

**A comparative study of task based approach and traditional approach
in English language teaching**



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**A thesis submitted in partial fulfillment of the requirements for the
degree of M. Phil in Applied Linguistics
in
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
SCHOOL OF SOCIAL SCIENCES AND HUMANITIES
UNIVERSITY OF MANAGEMENT AND TECHNOLOGY
LAHORE**

TABLE OF CONTENTS

DEDICATION	I
ACKNOWLEDGMENT	II
ABSTRACT	III
CHAPTER 1	1
INTRODUCTION	
1.1 PREFACE.....	1
1.2 BACKGROUND OF THE STUDY	2
1.3 STATE OF THE PROBLEM.....	3
1.4 PURPOSE OF THE STUDY	3
1.5 RESEARCH OBJECTIVES	4
1.6 RESEARCH QUESTIONS.....	5
1.7 NULL HYPOTHESIS	5
1.8 FRAMEWORK OF THE DISSERTATION	5
1.9 SIGNIFICANCE OF THE STUDY	6
1.10 RESEARCH LIMITATIONS	7
1.11 SUMMARY	7
CHAPTER 2	8
LITERATURE REVIEW	
2.1 INTRODUCTION	8
2.2 LEARNING THEORIES	8
2.2.1 BEHAVIORISM.....	9
2.2.2 THEORETICAL ASSUMPTIONS.....	9
2.2.3 CONSTRUCTIVISM	11
2.2.4 KEY ASSUMPTIONS OF CONSTRUCTIVISM.....	15
2.3 THEORETICAL FRAMEWORK OF TBLT	16
2.4 PRABHU'S CONCEPT OF TBLT	18
2.5 WILLIS' FRAMEWORK OF TBLT	18
2.5.1 THEORY OF LANGUAGE	18
2.5.2 THEORY OF LEARNING.....	19
2.5.3 THE PRE-TASK.....	20
2.5.4 TASK PHASE	21
2.5.5 PLANNING.....	21
2.5.6 SELF ANALYSIS	22
2.5.7 FOCUSING ON FORMS.....	22
2.6 WILLIS' CLASSIFICATION OF TYPES OF TASKS.....	23
2.6.1 CLASSIFICATION.....	23

2.6.2 ORDER.....	24
2.6.3 MATCHING.....	24
2.6.4 PROBLEM-SOLVING.....	24
2.6.5 SHARING THOUGHTS.....	25
2.6.6 INNOVATION.....	25
2.7TBA VS TTM.....	25
2.8READING COMPREHENSION	31
2.9SUMMARY	34

CHAPTER 3..... 35

METHODOLOGY

3.1 INTRODUCTION	35
3.2 PARTICIPANTS.....	36
3.3SAMPLING.....	36
3.4DATA COLLECTION TOOLS	37
3.4.1 PRETEST.....	37
3.4.2 POSTTEST	37
3.4.3 NULLHYPOTHESISN1	37
3.4.4 NULLHYPOTHESISN2	38
3.5TBLTFRAMEWORK	39
3.6RCT	39
3.7PROCEDURE.....	40
3.8DATA COLLECTION.....	41
3.9DATA ANALYSIS.....	41
3.10RELIABILITY AND VALIDITY	42
3.11LIMITATION OF THE STUDY	43
3.12 DELIMITATION OF THE STUDY	43
3.13RESEARCH ETHICS	43
3.14SUMMARY.....	44

CHAPTER 4..... 45

ANALYSIS AND RESULTS

4.1PREFACE	45
4.2QUANTITATIVE DATA ANALYSIS	46
4.2.1 T-TEST ANALYSIS.....	46
4.2.2TABLE1.....	46
4.2.3TABLE2.....	47
4.2.4TABLE3.....	47
4.3BAR GRAPH PRE TEST COMPARISON	49
4.4BAR GRAPH POST-TEST COMPARISON	50
4.5TABLE: CONTROL GROUP POST-TEST ANALYSIS	51
4.6TABLE: EXPERIMENTAL GROUP POST-TEST ANALYSIS	52

4.7	DISCUSSION.....	53
4.8	SUMMARY.....	56
CHAPTER 5.....		58
DISCUSSION, IMPLICATION AND CONCLUSION		
5.1	INTRODUCTION.....	58
5.2	QUANTITATIVE FINDINGS.....	58
5.3	TEACHER AND STUDENT ROLE IN TBLT.....	62
5.4	CRITIQUE OF THE RESEARCH DESIGN.....	63
5.5	IMPLICATIONS.....	65
5.6	ENGLISH LITERATURE TEACHING METHOD.....	65
5.7	EDUCATIONAL STRATEGIES.....	66
5.8	RECOMMENDATIONS FOR CURRICULUM DECISION MAKERS.....	67
5.9	GENERAL RECOMMENDATIONS.....	68
5.10	FUTURE DIRECTIONS.....	70
5.11	SUMMARY.....	71
	REFERENCES.....	73
	APPENDIX.....	76

Dedication

I dedicate this dissertation to my husband for his unwavering backing and encouragement on every step of this journey. And most importantly he has been confident of my capability to get this done. It is their unconditional affection that motivates me to set higher goals.

Acknowledgement

Thanks to Allah Almighty for enabling me to work on such an important issue for these days, making this expedition at UMT, an unforgettable one for me, for easing my problems and infusing in me the belief and motivation to learn, rectify and move ahead with each lapse.

I submit my wholehearted gratefulness to my parents and husband for their prayers, faith, unwavering support, financial provision and passionate encouragement for making it possible to happen.

I am extremely indebted to my supervisor and mentor, Dr. Arshad Khan, for his sincere and continuous guidance, support and belief in me. His patience and encouraging behavior have always been a source of inspiration for me. Without his cooperation and persistent patience, this research would not have been possible.

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September' 2017

ABSTRACT

This study is conducted to examine the usefulness of Task based teaching method in the teaching of English language in government sector colleges of Lahore. Language teaching is never an easy job for English language teachers. The traditional method is still dominating in Pakistani colleges for teaching English and no innovations have been implemented by the educational policy makers and teachers. The traditional method did not provide fruitful results in enhancing reading comprehension skill of the students. The technique is used in this study is experimental and is designed to trace improvement in comprehension and reading skills of low proficient English learners at graduation level. Both pre-test and post-test conducted to measure any improvement in the students' learning process. The group of sixty is divided into two groups from the local college of Lahore. The Experimental group is given treatment through dynamic intervention comprising of task based lesson plans based activities. The Control group is taught through the traditional method encompassing of Grammar Translation Method. The data collected from the two groups is analyzed using SPSS. The proportional result of both groups (Experimental and Control) illustrated a substantial development in the learning method, comprehension and reading skills of the subjects of the Experimental group. The analysis verifies the suitability of task based teaching approach in an ESL context. The study shows that the constructivism is the effective learning theory in which the TBLT falls should be implemented in colleges. It proves its effectiveness in the enhancement of reading skills of low proficient English language learners.

Chapter 1

Introduction

1.1 Preface

The emphasis of the current study is to discuss the issues related to English language teaching. It investigates the use and usefulness of the two approaches to teach language: traditional and task based method. As in the government sector since ages, traditional method is carried out in order to enhance English language teaching but the results are not fruitful. This introductory chapter provides background information about this study, plus the statement of the problem, the main aim of the study, research questions, null hypothesis, framework of the dissertation and research limitation. In the introduction phase, the main purpose of this chapter is to analyze a major pedagogical issue that is a matter of concern for the researcher. The researcher is particularly interested in discovering a pedagogical approach that can help the low proficient ESL learners of public sector institutions become proficient in English reading skills. The researcher is trying to see the potential of the TBLT in order to help students. In order to study the merits and demerits of TBLT based approach in an ESL classroom, the researcher designed this particular research. Most of the students don't even understand the main idea of the passage when the difficult questions are being asked in the exams. For better comprehension level in the learning process of low proficiency students, it is vital to stress on an approach towards teaching that is real and brings a comparatively permanent change in the learners' attitude towards learning. A comparative study can be conducted to observe the difference in the learning processes and eventual comprehension of

learners exposed to Task based teaching as opposed to the long practiced method of Teaching.