

Task-based language teaching in *compréhension orale* class

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RÉSUMÉ. Les compétences de compréhension orale de certains élèves sont difficiles à acquérir. En effet, dans ces compétences, il existe des facteurs qui rendent difficile à écouter, tels que le regroupement, la redondance, les formes réduites de langage, etc. Pour obtenir un bon résultat dans l'enseignement de compréhension orale, l'enseignant doit donner de l'attention aux facteurs qui influencent le processus d'enseignement-apprentissage, tels que l'approche d'apprentissage. L'une des approches utilisées dans l'enseignement des langues est l'approche d'apprentissage basée sur les tâches (Task-based Language Teaching (TBLT)). L'approche TBLT augmente l'activité des élèves dans les compétences de compréhension orale. Cette approche est centrée sur l'élève et non sur l'enseignant. Elle encourage les enseignants à créer des tâches qui peuvent offrir aux élèves une variété d'expériences d'utilisation du français. Dans l'approche de TBLT, la tâche de l'enseignant est d'aider les élèves à atteindre les objectifs d'apprentissage liés à la maîtrise des compétences de compréhension orale. Cet article présente un exemple d'apprentissage des compétences de compréhension orale en utilisant l'approche d'apprentissage basée sur les tâches (Task-based Language Teaching (TBLT)) dans l'apprentissage des compétences de compréhension orale de français.

Mots-clés : *approche d'apprentissage basée sur les tâches, compréhension orale, apprendre le français*

ABSTRACT. Listening skills for some students are difficult to learn. This is because in listening skills there are factors that make listening difficult, such as clustering, redundancy, reduced forms of language, and so on. For obtaining the good result in listening instruction, teacher should give attention in factors influencing the teaching-learning process such as learning approach. One of its used in language instruction is a Task-based Language Teaching (TBLT). The TBLT approach increases student activity in listening skills. This approach is centered on the student, not the teacher. It encourages teachers to create assignments that can provide a variety of experiences for students in using French. In the TBLT approach, the teacher's task is to assist students in achieving the learning objectives of mastering listening skills. This paper presents an example of learning listening skills using the TBLT approach in learning French listening skills.

Keywords : *Task-Based Learning, listening skills, learning French*

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1. INTRODUCTION

In learning a language, learners need to acquire four language skills: reading, listening, writing, and speaking. These skills are obtained through a systematic relationship, starting with learning listening skills, then moving on to reading, followed by developing writing and speaking skills.

Listening skills are just as important as other language skills such as reading, writing, and speaking. However, in practice, especially among foreign language learners (in this case, French language), learning listening skills can be intimidating. Learners often face challenges that lead to frustration and difficulty in mastering this skill.

Brown, adapted from Dunkel, Richards, and Ur, identified eight factors that make listening difficult. These factors are as follows:

1. Clustering

In oral language, due to memory limitations and a tendency to cluster, speech is broken down into small word groups. Clauses are familiar elements, but sentences within the clauses are easier to understand.

2. Redundancy

Oral language, compared to written language, often contains redundancy (repeating information).

3. Reduced Forms

Oral language includes many reduced forms, whether phonological, syntactic, or pragmatic. These reductions can cause significant difficulties, especially for learners who require full forms of English.

4. Performance Variables

In oral language, apart from planned discourse (speeches, readings, etc.), hesitation, false starts, pauses, and corrections are common. Native listeners are conditioned from a very young age to discard useless performance variables, making it easy for them to mix understanding with second language learning. Everyday speech by native speakers also typically contains grammatical forms.

5. Colloquial Conversations

Learners accustomed to standard English and/or "textbook language" sometimes struggle and are surprised by everyday conversational language. Idioms, slang, reduced forms, and cultural knowledge are all manifested in conversations. Colloquialisms can be seen in assistance and dialogue.

6. Delivery Speed

Virtually every language learner initially believes that native speakers speak too fast.

7. Stress, Rhythm, and Intonation

The prosodic features of English are crucial to understand, as English is a stress-timed language, and speech in English can become terrifying for some learners, especially when important syllables are pronounced between stress points.

8. Interaction

Unless the language learning goal is to master some specialized skills such as listening to radio broadcasts or reading, interaction will play a significant role in listening comprehension. Conversations are the main subject of all interaction rules: negotiation, classification, etc. (Brown, 2001).

To address the challenges faced by these learners, the author recommends using the Task-Based Learning Approach in French listening comprehension classes (compréhension orale). This learning approach is chosen because it embodies several principles that are part of the communicative language teaching movement that has developed since the 1980s, including:

1. Activities involving real communication are essential for language learning.
2. Language tasks that use meaningful activities are used in learning.
3. Language that is meaningful to learners supports the learning process.

Tasks are provided as a means to apply these principles (Willis, 2004).

In the learning of French listening skills (compréhension orale), there are various approaches that can be used, one of which is the Task-Based Learning Approach (TBLT). The task-Based Learning Approach refers to an approach based on using tasks as the core unit of planning and teaching in language learning (Richards and Rodgers, 2005). In TBLT, the goal of communicative tasks is to stimulate real communication in the target language. TBLT helps students by placing them in real communication situations similar to the real world. Another advantage of TBLT is its applicability to all levels of student learning (Cool, 2011). Typically, in other learning approaches, tasks are given at the end of the methodological cycle, not as the central focus of the learning cycle. However, in TBLT, tasks become central to language learning. This means that students are given tasks or problems to solve in the learning process (Irfan, 2017). In the TBLT approach, students are motivated in their learning through the assignment of tasks, as this method is task-based, both in the classroom and in the community (Günday, 2016).

According to Hismanoglu and Hismanoglu, task-based language teaching contributes significantly to enhancing communication and social interaction compared to internalized products by practicing language. Students can master the target language more quickly when engaging in meaningful, task-based language activities (Hismanoglu & Hismanoglu, 2011). Task-Based Learning refers to activities that center around students, and their performance encourages them to play an active role in learning, involving the use of all aspects of the second language (vocabulary, pronunciation, grammar, discourse features), thus engaging students in the use of language in the "real world" - i.e., in communication as done outside the classroom (Rolin-Ianziti, 2010).

Some proponents of this learning approach (such as Willis, 2004) introduce it as a logical development of Communicative Language Teaching (Willis, 2004). This learning approach embodies several principles that are part of the communicative language teaching movement that has developed since the 1980s, including:

4. Activities involving real communication are essential for language learning.
5. Language activities using meaningful tasks are used in learning.
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Tasks are provided as a means to apply these principles.

The components of the Task-Based Language Learning framework according to Willis can be seen in the following diagram (Ruso, n.d.).

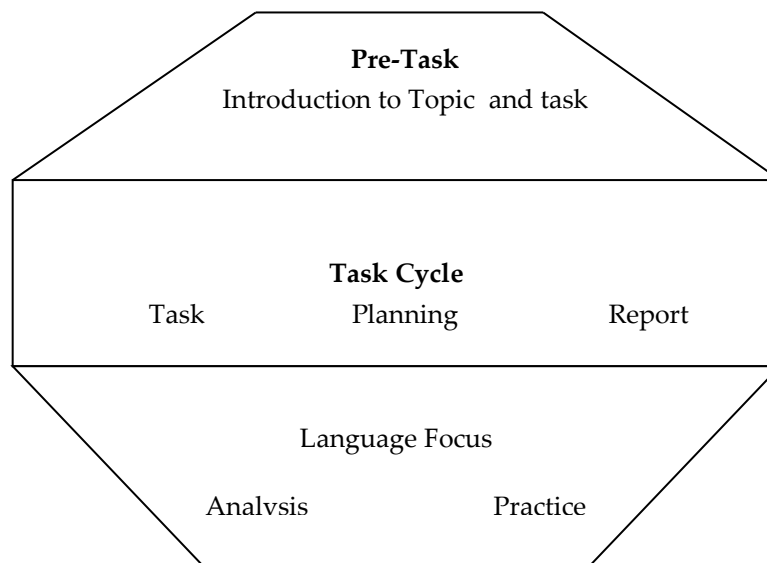


Image 1. Components of Task-Based Language Learning Framework (Willis, 2004)

In the pre-task stage, the teacher introduces the class to the topic and task. The teacher explores the topic together with the class, highlighting useful words and phrases, assisting students in understanding task instructions, and preparing them for task completion.

The task cycle stage provides students with the opportunity to use any language they already know to carry out the task and also to enhance their language skills. Under the guidance of the teacher, students plan their task reports. There are three phases in the task cycle, namely: a) task, where students work on the task in pairs or small groups while the teacher monitors from a distance; b) planning, where students prepare task reports to be presented in front of the class (either orally or in writing); and c) report, where some groups present their tasks to the class or exchange their written reports and compare the results of each report.

The language focus stage allows for a closer study of specific features that occur in the language used during the task cycle. There are two activities in this stage, namely: a) language analysis, where students examine and discuss specific features found in the text or recording, and b) language practice, where the teacher encourages students to practice new words, sentences, and patterns encountered during the learning process.

Listening skill is a crucial aspect that students must master. Through listening activities, individuals strive to obtain information. However, in practice, listening learning is often considered less important compared to other language skills. This view aligns with Nunan's opinion, as cited by Richards and Renandya, that listening is a common skill in language learning and is often overlooked. As a result, there is a misconception that language proficiency equates to speaking and writing proficiency. Hence, listening and reading are categorized as secondary skills (Richards and Renandya, 2002).

Nunan, also quoted by Richards and Renandya, explains that listening is a critical skill in the language learning process as it provides input to the students. Without understanding the input at the appropriate level, learning cannot be effectively carried out. Therefore, learning listening skills is fundamental alongside speaking skills (Richards and Renandya, 2002).

According to Helgesen, listening skills involve an active process of interpreting what is heard. Listening is a receptive language skill (Hegelson, 2003). Furthermore, Buck describes listening comprehension as an active process of meaning construction, where learners apply their knowledge to the sounds they hear. The knowledge used generally consists of linguistic knowledge, such as phonology, vocabulary, syntax, semantics, and discourse structure, as well as non-linguistic knowledge, including knowledge of topics, contexts, and general knowledge about the world (Buck, 2001).

Regarding listening comprehension, Hadley explains that it is a complex process that requires linguistic knowledge, cognitive processing skills, understanding based on schemata, and contextual cues, both within and outside the text. Hadley adds that listening skills involve problem-solving activities that include forming hypotheses, verification, and resolving ambiguity and uncertainty in meaning construction (Call et al., 1994).

Underwood also shares a similar view, stating that listening is an attentive activity aimed at understanding the meaning of what is heard. In listening activities, a listener must be able to capture and comprehend the speaker's intention. He further distinguishes listening as a passive activity, whereas listening comprehension is an active one (Underwood, 1989).

As a language skill, listening serves specific purposes. The main objectives of listening are as follows (Underwood, 1989).

1. Listening for learning, which involves acquiring knowledge from the speaker's speech.
2. Listening for the enjoyment of auditory beauty, appreciating the material being taught or presented, especially in the arts.
3. Listening for evaluation, to assess what is heard (good-bad, beautiful-boring, accurate-wrong, etc.).
4. Listening to appreciate the content. Listening is done to enjoy and appreciate what is heard, such as listening to poetry, music, songs, dialogues, etc.

5. Listening to communicate one's ideas. Listening is intended to communicate one's ideas, thoughts, and feelings to others fluently and accurately.
6. Listening with the aim of distinguishing sounds correctly; recognizing distinctive and non-distinctive sounds, usually in learning a foreign language.
7. Listening to creatively solve problems and analyze, as valuable input may be obtained from the speaker, and more.
8. Listening persuasively, to listen with the intent of convincing oneself about a matter or opinion that was previously in doubt.

2. METHOD

This research is descriptive quantitative research. The purpose of the research is to gain information about phenomena in order to describe existed condition in the field. This study describes the steps for learning listening skills using the Task-based Language Teaching (TBLT) approach and students' listening abilities. This study was conducted on third semester students of the Department of French Language Education, Faculty of Languages, Arts and Culture, Universitas Negeri Yogyakarta, consisting of 21 students. The data were collected the listening test. The collected data was analyzed using quantitative descriptive analysis. Researchers analyzed students' listening abilities based on five categories: excellent, good, satisfactory, weak, and poor.

3. RESULTS AND DISCUSSION

3.1. Educational Scenario for a Listening Comprehension Classroom Using The Task-Based Learning Approach.

The teaching of listening skills can utilize audio or audio-visual media. This type of learning media is ephemeral, meaning what students see and hear will pass, and they cannot see or hear it again. Considering this aspect, the author recommends the use of Task-based Language Teaching (TBLT) approach to make the learning more meaningful for the students. Here are two activities for teaching listening skills using the Task-Based Learning approach in the *Compréhension Orale* class.

1. Using Video Clip

In this learning activity, the author utilizes a video clip of the song titled "Emmène-Moi" by Graeme Allwright. You can see the video clip on YouTube by clicking the following link <https://www.youtube.com/watch?v=3Qyc-AvdX4c> . The teaching procedure is as follows:

a. Pre-task

Before starting the video, a brainstorming session is conducted to provide basic knowledge related to the theme to be discussed, such as the theme of the song "Emmène-Moi." Prior to playing the episode, the teacher is advised to show a map of France (can be drawn on the board or use a map) with several important cities like Paris, Lyon, Brest, Nantes, etc. Then, a brief explanation should be given regarding the reasons behind selecting this video clip.

After the initial explanation about France, the teacher should assess the students' basic knowledge by asking some fundamental questions about the country, such as the capital city, important cities, climate, population, etc. The aim of these basic questions is to ensure that the teacher starts from the same knowledge level as the students.

Another aspect to consider before playing the episode is introducing vocabulary related to the video clip. Some new vocabulary that students may not be familiar with, especially those with specific meanings like "voyager," "la foire de Dijon," etc., should be explained beforehand. Several exercises can be used prior to playing the video clip of the song "Emmène-Moi." These exercises may include:

La France. Que savez-vous sur cet joli pays? Choisissez la bonne réponse.

1. La capitale, c'est:
 - a. Marseille
 - b. Paris
2. Les villes principales sont:

- a. Paris, Lyon, Lille, Marseille.
- b. Manaco, Milan, Innsbruck, Albany.
3. La population est de
 - a. 80 million
 - b. 17 million
4. Le climat est:
 - a. méditerranéen
 - b. océanique
5. Les pays voisins sont:
 - a. l'Italie, la Suisse, l'Allemagne, la Belgique.
 - b. l'Angleterre, l'Holland, la Russie, le Canada.

b. Task-cycle

To give students a general overview of the video clip being presented, it is advisable to show the video clip two or three times during the teaching session.

- a) *Task:* During this stage, students work on tasks in pairs or small groups, while the teacher monitors from a distance. After watching the video clip, students engage in three comprehension exercises.
- (1) Fill in the Blanks: A text with gaps is taken from the song's lyrics. Students are required to fill in the missing words in the text. By completing this exercise, students will grasp the content of the song.

Écoutez bien et complétez la chanson suivante.

J'ai voyagé de _____ à _____
Depuis la _____ jusqu'en _____
de _____ jusqu'à _____
en passant par _____ et _____
et _____
et j'ai vendu des marrons
à la foire de _____
et de la barbe à papa

- (2) Additionally, it is also essential to ask questions about students' feelings and emotions after listening to and watching the video clip.

Quelle est l'impression dominante qui se dégage de cette chanson?

- | | | | |
|---------------------------------------|--------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> la tendresse | <input type="checkbox"/> la honte | <input type="checkbox"/> le bonheur | <input type="checkbox"/> la vitalité |
| <input type="checkbox"/> le désespoir | <input type="checkbox"/> la violence | <input type="checkbox"/> la mélancolie | <input type="checkbox"/> la tristesse |
| <input type="checkbox"/> le désordre | <input type="checkbox"/> la joie | <input type="checkbox"/> la peur | |

Quel sont les thèmes traités?

- | | | |
|--|---|--------------------------------------|
| <input type="checkbox"/> l'immigration | <input type="checkbox"/> la guerre | <input type="checkbox"/> l'amour |
| <input type="checkbox"/> la féminisme | <input type="checkbox"/> la perte d'amour | <input type="checkbox"/> la solitude |
| <input type="checkbox"/> l'aventure | <input type="checkbox"/> la vieillesse | <input type="checkbox"/> l'enfance |

- b) *Planning:* In pairs or small groups, students work together to prepare their task reports that will be presented in front of the class (either orally or in writing).
- c) *Report:* All groups present their tasks in front of the class, or they can exchange their written reports and compare the results of each report.

c. Language Focus

There are two activities in this stage:

- a) Language Analysis: Students examine and discuss specific features found in the text or recording. In the video clip, there are past tense (passé composé) usage, imperative verb forms, and expressions related to illness.

- b) Language Practice: In this activity, the instructor encourages students to practice using the past tense (passé composé), imperative verb forms, and expressions related to illness.

2. Using TV5 Monde

TV5 Monde stands as a global French-language television network, providing a diverse array of programming accessible to French learners worldwide. The website hosts an extensive collection of educational articles, documents, and sheets tailored for learning purposes. The implementation of the task-based learning model is exemplified through the selection of a document titled "Cuisinier paysan, de la terre à l'assiette." You can see the video on Channel TV5 by clicking the following link <https://enseigner.tv5monde.com/fiches-pedagogiques-fl/cuisinier-paysan-de-la-terre-lassiette> . The instructional process is delineated as follows:

a. Pre-task:

In this initial phase, students are introduced to the overarching theme or topic of the impending assignment. Employing visual aids, such as images, students are prompted to observe and describe specific details encompassing the scenery, people, and attire. The primary objective is to stimulate their capacity to formulate hypotheses regarding the upcoming video, facilitating the identification of the video's theme and the acquisition of vocabulary pertinent to the ensuing discussion. Subsequently, students' comprehension is assessed by presenting a segment of the video (1'09 to 2'15) without sound, affording them the opportunity to confirm or adjust their hypotheses. This verification process transpires through group discussions.

b. Task-cycle

To provide students with a comprehensive understanding of the presented video clip, it is advisable to showcase the clip two or three times during the teaching session. During the task phase, students collaborate in pairs or small groups under the distant supervision of the teacher. Following the video viewing, students undertake two comprehension exercises, including the activity to "underline the correct statement in each of the sentences." Through this particular exercise, students are encouraged to discern extracts from the video by identifying and underlining the correct statements in each sentence. The focus is on elucidating key points discussed in the content.

Activité 1 : soulignez la bonne proposition dans chacune des phrases ci-dessous.

1. Je suis agriculteur / cuisinier-paysan à Lascabanes, dans le Lot.
2. Ce soir, je vais vous faire une recette de poireaux / haricots braisés aux truffes.
3. On va rester avec des matières grasses qui sont tout autour du cochon, dans une approche naturelle / industrielle, tout simplement.
4. Ici, toutes les cultures sont prévues pour être vendues / consommées.
5. Ce que j'aime bien dans ce plat c'est le mélange du poireau, qui est le légume du riche / pauvre, avec la truffe, qui est le champignon du riche / pauvre.

In addition, the second exercise is associate with fill in the blanks, the text with spaces is taken from the document transcription. Students are asked to fill in the missing words in the text. By completing this exercise, students will understand the content of the audio document.

Activité 2 : placez les mots suivants dans le texte à trous ci-dessous :

extraordinaires – cuire - blanc – cultivés – matière grasse

1. Les poireaux sont selon une méthode particulière. Ils n'ont pas d'engrais, ni organique, ni chimique. Ils poussent dans ce mélange de terre, et de bois, et d'herbe.
2. Les poireaux vont pousser tout seuls. Ils vont aller chercher les nutriments dans leur milieu naturel. Ce sont donc des poireaux qui ont un goût

3. *On va détailler quelques poireaux. On va garder le pour faire braiser. Avec le vert, on va faire autre chose : un petit émincé de poireaux.*
4. *La ventrèche de porc noir va nous fournir la pour faire braiser les poireaux.*
5. *Je vais faire rissoler la ventrèche dans la poêle puis y faire les poireaux.*

d. Language Focus

There are two activities in this stage:

1. Language Analysis: In this section, students strive to identify the theme and vocabulary related to the gastronomy theme.
2. Language Practice: In the final section, students are encouraged to explain cooking recipes as presented in the example.

3.2. Students' Listening Abilities

Results of descriptive analysis of students' listening ability can be shown in the following table.

Table 1. Results of Descriptive Analysis of Students' Listening Ability

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Listening_Skill	21	48.00	100.00	68.2381	16.88166
Valid N (listwise)	21				

From the descriptive analysis above, we then look for categories of French listening learning outcomes which are divided into 5 levels, namely excellent, good, satisfactory, weak, and poor. The categorization of French listening learning scores is presented in the following table.

Table 2. Categorization Criteria for Student Listening Scores

		Frequency	Percentage
Excellent	$93.52 < x$	1	4,7
Good	$76.64 < x \leq 93.52$	6	33,3
Satisfactory	$59.76 < x \leq 76.64$	6	61,9
Weak	$42.88 < x \leq 59.76$	8	100
Poor	$x \leq 42.88$	0	0
Total		21	100

From table 2, it can be said that 4,7% of students get excellent score, 28,6% get good and satisfactory score, 38,1% get weak score, and none of student get poor score for listening ability. Based on the research findings, it can be said that the implementation of TBLT was effective in listening class.

Many researchers in previous studies have shown agreement with the findings of this study. Hadi and Vaziri (2016) demonstrated how TBLT affected learners' pragmatic skills. Shajeri et al. (2016) noted that the task had an impact on the improvement of learners' structural complexity. Nazari & Tabatabaei (2016) and Huang (2010) asserted that TBLT was much more successful than explicit instruction in teaching grammar. D. Huang (2016) looked into how TBLT might enhance students' language proficiency, motivation, interest, and enjoyment of learning.

4. CONCLUSION

The use of Task-based Language Teaching (TBLT) in *Compréhension Orale* class brings significant benefits for both teachers and students. It demands mastery not only of language elements but also elements beyond language that support language skills.

For students, TBLT facilitates a faster understanding of the subject being studied as language difficulties are aided by visual elements. This means that when explaining new terminologies, students not only imagine the form or usage but also see directly what is meant in the context of the new event. Elements not explained in the visuals become the responsibility of the instructor to clarify, such as societal norms, mentioned locations, the atmosphere at the time, and more.

Out of the four language skills, TBLT in listening comprehension places a greater emphasis on oral understanding. This approach is rich in communicative activities, providing students with the opportunity to explore foreign languages they are learning in relation to various aspects of life, including social, economic, and cultural customs.

Overall, Task-Based Learning enhances language learning by fostering a holistic approach that integrates language skills with real-world elements, empowering students to grasp both linguistic and contextual aspects of the language being studied.

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