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A Study of Needs on English Reading Instruction based on Task-Based Learning for Thai-Nichi Institute of Technology Students

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ABSTRACT

The purpose of this research were 1) to study needs of TNI students towards English reading instruction based on task-based learning in four aspects: Instruction, English Reading, Teaching Materials, and Task-Based Teaching 2) to compare students' needs on the four aspects according to students' gender, faculty and academic year 3) to gather supplemental suggestions. Research samples were 306 TNI students in the second semester of 2015 academic year, derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, f-test, and content analysis. The research findings were as follows: 1. Needs of TNI students towards English reading instruction based on task-based learning as a whole was at high level ($\bar{x} = 4.04$). When considered in each aspect, it was found that their needs were at high level on Instruction ($\bar{x} = 4.12$), English Reading ($\bar{x} = 3.92$), Teaching Materials ($\bar{x} = 4.05$), and Task-Based Teaching ($\bar{x} = 4.07$) respectively. 2. The students with different genders showed no significant differences in overall and each aspect. 3. The students with different faculty showed no significant differences in overall and each aspect. 4. The students with different academic year showed statistically significant differences in overall at .05. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Instruction, English Reading, and Task-Based Teaching. For the rest aspect, it was found that there were no significant differences. 5. TNI students had supplemental suggestions as following: 5.1 Teachers should use social networks in both inside and outside classroom. 5.2 Teachers should apply games in English reading instruction. 5.3 Teachers should use various teaching materials in English reading teaching.

Keywords: Needs on English Reading Instruction, Task-Based Learning

Introduction

Nowadays, there are various methodologies in English language learning which encourage teacher to think systematically. In addition, this enables teacher analyze and synthesize the content in English learning which, finally, creates various learning styles such as Integrated Learning, Content-Based Learning, Learner-Centred Language Curriculum, Communicative Language Teaching and Task-Based Learning (Department of Curriculum and Instruction Development, 2002 :105-106)

Among those methodologies, researcher is interested in task-based learning because it is learning management using task as main assessment. In addition to this, a student is a part of learning development which eventually responds student's needs. Importantly, a student is motivated to use language for communication and develop his or her thought

(Pengnate, 2013) Therefore, the purpose of task-based learning is to facilitate student learn language more quickly, use language effectively and develop his or her language skills continuously (Willis, 1998).

The definition of task-based learning is categorized by many researchers (Rahimpour, 2008; Long, 1985; Prabhu, 1987; Robinson, 2001) as it focuses on the ability to perform a task or activity without explicit teaching of grammatical structure. Further, the approach creates more favorable and better conditions for the development of second language ability than does an approach that focuses solely on the explicit teaching and learning of the rules of the language.

College of General Education and Languages, Thai-Nichi Institute of Technology has been operating for eight years and there has been no research conducted to study needs on English reading instruction based on task-based learning. Therefore, researcher wants to explore the needs of TNI student towards English reading instruction based on task-based learning in every year and faculty in order to develop English reading instruction and teaching materials for next occasion.

Research Purposes

1. To study needs of TNI students towards English reading instruction based on tasked-based learning in four aspects: Instruction, English Reading, Teaching Materials, and Tasked-Based Teaching
2. To compare students' needs on the four aspects according to students' gender, faculty and academic year.
3. To gather supplemental suggestions.

Methodology

Population and Samples

This research was to study needs on English reading instruction based on task-based learning for Thai-Nichi Institute of Technology students in four aspects: Instruction, English Reading, Teaching Materials, and Task-Based Teaching which consisted of population and samples as follows:

Population of this research was 1,200 TNI students in 3 faculties of Engineering, Information Technology and Business Administration in the second semester of 2015 academic year. Samples of the research were 306 TNI students derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

Instrumentation

The instrument used in this study is a questionnaire. The questionnaire was constructed by the researcher, based on needs on English reading instruction based on task-based learning for Thai-Nichi Institute of Technology students.

The first part (Part 1) of this questionnaire asks for the demographic information on their genders, academic year and faculty. The participants were asked to report their information by ticking in only one box.

The second part (Part 2) concerns a study of needs on English reading instruction based on task-based learning for Thai-Nichi Institute of Technology students. This part comprises 40 items of a study of need on English reading instruction based on task-based learning for Thai-Nichi Institute of Technology students in 4 major areas: 10 items of Instruction, 10 items of English Reading, 10 items of Teaching Materials, and 10 items of Tasked-Based

Teaching. The participants were asked to check by ticking in only one box under the five levels of importance on each item in Part 2 to indicate their needs on English reading instruction based on task-based learning in each area listed in the questionnaire.

The five levels of need used in the questionnaire are “Strongly Agree”, “Agree”, “Neither agree nor disagree”, “Disagree” and “Strongly disagree”. Responses from the student questionnaires were subsequently coded. The data of the students’ coded responses were statistically calculated and analyzed. The computation of Cronbach’s Alpha as a measure of reliability was employed to indicate how reliable the research questionnaire results are. Reliability is defined as the proportion of the students’ responses to each item in the questionnaire and the reliability coefficient or calculated alpha is a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics is also used to determine the individual summary statistics for each of the 40 items in the questionnaire.

The third part (Part 3) asks for more opinions and suggestions of TNI undergraduate students about a study of needs on English reading instruction based on task-based learning for Thai-Nichi Institute of Technology students which based on open-ended questions.

Data Collection

Needs on English reading instruction based on task-based learning for Thai-Nichi Institute of Technology students were accessed through the questionnaire in the second semester of 2015 academic year.

The administration of the research questionnaire was conducted in English and Japanese classes. Part 1 concerns the demographic variables about their genders, academic years and faculties. The 40 items of Part 2 cover needs of TNI students towards English reading instruction based on task-based learning. Therefore, the participants were requested to consider each item carefully and indicate how important each item was for their study. A total of 306 TNI students from the 3 faculties completed the questionnaire. The students’ responses from the questionnaire were subsequently coded using computer program as follows: “1 = male and 2=female” for genders; 1 = first year, 2 = second year, 3 = third year, 4 = fourth year” for academic years; “1 = Engineering, 2 = Information Technology and 3=Business Administration for faculties and “1=strongly disagree, 2 =disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree” for each of the five levels of importance on 40 items in Part 2.

The analyses of the research data were conducted by means of descriptive statistics. The descriptive statistical analyses of the frequencies and percentages of the students’ responses were employed to report their demographic variables and to indicate the rank order of the items in each area of needs of TNI students towards English reading instruction based on task-based learning listed in the questionnaire. The frequency distributions were analyzed to determine the proportions of the students’ responses to the five levels of importance on the 40 items in 4 majors area: 10 items of Instruction, 10 items of English reading, 10 items of Teaching materials, and 10 items of Tasked-based learning. Process analysis was conducted with the second research question in determining the associations of the participants’ needs of TNI students towards English reading instruction based on task-based learning to each of these demographic variables: genders, academic years and faculties.

Data Analysis from Questionnaire

Data analysis from questionnaire both single item and whole questionnaire which presented a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

1.00 $\leq \bar{x} < 1.50$	refers to students strongly disagree on needs of TNI students towards English reading instruction based on task-based learning
1.51 $\leq \bar{x} < 2.50$	refers to students disagree on needs of TNI students towards English reading instruction based on task-based learning
2.51 $\leq \bar{x} < 3.50$	refers to students neither disagree nor agree on needs of TNI students towards English reading instruction based on task-based learning
3.51 $\leq \bar{x} < 4.50$	refers to students agree on needs of TNI students towards English reading instruction based on task-based learning
4.51 $\leq \bar{x} < 5.00$	refers to students strongly agree on needs of TNI students towards English reading instruction based on task-based learning

The Statistics Used for Analyzing the Data

The collected data was analyzed using a computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

Results

Results of Data Analysis

Phase 1 The results of demographic variable of TNI undergraduate students

The analysis of the data from the students' questionnaire reported by TNI undergraduate students in the 2015 academic year is presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders, academic years and faculties as following table.

Table 1
Table of the results of demographic data of respondents

Demographic data of respondents	n=306	Percentage
1. Genders		
1.1 Male	188	61.44
1.2 Female	118	38.56
Total	306	100
2. Academic Years		
1st Year	81	26.47
2nd Year	80	26.14
3rd Year	78	25.49
4th Year	67	21.90
Total	306	100
3. Faculties		
Engineering	95	31.05
Information Technology	109	35.62
Business Administration	102	33.33
Total	306	100

Table showed that percentages of TNI undergraduate respondents in genders ranged from 61.14% for male and 38.56% for female; in academic years ranged from 26.47% for 1st

year, 26.14% for 2nd year, 25.49% for 3rd year and 21.90% for 4th year; in faculties ranged from 31.05% for Engineering, 35.62% for Information Technology, 33.33% for Business Administration.

Phase 2 Needs of TNI students towards English reading instruction based on task-based learning

Table 2

Table of mean and standard deviation of needs of TNI students towards English reading instruction based on task-based learning in total

Components	\bar{x}	S.D.	Level
Instruction	4.12	0.55	high
English Reading	3.92	0.53	high
Teaching Materials	4.05	0.51	high
Task-Based Learning	4.07	0.60	high
Total	4.04	0.47	high

The table above indicated that TNI students had a high level of needs of TNI students towards English reading instruction based on task-based learning in overall ($\bar{x}=4.04$).

When considered in each aspect, it was found that the students had the high levels of needs of TNI students towards English reading instruction based on task-based learning in Instruction ($\bar{x}=4.12$), English Reading ($\bar{x}=3.92$), Teaching Materials ($\bar{x}=4.05$) and Tasked-Based Learning ($\bar{x}=4.07$) respectively.

Table 3

Table of mean and standard deviation of need of TNI students towards English reading instruction based on task-based learning in Instruction

Components	N	\bar{x}	S.D.	Level
1. I want a lecturer to explain course syllabus in order to make student understand learning's purposes.	306	4.11	0.81	High
2. I want to take pre-test and post-tests in order to evaluate student's basic knowledge.	306	3.73	0.90	High
3. I want motivated atmosphere in classroom.	306	4.13	0.84	High
4. I want new learning methodology.	306	4.28	0.79	High
5. I want lecturer to use his or her own experience to be sample case study.	306	4.29	0.78	High
6. I want interesting teaching materials such as video clip and documents used in the real workplace.	306	4.22	0.85	High
7. I want a lecturer to summarize the content after class in order to check student's comprehension.	306	4.27	0.83	High
8. I want to learn by student-center approach.	306	3.99	0.84	High
9. I want instruction that focuses on practice not the	306	4.12	0.83	High

Components	N	\bar{x}	S.D.	Level
content.				
10. I want appropriate assessment in both theoretical and practical parts in order to enhance student's comprehension.	306	4.02	0.88	High
Total	306	4.12	0.55	High

The table showed that Instruction in overall was at high level (\bar{x} =4.12). The item which ranked the highest mean score at the high level were item 5 *I want lecturer to use his or her own experience to be sample case study* (\bar{x} =4.29), followed by item 4 *I want new learning methodology* (\bar{x} =4.28). However, the lowest mean score at high level was item 2 *I want pre- and post- tests in order to evaluate student's basic knowledge* (\bar{x} =3.73).

Table 4

Table of mean and standard deviation of need of TNI students towards English reading instruction based on task-based learning in English Reading

Components	N	\bar{x}	S.D.	Level
1. I want regular English reading practicing through interesting media. For example, student is assigned to read story from the internet and present in front of the class.	306	3.83	0.95	High
2. I want English reading instruction by using various media such as memo, business correspondence. Student, then, summarize what you've read.	306	3.79	0.85	High
3. I want documents in the real workplace such as machine manual and technological management principles to be teaching materials.	306	3.83	0.87	High
4. I want a lecturer to teach how to interpret graph, diagram and chart and then present in front of the class.	306	3.73	0.92	High
5. I want a lecturer to teach how to find the answer from the passage with time limitation.	306	3.93	0.87	High
6. I want reading instruction by using activity or game in order to make student enjoyed with the class.	306	4.17	0.86	High
7. I want a lecturer to integrate other skills such as writing and speaking into reading instruction. For example, lecturer assign student to analyze from the passage and then present in front of the class.	306	3.91	0.89	High
8. I want reading competition inside and outside the university in order to build positive attitude in reading.	306	3.86	0.94	High
9. I want a lecturer to teach techniques in reading such as using context clue or finding main idea.	306	4.17	0.79	High
10. I want regular assessment in reading relating student's major.	306	4.01	0.84	High

Total	306	3.92	0.53	High
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The table showed that English Reading in overall was at high level (\bar{x} =3.92). The item which ranked the highest mean score at the high level were item 9 *I want lecturer to teach techniques in reading such as using context clue or finding main idea* (\bar{x} =4.17), followed by item 6 *I want reading instruction by using activity or game in order to make student enjoyed with the class* (\bar{x} =4.17). However, the lowest mean score at high level was item 4 *I want lecturer to teach how to interpret graph, diagram and chart and then present in front of the class* (\bar{x} =3.73).

Table 5

Table of mean and standard deviation of need of TNI students towards English reading instruction based on task-based learning in Teaching Materials

Components	N	\bar{x}	S.D.	Level
1. I want a lecturer to use text book that has level of difficulty relating to student's ability.	306	4.15	0.82	High
2. I want a lecturer to use teaching materials used in the real workplace such as business letter, minute of meeting, job application and announcement.	306	3.98	0.88	High
3. I want a lecturer to give student a chance to ask question about the reading passage.	306	4.10	0.83	High
4. I want a lecturer to use animation and video in reading instruction.	306	4.14	0.84	High
5. I want a lecturer to use PowerPoint Presentation in reading instruction.	306	4.07	0.88	High
6. I want a lecturer to use up-to-date articles.	306	4.30	0.74	High
7. I want a lecturer to provide competition or game in reading instruction.	306	4.04	0.94	High
8. I want a lecturer to use social media such as Facebook or Twitter in reading instruction.	306	3.92	1.01	High
9. I want a lecturer to use sample of reading test in TOEIC, TOEFL or IELT in reading instruction.	306	4.10	0.89	High
10. I want a lecturer to use research or academic article in reading instruction.	306	3.71	0.95	High
Total	306	4.05	0.51	High

The table showed that Teaching Materials in overall was at high level (\bar{x} =4.05). The item which ranked the highest mean score at the high level were item 1 *I want lecturer to use text book that has level of difficulty relating to student's ability* (\bar{x} =4.15), followed by item 4 *I want lecturer to use animation and video in reading instruction* (\bar{x} =4.14). However, the lowest mean score at high level was item 10 *I want lecturer to use research or academic article in reading instruction* (\bar{x} =3.71).

Table 6: Table of mean and standard deviation of need of TNI students towards English reading instruction based on task-based learning in Task-Based Learning

Components	N	\bar{x}	S.D.	Level
1. I want a pair or group activity.	306	4.08	0.94	High
2. I want an activity that encourages student to express his or her idea.	306	4.09	0.84	High
3. I want an activity that encourages student to use language in information ordering and categorizing.	306	4.07	0.82	High
4. I want activity that encourages student to express his or her idea and solve the problem.	306	4.12	0.77	High
5. I want an activity that encourages student to use language to talk about himself or herself and exchange information with other people.	306	4.05	0.87	High
6. I want outside classroom activity.	306	3.98	0.98	High
7. I want activity that gives student a problem. After that, student discusses and chooses the best solution.	306	4.03	0.85	High
8. I want lecturer to observe student's behavior during activity and to motivate student to use target language to communicate.	306	4.09	0.78	High
9. I want to express feeling toward activity and what I want to do after that.	306	3.98	0.85	High
10. I want to choose what I'm interested in to read not only in the class but also outside class.	306	4.23	0.81	High
Total	306	4.07	0.60	High

The table showed that Task-Based Learning in overall was at high level ($\bar{x}=4.07$). The item which ranked the highest mean score at the high level were item 10 *I want to choose what I'm interested in to read not only in the class but also outside class* ($\bar{x}=4.23$), followed by item 4 *I want activity that encourages student to express his or her idea and solve the problem* ($\bar{x}=4.12$). However, the lowest mean score at high level was item 6 *I want outside-class activity* ($\bar{x}=3.98$).

Phase 3 The results of the comparison of needs of TNI students towards English reading instruction based on task-based learning according to genders, academic years, and faculties

Table 7

Table of mean and standard deviation of needs of TNI students towards English reading instruction based on task-based learning according to genders

Components	Male (M) n=169		Female (F) n=122		t	p
	\bar{x}	S.D.	\bar{x}	S.D.		
Instruction	4.07	0.57	4.18	0.50	-1.68	0.26
English Reading	3.90	0.55	3.95	0.49	-0.75	0.23

Components	Male (M) n=169		Female (F) n=122		t	p
	\bar{x}	S.D.	\bar{x}	S.D.		
Teaching Materials	4.03	0.52	4.08	0.48	-0.89	0.22
Tasked-Based Learning	4.07	0.59	4.07	0.60	-0.03	0.98
Total	4.02	0.48	4.07	0.44	-0.96	0.29

The table showed that students with different genders had no statistically significant differences in total and in each aspect.

Table 8

Table of comparison of needs of TNI students towards English reading instruction based on task-based learning according to academic years

Components	SS	df	MS	F	p	Sheffe'
Instruction						
Between groups	3.332	3	1.111	3.721	0.012*	2 nd – 4 th
Within groups	90.140	302	0.298			
Total	93.472	305				
English Reading						
Between groups	3.299	3	1.100	3.983	0.008*	2 nd – 4 th
Within groups	83.384	302	0.276			
Total	86.683	305				
Teaching Materials						
Between groups	1.855	3	0.618	2.407	0.067	
Within groups	77.589	302	0.257			
Total	79.444	305				
Tasked-Based Learning						
Between groups	5.351	3	1.784	5.181	0.002*	2 nd – 4 th
Within groups	103.976	302	0.344			
Total	109.327	305				
Total						
Between groups	3.241	3	1.080	5.066	0.002	2 nd – 4 th
Within groups	64.397	302	0.213			
Total	67.638	305				

* Statistical significance at 0.05 level

The table showed that students with different academic years had statistically significant differences at 0.05 level in the total when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in Instruction, English Reading and Tasked-Based Learning of 2nd year students and 4th students.

Table 9

Table of comparison of needs of TNI students towards English reading instruction based on task-based learning according to faculties

Components	SS	df	MS	F	p
Instruction					

Components	SS	df	MS	F	p
Between groups	0.178	2	0.089	0.289	0.749
Within groups	93.294	303	0.308		
Total	93.472	305			
English Reading					
Between groups	0.131	2	0.066	0.230	0.795
Within groups	86.552	303	0.286		
Total	86.683	305			
Teaching Materials					
Between groups	0.187	2	0.093	0.357	0.700
Within groups	79.258	303	0.262		
Total	79.444	305			
Tasked-Based Learning					
Between groups	0.213	2	0.106	0.296	0.744
Within groups	109.114	303	0.360		
Total	109.327	305			
Total					
Between groups	0.011	2	0.006	0.025	0.975
Within groups	67.626	303	0.223		
Total	67.638	305			

* Statistical significance at 0.05 level

The table showed that students with different faculties had no statistically significant differences in the total and in each aspect.

Phase 4 The results of suggestions strategies of Thai-Nichi Institute of Technology students towards English reading instruction based on task-based learning

TNI students had supplemental suggestions as following:

- 1 Teachers should use social networks in both inside and outside classroom.
- 2 Teachers should apply games in English reading instruction.
- 3 Teachers should use various teaching materials in English reading teaching.

Conclusions

According to the study and data analysis, the results of this study were concluded as follows:

Phase 1: The results of demographic variable of TNI undergraduate students

The percentages of TNI undergraduate respondents in genders ranged from 61.14% for male and 38.56% for female; in academic years ranged from 26.47% for 1st year, 26.14% for 2nd year, 25.49% for 3rd year and 21.90% for 4th year; in faculties ranged from 31.05% for Engineering, 35.62% for Information Technology, 33.33% for Business Administration.

Phase 2: Needs of TNI students towards English reading instruction based on task-based learning

TNI students had a high level of desired needs of TNI students towards English reading instruction based on task-based learning overall ($\bar{x}=4.04$). When considered in each aspect, it was found that the students had the high levels of needs of TNI students towards

English reading instruction based on tasked-based learning in Instruction ($\bar{X}=4.12$), English Reading ($\bar{X}=3.92$), Teaching Materials ($\bar{X}=4.05$) and Task-Based Learning ($\bar{X}=4.07$) respectively.

Phase 3: The results of the comparison of needs of TNI students towards English reading instruction based on task-based learning according to genders, academic years, and faculties

1. Students with different genders had no statistically significant differences in total and in each aspect.
2. Students with different academic years had statistically significant differences at 0.05 level in the total when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in Instruction, English Reading and Tasked-Based Learning of 2nd year students and 4th students.
3. Students with different faculties had no statistically significant differences in the total and in each aspect.

Phase 4: The results of suggestions strategies of Thai-Nichi Institute of Technology students towards English reading instruction based on task-based learning as following:

- 1 Teachers should use social networks in both inside and outside classroom.
- 2 Teachers should apply games in English reading instruction.
- 3 Teachers should use various teaching materials in English reading teaching.

Discussions

1. Needs of TNI students towards English reading instruction based on task-based learning in Instruction were at high level. This might be because TNI lecturer uses his or her own experience to be a sample case study. This is relevant to Skerrett (2010)'s theory who demonstrates that this teaching method can enhance the students' quality as it bridges the gap between learning and practice, creates spaces for addressing problems of practice and improves student learning.

2. Needs of TNI students towards English reading instruction based on task-based learning in English Reading were at the high level. Using activity or game can make a student enjoy in the class. This might be because they need active classroom which has friendly and positive atmosphere. According to Langran and Purcell (1994), they indicate that using games in the classroom can be extremely helpful in keeping an exciting learning environment and can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students.

3. Needs of TNI students towards English reading instruction based on task-based learning in Teaching Materials were at the high level. TNI students need a lecturer to use text book that has level of difficulty relating to student's ability as textbook, sometimes, is difficult and not suitable for the student to learn. This is similar to O'Neill (1990)'s research who notes that materials should be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons.

4. Needs of TNI students towards English reading instruction based on task-based learning in Task-Based Learning were at the high level. TNI students need to choose what they are interested in to read not only in the class but also outside class. It is crucial for the students to choose the reading articles that match with their interest. This is related to the study of Cambourne (1995) who highlights that although providing students with more time

to read dramatically increases the amount of reading they do, no single practice inspires students to read as much as the opportunity to choose their own books.

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