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# Effect of Task-Based Learning on EFL Grade Ten Students' Achievement in English Collocations

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**Abstract:** In this paper, we investigated the impact of task-based learning instruction on the development of English collocation skills among Grade 10 EFL students in a Jordanian secondary school. The 64 participants were divided into a control and an experimental group, with data collected during the first semester of the 2022-2023 school year. The experimental group used task-based instruction, while the control group used a traditional method. Data were collected using FL writing pre- and post-tests and analyzed using descriptive statistics, paired samples T-Test, and independent samples T-Test. The results showed that the experimental group achieved significant improvement in using FL collocations. The study recommends the use of task-based teaching techniques to enhance the achievement of Grade 10 basic secondary school students in using FL collocations.

**Keywords:** Basic Secondary Schools, FL Writing Skills, Jordanian Grade 10 EFL Students, Task-Based Learning Instruction.

## 1 Introduction

In recent years, the process of EFL learning has been the subject of a strong debate among researchers, pedagogics, linguists and others concerned with methods of teaching. This is due to the fact that English has become a global language. In this respect, learning English has become an individual necessity in the sense that everyone should learn English so as to be able to communicate with people from different parts of the world. Besides, daily life English is the concern of modern research that emphasizes the need to learn English through situations and situations. This point highlights the need to adopt a task-based approach to facilitate the process of EFL learning.

It has been clarified that the profession of foreign language (FL) teaching has witnessed decline in the employment of some methods such as the natural approach and the emergence of communicative-language teaching approach. Language teaching has shifted to lay emphasis on the FL learners' needs and what they can do inside and outside the classrooms [1,2]. Moreover, the task-based learning instruction revolves around the learner-centered approach. The word 'tasks' refers to the activities which EFL learner can perform using their cognition to reach an outcome based on the provided teaching input [3]. Besides, task-based learning instruction helps language instructors to organize and regulate their learners' thinking and learning within the classrooms. It also sustains learners' interaction and encourages collaboration among EFL learners by being indulged in the practice of authentic language-based tasks [4,5].

EFL learners through this approach can acquire new linguistic rules while organizing the previously acquired linguistic knowledge [6]. This approach provides alternatives to the language instructors' predetermination of the language forms to be taught, in the sense that the EFL learners dominate the selection of language forms when performing the learning tasks. It was also indicated that the task-based learning instruction focuses on the use of real-world situations in which EFL learners can practice language, exchange messages and express meaning [7,8]. On these bases, the exponents of task-based learning approach such as [9,10] claim that doing exercises is not the core of FL learning, but rather the real practice of language in a real-world like conditions. Thus, this approach provides a convenient learning environment where tasks can be performed by using the same contexts, function and language in which they are used in real-life situations. As such, the main goal of this approach is to allow EFL learners to find their ways of learning. On the other hand, the language instructors' roles are to select language contents (i.e. tasks) can control the EFL learners' performance of these tasks.

Thus, the task-based learning approach provides a learning environment which is suitable for the teaching and learning of functional languages such as English collections. It has been explained that the instruction of English collocations is necessary for EFL learners because English collocations do not only affect the meaning of newly acquired words but also may change the meaning of already learned words [11,12]. The mastery of English collocations enables EFL learners to use similar expressions used by English native speakers, improve their ability to use English, and develop

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their language proficiency, particularly in writing, speaking, listening and reading. There are different collocation patterns which EFL learners are required to learn and use properly. It was also emphasized that the EFL learners should be aware of the appropriate co-occurrence of two or more English words [13]. For instance, they should be taught to use 'strong' with 'coffee' instead of 'powerful coffee', 'heavy' with 'rain' instead of 'strong rain', 'tall' with 'tree' instead of 'high tree', etc. The EFL learners should be also taught that the meaning of English verbs may change due to the prepositions they collocate with such as 'give in', 'give up', 'give away', etc. Therefore, it was necessary to explore the effect of using task-based learning instruction to teach English collocations to the Jordanian grade 10 students.

### Statement of the problem

There are drawbacks in the Jordanian grade 10 EFL students' skills of using FL collocations. Thus, the present study explored the impact of using task-based learning instruction on developing the Jordanian grade 10 EFL students' skills of employing the English collocations. This exploration was conducted in comparison to the use of a traditional method for teaching FL collocations to the control group.

### Hypothesis

The present study mainly focused on verifying the following null hypotheses:

- The control and experimental groups have similar achievements in the FL collocations pretest.
- There is no variance in the achievement of control and experimental groups in the FL collocations posttest.
- The two groups do not statistically significant differ in the achievement of English collocations composition posttest.
- Task-based learning instruction does not positive affect the improvement of the experimental group's achievement in English collocations.

### Research questions

The current study attempted to answer the following main question:

1. What is the effectiveness of using the task-based learning instruction to develop the experimental group's achievement in using the English collocations?

### Research aims

The present study aimed to:

1. Ascertain the effectiveness of using the task-based learning instruction to develop the experimental group's achievement in using the English collocations.

### Significance of the study

Significance of the current study is based on:

1. Contribution to the improvement of teaching English in the Serfa basic secondary school for Girls in particular and other Jordanian basic secondary schools in general.
2. Highlighting the challenges of using English collocations among the Jordanian grade 10 students.
3. Verification of the effectiveness of using the task-based learning instruction to develop the experimental group's achievement in English collocations.

Attempting to realize the goals of ministry of education and develop the mastery of English collocations among the grade 10 students in Jordanian basic secondary schools.

### Limitations to the study

- Topic: the effect of task-based learning instruction on developing the EFL grade ten students' achievement in English collocations.
- Time: The first semester of the school year 2022/2023.
- Place: Serfa basic secondary school for Girls, education Directorate of Lwa'a Al-Qasr.
- Population: Grade Ten Students at Serfa basic secondary school for Girls.

## Literature review

The necessity of teaching English collocations in the classrooms was asserted because English vocabulary should not be taught as individual words, but rather as chunks of lexical phrases [12]. Nagy clarified that EFL often have difficulty learning English collocations due to their complicated nature. English collocations have various patterns which vary in the extent of transparency and substitutability of their component elements. That is, the EFL learners usually lack collocation competence in terms of receiving and producing these collocations.

This problem is attributed to several factors that can hamper their learning of English collocations. These factors include mother tongue transfer, lack of knowledge about the existence of those collocations, the methods of teaching English vocabulary as lists of individual words instead of chunks, and the EFL learners' unfamiliarity with the specific constructions of certain collocations. Nagy clarified that language teachers should be aware that EFL learners often have difficulty remembering and producing English collocations and they are slow in learning the productive knowledge of FL collocations.

Nagy suggested that the first step towards teaching English collocations is to make EFL learners aware of their existence and importance. This step is consistent with the first pre-task phase of the task-based learning approach. This leads EFL learners to realize that there are different patterns of English collocations. This realization occurs during the while-task phase. The realization of English collocations leads to memorization and consolidation of the English collocations input. This can be done through the post-phase of task-based learning approach as students can complete the learning tasks.

Furthermore, the effect of using task-based learning approach on the development of 15 participants' speaking skills was investigated [10]. The participants were enrolled in the Department of English, National University of Jakarta, Indonesia. The participants had difficulties using English in the speaking activities because they had inadequate knowledge of English and lacked self-confidence to speak English. Data were collected through the instrument of pre- and posttest of English-speaking skills, interview and observation. The researchers reported that task-based activities were useful in improving the participants' speaking skills in terms of accuracy, vocabulary and comprehension. Through task-based instruction, the participants were able to fulfill the different phases of the task-based activities, namely pre-task, task-cycle, and form focus [10].

The improvement of the participants' speaking skills was reflected in gaining more self-confidence to speak English. The participants became able to use English in negotiating meaning, resolving problems of communication, and practicing authentic communication. The participants managed to do English speaking exercises and carry out communicative activities. The benefits of using task-based learning approach were also extended to the participants' language accuracy as they became more accurate in using English while speaking because the task-based learning approach is established on the basis of learning through doing things.

A qualitative study was conducted to discuss the perception of 15 Chinese EFL freshmen of learning English collocations. Data were collected through semi-structured interviews after an intervention period of 10 weeks where the participants studied English collocations as part of an academic ESP course [14]. The interviews were conducted individually, and each session lasted roughly forty minutes. The interviews questions focused on the participants' experience, strategies and preferences in learning English collocations. The analysis of the recorded interviews revealed that the Chinese ESP participants positively viewed the importance of learning English collections. The learning of English collocations helped the participants to be free of their mother tongue dominance on interpreting the meaning of the collocation components as they got to understand the meaning of such components. The participants also expressed high valuation of the necessity of English collocations in enhancing their English writing skills. It was asserted that language instructors should help their students recognize the different forms of collocation components as a pre-requisite for learning FL collocations. Without such recognition, there are severe limitations on the students' learning of English collocations. Students also should be trained to understand, realize and produce English collocations. Ding, et al. also recommended that students can be trained to evaluate the meanings of various collocations in different tasks. As such, students can be able to determine the meanings of different chunks and lexical phrases in various contexts [14].

Another study investigated the perceptions and views of 73 Pilipino grade 11 students on using task-based learning approach in learning the 21st century English literature [15]. The aim was to explore the participants' comprehension of the task-based learning concept and how they overcame difficulties of using this approach in learning English literature. Data were collected by using a 15-item questionnaire and an open-ended interview. The study found that most participants had clear comprehension of the task-based instruction. The participants expressed strong agreement to the items indicating the benefits of applying task-based activities for teaching English literature. The participants pinned the difficulty of the literary materials and the level of activities as the main challenges which they faced in performing the task-based learning approach. These difficulties are viewed as external factors which are not immediately pertinent to the nature of the task-based learning approach. The participants managed to overcome these challenges through seeking

the assistance of their teachers and classmates. The participants also indicated that the benefits of using the task-based activities are not only restricted to fulfilling the learning tasks of English literature, but also includes sustaining the self-learning initiatives and motivation. It was recommended that language teachers should adhere to the embracement of task-based learning instruction to develop their students' interest and motivation to learn English literature. The study also asserted that task-based instruction can enhance the language skills which grade 11 students need to improve their English proficiency.

Another study explained that task-based language teaching and learning approach pedagogically originated from communicative language teaching because it relies on the grounds of using authentic language for the purpose of completing meaningful tasks [16]. Thus, it is deeply rooted in the process of second and foreign language learning and teaching, since it allows ESL/EFL learners to be involved in meaningful activities. The researchers clarified that the task-based learning approach departs from the traditional methods of language teaching which conceptualize language learning as a systematic and intentional process. This approach can be handled from various theoretical perspectives including education, psychology, and psycholinguistics. It is an approach that reveals close interrelation between the pedagogy and research of language teaching. Thus, the attention paid to task-based learning approach is attributed to teachers' concern of having well-designed and effective teaching instruction that can yield positive effects on their students' learning outcomes. It was indicated that there are two versions of task-based learning approach, namely strong and weak versions. The strong version claims that language teaching should mainly rely on tasks as the crystal of teaching and learning while other elements are subsidiary [16]. On the other hand, the weak version claims that even though performance of tasks is vital for the process of language teaching and learning, those tasks can be preceded or followed by other focused instructions.

### Comments on previous studies

The necessity of teaching English collocations in the classrooms was highlighted [12]. The study was motivated by that English vocabulary should not be taught as individual words, but rather as chunks of lexical phrases. It is obvious that the study differs from the current study with regard to the topic as our study focuses on the task-based instruction. Moreover, another research studied the effect of using task-based learning approach on the development of 15 participants' speaking skills. It is obvious that the study focuses on the speaking skill of the participants while at the same time it ignores other skills [10]. This indicates that the current study differs from the study conducted by [10] in the sense that our study focuses on all skills of English.

A qualitative study was conducted to discuss the perception of 15 Chinese EFL freshmen of learning English collocations. It is obviously noted that the study focuses on collocations and the Chinese community [14]. This indicates that the current study differs from [14] with regard to methodology,

The perceptions and views of 73 Pilipino grade 11 students on using task-based learning approach in learning the 21st century English literature was investigated [16]. The study explained that task-based language teaching and learning approach pedagogically originated from the communicative language teaching. Thus, it is obvious that the previous studies have not investigated the phenomenon in the Jordanian context, and this point motivates the researchers to conduct the study.

### Operational Definitions

1. Task-based learning: The task-based learning instruction revolves around the learner-centered approach. The word 'tasks' refers to the activities which EFL learner can perform using their cognition to reach an outcome based on the provided teaching input [3]. It is the method of using tasks in language teaching.
2. Achievement: The term achievement denotes the attainment of instructional goals and that a valid achievement test be defined as one which has face validity, and which satisfies an appropriate analysis [17].
3. English collocations: A collocation is an arbitrary and recurrent word combination. In this respect, English collocations are then viewed as recurrent and arbitrary words.

## 2 Methodologies

**Research design:** As for the research design, the mixed method of quantitative and qualitative approach was adopted in the present study [18,9,16,19]. The quantitative analysis described the participants' achievements in the English collocations pre-and posttests. It verified the existence of statistically significant differences between the two groups' achievements in the English collocations pre-and posttests. As for the qualitative analysis, it described the two groups' errors in using the English collocations.

**Participants:** The 64 participants are enrolled in the Serfa basic secondary school for Girls, education Directorate of

Lwa'a Al-Qasr. They were grouped into a control group and an experimental group where each group comprises 32 students. Data were collected during the first semester of the school year 2022-2023.

**Procedure:** The English collocations pre-and posttests were administered at the early and towards the end of the first semester of the school year 2022-2023. As for the experiment students, they performed FL collocation tasks by using task-based instruction. Meanwhile, the control group performed FL collocations by employing a traditional method. The employment of task-based learning instruction to the experimental group was divided into three stages, the pre-stage, the while-stage and the post-stage. In the pre-stage, the language instructor gave the participants tasks to identify words and their collocations. For example, 'tall' can collocate with 'buildings, trees, skyscrapers, etc.', 'heavy' may collocate with 'rain, luggage, weight, etc.', 'good' can collocate with 'news, idea, job, etc.', 'take' may collocate with 'of, off, over, etc.', 'give' can collocate with 'in, up, away, etc.'.

In the while stage, the experimental participants performed tasks of matching games, drawing pictures of collocations, making collocations charts, creating gap- fill activities by omitting one part of a collection etc. In the post-stage, the experimental participants performed tasks of using different collocations in appropriate sentences. Throughout the three stages, the experimental participants were divided into small groups to perform the English collocations tasks. The language instructor selected content tasks from online videos at <https://video.search.yahoo.com/> (Appendix A). Meanwhile, the control group studied different patterns of English collocations by using the traditional method of teaching. For the purposes of validity and reliability, the English collocation test was piloted by using 25 participants. The pilot study ascertains that the English collocations test measures the participants' achievement in English collocations. The Cronbach's Alpha reliability coefficient was .87 indicating high reliability of the test.

**Data collection instruments**

Data were collected through the instruments of the English collocations pre-and posttests. The test consists of 25 questions and its total mark is 100 marks. In other words, four marks were allocated for the correct answer to each question. The test comprises two parts. Part 1 includes 15 questions adopted from the diagnostic collocation test for second language learners [https://nau.edu/wpcontent/uploads/sites/117/2018/05/Michaud Dan Diagostic collocation test.pdf](https://nau.edu/wpcontent/uploads/sites/117/2018/05/Michaud_Dan_Diagostic_collocation_test.pdf). Part 2 consists of 10 questions adopted from Collocations Quiz: Test Your Vocabulary <https://english-at home.com/lessons/collocations-quiz/>. The questions cover different patterns of English collocations.

**3 Results**

The similarity of both groups' achievement in the English collocations pretest was evident in Table 1. Both groups had relatively similar minimum and maximum scores (49-54) and (50-54) for the control and experimental groups respectively. The mean scores and standard deviations for the control group (2.92), (3.34) and the experimental group (2.93), (3.33) added more evidence on their pretest similar achievement. In other words, both groups made similar errors in using the English collocations in the pretest. Their difficulties include the inability to identify the proper collocations such as the 'adverb+ involved' collocation since they used 'bigly', 'a lot of' and 'much' with 'involved' instead of 'deeply'.

They also failed to recognize the proper collection of 'verb + challenge' as they chose 'be, do, play' instead of 'face a challenge'. Another example includes the 'adjective + imagine' collocation since they used 'confusing to, heavy to imagine' instead of 'hard to imagine'. For the collocation 'specific + noun', they opted for 'particulars and bother' instead of 'details', for the collocation 'verb + control', they used 'make, do, catch' instead of 'take', and for the collocation 'increase + adverb', they employed 'fast and much' instead of 'rapidly'. There are other numerous errors covering 'verb + model', 'adjective + demand', 'adjective + income', 'verb + competition', 'verb + prediction' and 'adverb +efficient'. Therefore, the present study accepts the first null hypothesis that the control and experimental groups had similar achievements in the English collocations pretest.

**Table 1:** Descriptive statistics of both groups' achievements in the English Collocations pretest

Participants	MS	SD	Min. /Max. Scores
Control	2.92	3.34	49-54
Experimental	2.93	3.33	50-54

As shown in Table 2, the achievements of both groups in the English collocations posttest differed from their pretest achievements. Table 2 also indicated that the experimental group outperformed the control group since its mean score (13.57) was higher than that of the control group (6.81). Moreover, its minimum and maximum scores (53-79) highly exceeded that of the control group (50-66). The control group' standard deviation (11.36) was higher than that of the experimental group (7.18) indicating more variance in using the English collocations in the posttest compared to the experimental group. In other words, the experimental group made fewer errors in using the English collocations in the

posttest compared to the control group. On the contrary to the control group, the experimental group managed to properly use the English collocations ‘verb +challenge’, ‘adverb + involved’, ‘verb + model’, ‘adjective + demand’, ‘adjective + income’, ‘verb + competition’, ‘verb + prediction’ and ‘adverb +efficient’. Although the experimental group made errors in using other types of English collocations, their errors were largely fewer than those of the control group. Therefore, the present study rejects the second null hypothesis that there is no difference between both groups’ achievements in the English collocations posttest.

**Table 2:** Descriptive statistics of both groups’ achievements in the English Collocations posttest

Participants	MS	SD	Min. /Max. Scores
Control	6.81	11.369	50-66
Experimental	13.57	7.182	53-79

Table 3 shows the paired samples T-Test results of the two groups’ achievements in the English collocations pre-and posttests. The two groups’ achievements in the pretest had no statistical significance as the p value was  $> 0.05$ . On the contrary, the experimental group’s achievement in the English collocations posttest had statistically significant differences from that of the control group. This was evident as the posttest p value was  $< 0.05$ . As such, the current study rejects the third null hypothesis that there is no statistically significant difference between the two groups’ achievements in the English collocations posttest. The findings are consistent with those reported by previous researchers [13,11,12,14].

**Table 3:** The paired samples T-Test

T	M	SD	N	DF	t-value	Sig.
Pretest control group score	2.92	3.34	32	31	2.527	.006
Posttest control group score	6.81	11.36	32	31		
Pretest experimental group score	2.93	3.33	32	31	9.842	000
Posttest experimental group score	13.57	7.18	32	31		

Table 4 shows the independent samples T-Test results. The experimental group had higher gained mean score (10.64) compared to the control group (3.89). The control group’ standard deviation (8.02) was higher than that of the experimental group (3.85). In other words, the control group’s achievement in the English collocations posttest highly varied from that of the experimental group which made fewer errors in using the English collocations. The difference between both groups’ achievements in the posttest was statistically significant in an indication of the effectiveness of using task-based learning instruction for teaching English collocations to the experimental group. Therefore, the present study rejects the fourth null hypothesis that task-based learning approach is ineffective in teaching the English collocations to the experimental participants. This finding is compatible with those reported by previous studies [4,5,10,8,15].

**Table 4:** The independent samples T-Test

Group	N	M Gain Score	SD	DF	t-value	Sig.
Control	32	3.89	8.02	31	7.315	0.000
Experimental	32	10.64	3.85	31		

## 4 Discussions

The pretest findings showed that both groups had poor achievements in properly using English collocations. Their error widely covered different patterns of English collocations. These patterns include ‘adjective + imagine’, ‘verb + control’, ‘specific + noun’, ‘verb +challenge’, ‘adverb + involved’, ‘verb + model’, ‘adjective + demand’, ‘adjective + income’, ‘verb + competition’, ‘verb + prediction’ and ‘adverb +efficient’. The finding supports the first null hypothesis that the control and experimental groups similarly performed in the English collocations pretest. On the other hand, the experimental group showed better achievement in using the English collocation in the posttest in comparison to the control group. In other words, the experimental group made fewer errors in using the English collocations.

The experimental group showed better ability to use English collocations appropriately as in the ‘verb +challenge’, ‘adverb + involved’, ‘verb + model’, ‘adjective + demand’, ‘adjective + income’, ‘verb + competition’, ‘verb + prediction’ and ‘adverb +efficient’. Therefore, the present study rejected the second null hypothesis that there is no difference between the two groups’ achievements in the English collocations posttest. As the experimental group’s achievement significantly exceed that of the control group, the present study rejects the third null hypothesis that there is no statistically significant difference between the two examined groups’ achievements in English collocations. The findings are consistent with those reported by previous studies [13,11,12,14].

Subsequently, the present study concluded the effectiveness of using the task-based learning approach in teaching

English collocations to the Jordanian grade 10 students. It rejects the fourth null hypothesis that the task-based learning approach has no effect on teaching English collocations. This finding is compatible with those reported by previous studies [4,5,10,8,15].

## 5 Conclusions

In conclusion, English collocations are a vital aspect of language learning for Grade 10 EFL students at the Serfa basic secondary school for Girls in the education Directorate of Lwa'a Al-Qasr. Language teachers should prioritize the teaching of collocations to develop students' proficiency levels and enable them to use collocations in various language skills. Knowledge of English collocations enhances vocabulary mastery and enables effective communication, writing, and comprehension of English texts. It is recommended that language teachers at the school utilize a task-based learning approach to teach English vocabulary, including collocations, and other language skills. Curriculum planners should observe the distribution of collocation patterns throughout the English syllabi taught in Jordanian basic secondary schools and devise activities based on the task-based learning approach to cover a wide range of English language skills for Grade 10 EFL students.

## 6 Recommendations

Based on the present study, the following recommendations are made:

- Replication of the study using different samples at various educational levels in the Jordanian context.
- Investigation of the effectiveness of task-based learning instruction on developing other language skills.
- Implementation of a study to examine the effect of using the task-based learning approach on FL lesson planning.
- Examination of the influence of the task-based learning approach on the development of FL curricula in Jordanian basic secondary schools.
- Exploration of the impact of task-based learning approach on EFL learners' learning strategies and preferences.

### **Conflicts of Interest Statement**

*The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.*

### **Ethics Statement**

*This research did not require ethical approval. Data Availability Statement Data associated with the manuscript is public and has been referenced appropriately.*

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## Appendix A

Task-based learning activities for English collocation instruction

<https://video.search.yahoo.com/search/video?fr=yfp-t-s&ei=UTF-8&p=english+collocation+test+pdf#id=1&vid=31542b6ea635a77360975a3868daec7b&action=click>

- Useful collocations in English
- Collocations in English
- 15 English collocations
- Smart collocations
- 350 common verb collocations in English
- 100+ common adjective preposition collocations in English
- Must-Know collocations
- 120+ verb collocations in English
- 700 common English collocations
- 50 collocations to build up your vocabulary

## Appendix A

Some of the internet-based Activities

British Council: Teaching English

Vocabulary Activities

<https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/beginner-a1/vocabulary-activities>

- [Spot the vocabulary](#)

- [Collocation pelmanism](#)
- [Quick revision games](#)
- [Word association recitation](#)
- [The revision box](#)
- [The comparison game](#)
- [Stop the bus](#)
- [Adopt a word](#)
- [Lexical threads](#)
- [The memory game](#)
- [Making it up - Phrasal verb stories](#)
- [Word grid](#)
- [Poetic introductions / Picture game](#)
- [Snake-word](#)
- [Definitions - Get rid of it](#)
- [Word guessing games](#)
- [Wall dictionary](#)
- [Same, opposite or different dictation](#)
- [Vocabulary box](#)
- [Hot seat](#)
- [Vocabulary phonemic revision activity](#)
- [Vocabulary self-study activities](#)

**Appendix B**

English Vocabulary Test

<https://www.cambridgeenglish.org/test-your-english/for-schools/>

Cambridge: English Language Assessment	
1.	Could you tell me your surname?
<div style="border: 1px solid black; padding: 5px; text-align: center;">                 Would you like me to spell it? <input type="radio"/> Do you like my family name? <input type="radio"/> How do I say that? <input type="radio"/> </div>	
2.	This plant looks dead.
<div style="border: 1px solid black; padding: 5px; text-align: center;">                 It's in the garden. <input type="radio"/> It only needs some water. <input type="radio"/> It's sleeping. <input type="radio"/> </div>	
3.	I hope it doesn't rain.
<div style="border: 1px solid black; padding: 5px; text-align: center;">                 Of course not. <input type="radio"/> Will it be wet? <input type="radio"/> So do I. <input type="radio"/> </div>	
4.	Are you going to come inside soon?
<div style="border: 1px solid black; padding: 5px; text-align: center;">                 Forever. <input type="radio"/> Not long. <input type="radio"/> In a minute. <input type="radio"/> </div>	

5. Who gave you this book, Lucy?

I bought it.  For my birthday.  My uncle was.

6. Shall we go out for pizza tonight?

I know that.  It's very good.  I'm too tired.

7. Do you mind if I come too?

That's fine!  I'd like to.  I don't know if I can.

8. There's someone at the door.

Can I help you?  Well, go and answer it then.  He's busy at the moment.

9. How much butter do I need for this cake?

I'd like one.  I'll use some.  I'm not sure.

10. How long are you here for?

Since last week.  Ten days ago.  Till tomorrow.

11. Have you guys had enough to eat?

That's all right.  Is there any more rice?  It's not the right time.

12. That's my coat over there.

Will you take it off?  No, you haven't!  Here you are.

13. Let's go by bus.

The train was expensive.  We'll buy a ticket.  It'll take too long.

14. Do you know my brother Charlie?

Sorry, he's not here.  I don't think I do.  I know.

15. Would you like some ice in your drink or not?

I hope so.  Yes, I shall.  I don't mind.

16. I hope I haven't ..... you any trouble by changing the arrangements.

put  caused  made  done

17. The floor is wet: don't run or you might .....!

stoop  spill  slip  spin

18. When you come to my house, ..... your camera with you.

take  show  fetch  bring

19. Paul arrived at the shop ..... as the manager was closing for the day.

even  just  still  right

20. I would ..... to stay at home and relax for a change.

rather  better  prefer  enjoy

21. Is there ..... of food for everyone?

adequate  enough  sufficient  plenty

22. Lily says she's happy at school but she's ..... complaining.

rarely  sometimes  always  often

23. .... the step when you go in.

Consider  Mind The English Collocations Test

Part 1:

A diagnostic collocation test for second language learners

[https://nau.edu/wpcontent/uploads/sites/117/2018/05/Michaud\\_Dan\\_Diagostic\\_collocation\\_test.pdf](https://nau.edu/wpcontent/uploads/sites/117/2018/05/Michaud_Dan_Diagostic_collocation_test.pdf)

Choose the answer that represents the best association between the capitalized word and the other words. Only one possible answer per question

1- Verb + COMPETITION:

- a. Face competition Make competition b. Do competition c. Approach competition

2- Verb +CONTROL:

- a. Catch control b. Do control c. Take control e. Make control

3. Adjective + IMAGINE:

- a. Hard to imagine b. Bad to imagine c. Heavy to imagine e. Confusing to imagine

4- Adverb + INVOLVED

- a. Bigly involved b. Deeply involved c. Much involved e. A lot involved

5- Verb + CHALLENGE:

- a. Face a challenge b. Be in a challenge c. Play a challenge c. Do a challenge

6- EVIDENCE + verb: a. Evidence thinks b. Evidence does c. Evidence wants d. Evidence suggests

7- Verb +MODEL:

- a. To do a model b. To build a model c. To grow a model d. To rise a model

8- SPECIFIC + Noun:

- a. Specific bother b. Specific particulars c. Specific abandon d. Specific details

9- Adjective + DEMAND: a. Admired demand b. Favored demand c. Popular demand d. Well demand

10- INCREASE + adverb:

- a. Increase fast b. Increase rapidly c. Increase ma d. increase much

11- Adjective + INCOME:

- a. Annual income b. Fake income c. Timed income d. Year-long income

12- Adjective + RISK:

- a. Spacious risk b. Voluminous risk c. Taller risk d. Greater risk

13- Adverb + EFFICIENT:

- a. Widely efficient b. Highly efficient c. Best efficient d. Well efficient

14- Verb + PREDICTION: a. Take a prediction b. Have a prediction c. Make a prediction d. Do a prediction

15- Adjective + DISEASE: a. Deep disease b. Severe disease c. Profound disease d. Great disease

Part 2:

Collocations Quiz: Test Your Vocabulary

<https://english-at-home.com/lessons/collocations-quiz/>

16. I think we've made a terrible \_\_\_\_\_

- a. mistake b. judgment

17. It's a bit of a sticky \_\_\_\_\_, I don't know what to do.

- a. Area b. situation

18. I think we've had a very lucky \_\_\_\_\_

- a. escape b. chance

19. I have a gut \_\_\_ that this project will be unsuccessful.

- a. instinct b. feeling

20. Phew! That was a close \_\_\_!

- a. edge b. shave

21. He suffered a severe \_\_\_\_\_ in his ambition

- a. Setback b. Failure

22. There was a tense \_\_\_ between the police and the protesters.

- a. fight b. stand-off

23. It's not easy knowing what to do. We're in uncharted \_\_\_ here.

- a. land b. territory

24. You'll need a strong survival \_\_\_ to do well in this company. The office politics are terrible!

- a. bone b. instinct

25. We need to talk about the thorny \_\_\_\_\_ of restructuring the company.

- a. issue b. danger c. Attend d. Look

24. .... stay the night if it's too difficult to get home.

- a. At all costs b. By all means c. In all d. On the whole

25. No ..... Hannah is happy when you think how many prizes she has won recently.

- a. surprise b. problem c. question d. wonder