

## Evaluating Integrated Task Based Language Teaching and English Language Learning and Instruction System

**Andhi Dwi Nugroho**

Universitas Sarjanawiyata Tamansiswa

E-mail: andhidn@ustjogja.ac.id

### ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi penerapan TBLT dan ELLIS yang terintegrasi dimana dititikberatkan pada kegiatan mengamati, bertanya, mengembangkan, dan berinteraksi. Pembelajaran ini telah diterapkan pada dua sekolah yang berbeda di Kabupaten Bantul, DIY yaitu SMPN 1 Banguntapan dan SMPM Piyungan. Materi pembelajaran bersumber dari enam belas unit dalam program ELLIS. Hasil kuesioner dan wawancara menunjukkan bahwa *tasks* yang dikembangkan telah memenuhi standar kompetensi pembelajaran. Guru dan siswa memberikan respon pada tujuan pembelajaran, materi, latihan kemampuan berbahasa, dan evaluasi kemajuan siswa. Sehingga, *tasks* yang terintegrasi ini dapat membantu siswa dalam memperoleh pemahaman yang lebih baik dan mudah, meningkatkan minat belajar, dan mengevaluasi kemajuan dengan mandiri, karena *tasks* telah dilengkapi dengan latihan kelompok dan individu. Penelitian ini menyiratkan bahwa integrasi pembelajaran TBLT dan ELLIS membuka peluang untuk melaksanakan pembelajaran bahasa Inggris secara inovatif.

Kata Kunci: TBLT, task, ELLIS

### ABSTRACT

This study aimed at evaluating the implementation of integrated TBLT and ELLIS which emphasized on observing, questioning, exploring, and communicating. The integrated learning had been implemented at two different classes of SMPN 1 Banguntapan and SMPM Piyungan in Bantul regency, Yogyakarta. The task resources were selected from ELLIS units involving sixteen units. Of questionnaires and interviews, the results indicated that the developed tasks had already met the standard of learning competence at the level. Teachers and students responded in several aspects, namely; learning objective, content material, integrated language skill exercise, and self-evaluation availability. Thus, the integrated tasks conclusively helped the students achieve better and easier understanding, promotes learning interest, and evaluate their own learning and progress, inasmuch as these tasks equipped with the individual and group exercises. This study implies that combination of TBLT and ELLIS generated better opportunities to create more innovative English teaching.

Keywords: TBLT, task, ELLIS

## **INTRODUCTION**

English teaching in Indonesia requires innovations, improvements, and more efforts to reach the expected results. When this condition is applied, moral inquiries are intended to the English teachers to carry out the subject in a better, effective, and efficient way. It has been shown by Lochana and Deb (2006) that teachers responsibility is to plan and apply the appropriate method to create a better, effective, and efficient teaching that develop students' skills in accordance with the learning objectives. Besides, maximum efforts are required in updating teaching methods even still emerging until now and on, for instance, communicative methods, student-centered methods, and learning-centered methods, in the context of implementation and development of English language learning (ELL) that meet the students competencies. Therefore, serious efforts in optimizing the implementation of teaching strategies and methods that particularly provide valuable points on the quality of teaching in junior high schools are essential.

As further improvement of teaching methods (Nunn, 2006), communicative language teaching offer learning activities called 'task' which known as task-based language teaching (TBLT). The task-based activities optimize the learning of diversities of individual, peer, small group, and large group in the classroom to acheive more successful ELL. The design of a TBLT lesson involves the stages, components or activities of a lesson that has a task as its principles. Various designs have been proposed (Estaire and Zanon, 1994; Jinxia, 2010; Lee, 2000; Prabhu, 1987; Skehan, 1996; Willis, 1996;) which they all have in common of three principal activities, a task cycle activities (pre-task, task, post-task) focusing on language learning. Pre-task activities include preparation for the task concerning the various activities that teachers and students can carry out before beginning the task. Task activities are the core activities of the teachers at affording various instructional options and the students in accomplishing the task consciously, interactively, authentically, and optimally. Post-task activities cover all activities related to the follow-ups on the task performance.

The design of a task is set a supporting environment for students to achieve language mastery. Communicative tasks based on certain authentic themes bring the students closer to advanced communication for the provision in their lives. TBLT is expected to make students interested more in doing the learning; thus, it will be more efective and efficient. In the application of TBLT, students as learners should be active and optimize their role in their activities left with some freedom in approaching the learning objectives, Nunan

(2004). The teachers, therefore, encourage the students either individually or in groups in accomplishing independent and interdependent tasks.

In accordance with the demands of current developments, language learning patterns are synonymous with the development of information and communication technology. Integrating technology in instruction for English language learners offer the flexibility to extend learning both within and beyond that available in a formal program and thus increase opportunities for language and literacy learning (Cummins, Brown, & Sayers, 2007). Technology also offers access to new, dynamic opportunities for interaction among students and between teachers and students (Kern, Ware, & Warschauer, 2004). The use of technology in learning English can also reduce the digital divide (Khalsa, Maloney-Krichmar, & Peyton, 2007) by helping these students develop a basic understanding of computers and technology. In short, the use of technology with English language learners facilitate their progress toward proficiency in English (Petty, Johnston, & Shafer, 2004).

Uses of technology involve learning that takes place in the classroom or computer lab in a teacher-led, whole-group setting. Technology-based activities usually serve as a supplement to the core curriculum and are carried out within normal course meeting times. Early examples of onsite technology uses include computer-assisted instruction (CAI), which involved the use of computers to teach English vocabulary and structures, e.g., verb conjugations. This focus was augmented by computer-assisted language learning (CALL), which emphasized second language acquisition processes and provided opportunities for learners to work together on specific topics and projects (Egbert, Hanson-Smith, & Chao, 2007). Today, CALL typically involves use of the computer, Internet, or software programs to provide authentic and interactive opportunities for language learning. The examples of software used in ESL settings are New Oxford Picture Dictionary, Cambridge Advance Learners Dictionary, Rosetta Stone, Learn to Speak, and the English Language Learning and Instruction System.

The English Language Learning and Instruction System (ELLIS) emerged in 2001 as a learning package to support adults learning English in England. In today's American market, it includes two products: ELLIS Essentials and ELLIS Academic. The latter targets secondary school and adult learners. It includes five modules with native language support in five languages (Cantonese, Haitian Creole, Hmong, Spanish, and Vietnamese) plus digital self-paced lessons that incorporate audio and multimedia learning, voice recording, and dialogic role play.

ELLIS unit focuses around one central survival and academic skill. The lessons in accordance with the themes of the syllabus at schools including realistic videos with authentic language modeling. Videos underscore the nonverbal communication, such as gestures, body language used in English speaking culture. Students will interact in, through, and with spoken and written English for personal expression and enjoyment. Each ELLIS videos provide a real-life context for the language skills taught in ELLIS. The pedagogical intent of providing video of realistic situations is, in part, to model authentic language usage in a variety of settings. The targeted skills are taught in a variety of contexts, giving the students a good grasp of communication in a variety of situations. Users are encouraged to watch the video to infer meaning and learn verbal and nonverbal communication principles.

Lessons are designed so that learners hear interactions in a variety of everyday settings and explanations of vocabulary and grammatical structures, which allows them to experience the application of the materials in real-world settings. Each lesson focuses on helping students learn the language to get personal needs met. Units revolved around survival and academic skills and cover topics of student's personal needs. Students can also play recordings at different speeds and record and play back their own language (Ibarz & Webb, 2007). Versions of the software contain course management and assessment tools for instructor use.

Thus, the combination of the application of TBLT with ELLIS, is a essential to meet the demands of today's necessities both in terms of learning objectives, teaching methods, learning strategies, material development, assessment, and curriculum design. Nunn (2006) points out that the task based learning provides variuos ways of learning so that the students find it interesting to learn more, especially students in Japan. Jeon and Hahn (2006) researching on the perception of the implementation of TBLT to students and teachers in Korea confirm the result of a positive perception on TBLT as motivated to learn in class, and the later researcher, Dailey (2009), developed a curriculum-based English Course of TBLT in Korea. TBLT proposes a task based unitary framework that leads students to achieve holistic outcomes in term of listening, speaking, reading, and writing skills.

The next task based activity developed in this study is carried out by learning media based on CALL represented by ELLIS (Moore, 2009), in which learning activities is entirely supported by a computer programs with integrated design of all language skills in one unified theme that refers to the learning objectives or competencies. Pedagogical and

methodological procedures are applied in promoting the combination of cognitive, behavioristic, and constructivistic in the learning process.

The study is also expected to encourage and provide inspiration junior high school teachers, especially for those who deal with ICT based learning. Thus, the principal objective of this study is to evaluate the integrated TBLT and ELLIS as the resources and instructional media meet the demanding needs of students at their level of competence.

## **RESEARCH METHOD**

This study is an evaluation combining two language learning activities between task based language teaching activities and ELLIS. All the teaching processes cover materials in accordance with the competencies developed in the seven grade of secondary school syllabus in Indonesia. The entire contents of the materials are then applied in the two schools for eight meetings. The two implementations are conducted in eight meetings at two junior high schools Yogyakarta province. The ELLIS procedures possessed by TBLT are presented below.

### Pre-Task Activities (Observing and questioning)

- a. Students watch the videos of conversations.
- b. The activities also allow the students to take the part of characters from the video, thus bringing students closer to generating their own authentic conversation and practice sharing and requesting information in a variety of academic and academic settings.
- c. Students use to listen to their own pronunciation to be able to compare it to a native-speaker as each part in ELLIS contains the voice-recorder.

### Task Activities (Exploring and associating)

- a. Students discuss the ELLIS lesson videos portraying people discussing things of importance to English native speakers and demonstrating appropriate non-verbal communication appropriate to the English speaking culture. Communication tutorials and notes in the program teach a number of ways to accomplish the same speech act according to levels of formality and audience; greetings, introductions. Therefore, students have options of using native-language support to learn new words, ideas, and phrases.
- b. TBLT and ELLIS tutorials use the inductive approach to teaching, in students are posed questions to let them guess at language patterns and rules used in conversation. They are then led through a series of questions that allows them to test their hypothesis. They receive immediate feedback and are then presented with the rule.

- c. Students analyzed the opinions of each student in the group.
- d. Students present the findings after discussions.

Post-Task Activities (Communicating, self-monitoring, and self-evaluating)

- a. Students experienced a real conversation and record their voice as part of the conversation from the ELLIS role-play.
- b. The voice-recorder allows them to practice each new word or phrase and compare their own pronunciation to a native-speaker. They build their ability using this tool to becoming increasingly aware, self-monitor, self-evaluate, and self-correct their pronunciation.
- c. Immediate feedback on tests, quizzes, and individual practice items allow them to monitor their progress through the language instruction to be able to spend additional time in concepts they are finding more difficult.

Questionnaire the students and teachers of the two schools are carried out after the complete application of TBLT and ELLIS integration. Further interviews are conducted to confirm the results of the questionnaire. In other words, this study is a mix method integrating qualitative and quantitative paradigm.

The data are derived from two schools of junior high in Yogyakarta, representing state and private schools particularly at seven grade. SMPN 1 Banguntapan is the representation of state school with twenty five students while SMPM Piyungan is the private school represented by the same number of participants.

Questionnaires and interviews are conducted after the eight sessions in the two schools with 50 respondents and four teachers. Interviews are given to some students and English teachers from the similar two groups after questionnaires are done. The questionnaire consists of twenty items including the suitability and sustainability of learning competencies, subject matter coverage, material coherence, references, language functions, skill integrations, level of difficulties, integrated media, and self evaluation. The data from questionnaire is analyzed quantitatively using %age and calculated to find the dominant effectiveness. Meanwhile, the data from interview is analyzed by reducing and displaying all domains of which drawn conclusion is used to support the results of the questionnaires.

## **RESULT AND DISCUSSION**

The representatives of English teachers from the two schools of SMPN 1 Banguntapan and SMPM Piyungan agreed to carry out eight meetings with the details as follow; the first two meetings are the beginning sessions in which students experience the

basic level of English language learning, from unit 1 to 8; the next two meetings are the sections in which students use learning strategies to extent their communicative competence on ELLIS Intro from unit 2.2 to unit 7.6; the next two meetings gave the students more chances to engage language patterns and rules used in conversation and written expressions, ELLIS Middle unit 1.1 to 3.4. The last two meetings were Some important points that need to be addressed here related to the implementation of the study are:

- a. The teachers have a comprehensive understanding of teaching concept in applying integrated TBLT and ELLIS as language learning.
- b. The classes have been equipped with learning facilities, such as server computer, client computers, and a projector).
- c. The teachers are supported by two university students to simultaneously support classroom activities if necessary, and the entire teaching practices are recorded.

The followings are the results of the task assessment of TBLT and ELLIS by English teachers in two schools, namely SMP Negeri 1 Banguntapan and SMPM Piyungan, after completing teaching implementation in the two schools.

Tabel 1. The results of teachers' assessment of TBLT and ELLIS task

No.	Materials	Assessment (%)			
		1	2	3	4
1.	The tasks are in accordance with the learning objectives	0	0	50	50
2.	The task promotes communicative learning	0	0	0	100
3.	The ELLIS is easy to use	0	0	25	75
4.	The task material is up-to-date	0	0	50	50
5.	The illustrated models help students acheive the objectives	0	0	50	50
6.	The language used is appropriate for the students proficiency	0	50	50	0
7.	Students are able to learn independently and in group	0	0	75	25
8.	The exercises support integrated skills	0	0	50	50
9.	Integrated levels are presented	0	0	0	100
10.	Self-monitor, self-evaluation, and self-correction is available	0	0	0	100
<b>Total</b>		<b>0</b>	<b>5</b>	<b>35</b>	<b>60</b>

The questionnaire for teachers utilizes the Likert Scale ranging from 1 (very bad), 2 (not good), 3 (good), and 4 (very good). After the implementation in classes, it is found that all teachers expressed their satisfactory impressions for 'good' as much as 39.5 % and very satisfying (very good) 60 %. TBLT integrated to ELLIS receive good responses, especially from those who are eager to develop their proficiency on using

information and communication technology for English language learning. Based on findings in the interview, 5 % of teachers consider some point turn out to be inappropriate, nevertheless, it is regarded as a positive input for the overall improvement.

The questionnaire has also been given to 50 (fifty students), in which 25 (twenty five students) are from SMPN 1 Banguntapan and other same number of students are from SMPM Piyungan, Bantul.

Tabel 2. The results of questionnaire

No	Materials	Assessment	
		Yes	No
1.	The tasks cover the students learning competencies	90	10
2.	The units are relevant to the objectives in the syllabus	100	0
3.	The illustrations aid students language learning	80	20
4.	The material presentation and models are interesting	92	8
5.	The program is easy to use	90	10
6.	The learning task material is up to date	90	10
7.	Language skills are well integrated	88	12
8.	Students learn both independently and in group	98	2
9.	The students can improve their fluency from the lessons	86	14
10.	The students can improve their accuracy from the lessons	80	20
11.	Students are able to self-evaluate and self-correct themselves	96	4
<b>Total</b>		90	10

The overall result of questionnaires to fifty students show that 90% (Ninety %) of all students positively accepted the TBLT integrated by ELLIS. All units dealing with suitability of learning objectives peaked at 100%; updated materials and tasks coverage obtained 90%; the interesting materials and models received 92%; integrated skills including listening, speaking, reading, and writing reached 88%; group learning, independent learning, and self-evaluation availabilities were 98%; only illustration aids and accuracy improvement lessons were down to 80%.

Of the two points, there were 12% up to 14% of students who needed more integrated skills lessons that supported the language fluency. While the other two points, there were 10% of them required additional updated exercises and developed materials to grasp their learning competencies. In general, the students have considered the tasks have met all the aspects. However, their responses which led to less satisfactory is only 10% still need to be reconsidered important by investigators as a valuable input in the subsequent corrections.

The recapitulation of the student questionnaire is in line with the findings of the teachers that eventhough tasks that have been deployed are to fulfill the users satisfactory, both teachers and students. Furthermore, to determine the additional data that corroborate the findings of the questionnaire, it is necessary to present the interviews with the students who experienced the classroom teaching. In general, the results of interviews with some of the students are the ease of using the computer program, the relevance of the tasks, the interest of learning tasks, and the availability of tasks to deal with the learning improvement.

The results of the interviews show a good response to the tasks in which students can gain abundant exposure of English language learning. One of the concern in this part is the difficulty of listening task materials that must be addressed, especially little less obvious when the models in the ELLIS use the normal speed in the dialogs even several dialogs equipped with slow speed. The possible answers to the exercises of all alternative answers still cause confusion that few students find it difficult to choose the correct answers. Nevertheless, the overall responses are still positive to this matter as Sarani & Arani (2011) have studied about TBLT and Video task based proved effective at improving listening comprehension. Further research by Robinson (2011) on oral communication especially accuracy and fluency with TBLT show strong influence to improve the skill. Likewise, Erten & Altay (2009) implemented TBLT of speaking to increase the students interaction and behavior in English language learning.

The integration of CALL-VT system like ELLIS and TBLT He, Pannathon, & Lian (2015) is proven effective at improving the students pronunciation, as well as Huang & Hung (2015), who optimize video dubbing based on tasks and then show outstanding contribution at improving speaking skill, reduce students anxiety, and promote confidence in the performance. That the previous study of task based writing to improve reading comprehension by Tilfarlioglu & Basaran (2007) is proven effective imply the similar results of this research on reading and writing abilities, as supported by Liu & Xu (2015) that integrate TBLT with peer feedback on SCMC-based and has increased critical thinking capability. Numerous studies (Anwar & Husniah, 2016; Nobar & Ahangari, 2012; Tabar & Alavi, 2013; Zhao, 2011) have attempted to explain the effectiveness of TBLT and CALL on the achievement of English language learning.

Overall, these studies highlight the need for improvement that provides vast options of resources for teachers to decide the most suitable teaching materials in classes. Taken together, these studies support the notion that varieties of integrated TBLT and

ELLIS need development. Regardless of the results of implementation, however, this study also proposes some points for considerations; a) the use of technology is relatively new in education settings, there can be limited access to computers, video capabilities, audio, software licenses, and technology support (Warschauer, Knobel, & Stone, 2004). Computer labs, with the associated licenses and software, are expensive and require teacher knowledge to use and administrator and administrative support to be maintained; b) English language learning have limited access to technology outside of the education setting (Webb, 2006). Teachers planning to include technology in onsite instruction need to understand the extent to which students have access to computers; c) supplementary exercises for the language learning development, especially writing.

## **CONCLUSION**

After implementing the integrated TBLT and ELLIS in classes of a state school and private one, it can be concluded as follows:

- a. The TBLT task materials on ELLIS receive positive responses as English language learning materials for classroom activities both individual and group. They are in accordance with the standard of learning competencies, subject matter coverage, material coherence, references, language functions, skill integrations, level of difficulties, and integrated media. Furthermore, due to authentic material, up-to-date themes, and communicative user interface, the tasks promote interest and encouragement at accomplishing the diversity of exercises.
- b. The learning activities in the teaching also give the students chances to reflect their own learning. Thus, the students are able to do self-motivator, self-evaluation, and self-correction to achieve better mastery on the language.
- c. The points of utilizing technology in the English classroom extends beyond its motivational value to address key outcomes of the syllabus, and allow students to become competent technology users as well as consumers in English. Students have the opportunity to access information and respond to a widening range of task, organize and present information in a variety of forms, and develop understanding of English while improving critical literacy.
- d. Computer platforms have progressed rapidly in recent years and promise to offer increasingly useful, affordable, and accessible applications and tools for language learning. Teachers using technology need to provide more opportunities for in-person

interaction to promote language and literacy development. Further research is needed on the impact of different uses of technology that promote English language learning, and long term research studies are essential to notify the role and impact of using technology.

## REFERENCES

- Anwar, K., & Husniah, K. 2016. Evaluating Integrated Task based Activities and Computer Assisted Language Learning (CALL). *Canadian Center of Science and Education* , 9 (4), 119-127.
- Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity: Teaching for success in changing times*. Boston: Pearson.
- Dailey, A. (2009). *Implementing Task-Based Language Teaching in Korean Classrooms*. Birmingham: University of Birmingham Press.
- Egbert, J., Hanson-Smith, E., & Chao, C. (2007). Introduction: Foundations for teaching and learning. In J. Egbert & E. Hanson-Smith (Eds.), *CALL environments: Research, practice, and critical issues* (2nd ed., pp. 19-28). Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Erten, S. H., & Altay, M. (2009). The Effects of Task-based Group Activities on Students' Collaborative Behaviours in EFL Speaking Classes. *Journal of Theory and Practice in Education*, 5(1), 33-52.
- Estaire, S. and J. Zanon. (1994). *Planning classwork: A task based approach*. Oxford: Heinemann.
- He, B., Pannathon, S., & Lian, A. (2015). Improving the English pronunciation of Chinese EFL university students through the integration of CALL and verbotonalism. The Seventeenth CALL Conference; Task.
- Huang, H. D., & Hung, S. A. (2015). Effects of a Video-Dubbing Task: Perspectives of EFL Learners. The Seventeenth CALL Conference; Task Design and CALL, 6-15 July, Spain. [http://wwwa.fundacio.urv.cat/congressos/public/usr\\_docs/call\\_2015\\_confere\\_nce\\_proceedings.pdf](http://wwwa.fundacio.urv.cat/congressos/public/usr_docs/call_2015_confere_nce_proceedings.pdf).
- Ibarz, T., & Webb, S. (2007). Listening to learners to investigate the viability of technology-driven ESOL pedagogy. *Innovations in Language Learning and Teaching*, 1(2), 1-19.
- Jeon, In-J., & Hahn, J. (2006). Exploring EFL Teachers' Perceptions of Task-Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice. Mokpo: Mokpo National University, Korea.

- Jinxia, W. (2010). *Using A Task- based Teaching Framework in Lesson Designing*. New York: Cambridge University Press.
- Kern, R., Ware, P., & Warschauer, M. (2004). Crossing frontiers: New directions in online pedagogy and research. *Annual Review of Applied Linguistics*, 24, 243-260.
- Khalsa, D. K., Maloney-Krichmar, D., & Peyton, J. K. (2007). Theory and research: Interaction via computers. In J. Egbert & E. Hanson-Smith (Eds.), *CALL environments: Research, practice, and critical issues* (2nd ed., pp. 19-31). Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Lee, J. (2000). *Tasks and Communicating in Language Classrooms*. Boston: McGraw-Hill.
- Liu, X., & Xu, H. (2015). Developing critical thinking through TBLT and SCMC-based peer feedback in EFL classes. The Seventeenth CALL Conference; Task Design and CALL, Spain. Retrieved 6-15 July, from [http://wwwa.fundacio.urv.cat/congressos/public/usr\\_docs/call\\_2015\\_conference\\_proceedings.pdf](http://wwwa.fundacio.urv.cat/congressos/public/usr_docs/call_2015_conference_proceedings.pdf).
- Lochana, M & Beb, G. 2006. Task-based Teaching: Learning English without Tears. *Asian EFL Journal*, 8(3), 140-164.
- Moore, S. C. K. (2009). *Uses of Technology in the Instruction of Adult English Language Learning*. CAELA: Center for Applied Linguistics.
- Nobar A. G., & Ahangari, S. (2012). The Impact of Computer Assisted Language Learning on Iranian EFL Learners' Task-Based Listening Skill and Motivation. *Journal of Academic and Applied Studies*, 2(1), 39-61.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Nunn, R. 2006. Designing Holistic Units for Task-Based Teaching. *Asian EFL Journal*, 8(3), 69-93.
- Petty, L. I., Johnston, J., & Shafer, D. (2004). *Handbook of distance education for adult learners* (3rd ed.). Ann Arbor, MI: Regents of the University of Michigan.
- Prabhu, N. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Robinson, P. (2011). Task-Based Language Learning: A Review of Issues. *Language Learning*, 61(1), 1-36.
- Skehan, P. (1996a). A framework for the implementation of task-based instruction. *Applied Linguistics* 17, 38-62.
- Sarani, A. B. E. Z., & Arani, S. M. N. (2014). The Effect of Video-Based Tasks in Listening Comprehension of Iranian Pre-intermediate EFL Learners. *Gist Education and Learning Research Journal*, 8, 29-47.

- Tabar, N. A., & Alavi, S. M. (2013). A Comparative Study of the Effects of Task-Based Writing under Different Pre-Task Planning Conditions on Intermediate EFL Learners' Written Performance in Personal and Decision-Making Tasks. *International Research Journal of Applied and Basic Sciences*, 5(8), 970-978.
- Tilfarlioglu, F. Y., & Basaran, S. (2007). Enhancing Reading Comprehension Through Task-based writing activities: an experimental study. *The Reading Matrix*, 7(3).
- Warschauer, M., Knobel, M., & Stone, L. (2004). Technology and equity in schooling: Deconstructing the digital divide. *Educational Policy*, 18(4), 562-588.
- Webb, S. (2006, June). Can ICT reduce social exclusion? The case of an adults' English language learning programme. *British Educational Research Journal*, 32(3), 481-507.
- Willis, J. (1996). *A framework for task-based learning*. Edinburgh: Addison Wesley.
- Zhao, H. (2011). How Far Do the Theories of Task-Based Learning Succeed in Combining Communicative and form-Focused Approaches to L2 Research. *Journal of Cambridge Studies*, 6(1).

