Teacher's feedback in Task- Based Language Teaching Classes among Intermediate Iranian EFL Students vs Non Task- Based Classes

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ABSTRACT

The primary concern of this study was whether there is a relationship among teachers' feedback and type of class (task-based or traditional) ,feedback in education has got various types and fields ,but tutor's feedback to students errors was the researcher's concern.How the tutor corrected the learners in these two kinds of classes can show the researchrers and tutors the effects of feedbacks on learning and teaching and also communicating.To aim this,The researcher examined the students in two groups and examining the teachers' feedback to defining four types of learners errors (M orphosyntax , Semantic, Phonological, Lexical).Task which was taught in TB class was ordering and matching . Using various sorts of tasks in order to improve students performance in real world (Skehan 1996a).The method which used to analysis data was be Chi-square.The results of the present study revealed that there was no significant relationship between type of class and tutor's feedback.

Introduction

In early 1980 after CLT has been introduced to the world ,learner's communication abilities emphasized highly by this method .'In CLT the teacher role is to establish situation likely to promote communication ,he might make note of students' errors to be worked on at a later time .He facilitates communication in the classroom'(Rod Ellis2003).He might be ' commnicator ' engaging in the communicative activity along with students.(Littlewood1981) ,By considering the results of CLT,Task-based language teaching method is entirely different from task-supported language teaching .The week version views tasks as a way of providing communicative practice for learning(Gowe and Walters1983).The strong version sees tasks as a means of communication,tasks are necessary and sufficient for learning.(Rod Ellis 2003)The departure from CLT lay not in the tasks themselves ,but in the accompanying pedagogic focus on task completion instead of on language used in the process(Long and Crookes 1993:31).In foreign language learning contexts where students have little exposure to the target language outside of the classroom. TBL can be specifically helpful(Joen2005).Teachers recognize that unless learners are given the opportunity to experience tasks they may not succeed in developing the kind of L2 proficiency needed to communicate fluently and effectively.Some scholars defined the task such as Nunan ;use the word task instead of 'activity'. He defined a task as ' a piece of classroom work which involves learners in comprehending ,manipulating, producing or interacting in the target language while their attention is principally focused on meaning .(Nunan,1989) .A task is' an activity which required learners to arrive at an outcome from given information through some process of thought ,and which allowed teachers to control and regulate that process(Prabhu,1987). A task is an activity requires learners to use language ,with emphasis on meaning, to attain an objective. (Bygate,Skehan,Swain(2001) .A task is an activity in which :meaning is primary: there is some sort of relationship to the real world :task completion has some priority :and the assessment of task performance is in terms of task outcome .Skehan(1996a)

This study intends to find the relationship between using Task-Based language teaching (TBL) for developing the communication skills in Intermediate English classroom and teachers' behaviors and reactions to four sorts of learners' errors in both TBL and traditional classes. To further expound the issues under investigation the following research questions and hypotheses are formulated: Is there any significant differences between teachers 'feedback in TBL and traditional methods?In this paper I would like to respond to following questions by defining and evaluating the interactional teachers' feedback into various categories of learners' errors.

Review of the Literature

Task –based method: (TBL)refers to teaching a second/foreign language that seeks to engage learners in interactionally authentic language use by having them perform a series of tasks.It aims to both enable learners to acquire new linguist knowledge and to procedurize their existing knowledge.(Ellis2003).

JASON Moser, Justin Harris, and John Carle in 2012 started the new research about the relation of using task-based method and teacher's talk in the classroom, they tried to analyzed the effect of using TBL on teacher's talk abilities among Japanese primary teachers by designiated the teacher training course.In 2011 English became the official part of elementry school curriculum in Japan .What they want to promoted was English as an activity and task.They try to engaged English teachers with tasks and activities in order to aquire some English skills besides gain some interests to learn Language.They put their focuse on teachers talk for two reasons. First the recommended government textbooks for

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the new curriculum Eigo1 &Eigo. second is communicative goals which are based on sociocultural approach to learning language,they assumed the language was an only tool for communication.Second in primary classroom the teacher's language is the main input for students as Pinter said(2006) there should be a relation between the teacher's talk and educational opportunities.

In this programme they decided to consiste 90 minutes for two classes once every two weeks for 15 weeks.the first class called (skill up) which was a task-based oral communicative class.the purpose of this class help teacher in basic and general skills.the second class was" classroom English" which is focus on this paper was designed to provide teachers with practice in using English as pedegogical purpose during teacher-led communicative task work.In this class they gave teachers high comprehensible input and also help students to scaffolding based on Mc Kay (2006:17) explanation is an instructural strategy where the teacher provides cognitive and language support to help students complete the task.Pinter(op.cit.45) mentioned that there are four speaking skills teachers needed.

1.A djust speed of speech 2-Modify language 3-Repeat message 4-Using gesture and body language.

During the select tasks for teachers to using in the classroom, they should bring the record player to recording and playbacking their performances , It was help them to be more awareness about teachers talk effect on students learning.They draw the listen- and-draw task to creating the rich comprehesible input.Based on (Willis1996) a task based learning sequences consisted of pre-task , task, post task.In pre-task stage focus was on the intoducing the task for teachers. In task stage every teacher should describe her / his picture clearly enough so as enable the partner to draw it. It was quite simple but with teachers who have limited language proficiancy it seems hard. In post task stage: In this stage they should listen to their recording and transcribe it.then compared it with the model in pre- task period .It could help them notice 'gaps' and 'holes'.As Williams(2005) explained that noticing gap is when students notice their performance is different from target performance and also noticing holes refer to moment when student realized that she/he does not have the language to say what he/she want.All teachers who attended in these classes should complete the feedback survey, this information was required as part of our evaluation . In these surveys teachers demonstrated to us their awareness of the specific teacher-talk focuse for each lesson

In final survey ,most of teachers said they were embarrasing when they heard themselves.One of the benefits of this research that before and after tasks when teachers compared these two ,they understood that always ,the after was better than before.one of the goals of this research was to demystify what constitutes 'communication' at the primary school level in Japan.This paper provided some practical ideas for setting up programme in contexts where teachers lack of experience and confidence in using English. During the 1970s Brumfit and Johnson (1979) in the area of teaching moved away to embrace communicative approach .The result of this movement Skehan(2003) argued the range of activities become more important to convey the meaning to one another. Widdosom (1978) holds out that the focus on language communication should be more than language structure but this goal needed to be accompanied by concern to develop the capacity to express meanings.Jeon &Hahn

(2006) believed that task-based view of language teaching based on consrtuctivist theory of learning and communicative language learning methodology has involved to response to some limitiations of traditional PPP approaches by presenting the procedure of presentation , practice and performance Ellis (2003)Long &Crooks(1991) the language learning proccess is a develpomental proccess promoting communication and social skills rather than a product acquired by practicing language items , the learners acquire language more effectively when they are naturally exposed to meaningful task- based activities.As Ellis(2004:3-5) mentioned task are activities that call for primarily meaning –focused language use Lee(2000) defined task as 1) .a classroom activity which has a goal that is the interactions among students and focus on the meaning exchange.2). A language learning endeavor that requires learners to comprehend ,produced the target language as they perform some set of work plans. Van Den Branden and other (2006) .TBL is an approach to teaching a second/ foreign language that seeks to engage learner's interactional real use of language by using series of tasks Forst (2004) He offered an alternatives for language teachers .In task-based lesson the teacher does not pre- determine what language will be studied , the lesson is based around the completion of a central task and language studied is determined by what happen as the student complete it.Task based is more learning –centered method although the teacher present language in pre-task. The students were free to use language that they know and learn rather than single structure .As the task were more familiar to the students , they are likely be engaged effictively.

One of the big inquiries of this study was to find out how students responded to task-based reading activities , feedback forms and diaries served this purpose.That differ from each other based on their degree of cognitive complexity. In this research the personal task assumed less cognitive taxing task since it requires learners to use information that they know well and they rehearsed them in English . Skehan &Foster(1997). This type of task is like describing the picture which needs a thesis without thesis, it wasnot description, It is just inventory skwire&skwire (2005) There are many possible ways for students to reduce the gap between current and desired understandings in response to feedback, and they are not always effective in enhancing learning . Those likely to be effective include the following.Students can increase their effort, particularly when the effort leads to tackling more challenging tasks or appreciating higher quality experiences rather than just doing more.

Feedback

Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed. It is but part of the teaching process and is that which happens second—after a student has responded to initial instruction.when information is provided regarding some aspect(s) of the student's task performance. It is most powerful when it addresses faulty interpretations, not a total lack of understanding. Under the latter circumstance, it may even be threatening to a student: "If the material studied is unfamiliar or abstruse, providing feedback should have little effect on criterion performance, since there is no way to relate the new information to what is already known. Kulhavy(1977,p.220)

The focus of this article on feedback as information about the content and/or understanding of the constructions that students have made from the learning experience is not the same as a behaviorist input ,output model.Contrary to the behaviorists'argument,Kulhavy (1977) demonstrated that feedback is not necessarily a reinforcer, because feedback can be accepted, modified, or rejected. Feedback by itself may not have the power to initiate further action. In addition, it is the case that feedback is not only given by teachers, students, peers, and so on, but can alsobe sought by students, peers, and so on, and detected by a learner without it being intentionally sought. How effective is feedback ? We answer this question by referring to the usual effects of schooling on student achievement and then comparing them with the evidence related to feedback.

Types of students'errors in both traditional class and TBL class

Morphosyntax Error: The study of grammatical categories or linguistic units that have both morphological and syntactic properties.The set of rules that govern linguistic units whose properties are definable by both morphological and syntactic criteria .The researcher should find thesestypes of errors and give the suitable feedback to them.

Semantic Error :"Semantics" relates to the *meaning* of words, sentences or programs. In common English, we might say this sentence has a few grammatical errors, but the semantics are clear:"I getted the milk out off the fridge and putted them into me coffee."On the other hand, these sentences are grammatically fine but semantically ambiguous:."Cocaine users are turning to ice."Police shoot man with crossbow..and of course the classic example of a grammatically valid sentence with no semantic meaning: Colourless green ideas sleep furiously."

Phonological Error: Phonological processes are patterns of sound errors that typically developing children use to simplify speech as they are learning to talk. They do this because they don't have the ability to coordinate the lips, tongue, teeth, palate and jaw for clear speech.

Lexical error:It is relating to words ,word formative ,or the vocabulary of a language as distinguished from its grammar and construction.

Methodology

The methods employed tocarry out the research project are discussed in details. Firstly, the participants are introduced in terms of sex, level of English language and different schools from which the cases were selected.Then, the insruments used for data collection are described.i.e. OPT test, and split- picture task we use., and the type of feedback the teacher used . The purpose of developing and selecting each is further discussed .Finally , the design , procedures, and data analysis are elaborated on it details.

In this study a total number of 100 female English students whose ages ranged between 15- 18 participated.these students were placed in this intermediate level course based on a placement test (OPT) administered at the beginning of the school year of Farzanegan Highschool. After the placement test held , the classroom is discussion-theme, the researcher divided the students in two groups ,In the first group the teacher teaches the content of book based on traditional methods such as GTM, ALM ..In group B the teacher should teach based on Task-Based method.In class A the traditional methods and techniques were used.In class B suitable task was used.

He researcher observed and evaluated the teacher's feedback mostly in the task-cycle Initially, an OPT test was utilized as a general language proficiency measurement in order to homogenize the participants. The rationale behind using such a language proficiency test was to minimize the possible effects of non-homogenized learners on the study. This OPT test consisted of 60 multiple-choice items. This test consisted of grammar (20 items), vocabulary (20items), reading comprehension (20 items). The allotted time for answering the questions was 45 minutes. This test was used to choose intermediate level participants and put them into two classes Task-based class and non -task based class. The second materials was a communicative task.The type of this task is listing and Discussion. Task that teacher worked on in the classroom is:What are the five most helpful inventions and the five most annoying inventions?Make a list.Then explain your opinion.

Procedures

Teacher asks some of students in task-based class to come to the front of class randomly,each student is carried out a picture of an invention with a partner in front of teacher and researcher. The tasks used were two-way information change activities. The tasks involved the learners and teacher working together to match and classify the items in the task Each session lasted for approximately 5-10 minutes and was videotaped. During the interaction, the English teacher provided interactional feedback when the participants produced a nontarget like utterance. The teacher was instructed to provide interactional feedback wherever it seemed appropriate and in whatever form seemed appropriate during the interaction. Thus,the feedback provided during the task-based interaction occurred in response to errors in morphosyntax, phonology, lexis, or semantics and occurred in the form of negotiation and recasts.A more complete description of the different types of feedback episodes and examples is presented in the section on errors and feedback types . Not all nontargetlike utterances received feedback from the teacher . This is probably because excessive (corrective)feedback can lead to dysfluencies or learner irritation (as noted by Aston,1986), and the goal was to carry out the communicative tasks, providing feedback where appropriate. Also, at times the content-based goals imposed by the task made interactional feedback seem unnatural. Finally, although the tasks provided contexts for a range of linguistic forms to be produced, the errors made by learners could not be tightly controlled, hence neither could the responses. In short, the design of the study required the teachers to interact, providing feedback (in the form of recasts and negotiation) wherever it seemed natural and appropriate when there were opportunities for such feedback. Each students takes it in turn to look at the picture and discuss about the picture . The other students in the rest of the class are allowsd to ask questions about the answers. Teacher informs the class that part of the students' answer is not correct.Based on the type of error the student occure ,the feedback to the students error is interactionaly, it means the instructor correct error in communicational way.

Another researcher who confirme the type of errors and check the video tape is the researcher superviser .He acts as a rater.

Results and Discussion

The present study was an attempt to compare the possible effectiveness of TASK- BASED MTHOD on two kinds of classes in Iranian EFL students. The Listing and comparing task was used in the task-based classroom . In so doing, 100 EFL learners assigned randomly to two comparison groups. One group instructed through A traditional method (non-task method), and the other group received instruction based on task-based method . That is to say, the second comparison group was not taught by means of any type of tasks, they instructed with GTM, ALM techniques. The results of teacher's feedback on different errors were compared in both groups to ascertain whether there has been any significant difference between the group which has been instructed through tasks and the one which has been trained through traditional methods. It is worth noting that for the ease of interpretation and comparison of the groups in terms of teacher's feedback , the first comparison group has been labeled as the experimental group and the second group as the control group by the current researcher.Therefore, in this regard, one general research question has been set forward to be answered by the current research.

In this study, quantitative measures were used to answer the main research question. The data obtained from these measures will be reviewed here as they were analyzed by statistical and descriptive procedures. A description of measures used to obtain the data and of procedures used to analyze the data . In this thesis, four chi-square test of independence were conducted to examine whether the number of each feedback category varies significantly between the task-based and non-task-based groups. This test is used when you wish to explore the relationship between two categorical variables. Each of these variables can have two or more categories.

The results of the descriptive statistics chi-square test of independence for lexical feedbacks

This section of the data analysis has to do with the interpretation of the descriptive analysis of the data and the results of chi-square test of independence for the lexical feedbacks the two groups received.

Table 4.1. Descriptive Statistics of Lexical Feedbacks

	N	Mean	Std. Deviation	Minimum	Maximum
groups	22	1.4545	.50965	1.00	2.00
lexical	22	11.0909	1.01929	10.00	12.00

Table 4.2. Frequency of the observed Lexical Feedbacks

	Observed N	Expected N	Residual
task-based	12	11.0	1.0
non-task-based	10	11.0	-1.0
Total	22		

Table 4.3. Test Statistics for Lexical Feedbacks

	groups	lexical
Chi-Square	.182[a]	.182[a]
df	1	1
Asymp. Sig.	.670	.670

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.0.

Tables 4.1 to 4.3 summarized the results of the statistical analysis for lexical feedbacks of both groups. The descriptive statistics revealed that the task-based instructed group received

12 lexical feedbacks suggesting that 24% of the overall feedbacks the students in task-based class were on lexical errors. Additionally, the other group which has been taught through non-task-based instruction has lexically been corrected 10 times (20%).

The result of Chi-square test for independence indicated no significant difference the number of lexical feedbacks between the group which has been instructed through task-based approach and the one which has been taught with other methodology rather than task-based instruction, $\chi2$ (1, n = 22) = .18, p = .67.

The results of the descriptive statistics chi-square test of independence for semantic feedbacks

This section of the data analysis has to do with the interpretation of the descriptive analysis of the data and the results of chi-square test of independence for the semantic feedbacks the two groups received.

4.4. Descriptive Statistics of Semantic Feedbacks

	N	Mean	Std. Deviation	Minimum	Maximum
groups	6	1.8333	.40825	1.00	2.00
semantic	6	4.3333	1.63299	1.00	5.00

4.5. Frequency of the observed semantic Feedbacks

	Observed N	Expected N	Residual
task-based	1	3.0	-2.0
non-task-based	5	3.0	2.0
Total	6		

4.6. Test Statistics for Semantic Feedbacks

	groups	semantic
Chi-Square	2.667[a]	2.667[a]
df	1	1
Asymp. Sig.	.102	.102

a. 2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.0.

The results of the statistical analysis for semantic feedbacks of both groups have been tabulated in tables 4.4, 4.5, and 4.6. The finding from the descriptive statistics of the overall feedback categories showed that the semantic feedbacks received the least amount of attention among other types of feedbacks in both groups. The mean value of the semantic feedback is 4 with the standard deviation of 1.63.

A Chi-square test for independence indicated that there was no significant difference in the terms of the mount of semantic feedbacks given to the task-based group as compared with the number of semantic feedbacks offered to the non-task-based groups, $\chi2$ (1, n = 6) = 2, p < .10.

The results of the descriptive statistics chi-square test of independence for morphosyntactic feedbacks

This section of the data analysis has to do with the interpretation of the descriptive analysis of the data and the results of chi-square test of independence for the morphosyntactic feedbacks the two groups received.

	N	Mean	Std. Deviation	Minimum	Maximum
groups	55	1.3636	.48548	1.00	2.00
morphosyntax	55	29.5455	7.28219	20.00	35.00

4.8. Frequency of the observed Morphosyntax Feedbacks

	Observed N	Expected N	Residual
task-based	35	27.5	7.5
non-task-based	20	27.5	-7.5
Total	55		

4.9. Test Statistics for Morphosyntax Feedbacks

	groups	morphosyntax
Chi-Square	4.091[a]	4.091[a]
df	1	1
Asymp. Sig.	.043	.043

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 27.5.

The information regarding the descriptive analysis of the morphosyntactic feedbacks of both the task-based and non-task-based groups depicted in table 4.7. It can be noticed that the morphosyntactic feedback was the most widely used category of the feedbacks among all four feedback categories were given to the students in both groups (Mean= 29, SD= 7.28).

The results of the chi-square test for independence indicated that unlike the semantic and lexical feedback categories, there was a significant difference in the proportion of feedbacks between the task-based group and non-task-based group, $\chi2$ (1, n = 55) = 4, p=.043 . That is to say, the Asymp. Sig. (this is the p value) in this example is .043, which is less than the cut point of p<.05; therefore the result is statistically significant.

4.5. The results of the descriptive statistics chi-square test of independence for phonological feedbacks

This section of the data analysis has to do with the interpretation of the descriptive analysis of the data and the results of chi-square test of independence for the phonological feedbacks the two groups received.

4.11. Frequency of the observed Phonological Feedbacks

	Observed N	Expected N	Residual
task-based	22	18.5	3.5
non-task-based	15	18.5	-3.5
Total	37		

4.9. Test Statistics for Phonological Feedbacks

	groups	phonological
Chi-Square	1.324[a]	1.324[a]
df	1	1
Asymp. Sig.	.250	.250

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.5.

Tables 4.10 to 4.12 demonstrate the findings of the statistical procedures of the phonological feedbacks in the task-based and non-task-based instruction. The mean value for the phonological feedbacks of both groups is 19.16 with the standard deviation of 3.48.

A chi-square test for independence was conducted to explore whether there is any difference between two groups in terms of the number of phonological feedbacks. There was not a statistically significant difference at the p < .05 level between phonological feedback frequency of two groups $\chi2$ (1, n = 37) = 1.32, p < .25.

In conclusion, the data from four chi-square tests for independence revealed that there was no significant difference between three feedback categories between two groups (Lexical, Semantic, and Phonological feedbacks). However, the result of the chi-square for the morphosyntactic feedbacks indicated a statistically significant difference between two groups.

Results

Here we attempted to present and discuss the findings of the study. A one-way Analysis of Covariance (ANCOVA) was conducted to compare the possible effects using task- based method versus non task-based tasks on Iranian EFL learners' listening comprehension. On the one hand, the descriptive statistics were used here for measuring the teachers' feedback. This included the calculation of simple statistical attributes such as the measures of central tendency including 'mean'. On the other hand, the data were interpreted via applying the inferential statistics for showing the possible difference between the experimental and control groups in terms of the teachers' feedback , the null hypothesis of the current study was rejected at the level of the significance of .05. It was concluded that the participants in the experimental group which has been instructed through task-based method outperformed the control group which has received traditional methods and techniques through non task-based classes. The chapter that follows would conclude the study indicated no significant relationship between the teachers' feedback and the type of classes.

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