhai@kent.edu" <salmuhai@kent.edu>
Cc: "KASTEN, WENDY" <wkasten@kent.edu>

RE: IRB #12-234 - entitled "The Application of Task-Based English Language Teaching in Saudi Intermediate Schools"

I am pleased to inform you that the Kent State University Institutional Review Board reviewed and approved your Application for Approval to Use Human Research Participants. Approval is effective for a twelve-month period:

May 10, 2012 through May 9, 2013

*A copy of the IRB approved consent form is attached to this email. This "stamped" copy is the consent form that you must use for your research participants. It is important for you to also keep an unstamped text copy (i.e., Microsoft Word version) of your consent form for subsequent submissions.

Federal regulations and Kent State University IRB policy require that research be reviewed at intervals appropriate to the degree of risk, but not less than once per year. The IRB has determined that this protocol requires an annual review and progress report. The IRB tries to send you annual review reminder notices by email as a courtesy. However, please note that it is the responsibility of the principal investigator to be aware of the study expiration date and submit the required materials. Please submit review materials (annual review form and copy of current consent form) one month prior to the expiration date.

HHS regulations and Kent State University Institutional Review Board guidelines require that any changes in research methodology, protocol design, or principal investigator have the prior approval of the IRB before implementation and continuation of the protocol. The IRB must also be informed of any adverse events associated with the study. The IRB further requests a final report at the conclusion of the study.

Kent State University has a Federal Wide Assurance on file with the Office for Human Research Protections (OHRP); FWA Number 0000185.

If you have any questions or concerns, please contact me at 330-672-2704 or pwashko@kent.edu.
Respectfully,
Kent State University Office of Research Compliance
224 Cartwright Hall | fax 330.672.2658

Kevin McCready | Research Compliance Coordinator | 330.672.8058 | kmccrea1@kent.edu
Laurie Kiehl | Research Compliance Assistant | 330.672.0837 | lkiehl@kent.edu
Paulette Washko | Manager, Research Compliance | 330.672.2704 | pwashko@kent.edu

For links to obtain general information, access forms, and complete required training, visit our website at www.kent.edu/research.

[12-234 - Consent Forms 5.11.12.pdf]

10663K

KASTEN, WENDY <wkasten@kent.edu>
To: SULTAN AL MUHAIMEED <salmuhsal@kent.edu>

Mon, May 14, 2012 at 11:28 AM

Just to ensure that you have copies of all this.

wck

Wendy C. Kasten, Ph.D., Professor
Kent State University
402 White Hall
APPENDIX B

QASSIM DIRECTORATE STUDY PERMISSION
Appendix B

Qassim Directorate Study Permission
APPENDIX C

QASSIM UNIVERSITY REQUEST OF STUDY FACILITATION
Appendix C

Qassim University Request of Study Facilitation

Kingdom of Saudi Arabia
Ministry of Higher Education
Qassim University
College of Education
Dept. of Curriculum and Instruction

Appendix C
Qassim University Request of Study Facilitation

Salutations

To: Dr. Mohamed bin Salem Al Thani

Dear Dr. Mohamed bin Salem Al Thani,

I write this letter to express our gratitude for facilitating a study that I am conducting on the application of task-based language teaching in Saudi intermediate schools. This study aims to promote language learning in a more engaging and practical manner.

I hope that you will support my research work in this important field. I am confident that your assistance will contribute to the development of educational methods in Saudi Arabia.

Thank you for your consideration.

Yours sincerely,

Dr. Mohamed bin Salem Al Thani

Qassim University

Tel: (05) 3220348 Fax: (06) 3220548 College Tel: 3220130 Ext. 33421

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APPENDIX D

QASSIM DIRECTORATE FACILITATION LETTER

TO PARTICIPATING SCHOOLS
Appendix D

Qassim Directorate Facilitation Letter to Participating Schools
APPENDIX E

RESEARCH TRIP COMPLETION LETTER BY THE DEPARTMENT
OF CURRICULUM & INSTRUCTION
Appendix E

Research Trip Completion Letter by the Department of Curriculum & Instruction

Kingdom of Saudi Arabia
Ministry of Higher Education
Qassim University
College of Education
Dept. of Curriculum and Instruction

رقم: ٣ / ١٠ / ٢٠١٣
التاريخ: ٨ / ٨ / ٢٠١٣
الرقم: ١٠٤

العنوان: التدريس

سلام عليكم ورحمة الله وبركاته،

نفيذهم بأن الزميل الباحث سلطان بن عبد الله المحميد قام بزيارة علمية إلى المملكة العربية السعودية لإجراء بحث عنوان (تعليم اللغة العربية على المتعلمات - Based Language Teaching) لعْمَدة ثلاثة شهور من الفترة ١١/١١/٢٠١٢ حتى ٢٠١٢/٨/٤.

وقد جمعه التدريس في دراسته لنيل درجة الدكتوراه، وتطلب الزميل سلطان اجتياز هذه الإعداد.

وتعدون تقرير سير الرحلة العلمية مرفقاً مع هذا الخطاب، وتقبلوا وافر التحيات،

رئيس قسم المناهج وطرق التدريس

د. عبد الرحمن بن محمد اليقبان
APPENDIX F

RESEARCH TRIP COMPLETION LETTER BY THE DEANSHIP
OF FACULTY & PERSONNEL AFFAIRS, ADMINISTRATIVE
OF MISSIONS & TRAINING
Appendix F

Research Trip Completion Letter by the Deanship of Faculty & Personnel Affairs, Administrative of Missions & Training

Kingdom of Saudi Arabia
Ministry of Higher Education
Qassim University
Deanship of Faculty & Personnel Affairs
Administration of Mission & Training

رقم الوجهة: 5906121
رقم الهوية: 5906121

سعادة الملحق الثقافية السعودية في أمريكا
حفظه الله

السلام عليكم ورحمة الله وبركاته...

إشارة إلى الطالب عبر البريد الإلكتروني رقم: 2022112 المتضمن طلب مبتعث جامعة القصيم، سلطان بن عبد الله المعيمي (سجل مني رقم: 1058671955) قيامه برحلة علمية إلى المملكة العربية السعودية لجمع البيانات اللازمة لدرجة الدكتوراه.

أفيدك أن المبحث الذي قام بالبحث العلمي لجمع البيانات اللازمة لدرجة الدكتوراه خلال الفترة من 09/08/2012 إلى 12/12/2012 الموافق من 10/08/2012 إلى 18/12/2012 ، تحت إشراف قسم المناهج وطرق التدريس بكلية التربية وقدم التقرير اللازمة.

وتقبلوا تحياتنا وسلام,

وكيل جامعة الأصرى للدراسات العليا والبحث العلمي
رئيس اللجنة الدائمة للإطلاعات والتدريب

أ/ عبدالرحمن بن صالح

P.O.Box 6502 - Buraidah 51452 - Tel 06 3601871 - Fax 06 3601871
APPENDIX G

PRETEST
Appendix G

Pretest
Directions:

Today you will be taking the Ohio Grade 3 Reading Practice Test. This is a test of how well you understand what you read. The test consists of vocabulary questions and reading selections followed by questions. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each selection to see what it is about. You may look back at the reading selection as often as necessary.

2. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, look at it carefully to help you answer the question. Then choose or write the answer that you think is best.

3. When you write your answers, write them neatly and clearly in the space provided.

4. When you are asked to select the answer, make sure you fill in the circle next to the answer. Mark only one answer.

5. If you do not know the answer to the question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your test booklet.

6. If you finish the test early, you may check over your work. When you are finished and your test booklet has been collected, you may take out your silent work.
Astronaut and U.S. Senator John Glenn was born in Cambridge, Ohio. He grew up in New Concord, Ohio. At an early age, John showed an interest in science and flying.

John Glenn learned to fly planes when he was in college. After college, he joined the Navy and became a fighter pilot. During two wars, John received many medals for his brave service. One time, John’s plane was hit in the tail by enemy fire. He almost crashed, but John used all his skill to return to the airport safely.

After the wars, John Glenn spent his days flying new types of aircraft. In 1957, he set a transcontinental record by flying across the continent in 3 hours and 23 minutes. To go that fast, he had to travel at the speed of sound nearly the entire time.

In 1959, John Glenn was chosen to be one of our country’s first astronauts in Project Mercury. The goal of the project was to put a man in space.

John made history by becoming the first American to orbit Earth. He circled Earth three times in his space capsule called Friendship 7. He was 162 miles high in space and traveled at 17,500 miles per hour. The flight lasted almost 5 hours from launch to splashdown.
In 1974, John Glenn was elected U.S. senator. For the next 24 years he served the people of Ohio in our nation’s capital, Washington, D.C. As a senator, John helped pass some important laws. He even ran for president in 1984.

John Glenn made space history again 36 years after he first orbited Earth. In 1998, at the age of 77, John became the oldest person to travel into space. He blasted off on the space shuttle Discovery for a 9-day journey. One of the things he tested was how weightlessness affects older people. John Glenn is a hero for Ohio and our entire nation. We are very proud of him.

Word Bank

- Astronaut—a person who travels in space
- Orbit—to circle around
- Transcontinental—across the continent

Directions: Use the selection to answer questions 5 - 14.

5. These are sentences from the selection.

   “He blasted off on the space shuttle Discovery for a 9-day journey. One of the things he tested was how weightlessness affects older people.”

What does the word weightlessness mean?

O A. weighing too much

O B. weighing almost nothing

O C. having weak muscles
6. Number the events in John Glenn’s life in the order that they happened.

   ___ John Glenn worked as a senator.
   ___ John Glenn was a fighter pilot in two wars.
   ___ John Glenn became the first person to orbit Earth.

7. An important idea from the reading selection is that John Glenn made space history.

   What detail from the selection supports this idea?

   O A. John Glenn received medals for his brave service in war.
   O B. John Glenn was the oldest person to travel in space.
8. What is this selection about?

List three details that support the main idea.

A. 

B. 

C. 

9. Why did John Glenn join the Navy after college?
   O A. He wanted to become a fighter pilot.
   O B. He wanted to study weightlessness.
   O C. He wanted to be the first man in space.
10. John Glenn has had different jobs. Explain what he did in each job listed below.

<table>
<thead>
<tr>
<th>Job</th>
<th>What He Did</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronaut</td>
<td></td>
</tr>
<tr>
<td>Senator</td>
<td></td>
</tr>
</tbody>
</table>

11. What was the name of the space capsule in which John Glenn orbited Earth?

- A. Friendship 7
- B. Project Mercury
- C. Discovery
12. Using information from the reading selection, list four important things that John Glenn did.

A. 

B. 

C. 

D. 

13. Fill in the web with ideas from the selection about how John Glenn made history.
14. This is a paragraph from the selection.

"John Glenn made space history again 36 years after he first orbited Earth. In 1998, at the age of 77, John became the oldest person to travel into space. He blasted off on the space shuttle Discovery for a 9-day journey. One of the things he tested was how weightlessness affects older people."

Which question does this paragraph answer?

O A. Why does it take 9 days to travel into space?
O B. Why does weightlessness bother older people?
O C. Why did John Glenn travel into space in 1998?
Directions: Read the selection.

Homegrown Tomatoes

Everyone knew that Mario's Uncle Joe grew the best tomatoes in town. On Tuesday, Uncle Joe said, "Are you ready to become a gardener? Let's get started." They went out to the sunny patch of soil behind the garage. Mario and his uncle dug up the soil and raked it smooth the day before.

"First, we need to dig a deep hole to bury the roots of the tomato plant," said Uncle Joe.

Mario took the shovel. He followed Uncle Joe's directions carefully. "Now, fill the hole with water. Let the water soak in so that the roots will be moist." Mario watched as the water disappeared.

Next, Uncle Joe took a plant from a bucket. He handed it to Mario. "Put the roots at the bottom of the hole. Cover them with dirt." Mario liked the feel of the moist, rich soil.

The next few days were very sunny. Then, on Friday, it rained very hard. Mario was worried about his little plant!
The next morning, the plant was bent over. It was lying in the mud. Mario thought his plant was sick. Uncle Joe just laughed. Mario watched as Uncle Joe put a stick into the ground. Then he lifted the stem off the ground. He tied the stem to the stick so that it would stand up straight.

In just a few days, the light from the sun made the plant healthy and strong again.

Soon, Mario saw some yellow flower buds growing from his plant. Uncle Joe came over to take a look.

"It won’t be long now," said Uncle Joe.

Weeks later, Mario saw small green tomatoes hanging from the leafy plant. Finally, one hot sunny day, he saw red, fat, juicy tomatoes.

With excited smiles, Mario and Uncle Joe picked their delicious homegrown tomatoes. It was time for lunch!

**Directions: Use the selection to answer questions 15 – 22.**

15. This is a sentence from the selection.

   "Mario liked the feel of the **moist,** rich soil."

Which word means the opposite of **moist**?

  O A. dark

  O B. dry

  O C. warm
16. Use details from the selection to complete the two sentences.

A. Mario is sad because

B. Mario is happy because

17. This is a sentence from the selection.

"With excited smiles, Mario and Uncle Joe picked their delicious homegrown tomatoes."

What word shows that Mario is very happy?

O A. picked

O B. delicious

O C. excited
18. Would Mario ever want to grow another tomato plant?
   O A. Yes, because he is very excited to see the first tomato.
   O B. Yes, because he had fun at lunch with Uncle Joe.
   O C. No, because he is sad when the tomato plant fell over.

19. Why does Uncle Joe laugh when Mario thinks his plant is sick?
   O A. Uncle Joe is just teasing Mario.
   O B. Uncle Joe thinks that Mario is funny.
   O C. Uncle Joe knows that the plant will be all right.
22. Use details from the selection to complete the sentence.

A tomato plant needs

from the sun, and

for its roots to soak up.
APPENDIX H

POSTTESTS
Appendix H

Posttests

A - Read the passage. Then, answer the questions

This article is about Bill Gates’ ...

1. work with computers  
2. charity work  
3. Microsoft company

**Business people of the world**

Microsoft is the largest company for products that are used on personal computers. Today it makes over 20 billion dollars a year! Bill Gates started Microsoft in 1975, and he has made a lot of money from his company. His parents taught him that it was important to help others, and in 1994, he started a charity with the money that he made from Microsoft.

In 1999, Bill and his wife Melinda started an even bigger charity. The charity gives money to poor students so they can finish school. It also puts many lessons online for everyone. The charity also helps people around the world who have been in natural disasters. For example, it gives money to people who have lost their homes in earthquakes. Health is also important to Bill and Melinda. Their charity gives healthcare to poor children in Africa and other parts of the world.

**Contents**

- Gates - Life as a child and family today  
- Gates - Man of computers  
- Gates - Bill Gates and Microsoft  
- Gates - Charity for the poor  
- Microsoft's future plans

B - Look at the contents on the front cover of the magazine. What page is this article?

Write the headline in the correct place.

C - Match the letters a–f with the parts of the magazine 1–6.

1. contents  
2. column  
3. front cover  
4. caption  
5. paragraph  
6. headline

D - Answer the questions.

Who started Microsoft?  

1. When was Microsoft started?

2. Who taught Bill Gates that charity was important?

3. When did Bill and his wife start their first charity?

4. How does their charity help poor students?

5. Where does their charity help with healthcare for poor children?

**Bill Gates**

Retelling Question

A local newspaper announced a campaign for recognizing people who participate in charity around the world. You nominated Bill Gates’ work in charity. Tell the local newspaper as much as you can about Bill Gates’ work in charity.

195
A. Read the story.

The Train

On a warm spring afternoon, Nicole and her brother went outside to play. Nicole was eight, and her brother, Robert, was ten. Nicole said, "If we stand on the bridge, we can see fish in the river." "Mom said to us, "Don't go on the bridge. She said it's dangerous." Robert said. "Oh, come on," Nicole said. "I'm not afraid. Are you?"

Nicole and Robert walked onto the bridge and began looking for fish in the river. The children were standing in the middle of the bridge when they heard a loud noise. It was a train bridge "A train's coming!" Robert yelled. "Run!" Robert ran to the end of the bridge. He was safe.

Nicole ran, too, but she fell. She got up and continued running. Robert yelled "The train is coming!" Nicole locked behind her and saw the train. It was coming fast! Nicole fell a second time. She fell right on the train track.

Nicole didn't move. She put her head down and waited for the train to go over her. Robert stood at the end of the bridge and screamed.

B. Complete, using the information in the story above:

Problem: _____________________________

Characters: ___________________________

Event (1): ___________________________

Event (2): ___________________________

Event (3): ___________________________

Solution: ___________________________

C. Circle the letter that describes the sentences.

   a. "Run!" Robert said quietly.
   b. "Run!" Robert shouted.

2. Nicole's mother found out about Nicole and the train.
   a. Nicole's mother talked about Nicole and the train.
   b. Nicole's mother knew about Nicole and the train.

Retelling Question
Your younger brother sometimes does not listen to your mother's advice. Retell the story above in your own words to show what happened to those who do not listen to their parents.
A- Read the text. What is Calvin Hutt's career? Circle the correct
   a medicine   b education   c business   d tourism

**East Coast Games**

At school, Calvin Hutt was good at maths and science. He was thinking about a career in
engineering or medicine, but, when he was 17, he didn't go to college.

His first job was in the warehouse of East Coast Games. He moved boxes of computer games
and put them onto trucks. After a few years, he worked in the offices. Then he became a
manager and, after eight years, he became the director of East Coast Games.

Hutt loves the computer games industry. What's the best thing about
his job? "We've got designers, programmers and inventors
here, and everyone is really interesting. We're hard-working
and we're never bored. I learn something new every day. If
someone has got a problem, I'll help them find the answer."

B Read the text. Circle T for [ true ] and F for [ false ] and correct the
false statements:

   1 He studied medicine at college. T / F He was good at maths and science.
   2 He started his career at a computer games company. T / F
   3 He was a director and then he worked in the offices. T / F
   4 He likes his career. T / F

C Answer the questions.

   1 After how many years did he become the company's director? ____________________
   2 Who works at East Coast Games? ____________________
   3 What are the people like at East Coast Games? ____________________
   4 Why does he like his job? ____________________

Retelling Question

It happened that you were in a live TV competition. Your question was about telling the audience as
much as you can about Calvin Hutt. Tell the audience as many details as you can about Calvin Hutt
since the more details you give the higher scores the competition committee will award you with.
A. How does learning about other cultures make you a better person?

**Different Customs**

Each society has its own customs, beliefs and behaviours. Communicating in a foreign language is not just a matter of using correct grammar and vocabulary. It is also a matter of understanding other cultures and traditions. We need to understand and respect other customs, no matter how new or strange they may seem. Differences are seen in many aspects of daily life such as: greetings, dining, clothing, ceremonies and many other things. Here are some customs from different parts of the world:

- In the Middle East, you must take off your shoes before entering someone's house.
- In Afghanistan, people spend at least five minutes saying hello to each other.
- In Britain, the weather is usually the topic of conversation between strangers.
- In Japan, it is a custom to clean the house and water the garden when having a guest.
- In France, people don't sit down until they have shaken hands with every one they know.
- In the U.S.A, it is normal for men to shake hands when they meet, but it is unusual for them to kiss each other.
- In Germany, few days before the wedding, friends and relatives bring old porcelain to throw on the ground in front of the bride and groom. This is supposed to bring them good luck.

B. Read the article. Check (✓) True or (×) False. For the false statements, give the correct information.

1. American men kiss while greeting. (  )
2. Afghans take a few minutes to greet. (  )
3. In many Gulf Countries, people leave their shoes outside the house. (  )
4. People all over the world have the same customs. (  )
5. In Britain, strangers like to talk about their families. (  )
6. We should accept other people and their customs. (  )

Retelling Question

During the summer, you volunteered to be a tour guide for tourists who are visiting Buraydah. Tourists you are guiding are from different cultures: one is from the Middle East, another is from Britain, two men are from Afghanistan, a family is from Japan, three men are from France, one is from the United States, and one is from Germany. What are the customs to do and/or to avoid with those different people?
A. Read the text. Where did the character Sherlock Holmes use to live

SHERLOCK HOLMES

Although he died in 1930, the British writer Sir Arthur Conan Doyle must be one of the most successful crime writers in the world. Conan Doyle wrote 60 stories in the Sherlock Holmes detective series. People are still reading Sherlock Holmes mysteries and enjoying the stories more than 100 years after they were written.

The character Sherlock Holmes is famous for solving difficult cases through careful examination of footprints and other evidence. Holmes's assistant, Dr. Watson, thinks Holmes is very disorganized, but he admires him because Holmes is so intelligent. He always makes the reader feel that his detective work can't have been too difficult—"Elementary!"

Holmes is famous for saying, "Thouands of fans must have looked for Holmes's house in London, 221B Baker Street, but there is only a museum about the popular detective at that address."

B. Find four more adjectives that are used to describe Holmes.

Famous

C. Read the text. Circle T for [true] and F for [false] and correct the false statements:

Sir Arthur Conan Doyle died 60 years ago. T (F)
1. Sherlock Holmes wrote successful detective stories. T / F
2. Stories about Sherlock Holmes are still popular today. T / F
3. Sherlock Holmes examines the evidence carefully. T / F
4. Dr. Watson is disorganized. T / F
5. Dr. Watson likes Sherlock Holmes. T / F
6. You can't visit 221B Baker Street in London. T / F

Retelling Question

Your friend is thrilled with a crime story he has read and which is solved by Sherlock Holmes. You decided to share even more details you had already known from the passage above about the main character of the story. What would you tell your friend about Sherlock Holmes?
A- Read the story. What is a landmark:

The man who sold the Brooklyn Bridge

George C. Parker lived from 1870-1936. He was from New York. He was not a good man. He made his money from the sale of important landmarks in New York. For example, once he sold the Brooklyn Bridge! The bridge did not belong to him. The bridge did not belong to anyone, because no one can own one of the city's bridges.

Still, every week, George C. Parker went to the Brooklyn Bridge and put a 'For Sale' sign on it. He told people the bridge was for sale for $50,000. Some people said they didn't believe him. They said the bridge wasn't for sale and then they walked away. But, some people believed him and they paid him the money. George C. Parker told them the bridge belonged to them. Then he gave them a document. The people showed other people the document and said the bridge belonged to them. They wanted people to pay to use the bridge! No one wanted to pay. They complained and the police came.

Finally, the police caught George C. Parker. They told George he had to stop his business. Then they put him in jail!

B- Read the story again. Answer the questions.

When did George C. Parker live? From 1870-1936.

1. Where was George C. Parker from?
2. What kind of man was George C. Parker?
3. How did he make his money?
4. How much money did he sell the Brooklyn Bridge for?
5. What did the people do after they bought the bridge?

Retelling Question

Your 10 years old younger brother insisted that you tell him a story before he goes to bed. You decided to retell the story you have read today about the man who sold the Brooklyn Bridge. Retell him this nice story in your own words.
A. Read the article.

When it comes to eating, there is more than just choosing the food we eat. We also need to keep the 4 W's in mind.

**What we eat.**
If you eat a lot of fast food, burgers, fries and pizzas loaded with toppings and desserts, your diet is definitely not balanced.

**Where we usually eat.**
If you eat in front of the TV, you may want to change this habit. Eating while doing other things makes it easy to lose track of how much you have already eaten. By eating meals and snacks at a table, you can pay more attention to what you’re eating so that you don’t overeat.
If you want to snack while watching TV, take a small portion of food with you, such as a handful of pretzels or a couple of cookies, but not the whole bag.

**When we eat.**
Eating when you are not hungry is a bad habit. We often do this when we see others eating or when we see something that looks good, or simply when we have nothing else to do.
Instead, you should allow at least two hours between meals or snacks. This will give the food enough time to be digested.
Another bad habit is eating before going to bed. You should eat at least three hours before sleeping. This will allow your body to burn up some calories and at the same time will help you sleep better.

**How we eat.**
The way we eat is also very important.
Eating slowly and chewing well not only affects the amount of food we consume, but also helps in good digestion.

---

B. Check (✓) true or (✗) false and correct the false statements.

1. Eating just before going to bed is unhealthy.  
2. It's a good habit to eat while doing other things.  
3. Eating quickly helps the stomach digest food.  
4. A balanced diet shouldn’t contain any fast food.

---

**Retelling Question**

You are thrilled at the four eating advice and wanted to share what you learned from the above passage with your family. Retell the four eating advice to your family in your own words.
A- Read the passage. Then, answer the questions

Your ID, Please.

Look at the identity card at the top of the page. Does any of this information define someone's true identity? It is traditions and customs that make up a true identity, not names, figures or faces.

The differences between cultures are narrowing. Trends started in the west are immediately accepted in the east. Young people from different countries are becoming more alike. They wear the same clothes, have the same haircuts, listen to the same type of music and eat the same type of food.

Throughout the ages, people have fought to keep their identity. However, nowadays teenagers refuse to lead the slow, quiet lifestyle of their older generations. They are turning their backs on culture and traditions. Sociologists fear that the day when societies lose their identity is not far.

Following other cultures will only make you a follower, not a leader. Leaving your traditions behind makes you a slave to others. This will make you lose your individuality and thus your freedom. So, be proud of your culture and traditions. Be a free person.

B  Read the passage and write who the pronoun "their" refers to in each sentence.
1. Sociologists fear the day when societies lose their identities. (__________)
2. Throughout ages, people have fought to keep their identity. (__________)

C  Underline the sentences in the passage above that have the same meaning as the sentences below.
1. Traditions and customs show the true identity of a person more than his ID card.
2. It is becoming difficult to identify people from different cultures.
3. Future generations will lose their identity.
4. You should hold on to your culture and traditions and be proud of them.

Retelling Question
When you left the school you found two friends arguing about a hair cut style; where one is anti and the other is in favor of it. You participated in the conversation and wanted to tell them the author’s point of view. Retell them the author’s argument in your own words.
APPENDIX I

OBSERVATIONAL DATA SAMPLE FOR THE CONTROL GROUP
Appendix I

Observational Data Sample for the Control Group

<table>
<thead>
<tr>
<th>Elements</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the stage</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task sequence</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging the students</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running the task</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task completion</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students' attitudes</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher's attitude</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulties</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advantages</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantages</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 3.2. Classroom Observation Checklist*
APPENDIX J

OBSERVATIONAL DATA SAMPLE FOR THE TREATMENT GROUP
### Appendix J

**Observational Data Sample for the Treatment Group**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Response</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the stage</td>
<td>Yes</td>
<td>- clear, catchy</td>
</tr>
<tr>
<td>Task sequence</td>
<td>Yes</td>
<td>- The sequence of the lesson fell in perfect harmony</td>
</tr>
<tr>
<td>Engaging the students</td>
<td>Yes</td>
<td>- student very active</td>
</tr>
<tr>
<td>Running the task</td>
<td>Yes</td>
<td>- active group work, excellent understanding, A group is work in perfect harmony</td>
</tr>
<tr>
<td>Task completion</td>
<td>Yes</td>
<td>- Some leaders took charge and had his group give their best</td>
</tr>
<tr>
<td>Students’ attitudes</td>
<td>Yes</td>
<td>- interested in the lesson, active, one perfect group</td>
</tr>
<tr>
<td>Teacher’s attitude</td>
<td>Yes</td>
<td>- optimistic in this attitude, clear and attentive, encouragement</td>
</tr>
<tr>
<td>Difficulties</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Advantages</td>
<td></td>
<td>The class is set and ready to work in the beginning of the lesson</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 3.2. Classroom Observation Checklist*
APPENDIX K

LESSON PLANS
Appendix K

Lesson Plans

<table>
<thead>
<tr>
<th>Task Sequence (Procedures)</th>
<th>Content</th>
<th>Materials &amp; Equipment</th>
<th>Indicators for pupils’ achievement of the main goal of the lesson (Application &amp; Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task engagement</strong></td>
<td>Throughout the lesson, groups are going to name business people around the world and some photos of famous business people to their names such as Carlos Slim, Alwaleed bin Talal, Saleh Alrajhi, Saleh Alsalman, Fahad Almuhaimeed. Students are going to read a provided passage about Business People. Through the reading passage, students are going to get introduced to the following new words: charity, poor, natural, disaster, earthquake, healthcare.</td>
<td>Tables and chairs are formed into circles for groups. Pupil’s textbook (it has the passage about Business People). Sheets for groups’ work. PowerPoint slides Pens or pencils.</td>
<td>- Students show interests when engaging in the lesson topic. - Groups enthusiastically compete in suggesting and labeling names of famous business people in Saudi Arabia and around the world to their photos. - Students complete reading the passage and discuss in groups the basic details or information about Business People. - Teacher passes around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through nominating Bill Gates and his work in charity for the local news paper in their own words in written and/or oral format.</td>
</tr>
<tr>
<td><strong>Running the task</strong></td>
<td>Task Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Together the teacher and the students are going to rearrange tables and chairs to form circles for groups of three to four students.</td>
<td>- The teacher asks groups to nominate Bill Gates to win a campaign run by a local news paper. Students’ task is tell the news paper as much as they could about Bill Gates on a sheet of paper in their own words for 10-15 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>For 3 min, the teacher</strong> introduces the topic of the lesson (what they are going to do).</td>
<td>- Students involve in group discussion for naming famous business people in Saudi Arabia and around the world <strong>for 10 min.</strong> The distinguished group is a) the one that manages to correctly label names of business people to the provided photos b) <strong>suggest</strong> business people other than presented by the teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Students</strong> involve in group discussion for naming famous business people in Saudi Arabia and around the world <strong>for 10 min.</strong></td>
<td>- The teacher instructs students to begin reading the provided passage about <strong>Business People for 5-8 min.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Students</strong> are then to discuss on their groups some of the basic information they learned about Business People (such as the major character of the passage, charity, etc) <strong>for 5-10 min.</strong></td>
<td>- Students show interests when engaging in the lesson topic.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject: English / Grade: 3rd I. Class / Duration: 45 min. / Topic: Business People

The aim or main goal of the lesson: Pupils are expected by the end of the lesson to comprehend a reading passage about Business People.
Subject: English / Grade: 3rd I. Class / Duration: 45 min. / Topic: East Coast Games

The aim or main goal of the lesson: Pupils are expected by the end of the lesson to comprehend a reading passage about East Coast Games.

<table>
<thead>
<tr>
<th>Task Sequence (Procedures)</th>
<th>Content</th>
<th>Materials &amp; Equipment</th>
<th>Indicators for pupils' achievement of the main goal of the lesson (Application &amp; Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task engagement</td>
<td>Throughout the lesson, groups are going to name famous video games they have ever played.</td>
<td>Tables and chairs are formed into circles for groups.</td>
<td>- Students show interests when engaging in the lesson topic.</td>
</tr>
<tr>
<td>- Together the teacher and the students are going to rearrange tables and chairs to form circles for groups of three to four students.</td>
<td>Students are going to read a provided passage about East Coast Games.</td>
<td>Pupil's textbook (it has the passage about East Coast Games).</td>
<td>- Groups enthusiastically compete in suggesting video games they have played in the past.</td>
</tr>
<tr>
<td>- For 3 min. the teacher introduces the topic of the lesson (what they are going to do).</td>
<td>Through the reading passage, students are going to get introduced to the following new words: Career, engineering, medicine, director, industry, designer, programmer, and inventor.</td>
<td>Sheets for groups’ work.</td>
<td>- Students complete reading the passage and discuss in groups the basic details or information about East Coast Games.</td>
</tr>
<tr>
<td>- Students involve in group discussion for naming famous video games they have played ever for 6 min. The distinguished group is the one that manages to provide as many video games as they could.</td>
<td></td>
<td>PowerPoint slides</td>
<td>- Teacher passes around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling the audience in a competition of a live show as much as they could about Calvin Hutt in their own words in written and/or oral format.</td>
</tr>
<tr>
<td>Running the task</td>
<td></td>
<td>Pens or pencils.</td>
<td></td>
</tr>
<tr>
<td>- The teacher instructs students to begin reading the provided passage about East Coast Games for 5-8 min.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Students are then to discuss on their groups some of the basic information they learned about East Coast Games (such as the major character of the passage) for 5-10 min.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Completion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher asks groups to tell the audience in a competition of a live show as much as they can about Calvin Hutt. Students’ task is to tell the live show interviewer as much as they could about Calvin Hutt on a sheet of paper in their own words for 10-15 min.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subject: English / Grade: 3rd I. Class / Duration: 45 min. / Topic: Different Customs

The aim or main goal of the lesson: Pupils are expected by the end of the lesson to comprehend a reading passage about Different Customs.

<table>
<thead>
<tr>
<th>Task Sequence (Procedures)</th>
<th>Content</th>
<th>Materials &amp; Equipment</th>
<th>Indicators for pupils’ achievement of the main goal of the lesson (Application &amp; Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task engagement</strong></td>
<td>Throughout the lesson, groups are going to share some different customs around the world such as some of those in the Middle East, Afghanistan, Britain, USA etc.</td>
<td>Tables and chairs are formed into circles for groups.</td>
<td>- Students show interests when engaging in the lesson topic.</td>
</tr>
<tr>
<td>- Together the teacher and the students are going to rearrange tables and chairs to form circles for groups of three to four students.</td>
<td>Students are going to read a provided passage about Different Customs.</td>
<td>Pupil’s textbook (it has the passage about Different Customs).</td>
<td>- Groups enthusiastically share different customs in Saudi Arabia and around the world with other groups.</td>
</tr>
<tr>
<td>- <strong>For 3 min, the teacher</strong> introduces the topic of the lesson (what they are going to do).</td>
<td>Through the reading passage, students are going to get introduced to the following new words: custom, society, beliefs, behavior, communicate, foreign, porcelain, bride, and groom.</td>
<td>Sheets for groups’ work.</td>
<td>- Students complete reading the passage and discuss in groups the basic details or information about Different Customs.</td>
</tr>
<tr>
<td>- <strong>Students</strong> involve in group discussion sharing different customs they know in Saudi Arabia and around the world for 10 min. The distinguished group is the one that manages to share more customs with other groups.</td>
<td></td>
<td>Pens or pencils.</td>
<td>- Teacher passes around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling the customs to do and/or to avoid with different tourists on a sheet of paper in their own words in written and/or oral format.</td>
</tr>
<tr>
<td><strong>Running the task</strong></td>
<td>- The teacher instructs <strong>students</strong> to begin reading the provided passage about Different Customs for 5-8 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Students</strong> are then to discuss on their groups some of the basic information they learned about Different Customs (such as some of the customs in the Middle East, Afghanistan, Britain, USA etc) for 5-10 min.</td>
<td>- Students complete reading the passage and discuss in groups the basic details or information about Different Customs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task Completion</strong></td>
<td>- The teacher asks <strong>groups</strong> to imagine being a tour guide for tourists. Students’ task is to tell the customs to do and/or to avoid with different people on a sheet of paper in their own words for 10-15 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Sequence (Procedures)</td>
<td>Content</td>
<td>Materials &amp; Equipment</td>
<td>Indicators for pupils’ achievement of the main goal of the lesson (Application &amp; Assessment)</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------</td>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Task engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Together the teacher and the students are going to rearrange tables and chairs to form circles for groups of three to four students.</td>
<td>Throughout the lesson, groups are going talk about how beneficial listening to their parents and older brothers and sisters supported by example from their daily lives.</td>
<td>Tables and chairs are formed into circles for groups.</td>
<td>- Students show interest when engaging in the lesson topic.</td>
</tr>
<tr>
<td>- <strong>For 3 min. the teacher</strong> introduces the topic of the lesson (what they are going to do).</td>
<td>Students are going to read a provided passage about a story titled with The Train.</td>
<td>Pupil’s textbook (it has the passage about The Train).</td>
<td>- Groups enthusiastically compete in talking about how beneficial listening to their parents and older brothers and sisters supported by example from their daily lives.</td>
</tr>
<tr>
<td>- <strong>Students</strong> involve in group discussion about how beneficial listening to their parents and older brothers and sisters supported by example from their daily lives <strong>for 8 min.</strong></td>
<td>Through the reading passage, students are going to get introduced to the following new words: outside, bridge, river, walk, loud, noise, yell, track, and scream.</td>
<td>Sheets for groups’ work.</td>
<td>- Students complete reading the passage and discuss in groups the basic details of the story of The Train.</td>
</tr>
<tr>
<td>Running the task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher instructs <strong>students</strong> to begin reading the provided passage about the Train <strong>5-8 min.</strong></td>
<td>- <strong>Students</strong> are then to discuss on their groups some of the basic information they learned about The Train (such as aim of the story, plot, etc) <strong>for 5-10 min.</strong></td>
<td>PowerPoint slides</td>
<td>- <strong>Teacher passes</strong> around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through retelling the story of The Train stressing what happens to those who do not listen to their parents in written and/or oral format.</td>
</tr>
<tr>
<td>Task Completion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher asks <strong>groups</strong> to retell the story of The Train stressing what happens to those who do not listen to their parents. Students’ task is to retell their younger brothers or sisters about the story of The Train on a sheet of paper in their own words for <strong>10-15 min.</strong></td>
<td></td>
<td>Pens or pencils.</td>
<td></td>
</tr>
</tbody>
</table>
Subject: English / Grade: 3rd I. Class / Duration: 45 min. / Topic: Your ID, Please
The aim or main goal of the lesson: Pupils are expected by the end of the lesson to comprehend a reading passage about Your ID, Please.

<table>
<thead>
<tr>
<th>Task Sequence (Procedures)</th>
<th>Content</th>
<th>Materials &amp; Equipment</th>
<th>Indicators for pupils’ achievement of the main goal of the lesson (Application &amp; Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task engagement</td>
<td></td>
<td></td>
<td>- Students show interests when engaging in the lesson topic.</td>
</tr>
<tr>
<td>- Together the teacher and the students are going to rearrange tables and chairs to form circles for groups of three to four students.</td>
<td></td>
<td>Tables and chairs are formed into circles for groups.</td>
<td></td>
</tr>
<tr>
<td>- <strong>For 3 min, the teacher</strong> introduces the topic of the lesson (what they are going to do).</td>
<td></td>
<td>Pupil’s textbook (it has the passage about Your ID, Please).</td>
<td></td>
</tr>
<tr>
<td>- <strong>Students</strong> involve in group discussion for suggesting what new stereo-types that started to take place in Saudi Arabia for <strong>5 min</strong>. The distinguished group is a) the one that manages to list more stereo-types b) <strong>make</strong> decisions whether or not they agree with these new stereo-types.</td>
<td></td>
<td>Sheets for groups’ work.</td>
<td></td>
</tr>
<tr>
<td>Running the task</td>
<td></td>
<td><strong>PowerPoint slides</strong></td>
<td>- Groups enthusiastically compete in suggesting new stereo-types that started to take place in Saudi Arabia .</td>
</tr>
<tr>
<td>- The teacher instructs <strong>students</strong> to begin reading the provided passage about <strong>Your ID, Please for 5-8 min.</strong></td>
<td></td>
<td>Pens or pencils.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Students</strong> are then to discuss on their groups some of the basic information they learned about Your ID, Please (such as main idea, author’s point of view, etc) for <strong>5-10 min.</strong></td>
<td></td>
<td>- Students complete reading the passage and discuss in groups the basic details or information about Your ID, Please.</td>
<td></td>
</tr>
<tr>
<td>Task Completion</td>
<td></td>
<td><strong>Student’s point of view supported by examples regarding copying other culture’s stereo-types in their own words in written and/or oral format.</strong></td>
<td></td>
</tr>
<tr>
<td>- The teacher asks <strong>groups</strong> to tell the author’s point of view regarding supported by examples copying other culture’s stereo-types. Students’ task is to tell other friends the author’s point of view supported by examples regarding copying other culture’s stereo-types for <strong>10-15 min.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The aim or main goal of the lesson: Pupils are expected by the end of the lesson to comprehend a reading passage about Sherlock Holmes.

<table>
<thead>
<tr>
<th>Task Sequence (Procedures)</th>
<th>Content</th>
<th>Materials &amp; Equipment</th>
<th>Indicators for pupils’ achievement of the main goal of the lesson (Application &amp; Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task engagement</strong></td>
<td>Throughout the lesson, groups are going to label famous movie and TV characters with their names. Those characters include Abdalmajeed Alynni, Suhail Alonizi, Aqbal, Hani Megbil, Hamid Aldhabaan. Students are going to read a provided passage about Sherlock Holmes. Through the reading passage, students are going to get introduced to the following new words: Although, crime, detective, mysteries, enjoy, cases, footprints, disorganized, admire, and elementary.</td>
<td>Tables and chairs are formed into circles for groups. Pupil’s textbook (it has the passage Sherlock Holmes). Sheets for groups’ work. PowerPoint slides Pens or pencils.</td>
<td>- Students show interests when engaging in the lesson topic. - Groups enthusiastically compete in labeling names of famous movie and TV characters with their names. - Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes. - <strong>Teacher passes</strong> around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling a friend as many details as they could about Sherlock Holmes in their own words in written and/or oral format.</td>
</tr>
<tr>
<td>- Together the teacher and the students are going to rearrange tables and chairs to form circles for groups of three to four students.</td>
<td>Students are going to label famous movie or TV characters to their names for 6 min. The distinguished group is the one that manages to correctly label the famous movie or TV characters with their names.</td>
<td>- Students show interests when engaging in the lesson topic. - Groups enthusiastically compete in labeling names of famous movie and TV characters with their names. - Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes. - <strong>Teacher passes</strong> around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling a friend as many details as they could about Sherlock Holmes in their own words in written and/or oral format.</td>
<td></td>
</tr>
<tr>
<td>- <strong>For 3 min. the teacher</strong> introduces the topic of the lesson (what they are going to do).</td>
<td>Students are then to discuss on their groups some of the basic information they learned about Sherlock Holmes (such as the major character of the passage, number of stories, etc) for 5-10 min.</td>
<td>- Students show interests when engaging in the lesson topic. - Groups enthusiastically compete in labeling names of famous movie and TV characters with their names. - Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes. - <strong>Teacher passes</strong> around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling a friend as many details as they could about Sherlock Holmes in their own words in written and/or oral format.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Students</strong> involve in group discussion for labeling famous movie or TV characters to their names for 6 min.</td>
<td>Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes.</td>
<td>- Students show interests when engaging in the lesson topic. - Groups enthusiastically compete in labeling names of famous movie and TV characters with their names. - Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes. - <strong>Teacher passes</strong> around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling a friend as many details as they could about Sherlock Holmes in their own words in written and/or oral format.</td>
<td></td>
</tr>
<tr>
<td>- The teacher instructs students to begin reading the provided passage about Sherlock Holmes for 5-8 min.</td>
<td>Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes.</td>
<td>- Students show interests when engaging in the lesson topic. - Groups enthusiastically compete in labeling names of famous movie and TV characters with their names. - Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes. - <strong>Teacher passes</strong> around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling a friend as many details as they could about Sherlock Holmes in their own words in written and/or oral format.</td>
<td></td>
</tr>
<tr>
<td>- Students are then to discuss on their groups some of the basic information they learned about Sherlock Holmes (such as the major character of the passage, number of stories, etc) for 5-10 min.</td>
<td>Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes.</td>
<td>- Students show interests when engaging in the lesson topic. - Groups enthusiastically compete in labeling names of famous movie and TV characters with their names. - Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes. - <strong>Teacher passes</strong> around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling a friend as many details as they could about Sherlock Holmes in their own words in written and/or oral format.</td>
<td></td>
</tr>
<tr>
<td>- The teacher asks groups to tell a friend as many details as they could about Sherlock Holmes. Students’ task is to tell a friend as much as they could about Sherlock Holmes on a sheet of paper in their own words for 10-15 min.</td>
<td>Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes.</td>
<td>- Students show interests when engaging in the lesson topic. - Groups enthusiastically compete in labeling names of famous movie and TV characters with their names. - Students complete reading the passage and discuss in groups the basic details or information about Sherlock Holmes. - <strong>Teacher passes</strong> around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through telling a friend as many details as they could about Sherlock Holmes in their own words in written and/or oral format.</td>
<td></td>
</tr>
</tbody>
</table>
Subject: English / Grade: 3rd I. Class / Duration: 45 min. / Topic: the Man Who Sold the Brooklyn Bridge
The aim or main goal of the lesson: Pupils are expected by the end of the lesson to comprehend a reading passage about the Man Who Sold the Brooklyn Bridge.

<table>
<thead>
<tr>
<th>Task Sequence (Procedures)</th>
<th>Content</th>
<th>Materials &amp; Equipment</th>
<th>Indicators for pupils’ achievement of the main goal of the lesson (Application &amp; Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task engagement</strong></td>
<td>Throughout the lesson, groups are going to name famous stories that their parents used to tell them before going to bed when they were young for 10 min. The distinguished group is the one that manages to name more than what the other groups did.</td>
<td>Tables and chairs are formed into circles for groups.</td>
<td>- Students show interests when engaging in the lesson topic.</td>
</tr>
<tr>
<td>- Together the teacher and the students are going to rearrange tables and chairs to form circles for groups of three to four students.</td>
<td>Through the reading passage, students are going to get introduced to the following new words: Belong, pay, jail, for sale, document, complain.</td>
<td>Pupil’s textbook (it has the passage about the Man Who Sold the Brooklyn Bridge).</td>
<td>- Groups enthusiastically compete in suggesting famous stories that their parents used to tell them before going to bed when they were young.</td>
</tr>
<tr>
<td>- <strong>For 3 min, the teacher</strong> introduces the topic of the lesson (what they are going to do).</td>
<td></td>
<td>Sheets for groups’ work.</td>
<td>- Students complete reading the passage and discuss in groups the basic details or information about the Man Who Sold the Brooklyn Bridge.</td>
</tr>
<tr>
<td>- <strong>Students</strong> involve in group discussion for naming famous stories that their parents used to tell them before going to bed when they were young for 10 min.</td>
<td></td>
<td>Pens or pencils.</td>
<td>- Teacher passes around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through retelling the story they studied in their own words to their younger brothers and sisters in their own words in written and/or oral format.</td>
</tr>
<tr>
<td><strong>Running the task</strong></td>
<td>- The teacher instructs students to begin reading the provided passage about <strong>the Man Who Sold the Brooklyn Bridge for 5-8 min.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subject: English / Grade: 3rd I. Class / Duration: 45 min. / Topic: Four Eating Advice

The aim or main goal of the lesson: Pupils are expected by the end of the lesson to comprehend a reading passage about Four Eating Advice.

<table>
<thead>
<tr>
<th>Task Sequence (Procedures)</th>
<th>Content</th>
<th>Materials &amp; Equipment</th>
<th>Indicators for pupils’ achievement of the main goal of the lesson (Application &amp; Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task engagement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Together the teacher and the students are going to rearrange tables and chairs to form circles for groups of three to four students.</td>
<td>Throughout the lesson, groups are going to make decision about pictures presented that either resembles bad or food. Types of food included: French fries, burgers, fruit, salad, rice, ice cream, and chocolate. Students are going to read a provided passage about Four Eating Advice.</td>
<td>Tables and chairs are formed into circles for groups. Pupil’s textbook (it has the passage about Four Eating Advice). Sheets for groups’ work. PowerPoint slides Pens or pencils.</td>
<td>- Students show interests when engaging in the lesson topic.</td>
</tr>
<tr>
<td>- <strong>For 3 min. the teacher</strong> introduces the topic of the lesson (what they are going to do).</td>
<td></td>
<td></td>
<td>- Groups enthusiastically compete in making decision about pictures presented that either resembles bad or food.</td>
</tr>
<tr>
<td>- <strong>Students</strong> involve in group discussion for deciding which food resembles good or bad <strong>for 6 min</strong>. The distinguished group is a) the one that manages to correctly give the right decisions.</td>
<td></td>
<td></td>
<td>- Students complete reading the passage and discuss in groups the basic details or information about the Four Eating Advice.</td>
</tr>
<tr>
<td><strong>Running the task</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher instructs <strong>students</strong> to begin reading the provided passage about <strong>Four Eating Advice for 5-8 min</strong>.</td>
<td>Through the reading passage, students are going to get introduced to the following new words: Load, topping, diet, definitely, balanced, snack, overeat, attention, pretzels, cookies, portion, digestion, and consume.</td>
<td></td>
<td>- <strong>Teacher passes</strong> around groups of students to evaluate whether or not the students have accomplished the task of comprehending the reading passage through retelling the four eating advice to their families in their own words in written and/or oral format.</td>
</tr>
<tr>
<td>- <strong>Students</strong> are then to discuss on their groups some of the basic information they learned about Four Eating Advice (such as the four eating Advices or advice) <strong>for 5-10 min</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task Completion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher asks <strong>groups</strong> to retell the four eating advice to their families. Students’ task is to tell their families the four eating advice they have learned on a sheet of paper in their own words for <strong>10-15 min</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Throughout the lesson, groups are going to make decision about pictures presented that either resembles bad or food. Types of food included: French fries, burgers, fruit, salad, rice, ice cream, and chocolate.

Students are going to read a provided passage about Four Eating Advice.

Through the reading passage, students are going to get introduced to the following new words: Load, topping, diet, definitely, balanced, snack, overeat, attention, pretzels, cookies, portion, digestion, and consume.
Appendix L

PowerPoint Slides

Discuss the names of the business people of the world with your group.

Share the names of the business people of the world with the other groups.
Read the passage and discuss it with your group.

Share what you learn with the other groups.
Discuss with your group the names of the best video games you ever played.

East Coast Games

Share your answers with the other groups.

Read the passage and discuss it with your group.

3min

East Coast Games

Share the names of the video games with the other groups.

Share what you learn with the other groups.

Key words:
- career
- engineering
- medicine
- world class
- trust
- industry
- entrepreneurs
Look at the pictures.
Do you know any of these people?

Discuss the names of the people in the picture you have seen?
3 min

Hani Megbil

Hamid Aldhaban

Share the names with the other groups
Read the passage and discuss it with your group. 8 min

Answer the question about Sherlock Holmes. 6 min

Share what you learn with the other groups.
Discuss with your group some of the stories that your parents used to tell you when you are young 2 min

Let’s start...

Share your answers with the other groups

Read the passage and discuss it with your group 8 min

The man who sold the Brooklyn Bridge

Share what you have discussed with the other groups

The man who sold the Brooklyn Bridge

Share what you learn with the other groups

Keywords
- belonging
- pay
- personal
- property
- for sale
- document
- complicit
- landmark
- boundary
Share your answers with the other groups

Re-tell the what you have read in your own words and answer the question about the passage
6 min

The train

Share what you have discussed with the other groups

Discuss with your group the benefits of listening to the parents and older brothers and sisters
2 min

Share what you learn with the other groups

Key words
- warm
- bridge
- river
- smiled
- help

Read the passage and discuss it with your group
8 min
Discuss the names of the people in the picture you have seen?
1 min

burger / bad

French fries / bad

Share the names with the other groups

rice / bad - good

salad / good

fruit / good
Eat \textbf{literally} every \textbf{everyday} treat \textbf{everything} \textbf{definitely} \textbf{cookies} \textbf{balanced} \textbf{snack} \textbf{digest}.

\textbf{Read the passage and discuss it with your group} \textbf{8min}.

\textbf{Answer the question about Eating Advice} \textbf{6min}.

\textbf{Share what you learn with the other groups}.
Discuss with your group some of the stereotypes that started to take place in Saudi Arabia.

2 min

Let's start...

Share your answers with the other groups

Read the passage and discuss it with your group.

8 min

Your ID, please

Share what you have discussed with the other groups

Share what you learn with the other groups

bd

culture
times

Generations

Jr.
Figure
G

Kings

eight decades

social services

teacher
girl

leader

Share your answers with the other groups

Answer the question about the passage.

6 min
Appendix M

Consent Forms

Informed Consent to Participate in a Research Study

Study Title: The Application of Task-Based English Language Teaching in Saudi Intermediate Schools
Principal Investigator: Sultan Al Muhaimeed

You are being invited to participate in a research study. This consent form will provide you with information on the research project, what you need to do, and the associated risks and benefits of the research. Your participation is voluntary. Please read this form carefully. It is important that you ask questions and fully understand the research in order to make an informed decision. You will receive a copy of this document to take with you.

Purpose:

This study deals with a significant topic for English language teaching and learning in Saudi Arabian Intermediate Schools. The main purpose of the study is mainly going to find out whether or not the adoption of Task-Based Language Teaching (TBLT) method while teaching would be more effective than using the traditional ‘prompting’ method in terms of increasing the students’ achievement scores. This study aims at demonstrating that the TBLT method as Constructivist Best practice teaches for understanding and also can increase the students’ achievement scores on reading comprehension.

Procedures

If you are going to be the teacher of the treatment group, your participation will require you to attend a workshop administered by the researcher for a week before the start of the application of the study. You will, then, be teaching your students the English language through Task-Based English Language Teaching method for eight weeks. If you are going to be the teacher of the control group, your participation will require you to teach English for eight weeks on the regular or traditional method of teaching. Students on both groups are going to do a placement test, be taught English for eight weeks through the method of Task-Based Language Teaching (for treatment group) and be taught through the traditional method for eight weeks (for control group), and do a post test. The placement test is conducted at the beginning of the study and before applying the treatment (teaching your child English through the method of Task-Based Language Teaching) while the post test is conducted after the application of the treatment at the end of the study. The researcher is going to be responsible for administrating and collecting consent forms from students. This study is going to include observation by the researcher. The researcher is going to conduct 16 visits; eight visits are going to be for the treatment group and eight visits are going to be for the control one.

Benefits

This study includes potential benefits that have direct and indirect impact on the participants in the study. Those who are participating in the study are going to be taught about two units through a method of teaching that teaches for understanding and expected to help the students increase their achievement scores on reading comprehension. The indirect potential benefits include paying the attention of all parties involved directly and indirectly in the educational process that the instructional practices that emphasize the students’ roles and teach for understanding will bring desired outcomes that can enhance the productions of education. Those outcomes will be
a result of adopting appropriate instructional practices that could help teachers and students develop professionally
and which would lead to better learning situations. By the time, the students become accurate and fluent in
English, more opportunities would be available for them to pursue advanced studies in many countries and in
various fields such as but not limited to medicine, politics, business, and industry, and which would lead to
distinguished growth and development in society.

Risks and Discomforts
There are no anticipated risks beyond those encountered in everyday life.

Privacy and Confidentiality
Identifying information will not be made available in the publications and/or presentations of the research data.
Information obtained from you or materials that are collected from your students’ tests will not contain
identifying information about you or your students unless express consent is gained from you and your students.
Your/Your students’ study related information will be kept confidential within the limits of the law. Any
identifying information will be kept in a secure location and only the researchers will have access to the data.
Research participants will not be identified in any publication or presentation of research results; only aggregate
data will be used.

Your research information may, in certain circumstances, be disclosed to the Institutional Review Board (IRB),
which oversees research at Kent State University, or to certain federal agencies. Your/Your students’
confidentiality may not be maintained if there is an indication that they may harm themselves or others.

Compensation
Participation or non-participation will have no effect on your career.

Voluntary Participation
Taking part in this research study is entirely up to you. You may choose not to participate or may discontinue
their participation at any time without penalty or loss of benefits to which you are otherwise entitled. You will
be informed of any new, relevant information that may affect your health, welfare, or willingness to continue
participation in this study.

Contact Information
If you have any questions or concerns about this study, you may contact Sultan Almuahimmed at (0552081115)
or (Dr. Wendy Kasten) at (330 672 2580). This project has been approved by the Kent State University
Institutional Review Board. If you have any questions about your rights as a research participant or complaints
about the research, you may call the IRB at 330.672.2704.

Consent Statement and Signature
I have read this consent form and have had the opportunity to have my questions answered to my satisfaction. I
voluntarily agree to participate in this study. I understand that a copy of this consent will be provided to me for
future reference.

Teacher’s Signature

Date

The Application of Task-Based English Language Teaching in Saudi Intermediate Schools
Informed Consent to Participate in a Research Study

Study Title: The Application of Task-Based Language Teaching in Saudi Intermediate Schools.

Principal Investigator: Sultan Al Muhaimeed

You are/ Your child is being invited to participate in a research study. This consent form will provide you with information on the research project, what you/ your child will need to do, and the associated risks and benefits of the research. Your/Your child’s participation is voluntary. Please read this form carefully. It is important that you ask questions and fully understand the research in order to make an informed decision. You will receive a copy of this document to take with you.

Purpose:
This study deals with a significant topic for English language teaching and learning in Saudi Arabian Intermediate Schools. The main purpose of the study is mainly to find out whether or not the adoption of Task-Based Language Teaching (TBLT) method while teaching would be more effective than using the traditional ‘prompting’ method in terms of increasing the students’ achievement scores. This study aims at demonstrating that the TBLT method as Constructivist Best practice teaches for understanding and also can increase the students’ achievement scores on reading comprehension.

Procedures:
Your/ Your child’s participation will require him to do a placement test, be taught English for eight weeks through the method of Task-Based Language Teaching, and do a post test. The placement test is conducted at the beginning of the study and before applying the treatment (teaching your child English through the method of Task-Based Language Teaching) while the post test is conducted after the application of the treatment at the end of the study.

Benefits:
The Application of Task-Based Language Teaching in Saudi Intermediate Schools
This study includes potential benefits that have direct and indirect impact on the participants in the study. Those who are participating in the study are going to be taught about two units through a method of teaching that teaches for understanding and expected to help the students increase their achievement scores on reading comprehension. The indirect potential benefits include paying the attention of all parties involved directly and indirectly in the educational process that the instructional practices that emphasize the students’ roles and teach for understanding will bring desired outcomes that can enhance the productions of education. Those outcomes will be a result of adopting appropriate instructional practices that could help teachers and students develop professionally and which would lead to better learning situations. By the time, the students become accurate and fluent in English, more opportunities would be available for them to pursue advanced studies in many countries and in various fields such as but not limited to medicine, politics, business, and industry, and which would lead to distinguished growth and development in society.

Risks and Discomforts
There are no anticipated risks beyond those encountered in everyday life.

Privacy and Confidentiality
Identifying information will not be made available in the publications and/or presentations of the research data. Information obtained from you/ your child or materials that are collected from you/ your child’s tests and observation will not contain identifying information about you or your child unless express consent is gained from you and your child.

Your/Your child’s study related information will be kept confidential within the limits of the law. Any identifying information will be kept in a secure location and only the researchers will have access to the data. Research participants will not be identified in any publication or presentation of research results; only aggregate data will be used.

Your research information may, in certain circumstances, be disclosed to the Institutional Review Board (IRB), which oversees research at Kent State University, or to certain federal agencies. You/Your child’s confidentiality may not be maintained if there is an indication that he may harm themselves or others.

The Application of Task-Based Language Teaching in Saudi Intermediate Schools

Page 2 of 3
Compensation
Participation or non-participation will have no effect on your/your child’s grade in the classroom.

Voluntary Participation
Taking part in this research study is entirely up to you and your child. You and/or your child may choose not to participate or may discontinue their participation at any time without penalty or loss of benefits to which he is otherwise entitled. You will be informed of any new, relevant information that may affect your child’s health, welfare, or willingness to continue participation in this study.

Contact Information
If you have any questions or concerns about this research, you may contact Sultan Almuhaimeed at (0552081115) or (Dr. Wendy Kasten) at (330 672 2580). This project has been approved by the Kent State University Institutional Review Board. If you have any questions about your rights as a research participant or complaints about the research, you may call the IRB at 330.672.2704.

Consent Statement and Signature
I have read this consent form and have had the opportunity to have my questions answered to my satisfaction. I voluntarily agree to grant permission for my child to participate in this study. I understand that a copy of this consent will be provided to me for future reference.

Participant’s Signature
Date
Parental Signature
Date

The Application of Task-Based Language Teaching in Saudi Intermediate Schools
REFERENCES
REFERENCES


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