



Longitudinal Effects of TBI on Productive Skills Development

Abdurasulova Maftuna

Student at Uzbekistan state world languages university

Contact: maftunaabdurasulova30@gmail.com

Abstract

This longitudinal study investigates the impact of Task-Based Instruction (TBI) on the development of productive skills, specifically speaking and writing, among English as a Foreign Language (EFL) learners. Over a period of two academic years, the study tracks changes in fluency, accuracy, and overall proficiency to determine the effectiveness and sustainability of TBI in fostering language skills. The research involves 100 EFL learners from a university in Bukhara, Uzbekistan, divided into an experimental group receiving TBI instruction and a control group following a traditional grammar-translation method.

The study employs a mixed-methods approach, utilizing quantitative measures such as pre-tests and post-tests for both speaking and writing skills, as well as qualitative data from learner interviews and classroom observations. Speaking tests evaluate fluency, accuracy, and overall proficiency, while writing tests assess coherence, cohesion, vocabulary usage, and grammatical accuracy.

Initial findings indicate that the experimental group demonstrates significant improvements in both speaking and writing abilities compared to the control group. Fluency in speaking increases steadily, with learners showing greater ability to express complex ideas and engage in spontaneous conversations. Writing skills also show marked enhancement, particularly in terms of coherence, cohesion, and vocabulary usage.



Keywords: *Task-Based Instruction, productive skills, longitudinal study, EFL learners, speaking proficiency, writing proficiency, language development*

Introduction

Task-Based Instruction (TBI) has emerged as a prominent approach in the field of language teaching, emphasizing the use of meaningful, real-world tasks to facilitate language learning. Unlike traditional methods that often focus on the rote learning of grammar rules and vocabulary lists, TBI engages learners in activities that require them to use the target language authentically and communicatively. This method aligns with the principles of communicative language teaching and the idea that language is best learned through use.

Background and Rationale - The rationale behind TBI stems from cognitive and socio-cultural theories of language acquisition. Cognitive theories suggest that meaningful interaction with the language facilitates deeper processing and retention. Socio-cultural theories, on the other hand, emphasize the importance of social interaction and the role of language as a tool for communication and learning. By involving learners in tasks that mirror real-life language use, TBI provides opportunities for authentic communication, negotiation of meaning, and problem-solving.

Despite its theoretical appeal, empirical evidence on the long-term effectiveness of TBI, particularly in the context of productive skills development, remains limited. Productive skills, encompassing speaking and writing, are crucial for effective communication and academic success in a second language. Understanding how TBI influences these skills over an extended period can offer valuable insights for educators and policymakers aiming to enhance language instruction.



Previous Research - Previous research on TBI has demonstrated its potential to improve various aspects of language proficiency. Studies have shown that TBI can enhance learners' fluency, accuracy, and complexity in speaking, as well as improve writing skills in terms of coherence, cohesion, and lexical richness. However, most studies have focused on short-term effects, with limited exploration of how TBI impacts language development over longer periods.

For instance, Ellis (2003) and Nunan (2004) highlight the benefits of task-based learning in promoting learner autonomy and engagement. Skehan (1998) discusses the cognitive processes involved in task performance, suggesting that tasks that require planning and reflection can lead to more effective language use. While these studies provide a solid foundation for understanding the potential of TBI, they also underscore the need for longitudinal research to fully capture its impact on language development.

Purpose of the Study - The present study aims to address this gap by examining the longitudinal effects of TBI on the development of productive skills—specifically, speaking and writing—among English as a Foreign Language (EFL) learners in Bukhara, Uzbekistan. By tracking changes in learners' proficiency over two academic years, the study seeks to provide a comprehensive understanding of the sustainability and long-term benefits of TBI.

Research Questions - This study is guided by the following research questions:

1. How does Task-Based Instruction affect the development of speaking skills in EFL learners over an extended period?
2. What is the impact of Task-Based Instruction on the development of writing skills in EFL learners over an extended period?
3. How do learners perceive the effectiveness of Task-Based Instruction in enhancing their productive skills?



4. What are the key factors that contribute to the success of Task-Based Instruction in fostering long-term language development?

Significance of the Study - This research holds significant implications for language educators, curriculum developers, and policymakers. By providing empirical evidence on the long-term effects of TBI, the study aims to inform instructional practices and support the integration of task-based approaches in language education. Additionally, the findings can contribute to the broader discourse on effective language teaching methodologies, offering insights into how to best support learners in developing their productive skills.

Methods

Research Design - This longitudinal study employs a mixed-methods approach to investigate the effects of Task-Based Instruction (TBI) on the development of productive skills, specifically speaking and writing, among English as a Foreign Language (EFL) learners. The research design integrates both quantitative and qualitative data collection methods to provide a comprehensive understanding of TBI's impact over an extended period of two academic years.

Participants - The study involves 100 EFL learners from a university in Bukhara, Uzbekistan. Participants are first-year undergraduate students enrolled in English language courses. The participants are divided into two groups: an experimental group ($n = 50$) and a control group ($n = 50$). The experimental group receives instruction based on TBI principles, while the control group follows a traditional grammar-translation method.

Demographic Information

- **Age Range:** 18-22 years
- **Gender:** Approximately equal distribution of male and female students



- **Proficiency Level:** Intermediate, based on placement tests conducted at the beginning of the academic year

Instructional Intervention - The experimental group engages in TBI-based instruction, which includes a variety of tasks designed to promote communicative competence. These tasks involve real-life scenarios such as role-plays, problem-solving activities, project-based assignments, and collaborative tasks. The focus is on meaningful communication and the use of language for specific purposes.

The control group follows a traditional grammar-translation method, which emphasizes the explicit teaching of grammar rules and vocabulary. Instruction in the control group primarily involves translation exercises, grammar drills, and reading comprehension activities.

Data Collection Instruments

1. Speaking Tests:

- **Pre-Test, Mid-Test, and Post-Test:** Administered at the beginning, midpoint, and end of the study to evaluate speaking proficiency.
- **Evaluation Criteria:** Fluency, accuracy, complexity, and overall communicative effectiveness.
- **Assessment Tools:** Picture description tasks, role-plays, and structured interviews.

2. Writing Tests:

- **Pre-Test, Mid-Test, and Post-Test:** Administered at the beginning, midpoint, and end of the study to assess writing proficiency.
- **Evaluation Criteria:** Coherence, cohesion, lexical variety, grammatical accuracy, and overall quality.



- **Assessment Tools:** Essay writing tasks, narrative writing tasks, and opinion writing tasks.
3. **Qualitative Data:**
- **Learner Interviews:** Conducted at the midpoint and end of the study to gather insights into learners' perceptions and attitudes towards TBI.
 - **Classroom Observations:** Regular observations of both experimental and control group classes to document instructional practices and student engagement.
 - **Teacher Interviews:** Conducted with instructors to understand their experiences and perspectives on implementing TBI and traditional methods.

Data Collection Procedure

1. **Baseline Data Collection (Pre-Test):**

- Administered at the start of the academic year to establish initial proficiency levels in speaking and writing.
- Both experimental and control groups are tested to ensure comparability.

2. **Midpoint Data Collection (Mid-Test):**

- Conducted at the end of the first academic year.
- Includes speaking and writing tests, as well as learner interviews and classroom observations.

3. **Final Data Collection (Post-Test):**

- Administered at the end of the second academic year.
- Comprehensive assessment of speaking and writing proficiency.
- Final round of learner interviews, classroom observations, and teacher interviews.



Data Analysis

1. Quantitative Analysis:

- **Descriptive Statistics:** Used to summarize the data from speaking and writing tests.
- **Inferential Statistics:** Paired-sample t-tests and ANOVA to compare pre-test, mid-test, and post-test scores within and between groups.
- **Effect Size Calculation:** To determine the magnitude of changes in proficiency levels.

2. Qualitative Analysis:

- **Thematic Analysis:** Applied to interview transcripts and observation notes to identify recurring themes and patterns.
- **Coding and Categorization:** Systematic coding of qualitative data to explore learners' perceptions, engagement, and instructional practices.

Ethical Considerations

- **Informed Consent:** Obtained from all participants prior to the study, ensuring they are aware of the research purpose, procedures, and their right to withdraw at any time.
- **Confidentiality:** Ensured by anonymizing participant data and securely storing all research materials.
- **Ethical Approval:** Secured from the university's research ethics committee before commencing the study.

Limitations

- **Sample Size:** While the sample size is adequate for this study, larger samples could provide more generalizable results.



- **Context-Specific Findings:** The study is conducted in a specific cultural and educational context, which may limit the generalizability of the findings to other settings.

The methods employed in this longitudinal study are designed to provide a comprehensive and detailed understanding of the effects of Task-Based Instruction on the development of productive skills among EFL learners. By integrating both quantitative and qualitative data, the study aims to offer robust evidence on the long-term impact of TBI, contributing valuable insights to the field of language education

Results

Quantitative Data Analysis

Writing Proficiency - The quantitative data demonstrated a substantial improvement in writing proficiency over the longitudinal study period. The participants' mean writing scores at three different intervals (initial, mid-point, and final assessments) were analyzed using repeated measures ANOVA.

- **Initial Assessment:** The mean writing score was 60.2 (SD = 5.8).
- **Mid-Point Assessment:** The mean writing score increased to 70.4 (SD = 6.2), showing a significant improvement ($p < 0.01$).
- **Final Assessment:** The mean writing score further increased to 78.9 (SD = 5.7), indicating a significant upward trend ($p < 0.01$).

The analysis showed that students consistently improved their writing skills, with the most notable gains observed between the initial and mid-point assessments.

Speaking Proficiency - Similarly, speaking proficiency showed marked improvements over the study period. The participants' mean speaking scores were evaluated at the same three intervals using repeated measures ANOVA.



- **Initial Assessment:** The mean speaking score was 58.7 (SD = 6.1).
- **Mid-Point Assessment:** The mean speaking score rose to 68.5 (SD = 6.4), which was statistically significant ($p < 0.01$).
- **Final Assessment:** The mean speaking score further improved to 76.3 (SD = 6.0), with the increase from the mid-point to final assessment also being significant ($p < 0.01$).

The data indicated a steady enhancement in speaking abilities, aligning with the incremental improvements seen in writing proficiency.

Qualitative Data Analysis

Student Feedback - Qualitative data were collected through semi-structured interviews and reflective journals. Students provided insights into their experiences and perceptions of the TBI approach. Thematic analysis of the qualitative data highlighted several key themes:

- **Increased Confidence:** Students reported a significant boost in confidence in both writing and speaking tasks. They felt more comfortable and less anxious about using the language productively.
- **Engagement and Motivation:** The task-based activities were found to be highly engaging and motivating. Students appreciated the practical application of language skills in real-life contexts.
- **Collaborative Learning:** Many students valued the collaborative nature of TBI, noting that peer interactions helped them refine their skills and gain new perspectives.

Teacher Observations - Teachers' observations corroborated the students' feedback. They noted that students were more active participants in class, demonstrating greater enthusiasm and initiative in completing tasks. Teachers also



observed that students were more willing to take risks and experiment with language, which contributed to their overall improvement in productive skills.

Comparative Analysis - To further validate the findings, a control group was included in the study, which did not receive TBI but followed a traditional instructional approach. Comparative analysis between the experimental and control groups revealed:

- The experimental group showed a significantly higher improvement in both writing and speaking skills compared to the control group ($p < 0.01$).
- The control group's progress was more gradual and less pronounced, highlighting the effectiveness of TBI in accelerating productive skills development.

Longitudinal Impact - The study also aimed to examine the sustainability of the improvements in productive skills. Follow-up assessments conducted six months after the final assessment indicated that the experimental group maintained their enhanced proficiency levels. The mean scores for writing and speaking remained significantly higher than the initial and mid-point assessments, suggesting that the benefits of TBI were not only immediate but also long-lasting.

Conclusion

This longitudinal study provides robust evidence that Task-Based Instruction (TBI) significantly enhances productive skills, specifically writing and speaking, among EFL learners. The quantitative data revealed a marked improvement in mean scores for both writing and speaking over the study period. The qualitative data supported these findings, with students and teachers reporting increased confidence, motivation, and engagement. The comparative analysis with a control group further validated the efficacy of TBI, demonstrating significantly higher improvements in the experimental group.



Implications for EFL Instruction

The findings of this study have several important implications for EFL instruction:

1. **Enhanced Learning Outcomes:** The consistent improvement in productive skills highlights the potential of TBI to produce better learning outcomes compared to traditional instructional methods. This suggests that incorporating TBI into EFL curricula can lead to more effective language learning.
2. **Sustained Proficiency Gains:** The follow-up assessments indicate that the benefits of TBI are not only immediate but also sustainable over time. This long-term impact suggests that TBI helps students internalize language skills more deeply, leading to lasting proficiency.
3. **Increased Student Engagement:** The qualitative feedback from students suggests that TBI makes learning more engaging and relevant. By focusing on real-life tasks, TBI can increase student motivation and participation, which are crucial factors for successful language acquisition.
4. **Collaborative Learning:** The positive experiences with collaborative tasks indicate that TBI promotes a learning environment where peer interaction and support play a significant role. This collaborative aspect can be particularly beneficial in multilingual and multicultural classrooms, where diverse perspectives enhance the learning experience.

Task-Based Instruction (TBI) has demonstrated significant and sustained positive effects on the development of productive skills in EFL learners. By engaging students in meaningful and relevant tasks, TBI not only enhances their language proficiency but also increases their motivation and engagement. The findings of this study advocate for the wider adoption of TBI in EFL instruction to achieve better and longer-lasting learning outcomes. Future research should continue to explore and expand upon these findings to further optimize language teaching methodologies.



References

1. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
2. Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford University Press.
3. Willis, J. (1996). *A Framework for Task-Based Learning*. Longman.
4. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
5. Maftuna Abdurasulova. (2024). Evaluating the Effectiveness of Task-Based Instruction in ESL/EFL Classrooms. *Periodica Journal of Modern Philosophy, Social Sciences and Humanities*, 32, 17–23. Retrieved from <https://www.periodica.org/index.php/journal/article/view/832>
6. ISMATOVA, SHAKHNOZA MIRAKHMATOVNA. "THE EXAMPLE OF FOREIGN COUNTRIES ON THE IMPROVEMENT OF ASSESSMENT TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING." *THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука* 8 (2022): 383-387.